

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).

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 2.1Principle Survey: D'Amico and Frericks, (1989)

<u>% Choosing</u>	<u>Responses</u>
89%	Knowledge of material/content/subject area; prepared and organized
53%	Appropriate qualifications
47%	Good communication skills, sense of humor
38%	Flexibility
32%	Able to identify the learning process and young adult
32%	Understanding the learning process and young adult
32%	Able to deal with people - human relations skills
32%	Caring Attitude
15%	Positive Discipline

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 2.2Teacher Supervisor Survey: Bandy, (1980)

<u>Group Ranking N=27</u>	<u>Frequency</u>
1. Flexible, adaptable	11
2. Good interpersonal and communication skills	10
3. Emotionally mature, independent self-reliant, confident	9
4. Community minded	8
5. Knowledgeable with wide interests and skills	6
6. Imaginative, innovative, creative	6
7. High moral standards	6
8. Patient, tolerant, open-minded	5
9. Competent qualified teacher	5
10. Organized (leadership)	4
11. Resourceful	4

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 belief 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 accomodation 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).

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.
6. Curriculum users not curriculum creators.
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).
 - c.) Teach Net, <http://www.teachnet.org>, (July 29, - 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

[\[top\]](#) [\[post reply\]](#) [\[previous new\]](#) [\[next new\]](#)

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
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
5. Teachers are prepared realistically for teaching before leaving college.....	4	3	2	1
6. Students are more difficult to reach regarding "ease" of learning.....	4	3	2	1
7. Teaching is a respected profession.....	4	3	2	1
8. Effective teachers employ firm and con- sistent classroom mangement techniques.....	4	3	2	1
9. Teacher burnout has never\will never occur for me as an educator.....	4	3	2	1
10. National teacher certifcation will improve the quality of knolwedge for graduating high school senoirs.....	4	3	2	1

Comments, Ideas, or Suggestions?

Appendix B
Internet Transmittals

Subj: Interactive teacher site
Date: 96-07-17 13:48:33 EDT
From: cpool@ascd.org (Carolyn Pool)
To: mtsugraded@aol.com
CC: cpool@ascd.org

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.pacificnet.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
Alexandria, VA 22314 the success of all learners"

Headers

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 (8.6.12/8.6.12) with ESMTP id NAA19691 for <mtsugraded@aol.com>; Wed, 17 Jul 1996 13:47:03 -0400
Received: from by mx5.smtp.psi.net (8.6.12/SMI-4.1.3-PSI) id NAA18246; Wed, 17 Jul 1996 13:34:10 -0400
Message-ID: <31ED4CSB.6031@ascd.org>
Date: Wed, 17 Jul 1996 13:28:03 -0700
From: Carolyn Pool <cpool@ascd.org>
Organization: ASCD
X-Mailer: Mozilla 2.02 (Win16; I)
MIME-Version: 1.0
To: mtsugraded@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

Subj: Re: Successful Teacher Practices (Let's Talk)
 Date: 96-07-29 05:34:01 EDT
 From: s-summers@nelu.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

----- Headers -----

From s-summers@nelu.edu Mon Jul 29 05:36:11 1996
 Return-Path: s-summers@nelu.edu
 Received: from mail.sohonet.com (mail.sohonet.com [204.255.108.4]) by emin28.mail.aol.com (8.6.12/8.6.12) with ESMTP id FAA19401 for <MTSUGRADED@aol.com>; Mon, 29 Jul 1996 05:36:10 -0400
 From: s-summers@nelu.edu
 Message-Id: <199607290936.FAA19401@emin28.mail.aol.com>
 Received: from [204.255.108.120] by mail.sohonet.com
 (post.office MTA v1.9.3 ID# 0-11071) with SMTP id AAA251
 for <MTSUGRADED@aol.com>; Mon, 29 Jul 1996 05:41:03 -0400
 Date: 29 Jul 96 05:35:12
 To: MTSUGRADED@aol.com
 Subject: Re: Successful Teacher Practices (Let's Talk)
 X-Mailer: Allaire Cold Fusion 1.5

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? *27 years*
2. What do you credit as your success teaching? *- Love of interaction w/ s + the content -*
3. Do you plan on teaching (5) years from now? *yes*
4. Is Principal/Admin. support, required for successful teacher practices? *yes*
5. Did undergraduate studies prepare you best? *no*
6. What suggestions would you recommend for 1st Tchr *substitute early*
7. How and where do you manage your time in the classroom?
8. Do you feel National Teacher Certification is O.K. *yes*
9. What do you enjoy most about teaching? *learning with the students*
10. What is the NO#1 priority for teachers in the classroom today? *engaging the learner -*
11. How are computers helpful in the classroom --- *manage paper work - student interest, information*
and 'How do' students benefit most from their usage? *→ practice, problem-solving*
12. What causes teacher 'burn out and attrition and what suggestions would offset this negative trend? *→ discipline problems, lack of teacher input in decision*

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 other future assignments.

Mr. Nelson, (RedApple@Earthlink.net/mtsugraded@aol.com

Subj: Teacher Survey
Date: 96-07-15 21:29:09 edt
From: MTSUGRADED

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 Questionnaire:

1. I have beenn 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. Studens 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

SA _____ A _____ D _____
SD _____

9. National Teacher Certification would benefit all individual teachers

SA _____ A _____ D _____ SD _____

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

SA _____ A _____ D _____
SD _____

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

--

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.

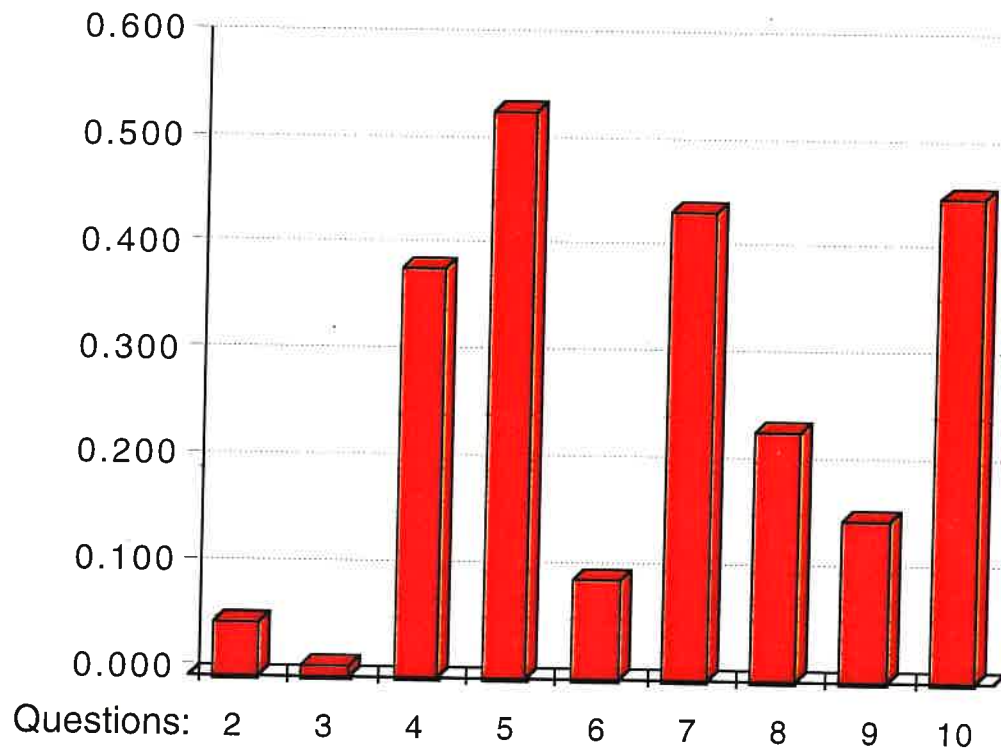
Type of Service Requested	Priority	Department EDUC. DEPT	Date Requested ASAP JUN 31 196
<input checked="" type="checkbox"/> New Program <input type="checkbox"/> Modification to existing program <input type="checkbox"/> Discrepancy <input type="checkbox"/> Run Program <input type="checkbox"/> Other	<input type="checkbox"/> Normal <input checked="" type="checkbox"/> Rush	Account No.	Date Required ASAP
		Telephone 898-2794	
		MATERIAL REQUIRED DR. RALPH L. WHITE HOME: 896-0012 <u>Dean Nelson</u> Originator's Signature FOED 761	

Information Technology Use Only

Programs	S.P.S.S
----------	---------

Received		Assigned		Completed	
Date	Jul 31. 96	Date	-	Date	
By	Hitesh.T	To		By	Hitesh.T

TEACHER SURVEY BAR GRAPH OF SPSS~~X~~ 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

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
 15:32:36 Middle Tennessee State Univ HP9000 700

HP-UX A.09.0

For HP-UX A.09.0

Middle Tennessee State Univ

SPSS ID 200972

```
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

Variable	Rec	Start	End	Format
Q1	1	1	1	F1.0
Q2	1	2	2	F1.0
Q3	1	3	3	F1.0
Q4	1	4	4	F1.0
Q5	1	5	5	F1.0
Q6	1	6	6	F1.0
Q7	1	7	7	F1.0
Q8	1	8	8	F1.0
Q9	1	9	9	F1.0
Q10	1	10	10	F1.0

```
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. MNGT. 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 "LESSS THAN 4 YEARS"
21 0 2 "4 OR MORE YEARS"/
22 0 Q2 TO Q10 4"AGREE" 3 "TEND TO AGREE" 2 "TEND TO DISAGREE" 1 "DISAGREE"
23 0
24 0 FREQUENCY VARIABLES=ALL/
25 0 STATISTICS ALL
26 0
```

There are 202,888 bytes of memory available.
 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.

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
15:32:37 Middle Tennessee State Univers HP9000 700 HP-UX A.09.0

- - Correlation Coefficients - -

	Q1
Q2	.3796 (27) P= .051
Q3	-.4694 (30) P= .009
Q4	.1647 (30) P= .385
Q5	-.1229 (28) P= .533
Q6	.3746 (21) P= .094
Q7	-.1463 (30) P= .440
Q8	.2229 (30) P= .236
Q9	.2951 (25) P= .152
Q10	-.1444 (29) P= .455

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
 15:32:37 Middle Tennessee State Univers HP9000 700 HP-UX A.09.0

Q1 # OF YEARS OF TEACHING

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LESSS THAN 4 YEARS	1	20	54.1	66.7	66.7
4 OR MORE YEARS	2	10	27.0	33.3	100.0
	.	7	18.9	Missing	
Total		37	100.0	100.0	
Mean	1.333	Std err	.088	Median	1.000
Mode	1.000	Std dev	.479	Variance	.230
Kurtosis	-1.554	S E Kurt	.833	Skewness	.745
S E Skew	.427	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	40.000		

Valid cases 30 Missing cases 7

Q2 TEACHING IS REWARDING TO ME

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TEND TO AGREE	3	9	24.3	31.0	31.0
AGREE	4	20	54.1	69.0	100.0
	.	8	21.6	Missing	
Total		37	100.0	100.0	
Mean	3.690	Std err	.087	Median	4.000
Mode	4.000	Std dev	.471	Variance	.222
Kurtosis	-1.349	S E Kurt	.845	Skewness	-.865
S E Skew	.434	Range	1.000	Minimum	3.000
Maximum	4.000	Sum	107.000		

Valid cases 29 Missing cases 8

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
 15:32:37 Middle Tennessee State Univers HP9000 700 HP-UX A.09.0

Q2 TEACHING IS REWARDING TO ME by Q1 # OF YEARS OF TEACHING

Page 1 of 1

	Count	Q1		Row
		LESSS TH 4	OR MOR	
	Exp Val	AN 4 YEA	E YEARS	
	Residual	1	2	Total
Q2				
TEND TO AGREE	3	8	1	9
		5.7	3.3	33.3%
		2.3	-2.3	
AGREE	4	9	9	18
		11.3	6.7	66.7%
		-2.3	2.3	
Column		17	10	27
Total		63.0%	37.0%	100.0%

Statistic	Value	ASE1	Val/ASE0	Approximate Significance
Pearson's R	.37963	.15107	2.05174	.05081 *4
Spearman Correlation	.37963	.15107	2.05174	.05081 *4

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

Number of Missing Observations: 10

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
 15:32:37 Middle Tennessee State Univers HP9000 700 HP-UX A.09.0

Q3 PRIN. SUPPORT IS VITAL FOR TEACHER SUPPO

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	1	2.7	2.9	2.9
TEND TO DISAGREE	2	3	8.1	8.6	11.4
TEND TO AGREE	3	9	24.3	25.7	37.1
AGREE	4	22	59.5	62.9	100.0
	.	2	5.4	Missing	
Total		37	100.0	100.0	
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

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	1	2.7	2.9	2.9
TEND TO DISAGREE	2	2	5.4	5.7	8.6
TEND TO AGREE	3	18	48.6	51.4	60.0
AGREE	4	14	37.8	40.0	100.0
	.	2	5.4	Missing	
Total		37	100.0	100.0	
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

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
 15:32:37 Middle Tennessee State Univers HP9000 700 HP-UX A.09.0

Q5 TEACHERS ARE PRE. REALISTICALLY FOR TEAC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	3	8.1	9.1	9.1
TEND TO DISAGREE	2	12	32.4	36.4	45.5
TEND TO AGREE	3	15	40.5	45.5	90.9
AGREE	4	3	8.1	9.1	100.0
	.	4	10.8	Missing	
Total		37	100.0	100.0	
Mean	2.545	Std err	.138	Median	3.000
Mode	3.000	Std dev	.794	Variance	.631
Kurtosis	-.247	S E Kurt	.798	Skewness	-.158
S E Skew	.409	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	84.000		

Valid cases 33 Missing cases 4

Q6 STU ARE MORE DIFF. TO REACH REG. EASE OF

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	1	2.7	4.0	4.0
TEND TO DISAGREE	2	6	16.2	24.0	28.0
TEND TO AGREE	3	15	40.5	60.0	88.0
AGREE	4	3	8.1	12.0	100.0
	.	12	32.4	Missing	
Total		37	100.0	100.0	
Mean	2.800	Std err	.141	Median	3.000
Mode	3.000	Std dev	.707	Variance	.500
Kurtosis	.696	S E Kurt	.902	Skewness	-.461
S E Skew	.464	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	70.000		

Valid cases 25 Missing cases 12

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
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Q7 TEACHING IS RESPECTED PROF

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	4	10.8	11.4	11.4
TEND TO DISAGREE	2	11	29.7	31.4	42.9
TEND TO AGREE	3	16	43.2	45.7	88.6
AGREE	4	4	10.8	11.4	100.0
	.	2	5.4	Missing	
Total		37	100.0	100.0	
Mean	2.571	Std err	.144	Median	3.000
Mode	3.000	Std dev	.850	Variance	.723
Kurtosis	-.411	S E Kurt	.778	Skewness	-.236
S E Skew	.398	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	90.000		

Valid cases 35 Missing cases 2

Q8 EFF. TEACH. EMPLOY FIRM AND CONSIST. CLA

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TEND TO DISAGREE	2	1	2.7	2.9	2.9
TEND TO AGREE	3	10	27.0	28.6	31.4
AGREE	4	24	64.9	68.6	100.0
	.	2	5.4	Missing	
Total		37	100.0	100.0	
Mean	3.657	Std err	.091	Median	4.000
Mode	4.000	Std dev	.539	Variance	.291
Kurtosis	.758	S E Kurt	.778	Skewness	-1.278
S E Skew	.398	Range	2.000	Minimum	2.000
Maximum	4.000	Sum	128.000		

Valid cases 35 Missing cases 2

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
 15:32:37 Middle Tennessee State Univers HP9000 700 HP-UX A.09.0

Q9 TEACHER BURNOUT WILL NEVER OCCUR FOR ME

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	5	13.5	16.7	16.7
TEND TO DISAGREE	2	8	21.6	26.7	43.3
TEND TO AGREE	3	11	29.7	36.7	80.0
AGREE	4	6	16.2	20.0	100.0
	7		18.9	Missing	
Total		37	100.0	100.0	
Mean	2.600	Std err	.183	Median	3.000
Mode	3.000	Std dev	1.003	Variance	1.007
Kurtosis	-.947	S E Kurt	.833	Skewness	-.184
S E Skew	.427	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	78.000		

Valid cases 30 Missing cases 7

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

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	1	2	5.4	5.9	5.9
TEND TO DISAGREE	2	13	35.1	38.2	44.1
TEND TO AGREE	3	12	32.4	35.3	79.4
AGREE	4	7	18.9	20.6	100.0
	3		8.1	Missing	
Total		37	100.0	100.0	
Mean	2.706	Std err	.149	Median	3.000
Mode	2.000	Std dev	.871	Variance	.759
Kurtosis	-.779	S E Kurt	.788	Skewness	.047
S E Skew	.403	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	92.000		

Valid cases 34 Missing cases 3

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
15:32:37 Middle Tennessee State Univrs HP9000 700

HP-UX A.09.0

Q3 PRIN. SUPPORT IS VITAL FOR TEACHER SUPPO by Q1 # OF YEARS OF TEACHING

Page 1 of 1

	Count	Q1		Row Total
		LESSS TH 4 OR MOR AN 4 YEA E YEARS		
	Exp Val	1	2	
	Residual			
Q3				
1		0	1	1
DISAGREE		.7	.3	3.3%
		-.7	.7	
2		1	2	3
TEND TO DISAGREE		2.0	1.0	10.0%
		-1.0	1.0	
3		4	4	8
TEND TO AGREE		5.3	2.7	26.7%
		-1.3	1.3	
4		15	3	18
AGREE		12.0	6.0	60.0%
		3.0	-3.0	
Column		20	10	30
Total		66.7%	33.3%	100.0%

Statistic	Value	ASE1	Val/ASE0	Approximate Significance
Pearson's R	-.46937	.15185	-2.81277	.00888 *4
Spearman Correlation	-.46239	.16538	-2.75948	.01009 *4

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

Number of Missing Observations: 7

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
 15:32:37 Middle Tennessee State Univers HP9000 700 HP-UX A.09.0

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

Page 1 of 1

	Count Exp Val Residual	Q1		Row Total
		LESSS TH 4 AN 4 YEA E YEARS	OR MOR 2	
Q4		1	2	
DISAGREE	1	1 .7 .3	0 .3 -.3	1 3.3%
TEND TO DISAGREE	2	2 1.3 .7	0 .7 -.7	2 6.7%
TEND TO AGREE	3	10 10.7 -.7	6 5.3 .7	16 53.3%
AGREE	4	7 7.3 -.3	4 3.7 .3	11 36.7%
Column Total		20 66.7%	10 33.3%	30 100.0%

Statistic	Value	ASE1	Val/ASE0	Approximate Significance
Pearson's R	.16467	.14233	.88339	.38455 *4
Spearman Correlation	.12791	.16793	.68243	.50057 *4

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

Number of Missing Observations: 7

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
 15:32:37 Middle Tennessee State Univers HP9000 700 HP-UX A.09.0

Q5 TEACHERS ARE PRE. REALISTICALLY FOR TEAC by Q1 # OF YEARS OF TEACHING

Page 1 of 1

	Count	Q1		Row
		LESSS TH 4 OR MOR	AN 4 YEA E YEARS	
	Exp Val	1	2	Total
Q5	Residual			
DISAGREE	1	2	1	3
		1.9	1.1	10.7%
		.1	-.1	
TEND TO DISAGREE	2	5	5	10
		6.4	3.6	35.7%
		-1.4	1.4	
TEND TO AGREE	3	9	3	12
		7.7	4.3	42.9%
		1.3	-1.3	
AGREE	4	2	1	3
		1.9	1.1	10.7%
		.1	-.1	
Column		18	10	28
Total		64.3%	35.7%	100.0%

Statistic	Value	ASE1	Val/ASE0	Approximate Significance
Pearson's R	-.12291	.18746	-.63153	.53321 *4
Spearman Correlation	-.14802	.18825	-.76315	.45224 *4

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

Number of Missing Observations: 9

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
15:32:37 Middle Tennessee State Univers HP9000 700

HP-UX A.09.0

Q6 STU ARE MORE DIFF. TO REACH REG. EASE OF by Q1 # OF YEARS OF TEACHING

Page 1 of 1

		Q1		
		Count	Exp Val	Residual
		LESS TH 4 OR MOR		
		AN 4 YEA E YEARS		
		1	2	Row Total
Q6	1	1	0	1
	DISAGREE	.7	.3	4.8%
		.3	-.3	
2		4	1	5
	TEND TO DISAGREE	3.6	1.4	23.8%
		.4	-.4	
3		10	3	13
	TEND TO AGREE	9.3	3.7	61.9%
		.7	-.7	
4		0	2	2
	AGREE	1.4	.6	9.5%
		-1.4	1.4	
Column		15	6	21
Total		71.4%	28.6%	100.0%

Statistic	Value	ASE1	Val/ASE0	Approximate Significance
Pearson's R	.37455	.17923	1.76083	.09435 *4
Spearman Correlation	.36181	.20636	1.69172	.10704 *4

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

Number of Missing Observations: 16

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
15:32:37 Middle Tennessee State Univers HP9000 700

HP-UX A.09.0

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

Page 1 of 1

		Q1		
		LESSS TH 4 OR MOR		
		AN 4 YEA E YEARS		Row
		1	2	Total
Q7	1	3	1	4
	DISAGREE	2.7	1.3	13.3%
		.3	-.3	
	2	5	5	10
	TEND TO DISAGREE	6.7	3.3	33.3%
		-1.7	1.7	
	3	10	4	14
	TEND TO AGREE	9.3	4.7	46.7%
		.7	-.7	
	4	2	0	2
	AGREE	1.3	.7	6.7%
		.7	-.7	
Column		20	10	30
Total		66.7%	33.3%	100.0%

Statistic	Value	ASE1	Val/ASE0	Approximate Significance
Pearson's R	-.14630	.16364	-.78257	.44045 *4
Spearman Correlation	-.16742	.16936	-.89856	.37655 *4

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

Number of Missing Observations: 7

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
 15:32:37 Middle Tennessee State Univers HP9000 700

HP-UX A.09.0

Q8 EFF. TEACH. EMPLOY FIRM AND CONSIST. CLA by Q1 # OF YEARS OF TEACHING

Page 1 of 1

		Q1		
		LESSS TH 4 OR MOR		
		AN 4 YEA E YEARS		
		1	2	Row
				Total
Q8	Count			
	Exp Val			
	Residual			
TEND TO AGREE	3	6	1	7
		4.7	2.3	23.3%
		1.3	-1.3	
AGREE	4	14	9	23
		15.3	7.7	76.7%
		-1.3	1.3	
Column		20	10	30
Total		66.7%	33.3%	100.0%

Statistic	Value	ASE1	Val/ASE0	Approximate Significance
Pearson's R	.22291	.14930	1.20998	.23640 *4
Spearman Correlation	.22291	.14930	1.20998	.23640 *4

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

Number of Missing Observations: 7

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
15:32:37 Middle Tennessee State Unvers HP9000 700

HP-UX A.09.0

Q9 TEACHER BURNOUT WILL NEVER OCCUR FOR ME by Q1 # OF YEARS OF TEACHING

Page 1 of 1

	Count	Q1		Row
		LESSS TH 4	OR MOR	
	Exp Val	AN 4 YEA	E YEARS	
	Residual	1	2	Total
Q9				
1	5	0	5	
DISAGREE	3.4	1.6	20.0%	
	1.6	-1.6		
2	4	2	6	
TEND TO DISAGREE	4.1	1.9	24.0%	
	-.1	.1		
3	5	4	9	
TEND TO AGREE	6.1	2.9	36.0%	
	-1.1	1.1		
4	3	2	5	
AGREE	3.4	1.6	20.0%	
	-.4	.4		
Column	17	8	25	
Total	68.0%	32.0%	100.0%	

Statistic	Value	ASE1	Val/ASE0	Approximate Significance
Pearson's R	.29507	.15757	1.48105	.15216 *4
Spearman Correlation	.28437	.16859	1.42253	.16830 *4

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

Number of Missing Observations: 12

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
 15:32:37 Middle Tennessee State Univers HP9000 700

HP-UX A.09.0

Q10 NAT. TEACH. CERT. IMP. QUAL. OF KNOW. FO by Q1 # OF YEARS OF TEACHING

Page 1 of 1

	Count	Q1		Row Total
		LESSS TH 4 OR MOR AN 4 YEA E YEARS		
	Exp Val	1	2	
Residual				
Q10				
DISAGREE	1	1	0	1
		.7	.3	3.4%
		.3	-.3	
TEND TO DISAGREE	2	6	5	11
		7.6	3.4	37.9%
		-1.6	1.6	
TEND TO AGREE	3	9	3	12
		8.3	3.7	41.4%
		.7	-.7	
AGREE	4	4	1	5
		3.4	1.6	17.2%
		.6	-.6	
Column		20	9	29
Total		69.0%	31.0%	100.0%

Statistic	Value	ASE1	Val/ASE0	Approximate Significance
Pearson's R	-.14437	.17492	-.75814	.45494 *4
Spearman Correlation	-.16710	.17828	-.88067	.38627 *4

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

Number of Missing Observations: 8

31 Jul 96 SPSS for Unix, Release 5.0 (HP9000 700)
15:32:37 Middle Tennessee State Univers HP9000 700 HP-UX A.09.0

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.

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Subj: survey
Date: 96-07-16 23:19:57 EDT
From: STPteach
To: MTSUGRADED

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 _____ D _____ X _____ 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 _____ D _____ X _____ 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

SA _____ A _____ D _____ X _____ SD _____ 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

Date: 96-07-16 22:42:30 edt

From: Ultimatoo

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

1. 18 7. a 8. sa 9. a 10.a

2. sa

3. sd

4. a

5. d

6. sa

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?

Date: 96-07-16 23:31:05 edt

From: JASpring

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

4.

Saturday February 16, 1980

America Online:MTSUGRADED

Page 1

Subj: Survey
Date: 96-07-17 16:10:11 EDT
From: Budsdotter
To: MTSUGRADED

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

Date: 96-07-25 18:52:20 edt
From: R Tewims

- | | |
|-------|-------|
| 1. 17 | 8. SA |
| 2. SA | 9. A |
| 3. D | 10. A |
| 4. SA | |
| 5. D | |
| 6. A | |
| 7. D | |

Subj: SURVEY
Date: 96-07-29 21:13:04 EDT
From: Cookernn
To: MTSUGRADED

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 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.....X...4.....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 con-
sistent classroom mangement 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 knowlledge for
graduating high school senoirs.....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. I... (Dean Nelson)

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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?

25 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
5. Teachers are prepared realistically for teaching before leaving college..... 4 3 [X] 2 1
6. Students are more difficult to reach regarding "ease" of learning..... 4 3 2 1
7. Teaching is a respected profession..... 4 3 [X] 2 1
8. Effective teachers employ firm and consistent classroom management techniques..... (4) 3 2 1
9. Teacher burnout has never\will never occur for me as an educator..... 4 (3) 2 1
10. National teacher certification will improve the quality of knowledge for graduating high school seniors..... 4 3 [X] 2 1

6 2: 11 5: 10

Comments, Ideas, or Suggestions?

5: 10 F

Set 10 if 91 = 1

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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?

11 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 |
| 5. Teachers are prepared realistically for teaching before leaving college..... | (4) | 3 | 2 | 1 |
| 6. Students are more difficult to reach regarding "ease" of learning..... | 4 | 3 | 2 | 1 |
| 7. Teaching is a respected profession..... | 4 | (3) | 2 | 1 |
| 8. Effective teachers employ firm and consistent classroom management techniques.... | (4) | 3 | 2 | 1 |
| 9. Teacher burnout has never\will never occur for me as an educator..... | (4) | 3 | 2 | 1 |
| 10. National teacher certification will improve the quality of knowledge for graduating high school seniors..... | 4 | 3 | (0) | 1 |

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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?

8 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
5. Teachers are prepared realistically for teaching before leaving college.....	4	3	2	1
6. Students are more difficult to reach regarding "ease" of learning.....	4	3	2	1
7. Teaching is a respected profession.....	4	3	2	1
8. Effective teachers employ firm and consistent classroom mangement techniques.....	4	3	2	1
9. Teacher burnout has never\will never occur for me as an educator.....	4	3	2	1
10. National teacher certifcation will improve the quality of knolwedge for graduating high school senoirs.....	4	3	2	1

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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.

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 |
| 5. Teachers are prepared realistically for teaching before leaving college..... | 4 | (3) | 2 | 1 |
| 6. Students are more difficult to reach regarding "ease" of learning..... | 4 | 3 | 2 | 1 |
| 7. Teaching is a respected profession..... | 4 | 3 | (2) | 1 |
| 8. Effective teachers employ firm and consistent classroom management techniques..... | (4) | 3 | 2 | 1 |
| 9. Teacher burnout has never\will never occur for me as an educator..... | 4 | 3 | (2) | 1 |
| 10. National teacher certification will improve the quality of knowledge for graduating high school seniors..... | 4 | 3 | 2 | 1 |

Comments, Ideas, or Suggestions?

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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.

	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
5. Teachers are prepared realistically for teaching before leaving college.....	4	(3)	2	1
6. Students are more difficult to reach regarding "ease" of learning.....	4	3	2	1
7. Teaching is a respected profession.....	4	(3)	2	1
8. Effective teachers employ firm and consistent classroom mangement techniques...	(4)	3	2	1
9. Teacher burnout has never\will never occur for me as an educator.....	(4)	3	2	1
10. National teacher certification will improve the quality of knolwedge for graduating high school senoirs.....	4	3	(1)	2

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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?

4 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
5. Teachers are prepared realistically for teaching before leaving college.....	4	3	(2)	1
6. Students are more difficult to reach regarding "ease" of learning.....	4	3	(2)	1
7. Teaching is a respected profession.....	4	3	(2)	1
8. Effective teachers employ firm and consistent classroom management techniques....	(4)	3	2	1
9. Teacher burnout has never\will never occur for me as an educator.....	4	(3)	2	1
10. National teacher certification will improve the quality of knowledge for graduating high school seniors.....	4	3	(2)	1

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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?

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
5. Teachers are prepared realistically for teaching before leaving college.....	(4) If they try	3	2	1
6. Students are more difficult to reach regarding "ease" of learning.....	4	3	2	(1)
7. Teaching is a respected profession.....	4	(3)	2	1
8. Effective teachers employ firm and consistent classroom management techniques.....	(4)	3	2	1
9. Teacher burnout has never\will never occur for me as an educator.....	(4)	3	2	1
10. National teacher certification will improve the quality of knowledge for graduating high school seniors.....	(4)	3	2	1

Comments, Ideas, or Suggestions?

listen to undergrad teachers in class in your ed. classes

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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?

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 |
| 5. | Teachers are prepared realistically
for teaching before leaving college..... | 4..... | 3..... | (2)..... | 1 |
| 6. | Students are more difficult to reach
regarding "ease" of learning..... | 4..... | (3)..... | 2..... | 1 |
| 7. | Teaching is a respected profession..... | 4..... | 3..... | (2)..... | 1 |
| 8. | Effective teachers employ firm and con-
sistent classroom mangement techniques..... | (4)..... | (3)..... | 2..... | 1 |
| 9. | Teacher burnout has never\will
never occur for me as an educator..... | 4..... | 3..... | 2..... | (1) |
| 10. | National teacher certifcation will
improve the quality of knowledge for
graduating high school senoirs..... | 4..... | 3..... | (2)..... | 1 |

Comments, Ideas, or Suggestions?

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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? *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
5. Teachers are prepared realistically for teaching before leaving college.....	4	3	2	1
6. Students are more difficult to reach regarding "ease" of learning.....	4	3	2	1
7. Teaching is a respected profession.....	4	3	2	1
8. Effective teachers employ firm and consistent classroom mangement techniques.....	4	3	2	1
9. Teacher burnout has never\will never occur for me as an educator.....	4	3	2	1
10. National teacher certfication will improve the quality of knolwedge for graduating high school senoirs.....	4	3	2	1

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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?

0 1 2 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
5. Teachers are prepared realistically for teaching before leaving college.....	4	3	2	1
6. Students are more difficult to reach regarding "ease" of learning.....	4	3	2	1
7. Teaching is a respected profession.....	4	3	2	1
8. Effective teachers employ firm and consistent classroom mangement techniques....	4	3	2	1
9. Teacher burnout has never\will never occur for me as an educator.....	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?

3 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 |
| 5. Teachers are prepared realistically for teaching before leaving college..... | 4..... | (3)..... | 2..... | 1 |
| 6. Students are more difficult to reach regarding "ease" of learning..... | 4..... | (3)..... | 2..... | 1 |
| 7. Teaching is a respected profession..... | 4..... | (3)..... | 2..... | 1 |
| 8. Effective teachers employ firm and consistent classroom management techniques.... | (4)..... | 3..... | 2..... | 1 |
| 9. Teacher burnout has never\will never occur for me as an educator..... | 4..... | 3..... | (2)..... | 1 |
| 10. National teacher certification will improve the quality of knowledge for graduating high school seniors..... | 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?

8 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 |
| 5. Teachers are prepared realistically for teaching before leaving college..... | 4 | 3 | 2 | 1 |
| 6. Students are more difficult to reach regarding "ease" of learning..... | 4 | 3 | 2 | 1 |
| 7. Teaching is a respected profession..... | 4 | 3 | 2 | 1 |
| 8. Effective teachers employ firm and consistent classroom mangement techniques..... | 4 | 3 | 2 | 1 |
| 9. Teacher burnout has never\will never occur for me as an educator..... | 4 | 3 | 2 | 1 |
| 10. National teacher certifcation will improve the quality of knowlledge for graduating high school senoirs..... | 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?

2 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
5. Teachers are prepared realistically for teaching before leaving college.....	4	3	2	1
6. Students are more difficult to reach regarding "ease" of learning.....	4	3	2	1
7. Teaching is a respected profession.....	4	3	2	1
8. Effective teachers employ firm and consistent classroom management techniques.....	4	3		1
9. Teacher burnout has never\will never occur for me as an educator.....	4	3		1
10. National teacher certification will improve the quality of knowledge for graduating high school seniors.....	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?

1 years. (*Substitute experience*)

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) |
| 5. Teachers are prepared realistically
for teaching before leaving college..... | 4 | 3 | 2 | (1) |
| 6. Students are more difficult to reach
regarding "ease" of learning..... | 4 | 3 | (2) | 1 |
| 7. Teaching is a respected profession..... | 4 | (3) | 2 | 1 |
| 8. Effective teachers employ firm and con-
sistent classroom mangement techniques.... | (4) | 3 | 2 | 1 |
| 9. Teacher burnout has never\will
never occur for me as an educator..... | 4 | 3 | 2 | (1) |
| 10. National teacher certfication will
improve the quality of knolwedge for
graduating high school senoirs..... | 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?

1 semester
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 |
| 5. Teachers are prepared realistically for teaching before leaving college..... | 4 | 3 | 2 | 1 |
| 6. Students are more difficult to reach regarding "ease" of learning..... | 4 | 3 | 2 | 1 |
| 7. Teaching is a respected profession..... | 4 | 3 | (2) | 1 |
| 8. Effective teachers employ firm and consistent classroom management techniques..... | (4) | 3 | | 1 |
| 9. Teacher burnout has never\will never occur for me as an educator..... | 4 | 3 | (2) | 1 |
| 10. National teacher certification will improve the quality of <u>knowledge</u> for graduating high school <u>seniors</u> | 4 | (3) | 2 | 1 |

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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?

0 years. Sr.

	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
5. Teachers are prepared realistically for teaching before leaving college.....	4	(3)	2	1
6. Students are more difficult to reach regarding "ease" of learning.....	4	3	2	1
7. Teaching is a respected profession.....	4	(3)	2	1
8. Effective teachers employ firm and consistent classroom mangement techniques....	(4)	3	2	1
9. Teacher burnout has never\will never occur for me as an educator.....	4	3	2	1
10. National teacher certifcation will improve the quality of knolwedge for graduating high school senoirs.....	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?

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
5. Teachers are prepared realistically for teaching before leaving college.....	4	3	2	1
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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

- | | | | | |
|--|--------|--------|--------|---|
| 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 |
| 5. Teachers are prepared realistically for teaching before leaving college..... | 4..... | 3..... | 2..... | 1 |
| 6. Students are more difficult to reach regarding "ease" of learning..... | 4..... | 3..... | 2..... | 1 |
| 7. Teaching is a respected profession..... | 4..... | 3..... | 2..... | 1 |
| 8. Effective teachers employ firm and consistent classroom management techniques..... | 4..... | 3..... | 2..... | 1 |
| 9. Teacher burnout has never\will never occur for me as an educator..... | 4..... | 3..... | 2..... | 1 |
| 10. National teacher certification will improve the quality of knowledge for graduating high school seniors..... | 4..... | 3..... | 2..... | 1 |

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

Comments, Ideas, or Suggestions?

Have question ask whether the person has student taught before.

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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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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 |
| 4. Successful teaching requires the
ability to work well with special
education teachers..... | (4) | 3 | 2 | 1 |
| 5. Teachers are prepared realistically
for teaching before leaving college..... | (4) | 3 | 2 | 1 |
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| 7. Teaching is a respected profession..... | 4 | (3) | 2 | 1 |
| 8. Effective teachers employ firm and con-
sistent classroom mangement techniques.... | (4) | 3 | 2 | 1 |
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graduating high school senoirs..... | 4 | (3) | 2 | 1 |

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

NON TEACHER years.

Agree

Tend to
AgreeTend 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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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?

N/A years.

Agree Tend to Agree Tend to Disagree Disagree

- | | | | | | |
|--|-----|-----|-----|---|---|
| 2. Teaching is rewarding for me..... | N/A | 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 | |
| 5. Teachers are prepared realistically for teaching before leaving college..... | 4 | (3) | 2 | 1 | |
| 6. Students are more difficult to reach regarding "ease" of learning..... | 4 | (3) | 2 | 1 | |
| 7. Teaching is a respected profession..... | 4 | (3) | 2 | 1 | |
| 8. Effective teachers employ firm and consistent classroom management techniques..... | 4 | (3) | 2 | 1 | |
| 9. Teacher burnout has never\will never occur for me as an educator..... | 4 | 3 | (2) | 1 | |
| 10. National teacher certification will improve the quality of knowledge for graduating high school seniors..... | 4 | 3 | (2) | 1 | |

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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?

None 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
5. Teachers are prepared realistically for teaching before leaving college.....	4	3	(2)	1
6. Students are more difficult to reach regarding "ease" of learning.....	(4)	3	2	1
7. Teaching is a respected profession.....	(4)	3	2	1
8. Effective teachers employ firm and consistent classroom mangement techniques....	(4)	3	2	1
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10. National teacher certification will improve the quality of knolwedge for graduating high school senoirs.....	(4)	3	2	1

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Comments, Ideas, or Suggestions?

Re: *Successful Teacher Practices*

Author: Dean Nelson

eMail: MTSUGRADED@aol.com

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