Middle Tennessee State University

THE COMPARISON OF TENURED AND NON-TENURED TEACHERS' IDEAS OF SUCCESSFUL TEACHER PRACTICES

By

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CHAPTER 1
INTRODUCTION

Statement of the Problem
The Metropolitan Life Survey of The American Teacher, Old Problems, New Challenges, 1984-1995, (MLSTAT), reports:

51% of teachers say they are not all likely to consider leaving teaching for another profession. Teachers' overall level of satisfaction with their careers has increased considerably in the past eleven years. Over half (54%) currently say they are very satisfied, compared to 44% in 1985 (Harris et al, 1995, p. 8-9).

On the other hand, Thomas and Kiley (1994) report an opposing paradox, 50% of teachers leave teaching careers after six years and there exists only an 85% retention rate for first year teachers (p. 1). Those individuals aspiring for careers outside of teaching, vacate school professions because promotional opportunities there are "flat" (Koprowicz, 1994, p. 63).

Baron, Burrett, Brookhart, Rusnak, and Whordley (1992) cite Murnane and Phillips (1978), who attempted to predict effective teaching by examining successful teaching techniques. While the researchers did not succeed in predicting effective teaching they did note no one method of teaching is always successful. "There is no recipe for success" (p. 8). Hence, what are the longevity vital signs of an educator in the teaching profession today? What dimensional parameters of time, experience, and excellence culminate "what is an effective teacher?" Bandy (1980) cites Crampton (1972) who quotes, "in spite of millions of dollars spent on research in trying to evaluate the effective teacher, a fundamental comment emerges, the effective teacher is an experience" (p. 109).
The Hypothesis

The purpose of this study was to test the hypothesis a significant correlation exists between tenured and non-tenured teachers' ideas of successful teacher practices. An information search was performed to locate inquiry information relevant to the constructs of this study and research questions that guided this study were:

1. What characteristics or descriptive practices identify successful teachers?
2. What contrasting differences of job satisfaction exist between teachers of special versus regular education?
3. How is the education profession effected by factors of teacher burnout, retention, and attrition?

Definitions of Terms

Tenured Versus Non-Tenured Teacher. In the State of Tennessee a tenured teacher is described as a public school teacher that has taught successfully in the state four years. This teacher holds a professional teacher license rather than a probationary or an apprentice type license, issued to teachers with less than four years experience at implementing successful teacher practices.

Special Versus Regular Education. State licensed teachers certified and entrusted in educational qualifications and experiences to provide the daily programming needs of a diversified student population. Unlike regular education, these teachers modify and adapt school curriculums in a least restrictive environment, as individually applied to students in accommodation and social adaptation to their present physical, emotional, and either academic needs.
Teacher Burnout  The physical and emotional drainage of teacher energies depleted from classroom effectiveness as a result of negative conflicting variables that contrast with regular school day routines.

Retention Versus Attrition  Teacher incentives that empower educational careers of longevity versus specified or unspecified reasons for the voluntary or involuntary separation of school personnel from the teaching profession.

Procedure for Gathering Data

The data for this research were obtained by first conducting a computer search. Other resources such as Education Index, Current Index of Journals in Education, Educational Resource Information Center (ERIC), Resources in Education, and Readers Guide to Periodical Literature were used. Journals, periodicals, and other resources were obtained from the libraries of Middle Tennessee and Tennessee State Universities. Additional research information was obtained via Federal Express overnight airmail from the Metropolitan Life Foundation.

Organization of Study

This study is organized into five chapters. Chapter 1 includes a statement of the problem, the hypothesis, definition of terms, procedure for gathering data, and organization of study. Chapter 2 contains the review of related literature. Chapter 3 contains methods of procedure. Chapter 4 contains presentation of data. Chapter 5 contains summary, conclusions, and recommendations followed by references and appendixes.
CHAPTER 2
REVIEW OF LITERATURE

Introduction
Research data was gathered on tenured versus non-tenured teachers' ideas of successful teacher practices. The review of the literature was organized around three basic questions:

1. What characteristics or descriptive practices identify successful teachers?
2. What contrasting differences of job satisfaction exist between teachers of special versus regular education?
3. How is the education profession effected by factors of teacher burnout, retention, and attrition?

Characteristic and Descriptive Practices of Successful Teachers
What is the role of the teacher and what standards exist for them? The National Education Association Professional Library has available several written resources on the characteristics of successful teachers. "The successful teacher is a thoughtful planner of educational encounters, encounters designed to bring together learners, knowledge (content), and instructors into effective relationships for teaching and learning" (Burton, 1992, p. 25). Baron et al. (1992) cite Murnane and Phillips (1978) who report how successful teachers perform:

1. Business like orientation to the classroom.
2. Help students stay on task by structuring and monitoring the classroom environment.
3. Provide learner objective feedback in skill acquisition and testing (p. 3).
Successful Teacher Practices

Since the inception of the National Boards For Professional Teaching Standards (NBPTS) in 1987, their volunteer state system approach to a National Teacher Certification program is based on the fundamental concept, "teaching is a learned craft through trial and error and through acquired professional knowledge" (West, 1991, p. 4).

Koprowicz (1994) states the mission of NBPTS is to "establish high and rigorous standards for what accomplished board certified teachers should know and be able to do." Because their end product is to advance future legislation via educational reform bills, certified teachers must meet the below standards:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from their experience.
- Teachers are members of learning communities (p. 2).

NBPTS applicants considered for the qualifying prerequisites of a national certificate are required to have taught successfully for three years with a valid state teacher's license, after having had graduated from an accredited institution.

How does the attitudes of teachers effect their success? Peters (1992) cites Pearl and Wilson (1986) who after four years of pedagogical research, report the differences between successful and unsuccessful teachers are the attitudes maintained in the classroom by them towards students (p. 2). Cottrell (1982) reports from field study results of six experienced teachers, "there is a strong link between teachers' contentment and their effectiveness in the classroom, success in reaching students." Successful teachers provide an atmosphere of mutual respect between students and themselves that encourages active communications and an alertness to ongoing student sensitivities (p. 1).
Erickson (1987) maintains students must be trusted and judged fairly by their teachers. If this becomes an impossibility, the success ratio of students and academics will be lost (p. 4). Campbell (1983) asserts to understand the magnitude of problems students bring into the classroom there must exist interpersonal communication skills for teachers that benefit student daily concerns (p. 12). According to Fraser (1990) 61% of teachers surveyed "frequently" or "continuously" help students with non academic problems (p. v). Hence, a communications link between teachers and students must be actively implemented, developed, and monitored for teaching to be successful.

What instructional skills or classroom management techniques favor successful teachers? Henderson and Ward (1966) state success is evident when the "the teacher provides many ways to employ the same material." He or she must demonstrate a thorough understanding and acknowledgment of the skills associated with the learning process, (i.e., modified curriculum materials) manipulative and hands-on activities via lesson plans matched to individual learning styles. Implemented study skills of drill and practice, recall and retention, emphasizing instructional remedial techniques, must actively be visible in the classroom as moderately taught with measuring instruments that monitor and assess knowledge attainment (Baron et al., 1992, p. 8).

Brookhart and Rusnack (1993) examined the lesson plans of successful teachers and indicate this echelon of educators plan thoroughly and are concerned about making lessons relevant, but not influenced by social and economic factors in their expectations of students (p. 17-26).
Fraser (1990) cites (Cummins, 1986; Maeroff, 1988; Sizer, 1984) who explain for students to maximize from the results of teacher lesson plans, teachers must "feel sufficiently empowered to be innovative and autonomous in their teaching styles" (p. 1).

Fraser and Tobin (1993) report although not all teachers teach the same way, the structural maintenance of a classroom management system is present. In their study of just over five-hundred clock hours, twenty-two teachers were observed in their natural habitat the classroom setting. "Outstanding" teachers were noticed to command and keep the attention of their classes from a distance and while away from their desks. They prevented classroom disturbances by talking one-to-one to students before disruptions arose (p. 2). Therefore, according to Haertel, Haertel, and Walberg (1981), students succeed with better grades in classrooms that structurally provide order, functionality, and daily opportunities for academic success without student havoc (Fraser & Tobin, 1993, p. 7).

What qualities do educational supervisors recognize in their evaluation of successful teacher practices? D'Amico and Frericks, (1989) list in hierarchical rank order several competencies and characteristics of "most" effective teachers as reported from questionnaire surveys of thirty-four principals from Dayton, Ohio. (See TABLE 2.1). Although teachers were separated according to their instructional assignment level by their representative principals, overlapping similarities in order of different prioritization are identified from both groups of either elementary or secondary teachers. As identified by elementary principals the most effective teachers:

1. Know their subject area (s) they are prepared and organized.
2. Have appropriate qualifications.
3. Have good communication skills and a sense of humor.
4. Have flexibility.
5. Have the ability to identify and meet individual needs.
6. Understand child development.
7. Have genuine interest in each student.

As identified by secondary principals. The most effective teachers:
1. Know their content and prepare for other classes.
2. Have good communication skills.
3. Pay attention to the uniqueness of individuals.
4. Have an awareness of the elements of effective teaching and the ability to implement them in their teaching.
5. Have flexibility in dealing with students.
6. Have a sense of humor (p. 23).

Newman (1994) reports questionnaires are not the only method with which school principals may evaluate teacher competencies. Qualitative and quantitative measurement tools of assessment include object data such as "attendance, class control and completion of clerical duties," as contrasted along with "the aspects of teaching that are made subject to the perception and attitude of the person who is doing the evaluation." Because of the latter Newman advocates marginal teachers do exist and 15% to 20% of New York City Schools' teachers as judged there by administrative respondents are incompetent (p. 27).

A marginal teacher is one who has persistent and/or recurring difficulties in one or more of the following areas, subject matter mastery; instructional competencies; producing desired results; rapport with students, parents and staff; physical and/or emotional stability in teaching (Ehrgott, Sparks, and Sparks, 1995, p. 32).
### TABLE 2.1


<table>
<thead>
<tr>
<th>% Choosing</th>
<th>Responses</th>
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<tbody>
<tr>
<td>89%</td>
<td>Knowledge of material/content/subject area;</td>
</tr>
<tr>
<td></td>
<td>prepared and organized</td>
</tr>
<tr>
<td>53%</td>
<td>Appropriate qualifications</td>
</tr>
<tr>
<td>47%</td>
<td>Good communication skills, sense of humor</td>
</tr>
<tr>
<td>38%</td>
<td>Flexibility</td>
</tr>
<tr>
<td>32%</td>
<td>Able to identify the learning process and young adult</td>
</tr>
<tr>
<td>32%</td>
<td>Understanding the learning process and young adult</td>
</tr>
<tr>
<td>32%</td>
<td>Able to deal with people - human relations skills</td>
</tr>
<tr>
<td>32%</td>
<td>Caring Attitude</td>
</tr>
<tr>
<td>15%</td>
<td>Positive Discipline</td>
</tr>
</tbody>
</table>
Bandy (1980) reports in a much earlier study, the frequency tallied results of teacher supervisors, (school service trustees) from Atlin, British Columbia. (See TABLE 2.2). Although the twenty-seven interviewees failed to produce any consistent preference results of group rank order data, successful teacher practices are identified (p. 91).
<table>
<thead>
<tr>
<th>Group Ranking</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Flexible, adaptable</td>
<td>11</td>
</tr>
<tr>
<td>2. Good interpersonal and communication skills</td>
<td>10</td>
</tr>
<tr>
<td>3. Emotionally mature, independent self-reliant, confidant</td>
<td>9</td>
</tr>
<tr>
<td>4. Community minded</td>
<td>8</td>
</tr>
<tr>
<td>5. Knowledgeable with wide interests and skills</td>
<td>6</td>
</tr>
<tr>
<td>6. Imaginative, innovative, creative</td>
<td>6</td>
</tr>
<tr>
<td>7. High moral standards</td>
<td>6</td>
</tr>
<tr>
<td>8. Patient, tolerant, open-minded</td>
<td>5</td>
</tr>
<tr>
<td>9. Competent qualified teacher</td>
<td>5</td>
</tr>
<tr>
<td>10. Organized (leadership)</td>
<td>4</td>
</tr>
<tr>
<td>11. Resourceful</td>
<td>4</td>
</tr>
</tbody>
</table>

**OTHER:**

- Empathetic, happy, warm, caring person 4
- Dedicated, reliable 3
- Accepting community views 2
- Sense of humor 1
- Healthy 1
Differences Between Teachers of Special Versus Regular Education

Lobosco and Newman (1992) report emergent societal changes have polluted the school setting arena whereas "nice kids" from all-American homes are becoming more difficult to find. Students who now enter the school setting as compared to past generations are more prone to learning difficulties because of the factors which include:

1. Quantum leap advancements in information and technology that effect individual daily agendas.

2. A fast paced mobilized society.

3. The breakdown of traditional family values, (i.e., escalating divorce rates, teenage pregnancies, and the subsidization of one parent homes).

4. The prevalence of escalating crimes rates against people and property as a result of a drug crazed "here and now" society (p. 2).

How does the teaching profession meet the needs of special versus regular education students? To meet the instructional programming needs of diversified student populations the Federal Government, 1975-1986, passed laws (PL 94-142, PL 98-199, & PL 99-457). These laws mandate a "free appropriate education" for individuals of disabilities from either their adopted or biological natural families. Enacted into these laws is the provisional enforcement and advocacy protection of the "inclusion principle." It purports regardless of the possible cost factors associated with increased school district expenditures for school enrolled disabled students between the ages of 3-21, the allocation of private/public resources will not be denied to them without the due process of law.

Special education teachers orchestrate their students through this process without federal and/or civil litigation court docket penalties through the design, documentation, monitoring, and evaluation of Individualized Education Plans, (I.E.P.)s.
Thus, the programming needs of certified disabled students are provided for in a "least restricted environment" with their legal rights advocated relevant to pioneer reform bills of the early seventies. (Kaufman, 1989, pp. 69-74). Although educational opportunities equally exist for all students, "teaching students who are gifted/talented is related to increased job satisfaction, whereas working with students having learning difficulties is related to decreased job satisfaction" (Lobosco & Newman, 1992, p. 29).

Billingsley and Cross (1992) state teacher role differences diametrically oppose the otherwise unison collaborative efforts of both special and regular education teachers abetting the "inclusion principle." Kaufman, Dangel, and Walker (1993) cite Robinson (1991) who magnifies the dichotomy one step further identifying "irritating behaviors" of special education teachers. General education teachers stereotypically believe special education teachers are "unreal" in their classroom expectations for them relevant to student records management, instructional accommodations and modifications in the lack of "provisional help with "inclusion" students when once there. Other snide comments include:

1. Have a irrelevant job.
2. Have a job I don't understand.
3. Use too much special education jargon.
4. Don't have high academic standards.
5. Rarely or never compliment me.
6. Have it too easy.
7. Act as if they are superior.
8. Spout theory that is impractical to apply.
9. Are a "pain in the neck".
10. Make too many excuses for special students.
11. Have no immediate answers to problems.
12. Are shown favoritism by the principal.
13. Have too many parties, field trips, etc.
14. Are uninvolved in the "real work" of school.
15. Don't do a fair share of school responsibilities.
   (bus, cafeteria, study hall duty, etc.).
16. Lack the experience needed to give me advice.
17. Don't listen to my suggestions.

Research viewpoints imply special education teachers view themselves in thought to actively mainstream disabled students into nationwide regular school curriculums, however, regular education teachers pigeon hole them responsible only for the immediate accommodation needs of this same group (Brownell & Smith, 1992, p. 23).

In contrast, special education teachers sense regular education teachers focus their productive energies of time and talent only with students who are not disabled, and as opposed to them, perceive themselves at times to feel isolated from parent teacher organization, local school faculties and teacher lounges (pp. 41-46).

**Teacher Burnout, Retention, and Attrition**

What are some of the causes of teacher burnout? J. Greer and B. Greer (1992) cited (Trush, 1980) who found "teachers were ranked third behind airline pilots and surgeons as the most stressed professions" (p. 177).
Successful Teacher Practices

According to (Cherniss, 1980; Hamberger, & Stone, 1983), the inability of teachers before their fourth year of teaching to actively monitor and control their stress levels associated with the high and rigorous standards of teaching will undoubtedly produce burnout for them (Greer & Greer, 1992, p. 169). Frank and McKenzie (1993) cite (Brownell & Smith, 1992) who state "accelerated" burnout will transpire if student programming needs are not matched effectively with pedagogical strengths (p. 162). Fraser (1990) cites (Maeroff, 1988; Duke, 1984; Pines & Aronson, 1988) who identify elements of burnout which include:

1. Teacher isolation, lack of trust and alienation.

2. Limited validation and praise.

3. Limited recognition.

4. Lack of control over their lives in the classroom which affects their total lives.

5. A belief that professional needs are not taken seriously.


7. Constant change in school systems and society at large.

8. Professional status not recognized

9. Unmotivated students who sense they have little control over their lives (p. 1)

What preventive measures for burnout and retention exist? Billingsley, Cross, and Littrell (1994) cite (Blase, 1982; Dworkin, 1987; Lawrenson & McKinnon, 1982) who found "principal support likely decreases stress and burnout and is crucial in breaking the link between both." Their support refines the dimensions of how teachers feel about themselves (pp. 297-298).
Greer and Greer (1992) report because "over the counter" remedies do not prevent the possible symptom occurrences and other stress syndrome ailments of teacher burnout, "preservice training" required before teachers enter first year classrooms would greatly increase retention probabilities. Participants would learn coping skills of emotional regulation paired along with muscle relaxation technique skills that when summed together reinforce successful teacher practices (pp. 169-172).

How does attrition effect special education and new teachers? Boe, Bobbitt, and Cook (1994) state turnover in special education is greater than general education. Frank & McKenzie (1993) cite Brownell and Smith (1992) who list attrition factors which include:

1. Historical influences, such as the scope of preservice preparation.
2. Teacher characteristics, including age, race, gender, and academic ability.
3. Bureaucratic policies that formalize service delivery.
4. External influences, such as life cycle and economic considerations.
5. Environmental influences of the workplace.

Special educators succumb first to "environmental influences" proven most costly of the five factors relevant to teacher attrition (p. 161-162). Schrag (1991) cites The Office of Special Education Programs which states the attrition rate in special education is three and one-half times higher than what is found with regular teachers" (p. 168). Brownell and Smith (1992) cite (Ashton & Webb, 1986; Rosenholtz, & Simpson, 1990) who found evidence, "new teachers are given the least desirable teaching positions such as teaching in remedial classes and teaching in schools where student discipline is a significant concern. Because less experienced teachers do not possess the multiple strategies and necessary skills to cope with difficult teaching assignments - they are at a greater risk for attrition" (p. 241).
Thomas and Kiley (1994) cite Veenman (1984) who back up this claim with data analysis they obtained from 83 new teacher attrition case studies. They conclude, first year new teachers are more likely to leave the teaching profession when problems become greater in magnitude and variance for them (p. 2). Singer (1993) cites yet another angle regarding teacher attrition. Teachers who consistently score competitively higher than their colleagues on competency knowledge based National Teacher Examinations (N.T.E.)s, are much quicker to leave the classroom in attrition options for other occupational careers (Brownell & Smith, 1992, p. 237). Hence, the causes are many relevant to teacher burnout, retention, and attrition.
CHAPTER 3

METHODS AND PROCEDURE

Methods

Research data was acquired from an information search of the literature relevant to successful teacher practices. After a personalized study of the materials found available regarding the research topic, a hypothesis was construed, and ten questions selected that identified effective pedagogy. Research data compiled from the Teacher Survey designed with a Likert type scale, will test the hypothesis "a significant correlation exists between tenured and non-tenured teachers' ideas of successful teacher practices" (See Appendix A).

Procedure

College education majors and teachers will participate in this study, The Comparison of Tenured and Non-Tenured Teachers' Ideas of Successful Teacher Practices. Unknown to the survey participants, their responses to question one of Appendix A, (How many years have you been teaching?) will be the impetus and Pearson's R Correlation Coefficient of this study. Survey respondents will be categorized as either tenured or non-tenured per the current Tennessee State definition of tenure which states:

Classroom teachers indicating the completion of four or more years of public teaching experiences will be rated "tenured," whereas those of four or less years will be considered "non-tenured." Jennifer Nix, Tennessee State Department of Education, (Personal communications, August 1992).

Compiled data results from categorized Teacher Survey participants will determine if a significant correlation exists relevant to, The Comparison of Tenured and Non-Tenured Teachers' Ideas of Successful Teacher Practices.
Participants

Participants of the Teacher Survey were chosen from resource options below which included:

1. Wilson County Board of Education (Pat Climber, Human Resources, and Felicia Duncan, Elementary Education Supervisor of Programs).

2. Middle Tennessee State University (M.T.S.U.), Education Department, Professor Barbara Young, Summer Session III, (undergraduate education majors).

3. America On Line (A.O.L.) internet bulletin boards which were transmitted and downloaded via computer modem MTSUGRADED@aol.com.
   a.) Web Forum, cpool@ascd, (July 2-17, 1996).
   b.) Scholastic Network, Post Secondary Talk, (July 15 - Present).

The Teacher Survey via internet cyberspace was made available to the entire nation. (See Appendix B).
CHAPTER 4

PRESENTATION OF DATA

The Middle Tennessee State University (M.T.S.U.), Office of Information Technology (O.I.T.) SPSSX computer was utilized with Hitesh Talati, Computer Programmer, (Personal communications, August 1, 1996) to test the hypothetical study of The Comparison of Tenured and Non-Tenured Teachers' Ideas of Successful Teacher Practices. (See Appendix C).

The Pearson's R Correlation Coefficient was applied to the hypothesis a significant correlation exists between tenured and non-tenured teachers, however, the hypothesis was proven null and void by default. Though the individual questions other than question one of the Teacher Survey, (Appendix A) identified significant correlation coefficients between the two groups of new and experienced teachers, (See Appendix D) the hypothesis was rejected because of the merit, seven of the 37 teachers who participated in the study failed to answer leaving blank question one, "how many years have you been teaching?"

Hence, based on the results of this study, The Comparison of Tenured and Non-Tenured Teachers' Ideas of Successful Teacher Practices, the hypothesis proved invalid.
CHAPTER 5
SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary and Conclusion

It was the purpose of this study to test the hypothesis a significant correlation exists between tenured and non-tenured teachers. The study was supported with literature cognizant of successful teacher practices which were designed in implementation of a Likert type scale questionnaire. After several rough drafts a final copy was constructed and passed to the Wilson County of Board of Education. Participants of the survey other than Wilson County teachers included, M.T.S.U. undergraduate education major students of Professor Barbara Young, and teachers from across the nation via America On Line (A.O.L.) transmitted and downloaded internet bulletin boards (See Appendix B).

The hypothesis was proven null and void because approximately 20% of the participants failed to answer leaving blank question one of (Appendix A), how many years have you been teaching?

Recommendations

Many variables were brought to my attention from participants in the design of this study. Measures that could have an effect on future studies would include the types of teaching experiences private/public, the location/locations one has taught, and gender/race options of the participants, etc. Although the hypothesis of this study was proven null and void by default, many significant correlation coefficients were generated for teachers as a whole, relevant to Teacher Survey data results of successful teacher practices. (See Appendix E). Future studies will require a broader population base with the omission of partially completed Teacher Survey forms from Pearson's R correlation coefficient studies.
Appendix A

Teacher Survey
TEACHER SURVEY

Respond A.S.A.P. to research survey circling the response that reflects best "how" you
2-10, after answering numerically question 1. Thank-You!

1. How many years have you been teaching?

__________________________ years.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teaching is rewarding for me.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3. Principal support is vital for teacher success.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4. Successful teaching requires the ability to work well with special education teachers.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5. Teachers are prepared realistically for teaching before leaving college.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>6. Students are more difficult to reach regarding &quot;ease&quot; of learning.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>7. Teaching is a respected profession.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>8. Effective teachers employ firm and consistent classroom management techniques.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>9. Teacher burnout has never\will never occur for me as an educator.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>10. National teacher certification will improve the quality of knowledge for graduating high school seniors.</td>
<td>4</td>
<td>3</td>
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Comments, Ideas, or Suggestions?
Appendix B

Internet Transmittals
To get more responses from teachers, (since our site is very new, it
doesn't get much traffic yet), maybe you could try the Teachers Helping
Teachers site: http://www.pacifcnet.net/~mandel/

Dr. Mandel has great resources and is very helpful... Another one might
be the Impact II site, TeachNet:

http://www.teachnet.org/

Thanks for participating in our Web Site Forum! Come back & visit again
soon...

Carolyn R. Pool    Phone: (800) 933-2723, ext. 421
ASCD Associate Editor e-mail: cpool@ascd.org
1250 N. Pitt St.    "... teaching and learning for
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From cpool@ascd.org Wed Jul 17 13:47:04 1996
Return-Path: cpool@ascd.org
Received: from mx5.smtp.psi.net (mx5.smtp.psi.net [38.8.139.2]) by emin07.mail.aol.com (8.6.12/8.8.12) with ESMTP id
NAA19681 for <mfgugraded@aol.com>; Wed, 17 Jul 1996 13:47:03 -0400
Received: from by mx5.smtp.psi.net (8.6.12/SMI-4.1.3-PS1)
   id NAA18246; Wed, 17 Jul 1996 13:34:10 -0400
Message-ID: <31ED4CSB.6031@ascd.org>
Date: Wed, 17 Jul 1996 13:25:03 -0700
From: Carolyn Pool <cpool@ascd.org>
Organization: ASCD
X-Mailer: Mozilla 2.02 (Win16; 1)
MIME-Version: 1.0
To: mfgugraded@aol.com
CC: cpool@ascd.org
Subject: Interactive teacher site
X-URL: http://www.ascd.org/cgi-bin/webforumdb.pl?view
Content-Type: text/plain; charset=us-ascii
Content-Transfer-Encoding: 7bit
Subject: Re: Successful Teacher Practices (Let's Talk)
Date: 96-07-29 05:34:01 EDT
From: s-summers@neiu.edu
To: MTSUGRADED@aol.com

Shari Summers replied on your message from 07/29/96:

Dear Don,

Thank you for your Teacher Survey Posting...this is a great area for us to expand, really getting a feel for how teachers feel about how others perceive their jobs as well as how each feels about their own job. Just to note...you have few controls that are apparent...time in job...noted is no job differentiation...or movement from either job or location. Also, there should be a way for the question #4 about working with special education teachers to be two-way...or in parentheses...with regular ed. teachers? As a special educator, I would be unsure if I should fill this out...and HOW and WHERE are the results going to be used...and posted for others to view. I would hope...say after a months time you would post preliminary results here on Teachnet. And also the final results, when they are collated. Thank you for opening up a new and important thread of interest to ALL teachers...including the graduating Senior Class of NEW teachers....Please remember to post results on Teachnet!

Most sincerely,

Shari Summers, Web Mentor, Teachnet

(http://www.teachnet.org)

This message was sent to you by SOHO Forums Mail System
WebForum

Forum on Web Sites

Welcome to the ASCD Web Forum on Web Sites. My name is Carolyn Pool and I will be moderating/interjecting comments into what I hope will be an ongoing and enlightening (and fun!) thread.

Add to Discussion
Wednesday, July 3, 1996 - 11:51:19 pm
Frank Betts (fbetts@ascd.org) says ...
I'm currently compiling a list of K-12 web sites and expect to pass 1,000 shortly. This information will be available for free to participants in the November Louisville professional development institute. For more information contact ASCD at 1-800-933-2723. If you want your web site considered for inclusion, post it here.

Tuesday, July 2, 1996 - 09:12:02 pm
MTSUGRADED@aol.com (Teacher Survey) says ...
1. How long have you been teaching? 2 years
2. What do you credit as your success teaching? 
3. Do you plan on teaching (5) years from now? 
4. Is Principal/Admin. support, required for successful teacher practices? 
5. Did undergraduate studies prepare you best? 
6. What suggestions would you recommend for 1st Tchr? 
7. How and where do you manage your time in the classroom? 
8. Do you feel National Teacher Certification is O.K.? 
9. What do you enjoy most about teaching? 
10. What is the NO#1 priority for teachers in the classroom today? 
11. How are computers helpful in the classroom? 
12. What causes teacher burnout and attrition and what suggestions would offset this negative trend?

Thank you for your advanced cooperation and participation of this survey questionnaire! Your comments will be kept in confidentiality and suggestions may be directed also to me for future assignments.

Mr. Nelson, (RedApple@Earthlink.net/mtsugraded@aol.com)
Help!!! I have missed (3) major deadlines! Teachers on vacation and no E-mail on teacher survey for SU Research paper!

Paper title: Tenured versus Non-Tenured Teachers' Ideas on successful School Practices!

Please respond ASAP!!!!!!!!!!!!

Survey Questionaire:

1. I have been teaching __________ years!

2. Successful teaching requires the ability to work well with others
   SA__________ A__________ D__________ SD__________

3. Teachers are prepared before leaving college realistically for the challenges of the classroom
   SA__________ A__________ D__________ SD__________

4. Principal Support is vital for Teacher success
   SA__________ A__________ D__________ SD__________

5. Teacher burnout is rare in my profession
   SA__________ A__________ D__________ SD__________

6. Students are becoming more difficult to reach in the classroom with academics
   SA__________ A__________ D__________ SD__________

7. Teaching is a respected profession
   SA__________ A__________ D__________ SD__________

8. Teaching is rewarding for me
9. National Teacher Certification would benefit all individual teachers

SA  A  D

10. I am a successful teacher because of effective classroom management

SA  A  D

Please E-Mail any comments to me here at MTSUGRAD@aol.com
Thank-you!
Appendix C

M.T.S.U. Office of Information Technology

Computer SPPSX Programming Staff

Personnel Service Request Form
**INFORMATION TECHNOLOGY**

**REQUEST FOR PROGRAMMING SERVICES**

This form must be completed and submitted to the Office of Information Technology for any software services involving the programming staff. A large commitment of resources to a new project may require authorization.

<table>
<thead>
<tr>
<th>Type of Service Requested</th>
<th>Priority</th>
<th>Department</th>
<th>Date Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New Program</td>
<td></td>
<td>EDUC. DEPT</td>
<td>ASAP Jul 31 '96</td>
</tr>
<tr>
<td>□ Modification to existing program</td>
<td>✔ Rush</td>
<td>Account No.</td>
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</tr>
<tr>
<td>□ Discrepancy</td>
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<td>Telephone</td>
<td>898-2794</td>
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<td>□ Run Program</td>
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<tr>
<td>□ Other</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

**Date Required**

ASAP

**System/Program/Report**

MATERIAL REQUIRED

DR. RALPH L. WHITE

HOME: 896-0012

Originator's Signature: FOED 761

---

**Information Technology Use Only**

Programs: SP55

<table>
<thead>
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<td>JUL 31 '96</td>
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<tr>
<td>HITESH T</td>
<td></td>
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</tbody>
</table>

PROPRQ (REV. 3/96)
TEACHER SURVEY BAR GRAPH OF SPSS*
PEARSON'S R CORRELATION COEFFICIENTS
Appendix D
Teacher Survey
Pearson's R Correlation Coefficient
Bar Graph
Appendix E

SPSSX Pearson's R Correlation Coefficients

of

Interpretive Results of Teacher Survey

Individual Questions, 2-10
Successful Teacher Practices

31 Jul 96  SPSS for Unix, Release 5.0 (HP9000 700)  HP-UX A.09.0
15:32:36  Middle Tennessee State Univ. HP9000 700  SPSS ID 200972

For HP-UX A.09.0  Middle Tennessee State Univ.  HP-UX A.09.0

1 0  DATA LIST FILE=white.data/  2 0
3 0  Q1 TO Q10 1-10  4 0

This command will read 1 records from white.data

<table>
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<tr>
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<th>Rec</th>
<th>Start</th>
<th>End</th>
<th>Format</th>
</tr>
</thead>
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<td>1</td>
<td>1</td>
<td>F1.0</td>
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<tr>
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<td>F1.0</td>
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<td>F1.0</td>
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<td>Q8</td>
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<td>F1.0</td>
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</tr>
<tr>
<td>Q10</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>F1.0</td>
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5 0  VARIABLE LABELS  6 0
7 0  Q1  "# OF YEARS OF TEACHING"  8 0  Q2  "TEACHING IS REWARDING TO ME"  9 0  Q3  "PRIN. SUPPORT IS VITAL FOR TEACHER SUPPORT"  10 0  Q4  "SUCC. TEACH. REQUIRES ABILITY TO WORK WELL WITH SP. EDU. TEACHER"  11 0  Q5  "TEACHERS ARE PRE. REALISTICALLY FOR TEACH. BEF. LEAVING COLLEGE"  12 0  Q6  "STU ARE MORE DIFF. TO REACH REG. EASE OF LEARNING"  13 0  Q7  "TEACHING IS RESPECTED PROF"  14 0  Q8  "EFF. TEACH. EMPLOY FIRM AND CONSIST. CLASS. MGNT. TCNQS"  15 0  Q9  "TEACHER BURNOUT WILL NEVER OCCUR FOR ME"  16 0  Q10  "NAT. TEACH. CERT. IMP. QUAL. OF KNOW. FOR GRAD. HIGH SCHOOL SENIORS"  17 0
18 0  VALUE LABEL  19 0
20 0  Q1  1 "LESS THAN 4 YEARS"  21 0  2  "4 OR MORE YEARS"  22 0  Q2 TO Q10 4 "AGREE"  23 0  3 "TEND TO AGREE"  2 "TEND TO DISAGREE"  1 "DISAGREE"  24 0  FREQUENCY VARIABLES=ALL/  25 0  STATISTICS ALL  26 0

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The largest contiguous area has 202,888 bytes.

Memory allows a total of 7,246 values accumulated across all variables.
There may be up to 905 value labels for each variable.
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(Coefficient / (Cases) / 2-tailed Significance) **"." is printed if a coefficient
### Q1
#### YEARS OF TEACHING

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<th>Value Label</th>
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<th>Percent</th>
<th>Valid Percent</th>
<th>Cum Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>54.1</td>
<td>66.7</td>
<td>66.7</td>
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<tr>
<td>4 OR MORE YEARS</td>
<td>2</td>
<td>10</td>
<td>27.0</td>
<td>33.3</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>.</td>
<td>7</td>
<td>18.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.</td>
<td></td>
<td></td>
<td>Missing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>37</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean: 1.333
Mode: 1.000
Kurtosis: -1.554
S E Skew: .427
Maximum: 2.000

Valid cases: 30
Missing cases: 7

### Q2
#### TEACHING IS REWARDING TO ME

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<th>Frequency</th>
<th>Percent</th>
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<th>Cum Percent</th>
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<tbody>
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<td>9</td>
<td>24.3</td>
<td>31.0</td>
<td>31.0</td>
</tr>
<tr>
<td>AGREE</td>
<td>4</td>
<td>20</td>
<td>54.1</td>
<td>69.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td></td>
<td>21.6</td>
<td>Missing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>37</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean: 3.690
Mode: 4.000
Kurtosis: -1.349
S E Skew: .434
Maximum: 4.000

Valid cases: 29
Missing cases: 8
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<th>Exp Val</th>
<th>LESS OR 4 OR MORE</th>
<th>Residual</th>
<th>AN 4 YEA E YEARS</th>
<th>Row</th>
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<tr>
<td>Q2</td>
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</tr>
<tr>
<td></td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>9</td>
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</tr>
<tr>
<td>TEND TO AGREE</td>
<td>5.7</td>
<td>3.3</td>
<td>33.3%</td>
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</tr>
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<td></td>
<td>2.3</td>
<td>-2.3</td>
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<tr>
<td>AGREE</td>
<td>4</td>
<td>9</td>
<td>9</td>
<td>18</td>
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<td></td>
<td>11.3</td>
<td>6.7</td>
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<td>2.3</td>
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<th>Val/ASE0</th>
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<td>Spearman Correlation</td>
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<td>.15107</td>
<td>2.05174</td>
<td>.05081 *4</td>
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*4 VAL/ASE0 is a t-value based on a normal approximation, as is the significance

Number of Missing Observations: 10
Q3  PRIN. SUPPORT IS VITAL FOR TEACHER SUPPO

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<th>Valid Percent</th>
<th>Cum Percent</th>
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<td>Total</td>
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<td>100.0</td>
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</tr>
</tbody>
</table>

Mean: 3.486  Std err: .132  Median: 4.000
Mode: 4.000  Std dev: .781  Variance: .610
Kurtosis: 1.886  S E Kurt: .778  Skewness: -1.521
S E Skew: .398  Range: 3.000  Minimum: 1.000
Maximum: 4.000  Sum: 122.000

Valid cases: 35  Missing cases: 2

Q4  SUCC. TEACH. REQUIRES ABILITY TO WORK WE

<table>
<thead>
<tr>
<th>Value Label</th>
<th>Value</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cum Percent</th>
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<tbody>
<tr>
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<td>1</td>
<td>2.7</td>
<td>2.9</td>
<td>2.9</td>
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<td>TEND TO DISAGREE</td>
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<td>2</td>
<td>5.4</td>
<td>5.7</td>
<td>8.6</td>
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<tr>
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<tr>
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<td>37.8</td>
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<td>37</td>
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Mean: 3.286  Std err: .120  Median: 3.000
Mode: 3.000  Std dev: .710  Variance: .504
Kurtosis: 1.758  S E Kurt: .778  Skewness: -1.003
S E Skew: .398  Range: 3.000  Minimum: 1.000
Maximum: 4.000  Sum: 115.000

Valid cases: 35  Missing cases: 2
### Q5

**TEACHERS ARE PRE. REALISTICALLY FOR TEACHING**

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<th>Value</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
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#### Descriptive Statistics

- **Mean**: 2.545
- **Std err**: .138
- **Mode**: 3.000
- **Std dev**: .794
- **Kurtosis**: -.247
- **S E Kurt**: .798
- **S E Skew**: .409
- **Range**: 3.000
- **Maximum**: 4.000
- **Sum**: 84.000

**Valid cases**: 33, **Missing cases**: 4

### Q6

**STU ARE MORE DIFF. TO REACH REG. EASE OF**

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<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cum Percent</th>
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#### Descriptive Statistics

- **Mean**: 2.800
- **Std err**: .141
- **Mode**: 3.000
- **Std dev**: .707
- **Kurtosis**: .696
- **S E Kurt**: .902
- **S E Skew**: .464
- **Range**: 3.000
- **Maximum**: 4.000
- **Sum**: 70.000

**Valid cases**: 25, **Missing cases**: 12
### Q7  TEACHING IS RESPECTED PROF

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- Mean: 2.571
- Mode: 3.000
- Kurtosis: -.411
- S E Skew: .398
- Maximum: 4.000

Valid cases: 35  Missing cases: 2

### Q8  EFF. TEACH. EMPLOY FIRM AND CONSIST. CLA

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- Mean: 3.657
- Mode: 4.000
- Kurtosis: .758
- S E Skew: .398
- Maximum: 4.000

Valid cases: 35  Missing cases: 2
### Q9 TEACHER BURNOUT WILL NEVER OCCUR FOR ME

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**Summary Statistics**

- **Mean**: 2.600
- **Mode**: 3.000
- **Kurtosis**: .247
- **S E Skew**: .427
- **Maximum**: 4.000
- **Valid cases**: 30
- **Missing cases**: 7

- **Std err**: .183
- **Std dev**: 1.003
- **S E Kurt**: .833
- **Range**: 3.000
- **Sum**: 78.000
- **Median**: 3.000
- **Variance**: 1.007
- **Skewness**: -.184
- **Minimum**: 1.000

### Q10 NAT. TEACH. CERT. IMP. QUAL. OF KNOW. FO

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**Summary Statistics**

- **Mean**: 2.706
- **Mode**: 2.000
- **Kurtosis**: -.779
- **S E Skew**: .403
- **Maximum**: 4.000
- **Valid cases**: 34
- **Missing cases**: 3

- **Std err**: .149
- **Std dev**: .871
- **S E Kurt**: .788
- **Range**: 3.000
- **Sum**: 92.000
- **Median**: 3.000
- **Variance**: .759
- **Skewness**: .047
- **Minimum**: 1.000
### Q3 PRIN. SUPPORT IS VITAL FOR TEACHER SUPPO by Q1 # OF YEARS OF TEACHING

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*4 VAL/ASE0 is a t-value based on a normal approximation, as is the significance

Number of Missing Observations: 7
Successful Teacher Practices

Q4 SUCC. TEACH. REQUIRES ABILITY TO WORK WELL by Q1 # OF YEARS OF TEACHING

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*4 VAL/ASE0 is a t-value based on a normal approximation, as is the significance

Number of Missing Observations: 7
Q5 TEACHERS ARE PRE. REALISTICALLY FOR TEAC by Q1 # OF YEARS OF TEACHING

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*4 VAL/ASE0 is a t-value based on a normal approximation, as is the significance.

Number of Missing Observations: 9
### Q6 Study Are More Diff. To Reach Reg. Ease Of By Q1 # Of Years Of Teaching

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*4 VAL/ASE0 is a t-value based on a normal approximation, as is the significance.

Number of Missing Observations: 16
Successful Teacher Practices

Q7 TEACHING IS RESPECTED PROF by Q1 # OF YEARS OF TEACHING

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<th>Exp Val</th>
<th>Residual AN 4 YEA E YEARS</th>
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<td></td>
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<td>TEND TO DISAGREE</td>
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<td>1.3</td>
<td>13.3%</td>
</tr>
<tr>
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<td>3</td>
<td>10</td>
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<th>ASE1</th>
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<tbody>
<tr>
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<td>.16364</td>
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<td>.44045 *4</td>
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<tr>
<td>Spearman Correlation</td>
<td>-.16742</td>
<td>.16936</td>
<td>-.85856</td>
<td>.37655 *4</td>
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</table>

*4 VAL/ASE0 is a t-value based on a normal approximation, as is the significance

Number of Missing Observations: 7
Q8 EFF. TEACH. EMPLOY FIRM AND CONSIST. CLA by Q1 # OF YEARS OF TEACHING

<table>
<thead>
<tr>
<th>Count</th>
<th>Exp Val</th>
<th>Residual</th>
<th>AN 4 YRS</th>
<th>E YEARS</th>
<th>Row</th>
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<tbody>
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<td></td>
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<tr>
<td>3</td>
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<td>1</td>
<td>7</td>
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</tr>
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<td>TEND TO AGREE</td>
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<td>23.3%</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>1.3</td>
<td>-1.3</td>
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<td></td>
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<tr>
<td>AGREE</td>
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<td>33.3%</td>
<td>100.0%</td>
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</tr>
</tbody>
</table>

Statistic | Value | ASE1 | Val/ASE1 | Approximate Significance |
-----------|-------|------|----------|-------------------------|
Pearson's R | .22291 | .14930 | 1.20998 | .23640 *4 |
Spearman Correlation | .22291 | .14930 | 1.20998 | .23640 *4 |

*4 VAL/ASEO is a t-value based on a normal approximation, as is the significance.

Number of Missing Observations: 7
### Q9 TEACHER BURNOUT WILL NEVER OCCUR FOR ME by Q1 # OF YEARS OF TEACHING

<table>
<thead>
<tr>
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<th>Residual</th>
<th>Row</th>
</tr>
</thead>
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<td>AN 4 YRS E YEARS</td>
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</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>Total</td>
</tr>
<tr>
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<td>3.4</td>
<td>1.6</td>
<td>20.0%</td>
</tr>
<tr>
<td></td>
<td>1.6</td>
<td>-1.6</td>
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</tr>
<tr>
<td>TEND TO DISAGREE</td>
<td>4.1</td>
<td>1.9</td>
<td>24.0%</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>.1</td>
<td></td>
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<tr>
<td>TEND TO AGREE</td>
<td>6.1</td>
<td>2.9</td>
<td>36.0%</td>
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<tr>
<td></td>
<td>-1.1</td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>AGREE</td>
<td>3.4</td>
<td>1.6</td>
<td>20.0%</td>
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<tr>
<td></td>
<td>-4</td>
<td>.4</td>
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</tbody>
</table>

| Column | 17 | 8 | 25 |
| Total  | 68.0% | 32.0% | 100.0% |

<table>
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<th>Value</th>
<th>ASE1</th>
<th>Val/ASE0</th>
<th>Approximate Significance</th>
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*4 VAL/ASE0 is a t-value based on a normal approximation, as is the significance

Number of Missing Observations: 12
### Q10 NAT. TEACH. CERT. IMP. QUAL. OF KNOW. PD BY Q1 # OF YEARS OF TEACHING

<table>
<thead>
<tr>
<th>Count</th>
<th>Exp Val</th>
<th>LESSS TH 4 OR MOR</th>
<th>AN 4 YEA E YEARS</th>
<th>Row</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Q10</td>
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</tr>
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</tr>
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<td>3.4%</td>
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</tr>
<tr>
<td></td>
<td>.3</td>
<td>-.3</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>5</td>
<td>11</td>
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</tr>
<tr>
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<td>7.6</td>
<td>3.4</td>
<td>37.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-1.6</td>
<td>1.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>TEND TO AGREE</td>
<td>8.3</td>
<td>3.7</td>
<td>41.4%</td>
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<td>.7</td>
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</tr>
<tr>
<td>4</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>AGREE</td>
<td>3.4</td>
<td>1.6</td>
<td>17.2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.6</td>
<td>-.6</td>
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<td></td>
</tr>
<tr>
<td>Column</td>
<td>20</td>
<td>9</td>
<td>29</td>
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</tr>
<tr>
<td>Total</td>
<td>69.0%</td>
<td>31.0%</td>
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</table>

<table>
<thead>
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<th>Value</th>
<th>ASE1</th>
<th>Val/ASEO</th>
<th>Approximate Significance</th>
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<tr>
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<td>Spearman Correlation</td>
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<td>.17828</td>
<td>-.88067</td>
<td>.38627 *4</td>
</tr>
</tbody>
</table>

*4 VAL/ASEO is a t-value based on a normal approximation, as is the significance

Number of Missing Observations: 6
Preceding task required .01 seconds CPU time; .01 seconds elapsed.

41  0  FINISH

41 command lines read.
0 errors detected.
0 warnings issued.
0 seconds CPU time.
0 seconds elapsed time.
End of job.
REFERENCES


Survey Questionnaire:

1. I have been teaching ___20_________ years!

2. Successful teaching requires the ability to work well with others
   SA_____ A_____ X____ D_________________ SD______________

3. Teachers are prepared before leaving college realistically for the challenges of the classroom
   SA_____ A_____ X____ D_________________ SD______________

4. Principal Support is vital for Teacher success
   SA_____ A_____ X____ D_________________ SD______________ Administrative support can make or break a good "new" teacher. Those with experience can often go it alone, but even the old timers need a pat on the back every now and then!

5. Teacher burnout is rare in my profession
   SA_____ A________ X_____ D_____________ SD______________ Well maybe not rare..."well-done" perhaps???

6. Students are becoming more difficult to reach in the classroom with academics
   SA_____ A_____ X____ D_________________ SD______________ Much of the difficulty is a direct result of the following: a.) too much t.v. b.) not enough parental support. c.) not enough administrative support. d.) attitudinal changes that allow children to show a lack of respect for their teachers, their parents, and any adult for that matter!

7. Teaching is a respected profession
   SA_____ A________ X_____ D_____________ SD______________ Unfortunately the business community will never see Teaching as a respected profession. It is a job that offers great vacation benefits, in their mind, with no consideration to the amount of education a teacher must achieve to get certified, the amount of energy a teacher uses to get through a day, or the amount of stress a teacher must go through in dealing with children, peers, administration, and parents, (let's not even count a teacher's "own" family concerns!!)

8. Teaching is rewarding for me
   SA_____ A_____ X____ D_________________ SD______________ Yes, I still find it rewarding, though the longer I teach I do find myself looking for ways to simplify my life... Maybe I'm just getting more efficient in my teaching methods!

9. National Teacher Certification would benefit all individual teachers
   SA_____ A________ D_________________ SD______________ I don't know, I really don't know.

10. I am a successful teacher because of effective classroom management
It's a help, but effective teaching methods are more important! Also, it really does help to actually like what you're doing!! The kids sense that more often than you know!!

Good Luck,

Susan
couldn't figure out how else to respond. Good thing I don't teach comp.tech.

1. 18
2. sa
3. sd
4. a
5. d
6. sa
7. a
8. sa
9. a
10. a
Subject: Teacher Survey
Date: Sat, 6 Jul 1996 13:45:20 -0400
From: MTSUGRADED@aol.com
To: RedApple@earthlink.net
CC: MTSUGRADED@aol.com

Have you received any mail from 7/2/96 Survey?
1. first year
2. sa
3. a (ask me again this time next year :-))
4. sa
5. d
6. a
7. a
8. sa
9. sa
10. sa
I thought I did but I think I've had so many guests this week that what I did was print it out and not send it. Here goes:

1. I've been teaching 16 years. U.S. and Central America.
2. Strongly agree
3. Disagree
4. Strongly agree
5. Strongly disagree.
6. Strongly agree
7. Strongly disagree
8. Strongly agree
9. No opinion—probably agree more than not
10. Strongly agree

Need anything more? Please email me. Everyone went home so I'll have some time this week. Why do you think that tenured vs. non-tenured would feel differently? I would hope we would see the same trends. Maybe it takes a few years to understand all the inner workings, but I think we all arrive on the same road eventually. Don't you? Teaching is stressful but rewarding. I wouldn't want to do anything else as a career choice.

Kristina
TEACHER SURVEY
Respond A.S.A.P. to research survey circling the response that reflects best "how" you feel regarding each of the questions, 2-10, after answering numerically question 1. Thank-You!

1. How many years have you been teaching?
   1______year. Tend to Agree Agree Disagree Disagree

Disagree
2. Teaching is rewarding for me..............4. X....3...........2.............1
3. Principal support is vital for teacher success..................4........X..3...........2.............1
4. Successful teaching requires the ability to work well with special education teachers........X........4........3...........2.............1
5. Teachers are prepared realistically for teaching before leaving college........4........3...........2........X.......1
6. Students are more difficult to reach regarding "ease" of learning……………….4........3........X........2.............1
7. Teaching is a respected profession........................4........3...........2........X........1
8. Effective teachers employ firm and consistent classroom management techniques........X........4........3...........2.............1
9. Teacher burnout has never/will never occur for me as an educator........4........3...........2........X........1
10. National teacher certification will improve the quality of knowledge for graduating high school seniors........X........4........3...........2.............1X

Comments, Ideas, or Suggestions?
Thank-you for participating in this research study!
**Successful Teacher Practices**

1 posting posted to thread:
- 07/29/96 - TEACHER SURVEY Respond A.S.A.P. 1... (Dean Nelson)
- Post Message

---

**Date:** 29 Jul 1996 (Mon) - 02:24  
**Author:** Dean Nelson  
**eMail:** MTSUGRADED@aol.com

**TEACHER SURVEY**

Respond A.S.A.P. to research survey circling the response that reflects best "how" you 2-10, after answering numerically question 1. Thank-You!

1. How many years have you been teaching?  
   ![ circled number 25 years ]

<table>
<thead>
<tr>
<th>Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2. Teaching is rewarding for me.  
   ![ circled 4 ]

3. Principal support is vital for teacher success.  
   ![ circled 4 ]

4. Successful teaching requires the ability to work well with special education teachers.  
   ![ circled 4 ]

5. Teachers are prepared realistically for teaching before leaving college.  
   ![ circled 4 ]

6. Students are more difficult to reach regarding "ease" of learning.  
   ![ circled 4 ]

7. Teaching is a respected profession.  
   ![ circled 4 ]

8. Effective teachers employ firm and consistent classroom management techniques.  
   ![ circled 4 ]

9. Teacher burnout has never/will never occur for me as an educator.  
   ![ circled 4 ]

10. National teacher certification will improve the quality of knowledge for graduating high school seniors.  
    ![ circled 4 ]

Comments, Ideas, or Suggestions?
Successful Teacher Practices

1 posting posted to thread:
→ 07/29/96 - TEACHER SURVEY Respond A.S.A.P. 1st (Dean Nelson)

→ Post Message

Date: 29 Jul 1996 (Mon) - 02:24
Author: Dean Nelson
eMail: MTSUGRADED@aol.com

TEACHER SURVEY

Respond A.S.A.P. to research survey circling the response that reflects best "how" you 2-10, after answering numerically question 1. Thank-You!

1. How many years have you been teaching?
   ___ years.

   Agree  Tend to Agree  Tend to Disagree  Disagree
   4       3           2

2. Teaching is rewarding for me.......................... 1

3. Principal support is vital for teacher success........... 1

4. Successful teaching requires the ability to work well with special education teachers........... 1

5. Teachers are prepared realistically for teaching before leaving college.......................... 1

6. Students are more difficult to reach regarding "ease" of learning.......................... 1

7. Teaching is a respected profession............................................. 1

8. Effective teachers employ firm and consistent classroom management techniques............. 1

9. Teacher burnout has never/will never occur for me as an educator.......................... 1

10. National teacher certification will improve the quality of knowledge for graduating high school seniors.......................... 1

Comments, Ideas, or Suggestions?
Successful Teacher Practices

1 posting posted to thread:

→ 07/29/96 - TEACHER SURVEY Respond A.S.A.P. 1st (Dean Nelson)

→ Post Message

Date: 29-Jul-1996 (Mon) - 02:24
Author: Dean Nelson
eMail: MTSUGRADED@aol.com

TEACHER SURVEY

Respond A.S.A.P. to research survey circling the response that reflects best "how" you 2-10, after answering numerically question 1. Thank-You!

1. How many years have you been teaching?
   ✅4 years.

2. Teaching is rewarding for me.
   Agree: 6, Tend to Agree: 3, Tend to Disagree: 2, Disagree: 1

3. Principal support is vital for 
   teacher success.
   Agree: 4, Tend to Agree: 3, Tend to Disagree: 2, Disagree: 1

4. Successful teaching requires the ability to work well with special education teachers.
   Agree: 4, Tend to Agree: 3, Tend to Disagree: 2, Disagree: 1

5. Teachers are prepared realistically for teaching before leaving college.
   Agree: 4, Tend to Agree: 3, Tend to Disagree: 2, Disagree: 1

6. Students are more difficult to reach regarding "ease" of learning.
   Agree: 4, Tend to Agree: 3, Tend to Disagree: 2, Disagree: 1

7. Teaching is a respected profession.
   Agree: 4, Tend to Agree: 3, Tend to Disagree: 2, Disagree: 1

8. Effective teachers employ firm and consistent classroom management techniques.
   Agree: 4, Tend to Agree: 3, Tend to Disagree: 2, Disagree: 1

9. Teacher burnout has never/will never occur for me as an educator.
   Agree: 4, Tend to Agree: 3, Tend to Disagree: 2, Disagree: 1

10. National teacher certification will improve the quality of knowledge for 
    graduating high school seniors.
    Agree: 4, Tend to Agree: 3, Tend to Disagree: 2, Disagree: 1

Comments, Ideas, or Suggestions?
# Successful Teacher Practices

1 posting posted to thread:

- 07/29/96 - TEACHER SURVEY Respond A.S.A.P. to (Dean Nelson)

Post Message

---

**Date:** 29 Jul 1996 (Mon) - 02:24  
**Author:** Dean Nelson  
**eMail:** MTSUGRADED@aol.com

---

**TEACHER SURVEY**

Respond A.S.A.P. to research survey circling the response that reflects best "how" you 2-10, after answering numerically question 1. Thank-You!

1. How many years have you been teaching?
   - Agree: __4__ years.
   - Tend to Agree: __3__
   - Tend to Disagree: __2__
   - Disagree: __1__

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<tr>
<th>Question</th>
<th>Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Disagree</th>
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<td>2. Teaching is rewarding for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Principal support is vital for teacher success.</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Successful teaching requires the ability to work well with special education teachers.</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>5. Teachers are prepared realistically for teaching before leaving college.</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Students are more difficult to reach regarding &quot;ease&quot; of learning.</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7. Teaching is a respected profession.</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Effective teachers employ firm and consistent classroom management techniques.</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>9. Teacher burnout has never\will never occur for me as an educator.</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10. National teacher certification will improve the quality of knowledge for graduating high school seniors.</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments, Ideas, or Suggestions?
Successful Teacher Practices

1 posting posted to thread:

→ 07/29/96 - TEACHER SURVEY Respond A.S.A.P. 1. (Dean Nelson)

→ Post Message

Date: 29 Jul. 1996 (Mon) - 02:24
Author: Dean Nelson
eMail: MTSUGRADED@aol.com

TEACHER SURVEY

Respond A.S.A.P. to research survey circling the response that reflects best "how" you 2-10, after answering numerically question 1. Thank-You!

1. How many years have you been teaching?

<table>
<thead>
<tr>
<th>Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Teaching is rewarding for me.

3. Principal support is vital for teacher success.

4. Successful teaching requires the ability to work well with special education teachers.

5. Teachers are prepared realistically for teaching before leaving college.

6. Students are more difficult to reach regarding "ease" of learning.

7. Teaching is a respected profession.

8. Effective teachers employ firm and consistent classroom management techniques.

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Comments, Ideas, or Suggestions?
Successful Teacher Practices

1 posting posted to thread:

→ 07/29/96 - TEACHER SURVEY Respond A.S.A.P. I... (Dean Nelson)

→ Post Message

Date: 29 Jul 1996 (Mon) - 02:24
Author: Dean Nelson
eMail: MTSUGRADED@aol.com

TEACHER SURVEY

Respond A.S.A.P. to research survey circling the response that reflects best "how" you
2-10, after answering numerically question 1. Thank-You!

1. How many years have you been teaching?

   [ ] 1 year
   [ ] 2 years
   [ ] 3 years
   [ ] 4 years
   [ ] 5 years
   [ ] 6 years
   [ ] 7 years
   [ ] 8 years
   [ ] 9 years
   [ ] 10 years

2. Teaching is rewarding for me...
   [ ] Agree
good
   [ ] Tend to Agree
   [ ] Tend to Disagree
   [ ] Disagree

3. Principal support is vital for teacher success...
   [ ] Agree
   [ ] Tend to Agree
   [ ] Tend to Disagree
   [ ] Disagree

4. Successful teaching requires the ability to work well with special education teachers...
   [ ] Agree
   [ ] Tend to Agree
   [ ] Tend to Disagree
   [ ] Disagree

5. Teachers are prepared realistically for teaching before leaving college...
   [ ] Agree
   [ ] Tend to Agree
   [ ] Tend to Disagree
   [ ] Disagree

6. Students are more difficult to reach regarding "ease" of learning...
   [ ] Agree
   [ ] Tend to Agree
   [ ] Tend to Disagree
   [ ] Disagree

7. Teaching is a respected profession...
   [ ] Agree
   [ ] Tend to Agree
   [ ] Tend to Disagree
   [ ] Disagree

8. Effective teachers employ firm and consistent classroom management techniques...
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9. Teacher burnout has never\will never occur for me as an educator...
   [ ] Agree
   [ ] Tend to Agree
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   [ ] Disagree

10. National teacher certification will improve the quality of knowledge for graduating high school seniors...
    [ ] Agree
    [ ] Tend to Agree
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1. How many years have you been teaching?

☐ years. Agree Tend to Disagree Disagree

2. Teaching is rewarding for me. 4 3 2 1

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Comments, Ideas, or Suggestions?

Listen to undergrad teachers in class in your ed. classes.
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TEACHER SURVEY

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1. How many years have you been teaching?
   - 0 years.
   - Agree
   - Tend to Agree
   - Tend to Disagree
   - Disagree

2. Teaching is rewarding for me..................... 4 .................. 3 ................. 2 ................. 1

3. Principal support is vital for teacher success.............. 4 .................. 3 ................. 2 ................. 1

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TEACHER SURVEY

Respond A.S.A.P. to research survey circling the response that reflects best "how" you 2-10, after answering numerically question 1. Thank-You!

1. How many years have you been teaching? Grad, Student

   0 years. Agree Tend to Agree Tend to Disagree Disagree

2. Teaching is rewarding for me. 4 3 2 1

3. Principal support is vital for teacher success. 4 3 2 1

4. Successful teaching requires the ability to work well with special education teachers. 4 3 2 1

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1. How many years have you been teaching?
   ○ ☐ ☐ ☐ years.

   Agree  Tend to Agree  Tend to Disagree  Disagree

2. Teaching is rewarding for me.  4  3  2  1

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[post reply] [previous new] [next new]

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3 years.

Agree Tend to Disagree

2. Teaching is rewarding for me. 4 3 2 1

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2 years.

2. Teaching is rewarding for me. 4. Agree 3. Tend to Agree 2. Tend to Disagree 1. Disagree

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</table>

2. Teaching is rewarding for me.

<table>
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<tr>
<th>Agree</th>
<th>Tend to Agree</th>
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<th>Disagree</th>
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<td></td>
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</table>

3. Principal support is vital for teacher success.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Disagree</th>
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4. Successful teaching requires the ability to work well with special education teachers.

<table>
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<tr>
<th>Agree</th>
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<th>Disagree</th>
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<td>1</td>
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5. Teachers are prepared realistically for teaching before leaving college.

<table>
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<tr>
<th>Agree</th>
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6. Students are more difficult to reach regarding "ease" of learning.

<table>
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<th>Disagree</th>
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</table>

7. Teaching is a respected profession.

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</tr>
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</table>

8. Effective teachers employ firm and consistent classroom management techniques.

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</table>

9. Teacher burnout has never\will never occur for me as an educator.

<table>
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<th>Agree</th>
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</table>

10. National teacher certification will improve the quality of knowledge for graduating high school seniors.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Tend to Agree</th>
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Comments, Ideas, or Suggestions?
Successful Teacher Practices

1 posting posted to thread:
  ➤ 07/29/96 - TEACHER SURVEY Respond A.S.A.P. I. (Dean Nelson)
  ➤ Post Message

Date: 29 Jul 1996 (Mon) - 02:24
Author: Dean Nelson
eMail: MTSUGRADED@aol.com

TEACHER SURVEY

Respond A.S.A.P. to research survey circling the response that reflects best "how" you
2-10, after answering numerically question 1. Thank-You!

1. How many years have you been teaching?
   
   Agree  Tend to  Tend to  Disagree
   Agree  Disagree

2. Teaching is rewarding for me ........................................... 1

3. Principal support is vital for teacher success .................... 1

4. Successful teaching requires the ability to work well with special education teachers 1

5. Teachers are prepared realistically for teaching before leaving college 1

6. Students are more difficult to reach regarding "ease" of learning 1

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1. How many years have you been teaching?
   [ ] 1-2 yrs.
   [ ] 3-5 yrs.
   [ ] 6-10 yrs.
   [ ] 11 yrs. or more

   Agree
   Tend to Agree
   Tend to Disagree
   Disagree

2. Teaching is rewarding for me
   [ ] 4
   [ ] 3
   [ ] 2
   [ ] 1

3. Principal support is vital for teacher success
   [ ] 4
   [ ] 3
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4. Successful teaching requires the ability to work well with special education teachers
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   [ ] 3
   [ ] 2
   [ ] 1

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   [ ] 3
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   [ ] 1

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    [ ] 2
    [ ] 1

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1. How many years have you been teaching?

 Agree Tend to Tend to
 Number years. Agree Disagree

2. Teaching is rewarding for me. 4 3 2

3. Principal support is vital for 4 3 2
   teacher success.

4. Successful teaching requires the 4 3 2
   ability to work well with special
   education teachers.

5. Teachers are prepared realistically 4 3 2
   for teaching before leaving college.

6. Students are more difficult to reach 4 3 2
   regarding "ease" of learning.

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1. How many years have you been teaching?
   [ ] years. Agree Tend to Tend to Disagree Disagree

2. Teaching is rewarding for me. [ ] Agree [ ] Tend to [ ] Tend to Disagree

3. Principal support is vital for [ ] Agree [ ] Tend to [ ] Tend to Disagree

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5. Teachers are prepared realistically [ ] Agree [ ] Tend to [ ] Tend to Disagree

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</table>

Comments, Ideas, or Suggestions?

four question ask whether the person teas student taught before.
Successful Teacher Practices

1 posting posted to thread:

→ 07/29/96 - TEACHER SURVEY Respond A.S.A.P. 1... (Dean Nelson)

→ Post Message

Date: 29 Jul 1996 (Mon) - 02:24
Author: Dean Nelson
eMail: MTSUGRADED@aol.com

TEACHER SURVEY

Respond A.S.A.P. to research survey circling the response that reflects best "how" you 2-10, after answering numerically question 1. Thank-You!

1. How many years have you been teaching?

   Agree  Tend to Agree  Tend to Disagree
   ------  ------------  ------------  ------
   0 years.  

2. Teaching is rewarding for me.

   Agree  Tend to Agree  Tend to Disagree
   ------  ------------  ------------  ------
   4      3            2            1

3. Principal support is vital for teacher success.

   Agree  Tend to Agree  Tend to Disagree
   ------  ------------  ------------  ------
   4      3            2            1

4. Successful teaching requires the ability to work well with special education teachers.

   Agree  Tend to Agree  Tend to Disagree
   ------  ------------  ------------  ------
   4      3            2            1

5. Teachers are prepared realistically for teaching before leaving college.

   Agree  Tend to Agree  Tend to Disagree
   ------  ------------  ------------  ------
   4      3            2            1

6. Students are more difficult to reach regarding "ease" of learning.

   Agree  Tend to Agree  Tend to Disagree
   ------  ------------  ------------  ------
   4      3            2            1

7. Teaching is a respected profession.

   Agree  Tend to Agree  Tend to Disagree
   ------  ------------  ------------  ------
   4      3            2            1

8. Effective teachers employ firm and consistent classroom management techniques.

   Agree  Tend to Agree  Tend to Disagree
   ------  ------------  ------------  ------
   4      3            2            1

9. Teacher burnout has never\will never occur for me as an educator.

   Agree  Tend to Agree  Tend to Disagree
   ------  ------------  ------------  ------
   4      3            2            1

10. National teacher certification will improve the quality of knowledge for graduating high school seniors.

    Agree  Tend to Agree  Tend to Disagree
    ------  ------------  ------------  ------
    4      3            2            1

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Agree Tend to Tend to
Disagree

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   teacher success.

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   ability to work well with special
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1. How many years have you been teaching?
   
   
   Agree  Tend to Agree  Tend to Disagree
   
   2. Teaching is rewarding for me ................. 4 3 2
   
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2. Teaching is rewarding for me.................. 4 3 2 1
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4. Successful teaching requires the ability to work well with special education teachers.................. 4 3 2 1
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   [ ] Agree [ ] Tend to Agree [ ] Tend to Disagree [ ] Disagree

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   1

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Re: Successful Teacher Practices

Author: Dean Nelson  
Email: MT$UGRADED@aol.com  

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