

## Appendix D.

### Teacher Effectiveness Findings

#### 3. Second and Third Grade Effective Teachers

A decision was made to study 65 effective teachers whose class scaled score average gains were in the top 10% and 65 less effective teachers whose class scaled score average gains were in the bottom 50% of the 680 teachers in the 2nd and 3rd grades. The same instruments and procedures to determine gain scores were used. This allowed a comparison of effective and less effective teachers. The gain scores were calculated by the Project STAR data analyst. In order to ensure observer objectivity, the teacher scores were not revealed to the observers.

##### a. Characteristics

The characteristics studied were: preparation, certification, experience, in-service, and Career Ladder. The 2nd and 3rd grade sample included 65 effective teachers and 60 less effective teachers. There were only 3 men. Seventy-two percent (N=47) of the effective teachers were white. The 28 percent of the effective teachers that were Black is higher than the percent of Black teachers in the Tennessee teaching force. The less effective teachers were 80% (N=48) white and 20 percent (N=12) were Black.

Only 8% (N=5) of the effective teachers were younger than 30 while 18% (N=11) of the less effective teachers were under 30 years of age. Nine percent (N=6) of the effective teachers and 7 percent (N=4) of the less effective teachers were 60 years of age or older. The majority in both effective and less effective fell between age 30 and 59. (Table D-16)

Preparation was exactly the same for both groups. Fifty-eight percent had only a BA or a BS, and 42% had also a MA or MS. Every teacher involved in the study had full primary certification.

The spread of the years of teaching experience was wider for the effective teachers than for the less effective teachers who had 43 percent (N=26) in each of 2 categories: (1) 9 years and under and (2) 10 to 19 years. There were 25% (N=16) of the effective teachers in the 9 years and under category; 19 percent (N=12) were in the 20-29 group. The largest group was 49% (N=32) in the 10 to 19 year category.

Eighty-five percent of the effective teachers were on the Career Ladder with 72% (N=47) at Level I, 4% (N=3) at Level II, and 8% (N=5) at Level III. Seventy-five percent of the less effective teachers were also on the Career Ladder with 67% (N=40) at Level I, 5% (N=3) at level II and 3% (N=2) at level III. Five effective teachers and 4 less effective teachers chose not to be on the Career Ladder. It appears that the Career Ladder is not an accurate indicator of effectiveness since 75% (N=45) of the less effective teachers were on the Career Ladder.

##### b. Results of Observations

Results of the comparison of effective and less effective teachers' teaching practices produced a statistically significant difference in favor of the effective teachers on the following practices:

- (1) instruction is guided by a preplanned curriculum
- (2) Students are carefully oriented to lessons
- (3) Instruction is clear and focused
- (4) Learning progress is monitored closely
- (5) When students don't understand, they are retaught
- (6) Instructional groups formed in the classroom fit instructional needs
- (7) Incentives and rewards for students are used to promote excellence

The only one that showed no difference was high teacher expectations for student learning. (TABLE D-17)

**Table D-16**

**Professional and Personal Characteristics of Second and Third Grade Effective and Less Effective Teachers**

Characteristics	Effective (N=50)	Less Effective (N=60)
Race: White	47 (72%)	48 (80%)
Black	18 (28%)	12 (20%)
Age: 29 and under	5 (8%)	11 (18%)
30-39	20 (31%)	20 (33%)
40-49	19 (29%)	19 (32%)
50-59	15 (23%)	6 (10%)
60 and above	6 (9%)	4 (7%)
Preparation:		
B.A. or B.S.	38 (58%)	35 (58%)
M.A. or M.S.	27 (42%)	25 (42%)
Certification:		
Full Primary	65 (100%)	60 (100%)
Total Years of Teaching Experience:		
9 and under	16 (25%)	26 (43%)
10 to 19	32 (49%)	26 (43%)
20 to 29	12 (19%)	3 (5%)
30 and above	5 (8%)	5 (8%)
Career Ladder Level:		
Not on Career Ladder	5 (8%)	4 (7%)
Apprentice	3 (5%)	6 (10%)
Probationary	2 (3%)	5 (8%)
Level I	47 (72%)	40 (67%)
Level II	3 (4%)	3 (5%)
Level III	5 (8%)	2 (3%)

**Table D-17**

**Summary of Percentage Ratings on 12 Teaching Practices  
Second and Third Grade Effective and Less Effective Teachers**

Criterion	Effective Teachers Ratings		Less Effective Teachers Ratings	
	(1,2,3)	(4)	(1,2,3)	(4)
Instruction is guided by a preplanned curriculum	17%	83%*	38%	62%
There are high expectations for student learning	33%	67%	41%	59%
Students are carefully oriented to lessons	23%	77%**	53%	48%
Instruction is clear and focused	19%	81%***	59%	41%
Learning Progress is monitored closely	19%	81%***	51%	49%
When students don't understand, they are retaught	22%	78%*	45%	55%
Class time is used for learning	13%	87%***	48%	52%
There are smooth, efficient classroom routines	11%	89%***	45%	55%
Instructional groups formed in the classroom fit instructional needs	19%	81%*	38%	62%
Standards for classroom behavior are explicit	14%	86%***	44%	56%
Personal interactions between teacher and students are positive	13%	88%***	44%	56%
Incentives and rewards for students are used to promote excellence	18%	82%*	37%	63%

\* p<.05

\*\* p<.01

\*\*\* p<.001

Organization and classroom management styles were determined from categories (1) Class time is used for learning; (2) There are smooth, efficient classroom routines; and (3) Standards for classroom behavior are explicit. All three of these categories were highly significant ( $p < .001$ ). Effective teachers reported that good organizational skills were a primary factor for effectiveness.

Although there was no statistically significant difference between instructional time of effective and less effective teachers, the effective teachers spent an additional 27 minutes per week in reading instruction, and an additional 24 minutes per week in math instruction.

Other teaching practices observed were the use of learning centers, manipulatives in math, student participation in establishing classroom rules, parent volunteers, field trips, and peer tutoring.

Another factor considered was the impact of a positive personal interaction between teachers and students on effective teaching and learning. The excellent personal student interaction of effective teachers produced significant results ( $p < .001$ ) which were verified by the effective teachers' perception that a love of children and teaching was a necessity. These teachers established a positive caring relationship through verbal praise, pats and hugs, listening, eye contact, and positive notes.

No differences were found in the teachers' perception of the role of the principal as instructional leader. Approximately 80 percent of all teachers gave positive answers to these six questions (Section 17).

### **c. Teachers' Perceptions of Individual Effectiveness Factors**

Teachers were asked to identify 2 factors that contributed to their success as teachers. The 2 most frequently mentioned were "a love of students" and "being organized." Others reported were a sense of humor, fair play, high expectations within limits, artistic ability, communication with parents, travel experience, flexible, acceptance of students regardless of background, patience, firm but fair, and understanding.

#### **d. Profile**

<b>Characteristic</b>	<b>Effective</b>	<b>Less Effective</b>
1. Median Age	42 years	38.5 years
2. Median Years of Experience	14 years	12 years
3. Median Years of Experience at This Grade Level	6 years	4 years
4. Certification	Primary	Primary
5. Education	BA or BS	BA or BS
6. Career Ladder	Level I	Level I
7. Reading Workshop	65%	55%
8. Math Workshop	60%	52%
9. Classroom Management Workshop	63%	55%

Profiles of the effective and less effective teachers revealed the following similarities: (1) all were certified, (2) education level, and (3) placement on Career Ladder. The differences noted were: (1) more of the effective teachers attended workshops and (2) the effective teachers had taught longer and they had taught longer at that grade level.

#### **e. Summary**

Sixty-five percent of the second and third grade effective teachers had a small class or a full-time aide. This allowed teachers to use those teaching practices and organizational styles which are conducive to effective learning. Furthermore, small classes provided teachers with the time necessary to bring about positive personal teacher-student interactions.

However, class size seems not to have made a difference with the 43% (N=26) less effective teachers who also had a small class. This finding leads to the conclusion that small classes will be more cost effective when teachers receive training in teaching practices and organizational techniques best suited for small classes.

Teachers must be willing to receive training and be committed to try new skills and procedures. Effective teachers of small classes could assist in staff development by (1) conducting workshops to share techniques and teaching practices and (2) allowing teachers to observe in their classrooms. This training should include techniques for involving families in the education of their children, i.e., establishing effective communication with the home, home visits, and phone calls.

Figure D-1

PROJECT STAR  
EFFECTIVE TEACHER PRACTICES SURVEY

SYSTEM:  
SCHOOL ID:  
SCHOOL NAME:  
SCHOOL TYPE:  
UNIV RESP:

Teacher's SS            
26 27 28 29 30 31 32 33 34

Teacher's Name              
35 36 37 38 39 40 41 42 43 44

Grade Taught During  0. Kindergarten 2. Second Grade  
Project STAR 45 1. First Grade 4. Third Grade

Class Type During  1. Small Class 3. Reg + Aide Class  
Project STAR 46 2. Regular Class

---

Instructions to the Interviewer:

Each question has a title with a performance category and a specific practices checklist. The performance category is from one to four; 1 equals poor and 4 equals excellent. The practices checklist is (Y)es or (N)o if the characteristic is observed or reported.

- INT.  1. INSTRUCTION IS GUIDED BY A PREPLANNED CURRICULUM. 1 2 3 4  
47 (Circle One)
- 48 Learning goals and objectives are developed by the Teacher.
- 49 The BASIC SKILLS FIRST or local equivalent is used.
- 50 Alternative resources and activities are identified.
- 51 Resources and teaching activities (e.g. Additional Reading Series) are modified to help students learn.

How do you use additional Reading Series ? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INT.

2.

52

THERE ARE HIGH EXPECTATIONS FOR STUDENT LEARNING. 1 2 3 4  
(Circle One)

53

What kind of class do you have this year ? 1. Below Average  
2. Average  
3. Above Average

54

What are the students' chances of being successful? 1. Poor  
2. Good  
3. Excellent

55

Quality standards for academic work are set and maintained consistently.

56

Will any students fall below the level of learning needed to be successful at the next level of education?

How do you prevent it ? \_\_\_\_\_

---

---

OBS.

3.

57

STUDENTS ARE CAREFULLY ORIENTED TO LESSONS. 1 2 3 4  
(Circle One)

58

Teacher helps students get ready to learn. She explains lesson objectives in simple, everyday language and refers to them throughout lesson to maintain focus.

59

Objectives may be posted or handed out to help students keep a sense of direction. Teacher checks to see that objectives are understood.

60

The relationship of a current lesson to previous study is described. Students are reminded of key concepts or skills previously covered.

61

Students are challenged to learn, particularly at the start of difficult lessons. Students know in advance what's expected and are ready to learn.

OBS.

4.

62

INSTRUCTION IS CLEAR AND FOCUSED. 1 2 3 4  
(Circle One)

63

Do you use the Tennessee Instructional Model (TIMS) ?

64

Lesson activities are previewed; clear written and verbal directions are given; key points and instructions are repeated; student understanding is checked.

Presentations, such as lectures or demonstrations, are designed to communicate clearly to students; digressions are avoided.  
65

Students have plenty of opportunity for guided and independent practice with new concepts and skills.  
66

To check understanding, teacher asks clear questions and makes sure all students have a chance to respond.  
67

Teacher selects problems and other academic tasks that are well matched to lesson content so student success rate is high.  
68 Seatwork assignments provide variety and challenge.

Homework is assigned that students can complete successfully. It is typically in small increments and provides additional practice  
69 with content covered in class; work is checked and students are given quick feedback.

Parents help keep students involved in learning. Teacher lets parents know that homework is important and gives them tips on how to help students keep working.  
70

OBS.

5.

LEARNING PROGRESS IS MONITORED CLOSELY.  
71

1 2 3 4  
(Circle One)

Teacher frequently monitors student learning, both formally and informally.  
72

How ? \_\_\_\_\_

\_\_\_\_\_

Teacher requires that students be accountable for their academic work.  
73

How ? \_\_\_\_\_

\_\_\_\_\_

Grading scales and mastery standards are set high to promote excellence.  
74

Teacher encourages parents to keep track of student progress, too.  
75

How ? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



How do you keep up with students' progress ? \_\_\_\_\_

How do you know which ones are not performing at their maximum ability ?

INT.  WHEN STUDENTS DON'T UNDERSTAND, THEY ARE RETAUGHT. 1 2 3 4  
OBS. 6. 76 (Circle One)

New material is introduced as quickly as possible at the  
77 beginning of the year or course, with a minimum review or  
reteaching of previous content. Key prerequisite concepts and  
skills are reviewed thoroughly but quickly.

How ? \_\_\_\_\_

Teacher reteaches priority lesson content until students show  
78 they've learned it.

Regular, focused reviews of key concepts and skills are used  
79 throughout the year to check on and strengthen student retention.

How do you find the time to reteach a skill that has not been mastered ?

OBS.  CLASS TIME IS USED FOR LEARNING. 1 2 3 4  
7. 80 (Circle One)

Teacher follows a system of priorities for using class time and  
81 allocates time for each subject or lesson. She concentrates on  
using class time for learning and spends very little time on non-  
learning activities.

Students are encouraged to pace themselves. If they don't finish  
82 during class, they work on lessons:

When ? 1. Before school 2. During recess  
83 3. After school 4. Other

OBS. 8.  84 THERE ARE SMOOTH, EFFICIENT CLASSROOM ROUTINES. 1 2 3 4  
 (Circle One)

85 Class starts quickly and purposefully; teacher has assignments or activities ready for students when they arrive. Materials and supplies are ready, too.

86 Students are required to bring the materials they need to class each day; they use assigned storage space.

87 Administrative matters are handled with quick, efficient routines that keep classroom disruptions to a minimum.

88 There are smooth, rapid transitions between activities throughout the day or class.

OBS. 9.  89 INSTRUCTIONAL GROUPS FORMED IN THE CLASSROOM FIT 1 2 3 4  
 INSTRUCTIONAL NEEDS. (Circle One)

90 When introducing new concepts and skills, whole-group instruction (actively led by the teacher) is used.

91 Smaller groups are formed within the classroom as needed to make sure all students learn thoroughly. Students are placed according to individual achievement levels.

92 Teacher reviews and adjusts groups often, moving students when achievement levels change.

What criteria do you use to place students in groups ?

93 1. Student Ach. Test Scores |  | 2. Teacher Devised Test  
 94

95 3. Teacher's Opinion |  | 4. Other Teacher's Opinion  
 96

97 5. Reading Checklist |  | 6. Other \_\_\_\_\_  
 98

99 Which criteria do you consider most important ?

OBS.  
10.  100 STANDARDS FOR CLASSROOM BEHAVIOR ARE EXPLICIT. 1 2 3 4  
(Circle One)

101 Teacher lets students know that there are high standards for behavior in the classroom.

102 Classroom behavior standards are written, taught, and reviewed from the beginning of the year or the start of new courses.

103 Rules, discipline procedures and consequences are planned in advance. Standards are consistent with or identical to the building code of conduct.

104 Consistent, equitable discipline is applied for all students. Procedures are carried out quickly and clearly linked to student's inappropriate behavior.

105 Teacher stops disruptions quickly, taking care to avoid disrupting the whole class. In disciplinary action, the teacher focuses on the inappropriate behavior, not on the student's personality.

106 Teacher uses the Lee Cantor Assertive Discipline Technique.

What other behavior techniques do you use ? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OBS.  
11.  107 PERSONAL INTERACTIONS BETWEEN TEACHER AND STUDENTS ARE POSITIVE. 1 2 3 4  
(Circle One)

108 Teacher pays attention to student interests, problems and accomplishments in social interactions both in and out of the classroom.

109 Teacher makes sure she lets students know she really cares.

How ? \_\_\_\_\_  
\_\_\_\_\_

110 Students are allowed and encouraged to develop a sense of responsibility and self-reliance.

111 Students are assigned responsibility for class duties.

INT.  INCENTIVES AND REWARDS FOR STUDENTS ARE USED TO 1 2 3 4  
OBS.  PROMOTE EXCELLENCE. (Circle One)  
12. 112

Excellence is defined by objective standards, not by peer  
113 comparison. Systems are set up in the classroom for frequent and  
consistent rewards to students for academic achievement and  
excellent behavior. Rewards are appropriate to the developmental  
level of students.

All students know about the rewards and what they need to do to  
114 get them. Rewards are chosen because they appeal to the  
students.

Rewards are given for specific student achievements. Some  
115 rewards may be presented publicly; some should be immediately  
presented, others delayed in order to teach persistence.

Parents are told about student successes and requested to help  
116 students keep working toward excellence.

What types of incentives and rewards are used most often?

1. Display Student's Work  
117  
 2. Prizes  
118  
 3. Special Privilege or Job  
 4. Stickers  
 5. Verbal Praise  
 6. Others \_\_\_\_\_

\_\_\_\_\_  
119  \_\_\_\_\_  
120

INT.  
13. How do you involve the family in the child's learning ?

1. Distribute class newsletter.  
121

2. Hold special parent conferences when needed.  
122

3. Provide instructions for helping with homework.  
123

4. Send home individualized notes.  
124

5. Send home student's folder.  
125

6. Telephone parents as needed.  
126

7. Other \_\_\_\_\_  
127

Which do you consider most productive ?  
128

INT.  
14.  Do you make home visits ?  
129

If so, when and why ? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INT.  
15.  Do you use learning centers ?  
130

What kind of learning centers do you use regularly ?

1. Creative Skills \_\_\_\_\_  
131

2. Enrichments Centers \_\_\_\_\_  
132

3. Language Arts Skills \_\_\_\_\_  
133

4. Listening Skills \_\_\_\_\_  
134

5. Math Skills \_\_\_\_\_  
135

6. Reading Skills \_\_\_\_\_  
136

7. Science Skills \_\_\_\_\_  
137

8. Thinking Skills \_\_\_\_\_  
138

9. Others \_\_\_\_\_  
139

How many centers do you have available at one time ?  
140 141

How long do centers usually stay up ?  
142

- |                |                |
|----------------|----------------|
| 1. One week    | 2. Two weeks   |
| 3. Three weeks | 4. Four weeks  |
| 5. 5-6 weeks   | 6. Other _____ |

INT.

16.  Do you use manipulatives in teaching math ?

143

1. Clocks

144

2. Concrete objects (i.e. sticks or blocks)

145

3. Money

146

4. Others \_\_\_\_\_

147

INT.

17. What are the two characteristics that make you a good teacher ?

148

149

- 1. I care about children.
- 2. I am flexible.
- 3. I have high expectations for my students.
- 4. I am very organized.
- 5. I am patient and understanding.
- 6. Other \_\_\_\_\_

INT.

18. What two teaching techniques do you consider to be the most effective ?

\_\_\_\_\_  
\_\_\_\_\_

INT.

19. When did you decide to become a teacher ?

150

- 1. In Elem. School
- 2. In High School
- 3. In College
- 4. After College

Why ? \_\_\_\_\_

\_\_\_\_\_

INT.

20. Spouse's Occupation: \_\_\_\_\_

151

- 1. Business
- 2. Education
- 3. Other \_\_\_\_\_

Number of Children: (Enter the number for each category)

152

(boys)

153

(girls)

Their Ages:

(Enter the number for each category)

  
154

1. 0 to 4 years old.

  
155

2. 5 to 13 years old.

  
156

3. 14 to 18 years old.

  
157

4. 19 to 25 years old

  
158

5. 26 to 45 years old.

Father's Occupation: \_\_\_\_\_

  
159

1. Business

2. Education

3. Other \_\_\_\_\_

Mother's Occupation: \_\_\_\_\_

  
160

1. Business

2. Education

3. Other \_\_\_\_\_

Brother's and Sister's Occupations: \_\_\_\_\_

INT.

21.

  
161

Do you belong to a professional association ?

  
162

Do you work actively in the association ?

INT.

22

  
163

164

Teacher's Age

INT.

23

  
165

Birth Order

1. Oldest

2. Youngest

3. Only

4. Other

PROJECT STAR  
EFFECTIVE TEACHER PRACTICES SURVEY

SYSTEM:  
SCHOOL ID:  
SCHOOL NAME:  
SCHOOL TYPE:  
UNIV RESP:

Teacher's SS

26 27 28 29 30 31 32 33 34

Teacher's Name

35 36 37 38 39 40 41 42 43 44

Grade Taught During  0. Kindergarten 2. Second Grade  
Project STAR 45 1. First Grade 4. Third Grade

Class Type During  1. Small Class 3. Reg + Aide Class  
Project STAR 46 2. Regular Class

Instructions to the Interviewer:

Each question has a title with a performance category and a specific practices checklist. The performance category is from one to four; 1 equals poor and 4 equals excellent. The practices checklist is (Y)es or (N)o if the characteristic is observed or reported.

- INT.  1. INSTRUCTION IS GUIDED BY A PREPLANNED CURRICULUM. 1 2 3 4  
47 (Circle One)
- 48 Learning goals and objectives are developed by the Teacher.
- 49 The BASIC SKILLS FIRST or local equivalent is used.
- 50 Alternative resources and activities are identified.
- 51 Resources and teaching activities (e.g. Additional Reading Series) are modified to help students learn.

How do you use additional Reading Series ? \_\_\_\_\_



INT.

2.

  
52

THERE ARE HIGH EXPECTATIONS FOR STUDENT LEARNING. 1 2 3 4  
(Circle One)

  
53

What kind of class do you have this year ? 1. Below Average  
2. Average  
3. Above Average

  
54

What are the students' chances of being successful? 1. Poor  
2. Good  
3. Excellent

  
55

Quality standards for academic work are set and maintained consistently.

  
56

What are you doing to help a child that is in danger of failing?

---

---

OBS.

3.

  
57

STUDENTS ARE CAREFULLY ORIENTED TO LESSONS. 1 2 3 4  
(Circle One)

  
58

Teacher helps students get ready to learn. She explains lesson objectives in simple, everyday language and refers to them throughout lesson to maintain focus.

  
59

Objectives may be posted or handed out to help students keep a sense of direction. Teacher checks to see that objectives are understood.

  
60

The relationship of a current lesson to previous study is described. Students are reminded of key concepts or skills previously covered.

  
61

Students are challenged to learn, particularly at the start of difficult lessons. Students know in advance what's expected and are ready to learn.

OBS.

4.

  
62

INSTRUCTION IS CLEAR AND FOCUSED. 1 2 3 4  
(Circle One)

  
63

Do you use the Tennessee Instructional Model (TIMS) ?

  
64

Lesson activities are previewed; clear written and verbal directions are given; key points and instructions are repeated; student understanding is checked.

  
65

Presentations, such as lectures or demonstrations, are designed to communicate clearly to students; digressions are avoided.

66 Students have plenty of opportunity for guided and independent practice with new concepts and skills.

67 To check understanding, teacher asks clear questions and makes sure all students have a chance to respond.

68 Teacher selects problems and other academic tasks that are well matched to lesson content so student success rate is high. Seatwork assignments provide variety and challenge.

69 Homework is assigned that students can complete successfully. It is typically in small increments and provides additional practice with content covered in class; work is checked and students are given quick feedback.

70 Parents help keep students involved in learning. Teacher lets parents know that homework is important and gives them tips on how to help students keep working.

OBS.

5.

71 LEARNING PROGRESS IS MONITORED CLOSELY.

1 2 3 4  
(Circle One)

72 Teacher frequently monitors student learning, both formally and informally.

How ? \_\_\_\_\_  
\_\_\_\_\_

73 Teacher requires that students be accountable for their academic work.

How ? \_\_\_\_\_  
\_\_\_\_\_

74 Grading scales and mastery standards are set high to promote excellence.

75 Teacher encourages parents to keep track of student progress, too.

How ? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How do you keep up with students' progress ? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How do you know which ones are not performing at their maximum ability ?

\_\_\_\_\_

\_\_\_\_\_

INT.  WHEN STUDENTS DON'T UNDERSTAND, THEY ARE RETAUGHT. 1 2 3 4  
OBS. 6.  76 (Circle One)

New material is introduced as quickly as possible at the beginning of the year or course, with a minimum review or re-teaching of previous content. Key prerequisite concepts and skills are reviewed thoroughly but quickly.

How ? \_\_\_\_\_

\_\_\_\_\_

Teacher reteaches priority lesson content until students show they've learned it.  
78

Regular, focused reviews of key concepts and skills are used throughout the year to check on and strengthen student retention.  
79

How do you find the time to reteach a skill that has not been mastered ?

\_\_\_\_\_

\_\_\_\_\_

OBS. 7.  CLASS TIME IS USED FOR LEARNING. 1 2 3 4  
80 (Circle One)

Teacher follows a system of priorities for using class time and allocates time for each subject or lesson. She concentrates on using class time for learning and spends very little time on non-learning activities.  
81

Students are encouraged to pace themselves. If they don't finish during class, they work on lessons:  
82

When ? 1. Before school 2. During recess  
83 3. After school 4. Other

OBS. 8.  84 THERE ARE SMOOTH, EFFICIENT CLASSROOM ROUTINES. 1 2 3 4  
(Circle One)

85 Class starts quickly and purposefully; teacher has assignments or activities ready for students when they arrive. Materials and supplies are ready, too.

86 Students are required to bring the materials they need to class each day; they use assigned storage space.

87 Administrative matters are handled with quick, efficient routines that keep classroom disruptions to a minimum.

88 There are smooth, rapid transitions between activities throughout the day or class.

OBS. 9.  89 INSTRUCTIONAL GROUPS FORMED IN THE CLASSROOM FIT 1 2 3 4  
INSTRUCTIONAL NEEDS. (Circle One)

90 When introducing new concepts and skills, whole-group instruction (actively led by the teacher) is used.

91 Smaller groups are formed within the classroom as needed to make sure all students learn thoroughly. Students are placed according to individual achievement levels.

92 Teacher reviews and adjusts groups often, moving students when achievement levels change.

What criteria do you use to place students in groups ?

93 1. Student Ach. Test Scores |  | 2. Teacher Devised Test  
94

95 3. Teacher's Opinion |  | 4. Other Teacher's Opinion  
96

97 5. Reading Checklist |  | 6. Other \_\_\_\_\_  
98

99 Which criteria do you consider most important ?

OBS.  
10.  100 STANDARDS FOR CLASSROOM BEHAVIOR ARE EXPLICIT. 1 2 3 4  
(Circle One)

101 Teacher lets students know that there are high standards for behavior in the classroom.

102 Classroom behavior standards are written, taught, and reviewed from the beginning of the year or the start of new courses.

103 Rules, discipline procedures and consequences are planned in advance. Standards are consistent with or identical to the building code of conduct.

104 Consistent, equitable discipline is applied for all students. Procedures are carried out quickly and clearly linked to student's inappropriate behavior.

105 Teacher stops disruptions quickly, taking care to avoid disrupting the whole class. In disciplinary action, the teacher focuses on the inappropriate behavior, not on the student's personality.

106 Teacher uses the Lee Cantor Assertive Discipline Technique.

What other behavior techniques do you use ? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OBS.  
11.  107 PERSONAL INTERACTIONS BETWEEN TEACHER AND STUDENTS ARE POSITIVE. 1 2 3 4  
(Circle One)

108 Teacher pays attention to student interests, problems and accomplishments in social interactions both in and out of the classroom.

109 Teacher makes sure she lets students know she really cares.

How ? \_\_\_\_\_  
\_\_\_\_\_

110 Students are allowed and encouraged to develop a sense of responsibility and self-reliance.

111 Students are assigned responsibility for class duties.

INT. OBS. 12.  112 INCENTIVES AND REWARDS FOR STUDENTS ARE USED TO 1 2 3 4 PROMOTE EXCELLENCE. (Circle One)

113 Excellence is defined by objective standards, not by peer comparison. Systems are set up in the classroom for frequent and consistent rewards to students for academic achievement and excellent behavior. Rewards are appropriate to the developmental level of students.

114 All students know about the rewards and what they need to do to get them. Rewards are chosen because they appeal to the students.

115 Rewards are given for specific student achievements. Some rewards may be presented publicly; some should be immediately presented, others delayed in order to teach persistence.

116 Parents are told about student successes and requested to help students keep working toward excellence.

What types of incentives and rewards are used most often?

- 117 1. Display Student's Work
- 118 2. Prizes
- 118 3. Special Privilege or Job
- 118 4. Stickers
- 118 5. Verbal Praise
- 119 6. Others \_\_\_\_\_

119 \_\_\_\_\_  
120 \_\_\_\_\_

INT. 13. How do you involve the family in the child's learning ?

121 1. Distribute class newsletter.

122 2. Hold special parent conferences when needed.

123 3. Provide instructions for helping with homework.

124 4. Send home individualized notes.

125 5. Send home student's folder.

126 6. Telephone parents as needed.

127 7. Other \_\_\_\_\_

Which do you consider most productive ?  
128

INT.  
14.  Do you make home visits ?  
129

If so, when and why ? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INT.  
15.  Do you use learning centers ?  
130

What kind of learning centers do you use regularly ?

1. Creative Skills \_\_\_\_\_  
131

2. Enrichments Centers \_\_\_\_\_  
132

3. Language Arts Skills \_\_\_\_\_  
133

4. Listening Skills \_\_\_\_\_  
134

5. Math Skills \_\_\_\_\_  
135

6. Reading Skills \_\_\_\_\_  
136

7. Science Skills \_\_\_\_\_  
137

8. Thinking Skills \_\_\_\_\_  
138

9. Others \_\_\_\_\_  
139

How many centers do you have available at one time ?  
140 141

How long do centers usually stay up ?  
142  
1. One week                      2. Two weeks  
3. Three weeks                    4. Four weeks  
5. 5-6 weeks                      6. Other \_\_\_\_\_

INT.  
16.  143 Do you use manipulatives in teaching math ?

144 1. Clocks       145 2. Concrete objects (i.e. sticks or blocks)

146 3. Money       147 4. Others \_\_\_\_\_  
\_\_\_\_\_

INT.  
17. Perceptions of Principal's Role

	Strongly Agree	Agree	Disagree	Strongly Disagree	
1.	A	B	C	D	My principal is an active participant in staff development.
2.	A	B	C	D	Teachers in my school turn to the principal with instructional concerns or problems.
3.	A	B	C	D	My principal provides a clear vision of what our school is all about.
4.	A	B	C	D	My principal is a strong instructional leader.
5.	A	B	C	D	My principal communicates clearly to me regarding instructional matters.
6.	A	B	C	D	My principal's evaluation of my performance helps me improve my teaching.

INT.  
18. What are the two characteristics that make you a good teacher ? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INT.  
19. What advice would you give a first year teacher in order to help her/him become an excellent teacher?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



INT.

20. When did you decide to become a teacher ?

150

- 1. In Elem. School
- 2. In High School
- 3. In College
- 4. After College

Why ? \_\_\_\_\_  
\_\_\_\_\_

INT.

21. Spouse's Occupation: \_\_\_\_\_

151

- 1. Business
- 2. Education
- 3. Other \_\_\_\_\_

Number of Children: (Enter the number for each category)

(boys)  
152

(girls)  
153

Their Ages: (Enter the number for each category)

154

1. 0 to 4 years old.

155

2. 5 to 13 years old.

156

3. 14 to 18 years old.

157

4. 19 to 25 years old

158

5. 26 to 45 years old.

Father's Occupation: \_\_\_\_\_

159

- 1. Business
- 2. Education
- 3. Other \_\_\_\_\_

Mother's Occupation: \_\_\_\_\_

160

- 1. Business
- 2. Education
- 3. Other \_\_\_\_\_

Brother's and Sister's Occupations: \_\_\_\_\_  
\_\_\_\_\_

INT.

22.  Do you belong to a professional association ?

161

162

Do you work actively in the association ?

INT. 23.   Teacher's Age  
163 164

INT. 24.  Birth Order  
165

- 1. Oldest
- 2. Youngest
- 3. Only
- 4. Other

INT. 25.  Grade taught in 1989-90.  
166

INT. 26.   Number of students in 1989-90.  
167 168

INT. 27.   Number of students in Project STAR class.  
169 170