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What are the characteristics of effective teaching? A comparative study of stakeholder perceptions

Christine Lucille Hill

William & Mary - School of Education

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**WHAT ARE THE CHARACTERISTICS OF EFFECTIVE TEACHING?
A COMPARATIVE STUDY OF STAKEHOLDER PERCEPTIONS**

A Dissertation

Presented to

The Faculty of the School of Education
The College of William and Mary in Virginia

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

by

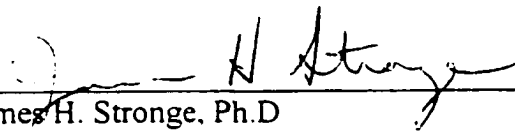
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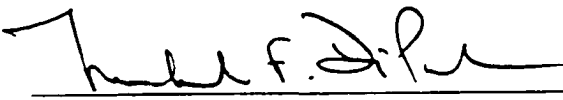
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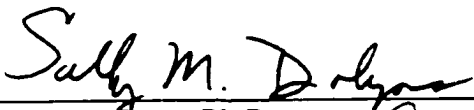
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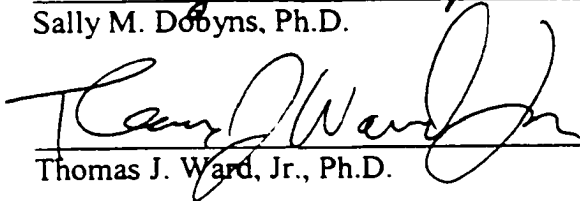
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DEDICATION

This dissertation is dedicated to those special people in my life who have made sacrifices so that I could realize my personal goals: my parents, Carol and John H. Schuster, Jr., who taught me the importance of an education at a young age, believed in my abilities, and encouraged me to set high goals for myself; my best friend and husband, David, who never wavered in his belief in me and provided all the love, encouragement and support I needed; and my grandparents, Kernie and Lucille Halverson, and Christine and John H. Schuster, Sr. who believed that I could achieve any goal I set for myself.

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Although this journey is now ending I must take a moment to reflect upon its beginning. My entry into academe began when Dr. Joe Renzulli and Dr. Sally Reis first welcomed me into their graduate program at the University of Connecticut. They supported me as I explored my potential and moved through the stages of my own self-efficacy. While working under their tutelage, my academic and personal experiences produced a desire to pursue a terminal degree. They continued to provide their support throughout my doctoral studies and it is, in part, because of them that I celebrate this career milestone.

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**WHAT ARE THE CHARACTERISTICS OF EFFECTIVE TEACHING?
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WHAT ARE THE CHARACTERISTICS OF EFFECTIVE TEACHING?

A COMPARATIVE STUDY OF STAKEHOLDER PERCEPTIONS

ABSTRACT

The major purpose of this study was to compare what constitutes an effective teacher from a variety of perspectives, specifically those of parents, students, teachers, and administrators. In addition, research data were used to determine the similarities and differences among stakeholders' perceptions. A comparison with the literature was also used to determine similarities and differences between stakeholders' perceptions and the research being conducted regarding effective teaching. A mixed-design survey design using an instrument specifically designed for this study, The Survey of Teacher Effectiveness, was employed to collect data from a randomly selected sample of parents, students, teachers, and administrators.

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Chapter 1: The Problem

A teacher affects eternity: he can never tell where his influence stops.

--- Henry Adams

Introduction

Chapter one addresses the construct of an effective teacher from the standpoint of reform and the standards movement. The importance and potential impact of the study are discussed and areas of foci suggested for future research efforts. The social systems theory is endorsed as a means for conceptualizing the construct of the effective teacher. Finally, in an effort to provide clarity, a set of definitions is provided, and the limitations, delimitations, and major assumptions of the study outlined.

Calls for Reform

In the history of public education, calls for educational reform are common, beginning with those sparked by the Soviet Union's launch of Sputnik in 1957 (Bracey, 1995). This single event made education a major priority in the United States throughout the 1970s. In response to concerns about our educational system, reports were generated throughout the 1980s in an attempt to shed light on the situation. Often, they painted a grim picture. One such report, A Nation at Risk: The Imperative for Educational Reform, raised many questions about the state of education, including the quality of classroom instruction (National Commission on Excellence in Education, 1983). The report declared that the U.S. is "a Nation at risk. . . whose educational foundations. . . are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and as a people" (p.1). This report's primary focus was that our students were not learning enough, and that we needed to significantly improve our nation's education results

(Buttram & Waters, 1997). A Nation at Risk is often credited as the initiating event of the modern standards movement (Marzano & Kendall, 1996; Shepard, 1991).

The Standards Movement

Research has noted that the mandate from the public to raise expectations for U.S. schools has continued and the interest in a standards-based system of education has increased. The annual poll on education conducted by Phi Delta Kappa (Elam, Rose, & Gallup, 1996) and other polls conducted by Public Agenda (Johnson & Immerwahr, 1995) indicate that the general public share policymakers' concerns. In 1996, 40 governors and more than 45 business leaders called for higher standards for student achievement at the Second Education Summit in Palisades, N.Y. (National Governor's Association). In 1997, President Clinton supported the need for higher national standards in his State of the Union address (Clinton, February 4, 1997).

Many researchers support the notion that a standards-based education system is the solution to the current problems in education. The educational challenge facing the United States is not that its schools are not as good as they once were, it is that public schools must help a much larger and more varied population of young people reach levels of skill and competence that were once thought to be within the reach of only a few (Darling-Hammond, 1996). According to the National Commission on Teaching America's Future (1996), current teaching standards are haphazard. Teachers, unlike other professionals, are not educated in similar ways and so do not acquire common knowledge and skills before they are admitted to practice. Institutions of higher learning do not have uniform teacher education programs (Darling-Hammond, 1996). Today's complex, knowledge-based, and multicultural society creates new expectations for teachers.

The National Commission on Teaching and America's Future (1996) proposed the following recommendations:

1. get serious about standards for both students and teachers;
2. reinvent teacher preparation and professional development;
3. overhaul teacher recruitment and put qualified teachers in every classroom;
4. encourage and reward knowledge and skill; and,
5. create schools that are organized for student and teacher success.

The Importance of Teachers

Much energy has been focused on restructuring efforts, but the importance of individual teachers—and their role in educational reform—has been recognized only recently (Ehrgott, Henderson-Sparks, & Sparks, 1993). Accordingly, recent examinations of possible ways to restructure the system have focused on the teacher. According to Clark and Astuto (1994), “Everyone agrees that the work of teachers is the critical element in effective schooling” (p. 517). When determining students’ educational goals and learning objectives, it becomes apparent that teachers are the individuals who primarily interact with students and help determine their academic progression (Wang, Haertel, & Walberg, 1993). According to the National Board for Professional Teaching Standards (1989), “Teaching is at the heart of education, and the single most important action the nation can take to improve schools is to strengthen teaching” (p. 6).

An abundance of literature exists concerning factors that affect student learning. “At the heart of this line of inquiry is the core belief that teachers make a difference” (Wright, Horn, & Sanders, 1997, p. 57). The empirical evidence supports the assumption that teachers are the key to successful learning (Carnegie Forum on Education and the Economy, 1986; Evertson, 1986;

Goodlad, 1984; Henson, 1988; Hofmeister & Lubke, 1990; Joyce & Weil, 1986; Levine, 1989; Lieberman & Miller, 1984; Lightfoot, 1983; Lortie, 1975; Wiggenton, 1985; Zumwalt, 1986). Researchers have concluded that the quality of individual teachers directly impacts student learning (Rosenshine, 1979; Schrage, 1995; Shapiro, 1995).

Beginning in the late 1980s, researchers began focusing on the act of teaching and reexamining the core competencies required of an effective teacher. The 1989 policy statement issued by the National Board for Professional Teaching Standards, entitled “What Teachers Should Know and Be Able to Do,” delineated the Board’s vision of “accomplished practice” (p. 2). Its five core propositions are that:

1. teachers are committed to students and their learning;
2. teachers know the subjects they teach and how to teach those subjects to students;
3. teachers are responsible for managing and monitoring student learning;
4. teachers think systematically about their practice and learn from experience; and,
5. teachers are members of learning communities.

These core propositions represent what the Board considered as fundamental and time-honored concepts in teaching, encompassing both technical and interpersonal aspects of the profession. “Human qualities, expert knowledge and skill, and professional commitment together compose excellence in this craft” (National Board for Professional Teaching Standards, 1989, p. 4).

Darling-Hammond (2000) found that quality teaching was fundamental to student learning and critical for the success of reform efforts. “Successful twenty-first century schools will be grounded on two very different assumptions: first, that teaching matters and second, that relationships matter” (p. 6). She noted that professional development efforts must be aligned to

support these assumptions with the consideration of the following concepts: (1) high quality teaching must be explored and supported; (2) a professional culture must be established; and (3) learning organizations should be created. Underlying both the fundamental assumptions and supporting concepts was a need for the appropriate time to conduct further research and accomplish reform efforts (Darling-Hammond, 1996).

Future Research

A fundamental question that research continues to need to address, especially in the zeitgeist of the standards movement is, "What is an effective teacher?" Schalock (1987) suggested that "if the purpose of teaching is to nurture learning, then both teachers and schools should be judged for their effectiveness on the basis of what and how much students learn." (p. 240). Nonetheless, consensus remains elusive regarding exactly what teacher behaviors and/or skills are required to maximize student learning. As Brophy and Evertson (1976, p. 139) stated nearly two decades ago:

Effective teaching is not simply a matter of implementing a small number of basic skills. Instead, effective teaching requires the ability to implement a large number of diagnostic, instructional, managerial, and therapeutic skills, tailoring behavior in specific contexts and situations to the specific needs of the moment. Effective teachers not only must be able to do a large number of things; they also must be able to recognize which of the many things they know how to do applies at the given moment and be able to follow through by performing the behavior effectively (p. 8).

In reporting the practices used by faculties in unusually effective schools in Texas, Johnson and Immerwahr reported that teachers and schools “must do whatever it takes” to nurture the learning progress of each student in their care (Miller, 1998). Studies regarding effective teachers indicate the need for a research study to investigate stakeholder perceptions of an effective teacher. Despite the available research, no one has been able to identify precisely the ideal role a teacher should play to impact student learning at a high level. Research efforts continue to attempt to identify the link between the role of the teacher and the impact a teacher has on student outcomes. Querying stakeholder perceptions may provide valuable insight.

Statement of the Problem

The major intentions of this study were to : (a) identify the characteristics of an effective teacher according to the literature, (b) explore perceptions of stakeholders regarding effective teaching and examine differences between stakeholders’ perceptions, and (c) compare stakeholders’ perceptions of an effective teacher to the research. This study synthesized data collected from parents, students, teachers, and administrators, within a school division located in the Commonwealth of Virginia, to address the following research questions:

Research Question for Phase I

I.1. What are the characteristics of an effective teacher as described by the extant literature?

Research Questions for Phase II

II.1. What are the characteristics of an effective teacher, as perceived by parents, teachers, students, and administrators?

II.2. What differences exist among the perceptions of parents, teachers, students, and administrators regarding what is an effective teacher?

Research Question for Phase III

III.1. How do parent, teacher, student, and administrator perceptions correspond with the literature regarding an effective teacher?

Statement of the Purpose

Do teachers make a difference in how much and how well students learn? The empirical base that has emerged in recent years clearly indicates that the quality of teaching is a major determinant of gains in student learning. Recent studies indicate that schools and their efforts do make a difference, and much of that difference can be linked directly to teachers (Darling-Hammond, 2000). The Oregon Teacher Work Sample Methodology (TWSM), the Kentucky Instructional Results Information System (KIRIS), the Dallas Value-Added Accountability System, and the Tennessee Value-Added Assessment System (TVAAS) are all studies that link the effectiveness of teachers to student achievement outcomes. These studies are discussed in further depth in the next chapter.

Although an empirical database is emerging, it is difficult to define the “effective teacher.” In addition, the complexity of teaching itself makes it difficult to evaluate teacher effectiveness. “There is no topic on which opinion varies so markedly as that of the validity of basing teacher effectiveness on student learning” (Millman & Sykes, 1992, p. 3). Although many may remain unsure of accuracy regarding the evaluation of teacher effectiveness, its importance is demonstrated by the adoption of a teacher evaluation policy by almost all school districts (Shinkfield & Stufflebeam, 1995).

Does perception correspond with reality? Students always have and will continue to have strong opinions about their teachers' teaching skills, as will their parents and other outside stakeholders (Hart, 1936; Tomlinson, 1955). The fact that the opinion of these many stakeholders may be biased does not, and will not, prevent their expression. However, research confirms that the teacher is one of the single most influential factors on student achievement (Stronge & Tucker, 2000). From an individual perspective, each of us can probably remember a teacher who had a positive impact on our lives and our learning. Anyone who has been taught by a memorable teacher can attest to the fact that they do, indeed, make a difference. "What we have known intuitively all along now can be answered empirically: teachers absolutely, unequivocally, make a difference in student learning" (Stronge & Tucker, 2000).

What we need to better understand and define, based upon the extant literature and stakeholder perceptions, is what effective teachers do that makes stakeholders perceive them as effective. The purpose of this mixed-design study is to compare what constitutes an effective teacher from a variety of perspectives. This method of inquiry will result in a matrix analyzing the extent to which perceptions of selected constituencies do or do not correspond to the extant research. Specifically, the research seeks to determine what perceptions are regarding what the most effective teachers do.

This study will attempt to create a profile of an effective teacher based on the comparison of literature and stakeholder perceptions. The correspondence between the literature and the perceptions of stakeholders will provide direction for schools. This study will also provide valuable information regarding teaching characteristics and behaviors of educators who are perceived as "effective." If it is, indeed, possible to identify effective teachers based upon

perception, this holds great implications for the selection of teachers. Additionally, teachers identified as “effective” can provide guidance to their colleagues as mentors. Identifying effective teachers can also be instrumental in determining a school division’s staff development program. More importantly, if student learning were impacted by teacher effectiveness, the identification of effective teachers would have a definite impact on the achievement of student outcomes.

Significance of the Study

The large body of extant literature available on the various aspects of teaching has failed to resolve the differences of opinion related to effective teaching. Since there are no universally agreed upon characteristics of an effective teacher, one approach to clarify or lessen the ambiguity surrounding the construct is to query selected populations regarding their individual perceptions.

This study will identify teaching characteristics and behaviors of educators who are perceived as effective. With new, more closely aligned curricula and assessments, we can better identify links between classroom processes and desirable student outcomes. The practical implications of the study include the potential to impact teacher training, licensing, accreditation, selection, and professional development. Furthermore, implications from this study may be connected to the evaluation and hiring of teachers, as well as the relationship between the teacher and student achievement gains.

This study has the potential to improve the quality of teacher performance and learning opportunities for students. If teachers are fundamental to student success, shouldn’t we know more about what constitutes teacher success? Understanding teacher success also has

implications and connections to teacher evaluation, training, hiring, and ultimately, strategies toward improvement in student gains. Identifying the effective teacher holds much promise in the achievement of student gains. If the goal of schools is for all students to achieve mastery, then the identification of an “effective teacher” is instrumental in the achievement of this goal. Teacher and student behaviors are reciprocal and interactional processes. Effective learning requires effective teaching.

Theoretical Rationale

The social systems theory provides a useful framework for formulating a theoretical perspective for conceptualizing the construct of the effective teacher (Barnard, 1938; Castetter, 1992; Getzels & Guba, 1957). Schools are social systems where the primary function is learning. This study will explore how teachers fulfill their function by being effective and thus, positively impact student achievement. The following conclusions have been made based upon the social systems theory and will be discussed in greater detail:

1. schools are social systems with the responsibility for ensuring the effectiveness of teachers and the quality of learning; and
2. effectiveness of teachers directly impacts the quality of student learning.

Social Systems Theory

A useful paradigm for understanding the interactions within a school is the social systems theory. This theory is drawn from the systems theory (Barnard, 1938; Castetter, 1992; Getzels & Guba, 1957). The systems theory originated in the biological sciences in an effort to explain the interrelatedness of the cellular subunits and their contribution to the overall organism. Similarly, “school systems may be viewed as organizations of interdependent and interrelated parts or

subsystems” (Casterter, p. 6). The components of the system are interdependent and work together to accomplish a common goal (Barnard, 1938). If left unattended, systems tend to break down.

Within the social system of the school, it is assumed the following process takes place: (1) students constitute the input, (2) the teacher provides the process, and (3) the result is some kind of output. The more effective the teacher, the more successful this process and the resulting output. In the past, students were held accountable for their own learning. But in recent decades, teachers have been the ones held more accountable for student learning (Darling-Hammond, 1993). Darling-Hammond (1993) further asserted that “all the solutions to the problems cited by education’s critics are constrained by the availability of talented teachers, by the knowledge and capacities those teachers possess, and by the school conditions that define how that knowledge can be used” (p. 754). Basically, the social systems theory epitomizes the input—process—output connection. Within the social systems perspective (Fereshteh, 1996), it is assumed that teachers must act as manager, role model, motivator, professional, instructional expert, and intellectual. Based on this perspective, Fereshteh drew the following conclusions:

1. schools are social systems where teacher effectiveness is necessary to ensure a high quality of learning;
2. teacher effectiveness directly affects the quality of learning;
3. teaching and learning are intertwined; and,
4. the teacher is one, if not the, strongest variable when it comes to impacting student learning.

The Act of Teaching

If teachers are central to the process of learning, what is effective teaching? There are two perspectives from which one can view effective teaching: teaching as a process or teaching as results. Given the current state of education, there seems to be a much greater emphasis on learning outcomes and therefore, the achievement of an intention. Teachers are being held accountable for student outcomes on a more frequent basis (Darling-Hammond, 1993). High quality, effective teachers are the key to helping students learn well (Joyce & Weil, 1992, p. v).

A number of studies have addressed the construct of the effective teacher. Brophy and Good (1986) reported that "the myth that teachers do not make a difference in student learning has been refuted" (p. 370). A series of studies have confirmed that teachers make a significant difference. For example, Palmer (1990) contended that effective teaching is "a matter of living the mystery;" it is a combination of teacher characteristics, the teacher's relationship with the subject matter and the students, and a "chemistry" which cannot be defined (p. 11). He stated that effective teaching requires a courage that involves empowering students and exposing one's insight and ignorance.

However, studies have questioned the influence of teachers on the learning process (Coleman, Campbell, Hobson, McParland, Mood, Weinfeld, & York, 1966; Mosteller & Moynihan, 1972; Rosenshine, 1970; and Popham, 1971). Subsequent research has been conducted in an attempt to respond to the questions. After compiling extensive data regarding factors that affect school learning, researchers have found that "instructional variables exert significant influence on school learning" (Wang, Haertel, & Walberg, 1993, p. 277). Wang, Haertel, and Walberg supported the notion that when compared to variables such as state,

district, and school level policy and demographics “the actions of students, teachers, and parents matter most to student learning” (p. 279).

Definitions of Related Terms

In order to determine effectiveness, a common set of definitions is required to reduce confusion. The following terms and definitions are the result of a longstanding effort by educational researchers to gain clarity:

Achievement. (a) Accomplishment or proficiency of performance in a given skill or body of knowledge; (b) Progress in school; theoretically different from intelligence but overlaps with it to a great degree (Good, 1973).

Accountability. Being held answerable for; responsibility for setting, achieving, and attainment of educational goals (Wheeler & Haertel, 1993).

Effective Teacher Characteristics. Those characteristics and behaviors influencing teaching (Powell & Beard, 1984).

Instruction. The activities dealing directly with teaching the students or improving the quality of teaching (Shafritz, 1988).

Teaching. The constant stream of professional decisions that affects the probability of learning; decisions that are made and implemented before, during, and after interaction with the student (Hunter, 1984).

Limitations of the Study

The following limitations apply to the interpretation of the results of this study.

1. The literature does not contain a widely agreed-upon definition of an effective teacher.
2. The sampling procedure limits the generalization of the findings.
3. This study is being conducted in a specific school division, which reduces any potential generalization to outside schools.
4. Generalizability may be limited to school districts using high stakes testing similar to that of the Virginia Standards of Learning.
5. There may be factors substantially affecting stakeholder response to teacher effectiveness that were not identified in this study.

Delimitations

The following delimitations apply to the interpretation of the results of this study.

1. This study will be conducted in a Virginia school division.
2. This study will be conducted during the spring of 2001.
3. This study will be conducted with individuals working for the school division, attending school in the school division, living in an area serviced by the school division, and/or directly impacted in some way by the school division.

Major Assumptions

The major assumptions that underlie this study are as follows:

1. Teachers are central to quality instruction, and teacher effectiveness is directly related to student learning.

2. People accurately perceive teacher effectiveness based on their current and previous experiences.
3. Individuals view effective teachers through their own paradigmatic lens.
4. The survey instrument used in this study will provide a valid measure of the intended variables.
5. Students in the third and fifth grades have the ability to effectively communicate their perceptions of an effective teacher.
6. Parents, teachers, and administrators have the ability to effectively communicate their perceptions of an effective teacher.
7. Ultimately, the results of this study, if used by educators, have the potential to improve the quality of teacher performance and learning opportunities for students.

Summary

The National Commission on Excellence in Education (1983), reported the findings from the 1982 Gallup Poll of the Public's Attitudes Toward the Public Schools. According to this report, people are staunch in their belief that education is the major foundation for the future strength and growth of this country. Furthermore, these same individuals seem to consider education more important than developing industrial strength and military power. In response to findings such as this, reports were generated in an attempt to provide a direction for reform efforts. One such report, A Nation at Risk, suggested that "America can address this risk...raw materials needed to reform our educational system are waiting to be mobilized through effective leadership: our better understanding of learning and teaching and the implications of this knowledge for school

practice, and the numerous examples of local success as a result of superior effort and effective dissemination” (p. 6).

The current state of educational performance in our nation’s schools can be addressed. The current study attempted to add to the research by examining stakeholder perceptions of an effective teacher. The study identified teaching characteristics and behaviors of educators perceived as effective, examined stakeholder perceptions of teacher effectiveness, analyzed these findings, and hypothesized implications of the findings. Research studied, like the current one, designed to investigate the constructs of learning and teaching can provide information and further understanding. The resulting research findings, if used, may potentially address concerns and provide direction for future research efforts.

Chapter 2: Review of the Literature

This chapter reviews the relevant literature as a background for this study, beginning with an historical overview of past studies of effective teaching. Next, the chapter explores current learning theory, policy, and practice. Then it explores the connection between teaching and learning, and reviews empirical studies regarding the connection between teacher behavior and student achievement. The Value-Added Accountability Systems, implemented in Dallas, Tennessee, Oregon, and Tennessee, are given closer review. Finally, the chapter examines conceptual frameworks of effective teaching establishes a framework for the examination of the construct.

Introduction

If one assumes that teachers are central to the learning process, research should be able to determine exactly what it is that teachers do. In simplistic terms, they teach. Teaching can be viewed from two perspectives, either as a process or as an achievement of a goal. The current state of the field of education indicates that greater importance has now been placed on education goals and outcomes. Therefore, it seems that teaching is actually an achievement rather than merely a process (U.S. Department of Education, 1993).

In the past, students were held responsible for their own mastery of a given subject; more recently, educators have been held accountable for learning outcomes (Darling-Hammond, 1993). One superintendent encapsulated this paradigm shift: "the reality is that we have not taught until students have learned. And if students are not learning, the performance of teachers and administrators is not satisfactory" (Pressure to Improve, 1996, p. 5).

The solution, then, seems simple—place an effective teacher in every classroom in an effort to help all students achieve optimal learning. Although the solution may seem simplistic, it has proven difficult to define an “effective teacher.”

An Historical Perspective of Teacher Effectiveness

Formal, systematic investigations of effective teaching began in the nineteenth century. Researchers selected elementary students and asked them to share their memories of their best teacher. The researchers then generated a list of competencies of a “good teacher” from the students’ perspective (Kratz, 1896). The approach of seeking out student perceptions of the effective teacher was used well into the mid-twentieth century. In 1936, Hart asked a group of high school students to create a list of characteristics of the teachers they liked and a list of characteristics of the teachers from whom they learned the most. The characteristics identifying the teachers who were most liked were:

1. grades fairly;
2. understands students;
3. does not play favorites;
4. possesses teaching skills;
5. treats all students equally; and,
6. is friendly and good-natured.

The characteristics typifying the teachers from whom students learned the most were:

1. higher expectations and demands more from students;
2. strong knowledge of the content;
3. good classroom control and discipline; and,

4. a wide variety of teaching skills.

Findings from Hart's research (1936) indicate that differences emerged between elementary and high school students' perceptions of an effective teacher. The elementary students focused on the affective component of the teacher while the high school students were primarily concerned with the teacher's actual teaching ability.

As interest in the construct of an effective teacher grew, researchers sought out the perceptions of additional populations, such as parents and administrators. For example, Medley (1973) indicated that at least 98% of the literature published on the subject of effective teachers in the first half of the twentieth century was based predominantly on the opinion of researchers. Beecher (1949) polled 106 school superintendents regarding the characteristics of those teachers perceived as good and poor. The superintendents perceived that good teachers possessed a strong knowledge of their content, were able to effectively organize their knowledge, stimulated student interest, accommodated student differences, and provided a wealth of illustrations while teaching. These same superintendents perceived that poor teachers were lazy, did not possess classroom management or discipline, were indifferent to students, did not treat students fairly, and were unable to stimulate students' interest in the content. The lists of teacher characteristics generated from this study measured the effective teacher without regard to outside variables such as the teacher's educational background, classroom context, subject matter, and other external forces. By 1930, these types of rating lists had become so popular that more than 200 prototypes were in use (Barr & Emans, 1930).

Despite any criticism that may stem from the use of a single instrument to determine teacher effectiveness, utilizing stakeholder perceptions can be valuable. Students can provide

great insight into the accomplishment of classroom goals. Additionally, the administrators' perceptions can provide a wealth of information regarding strengths of instruction and areas in need of improvement.

Between the 1940s and 1950s, teacher effectiveness research assumed many forms, foci, and interests. Amid World War II and the Cold War that followed, some researchers changed their research focus to students' and teachers' attitudes, social change, and international issues. Other researchers centered on teacher personality traits and their effect on students' social attitude and academic achievement: teacher effectiveness was measured against the backdrop of students' social attitude or academic performance. Tomlinson's (1955) study involved 14,000 students and sought to use student change to measure teacher effectiveness. The study determined that teacher effectiveness was equated with the following traits: democratic attitude, kindness, patience, side interests, personal appearance, and fairness.

In the 1950s and 1960s, researchers attempted to develop teacher-proof curriculum materials. These same researchers also attempted to identify general teaching methods that would be unaffected by an individual teacher's style of instruction. Research (Good, 1979) determined that teachers mediated the effects of a particular curriculum.

Beginning in the 1970s, researchers began looking at the process of education. The process-process and process-product approaches gained momentum. As a result, many educators and researchers began exploring strategies to improve the quality of teaching. Their goal was to isolate the type of teaching that would bring about optimum student learning.

It became clear that teaching was much more complex than originally thought. The complexity of and the number of variables that impact the act of teaching generated many

questions regarding what constitutes teaching effectiveness, learning, and other related topics. Biddle and Ellena (1964) postulated that no one knew exactly what constitutes a competent teacher. These researchers reasoned “research in this area has reached a dead end” (p. 94).

Researchers in the 1970s reported modest progress in the research on teacher effectiveness (Gage, 1968). They focused primarily on the interaction between the teacher and the student in the classroom (Brophy and Good, 1986). Subsequent studies have attempted to find a correlation between teacher performance and student achievement.

The Current State of Education

Education Reform and Reform Efforts

Since the mid-1970s teachers and teacher education have become an important issue for the American public, with the quality of teachers and education at center stage of school reform efforts. The 1983 publication by the National Commission on Excellence in Education entitled A Nation at Risk: the Imperative for Educational Reform, ignited a new wave of reforms. This report specifically attributed students’ poor performance on standardized tests and in the workplace to the ability of teacher. Reports such as this impacted educational reform in this country.

At the heart of the reform movement in America’s public schools is the recognition that good teachers who use proven teaching strategies will help to create effective schools (Cawelti, 1999). Part of the satisfaction of being a teacher is taking part in the decision-making process in any reforms (Coburn, 2001). According to Hofmeister and Lubke (1990), the teacher’s input in the reform process is vital, because the teacher is on the firing line and must determine which

teaching methods will most effectively meet student needs. According to Goodlad (1984), the teacher is viewed as “coach, quarterback, referee, and even rule-maker” (p. 108).

First-rate teachers are needed to bring excellence to education and “to gain the respect they deserve, teachers need the freedom to act like professionals in their classrooms and school communities” (Zumwalt, 1986, p. vii). Evertson (1986) found that teachers became gatekeepers who decided what was to be taught and how the material was to be presented. Squires, Huitt, and Segars (1984) suggested that even when the school organization itself had no focus and no ability to change, the individual teacher could make a difference. Anderson (1982) reported that a teacher’s decisions regarding classroom activities and structure could influence a student’s self-esteem and attitude toward schoolwork. Because of the teacher’s central role in the classroom, teachers must be a part of the solution if reform is to come to American schools (Brophy, 1986).

Teacher Accountability

Unlike many educational innovations, the continuing pressure for better student achievement is here to stay. As a result, teachers are the ones being held accountable for their students’ achievement. The tide is changing and reform is inevitable as researchers seek to improve the quality of America’s schools. Stronge and Tucker (2000) have reported that, “The work of Bill Sanders at the University of Tennessee’s Value-Added Research and Assessment Center over the past several years has been groundbreaking in terms of expanding our understanding of the relationship between teacher quality and student learning” (p. 9). According to Stronge and Tucker (2000), Sanders found that “when children, beginning in third grade, were placed with three high performing teachers in a row, they scored, on average, at the 96th percentile on Tennessee’s statewide mathematics assessment at the end of fifth grade” (p. 9). In

comparison, when students with similar achievement histories were placed with three low performing teachers in a row, their average score on the identical mathematics assessment was at the 44th percentile. This research supported the conclusion that teachers make a difference. Sanders and his team summarized their findings as follows (Stronge and Tucker, 2000):

...the results of this study well document that the most important factor affecting student learning is the teacher. In addition, the results show a wide variation in effectiveness among teachers. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms (p. 9).

This study delivered good and bad news. If a child has a high performing teacher one year, he will benefit from the experience in future years. However, the reverse is also true. If, during an academic year, a child has a low performing teacher, he will suffer from that encounter and the lost learning opportunities for years to come. As a result of these findings, it becomes apparent that teachers are accountable for the longitudinal effects their teaching has on students.

Standards and Student Outcomes

The standards movement has had great impact on teacher accountability and student achievement outcomes. Understanding the history behind the standards movement is essential in understanding the momentum behind the standards and accountability movement. There are individuals today who support the view that public schools are not good enough and that

something must be done to make them better. Setting higher academic standards is seen by many as one way to raise the academic achievement of students. The Goals 2000: Educate America Act called for the development of national standards for education, for tests to measure the achievement of those standards by students, and for aid to states and local school districts to raise their standards. With congressional and presidential support, and with the support of the nation's major business and education organizations, the national government moved to provide financial help to states to raise the quality of public education. Other programs, however, needed to be realigned (Jennings, 1998). The most important of the federal aid programs was the Elementary and Secondary Education Act of 1965 (ESEA). The Clinton's administration's concepts for refashioning the ESEA were influenced by many factions. One education expert, Slavin (1993), a researcher at Johns Hopkins University, wrote for the Chicago Tribune that the greatest potential for improving the education of poor children did not rest with school choice or vouchers but rather with the reform of Title I. This program is also known as Chapter 1. Marshall Smith, the undersecretary in the Department of Education, told Congress in 1994, "Operating as a separate supplemental program, Chapter 1 has gone about as far as it can go in raising the skills of at-risk children" (The Current Status of Chapter 1, 1994, p. 115). Smith's views were important because he was the major architect of the Clinton administration's new approach to federal aid. Secretary Riley's main concern with ESEA was the same as it had been with schools in general as reflected in the debate on Goals 2000: Too many children were being held to low expectations, and the country would not succeed without changing that. In a speech on May 1994, Riley summed up his opinions as follows:

I believe that there can be no equality in this nation without a renewed

commitment to excellence...that educating every child to use his or her God-given talent is the precondition for full equality in this great Country of ours. In 1894, it would have been "unfair" to talk about high standards. Now in 1994, it would be "unfair" not to talk about high standards. Excellence and equality have to be seen as one. Excellence and equality are not incompatible—we've just never tried hard enough to put them together for all of our children (Riley, 1994).

The move toward realignment of the ESEA had begun. Federal programs were being refashioned to encourage higher academic standards for all students. According to Congressman Kildee, the prime sponsor of the new bill, "The heart of the legislation is to demand greater achievement in exchange for more freedom in the use of federal funds...The whole bill can be summed up in two words – flexibility and accountability" (Elementary and Secondary Education Act Appropriations Extension, 1994, p. H10384).

President Clinton signed the new ESEA bill into law on October 20, 1994. Clinton purported that the event represented the most significant accomplishment in education since the administration of Lyndon Johnson (Jennings, 1998). "Clinton has, quite simply, set in motion a revolution in public education," concluded a National Journal columnist (Stanfield, 1994, p. 2485). Stanfield further asserted that the president had profoundly shifted the pedagogical course of the nation's education system. As a result of this legislation, the call for national standards had begun. Reform movements followed closely behind.

After the 1997 election, President Clinton made education the focus of his attention. He told Congress that his "number one priority for the next four years is to ensure that all Americans

have the best education in the world” (Clinton, 1997, p. 137). Clinton further stated that he wanted “a national crusade for education standards—not federal standards, but national standards, representing what all our students must know to succeed in the knowledge economy of the 21st century” (p. 138). He urged every state and school to share the curriculum to reflect these standards and to train teachers to lift students up to them.

The current focus is now on what is taught and learned and how to raise student achievement. Many elements are important in determining whether a student learns, and teacher effectiveness is one of those elements under scrutiny. In an effort to summarize the call for accountability, the opening statement of the 1996 report, What Matters Most: Teaching for America’s Future, by the National Commission on Teaching and America’s Future stated: “We propose an audacious goal...by the year 2006, America will provide all students in the country with what should be their educational birthright: access to competent, caring, and qualified teachers” (p. 11).

The Commission then set out the first of its five major recommendations: Get serious about standards for both students and teachers. Stronge and Tucker (2000), suggested that “if students are expected to achieve high standards, we should expect no less from their teachers” (p. 11). Research has suggested that teachers make a difference in how well students learn. If we seek standards and accountability for everyone then we should look to relate teacher behavior to student achievement.

Policy and Practice

Moving effectively toward reform requires a shift in perspective and a willingness to view education through a different paradigm. According to Darling-Hammond and McLaughlin

(1995). “the vision of practice that underlies the nation’s reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before—and probably never experienced as students” (p. 10).

The policy environment within which teachers work often sends mixed messages regarding how schools are expected to conduct business and about what behaviors and skills are rewarded. Existing policies and practices must be assessed in terms of their compatibility with two cornerstones of the reform agenda: a learner-centered view of teaching and a career-long conception of teachers’ learning (Darling-Hammond & McLaughlin, 1995). Additionally, the policies governing ongoing teacher evaluation must also support teaching for understanding and teacher learning.

Additional questions will certainly emerge as the field gains experience. Darling-Hammond and McLaughlin (1995) have suggested that “the challenge for policymakers and educators is to realign the existing system of signals and incentives that shape school organizations, teachers’ practices, role expectations, and assumptions so that they support student and teacher learning” (p. 22). As policies change, states will begin to take note of the research and findings being reported. This has already become a reality in some states. Since the late 1970s and early 1980s, Florida has made systematic use of the research on teacher effectiveness in its teacher preparation programs and requirements for teacher licensure. By and large, current teacher preparation programs and licensure have focused on what teachers know or are able to do, rather than what they are able to accomplish (Schalock, 1987). According to Schalock (1987), any conception of teaching that fails to take into account what is to be learned by the student, the

characteristics of the students that are to do the learning, and the conditions under which the learning is to occur. is an underestimation of the complexity of teaching.

The Connection Between Teaching and Learning

What is the Relationship Between Teaching and Learning?

During the first half of the twentieth century, researchers interested in teaching avoided actual classrooms and, as a result, added little to the existing knowledge and research base concerning teaching. During the same period, however, other researchers conducted a great deal of research focusing on certain types of learning. The latter achieved a great deal more success. Therefore, the research reflected much more knowledge about learning than teaching (Dunkin & Biddle, 1974). Some researchers began to take note of the inequality and other discrepancies and began asking questions.

This imbalance was noted by Gage (1963), who pointed out that the entry under "learning" in the *Comprehensive Dictionary of Psychological and Psychoanalytical Terms* (England & English, 1958) occupied three pages, while that under "teaching" was confined to only five lines. Additionally, Gage (1963) perused textbooks in educational psychology and noted their greater focus with learning and characteristics of students than with teaching and characteristics of teachers.

A possible explanation for the research focus on learning was the ease with which it could be studied. For example, objective tests or animal behavior were often utilized avenues of research. However, the lack of research focus on teaching might have been due to the necessity of actual classroom observations. As a result, in the past, curricula have been developed based on knowledge of learning rather than teaching. Gage (1963) suggested the imbalance, reliance on

knowledge about learning rather than actual teaching, may have caused difficulties. The most apparent difficulty is that theories of learning do not clearly state the processes by which teachers provide optimal learning conditions in their classrooms. According to Gage (1963),

teachers need to know how children learn, and how they depend on motivation, readiness, and reinforcement. But. . .teachers similarly need to know how to teach – how to motivate pupils, assess their readiness, act on the assessment, present the subject, maintain discipline, and shape a cognitive structure. Too much of the educational psychology makes the teacher infer what he needs to do from what he is told about learners and learning. Theories of teaching would make explicit how teachers behave, why they behave as they do, and with what effects (p. 133).

It is apparent that the attempt to understand the connection between the teacher and student learning has long been a research focus. Enough research evidence may have caused educators to question commonly accepted ideologies. This reflection is a move in the right direction. A method of continued improvement is to continually subject “best practices” to research in which the actual processes are observed. More often, strides toward improvement are being expected and the public is demanding quality education for students.

The increasing demand for quality education, calls for reform in the nation’s public schools, and the growing pressure on teachers to produce quality student outcomes warrants a closer investigation of the factors that influence teacher effectiveness. The literature indicates that a wide range of complex interactive forces are at play. Compounding the problem is the lack

of consensus among experts about just what a competent teacher is and which factors influence teacher effectiveness.

Based on findings from research efforts, perhaps educators will be convinced of the need for continued research on teaching and learning. The classroom activities of teachers and students are observable events and it is possible to investigate them. Among tangible benefits are the development of new concepts and how they apply to teaching, the discovery of information concerning instruction, and findings concerning the causes and effects of teaching. Many educators support continued research efforts and the efforts to understand the behaviors and characteristics relating to teacher effectiveness.

In the midst of the reform movement, some are looking at new ways to determine effectiveness in teachers. In America 2000, Secretary of Education Lamar Alexander indicated that, to have an effective education system, we must know how much each child knows. In an effort to compile a list of teacher characteristics which directly impact student learning, studies have been conducted that attempt to link teacher behavior to student achievement.

The Value-Added Accountability Systems

In the 1960s, process-product research produced correlational studies and some experimental studies that linked teacher behavior with student achievement. (Brophy, 1986; Dunkin & Biddle, 1974; Good, Biddle, & Brophy, 1975; Joyce & Showers, 1988; Medley, 1982; Pino, 1988; Squires, Huitt, & Segars, 1984). This knowledge base reported effective teaching practices, validated good practice, and suggested a direction for improvement (Brophy, 1992).

An abundance of literature exists concerning the factors that affect student learning. "At the heart of this line of inquiry is the core belief that teachers make a difference" (Wright, Horn,

& Sanders, 1997, p. 57). An analysis of value-added accountability systems currently in use will supplement existing perceptions regarding what constitutes an effective teacher. This empirical evidence supports the notion that teachers do impact student learning.

The Dallas Value-Added Accountability System. Value-added assessment measures the gain scores, or how much the individual student has learned (Holloway, 2000). In the late 1960s, the Dallas Independent School District in Texas began developing what has evolved into the Dallas Value-Added Accountability System. In 1990, the Board of Education established the Commission for Educational Excellence, which, after extensive study, recommended the development of an accountability system that was fair, based on variables in addition to norm-referenced test data, and could be extended downward to include measures of teacher effectiveness (Cunningham, as cited in Millman, 1997). The Dallas system is extremely complex, controlling variables such as ethnicity, gender, language proficiency, socioeconomic status, and prior achievement levels, as is well supported by knowledge and cutting-edge research (Mendro, Jordan, Gomez, Anderson, & Bembry, 1998).

An Accountability Task Force composed of parents, teachers, principals, and community and business members selected and weighed the variables, and formulated “the rules of the accountability system and the performance awards associated with it as well as hearing appeals of system decisions” (Webster & Mendro, 1997, p. 83). Regardless of the group’s definition of effectiveness, the public’s perspective of school or teacher effectiveness is the students’ scores on tests. The Teacher Effectiveness Index does not include formal diagnostic information on the teachers or students; therefore, the principal or the teacher determines the teacher characteristics that are necessary to procure effectiveness (Webster & Mendro, 1997).

However, research has been conducted within the Dallas School District to determine school and teacher effectiveness. Identifying students above and below prediction for measurement of school effectiveness had implied the ability to sort information within a school and thereby identify effective teachers in that school. Based on this research and the resulting findings, the Dallas Public Schools has been working on the construction of a teacher evaluation system based on the Teacher Effectiveness Indexes that were field tested on the entire district in the 1995-1996 school year.

Data from Mendro's 1998 study "strongly suggest that negative effects of a teacher in the bottom third of effectiveness lasts through three years of teachers in the top third of effectiveness" (p. 262), hence, it is imperative that policymakers and administrators understand the characteristics of effective teachers. From Mendro's (1998) study, three consistent characteristics of effective school emerged, 1) achievement was a major focus, 2) staff expected students to achieve, and 3) principals did not tolerate ineffective teachers. In a study using classroom indices of math teachers, it was "found that effective teachers knew subject matter, taught the entire range of the curriculum (including higher-order thinking skills) with equal emphasis, and assessed students frequently through formal and informal methods" (p. 264).

The Tennessee Value-Added Accountability System. In the mid-1980s, the level of concern for the state of education in the United States rose across the nation in the wake of the publication of A Nation at Risk. In 1984, Tennessee Governor Lamar Alexander enacted the Comprehensive Education Reform Act. The CERA included a major increase in spending on education and a Career Ladder system for teachers. The focus now turned to the public schools and accountability issues. In response to demands from the Tennessee business interests for

greater accountability in public schools, the Tennessee Value-Added Accountability System (TVAAS), the first statewide accountability system of its kind, was developed (Ceperly & Reel, 1997).

The TVAAS stems from new processes for estimating the effects of teachers and schools on student academic outcomes. TVAAS uses statistical mixed-model methodology to enable a multivariate, longitudinal analysis of student achievement data (Wright, Horn, & Sanders, 1997). Profiles of academic growth for individual students are developed from value-added testing. Race and the socioeconomic status of students are adjusted by TVAAS “by using achievement data as input in a complex longitudinal analysis” (Holloway, 2000, p. 84).

A study of the cumulative gains throughout the entire state revealed that the racial composition, the percentage of students receiving free and reduced lunch, and the mean achievement level of the school was unrelated to gain scores (Sanders & Horn, 1998). The results of Sanders’ research showed residual effects of teachers on the academic gains of students. Effective teachers facilitated academic growth in their students the year assigned to them; however, there were residual effects of prior assignments to ineffective teachers.

Additional research conducted by Wright, Horn, and Sanders (1997) document that the most important factor to impact student learning is the teacher. In addition, the results show wide variation in effectiveness among teachers. According to these researchers,

The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels, regardless of the

level of heterogeneity in their classrooms” (p. 63). Furthermore, it was discovered that ineffective teachers were ineffective with all students despite the students’ previous level of achievement (Wright, Horn, & Sanders, 1997).

The Oregon Teacher Work Sample Methodology (TWSM). A team of individuals with a common research interest in teacher effectiveness emerged in Western Oregon prior to the reform movement gathering full momentum. The initial goal of the group was to develop criteria and procedures that might be used to predict effective performance in teacher education candidates in a preservice program. TWSM became a major component of this research effort. TWSM procedures used to assess pupil progress are linked specifically to the learning outcome or outcomes a teacher is attempting to accomplish. The measures used are criterion referenced rather than norm referenced. Finally, pre-to-post instructional gains are calculated on a student-by-student basis, with separate analyses required for initially high-and-low scoring students. Also, descriptors of classroom, school, and community context variables accompany all measure of learning gain.

TWSM is a contextually-based program that is “a complex, ‘authentic’ applied performance approach to assessment that can be tailored to fit the particular learning goals and styles of a teacher” (Schalock, Schalok, & Girod, 1997, p. 17), regardless of student demographics or the environment of the school. Through TWSM, the teacher determines learning outcomes; develops plans for instruction and assessment; aligns these plans with desired outcomes; and collects, interprets, and reflects upon the evidence of student progress toward attaining the outcomes.

Schalock, Schalock, and Girod (as cited in Millman, 1997) suggest they have developed a

rational argument for the merits of work sample methodology as a vehicle for linking the work of teachers to learning gains by pupils. These researchers also indicate they believe that TWSM holds great promise as a means of defensibly linking progress in learning to teacher work. They cite four reasons for optimism. First, there is the reasonableness of the methodology from the perspective of teachers, parents, school administrators, school board members, and the public at large. They believe it links pupil learning to teacher work and the realities of the context in which teaching and learning occur. It ensures that measures of pupil learning are connected to what is taught and what pupils are expected to learn, and it provided information about the performance and characteristics of teachers assumed to be related to pupil learning. Second, is that TSWM is feasible to implement. It is applicable to any teacher in any teaching situation, it will accommodate any and all pupils being taught, and it requires no more than a logical, straightforward approach to a teacher's work and its description. Third, it serves multiple purposes. It can used as a vehicle for training beginning teachers or retraining experienced teachers, and it can be used as a vehicle for evaluating the effectiveness of beginning teachers or the productivity of experienced teachers. Finally, the researchers believe that the kind of empirical evidence beginning to accrue, specifically the consistency of findings across replications, support the promise of the program.

The Kentucky Instructional Results Information System (KIRIS). The Kentucky Education Reform Act (KERA) was passed by the General Assembly in 1990 in response to a legal opinion that declared Kentucky's system of public education to be unconstitutional (Kifer, as cited in Guskey, 1994). A major component of the reform act, House Bill 940, Section I, contained specifications for statewide assessments of student performance relative to defined

student outcomes. As KERA was taking shape, the Kentucky Council on School Performance Standards recommended that a major effort be launched to assess student performance beyond what could be measured by paper-and-pencil tests (Council on School Performance Standards, 1989). Specifically, the council recommended the Commonwealth establish a two-pronged assessment initiative. One part would focus on developing a statewide method to ensure local school accountability for student achievement. The second would focus on helping local schools enhance their ability to use ongoing student assessment to improve instruction.

KIRIS is the accountability and assessment system of the Kentucky Education Reform Act. Kentucky's assessment system is large, complex, and ambitious. It aims to do two things: first, to provide a statewide, school-level accountability system; and second, to produce dramatic changes in curriculum and instruction in the public schools (Kifer, as cited in Guskey, 1994). This system produces annual reports that are provided to students, parents, and teachers based on student performance at selected grades in relation to expected levels of academic performance (Redfield, 1988). With regard to the KIRIS, the school is the basic unit of accountability. The kinds of assessments being used in Kentucky have been tried in varying locations, but never have they been applied under the pressures of a high-stakes accountability system. Growth expectations will be reviewed by the State Board for Elementary and Secondary Education after each assessment cycle. The clear expectation is that all students and all schools can be successful. The greatest benefit to students from KIRIS may be its impact on the procedures that teachers use to establish expectations for student learning. The statement of the law supports an outcome-based education philosophy and compels educators at the local level to change their way of

thinking about the potential of all students to achieve and to reach high levels of learning (Guskey, 1992).

A great deal can be learned from the research agendas surrounding the value-added systems and the resulting findings. These value-added systems imply that teachers make a difference. "Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms" (Wright, Horn, & Sanders, 1997, p. 63). If raising the academic achievement of all students is the primary goal of education in today's society, then these value-added accountability systems lend credence to the argument that research needs to be conducted on teachers whose students clearly produce gain scores over time. It is imperative that administrators be familiar with research that portrays the characteristics of effective teachers so that ineffective teachers can be involved in further training and staff development to increase their level of efficacy.

The Link Between the Teacher and Student Outcomes

While most of the past research efforts attempting to link teacher behavior to student outcomes have produced ambiguous results, some variables have been correlated consistently with gains in student achievement and/or attitudes (Good, Biddle, & Brophy, 1975). According to these researchers,

Usually these teaching behaviors do not correlate very strongly with student outcome measures, but the fact that they usually correlate strongly enough to reach statistical significance in different studies conducted in various settings by separate investigators suggests that they are in fact related to student

outcomes (Good, Biddle, & Brophy, 1975, p. 58).

Researchers reviewed many of these studies and concluded that students learned best when the following teaching characteristics were present:

clarity; variability in teaching methods, curricula, and/or media;

enthusiasm; task-oriented and/or businesslike behavior; indirectness

(questioning rather than lecturing, frequent use of praise and

frequent student-to-student interaction); student opportunity to

learn the material; teacher use of structuring comments; and

multiple levels of questions or cognitive discourse (as opposed to

heavy concentration at one level of discourse). Also, teacher criticism

consistently had an adverse effect on student learning (Rosenshine & Furst, 1973, p. 58).

Other variables that appeared to be effective in single studies but which require further substantiation include: teacher redirection of students comments for reaction from other students; high teacher expectations for achievement; thoroughness in teaching ; and the extent to which the teacher follows the specified lesson formats (Rosenshine & Furst, 1973). It should be noted that these relationships stem from correlational studies. Therefore, it may be premature to state that the behaviors directly caused the student gains. However, the consistency of these correlational data strongly suggest that the associations are real and that well designed experimental studies involving those teacher behaviors are likely to yield positive results.

The findings of other researchers also support these findings. Dunkin and Biddle (1974) conducted a review of the same research and sustained the conclusions reached by Rosenshine and Furst (1973). Dunkin and Biddle (1974) also noted additional variables that appeared to be

related to student learning and/or student attitudes. Most of these were in the area of classroom management. Another variable related to high teacher expectations and steering groups was also found to produce higher student outcomes. Steering groups (Lundgren, 1972) are groups of students that the teacher uses as benchmarks for determining levels of instructional delivery, for determining when material has been mastered, and when it is time to move on to new material. According to Lundgren (1972), the higher the ability and achievement level of the steering group, the higher the overall learning of the entire class. Therefore, these researchers stated that teachers who aim high produce better results.

In general, the research reviews by Rosenshine and Furst (1973) and Dunkin and Biddle (1974) identified numerous teaching behaviors which consistently correlate with student learning gains and/or positive student attitudes. Their resulting conclusions support the notion that teachers do, in fact, make a difference. An interesting study was conducted by Brookover, Gigliotti, Henderson, and Schneider (1973). These researchers asked students, teachers, and principals of 24 schools to complete questionnaires. Based on the results, they determined that when teachers believed that students could learn and worked hard to see this accomplished, the students learned; when teachers did not think that students could learn and did not work toward this goal, the students did not learn much. Again, as these data are consistent with other studies identifying a relation between teacher expectations and student achievement, one could conclude that teachers make a difference.

While the studies discussed thus far have concentrated on class configuration and instruction, several studies illustrate the importance of teacher personality and the affective aspects of teaching. For example, St. John (1971) studied 36 urban sixth grade teachers whose

classrooms contained both black and white students. Black students demonstrated the greatest gains in reading when their teachers were rated highly on traits such as kindness, adaptability, and optimism, and when those same teachers did not consider test scores a good overall indicator of a student's ability. Teachers demonstrating these traits obtained better gains in reading scores for black children. In contrast, white students demonstrated the greatest gains in reading when their teachers were rated highly on traits such as task commitment and confidence. This study indicates that teacher warmth and student orientation may be viewed as especially important for minority students.

Another study pointing to the importance of affective variables was conducted by Aspy (1973). This study involved what Aspy referred to as "interchangeable responses." These interchangeable responses are when a teacher summarizes what a student has said and these summaries are interchangeable with what the student actually stated. According to Aspy, these teacher summations indicate that a teacher has heard the student and actually understood what the child was saying. Based on Aspy's research and resulting findings, he concluded that the standardized reading scores of 120 third graders were positively related to high teacher scores on interchangeable responses. Aspy purported that a teacher's ability to make interchangeable responses is one central aspect of the quality of teacher/student relationships, and may be one reason for the high correlations this variable showed with improved student performance.

Based on the research conducted thus far, it is apparent that much is already known and more is being discovered about what kinds of teacher behaviors are appropriate or inappropriate for particular kinds of students in particular situations (Good, Biddle, & Brophy, 1975).

According to Good, Biddle, and Brophy (1975), teachers should only be partially an art. These researchers state that,

as knowledge about effective teaching accumulates, teaching should increasingly become an applied science, much like medicine, dentistry, or agriculture. The skilled teacher will be an individual who has mastered a large body of principles and skills, and who is capable of diagnosing a situation correctly and deciding which of the many options available to him are appropriate to the situation.

In this sense, the teacher will be acting systematically and functioning as an applied scientist. However, once he has made his diagnosis and decided what to do, he will proceed in his own unique way,

drawing on his unique experiences, talents, and interests (p. 79).

While questions regarding teacher effectiveness continue many are asking questions regarding the effectiveness of schools. Many recent studies have focused on defining the characteristics of effective schools (Anderson, 1982; Block, 1970; Bloom, 1976; Brookover & Lezotte, 1979; Doyle, 1980; Duffy, 1980; Dunn, 1981; Edmonds, 1979; Emmer & Anderson, 1980; Gage, 1978; Glenn, 1981; Levine & Stark, 1981; Lysakowski & Walberg, 1982; Peterson, 1979; Rosenshine, 1979; Rosenshine & Furst, 1973; Slavin, 1980; Stallings, 1980; Weber, 1971). According to Webster & Olson (1988), these studies usually have three components in common: they are primarily limited to research involving elementary schools; they focus on low-socioeconomic groups; and they use as their criterion either status achievement scores or cross-sectional achievement scores interpreted over time (longitudinally).

Having conducted research relating teacher quality and other school inputs to student achievement, Darling-Hammond (2000) provided the following findings and suggestions:

1. States interested in improving student achievement may be well advised to attend, at least in part, to the preparation and qualifications of the teachers they hire and retain in the profession;
2. the effects of well-prepared teachers on student achievement can be stronger than the influences of student background factors, such as poverty, language background, and minority status;
3. gains associated with smaller class sizes are most likely to be realized, as they were in the Tennessee experiment, when they are accompanied by the hiring of well-qualified teachers; and,
4. the percentage of teachers with full certification and a major in the field is a more powerful indicator of student achievement than teachers' education levels.

In an effort to reduce possible bias and increase the fairness of using student assessment data to evaluate educational personnel, Stronge and Tucker (2000) proposed the following:

1. use student learning as only one component of a teacher evaluation system that is based on multiple data sources;
2. when judging teacher effectiveness, consider the context in which teaching and learning occur;
3. use measures of student growth versus a fixed achievement standard or goals;
4. compare learning gains from one point in time to another for the same students, not different groups of students;

5. recognize that gain scores have pitfalls that must be avoided;
6. use a time frame for teacher evaluations that allows for patterns of student learning to be documented;
7. use fair and valid measures of student learning;
8. select student assessment measures that are more closely aligned with existing curriculum: and.
9. do not narrow the curriculum and limit teaching to fit a test.

Based on the available research, Stronge and Tucker (2000) provide a valuable synthesis. According to these researchers, "When student learning measures are used in the evaluation of teachers and other educators, they must conform to professional standards of practice. . .it is important to maximize the benefits and minimize the liabilities in the connection of student learning and student achievement" (p. 55). Stronge and Tucker (2000) argue that, given the clear and undeniable link that exists between teacher effectiveness and student learning, we can support the use of student achievement data for use in teacher evaluation. Student achievement data should be an important part of the information regarding effective schools and effective teachers. With the proper safeguards in place, determining teacher effectiveness by using student test scores can be an attainable and constructive goal. Hopefully, the literature has provided a perspective, which may initiate additional thought and dialogue in regards to the issue.

There are many implications for research and practice that can be derived from linking teacher evaluation and student achievement. First, it is apparent that reforms are underway to create more thoughtful licensing systems, more productive teacher education programs, and more

effective professional development strategies. These efforts are producing evidence of the stronger effects on teaching and learning of approaches that strengthen teachers' abilities to teach diverse learners with a keen diagnostic eye and a wide repertoire of strategies supporting mastery of challenging content (Darling-Hammond, 2000).

What is Effective Teaching?

Determining a definition of the effective teacher has been an ongoing process for the past several decades, as illustrated by the plethora of research studies and articles pertaining to this dilemma (Broudy, 1969; Conger, 1983; Ornstein, 1976; & Rouk, 1980). Although teaching effectiveness can be difficult to define, it is usually thought of as the degree to which a teacher facilitates student achievement. While formal definition of effective teaching can be found in dictionaries of educational terms and in educational research studies, most researchers agree that in spite of the fact that teacher effectiveness is difficult to quantify, everyone recognizes it when in its presence.

The evaluation of teachers is a major challenge for school administrators, largely because of the difficulty of defining the teaching task, identifying desired outcomes, and accounting for the influence of intervening variables. We ask ourselves, "What does the teacher who is producing good results look like?" According to Popham (as cited in Schalock & Schalock, 1988), "The teaching act consists of an interaction between a particular teacher and particular students in a context where the particulars of classroom facilities and instructional materials is usually significant. To characterize this teacher-student interaction as complex is a decisive understatement" (p. 45). Darling-Hammond and McLaughlin (1995) suggested that, "the challenge for policymakers and educators is to realign the existing system of signals and

incentives that shape school organizations, teachers' practices, role expectations, and assumptions so that they support student and teaching learning" (p. 29). The determination of a definition of effective teaching may serve as the framework for such policy.

Conceptual Frameworks of Effective Teaching

What criteria constitute effective teaching? What are the distinguishing characteristics of effective teachers? Again, while no universally accepted list can be produced, slow progress is being made through research efforts. Perkin (1979) compared the teacher to the key. The teacher is the key for metaphorically unlocking doors to students. "Teachers have an inescapable significance in the lives of students not only while they are in our classes, but for the remainder of their lives" (p. 657).

Since teacher effectiveness research began in 1896, it has continued to be of considerable interest to educators. "Probably no aspect of education has been discussed with greater frequency, with as much deep concern, or by more educators and citizens that has that of teacher effectiveness—how to define it, how to identify it, how to measure it, how to evaluate it, and how to detect and remove obstacles to its achievement" (Biddle & Ellena, 1964, p. v).

In a thorough examination of the literature involving characteristics of an effective teacher and/or effective teaching, the following components consistently emerged: (a) personal characteristics, (b) expertise, and (c) relationships with students and colleagues. Within these three components, the following sub-components exist: (a) personal characteristics—personal efficacy; personality traits; values, morals, and ethics; and intrapersonal characteristics, (b) expertise—content area, instructional strategies, and classroom climate/management, and (c)

relationships --both with students and colleagues. These components and sub-components provide a framework from which to discuss the characteristics of an effective teacher.

Personal Characteristics of an Effective Teacher

Personal Efficacy. Demmon-Berger (1986) described effective schools as having certain characteristics in common including a strong sense of academic purpose, professional collegiality among staff, strong instructional leadership, recognition of academic achievements, a school atmosphere which incorporated school spirit and academic priorities, and multiple inservice opportunities for staff. Demmon-Berger (1986) suggested that effective teachers believe in their own efficacy or their ability to bring about a desired effect. In schools with these characteristics, Good, Biddle, and Brophy (1975) found that teachers had a sense of efficacy and are able to bring about successful change. According to Smylie (1988), teachers with a personal sense of efficacy have a clearer perception of their own competence and ability to influence student learning. Further, Mitchell (1997) found that effective teachers are committed to students and their learning. Peart and Campbell (1999) suggested that effective teachers possess a knowledge and understanding of motivational leadership and displays this leadership on a regular basis.

Personality Traits. According to Demmon-Berger (1986), effective teachers are flexible, enthusiastic, and imaginative. Ogden (1994) also stressed that effective teachers are understanding and open with students. A sense of humor is viewed as essential by the National Association of Secondary School Principals (NASSP), 1996; Bratton (TVAAS), 1998; and Mitchell, 1997. Furthermore, Bratton (1998) suggested that the effective teacher possessed high energy and is a hard worker. Mitchell (1997) also indicated that gentleness is a trait often displayed by the effective teacher.

Values, Morals, and Ethics. Traina (1999) suggested that the effective teacher possesses a distinctive character (morals). The values, morals, and ethics displayed by the effective teacher influence the way the teacher is viewed by students and staff. Bratton (TVAAS) (1998) indicated that the effective teacher is one who arrives early and stays late, and is extremely dedicated to his or her job and students. Porter and Brophy (1988) suggested that the effective teacher accepts personal responsibility for student outcomes.

Intrapersonal Characteristics. The effective teacher also demonstrated intrapersonal characteristics. According to Porter and Brophy (1988) and Mitchell (1997), an effective teacher would be thoughtful and reflective about teaching. A positive attitude about life and teaching was also supported by Burke and Nierenberg (1998).

Expertise of an Effective Teacher

Content Area. Teaching is a complex act, which if done successfully, involves multiple variables and extensive knowledge and skill (Calderhead, 1983). According to Lieberman and Miller (1984), teachers know the most about teaching and if this knowledge base is recognized and articulated, a common understanding of accepted teaching methods could lead to improved schools. Lortie (1975) found that teachers themselves believe that the teacher is the key to stimulating intellectual curiosity and interest among students. Demmon-Berger (1986) indicated that the effective teacher possessed a strong content knowledge, and is concerned with perceptual meanings rather than facts and events. According to Porter and Brophy (1988), the effective teacher demonstrates expert use of existing resources, a strong content knowledge and the strategies for teaching it. Competence in a subject area is also supported by Ogden, 1994; Mendro, 1998; and Traina, 1999.

Stakeholders are also able to provide insight into the characteristics of an effective teacher. In examining the autobiographies of 125 prominent Americans from the nineteenth and twentieth centuries, Traina (1999) determined that there were three characteristics possessed by the “good” teachers in their lives: “competence in the subject matter, caring deeply about students and their success, and character, distinctive character” (p. 34). Regardless of educational level or area of expertise, the bond with good teachers who possessed those characteristics was pervasive as a theme in the lives of the prominent individuals.

Instructional Strategies/Pedagogy. Professional dialogue among teachers has received increasing recognition as an important factor in promoting teacher effectiveness and increasing student learning (Brophy, 1992). Lortie (1975) indicated that the students benefit academically if their teachers share ideas and methods. Demmon-Berger (1986) suggested that the effective teacher adapts instruction to individual students needs and uses mixed instructional strategies in the classroom. Porter and Brophy (1988) also found that the effective teacher adapts instruction to meet student needs, is clear about instructional goals, communicates expectations and the “why” behind those expectations, anticipates misconceptions by students, teaches metacognitive strategies and the practice of them, addresses higher and lower metacognitive objectives, monitors student understanding through feedback, utilizes interdisciplinary instruction, and uses mixed instructional strategies. Mitchell (1997) agreed that effective teachers addressed instruction to the individual needs of the student.

In 1994, the National Center for Education Statistics (NCES) (Viadero, 1999) conducted research that explored what teachers were doing in their classrooms. Researchers surveyed approximately 4,000 public and private school teachers and compared their responses with the

teachers' logs of what actually transpired within the classroom. Every teacher's log indicated that the teacher lectured to students or provided some other form of traditional whole group instruction: in the surveys, all of the teachers responded that they tailored their instruction to the individual student. The NCES concluded that most teachers used a blend of reform strategies and traditional practices. Peart and Campbell (1999) supported the finding that effective teachers utilize a blend of instructional strategies.

Porter and Brophy (1988) summarized the research regarding good teaching and listed these characteristics of effective teachers: clarity about instructional goals; knowledge of subject matter; communication regarding expectations; expert use of instructional materials; perceptual knowledge about their students; instruction in metacognitive strategies; instruction of both low- and high-level objectives; monitoring of student progress with appropriate feedback; use of disciplinary approaches; and reflective practice.

Bratton (TVAAS) (1998) suggested that the effective teacher has the ability to help all children learn regardless of their ability level. According to Mendro (1998), the effective teacher addressed higher and lower cognitive objectives, and utilized frequent formal and informal assessment of students. Mitchell (1997) indicated that the effective teacher monitored student understanding through feedback and adapts instruction and assessment as necessary.

Classroom Climate/Management. Demmon-Berger (1986) found that the effective teacher is a good manager of his or her students and classroom, and practices proactive discipline. Furthermore, the NASSP (1996) discovered that the effective teacher makes class interesting and challenging, gives clear explanations, and allows students to ask for further

clarification. These researchers also suggested that effective teachers give interesting and varied class assignments.

The Effective Teacher's Relationships

Relationships with Colleagues. Peart and Campbell (1999) suggested that good interpersonal skills and a teacher's ability to relate to other individuals are extremely important when it comes to the quality of relationships with staff and students.

Relationships with Students. Demmon-Berger (1986) also reported that the effective teacher is giving of time and assistance, demonstrates fairness, relates well to students, cares about student successes, keeps self and students on task, and has high expectations of self and students. Ogden, 1994 and Traina, 1999, also found that the effective teacher cares about student successes. Being knowledgeable about students and their individual situation is a characteristic supported by Porter and Brophy, 1988.

Additionally, The Mood of American Youth survey, conducted by NASSP, measures the attitudes of children aged 13 to 17 about various topics. In the 1996 survey, students listed the following characteristics (in decreasing order of importance) as being ones which make a good teacher: have a sense of humor, make the class interesting, have knowledge of the subject matter, explain things clearly, spend time helping students, are fair to their students, treat students like adults, relate well to students, are considerate of students' feelings, don't show favoritism, and give interesting assignments. The implication of these survey findings is that, in terms of student perceptions, interpersonal skills are deemed more important than class content; to convey the subject matter effectively, teachers must establish a bond with their adolescent students.

The humanistic characteristics of good/effective teachers that emerged from the NASSP study have been supported by other research. A study conducted by Ogden (1994) indicated the characteristics viewed by a student as important are influenced by the student's gender. Female students responded that the concept of understanding was most important, followed by knowledge. In addition, replies of undergraduate and graduate students differed. The most important characteristic cited by undergraduates was understanding; for graduates it was caring. It was apparent that teachers were evaluated more on their humanistic characteristics than their teaching competence.

The concept of inspirational teaching is rarely addressed in research literature; however, Burke and Nierenberg (1998) conducted a narrative inquiry of what kinds of people were inspirational teachers. Inspirational teachers "make a lasting impression on their students in deep and meaningful—even life-changing—ways. From the written narrative of 100 preservice teachers, three dominant themes emerged about teachers. The most important characteristic was caring. Inspirational teachers cared about the social, psychological, emotional, physical, and academic welfare of their students. The second inspirational quality was a positive attitude toward life in general and about teaching. Thirdly, inspirational teachers were dedicated to their jobs and their students. The author's interpretation of the results of this study revealed the interpersonal dimension to the teaching field, and this topic has implications for how students, teachers, and administrators perceive effective teachers.

Elementary Students and Survey Research

An attempt to locate surveys querying student perceptions of an effective teacher proved difficult. However, information regarding the use of surveys to ascertain student perceptions on

schools was helpful. A search of ERIC Test Locator discovered Citations and Abstracts for Survey Tools to Measure Parent, Community, and Student Attitudes (2002). This search provided valuable information regarding the use of elementary students and client surveys. One may question elementary students' abilities to effectively or accurately rate teacher performance. However, numerous studies utilize student perceptual data obtained via surveys (Baldwin, 1993; Dodson, 1990; Kentucky Department of Education, 1990; and Villanova, 1989).

Summary

The literature on teacher effectiveness has yielded increasing evidence as to the importance of traits, practices, and behaviors of teachers that promote maximum learning (Brophy, 1986). Joyce and Weil (1986) found that the way teachers behave in the classroom had a significant impact on the student's ability to develop life-long learning habits. In addition, teacher expectations of the student influenced student achievement (Kerman, 1979; Brophy & Good, 1986). The implications of this are serious. It can be said, then, that teacher behaviors directly impact student achievement outcomes. Brophy (1986) found that "research linking teacher behaviors to student achievement has finally begun to establish a relevant knowledge base for the teaching profession to draw upon" (p. 1075). Stronge and Tucker (2000) sustained the notion that "research strongly supports the contention that teachers and the quality of their instruction do affect student learning" (p. 13). Kemble, President of the Dallas, Texas, National Education Association affiliate noted, "every classroom teacher I've ever talked to, and I don't care what they're teaching, says they want to be accountable for what they do in their classrooms. They embrace it, they just want that accountability system to be fair" (Stronge & Tucker, 2000). Assuming this is the position of most teachers, this has positive implications for the future of

teacher evaluation. To quote Anderson, dean of students at Martin Luther King Jr. Middle School in Oceanside, California, "I can't imagine any teacher having a problem with being evaluated based on performance. And if our students aren't succeeding, we aren't succeeding either."

"Teachers need to know how to teach and they need to know how students learn," says Darling-Hammond, (1996, p.195). However, teachers should not be expected to shoulder all of the responsibility for student learning.

Postscript

Examining the construct of effective teaching by exploring an historical overview of past studies, current learning theory, policy, and practice served to illustrate the differences of opinion related to the topic. Further exploring the connection between teaching and learning by reviewing empirical studies regarding the connection between teacher behavior and student achievement also illustrated the resulting disparity in theory and policy. The large body of extant literature available on the various aspects of teaching has failed to resolve the differences of opinion related to effective teaching. Since there are no universally agreed upon characteristics of an effective teacher, one approach to clarify or lessen the ambiguity surrounding the construct is to query selected populations regarding their individual perceptions. The following chapter outlines the design and methodology for such a study.

Chapter 3: Methodology

Chapter three defines the major purposes of the study and the research questions around which the study was designed. The chapter further examines the setting and sample utilized for the study. Finally, generalizability, instrumentation, and data analysis techniques are examined.

The major purposes of this study were to (a) explore the extant literature regarding teacher effectiveness, (b) explore the perceptions of parents, teachers, students, and administrators regarding effective teaching, and (c) compare the perceptions of selected populations in order to provide an analysis of public perception regarding effective teaching. A mixed-design survey design, using a questionnaire specifically designed for the study, was employed to collect data from a randomly stratified sample of parents, teachers, students, and administrators from a school division in Virginia's public school system. This design adds to the credibility and rigor of the study. The following section includes the research questions addressed in the three phases of the data analysis.

Research Questions

Research Question for Phase I

I.1. What are the characteristics of an effective teacher as described by the extant literature?

Research Questions for Phase II

II.1. What are the characteristics of an effective teacher, as perceived by parents, teachers, students, and administrators?

II.2. What differences exist among the perceptions of parents, teachers, students, and administrators regarding what is an effective teacher?

Research Question for Phase III

III.1. How do parent, teacher, student, and administrator perceptions correspond with the literature regarding an effective teacher?

Setting

The school division participating in this study is located within the Commonwealth of Virginia in a city of approximately 146,473 people. The city is part of the fourth largest metropolitan statistical area in the Southeastern United States and boasts a large military and technology presence. The region contains a greater concentration of learning institutions than any other area of Virginia. According to the Virginia Department of Education, there are over 81,000 students enrolled in K-12 educational facilities in the region. There are approximately 53,887 households in the city with an average household income of \$36,297.

Sample

The population of subjects for this study included four categories: (1) parents of third and fifth grade students; (2) third and fifth grade teachers; (3) third and fifth grade students; and (4) elementary school principals and assistant principals. With regard to teacher effectiveness, these individuals all have perceptions regarding the construct. In past studies, few researchers have taken the time to interview a variety of populations regarding their personal perceptions of an effective teacher. This study attempted to compare the perceptions of these individuals.

Selection Process

This dissertation was the front component of a much larger study being conducted by professors from The College of William and Mary. The dissertation sought to explore existing research and stakeholder perceptions regarding effective teachers; the goal of the larger study was

to explore the actual teaching practices of teachers who consistently enable students to make substantial learning gains. As the larger study involved case studies of third and fifth grade classroom teachers identified as highly effective based on achievement patterns for students from their classes, the dissertation utilized this same population.

The agreement between the researcher and the school division confirmed that the student population consists of third and fifth grade students. The agreement further determined that a random sample cluster of classes stratified across grade level was the most effective method for use with this population. This randomly stratified list of third and fifth grade classrooms, generated by the school division, provided a list of potential student participants. Parents of these identified students were also targeted for inclusion in the study. This was done in an effort to ensure consistency between the various populations. All elementary teachers, principals, and assistant principals were also invited to participate.

Generalizability

The results of this study may be generalized to all public schools in the Commonwealth of Virginia. Any generalization to outside schools is limited to demographically similar participants; however, characteristics of this school system improve generalization of the results. For example, the population is heterogeneous, urban, transient, socioeconomically diverse, and mobile due to the military presence in the area. It should be noted that the implementation of the Virginia Standard's of Learning with students in this school division may limit the generalizability of the results to schools districts also utilizing high stakes testing. The Standards of Learning are criterion-referenced tests required by the Virginia Department of Education.

These tests are administered to students in grades 3, 5, and 8. According to the Virginia Department of Education,

“this program was implemented to improve the academic achievement of students attending Virginia’s public schools. Virginia’s Standards of Learning were adopted to ensure that Virginia’s children, during the course of their K-12 education, acquire the skills and knowledge necessary for lives as productive and thoughtful citizens” (Virginia Department of Education Web Site, 2002, p. 2).

For K-8 students, SOL test results are one factor that schools use in promotion/retention decisions. The pressures students perceive as a result of the high-stakes testing environment may impact their responses to the survey, thus limiting the generalizability of resulting findings.

Instrumentation

One of the purposes of this study was to identify stakeholder perceptions of an effective teacher and compare similarities and differences. A questionnaire was chosen as the specific form of data collection due to its advantages of providing standardized information from a representative sample of stakeholders on the issue of teacher effectiveness.

A review of the previous research offered no instrument that would provide adequate data for the purposes of this study. Therefore, a questionnaire was developed based on two sources of information, the review of the literature and feedback from teacher and administrator focus groups. The questionnaire included primarily closed-form questions to ensure the comparability of information and ease of response. One open-ended question was included as a means of providing respondents an avenue through which to share opinions not easily reflected through the closed-end question format. Education doctoral students and faculty reviewed a draft of the questionnaire. Revisions to the questionnaire were made based on their feedback regarding general issues of construction validity and presentation. Recommendations regarding the following issues were requested specifically: (1) clarity of language, (2) clarity of directions, (3) question length, (4) questionnaire length, and (5) comprehensive coverage of the topic. Suggested revisions and deletions were incorporated into the final questionnaire. This method of questionnaire development had been chosen in an effort to avoid researcher bias from influencing stakeholder perceptions.

Questionnaire items were grouped according to the eight overarching categories of teacher effectiveness revealed through the review of the literature. Teachers and administrators completed a 50-item survey while parents and students completed a parallel 31-item survey.

However, language for the parent/student survey was written on a lower elementary reading level and in language easily understood by the layperson. The statements were rated on a six point Likert scale and were based on the respondents' perceptions of the importance of characteristics necessary for teacher effectiveness. The Likert scale used throughout the survey ranged from extremely important to don't know.

As part of the instrument development was based on information obtained via teacher and administrator focus groups. those procedures are outlined as follows:

Focus Group Procedures

Rather than interviewing one person at a time, a randomly generated list of teachers and administrators, provided by the school division, were invited to gather to discuss characteristics of an effective teacher. Focus groups are appropriate for beginning an investigation and, if the researcher is open-minded, are a good research tool (Myers, 2000). Based upon an agreement with the school division, focus groups consisted of teachers and administrators. Two focus group sessions were held with teachers and two focus group sessions were held with administrators. Invitations to participate in the focus group sessions were e-mailed from the school division's Director of Assessment and Instructional Support to a randomly selected group of elementary teachers and elementary administrators. In order to increase participation, refreshments were served and participant's names were placed in a drawing. Two teachers and two administrators each received a \$25 gift certificate to Barnes and Noble Bookstores.

Teacher Focus Groups. The school division consisted of 24 elementary schools, 6 middle schools, and 4 high schools. For the purposes of this study, the researcher met with a representative of the school division and came to an agreement regarding access to the target

population of third and fifth grade teachers. A random sample of 10 to 12 third and fifth grade teachers were invited to participate in the teacher focus group. According to Kreuger (1988), focus groups are typically composed of seven to ten people, but the size can range from as few as four to as many as twelve. It was determined that the focus group would take place after school hours. In addition to requesting focus group participants share their perceptions regarding an "effective teacher," individuals were shown a sample copy of the survey and asked to provide feedback regarding the items. Specifically, feedback was sought regarding items that should not be included on the survey, items not appearing on the survey which should be included, or items that should be modified.

It was assumed that the selected teachers would be representative of the remaining third and fifth teachers in the district; therefore, the researcher would be justified about drawing conclusions regarding the perceptions of the entire population of teachers within the school district (Frankel & Wallen, 1993). Furthermore, it was also determined that self-contained third and fifth grade classroom teachers would not be included in the study because they are not representative of the general population of students.

Administrator Focus Groups. A random sample of 10 to 12 elementary principals and assistant principals were invited to participate in the teacher focus group. In order to ensure equal representation, the list of individuals was proportional: a 7/3 or 6/4 split of principals to assistant principals. This sample size was selected based on the recommendations concerning standard size of focus groups (Kreuger, 1988). The focus group took place after school hours. In addition to being asked to share their perceptions regarding an "effective teacher," individuals were shown a sample copy of the survey and asked to provide feedback regarding the items.

Specifically, feedback was sought regarding items that should not be included on the survey, items not appearing on the survey which should be included, or items requiring modification.

It was assumed that the selected administrators would be representative of the remaining elementary administrators in the district; therefore, the researcher would be justified about drawing conclusions regarding the perceptions of the entire population of administrators within the school district (Frankel & Wallen, 1993).

During the semi-structured focus group session, the researcher asked participants to share their perceptions of an effective teacher. Although the researcher interacted with the individuals by asking questions, asking for detail and clarification, the researcher avoided, as much as possible, forcing individuals in any direction, other than keeping their attention on the original topic. In other words, the researcher stepped back and let individuals express themselves. Frankel and Wallen (1993) suggested a technique called reflection: to obtain more detail or additional insight, especially when the facilitator senses uncertainty in the individual responding, rephrase what he or she has been communicating and put it in the form of a question. Utilizing this technique suggests that (1) the researcher needs more information, (2) the researcher cares about what the individual has to say, and (3) the researcher respects the individual enough not to attempt to force him or her to respond in a certain direction.

Subsequent to conducting the focus group interviews, the researcher reflected upon the process and asked herself the following questions (Morgan, 2000, p. 1):

1. Was I fully present or did I sink into routine?
2. If I was fully present, did I nevertheless take care not to allow my own desires, interests, needs, or thoughts to distort the interview?

3. How was my esthetic sense? Did I see the patterns or essences? Did I check my intuitions with the person by reflection or by simply asking?

Once focus groups had been conducted with teachers and administrators, a matrix was created listing a hierarchy of the characteristics most identified by each group. The researcher utilized the matrix to make a thematic comparison to the literature categories.

Procedure

Teacher and Administrator Questionnaire

A cover letter and set of teacher/administrator questionnaires was sent to all elementary school principals in the school division during March 2001. The cover letter explained the position of the researcher, the role of the school division, and the purpose of the study. Additionally, the cover letter requested that all elementary principals, assistant principals, and grade 3 and grade 5 teachers complete the enclosed surveys. The accompanying survey was one page long, printed front and back. Every effort was made to make the items easy to read and complete. Administrators were requested to have staff members complete the survey at the end of a regularly scheduled staff meeting. Once staff had completed the survey, administrators were asked to return all surveys to the school division's Director of Assessment and Instructional Support. The administrator cover letter is included in Appendix A and the questionnaire is located in Appendix E.

A second cover letter, addressed to staff being invited to complete the survey, accompanied the surveys. The letter explained the purpose of the survey and indicated that participation in the study was completely voluntary and confidential. Contact information was provided for those individuals with questions regarding the survey. The educator cover letter is

included in Appendix B. Due to the fact that the researcher had access to all members of the target teacher and administrator population, a high response rate was anticipated.

Parent and Student Questionnaire

In November 2000, there were approximately 1,618 students in the third grade and 1,715 students in the fifth grade. A sample size of 162 completed surveys provided a statistical significance of $\alpha=.05$; therefore, surveys were sent to parents in 12 stratified randomly selected third grade and 12 stratified randomly selected fifth grade classrooms.

A cover letter and set of parent/student questionnaires was sent to the stratified randomly selected 12 third grade and 12 fifth grade classrooms during March 2001. The cover letter explained the position of the researcher, the role of the school division, and the purpose of the study. Additionally, the cover letter indicated that each student in the selected classrooms and his parent or guardian would be given the opportunity to complete a survey. Prior to students completing a survey, parent permission was necessary and the necessary permission form was included. The accompanying survey was one page long, printed front and back. Every effort was made to make the items easy to read and complete. Teachers were requested to send the accompanying envelopes containing a parent survey and permission form home with each student in their class.

In an effort to increase participation, each student had the opportunity to receive two prizes for participating in the study. First, when each student returned the parent survey and permission form, they were given a pinwheel pencil. One pencil for each student in the teacher's classroom were sent in the initial packet of supplies. Second, each student in classes with a 50% or more return of parent surveys and student permission forms received a key chain. Once the

teacher received permission forms from those parents agreeing to let their child participate in the study, they were asked to have students complete the survey in a large group setting. Then, teachers were asked to return all permission forms, student surveys and surveys returned by participating parent to the school division's Director of Assessment and Instructional Support. The cover letter and parent permission form are included in Appendix C and D and the questionnaire is located in Appendix E.

Data Analysis

Quantitative strategies, primarily factor analysis and ANOVA, were used to analyze the information collected from responses to the Survey on Teacher Effectiveness. To answer the questions in Phase II, means and frequency distributions were provided to summarize high agreement within each group and across group responses. A factor analysis was used in order to obtain an empirical basis for reducing the variables to a few factors. The use of factor analysis was used to identify commonalities and was conducted on each of the groups independently and the four groups as a whole. A factor analysis was not performed on the administrator group due to the low number of respondents returning surveys. A matrix was provided as a means to illustrate which of the items aligned with each group's factors. The importance of non-loading variables was discussed.

In addition to completing survey items rating the importance of characteristics to teacher effectiveness, participants were asked to respond to an open-ended statement at the end of the questionnaire. Individuals were asked for their opinion regarding the most important characteristics of teacher effectiveness. A qualitative approach was used to analyze this component of Phase II. The verbatim text of those comments can be found in Appendix F. The

comments were analyzed for “word sense” and grouped by the overarching categories used to organize the survey. A miscellaneous category was provided for those comments that did not fit the predetermined categories. Frequency counts were tabulated in an effort to give a picture of which categories were favored more strongly by respondents. Additionally, a table of typical stakeholder responses was also provided.

To further answer the questions in Phase II, an Analysis of Variance (ANOVA) was conducted on each factor to determine whether mean factor scores were statistically different among the groups. Results revealed that there were significant differences with respect to three of the factors and post hoc tests were performed using the least significant difference method.

To answer the question in Phase III, a table was provided comparing the corresponding questionnaire items to the survey categories gleaned from the review of the literature. This table was used as the basis for a discussion comparing how those items loaded for the analysis of all groups as a whole. The significance of the 8 non-loading survey items was also discussed. Mean data was also discussed in an effort to determine the importance each group placed on the questionnaire items. Finally, a comparison was made between the literature categories and stakeholder perceptions as they relate to those categories.

A visual model of the qualitative and quantitative data analysis for each of the three phases and each of the four research questions is as follows:

Table 1

Data Analysis Matrix

	Research Question	Methodology	Data Collection Instrumentation	Analysis
Question #1 Phase I	What are the characteristics of an effective teacher as described by the extant literature?	Content Analysis of Literature	Matrix of characteristics of effective teachers as identified in three or more of the empirical studies reviewed for the literature review	Listing: Frequency of occurrence
Question #2 Phase II	What are the characteristics of an effective teacher as perceived by parents, teachers, students, and administrators?	Comparative Analysis - Compare overarching categories and themes from perceptions; Factor Analysis	Questionnaire	Determine frequency distribution of responses and themes; Identify nonloading factors; Analysis of qualitative data
Question #3 Phase II	What differences exist among the perceptions of parents, teachers, students, and administrators regarding the characteristics of an effective teacher?	ANOVA and Post Hoc Tests (Least Significant Difference Method)	Questionnaires; Questionnaire responses based on five-point Likert scale	Variation of responses both within and between each of the groups is analyzed statistically, yielding an F value
Question #4 Phase III	How do parent, teacher, student, and administrator perceptions compare with the literature regarding effective teaching?	Comparative Analysis - Compare overarching categories and themes from literature review and perceptions	Questionnaires	Analysis of qualitative data.

Ethical Safeguards

This study was conducted in a manner that protected the anonymity of the individuals who participate in the study. In order to protect the confidentiality of those involved in the study, names did not appear anywhere on questionnaires. Any presentation or publications of these findings would eliminate all school, teacher, and student identifiable information. The identification of the school division in any presentations or publications would occur only with permission.

In the cover letters sent with questionnaires, the researcher made a commitment to protect the confidentiality of those participating. In addition, the research proposal was submitted for approval to the Human Subjects Committee of The College of William and Mary. Once approved, the study was conducted in accordance with acceptable ethical research practices.

Chapter 4: Analysis of Results

The current study investigated the perceptions of parents, teachers, students, and administrators regarding effective teaching. In addition, research data were used to determine the similarities and differences among stakeholders' perceptions. A mixed-design survey design using a questionnaire was employed to collect data from a randomly selected sample of parents, teachers, students, and administrators in Virginia's public schools.

Research Questions

The research questions for this study are as follows:

Phase I

1. What are the characteristics of an effective teacher as described by the extant literature?

Phase II

2. What are the characteristics of an effective teacher, as perceived by parents, teachers, students, and administrators?
3. What differences exist among the perceptions of parents, teachers, students, and administrators' regarding what is an effective teacher?

Phase III

4. How do parent, teacher, student, and administrator perceptions correspond with the literature regarding an effective teacher?

Return Rate

On March 6, 2001, cover letters were sent to all elementary principals requesting that all elementary principals, assistant principals, and third and fifth grade teachers complete the surveys. The requested date of return was April 6, 2001. Completed questionnaires were sent to the school administrative offices and were later collected by the researcher. An e-mail reminder was sent through a participating administrator approximately one-week prior to the requested deadline. During the 2000-2001 academic year, the schools employed 25 elementary principals, 13 assistant principals, 92 third grade teachers, and 90 fifth grade teachers. The overall response rate was 58% for administrators and 66% for teachers as a whole. No effort was made to distinguish between building principals and assistant principals.

On March 19, 2001, cover letters were sent to 12 randomly selected third grade teachers, 12 randomly selected fifth grade teachers, and their principals. These cover letters requested that the enclosed 444 cover letters and surveys be sent home for parents to complete. Additionally, these parents also were asked to complete and return permission forms giving permission for their children to complete parallel surveys in their classrooms. It was requested that parents return the materials to their child's teacher by March 28, 2001. Teachers were asked to return all materials to the school administrative center by April 6, 2001. The first round of 306 (69%) student surveys and 277 parent surveys (62%) was collected on April 19, 2001. A reminder was sent to principals and teachers and the second round of 6 (1%) student surveys and 14 parent surveys (3%) was collected on May 7, 2001.

Of the responses received, 100% were usable after an initial clean-up of the data had been conducted. Prior to the scanning process, some surveys needed to be re-bubbled onto new survey sheets as some participants used pen or marker rather than the requested number 2 lead pencil to

complete their surveys. As a result, these surveys could not be scanned by the scantron machine until redone. In some cases, individual questionnaires were missing responses to only a few items that had a minimal effect on the data analysis and these questionnaires were used. Since all available information was used for each analysis, the sample size fluctuated somewhat and is noted in each table.

Demographic Information: Responding Teachers, Parents, and Students

The Teacher/Administrator Survey on Teacher Effectiveness included one question that requested teachers identify themselves as either a third or fifth grade teacher. Numerical information is summarized in Table 3. The Student Survey on Teacher Effectiveness included one question asking students to identify themselves as either a third or fifth grade student. Numerical information is summarized in Table 2. The Parent Survey on Teacher Effectiveness included one question requesting parents fill in the grade level(s) in which they have a child or children enrolled in Hampton City Schools. Numerical information is summarized in Table 4.

Table 2

Frequency Counts and Percentages for the Number of Third and Fifth Graders Completing the Student Survey on Teacher Effectiveness

	<u>N</u>	<u>Frequency</u>	<u>% Total Return</u>	<u>% Response Rate</u>
Third Graders	215	158	50.6%	73.5%
Fifth Graders	229	154	49.4%	67.2%

Of the 312 students returning surveys, 158 (50.6%) were third graders and 154 (49.4%) were fifth graders.

Table 3

Frequency Counts and Percentages for the Number of Teachers Completing the
Teacher Administrator Survey on Teacher Effectiveness

	<u>N</u>	<u>Frequency</u>	<u>% Total Return</u>	<u>% of Response Rate</u>
Third Grade	92	60	50%	65.2%
Fifth Grade	90	60	50%	54.25

Of the 120 teachers returning surveys, 60 (50%) were third grade teachers and 60 (50%) were fifth grade teachers.

Table 4

Frequency Counts and Percentages for Parents Responding With the Grade Level(s) in Which
They Have a Child/Children Enrolled:

	<u>Frequency</u>	<u>Percentage of Total Responses</u>
Kindergarten	17	4.7
First Grade	17	4.7
Second Grade	19	5.3
Third Grade	144	40.1
Fourth Grade	9	2.5
Fifth Grade	153	42.6
Total	359	100%

N = 291 parents completed surveys

It has been noted that there is a difference between the 291 parents surveyed and the final N of 359 in Table 4. Although the parents surveyed were parents of the randomly selected third

and fifth grade students, they were asked to provide information regarding the grade level(s) of the children they had enrolled in the school division. It was expected that the majority of parents responding would have a child or children in third and fifth grade as these were the grade levels targeted for this study. Parents were asked for the grade(s) in which they had children enrolled, not for the actual number of children. Therefore, parents may have multiple children enrolled in school and the information in Table 4 reflects this.

Findings for Research Questions

The study was conducted in three phases: (a) Phase I: Characteristics of an effective teacher as described by the extant literature, (b) Phase II: Characteristics of an effective teacher as perceived by parents, teachers, students, and administrators, and differences among stakeholder perceptions and (c) Phase III: Comparison of stakeholder perceptions with the literature regarding effective teaching. Phases I and III investigate one research question and Phase II explored two research questions. The results are presented by individually addressing the research questions in each phase of the study.

Research Question for Phase I

I.1. What are the characteristics of an effective teacher as described by the extant literature?

The survey used in this study was developed two ways: through information obtained via the review of literature and information obtained via teacher and administrator focus groups. Survey questions were divided into the categories presented in Table 5.

Table 5

Categories for Survey Questions

Overarching Category	Sub-Categories
A. Personal Characteristics of an Effective Teacher	
	A1. Personal Efficacy (Belief in one's power to produce a desired effect)
	A2. Personality Traits (behavior)
	A3. Values, Morals & Ethics (principles, goodness, correctness of character)
B. Expertise of an Effective Teacher	
	B1. Instructional Strategies/ Pedagogy (the art of teaching)
	B2. Classroom Climate/ Management (set of attitudes, handling, supervision or control)
C. Relationships/Interpersonal Skills	
	C1. Relationships with Colleagues
	C2. Relationships with Students
	C3. Relationships with Parents
	C4. Relationships with the Community/ Outside Stakeholders

After conducting a thorough review of the literature, characteristics of an effective teacher emerged as follows:

Table 6
Characteristics of Effective Teachers as Described by the Literature:

Characteristic	A1 Personal Efficiency	A2 Personality Traits	A3 Values, Morals & Ethics	B1 Instructional Strategies/ Pedagogy	B2 Classroom Climate/ Management	C1 Relation- ships with Colleagues	C2 Relation- ships with Students	C3 Relation- ships with Parents	C4 Relation- ships with the Community/ Outside Stakeholders
Author & Year									
Hart, 1936		X	X	X	X		X		
Beecher, 1949				X					
Tomlinson, 1955		X							X
Lortie, 1975				X					
Lieberman & Miller, 1984				X					
Demmon-Berger, 1986	X	X		X	X		X		
Silvermail, 1986				X					
Bennett, 1987				X					
Calderhead, 1987				X					
Grant, 1988	X								
Mitchell, 1988				X					
Popham, 1988				X					
Porter & Brophy, 1988		X		X					
Smylie, 1988	X								
Barnes, 1989				X					
Ogden, 1994		X		X			X		
NASSP, 1996		X		X			X		
Bratton, 1998		X	X	X					
Burke & Nierenberg, 1998		X	X						
Mendro, 1998				X					
Mitchell, 1998		X		X					
Thomas & Montgomery, 1998		X					X		
Vindero, 1998				X					
Campbell, 1999			X						
Pearl & Campbell, 1999				X		X			
Traina, 1999			X	X			X		
TOTAL.	MI	MA	MI	MA	MI	MI	MI	N/A	MI

The above table, Table 6, illustrates the number of times the respective characteristics of effective teachers were mentioned by each author within the literature. For example, Hart mentions *personality characteristics* on two separate instances within the literature as important characteristics of teacher effectiveness. Each of the teacher characteristics were given the following emphasis: MA=Major Emphasis and MI=Minor Emphasis.

Based on the review of the literature, it is apparent that the bulk of research attributes instructional strategies and pedagogy as being the prevalent characteristics of an effective teacher. The personality traits of a teacher and relationships with students, respectively, follow second and third. Finally, a teacher's values, morals, and ethics round out the most cited group of important characteristics of an effective teacher. However, it is apparent that according to the research, the most important characteristic of an effective teacher is a strong grasp of instructional strategies and pedagogy.

Research Questions for Phase II

II.1. What are the characteristics of an effective teacher as perceived by parents, teachers, students, and administrators?

The above stakeholders were each given a questionnaire to complete regarding the characteristics of an effective teacher. Participants were asked to provide responses regarding the kind of things that help make a teacher good at improving student learning using the following scale: 1 = extremely important, 2 = very important, 3 = somewhat important, 4 = minimally important, 5 = not at all important, and 6 = don't know.

The following four tables provide the frequency of distribution regarding the four group's responses to the questionnaire items:

Table 7

Frequency of Distribution of Parent Responses to Survey Items

Item Number and Description	1 Ext. Imp	2 Very Imp.	3 Somewhat Imp	4 Minimally Imp	5 Not at all Imp	6 Don't Know	Mean	Median	Mode	SD
1-Explains rules	215	63	12	1	0	0	1.31	1.00	1	.56
2-Excited about teaching	220	66	4	0	0	1	1.27	1.00	1	.54
3-Humor	87	115	80	6	0	3	2.06	2.00	2	.91
4-Friendly	133	114	40	3	0	1	1.71	2.00	1	.78
5-Fair	238	40	8	1	1	3	1.27	1.00	1	.72
6-Honest	235	50	5	0	0	1	1.22	1.00	1	.53
7-Expertise	208	73	6	0	0	4	1.36	1.00	1	.74
8-Variety	208	68	11	1	0	3	1.37	1.00	1	.73
9-Challenge	221	63	4	2	0	1	1.28	1.00	1	.58
10-Appropriate work	196	85	8	1	1	0	1.37	1.00	1	.59
11-Open to questions	261	24	5	0	0	1	1.13	1.00	1	.47
12-Rules	183	90	16	1	0	1	1.45	1.00	1	.67
13-Available to help	136	126	20	5	0	4	1.69	2.00	1	.86
14-Respect	228	55	4	3	0	1	1.26	1.00	1	.59
15-Cares	206	75	8	2	0	0	1.33	1.00	1	.57
16-Listens	218	61	8	1	0	3	1.33	1.00	1	.71
17-Parent communication	227	55	7	1	1	0	1.26	1.00	1	.55
18-Explains	239	48	3	0	0	1	1.20	1.00	1	.50
19-Helps all learn	224	62	4	0	0	1	1.26	1.00	1	.54
20-Determines strengths	202	78	7	0	0	4	1.38	1.00	1	.75
21-Climate/Safety	230	57	3	0	0	1	1.23	1.00	1	.52
22-Gives work to promote thinking	193	87	10	0	0	1	1.38	1.00	1	.61
23-Makes learning fun	167	105	18	0	0	1	1.50	1.00	1	.67
24-Expectations	176	99	12	2	0	2	1.48	1.00	1	.72
25-Behavior and Learning	197	85	8	0	0	1	1.36	1.00	1	.60
26-Parent Involvement	185	85	18	1	0	2	1.46	1.00	1	.73
27-Friendly to Parents	171	104	12	3	0	1	1.49	1.00	1	.68
28-Morals	192	82	10	1	0	6	1.46	1.00	1	.87
29-Efficacy	197	77	13	0	1	3	1.42	1.00	1	.76
30-Intelligent	154	112	18	0	0	6	1.61	1.00	1	.88
31-Community Involvement	66	79	100	20	7	19	2.59	3.00	3	1.33

Footnote: 1=Extremely Important 2=Very Important 3=Somewhat Important
4=Minimally Important 5=Not at All Important 6=Don't Know

Table 8

Frequency of Distribution of Student Responses to Survey Items

Item Number and Description	1 Ext. Imp.	2 Very Imp.	3 Some what Imp	4 Minimally Imp	5 Not at all Imp.	6 Don't Know	Mean	Median	Mode	SD
1-Explains rules	232	56	16	3	1	3	1.37	1.00	1	.80
2-Excited about teaching	208	82	9	1	2	9	1.50	1.00	1	1.00
3-Humor	138	76	53	13	17	15	2.17	2.00	1	1.42
4-Friendly	172	81	28	11	9	11	1.84	1.00	1	1.26
5-Fair	210	61	20	7	5	8	1.58	1.00	1	1.11
6-Honest	240	49	6	4	0	12	1.43	1.00	1	1.07
7-Expertise	217	59	17	6	0	13	1.56	1.00	1	1.14
8-Variety	175	96	28	7	2	3	1.63	1.00	1	.91
9-Challenge	163	80	35	8	10	15	1.92	1.00	1	1.34
10-Appropriate work	205	80	16	3	2	4	1.47	1.00	1	.87
11-Open to questions	238	48	18	0	4	4	1.38	1.00	1	.87
12-Rules	208	80	10	5	3	4	1.47	1.00	1	.89
13-Available to help	156	89	42	10	5	10	1.88	1.50	1	1.19
14-Respect	218	54	18	6	6	9	1.56	1.00	1	1.14
15-Cares	202	65	24	4	5	11	1.64	1.00	1	1.17
16-Listens	199	71	16	9	6	9	1.63	1.00	1	1.15
17-Parent communication	187	69	26	6	11	13	1.79	1.00	1	1.31
18-Explains	241	55	10	0	1	4	1.32	1.00	1	.76
19-Helps all learn	216	66	12	8	2	8	1.52	1.00	1	1.04
20-Determines strengths	181	80	25	3	3	20	1.80	1.00	1	1.33
21-Climate/Safety	236	61	7	2	2	3	1.33	1.00	1	.76
22-Gives work to promote thinking	188	87	19	4	7	7	1.64	1.00	1	1.07
23-Makes learning fun	191	72	23	9	9	7	1.69	1.00	1	1.16
24-Expectations	197	76	19	8	2	9	1.61	1.00	1	1.09
25-Behavior and Learning	212	58	19	6	2	15	1.63	1.00	1	1.23
26-Parent Involvement	164	86	24	8	14	16	1.94	1.00	1	1.39
27-Friendly to Parents	207	67	15	1	2	17	1.61	1.00	1	1.24
28-Morals	179	77	14	5	9	27	1.93	1.00	1	1.53
29-Efficacy	206	62	18	4	2	20	1.70	1.00	1	1.33
30-Intelligent	231	50	10	3	3	14	1.51	1.00	1	1.18
31-Community Involvement	133	84	30	11	10	44	2.40	2.00	1	1.75

Footnote

1=Extremely Important
 2=Very Important
 3=Somewhat Important
 4=Minimally Important
 5=Not at all Important
 6=Don't Know

Table 9
Frequency of Distribution of Teacher Responses to Survey Items

Item Number and Description	1 Ext. Imp.	2 Very Imp.	3 Somewhat Imp.	4 Minimally Imp.	5 Not at all Imp.	6 Don't Know	Mean	Median	Mode	SD
1-Explains rules	85	33	1	0	0	0	1.32	1.00	1	.53
2-Excited about teaching	76	39	5	0	0	0	1.41	1.00	1	.57
3-Humor	43	53	23	1	0	0	1.85	2.00	2	.75
4-Friendly	46	56	14	4	0	0	1.80	2.00	2	.77
5-Fair	88	30	2	0	0	0	1.28	1.00	1	.49
6-Honest	89	28	3	0	0	0	1.28	1.00	1	.51
7-Expertise	87	32	1	0	0	0	1.28	1.00	1	.47
8-Variety	56	49	13	1	0	1	1.69	2.00	1	.81
9-Challenge	56	55	7	1	0	1	1.64	2.00	1	.75
10-Appropriate work	57	55	6	1	0	1	1.63	2.00	1	.75
11-Open to questions	68	43	7	0	0	1	1.51	1.00	1	.74
12-Rules	75	41	4	0	0	0	1.41	1.00	1	.56
13-Available to help	44	55	20	1	0	0	1.82	2.00	2	.73
14-Respect	84	35	1	0	0	0	1.31	1.00	1	.48
15-Cares	71	45	3	0	1	0	1.46	1.00	1	.63
16-Listens	50	61	7	1	0	1	1.69	2.00	2	.74
17-Parent communication	58	52	7	1	1	1	1.65	2.00	1	.82
18-Explains	77	40	2	1	0	0	1.39	1.00	1	.57
19-Helps all learn	55	56	7	2	0	0	1.63	2.00	2	.67
20-Determines strengths	53	55	9	0	0	3	1.73	2.00	2	.92
21-Climate/Safety	74	45	0	1	0	0	1.40	1.00	1	.54
22-Gives work to promote thinking	71	45	4	0	0	0	1.44	1.00	1	.56
23-Makes learning fun	59	40	19	1	1	0	1.71	2.00	1	.82
24-Expectations	87	31	0	0	0	1	1.29	1.00	1	.63
25-Behavior and Learning	81	33	4	0	1	0	1.37	1.00	1	.65
26-Parent Involvement	33	58	21	5	1	2	2.08	2.00	2	.98
27-Friendly to Parents	60	49	9	0	0	2	1.64	1.50	1	.85
28-Morals	76	40	3	1	0	0	1.41	1.00	1	.59
29-Efficacy	74	43	2	0	0	1	1.43	1.00	1	.67
30-Intelligent	65	45	8	1	0	1	1.58	1.00	1	.77
31-Community Involvement	23	39	39	11	1	7	2.58	2.00	2	1.25
32-Collegiality	46	56	12	1	0	4	1.85	2.00	2	1.03
33-Patience	42	73	5	0	0	0	1.69	2.00	2	.55
34-Work Ethic	61	50	9	0	0	0	1.57	1.00	1	.63
35-Variety of Strategies	56	49	14	1	0	0	1.67	2.00	1	.71
36-Responsible for Student Performance	34	53	27	5	1	0	2.05	2.00	2	.87
37-Positive relationships w/students	56	58	5	1	0	0	1.59	2.00	2	.61
38-Stimulates students	70	42	5	2	0	1	1.53	1.00	1	.78
39-Communicates Instructional Goals	45	67	7	1	0	0	1.70	2.00	2	.62
40-Problem Solving Opp.	51	59	10	0	0	0	1.66	2.00	2	.63
41-Monitors Student Understanding	53	56	7	2	0	1	1.67	2.00	2	.79
42-Interdisciplinary	43	60	14	0	1	2	1.85	2.00	2	.89
43-Accepts Criticism	40	63	13	0	0	4	1.91	2.00	2	.99
44-Current re. best practices	42	53	20	3	0	2	1.93	2.00	2	.94
45-Positive learning env.	75	41	2	1	0	0	1.39	1.00	1	.58
46-Organized	54	57	7	1	0	1	1.66	2.00	2	.75
47-Flexibility	59	49	10	2	0	0	1.63	2.00	1	.71
48-Collaborates w/colleagues	52	51	13	1	0	3	1.79	2.00	1	.97
49-School/community involvement	24	59	28	5	0	4	2.25	2.00	2	1.04
50-Gets along w/colleagues	48	56	11	0	1	4	1.85	2.00	2	1.04

Footnote: 1=Extremely Important 2=Very Important 3=Somewhat Important
4=Minimally Important 5=Not at All Important 6=Don't Know

Table 10
Frequency of Distribution of Administrator Responses to Survey Items

Item Number and Description	1 Ext. Imp	2 Very Imp	3 Somewhat Imp	4 Minimally Imp	5 Not at all Imp	6 Don't Know	Mean	Median	Mode	SD
1-Explains rules	21	1	0	0	0	0	1.05	1.00	1	.21
2-Excited about teaching	18	4	0	0	0	0	1.18	1.00	1	.39
3-Humor	8	12	2	0	0	0	1.73	2.00	2	.63
4-Friendly	14	7	1	0	0	0	1.41	1.00	1	.59
5-Fair	19	3	0	0	0	0	1.14	1.00	1	.35
6-Honest	19	3	0	0	0	0	1.14	1.00	1	.35
7-Expertise	19	3	0	0	0	0	1.14	1.00	1	.35
8-Variety	19	3	0	0	0	0	1.14	1.00	1	.35
9-Challenge	15	7	0	0	0	0	1.32	1.00	1	.48
10-Appropriate work	18	3	1	0	0	0	1.23	1.00	1	.53
11-Open to questions	11	11	0	0	0	0	1.50	1.50	1	.51
12-Rules	16	6	0	0	0	0	1.27	1.00	1	.46
13-Available to help	13	9	0	0	0	0	1.41	1.00	1	.50
14-Respect	18	4	0	0	0	0	1.18	1.00	1	.39
15-Cares	18	3	1	0	0	0	1.23	1.00	1	.53
16-Listens	13	8	1	0	0	0	1.45	1.00	1	.60
17-Parent communication	14	8	0	0	0	0	1.36	1.00	1	.49
18-Explains	17	5	0	0	0	0	1.23	1.00	1	.43
19-Helps all learn	18	4	0	0	0	0	1.18	1.00	1	.39
20-Determines strengths	18	4	0	0	0	0	1.18	1.00	1	.39
21-Climate/Safety	16	6	0	0	0	0	1.27	1.00	1	.46
22-Gives work to promote thinking	17	5	0	0	0	0	1.23	1.00	1	.43
23-Makes learning fun	12	9	1	0	0	0	1.50	1.00	1	.60
24-Expectations	20	2	0	0	0	0	1.09	1.00	1	.29
25-Behavior and Learning	19	3	0	0	0	0	1.14	1.00	1	.35
26-Parent Involvement	11	9	2	0	0	0	1.59	1.50	1	.67
27-Friendly to Parents	13	9	0	0	0	0	1.41	1.00	1	.50
28-Morals	14	8	0	0	0	0	1.36	1.00	1	.49
29-Efficacy	18	4	0	0	0	0	1.18	1.00	1	.39
30-Intelligent	12	9	1	0	0	0	1.50	1.00	1	.60
31-Community Involvement	1	13	8	0	0	0	2.32	2.00	2	.57
32-Collegiality	7	14	1	0	0	0	1.73	2.00	2	.55
33-Patience	13	9	0	0	0	0	1.41	1.00	1	.50
34-Work Ethic	17	4	1	0	0	0	1.27	1.00	1	.55
35-Variety of Strategies	12	10	0	0	0	0	1.45	1.00	1	.51
36-Responsible for Student Performance	19	3	0	0	0	0	1.14	1.00	1	.35
37-Positive relationships w/students	1	16	5	0	0	0	1.18	1.00	1	.50
38-Stimulates students	16	6	0	0	0	0	1.27	1.00	1	.46
39-Communicates Instructional Goals	16	6	0	0	0	0	1.27	1.00	1	.46
40-Problem Solving Opp	17	5	0	0	0	0	1.23	1.00	1	.43
41-Monitors Student Understanding	15	7	0	0	0	0	1.32	1.00	1	.48
42-Interdisciplinary	9	12	1	0	0	0	1.64	2.00	2	.58
43-Accepts Criticism	9	13	0	0	0	0	1.59	2.00	2	.50
44-Current re best practices	11	9	2	0	0	0	1.59	1.50	1	.67
45-Positive learning env	18	4	0	0	0	0	1.18	1.00	1	.39
46-Organized	10	8	4	0	0	0	1.73	2.00	1	.77
47-Flexibility	14	8	0	0	0	0	1.36	1.00	1	.49
48-Collaborates w. colleagues	12	10	0	0	0	0	1.45	1.00	1	.51
49-School/community Involvement	5	14	3	0	0	0	1.91	2.00	2	.61
50-Gets along w/colleagues	11	9	2	0	0	0	1.59	1.50	1	.67

Footnote: 1=Extremely Important 2=Very Important 3=Somewhat Important
4=Minimally Important 5=Not at All Important 6=Don't Know

Tables 7 through 10 illustrate the frequency of distribution of stakeholder responses to survey items. There is very little variability in responses for many of the items. There is high agreement within each group and across groups. This indicates that respondents considered most items to be very important. However, this phenomenon resulted in restricted correlations. Thus, with restricted correlations, some items did not load in factor analyses.

Factor Analysis

An exploratory factor analysis was used in order to obtain an empirical basis for reducing the large number of variables to a few factors by combining variables that are moderately or highly correlated with each other. Factor analysis was used to identify commonalities in a large pool of items designed to measure characteristics of an effective teacher. Four factor analyses were conducted: one for each of the groups – teachers, parents and students – and a fourth for the three groups plus the administrators taken aggregately. Note that a factor analysis was not performed on the administrator group at this point because there were not enough respondents (22 respondents with 50 response variables). Factor analysis can further be described as follows:

The mathematics of factor analysis basically involves a search for clusters of variables that are all correlated with each other. The first cluster of variables that is identified is called the first factor; it represents the variables that are most intercorrelated. This factor is represented as a score. Thus, it is possible to compute a correlation coefficient on a particular measure of a variable that was entered into the factor analysis. The individual coefficients sometimes are called the *loading* of each variable on the factor. (Gall, Borg & Gall, p. 449)

An item was loaded with a given factor based upon whether the factor loading was $\geq .4$. Within each factor, the items correlating moderately or higher were used to determine a heading

or label for the new factor. The closer each factor loading is to "1" the stronger the correlation between the original variable or item and the factor.

Because of the nature of empirical data, the four factor analyses produced different numbers of factors with different loadings. However, some of the resulting factors tended to be similar across the groups. In summary, Factors 1-3 seem to have similar loadings for the groups "All," parents (group 1), and teachers (group 4). For the student group (group 3), the variables loaded with Factor 1 are not as similar as the corresponding loadings for the other groups. The same is true for Factors 2 and 3.

For each factor analysis, tables of eigenvalues are given. The eigenvalue associated with each factor is the variance of that factor, and the percent of variance is the proportion of total variability in the original response variables which is accounted for by that factor. Although factor analysis attempts to account for as much correlation in the response variables as possible, looking at the amount of variance explained by the factors is an insightful diagnostic tool. Typically, the eigenvalues are presented in descending order. However, in an effort to align the similar factors for the four stakeholder groups, the eigenvalues are presented in the order of the aligned factors and not according to percentage of variance.

Parents. For the factor analysis done on the parent data, Table 11 gives the eigenvalues and percent of variance accounted for by each factor. The higher the percentage of variance the more the data can be reduced into that factor. Cumulatively, the five factors account for 52.288% of the variation in responses to the 31 items. Thus, 48% of the variability of respondents' scores are not accounted for. Of the 31 items, 27 have been combined into five factors. This results in a useful combination for the purposes of explaining variability. However, even with the five factors, approximately half of the variability of responses is not explained or not accounted for.

In this factor analysis of parent response data, several items did not load with the factors and thus can be considered independent of the five factors. Those items were 3, 6, 7, and 13. One possibility is that the four items did not load under the five factors.

Table 11

Parent Questionnaire: Eigenvalues, Percentage of Variance, and Cumulative Percentages

Factor	Eigenvalue	% of variance	Cumulative %
1	3.250	12.037	12.037
2	4.346	16.098	28.135
3	1.982	7.342	35.477
4	2.455	9.091	44.568
5	2.084	7.720	52.288

Table 12

Parent Factor Loadings

Item	Factor Loading
Factor 1: Fairness/Respect for Students	
1. Tells students the rules and explains "why"	.423
5. Treats students fairly	.826
10. Gives students work that makes them learn	.454
11. Makes it okay for students to ask questions when they <i>do not understand something</i>	.674
14. Treats students with respect	.513
16. Listens to students	.599
17. Lets parents know how students are doing in school	.431
Factor 2: Expectations of Students/Outreach to Parents	
12. Makes sure classroom rules are followed	.490
20. Uses lots of different ways to determine students' strengths and where help is needed	.485
22. Gives students work that makes them think	.465
24. Expects all students to learn as much as possible	.627
25. Expects all students to behave and apply themselves to learning	.533
26. Encourages parents to get involved in student learning	.660
27. Is friendly and welcoming to parents	.695
28. Has high moral character	.623
29. Believes he/she can make a difference in the lives of students	.515
30. Is intelligent	.563
31. Makes an effort to be involved in the community	.446
Factor 3: Friendliness/Sense of Humor	
3. Has a good sense of humor	.691
4. Is friendly with students	.611
23. Makes learning fun	.449
31. Makes an effort to be involved in the community	.445
Factor 4: Ability to Use a Variety of Teaching and Evaluating Methods	
8. Uses different ways to teach and help students learn	.653
9. Makes class interesting and challenging	.507
14. Treats students with respect	.428
18. Explains things so students understand	.547
20. Uses lots of different ways to determine students' strengths and where help is needed	.551
Factor 5: Ability to Help All Students Learn/Shows Care/Concern	
15. Cares about students	.470
19. Helps all students learn	.637
22. Gives students work that makes them think	.456

Note. N = 291 individuals in factor analysis

The parent questionnaire revealed five factors. The first factor can be identified as a measure of the importance parents place on "teacher's fairness and respect for students." Among the loaded items, items 5, 11, 14, and 16 correlate more highly with Factor 1. The second factor can be identified as a measure of the importance parents place on "teacher's expectations of students and outreach to parents." This interpretation is given because of the high correlations of items 24, 25, 26, and 27 with Factor 2. The third factor can be identified as a measure of the importance parents place on "teacher's friendliness and sense of humor." It can be thought of as a "fun" factor. Items 2, 4, and 23 correlated strongly with Factor 3 and lend to the interpretation of this factor. Factor four can be thought of as a measure of the importance parents place on "teacher's ability to use a variety of teaching and evaluating methods." Items 8, 9, 18, and 20 correlated strongly with Factor 4. Factor 5 can be labeled as a "help" factor, measuring the importance parents place on a teacher's ability to help all students learn and to show care and concern for them.

Students. For the factor analysis done on the student data, Table 13 gives the eigenvalues and percent of variance accounted for by each factor. The higher the percentage of variance the more the data can be reduced into that factor. Cumulatively, the five factors account for 52.82% in the variation in responses to the 31 items. Thus, 47% of the variability of respondents' scores are not accounted for. Of the 31 items, 21 have been combined into five factors.

Table 13Student Questionnaire: Eigenvalues, Percentage of Variance, and Cumulative Percentages

Factor	Eigenvalue	% of variance	Cumulative %
1	1.647	8.666	8.666
2	2.580	13.578	22.244
3	2.616	13.769	36.013
4	1.331	7.006	43.019
5	1.863	9.805	52.824

Table 13 illustrates that Factors 2 and 3 are the stronger factors.

Table 14

Student Factor Loadings

Item	Factor Loadings
Factor 1: Respect Relationship to Students	
11. Makes it okay for me to ask questions when I don't understand something	.460
14. Treats me with respect	.603
16. Listens to me	.757
Factor 2: Expectations of Students	
10. Gives me work that makes me learn	.419
12. Makes sure classroom rules are followed	.565
19. Helps all my classmates learn	.569
24. Expects my classmates to learn as much as possible	.761
25. Expects my classmates to behave and apply themselves to learning	.724
Factor 3: Personality and Friendliness	
4. Is friendly to me	.620
5. Treats me fairly	.597
11. Makes it okay for me to ask questions when I don't understand something	.522
23. Makes learning fun	.589
28. Has high moral character	.500
30. Is intelligent	.546
Factor 4: Efficacy Ability to Use a Variety of Evaluation Methods	
20. Uses lots of different ways to determine my strengths and where help is needed	.577
28. Has high moral character	.441
29. Believes he/she can make a difference in the lives of all my classmates	.560
Factor 5: Ability to Help all Students Learn	
8. Uses different ways to teach and help me learn	.617
10. Gives me work that makes me learn	.483
13. Helps me with work in and out of class	.480
18. Explains things so I understand	.604

Note. N = 312

Within Table 13, the student questionnaire factored into five factors. Factor 1 tends to reflect issues related to teacher respect of and relationship with students. Factor 2 relates to issues regarding teacher expectations of students. Factor 3 pertains to teacher personality and friendliness. Factor 4 reflects issues regarding teacher efficacy and his/her ability to utilize a variety of evaluation methods. Finally, Factor 5 relates to issues regarding a teacher's ability to help all students learn.

Teachers. For the factor analysis done on the teacher data, Table 15 gives the eigenvalues and percent of variance accounted for by each factor. The higher the percentage of variance the more the data can be reduced into that factor. Cumulatively, the five factors account for 47.97% in the variation in responses to the 31 items. Thus, 52% of the variability of respondents' scores are not accounted for.

Table 15

Teacher Questionnaire: Eigenvalues, Percentage of Variance, and Cumulative Percentages

Factor	Eigenvalue	% of variance	Cumulative %
1	1.814	7.254	7.254
2	2.514	10.055	17.309
3	2.884	11.538	11.538
4	2.649	10.594	39.441
5	2.131	8.525	47.966
6	1.866	7.463	55.429

For this analysis, Factors 2, 3, and 4 are stronger. Factor 1 proved to be the weakest of the six factors.

Table 16

Teacher Factor Loadings

Item	Factor Loading
Factor 1: Fairness/Respect for Students	
5 Demonstrates fairness with students	.415
11 Is available and giving of time, assistance and support to students both in and out of class	.436
14 Treats all students with respect	.642
15 Demonstrates a caring attitude toward students	.512
16 Listens to students and their needs	.429
Factor 2: Expectations of Students/Role Model	
19 Is able to help all children learn	.423
25 Is consistent with discipline and expectations	.524
28 Possesses high moral character	.467
29 Believes in his/her ability to make a difference in the lives of students	.596
30 Is intelligent	.586
31 Makes an effort to be involved in the community	.429
Factor 3: Friendliness/Sense of Humor and Parent/Community Outreach	
2 Demonstrates a passion about teaching and learning	.424
3 Possesses a positive sense of humor	.511
4 Exhibits a friendly attitude with students	.671
16 Listens to students and their needs	.409
23 Makes learning fun	.475
26 Encourages parental involvement in the classroom	.706
27 Demonstrates a friendly and welcoming attitude towards parents	.412
31 Makes an effort to be involved in the community	.493
Factor 4: Use of a Variety of Teaching Methods/Class Climate	
9 Creates interesting and challenging classes	.718
10 Gives challenging and meaningful assignments	.770
19 Is able to help all children learn	.464
22 Teaches thinking skills and provides opportunities for students to practice these skills	.430
23 Makes learning fun	.526
Factor 5: Class Climate/Teacher Personality	
1 Communicates expectations to students and the rationale for them	.600
5 Demonstrates fairness with students	.621
6 Demonstrates honesty	.743
Factor 6: Class Climate/Parent Outreach	
17 Establishes positive communication with parents	.428
18 Provides clear explanations	.674
21 Provides a safe environment for students to learn and take risks	.519
27 Demonstrates a friendly and welcoming attitude towards parents	.501

Note: N = 120

Within Table 15, the teacher questionnaire factored into six factors. Factor 1 tends to reflect issues related to teacher fairness and respect for students. Factor 2 relates to issues regarding teacher expectations of students and teacher capacity to serve as a role model. Factor 3 pertains to teacher personality and friendliness, sense of humor and parent/community outreach. Factor 4 reflects issues regarding class climate the teacher's ability to use a variety of teaching methods. Factor 5 relates to issues regarding class climate and a teacher's personality. Factor 6 reflects class climate and parent outreach.

Aggregate Factor Analysis

The next analysis was conducted on the prior 3 groups (parents, students, and teachers) with the addition of administrators. The "All" group factored into a smaller number of factors – 4.

Table 17

Total of All Four Groups Questionnaire: Eigenvalues, Percentage of Variance, and Cumulative Percentages

Factor	Eigenvalue	% of variance	Cumulative %
1	3.423	14.261	14.261
2	3.400	14.167	28.428
3	2.046	8.524	36.953
4	1.402	5.841	42.793

The data in Table 17 accounts for 42% of the cumulative variability. More than 57% of the variability is unexplained. Little variability in individual item responses would account for the inability to factor load.

In an effort to better understand the factors as they pertain to the groups of stakeholders, a matrix is provided for illustrative purposes. Principal Axis Factoring uses the number of principle components as a starting point for the number of factors to produce.

Principal Axis Factoring is a method of extracting factors from the original correlation matrix with squared multiple correlation coefficients placed in the diagonal as initial estimates of the communalities. These factor loadings are used to estimate new communalities that replace the old communality estimates in the diagonal. Iterations continue until the changes in the communalities from one iteration to the next satisfy the convergence criterion for extraction.

(SPSS, 1999)

Basically, principal axis factoring is a method of principal factoring used to extract factors from the data.

Table 18

All Four Groups Factor Loadings

Items	Factor Loadings
Factor 1: Class Climate: Relations with Students	
5. Demonstrates fairness with students	.464
9. Creates interesting and challenging classes	.458
10. Gives challenging and meaningful assignments	.426
11. Encourages students to ask for further clarification	.681
14. Treats all students with respect	.587
15. Demonstrates a caring attitude toward students	.554
16. Listens to students and their needs	.690
18. Provides clear explanations	.553
19. Is able to help all children learn	.432
Factor 2: Learning Environment: Attitude and Character	
10. Gives challenging and meaningful assignments	.458
12. Demonstrates effective classroom management skills	.507
17. Establishes positive communication with parents	.534
19. Is able to help all children learn	.483
21. Provides a safe environment for students to learn and take risks	.408
24. Has high expectations for student learning	.618
25. Is consistent with discipline and expectations	.608
26. Encourages parental involvement in the classroom	.487
27. Demonstrates a friendly and welcoming attitude towards parents	.425
28. Possesses high moral character	.417
29. Believes in his/her ability to make a difference in the lives of students	.475
Factor 3: Friendliness: Parent and Community Outreach	
3. Possesses a positive sense of humor	.457
4. Exhibits a friendly attitude with students	.519
23. Makes learning fun	.482
27. Demonstrates a friendly and welcoming attitude towards parents	.442
31. Makes an effort to be involved in the community	.529
Factor 4: Character: Relations with Students	
5. Demonstrates fairness with students	.500
6. Demonstrates honesty	.542
28. Possesses high moral character	.411

It is of interest that the four groups as a whole factored into the least number of factors – four. In an effort to identify commonalities and differences, Table 19 illustrates which survey items correspond with each group. Data from the administrator group is not presented due to the low number of respondents. Additionally, Table 19 serves as a focus for how the four factors relate to the teacher, parent, and student analyses. Factors 1 and 2 are the strongest of the four factors and contain the most items when compared to the previous three groups.

With regard to the four factors and stakeholder responses to the questionnaire items, it is interesting to note the absence of pedagogy and teacher expertise. Table 24, illustrates the corresponding questionnaire items for category B1: Instructional strategies/Pedagogy (the art of teaching). These corresponding questionnaire items are 7, 8, 9, 10, 18, 19, 20, 22, 23, 35, 38, 39, 40, 41, 42, and 44. Table 19 illustrates which of these variables did and did not align with the final four factors. Because parents and students completed a truncated parallel version of the teacher and administrator survey, this table illustrates questionnaire items 1-31. For example, item 7, possesses a strong knowledge of content, was not associated with a factor for any of the four groups (all, parents, students, or teachers). Item 8, adapts instruction to meet individual student needs and learning styles, was not associated with teachers or the “all” group. Item 9, creates interesting and challenging classes, was not associated with the student group. Item 20, uses frequent formal and informal assessment of students to guide instruction, was not associated with the “all” group and teachers. Item 22, teaches thinking skills and provides opportunities for students to practice these skills, was not associated with the “all” group or students.

The non-loading variables are totally unique due to the fact that the items do not correlate. Two plausible explanations are: 1) the non-loading variables are factors unto themselves, or 2) the lack of variability within responses results in those variables not being “loaded” or associated with any of the four factor analyses. Tables 7-10 illustrate the frequency of distribution of stakeholder responses. Most respondents considered the items to be very important. Thus, with restricted correlation, some items cannot load in factors.

Due to the fact that instructional strategies/pedagogy receives a major emphasis within the literature, it is interesting that stakeholder responses did not create a factor with these items grouped together. Typically, the crux of teacher evaluation models focus on instructional strategies/pedagogy. According to the frequency of distribution of stakeholder responses, in most cases, stakeholders also gave strong importance to instructional strategies/pedagogy.

Table 19
Variables Aligned with Factors

Item	Factor 1 - Fairness/Student Respect			Factor 2 - Teacher Expectations/Role Model			Factor 3 - Friendliness/Parent & Community Outreach			Factor 4 - Teaching Methods/Class Climate		
	All	Parent	Student	Teacher	All	Parent	Student	Teacher	All	Parent	Student	Teacher
1		X						X				
2								X				
3								X				
4							X	X				
5	X	X		X			X		X			
6												
7												
8										X		
9	X	X			X					X		X
10	X	X					X			X		X
11	X	X	X									
12					X							
13	X	X		X								
14	X	X	X									
15	X			X								
16	X	X		X								
17		X			X							
18	X									X		X
19	X											
20					X					X		
21					X							
22												
23									X			X
24					X		X					
25					X		X					
26					X		X					
27					X						X	
28					X							
29					X							
30					X		X				X	
31					X		X					

Item	Factor 5 - Climate/Personality					Factor 6 - Class Climate/Parent Outreach					Variables Not Associated with a Factor					
	All	Parent	Student	Teacher	All	Parent	Student	Teacher	All	Parent	Student	Teacher	All	Parent	Student	Teacher
1				X					X				X			
2									X				X			
3										X			X			
4																
5				X												
6				X					X				X			
7									X				X			
8			X						X				X			
9																
10																
11																
12									X				X			
13									X				X			
14										X						
15		X									X					
16																
17								X								
18			X					X								
19		X														
20									X							
21								X								
22		X							X							
23																
24																
25																
26																
27								X								
28																
29																
30																
31															X	

Group Factors

Analysis of Open-ended Questionnaire Items

Most important characteristics of teacher effectiveness. In addition to rating the importance of characteristics to teacher effectiveness, parents and students were asked to respond to the following open-ended statement at the end of the questionnaire: "Please list the top three to five things that in your opinion help make a teacher good at improving student learning."

Teachers and administrators were asked the following open-ended question at the end of the questionnaire: "In your opinion, what are the top 3-5 most important characteristics of teacher effectiveness?"

The verbatim text of those comments can be found in Appendix A. The comments were analyzed for "word sense" and grouped by the identified components used to organize the survey. The category of miscellaneous was used for comments that did not fit one of the predetermined categories. Individual comments within each of the categories were only counted once regardless of the number of comments made. Therefore, comments are unduplicated within each category not within the column. Results are shown in Table 20.

Table 20

Personal Characteristics

Unduplicated Counts and Percentages for Parents, Teachers, Students, and Administrators Responding to Survey Questions:

Categories	Parents		Students		Teachers		Administrators		All Four Groups	
	# of Parents	Percentage of Parents Responding	# of Students	Percentage of Students Responding	# of Teachers	Percentage of Teachers Responding	# of Administrators	Percentage of Administrators Responding	# of All	Percentage of "All" Responding
A1 Personal Efficacy	38	13.1%	12	3.8%	21	17.5%	11	50.0%	82	11.0%
A2 Personality Traits	62	21.3%	115	36.9%	49	40.8%	7	31.8%	233	31.3%
A3 Values, Morals, & Ethics	63	21.6%	88	28.2%	27	22.5%	2	9.1%	180	24.2%
B1 Instructional Strategies / Pedagogy	178	61.2%	215	68.9%	81	67.5%	20	90.9%	494	66.3%
B2 Classroom Climate / Management	50	17.2%	80	25.6%	68	56.7%	19	86.4%	217	29.1%
C1 Relationships with Colleagues	1	0.3%	0	0	8	6.7%	4	18.2%	13	1.7%
C2 Relationships with Students	101	34.7%	123	39.4%	36	30.0%	8	36.4%	268	36.0%
C3 Relationships with Community Outside Stakeholders	52	17.9%	20	6.4%	13	10.8%	7	31.8%	92	12.3%
Miscellaneous	24	8.2%	21	6.7%	4	3.3%	0	0	49	6.6%
Group N	291		312		120		22		745	

As presented in Table 20, responses corresponding with each of the 3 overarching categories were calculated. It should be noted that, for each respondent, multiple items corresponding with each category were only counted one time. For example, a student may have listed three characteristics all corresponding with category B1. In this case, category B1 would have received an indication of one. The 3 overarching categories are as follows: (a) Personal characteristics of an effective teacher, (b) Expertise of an effective teacher, and (c) Relationships/Interpersonal skills. Unduplicated frequency counts were tabulated and then divided by the total number of individuals completing the questionnaire. This gives a picture of which categories were favored more strongly by respondents. Because this was a multiple response question, any individual could give more than one answer or none at all. In trying to summarize how often these characteristics were cited in this multiple response question, we have to look at each characteristic individually and state how many of the respondents cited it.

Table 21 provides examples of how parents, students, teachers, and administrators responded to the open-ended question, "In your opinion, what are the three to five most important characteristics of an effective teacher?" The sample typical responses are shown as they align with the three overarching categories and eight subcategories.

Table 21

Typical Stakeholder Responses

Categories	Sample Parent Responses	Sample Student Responses	Sample Teacher Responses	Sample Administrator Responses
A1 Personal Efficacy	Seems excited about teaching and wants students to learn; Believes he/she can make a difference in the lives of students.	Seems excited about teaching and wants me to learn; Makes a difference in teaching.	Passion for teaching and learning; Believes in ability to make a difference in the lives of students.	Demonstrates a passion about teaching and learning; Genuine love and commitment to the profession.
A2 Personality Traits	Has a sense of humor; Speaks up for educational changes they see need to be made.	Is kind; Understands; Friendly; Being nice to everyone; Likes me.	Positive sense of humor; Exhibits effective organizational skills.	Has a strong work ethic and is a hard worker; Demonstrates flexibility.
A3 Values, Morals and Ethics	Treats students fairly; Must have a true desire to really help the children.	Is honest; Treats me fairly; Has high moral character	Good attendance while teaching; Fairness; Professionalism.	Fairness to students; Overall goodwill for all.
B1 Instructional Strategies, Pedagogy	Recognizes that different students are at different levels and attempts to keep them all challenged; Helps ALL students learn.	Helps us learn in different ways; Uses different ways to teach and helps me learn; Gives me work that makes me learn.	Capturing student interest with lessons; Possesses a strong knowledge of content; Adapts instruction to meet student needs.	Adapts instruction to meet individual learning styles; Constantly monitoring student progress; Makes learning fun.
B2 Classroom Climate/ Management	Encourages all students to participate in answering questions; Praise, positive reinforcement.	Tells me the rules and explains "why"; Makes the classroom a safe place to learn; Don't yell.	Provides safe environment for students to learn and take risks; Positive learning environment.	Has high expectations for student learning; Consistent with discipline.
C1 Relationships with Colleagues	Has a good working relationship with the principal.	N/A	Gets along well with other teachers/ Administration; Positive communication with peers.	Works well with others and collaborates with teachers; Gets along well with other teachers and administration.
C2 Relationships with Students	Has care and concern for each student; Be a friend and role model to students.	Treats me with respect; Cares about their students; Listens to me.	Treats all students with respect; Good relationship with students; Open communicator with students	Builds a positive relationship with students; Demonstrates caring and enthusiastic attitude towards students.
C3 Relationships with Community and Outside Stakeholders	Meets with parents or calls them; Encourages parents to get involved in student learning.	Encourages my parents to get involved in student learning; Makes an effort to be involved in the community.	Parental support/contact; Involving parents in the student's learning process.	Willingness to develop positive relationship with parents; Encourages parental involvement in the classroom.

II.2. What differences exist among the perceptions of parents, teachers, students, and administrators?

For the complete data set, a factor analysis was performed. Four factors were found. These factors focus on class climate/student relations, learning environment/attitudes and character, friendliness and parent/community outreach, and character/student relations. Factor scores were calculated using Bartlett's methods and assigned to each factor for each respondent.

An Analysis of Variance (ANOVA) was conducted on these factor scores to determine whether there were differences in average factor scores among stakeholders. This data is illustrated in Table 23. Because we have data on all four groups analyzed as a whole, we can compare groups to determine similarities and differences. For example, did teachers tend to place more importance on the items summarized by Factor 1 than the other groups? Did students place more importance on the characteristics measured by Factor 2 than the other groups? Rejection (a small significance) means that there are differences and post hoc tests are used to determine where those differences are.

For the purposes of this study, the independent variable was the four groups of stakeholders completing the questionnaire and the dependent variable was the scores on the questionnaire. Items 1-31 were parallel items throughout the questionnaires completed by parents, students, teachers, and administrators. The results are illustrated in Table 22:

Table 22

Aggregate Factor Analysis: Cumulative Factor Loading (All Four Groups Analysis)

		N	Mean	Standard Deviation
Factor 1	Parent	261	-.41	.94
Class Climate	Administrator	22	.27	.96
Student Relations	Student	199	.22	1.30
	Teacher	109	.53	1.11
	TOTAL	591	0	1.16
Factor 2	Parent	261	-.08	1.04
Learning Environment	Administrator	22	-.29	.56
Attitudes & Character	Student	199	.02	1.44
	Teacher	109	.22	1.06
	TOTAL	591	0	1.19
Factor 3	Parent	261	.30	1.28
Friendliness	Administrator	22	-.03	.69
Parent & Community	Student	199	-.41	1.32
Outreach	Teacher	109	.02	1.20
	TOTAL	591	0	1.30
Factor 4	Parent	261	.11	1.07
Character	Administrator	22	-.46	1.01
Student Relations	Student	199	.18	1.69
	Teacher	109	-.50	1.15
	TOTAL	591	0	1.34

For this analysis, factor analysis reduced the data into a set of factors, a smaller number of uncorrelated variables. In order to conduct further analysis on the factors, a value must be assigned to each new variable/factor for each respondent. These are known as factor scores. Several methods can be used to compute these scores, and the formal method used in this analysis is known as Bartlett's method. The scores produced have an overall mean of 0, and essentially they are weighted averages of the standardized response variables. Therefore, there are negative mean scores. In summary, factor scores are calculated using Bartlett's method and assigned to each factor for each respondent. The overall mean for each factor is zero.

ANOVA's were performed on these factor scores to compare group means. This data is outlined in Table 23. Several ANOVA's were significant, and post hoc tests revealed where these differences were. In comparing the factor score means, the lower the group mean, the more importance the group placed on that factor. These are essentially standardized values, so there will be both positive and negative means.

Table 23

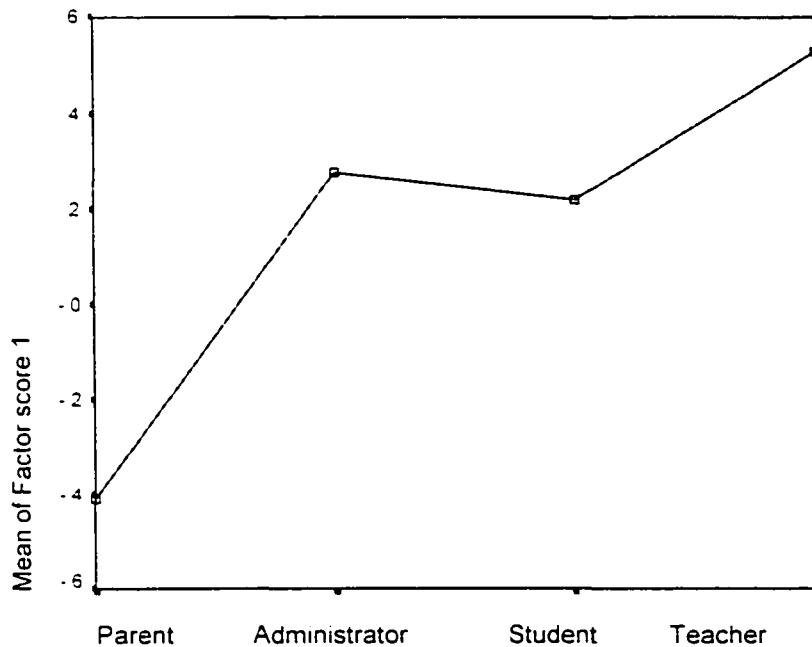
ANOVA of Mean Scores

		Sum of Squares	df	Mean Square	F	Sig.
Factor Score 1 Class Climate/Student Relations	Between Groups	84.434	3	28.145	23.164	.000
	Within Groups	713.216	587	1.215		
	Total	797.650	590			
Factor Score 2 Learning Environment/Attitudes & Character	Between Groups	8.745	3	2.915	2.080	.102
	Within Groups	822.613	587	1.401		
	Total	831.359	590			
Factor Score 3 Friendliness/Parent & Community Outreach	Between Groups	56.551	3	18.850	11.801	.000
	Within Groups	937.621	587	1.597		
	Total	994.172	590			
Factor Score 4 Character/Student Relations	Between Groups	41.057	3	13.686	7.850	.000
	Within Groups	1023.311	587	1.743		
	Total	1064.368	590			

Post Hoc Analysis

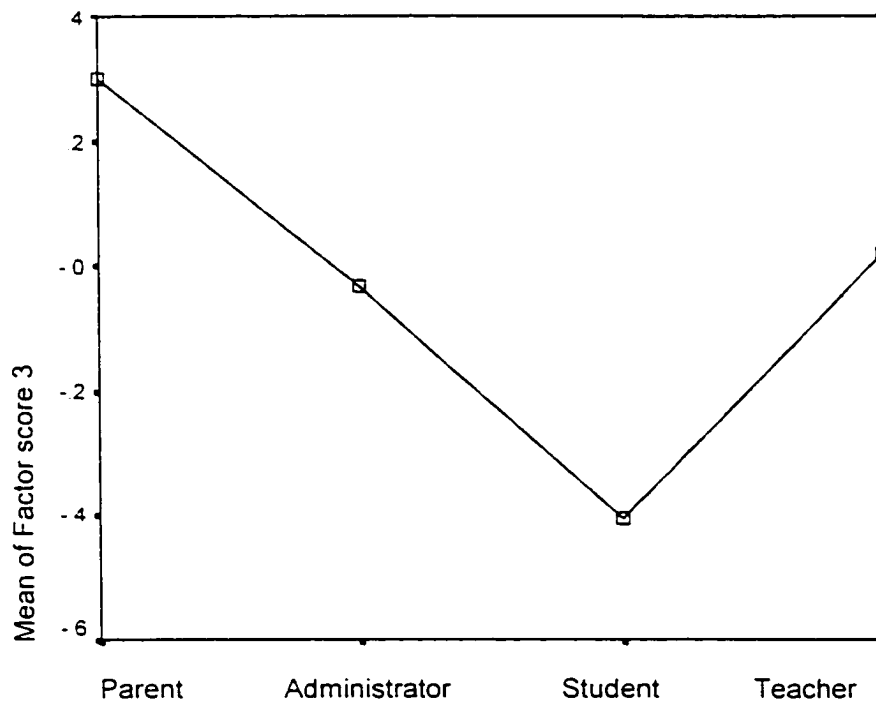
For the complete data set, a factor analysis was done. An Analysis of Variance (ANOVA) was conducted on each factor to determine whether mean factor scores were significantly different among the groups. Results revealed that there were significant differences with respect to Factor 1, Factor 3, and Factor 4 ($\alpha = .05$). Since three of the ANOVA's were significant, post hoc tests were performed using the least significant difference method. When applied after the analysis of variance is significant at the 0.05 level, the least significant difference post hoc test method is very effective in detecting true differences in averages among the groups under study. There were statistically significant differences found among the four groups in 3 of the 4 factor analyses. All four groups tended to place the same amount of importance on Factor 2, but the groups differed with regard to Factors 1, 3, and 4. Figures 1-3 provide a graphical representation of these analyses. Post hoc analysis for Figure 1 illustrates the differences between parents, students, teachers, and administrators.

Figure 1. Post Hoc Analysis for Factor 1: Class Climate/Relations with Students



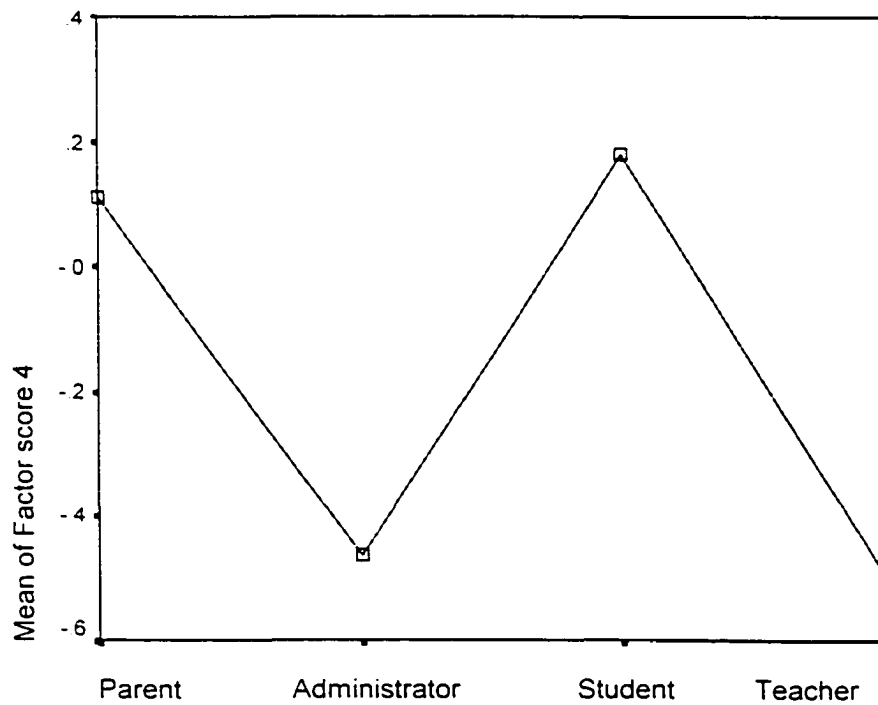
For this post hoc analysis, the least significant difference method, there are statistically significant differences between groups 1 and 2, 1 and 3, groups 1 and 4, and groups 3 and 4. There were no significant differences in average Factor 1 scores between groups 2 and 3 and between groups 2 and 4. These results can be interpreted as follows: parents (group 1) tend to place significantly more importance on the characteristic "class climate/relations with students" as measured by Factor 1, than administrators (group 2), students (group 3) and teachers (group 4). Also, students (group 3) placed significantly more importance on this characteristic when compared to teachers (group 4).

Figure 2. Post Hoc Analysis for Factor 3: Friendliness/Parent and Community Outreach



For this post hoc analysis there are statistically significant differences between parents and students (groups 1 and 3) and students and teachers (groups 3 and 4). These results can be interpreted as follows: students (group 3) tend to place significantly more importance on the characteristic "friendliness/parent and community outreach" as measured by Factor 3, than parents (group 1) and teachers (group 4).

Figure 3. Post Hoc Analysis for Factor 4: Character/Relations with Students



For this post hoc analysis there are statistically significant differences between administrators and students (groups 2 and 3), parents and teachers (groups 1 and 4), and students and teachers (groups 3 and 4). These results can be interpreted as follows: administrators (group 2) and teachers (group 4) tend to place significantly more importance on the characteristic “character/relations with students” as measured by Factor 4, than parents (group 1) and students (group 3).

Research Question for Phase III

III. How do parent, teacher, student, and administrator perceptions compare with the literature on effective teaching?

Phase III involves the exploration of perceptions of stakeholders regarding characteristics of the effective teacher, and how those perceptions compare with the literature. Using the categories set forth in Table 6, it is clear that, within the literature, researchers place a major emphasis on the following three categories: (A2) Personality Traits, (B1) Instructional Strategies/Pedagogy, and (C2) Relations with Students. These three categories were cited, in separate instances, most frequently within the literature.

Table 24 illustrates how the corresponding questionnaire items compared to the survey categories and how these loaded for the group of stakeholders as a whole.

Table 24

Item Analysis: Factor Loaded Items for the "All Four" Group Analysis

Survey Categories from the Literature	Corresponding Questionnaire Items	Factor 1	Factor 2	Factor 3	Factor 4
A1	2, 29, 36		29		
A2	3, 4, 30, 33, 34, 43, 46, 47			3, 4	
A3	5, 6, 28	5	28		5, 6, 28
B1	7, 8, 9, 10, 18, 19, 20, 22, 23, 35, 38, 39, 40, 41, 42, 44	9, 10, 18, 19	10, 19	23	
B2	1, 12, 21, 24, 25, 45		12, 21, 24, 25		
C1	32, 48, 50				
C2	11, 13, 14, 15, 16, 37	11, 14, 15, 16			
C3	17, 26, 27		17, 26, 27	27	
C4	31, 49			31	

Questionnaire items 32-50 were not included in this analysis as only teachers and administrators completed the expanded survey. All of the variables are not associated with a factor. With regard to each of the stakeholder groups, the following variables are not associated with a factor: All=1, 2, 7, 8, 13, 20, and 22; Parent=2, 6, 7, and 13; Student=1, 2, 3, 6, 7, 9, 15, 21, 22, 26, 27, and 31; and Teacher=7, 8, 11, 12, 20, and 24.

Of the items used in this analysis, 11 of the survey items align with Factor 2, nine of the survey items align with Factor 1, five of the survey items align with Factor 3, and three of the survey items align with Factor 4. With the exception of two survey items, category B2 is a very close match to Factor 2. Another example is category A3. This category is an exact match to Factor 4. Category C2 is a close match to Factor 1. Category C3 is an exact match to Factor 2. In other cases, there are partial matches.

With regard to the survey items that are not associated with one of the overarching categories, those that did load did so in an unconventional fashion. In other words, there seemed to be a restricted range in responses for each item and this lack of variability may be interpreted as meaning that stakeholders placed a greater importance on these items. Therefore, they may be considered factors unto themselves.

The following eight items were not associated with any of the four factors for the group of stakeholders as a whole:

Item Number	Questionnaire Statement
1	Communicates expectations to students and the rationale for them.
2	Demonstrates a passion about teaching and learning.
7	Possesses a strong knowledge of content.
8	Adapts instruction to meet individual student needs and learning styles.
13	Is available and giving of time, assistance and support to students both in and out of class.
20	Uses frequent formal and informal assessment of students to provide instruction.

22	Teaches thinking skills and provides opportunities for students to practice these skills.
30	Is intelligent.

In an effort to determine the importance each group placed on the questionnaire items as they correspond to the survey categories from the literature, mean data from Tables 6-9 was used. The following table, Table 25, illustrates the mean data of stakeholder responses to these individual questionnaire items. For example, the corresponding questionnaire items for survey category A1 are 2, 29, and 36. As the parent survey consisted of 31 items, the mean of parent responses to items 2 and 29 was calculated. In this instance, the mean parent response was 1.31.

In an effort to compare teacher and administrator mean responses to parent and student mean responses, two means were calculated. The first set of numbers in the teacher and administrator column corresponds with the 31 items on the parent and student questionnaire. The second set of numbers correspond with the 50 items on the teacher and administrator questionnaire. For example, the mean of teacher responses to the corresponding questionnaire items 2 and 29 for survey category A1 is 1.41. The mean of teacher responses to the full set of corresponding questionnaire items 2, 29 and 36 is 1.62.

Table 25

Stakeholder Means for Corresponding Questionnaire Items

Survey Categories from the Literature	Corresponding Questionnaire Items	Parent Means	Student Means	Teacher Means	Administrator Means
A1	2, 29, 36	1.31	1.39	1.41/1.62	1.18/1.17
A2	3, 4, 30, 33, 34, 43, 46, 47	1.75	1.66	1.74/1.69	1.55/1.50
A3	5, 6, 28	1.27	1.43	1.33	1.21
B1	7, 8, 9, 10, 18, 19, 20, 22, 23, 35, 38, 39, 40, 41, 42, 44	1.32	1.49	1.55/1.61	1.24/1.31
B2	1, 12, 21, 24, 25, 45	1.35	1.38	1.35/1.36	1.16/1.17
C1	32, 48, 50	N/A	N/A	N/A/1.70	N/A/1.59
C2	11, 13, 14, 15, 16, 37	1.32	1.50	1.54/1.55	1.36/1.33
C3	17, 26, 27	1.39	1.58	1.74	1.46
C4	31, 49	2.35	1.81	2.36/2.25	2.32/2.11

Rating Scale: 1=Extremely Important, 2=Very Important, 3=Somewhat Important, 4=Minimally Important, 5=Not at All Important, and 6=Don't Know

When comparing the means for the four stakeholder groups, it is difficult to draw generalizations due to the fact that parents and students completed a truncated version of the questionnaire. However, with this in mind, comparisons can be drawn. When analyzing Table 25, it is noted that the lower the mean, the more importance the stakeholder groups placed on the corresponding questionnaire items as a whole. As stated earlier, within the literature, researchers placed a major emphasis on the following three categories: (A2) Personality Traits, (B1) Instructional Strategies/Pedagogy, and (C2) Relations with Students. In an effort to determine how parent, teacher, student, and administrator perceptions compare with the literature on effective teaching, the means of stakeholder responses, for survey items 1-31, from Table 25 can be compared to the three categories receiving a major emphasis within the literature. The lowest

three means for parents compare with the following categories: A1, Personal Efficacy (1.31), B1, Instructional Strategies/Pedagogy (1.32), and C2, Relationships with Students (1.32). The lowest three means for students compare with the following categories: B2, Instructional Strategies/Pedagogy (1.38), A1, Personal Efficacy (1.39), and A3, Values, Morals & Ethics (1.43). The lowest three means for teachers compare with the following categories: A3, Values, Morals & Ethics (1.33), B2, Instructional Strategies/Pedagogy (1.35), and A1, Personal Efficacy (1.41). The lowest three means for administrators compare with the following categories: B2, Classroom Climate/Management (1.16), A1, Personal Efficacy (1.18), and A3, Values, Morals & Ethics (1.21). Table 25 illustrates these mean comparisons.

Table 26

Comparisons of Literature Categories and Stakeholder Perceptions (Items 1-31)

Categories Receiving Major Emphasis Within the Literature	Categories Corresponding with Lowest Parent Mean Responses	Categories Corresponding with Lowest Student Mean Responses	Categories Corresponding with Lowest Teacher Mean Responses	Categories Corresponding with Lowest Administrator Mean Responses
A2	A1	B2	A3	B2
B1	B1	A1	B2	A1
C2	C2	A3	A1	A3

According to the mean data presented in Table 26, none of the four stakeholder groups emphasized the exact same three categories receiving major emphases within the literature. However, some similarities are present. Low parent means for categories B1 and C2 would indicate that parents placed a greater importance on these two categories. These categories do align with two of the categories receiving a major emphasis within the literature. None of the categories deemed important by students, teachers, or administrators correspond with the categories receiving a major emphasis within the literature.

In an effort to further examine how parent, teacher, student, and administrator perceptions compare with the literature on effective teaching, the means of stakeholder responses, for survey items 1-50, from Table 25 can be compared to the three categories receiving a major emphasis within the literature. The lowest three means for teachers compare with the following categories: A3, Values, Morals & Ethics (1.33), B2, Classroom Climate/Management (1.36), and C2, Relationships with Students. The lowest three means for administrators compare with the following categories: A1, Personal Efficacy (1.17), B2, Classroom Climate/Management (1.17), and A3, Values, Morals & Ethics (1.31). Table 26 illustrates these mean comparisons.

Table 27

Comparisons of Literature Categories and Stakeholder Perceptions (Items 1-50)

Categories Receiving Major Emphasis Within the Literature	Categories Corresponding with Lowest Parent Mean Responses (Items 1-31)	Categories Corresponding with Lowest Student Mean Responses (Items 1-31)	Categories Corresponding with Lowest Teacher Mean Responses (Items 1-50)	Categories Corresponding with Lowest Administrator Mean Responses (Items 1-50)
A2	A1	B2	A3	A1
B1	B1	A1	B2	B2
C2	C2	A3	C2	A3

According to the mean data presented in Table 27, none of the four stakeholder groups emphasized the exact same three categories receiving major emphases within the literature. However, some similarities are present. The low teacher mean response for category C2 would indicate that teachers placed a greater importance on this category. Administrator categories did not align with any of the categories receiving a major emphasis within the literature.

Chapter 5: Summary, Discussion, and Recommendations

A concise summary of the research findings along with a discussion of how these findings relate to other work in the field of education are presented in this chapter. In addition, the implications of the research findings are discussed and possible directions for future research are recommended.

Summary of Findings

The current study investigated the perceptions of parents, teachers, students and administrators regarding effective teaching. In addition, research data were used to determine the similarities and differences among stakeholders' perceptions. A comparison with the literature base was also used to determine similarities and differences between stakeholders' perceptions and the research being conducted regarding effective teaching. A mixed-design survey design using an instrument specifically designed for this study, the Survey of Teacher Effectiveness, was employed to collect data from a randomly selected sample of parents, teachers, students, and administrators in Virginia's public schools. The overall response rate was 65% for parents, 66% for teachers, 70% for students, and 58% for administrators. Of the responses received, 100% were usable.

The study was conducted in three phases: (a) Phase I: Investigated the characteristics of an effective teacher as described by the extant literature, (b) Phase II: Researched the characteristics of an effective teacher as perceived by parents, teachers, students, and administrators and determined differences among stakeholder perceptions and (c) Phase III: Compared stakeholder perceptions with the literature regarding effective teaching. Data for the four research questions were analyzed and the findings are summarized on the following pages.

Phase I.1. What are the characteristics of an effective teacher as described by the extant literature?

The survey used in this study was developed through information obtained via the review of literature and information obtained by conducting teacher and administrator focus groups. After conducting a thorough review of the information provided through the literature and focus groups, categories of an effective teacher emerged as follows:

- A. Personal Characteristics of an Effective Teacher
 - A1. Personal Efficacy (Belief in one's power to produce a desired effect)
 - A2. Personality Traits (behavior)
 - A3. Values, Morals & Ethics
- B. Expertise of an Effective Teacher
 - B1. Instructional Strategies/Pedagogy (the art of teaching)
 - B2. Classroom Climate/Management (set of attitudes, handling, supervision or control)
- C. Relationships/Interpersonal Skills
 - C1. Relationships with Colleagues
 - C2. Relationships with Students
 - C3. Relationships with Parents
 - C4. Relations with the Community/Outside Stakeholders

Based on the review of the literature, the following two categories received major emphasis: A2, Personality Traits, and B1, Instructional Strategies/Pedagogy. Although the following two categories received less emphasis within the literature than categories A2 and B1, they received much more attention than the remaining four categories: A3, Values, Morals &

Ethics, and C2, Relationships with Students. Regarding the four categories, it is apparent that, according to the current research, the most important characteristic of effective teaching is a strong grasp of instructional strategies and pedagogy. In other words, the art of teaching emerges as the most important or strongest characteristic of an effective teacher.

Phase II: (a) What are the characteristics of an effective teacher as perceived by parents, teachers, students, and administrators and (b) What differences exist among the perceptions of parents, teachers, students, and administrators regarding what is an effective teacher?

Parents, teachers, students, and administrators were each given a questionnaire regarding the characteristics of an effective teacher. Tables 7-10 illustrate the frequency distribution of stakeholder responses to each of the item numbers. Overall, stakeholders responded that most of the characteristics were extremely important, very important, or somewhat important. There were only a few responses of minimally important, not at all important, or don't know. As a result, there was little variability in stakeholder responses. The lack of variability in stakeholder responses for many of the items indicated that respondents considered most items to be very important.

Next, a factor analysis was used in order to obtain an empirical basis for reducing the large number of variables to a few factors by combining variables that were moderately or highly correlated with each other. The factor analysis produced different numbers of factors for each of the four groups: parents, students, teachers, and all four groups as a whole. The five parent factors were as follows:

Factor 1. Fairness/Respect for Students.

Factor 2. Expectations of Students/Outreach to Parents,

Factor 3. Friendliness/Sense of Humor.

Factor 4. Ability to Use a Variety of Teaching and Evaluating Methods, and
 Factor 5, Ability to Help All Students Learn/ Shows Care and Concern.

For this analysis, Factors 1 and 2 were stronger. Factor 5 proved to be the weakest of the five factors. A possible explanation for Factor 1 appearing as one of the stronger factors is that parents value teachers who treat their child fairly and with respect. Perhaps, students are happier and respond in a positive manner when they perceive they are treated fairly and with respect. A happy child may influence parents to perceive teachers demonstrating these characteristics as effective. The same line of reasoning may explain why Factor 2 was also one of the stronger factors. Teachers making outreach to parents a priority may help to make parents feel welcome and included. When made to feel a part of the class and the school community, parents may have a more positive view of the teacher and this may influence their perception that the teacher is effective. Additionally, Factor 2 contained items pertaining to a teacher's expectations of students. Parents may perceive that teachers with high expectations of students are able to produce higher student outcomes. If their child is successful in school and performs at a high level, parents may perceive that the teacher is effective. Factor 5 may have emerged as one of the weaker factors because only 3 items loaded under this factor.

The five student factors were revealed as follows:

Factor 1, Respect/Relationship to Students,

Factor 2, Expectations of Students,

Factor 3, Personality and Friendliness.

Factor 4, Efficacy/Ability to Use a Variety of Evaluation Methods, and

Factor 5, Ability to Help All Students Learn.

For this analysis, Factors 2 and 3 were stronger. Factor 4 proved to be the weakest of the five factors. It is possible to explain why Factor 2 may have emerged as one of the stronger factors by examining the items loading under this factor. Items in this factor pertain to making sure classroom rules are followed, helping everyone to learn and giving work that makes students learn. Students involved in this type of high level, yet secure, learning environment may perceive that this type of teacher is effective. A possible explanation for Factor 3 emerging as one of the stronger factors is that students may be more open to teachers whom they perceive as friendly and possessing a positive personality. Again, this may influence students' perceptions of the teacher. Factor 4 may have emerged as one of the weaker factors due to the fact that 3 items loaded under this factor. Also, a teacher's ability to use a variety of evaluation methods may not mean much to students. The possibility exists that students may not understand the importance of a teacher's use of different evaluation methods.

The six teacher factors were revealed as follows:

Factor 1. Fairness/Respect for Students.

Factor 2. Expectations of Students/Role Model.

Factor 3. Friendliness/Sense of Humor and Parent/Community Outreach.

Factor 4. Use of a Variety of Teaching Methods/Class Climate,

Factor 5. Class Climate/Teacher Personality, and

Factor 6. Class Climate/Parent Outreach.

For this analysis, Factors 2, 3, and 4 were stronger. Factor 1 proved to be the weakest of the six factors. Factors 2, 3, and 4 all seem to have a systemic relationship. A teacher's friendliness and sense of humor may influence a positive class climate. When others perceive teachers as friendly and possessing a sense of humor, these outside stakeholders may respond in

a positive manner. This may influence whether a teacher perceives him/herself as effective. A positive class climate coupled with successful parent/community outreach efforts may also cause outside stakeholders to respond in a positive manner and this would also influence a teacher's perception of his/her effectiveness. Due to a teacher's training, expectations of students and use of a variety of teaching methods would certainly be perceived by teachers as necessary for effectiveness. Factor 1, fairness and respect for students, may have emerged as the weaker of the six factors, not because teachers deem this important unimportant, merely not as essential as the other behaviors.

The final analysis was conducted on the prior 3 groups (parents, students, and teachers) with the addition of administrators. The four factors produced by this group were revealed as follows:

Factor 1. Class Climate/Relations with Students,

Factor 2. Learning Environment/Attitude and Character,

Factor 3. Friendliness/Parent and Community Outreach, and

Factor 4. Character/Relations with Students.

For this analysis, Factors 1 and 2 were stronger. Factor 4 proved weakest of the four factors. Data from the administrator group was not presented due to the low number of respondents. Factors 1 and 2 may have emerged as the stronger factors due to the fact that they encompass topics that may be viewed by the group as essential. A positive class climate, favorable relations with students, a friendly attitude and strong character, and a successful learning environment may influence stakeholders' perceptions that the teacher is effective.

It is of interest to note the absence of pedagogy and teacher expertise within any of the four group's factors. A possible explanation is that items corresponding to this category are

factors unto themselves. According to the frequency distribution of stakeholder responses, in most cases, stakeholders also place importance on instructional strategies/pedagogy.

In addition to rating the importance of characteristics of teacher effectiveness using a Likert Scale, stakeholders were asked to respond to an open-ended question asking for their opinions regarding the top 3 to 5 most important characteristics of teacher effectiveness. Unduplicated frequency counts were calculated and the following was revealed: Parents, teachers, students, administrators, and the “all” group responded more frequently with answers that corresponded to category B1, Instructional Strategies/Pedagogy. For each of the groups, the following two categories appear in order of frequency of responses:

Table 28

Most Frequent Stakeholder Responses Aligned with Categories

	Parents	Students	Teachers	Administrators	All Four Groups
Category Receiving First Most Frequency	B1 Instructional Strategies/ Pedagogy	B1 Instructional Strategies/ Pedagogy	B1 Instructional Strategies/ Pedagogy	B1 Instructional Strategies/ Pedagogy	B1 Instructional Strategies/ Pedagogy
Category Receiving Second Most Frequency	C2 Relationships with Students	B2 Classroom Climate/ Management	B2 Classroom Climate/ Management	B2 Classroom Climate/ Management	C2 Relationships with Students
Category Receiving Third Most Frequency	A3 Values, Morals and Ethics	A2 Personality Traits	A2 Personality Traits	A1 Personal Efficacy	A2 Personality Traits

It is of note that relationships with students and classroom climate/management emerged as categories receiving the second most frequent responses. Perhaps overall class environment and teacher/student relationship greatly impact stakeholders' perceptions regarding a teacher's effectiveness. Personality traits also emerged as important. This raises the question as to whether "popular" teachers are perceived as more effective than less popular teachers.

For the second component of Phase II, focusing on the differences among stakeholder perceptions, an Analysis of Variance (ANOVA) was conducted on the factor scores to determine whether there were differences in average factor scores among stakeholders. Due to the different number of items and differences in weights of items within factors, it is difficult to make comparisons across factors. However, it is possible to make comparison within factors. The results revealed that, when compared to the other groups of stakeholders, parents placed the most importance on Factor 1, Class Climate/Student Relations, administrators placed the most importance on Factor 2, Learning Environment/Attitudes and Character, students placed the most importance on Factor 3, Friendliness/Parent and Community Outreach, and teachers placed the most importance on Factor 4, Character/Student Relations.

Results revealed that there were significant differences with respect to Factor 1, Factor 3, and Factor 4 ($\alpha = .05$). All four groups tended to place the same amount of importance on Factor 2, but the groups differed with regard to Factors 1, 3, and 4. Since three of the ANOVA's were significant, post hoc tests were performed using the least significant difference. Regarding Factor 1, Class Climate/Relations with Students, parents tended to place significantly more importance on this characteristic than administrators, students, and teachers. Also, students placed significantly more weight on this characteristic than teachers and administrators. Regarding Factor 3, Friendliness/Parent and Community Outreach, students tended to place

significantly more importance on this characteristic than parents, teachers, and administrators. Regarding Factor 4, character and relations with students, administrators and teachers tended to place significantly more importance on this characteristic than parents and students. One possible explanation is that teachers and administrators understand the connection between teacher/student relations and student behavior. Students involved in positive adult/child relationship within the school setting may be less apt to exhibit negative behaviors.

Phase III: How do parent, teacher, student, and administrator perceptions correspond with the literature regarding an effective teacher?

As stated earlier, the review of the literature revealed that research has placed a major emphasis on the following three categories: A2. Personality Traits, B1. Instructional Strategies/Pedagogy, and C2. Relations with Students. When comparing stakeholder perceptions to the literature, it is important to reiterate that although stakeholders completed parallel versions of the same survey, the survey completed by parents and students contained 31 items and the survey completed by teachers and administrators contained 50 items. While the teacher and administrator surveys contained terms written in vocabulary used by those in the field, items on the parent and student surveys were rewritten so they could be understood by the layperson. When comparing the means for the four stakeholder groups, it was difficult to draw generalizations due to the fact that the parent/student group completed a truncated version of the survey completed by the administrator/teacher group. Table 24 illustrated the stakeholder means as compared to the 8 categories. Two sets of comparisons were made. The first analysis compared stakeholder means for items 1-31 and the second compared stakeholder means for items 1-50. Lower mean scores were interpreted as means that stakeholders placed a greater importance on the category.

According to the mean data calculated for items 1-31, none of the four stakeholder groups emphasized the same three categories receiving major emphases within the literature. However, similarities are present. Low parent means for Categories B1, Instructional Strategies/Pedagogy, and C2, Relations with Students, would indicate that parents placed a greater importance on these two categories. These categories do align with two of the categories receiving a major emphasis within the literature. None of the categories given importance by students, teachers, or administrators are an exact match with the categories receiving a major emphasis within the literature. For the mean data calculated for items 1-50, none of the four stakeholder groups emphasized the exact same three categories receiving major emphasis within the literature. This finding may provide researchers with information regarding weaknesses in the current literature. Are educators conducting research in the area of teacher effectiveness or do psychologists and theorists generate research? Focusing research efforts around stakeholder perceptions may fill gaps in the research.

Discussion of Findings

The findings from each of the phases of this study will be compared and contrasted with the findings of other research in the area of effective teaching. Many of the studies published regarding characteristics of effective teaching are opinion pieces and are not based upon empirical research. However, whenever possible, empirical studies were used for comparison purposes. As the research in this area is limited, any observations based on the research at this point must be viewed as working hypotheses and not well-founded conclusions.

Characteristics of an Effective Teacher as Described by the Literature.

The initial stage of this research study investigated the characteristics of effective teaching as described in the literature. Based on the review of the literature, the characteristics of effective teaching receiving the most emphasis emerged, in order of frequency, as follows: A2, Personality Traits, and B1, Instructional Strategy/Pedagogy. Few empirical studies appear within the literature and those that do appear seem to be based on researcher opinion, “best practices” or recommendations from national organizations. However, empirical studies do exist and one may speculate that they serve to influence the direction of the research regarding effective teaching.

For example, the research study conducted by Beecher (1949), queried school superintendents regarding the characteristics of effective teachers. Mirroring stakeholder perceptions from the current study, superintendents perceived effective teachers as those demonstrating characteristics that would align with category B1, Instructional Strategies/Pedagogy. Of the research published within the literature on effective teaching, instructional strategies and pedagogy continue to receive the strongest focus. The current study and other research of a similar nature may influence this continued focus. Perhaps, because teachers are responsible for teaching and managing student learning, the research tends to focus on what teachers *do* to directly impact student learning. Additionally, these behaviors can be observed and are less subjective than other behaviors. Teaching knowledge and skill is critical and this is translated through a teacher’s instructional strategies. Without fail, researchers focusing on teacher effectiveness seem to focus more attention to a teacher’s instructional strategies and pedagogy.

Beginning in the late 1980s, researchers began focusing on the act of teaching and reexamining the core competencies required of an effective teacher. The 1989 policy statement

issued by the National Board for Professional Teaching Standards, entitled “What Teachers Should Know and Be Able to Do,” delineated the Board’s vision of “accomplished practice” (p. 2). Its five core propositions were:

1. teachers are committed to students and their learning;
2. teachers know the subjects they teach and how to teach those subjects to students;
3. teachers are responsible for managing and monitoring student learning;
4. teachers think systematically about their practice and learn from experience; and
5. teachers are members of learning communities.

These core propositions represent what the Board considered as fundamental and time-honored concepts in teaching, encompassing both technical and interpersonal aspects of the profession. “Human qualities, expert knowledge and skill, and professional commitment together compose excellence in this craft” (National Board for Professional Teaching Standards, 1989, p. 4). These core propositions align with the literature and strongly support category B1, Instructional Strategies/Pedagogy.

Policy statements of this nature may serve to influence researchers. Researchers may, in turn, be prevailed upon to focus their research in this topic area. Recommendations for research in this topic area would include a focus on the “how to” of teaching. Based on best practices, researching a variety of instructional strategies and the impact on student outcomes seems key. This is supported based upon the factors revealed through the factor analysis in this study. Parents, students, and teachers all placed importance on a teacher’s use of a variety of evaluation and teaching methods. Also, information gained as a result of the open-ended question revealed that all stakeholder groups placed greater importance on instructional strategies/pedagogy. These instructional strategies are important to the “how to” of teaching. If these teaching and evaluation

methods are perceived as important, then research should be designed to further investigate which teaching methods are more successful in improving student performance. Researchers may also design studies intended to determine if differences exist between professionally certified teachers and teachers entering the field through alternative routes. If differences are present, policies regarding certification and licensure may result. Stakeholders participating in the current study perceived that teachers adept in instructional strategies/pedagogy, and those using a variety of evaluation and teaching methods are more effective. One may hypothesize that individuals entering the field of teaching through alternative methods are not as well versed in these areas. Thus, stakeholders may view these individuals as less effective teachers.

If, as proposed by the National Board for Professional Teaching Standards, human qualities comprise a component of excellence in the field, further study is necessary. If one compares schools to businesses, then parents and students are the clientele. The perceptions of these clientele are important and should be ascertained. For example, in the current study, the factor analysis revealed that parents place more importance on parent outreach. This information may prompt schools to target their outreach programs and determine ways teachers can make parents feel more at home and welcome. As stated earlier, this study revealed that, across the board, stakeholders viewed instructional strategies/pedagogy as important. Based on these findings, schools may be prompted to design training and programs intended to support this area. These efforts may then be communicated to stakeholders in an effort to improve perceptions of effectiveness. Within any setting, business or school, it may be argued that effectiveness equates with success.

Phase II: Characteristics of an Effective Teacher as Perceived by Parents, Teachers, Students, and Administrators.

Prior to further discussion of the findings, it may prove helpful to further investigate the role of the literature in the creation of the survey used in this study. Results of the literature review combined with feedback from the teacher and administrator focus groups were used to design the survey. The school division serving as the data site for the study did not permit the use of parent and student focus groups. Perhaps, with the added input from parents and students, information used to design the survey may have been different. In the future, if this study were replicated, it would be recommended that researchers utilize focus groups from all four populations (parents, students, teachers, and administrators).

With regard to student demographics, students chosen to participate in this study were third and fifth graders. One may argue that third graders are not as effective as older students in verbalizing their perceptions regarding an effective teacher. Hart (1936) cited research conducted with elementary students and indicated that these students focused on the affective component of the teacher. For example, these elementary students may have communicated that an effective teacher is nice, gives less homework, or smiles a lot. Hart (1936) also conducted similar studies with high school students and found them to be primarily concerned with a teacher's actual teaching ability. One recommendation for replication of this study would be to survey students across multiple grade levels. As third and fifth graders were used in the current study, perhaps future research might survey third, fifth, seventh, ninth, and eleventh grade students. One argument in favor of including students from multiple grades would be that one could assume that older students have had a greater number of teachers, especially those students educated in departmentalized situations. Presumably, as a result of having been taught by a greater number of

teachers, these students would have more information on which to base their perceptions of characteristics of effective and ineffective teachers.

Further research in this area may include college freshmen. In addition to offering their perceptions regarding effective teachers, these students may also be able to share perceptions regarding how effectively they were prepared for post-secondary education. Perceptual studies, like the current study, serve as a starting point for studies connecting teacher effectiveness to student achievement. Gathering information regarding students' perceptions regarding their preparation for post-secondary study can enrich the research on teacher effectiveness.

Phase II consisted of two components. The first was designed to explore the construct of an effective teacher based on the perceptions of parents, teachers, students and administrators. The second was designed to investigate differences existing among stakeholder perceptions regarding an effective teacher. The lack of empirical studies in this area, especially those surveying parents and teachers, seemed notable, especially in view of the fact that one may argue that stakeholder perceptions have the potential to provide a wealth of information regarding the strengths and weaknesses of teaching and education.

Findings from this component of the study were of note. Tables 7-10 illustrate the frequency distribution of stakeholder perceptions. Overall, stakeholders responded that most items were extremely important, very important, or somewhat important. Although at first glance, this may not seem important, further reflection is revealing. In this age of high stakes testing and accountability, expectations of teachers are very high. The fact that stakeholder responses indicated a tendency to place importance on most characteristics listed may serve to reinforce the rising expectations of teachers. As pressures mount regarding high stakes testing, continued employment of our teachers and administrators may be linked to heightened

accountability. The perception that today's teacher needs to be a "super teacher" seems to be supported by these findings.

In order to reduce the large number of variables from the survey, a factor analysis was conducted. The factor analysis results of current student feedback revealed five factors and further determined that components of those factors correspond with the following categories:

B1. Instructional Strategies/Pedagogy (Factors 2, 4, and 5),

A2. Personality Traits (Factor 3), and

C2. Relationships with Students (Factor 1).

Student data from the study revealed that Factors 2 and 3, Personality and Friendliness, emerged as the stronger factors. Several studies support these findings. Hart's approach, seeking out student perceptions, was not commonly utilized but provided an abundance of information (1936). Viewing the results of Hart's 1936 study as a whole, student perceptions aligned with the categories from the study, in order of frequency, are as follows:

B1. Instructional Strategies/Pedagogy,

A2. Personality Traits,

A3. Values, Morals & Ethics,

B2. Classroom Climate/Management, and

C2. Relationships with Students.

One might hypothesize that students educated decades apart would have very different perceptions of teacher effectiveness. After all, everything from class setting, class size, available resources, environment, and influences of the time would be very different. However, analysis of student data from this study illustrates that similarities do indeed exist. It is fascinating to note that both groups of students revealed instructional strategies/pedagogy as an important

component of teacher effectiveness. Perhaps student experiences are not that different after all. Students, in both cases, would have experienced a teacher's instruction on a daily basis. Based on student feedback, it would seem that the quality of this instruction impacted both groups' perceptions of an effective teacher. If this is the case, then it is recommended that schools focus resources on instruction, especially as parents and teachers also view this as important. Two additional categories emerged as critical for each group of students, personality traits and relationships with students. As both groups of students cited these as important, it is recommended that these areas receive greater focus within our schools.

As a result of the information generated through this component of the dissertation study, those in the field may choose to focus on strategies designed to improve or enhance teacher/student relationships. If so, program development, resources, and training should be made available to support teacher/student relationships. These data also serves to urge further examination of teacher personality traits. For example, a child responding to an open-ended question suggested that a teacher who "does not yell" is an effective teacher. This may suggest that a teacher's personality and friendliness serve to set the stage for a variety of components of instruction including classroom climate and the relationship between student and teacher. Furthermore, a great deal of yelling from a teacher may serve to impede a student's willingness to participate in class activities. A reluctance to participate may cause a student's grades to suffer. Thus, a cycle of underachievement may begin. Therefore, it is of no small consequence that students would cite a teacher's personality and friendliness as important with regard to the characteristics of an effective teacher. Administrators examining this data may choose to focus training on affective issues and other topics designed to improve both classroom environment and the overall school climate.

The administrator data revealed that responses regarding an effective teacher align with categories B1. Instructional Strategies, B2. Classroom Climate/Management, and A1. Personal Efficacy. These findings are based on the responses from the open-ended question. One study supporting these results, conducted by Beecher (1949), polled 106 school superintendents regarding the characteristics of “good” teachers. Overwhelmingly, these superintendents also reported they perceived that “good” teachers possessed characteristics aligning solely with category B1. Instructional Strategies/Pedagogy.

In comparing these two studies, it would seem that superintendents, and perhaps all administrators, perceive instructional strategies/pedagogy as important with regard to teacher effectiveness. These individuals may also view strength of instruction as a significant factor in student achievement. One argument is that student achievement is a direct result of instruction. If so, then one would perceive it as essential that teachers are strong in this area. These administrators may also have assumed that effective teachers are ones who plan activities to enhance meaning through challenging and engaging activities and find ways to ensure that students are becoming competent in what they need to learn. This would be possible for someone with a strength in the area of instructional strategies and pedagogy.

It should be noted that no studies were found querying parents’ perceptions of an effective teacher. Perhaps, because parents are viewed as outside stakeholders not integral to the instructional process, their perceptions are not perceived as important as those of students and administrators. The lack of empirical studies examining parent perceptions of effective teaching may enhance the importance of the current study. Examining the two stronger parent factors emerging from this study can add to the research in this area.

Results from this study indicate that parents seemed to place more importance on fairness and respect for students, expectations of students, and outreach to parents. If creating a safe haven for students is a vital part of a teacher's work, the findings from the parent data would reinforce efforts to improve these areas (Joyce, Hrycauk, & Calhoun, 2001). Further efforts intended to provide teachers with specific information regarding fairness and respect for students, and the establishment of reasonable yet challenging expectations of students would be recommended strategies in support of these findings. A possible explanation for the importance parents placed on these characteristics may be feedback they receive from their child. If a child shares information with his/her parents or guardians regarding their experiences with teacher fairness and expectations of students, parents may be influenced to place more importance on them. Parents may also be drawing on past experiences. Previous positive or negative experiences in any of these areas would influence their perceptions. It is also recommended that efforts be put into place to improve outreach to parents. One may argue that parents who feel included and are made to feel welcome spend more time in their child's school. Viewing teacher/student interaction first hand may help to positively influence parent perceptions.

Additionally, no empirical studies were found querying teachers regarding their perceptions of an effective teacher. Perhaps, because teachers and their personal/professional characteristics are the very ones under focus, it may be perceived that teachers may provide less subjectivity regarding the topic. As is the case for the parent data, the lack of empirical studies using teacher perceptions may enhance the contributions made by the current study. Examining the stronger teacher factors can add to the research in this area. Teachers seemed to place more importance on expectations of students, friendliness and sense of humor, class climate, use of a variety of teaching methods, and parent/community outreach. A question arose as a result of

these findings. Were teachers perceiving effective teaching with themselves in mind *or* were they responding based on what they think others may perceive as effective teaching? If teachers are viewing effective teaching based on their experiences in the field, today's move toward higher standards may have an impact. For example, with schools moving toward higher accountability for teachers, expectations of students and teacher use of a variety of teaching methods become key. One result of teachers perceiving that effectiveness is determined by the use of a variety of teaching methods is that these individuals might be prompted to pursue lifelong learning by seeking out professional development opportunities and educational opportunities at the graduate level. The perception of parent/community outreach as an important characteristic of teacher effectiveness provides avenues for further research. Most urban school districts are diverse (Johnson and Taylor, 2002). Are there differences in teachers' parent/community outreach efforts in urban and rural schools? Is student and parent diversity an obstacle to these outreach efforts? Do students in schools with strong parent/community outreach programs perform at higher levels? As interest in the area of teacher effectiveness grows, perhaps researchers will be prompted to seek out information regarding stakeholder perceptions.

Differences Among Stakeholder Perceptions.

The second component of Phase II involved investigating differences among stakeholder perceptions of effective teaching. An ANOVA was conducted on the factor scores to determine if there were differences in average factor scores among stakeholders. Of the four factors generated, the results revealed that, when compared to the other stakeholder groups, parents placed the most importance on class climate and student relations. Students placed the most importance on friendliness and parent/community outreach, teachers placed the most importance

on character and student relations, and administrators placed the most importance on the learning environment and parent/community outreach.

Research and experience show that what schools do matters greatly (Haycock, 2001). The findings from this study seem to support this assertion, at least from the perspective of the stakeholders. For example, stakeholders perceive that class climate, student relations, parent/community outreach, and the learning environment are all important characteristics of effective teaching. If so, then stakeholder perceptions reinforce that notion that what schools do and what happens in schools is of great consequence with regard to effective teaching. Teachers are held accountable for student outcomes on a more frequent basis (Darling-Hammond, 1993). This would serve as one explanation as to why administrators place more importance on the learning environment. After compiling extensive data regarding factors that affect school learning, researchers have found that "instructional variables exert significant influence on school learning" (Wang, Haertel, & Walberg, 1993, p. 277). Wang, Haertel, and Walberg supported the notion that when compared to other variables the actions of variables are one of the things that matter most to student learning (p. 279).

Due to the fact that stakeholders included in this study (parents, teachers, students, and administrators) are all part of a learning community, their perceptions only serve to enhance the research on effective teaching. The data indicate that each of these stakeholder groups place importance on instructional strategies/pedagogy. This is a consistent similarity regarding the findings from this study. Therefore, additional research is recommended in the area of instructional strategies and pedagogy. Community and parent outreach also seem to be an area for focus. The two may be closely related. Focus on one may benefit the other. For example, questions may arise regarding the differences and similarities of instructional strategies used by

teachers in high- and low-socioeconomic schools. One study (Haycock, 2001) revealed that an 11th grade English teacher teaching in a high-poverty school gave her students a coloring assignment after they completed reading To Kill a Mockingbird. Information such as this is often printed in newspapers and journals. These reports damage public perception regarding the effectiveness of our teachers and schools. Working to improve community/parent outreach and sharing information regarding instructional strategies with stakeholders may assist in improved perceptions.

The findings from this study also serve to confirm what schools are doing right. Professional development geared toward improving instruction is definitely a defensible use of available resources. For example, the quality and intensity of high school coursework are the most important determinants of success in college (Adelman, 1998). Appropriately planned, professional development can be targeted toward the improvement of the quality of instruction coursework.

Phase III: Comparison of stakeholder perceptions with the literature regarding effective teaching.

As stated earlier, the review of the literature revealed that research has placed a major emphasis on a teacher's personality traits, instructional strategies and pedagogy, and relations with students. Examining the eight items not associated with any of the factors for the "all" group serves to reinforce the literature's focus or lack of focus on these characteristics. These characteristics may not be associated with any category because they received enough importance to be categories unto themselves. Those survey statements are as follows:

Communicates expectations to students and the rationale for them, demonstrates a passion about teaching and learning, possesses a strong knowledge of content, adapts instruction to meet individual student needs and learning styles, is available and giving of time, assistance and

support to students both in and out of class, uses frequent formal and informal assessment of students to provide instruction, teaches thinking skills and provides opportunities for students to practice these skills, and is intelligent.

It may be argued that each of these eight items impact instruction in some capacity. The emergence of these strong perceptions may serve to drive research and research on these topics may serve to influence stakeholder perceptions. For example, with regard to a teacher's expectations of students and the communication of those expectations, studies show that programs with expectations of excellence are successful in improving student performance (Johnson and Taylor, 2002). Findings from this study support the creation of programs of this nature. Perhaps the respondents participating in this study experienced programs of this nature and this influenced their perceptions regarding teacher effectiveness. Research shows that although tests are a useful tool, a single test does not provide a comprehensive picture of a student's knowledge, thinking or understanding (Johnson and Taylor, 2001). The emergence of the use of frequent and informal assessment of students would support this research. This may also serve to encourage further research regarding student assessment.

A few of these independent characteristics also create potential avenues for further investigation. For example, the statement regarding a teacher's intelligence emerged as important. The question arises as to whether a teacher's intelligence impacts student performance. How would this be measured? Should teachers be given intelligence tests? Does an average intelligence quotient mean this individual would be an ineffective teacher? Do high SAT scores determine a teacher's effectiveness? What is it that teachers do that would influence someone's perception that they are intelligent? What behaviors do intelligent individuals exhibit? If a teacher is perceived as intelligent, or less than intelligent, by students might this perception

impact their performance? Does parental perception of a teacher's intelligence impact parental involvement in the classroom or school? Does an administrator's perception of a teacher's intelligence impact the teacher's evaluation? Does level of a teacher's education impact their effectiveness? How might the inclusion of the "intelligence" component impact teacher unions or the law? Might there be legal ramifications?

Another of the statements emerging as independent also raises questions about teacher evaluation and the subjectivity of evaluation. The questionnaire statement regarding a teacher's passion for teaching and learning emerged as important to stakeholders. The subjectivity of this characteristic may prove to be problematic. How is one's passion for teaching and learning measured? If perceived as important to stakeholders, what behaviors does a teacher exhibiting this characteristic demonstrate? If administrators attempted to include this characteristic in a teacher's evaluation, how might success be determined? Would the subjectivity of the characteristic promote a litigious environment? How would teacher unions view the inclusion of this characteristic in the evaluation process? How would teachers respond to these issues?

A final component essential to this analysis is to reexamine the theoretical rationale established in chapter one and discuss how the current study connected to the social systems theory. In the social systems theory, it was established that the students are the input, the teacher provides the process, and the result is some kind of output. The current study supports the notion that stakeholder perceptions impact the process component of the theory. The literature and perceptions of parents, students, teachers, and administrators may serve as the process or filter for the social systems theory and thus may be viewed as separate systems. For example, if one views the literature as a filter, the following categories emerged as important to the system: A2, Personality Traits, B2, Instructional Strategies/Pedagogy, and C2, Relations with Students. These

behaviors of an effective teacher serve to influence the teacher's impact on the process component of the system. If one views parent perceptions as a filter, the following categories emerged as important to the system: A1, Personal Efficacy, B1, Instructional Strategies, and C2, Relations with Students. If one views student, teacher, and administrator perceptions as a filter, the following categories emerged as important to the system: A1, A3, and B2. Understanding the overall perceptions of stakeholders and the similarities and differences between those perceptions, and examining how perceptions impact the process component of the school as a social system is important. For example, parents view "relations with students" as important characteristics of an effective teacher. Parents with a positive view of a teachers' relations with students impact the process of the system if they tend to volunteer more in the school or classroom and interact with the teacher in a positive way. On the other hand, parents with a negative view of a teacher's relations with students also impact the system if they contact the administrator frequently or if they interact with the teacher in a negative way. It is also interesting to note that while parents deem teacher relations with students as important, students, teachers, and administrators seem not to place as much importance on this characteristic.

Conclusions

The current study was undertaken to identify teaching characteristics and behaviors of educators who are perceived as effective. This study has the potential to improve the quality of teacher performance and learning opportunities for students. With these goals in mind, practical implications of this study include the potential to impact teacher evaluation, professional development, teacher retention, public relations, licensing and certification of teachers, school accreditation, hiring and tenure practices, merit pay, teacher training in our institutions of higher learning, and student retention. If teachers are fundamental to student success, we should know

more about what constitutes teacher success. Researching characteristics of an effective teacher is a first step in the research process.

Understanding teacher success also has implications and connections to teacher evaluation and ultimately strategies toward improvement in student gains. Efforts are already underway to evaluate teacher effectiveness based on student achievement data (Darling-Hammond, 2000; Millman & Schalock, 1997; Shinkfield & Stufflebeam, 1995, Stronge & Tucker, 2000). Using student achievement data to identify the effective teacher holds much promise in the continued achievement of student gains. If the goal of schools is for all students to achieve mastery (Haycock, 2001; Johnson & Taylor, 2001), then the identification of an effective teacher is instrumental in the achievement of this goal. Teacher and student behaviors are reciprocal and interactional behaviors. Effective learning requires effective teaching and teacher evaluation should move forward with an eye to this relationship.

While connecting teacher effectiveness and student achievement may not be a reality for all schools, this study may immediately impact current methods of teacher evaluation. For example, parents and students placed importance on student respect, fairness, and parent/community outreach. For the most part, current teacher evaluations consist of an observation checklist. Administrators observe a lesson and provide feedback regarding teacher performance. Often times, student respect, fairness, and parent/community outreach receive no attention in the teacher evaluation process. It is recommended that schools use multiple data sources, such as stakeholder perceptual data, to enhance the evaluation process. Students may be given opportunities to provide feedback regarding teacher respect of students. Students are in the best position to provide information regarding the teacher/student relationship. Additionally,

parents are able to provide information regarding a teacher's parent outreach that may otherwise go undetected by an administrator.

As education budgets grow tight, and legislators and policy makers observe what schools spend on professional development, they begin to question if the investment yields tangible payoffs. The question also arises as to whether that money could be spent in better ways. This study revealed that characteristics regarding instructional strategies and pedagogy are perceived by stakeholders as important in determining teacher effectiveness. Providing staff development opportunities designed to provide reinforcement and the probability for improvement of instructional strategies and pedagogy seems prudent. Linking professional development opportunities to instruction and pedagogy also opens the way for further research linking teacher effectiveness to student achievement.

Teachers stay where they feel successful, supported, and part of a team (Wadsworth, 2001). The best way to support and develop philosophies of lifelong learning in all teachers is through programs focused on teacher training, support, and retention. Understanding the characteristics of effective teaching as they relate to student achievement can provide invaluable information regarding the creation of such a program. Understanding stakeholder perceptions of effective teaching and behaviors that define effective teaching can help develop teachers' sensitivity to and understanding of the school and the community. Findings from this study may serve as a starting point for programs of this nature.

For example, realizing that parents and students place greater importance on a teacher's expectations of students may prompt a teacher to spend more time communicating and clarifying their expectations. Parents and students may be given opportunities to provide feedback regarding those expectations. Technology, such as a class web site, may be used to communicate

expectations. Another recommendation would be the presence of multiple opportunities for new teachers to visit demonstration classrooms where experienced teachers demonstrate teaching strategies and behaviors based upon research-based characteristics of effective teaching. Information regarding characteristics of effective teaching can also be used to help new teachers establish effective classroom management procedures, routines, and instructional practices. The necessity of providing support for this type of instruction and management is reinforced by the administrator perceptions revealed in the study.

Stakeholder perceptions of effective teaching can impact the school climate. If parents perceive their child's teacher as effective, this can encourage parent involvement, volunteerism, and school-community partnerships. Public relations efforts, based on information generated through stakeholder perceptions, can effectively target these topics. Understanding parent and student perceptions of an effective teacher can be used to create programs designed to involve parents and community members in the school environment. Volunteer opportunities and partnership opportunities can be created in an effort to educate and involve stakeholders and reinforce, change, or improve their perceptions. Based on the stakeholder perceptions revealed in this study, all groups place some importance on parent/community outreach.

In an effort to create common standards for licensure between the states, professional certification programs have emerged. Professional certification programs such as the National Board Certification offer an opportunity for teachers to be more effective in the classroom. Research data regarding teacher effectiveness can provide valuable information regarding the required components of these professional and advanced certification programs. For example, using the characteristics of effective teaching identified through the current study, protocols could be introduced giving teachers an opportunity to demonstrate their mastery of said

characteristics. Suggested areas of focus would include instructional strategies/pedagogy, teacher/student relations, the learning environment, and parent/community outreach.

Another area this study may potentially impact is that of funding and school accreditation. Policymakers, versed in the research on teacher effectiveness, may provide incentive programs to schools creating and enacting programs designed to study or reinforce these behaviors. Based on the findings, funds and grants may be made available to individuals creating training programs, community partnerships, parent programs, and more. Schools declining to take advantage of such incentives may potentially lose state and federal funding and potentially their accreditation.

Hiring and tenure practices and merit pay also have the potential to be impacted by the data generated from this study. For example, teachers seeking employment may receive preference if they are able to demonstrate a mastery of characteristics of effective teaching such as instructional strategies and pedagogy, teacher/student relations, parent/community outreach, and ability to use a variety of evaluation and teaching methods. In addition to the personal interview, this may entail videotapes of teaching, samples of student work, evaluation feedback from parents and students, expanded professional portfolios, and more. Tenure practices and merit pay may be affected in much the same way. Prior to receiving tenure, promotion, or compensation for merit, teachers may be required to provide evidence of mastery of the behaviors and characteristics of effective teaching.

With some states experiencing a shortage of qualified teachers, some individuals enter the profession, through alternative certification programs, with little formal teacher training. These new teachers develop their repertoire of teaching strategies through trial and error. Without the high quality training necessary to prepare them to face the challenges of teaching,

these new teachers may not be as successful in producing high student achievement. In order to keep quality teachers, providing training geared toward reinforcing the characteristics of effective teaching is key. Training of this kind can go far toward providing teachers with a repertoire of teaching strategies designed to create active learning environments that stimulate higher student performance. The current study is able to provide valuable insight into identifying behaviors necessary for the success of the new teacher. For example, teachers demonstrating strength in instructional skills may receive higher evaluations from their administrator. Teachers who are friendly and respectful of students may be perceived as effective. As a result, students may be more cooperative and open to learning activities.

Research, like the current study, focusing on characteristics of an effective teacher, have the potential to impact teacher training within our institutions of higher learning. One recommendation would be the creation of more Professional Development Schools (PDSs). Professional Development Schools are partnerships formed by teacher education programs and PreK-12 schools with the goal of sharing the responsibility for the preparation of new teachers, the continued development of seasoned faculty members, and the improvement of instruction (Levine, 2002). Data regarding the characteristics of effective teaching can be used to design teacher education programs around professional development schools. For example, this study reveals the necessity of programs designed to provide training that focus on the needs of the student and teacher skill development.

These types of collaborative partnerships are also prime environments through which to continue further research and investigation into characteristics of effective teaching and the impact of these behaviors on student achievement. Longitudinal studies focusing on the topic of

teacher effectiveness and student achievement would also be possible within the collaborative learning environments created through these types of professional partnerships.

Data obtained through studies that focus on stakeholder perceptions regarding characteristics of effective teaching might be used to target student retention and reduce drop out rates. Studies of this kind may reveal patterns that serve to provide information as to whether students are disengaged from their own learning and why. These studies may also reveal whether educators are making education exciting and relevant to their students. In large, urban areas with diverse populations, teacher effectiveness studies might prove to be illuminating. Cultural differences regarding teacher effectiveness might not otherwise be revealed if stakeholders are not provided avenues through which to communicate their perceptions.

Although there is vast room for improvement, the research surrounding teacher effectiveness and the connection between the effective teacher and student improvement holds great promise. Teacher effectiveness is not forever fixed and there are things schools can begin doing immediately in an effort to start moving in the right direction. Even now, school districts are establishing and implementing strategies designed to strengthen and improve teacher effectiveness. Through careful development, teachers can build their effectiveness over time. One excellent example is Cohen's study of Community School District #2 in New York that has invested in the professional development of principals and teachers. Teachers have received on-site coaching by expert teachers. As a result, student achievement has climbed steadily over the past 10 years (as cited in Haycock, 2001). University of Michigan researcher David's Cohen's recent study of professional development in California also illustrates the impact on student achievement when professional development focuses on new curricula and the content it supports (Haycock, 2001).

Recommendations for Further Research

The current research has left many questions unanswered regarding the definition of teacher effectiveness. Invariably, discussions regarding teacher effectiveness seem to generate questions regarding teacher behaviors and how these behaviors impact student achievement.

- If we believe that every student in our classrooms should show a measure of growth, then it is recommended that this measure of growth should be linked to teacher evaluation and a teacher's overall effectiveness. Future research efforts should focus on examining this link.
- Questions also arise regarding the kinds of data we should collect regarding teacher effectiveness. How do we prioritize our data collection? What are we doing with the results?
- Questions emerged regarding the use of data from this study to improve instruction. Can research be designed to isolate the characteristics most effective in improving student outcomes? How do we collect and use information that may be viewed as subjective – for example, stakeholder perceptions?
- Questions also emerged regarding the kinds of data collected by schools in other countries, and the ways these schools use that data. Do possibilities exist for collaboration or the sharing of data?
- Based on the variety of teacher characteristics emerging from this study, questions arise regarding evaluation. Should evaluation of teachers be targeted toward pedagogy, affective characteristics, or both? Should parents and students have input in the teacher evaluation process?
- Undergraduate and graduate programs may provide arenas for additional research. Are individuals majoring in a discipline and pursuing a minor in education as effective as those individuals majoring in education?

- Do individuals seeking teacher certification through alternative methods possess characteristics of an effective teacher?
- Are different characteristics of teacher effectiveness considered based on student age? Is effective teaching the same across all grades or is it grade level specific?
- This study also raised a question regarding differences between elementary and secondary teachers. "Do elementary teachers teach students and do secondary teachers teach subjects/areas?" Would a perceptual study reveal differences?
- Does teacher experience (years in the field) influence teacher effectiveness? Are first year teachers able to be as effective as veteran teachers?
- If a teacher is strong in the affective characteristics of an effective teacher are they also strong in pedagogy? Are teachers who demonstrate strength in instruction and pedagogy able to put more energy into affective issues (appearing personable)? Is effective teaching an education factor, an experience factor, both or neither?
- Should expectations of new teachers be different than those of experienced teachers? Additional research in this area may reveal the necessity for different levels of expectations.
- Future research may be conducted using improved versions of the survey used in this study. The lack of variability in stakeholder responses may have been due to the design of the instrument used. Another approach may be to design a survey listing the eight categories and ask respondents to rank order them in order of importance. Another approach would be to list items as they correspond with the eight categories and ask correspondents to rank order the items under each of the eight categories.

Postscript

According to the National Commission on Teaching America's Future, current teaching standards are haphazard. Teachers, unlike other professionals, are not educated in similar ways and so do not acquire common knowledge and skills before they are admitted to practice. Institutions of higher learning do not have uniform teacher education programs (Darling-Hammond, 1996). Furthermore, today's complex, knowledge-based, and multicultural society creates new expectations for teachers. A review of the literature revealed that an abundance of literature exists concerning factors that affect student learning. The lack of common standards and common set of skills designed to prepare teachers to enter the field may be impacting the tide of research. As attempts are made to improve the current state of the field, research focusing on an effective teacher's impact on student learning is emerging. Identifying stakeholder perceptions of the effective teacher is a first stage in this research process.

In 1996, the National Commission on Teaching and America's Future proposed the following goal: "By the year 2006, America will provide all students in the country with what should be their educational birthright: access to competent, caring, and qualified teachers" (p. 5). If we are going to be able to achieve this goal, part of the solution must be an effective teacher in every classroom. This study examined the perceptions of stakeholders regarding effective teachers. In many ways, the findings support past research while providing direction for future research efforts. Strides toward improvement are in motion and schools are seeing gains in achievement across all populations at all levels (Johnson & Taylor, 2001). These educational improvements may be a result of research surrounding teacher effectiveness. This study has indicated the need for further development of research promoting an educational focus on teacher effectiveness and the connection of teacher effectiveness to student achievement.

Appendix A

Correspondence to Principals in the Sample

Director of Assessment and Instructional Support

March 26, 2001

Dear Administrator:

A study is being conducted by _____ and the College of William and Mary regarding the characteristics of an effective teacher. We are requesting that all elementary principals, assistant principals, and grade 3 and grade 5 teachers complete the enclosed survey. Participation in the study is completely voluntary and all information will be held in the strictest confidence.

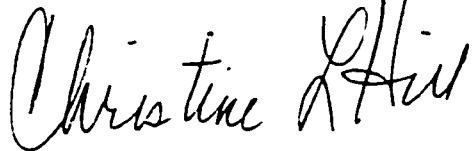
We hope to have 100% participation among administrators and teachers. To assist with the study, we suggest that you have your grade 3 and grade 5 teachers complete the survey at the end of a regularly scheduled staff meeting. However, you may also choose to place the surveys in the teacher's mailboxes and have them complete the surveys during a planning period. We ask that all staff complete the survey using a No. 2 lead pencil.

Please use the enclosed envelope and return the administrator and teacher surveys to
Director of Assessment and Instructional Support, on or before
April 6, 2001.

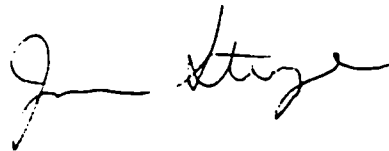
If you have any questions, please contact Christine Hill by phone at (757) 221-7234 or via e-mail at cxhill@wm.edu.

Thank you, again, for agreeing to participate in this study. We appreciate your assistance and support for what promises to be an important study.

Sincerely,



Christine L. Hill
Doctoral Student
The College of William and Mary

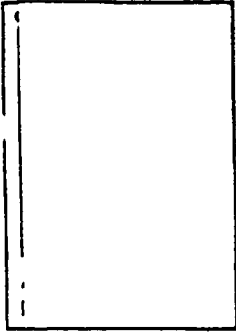


James H. Stronge
Heritage Professor of Education
The College of William and Mary

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Appendix B

Correspondence to Educators in the Sample



Director of Assessment and Instructional Support

March 26, 2001

Dear Educator:

The survey you are being asked to complete is part of an effective teacher study being conducted by _____ and the College of William and Mary. We are requesting that all principals, assistant principals, and grade 3 and grade 5 teachers complete the survey.

Participation in the study is completely voluntary and all information will be held in the strictest confidence. We are asking that you complete the survey and place it in the envelope provided. Please complete the survey using a Number 2 lead pencil.

If you are an assistant principal working for multiple schools, please complete one survey only.

Your principal or other designee will place the completed surveys in an envelope to be returned to _____ Director of Assessment and Instructional Support. The surveys are to be returned on or before **April 6, 2001**.

We hope to have 100% participation among administrators and teachers. If you have any questions, please contact me by phone at (757) 221-7234 or via e-mail at cxhill@wm.edu.

Thank you, again, for agreeing to participate in this study.

Sincerely,

Christine L. Hill
Doctoral Student
The College of William and Mary

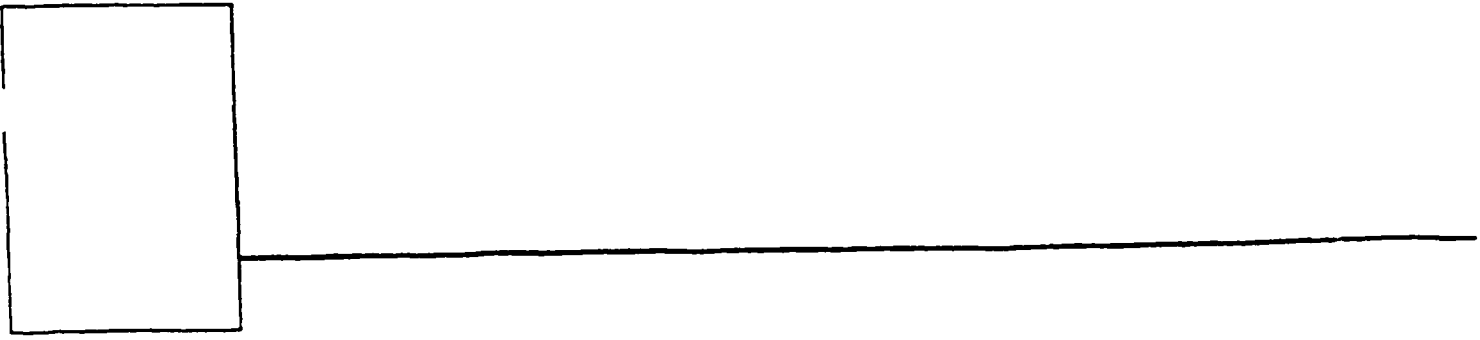
Dr. James H. Stronge
Heritage Professor of Education
The College of William and Mary

c:

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Appendix C

Correspondence to Parents in the Sample



March 19, 2001

Dear Parent / Guardian,

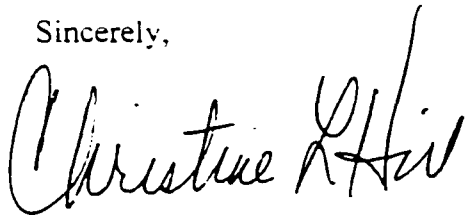
A study is being conducted by the _____ and the College of William and Mary regarding the characteristics of effective teachers. We would greatly appreciate your help with the study.

We are asking that you complete the enclosed survey and also complete the permission form in order for your child to complete a similar survey in his/her classroom. Participation in this study is completely voluntary and all information will be held in the strictest confidence. The survey will take 6-10 minutes to complete.

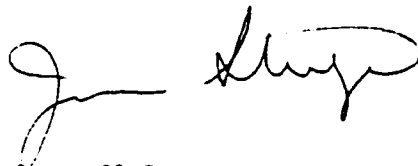
Please have your child return the parent survey and student permission form to his or her teacher **on or before March 28, 2001**. Any teacher who has 50% or more of her/his students return the completed parent surveys and student permission forms will be placed in a drawing to receive a gift for the classroom.

Thank you, again, for agreeing to participate in this study. If you have any questions, please contact me via phone at (757) 221-7234 or via e-mail at cxhill@wm.edu.

Sincerely,



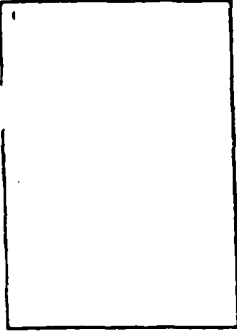
Christine L. Hill
Doctoral Student
The College of William and Mary



James H. Stronge
Heritage Professor of Education
The College of William and Mary

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Appendix D
Parent Permission Form



Parent Permission Form for Teacher Effectiveness Survey

I understand that a study is being conducted regarding effective teachers. Teachers and their classes were randomly selected to participate in the study. Students are being asked to participate in this study by completing a survey designed to obtain their perception of effective teachers. The student survey is similar to the enclosed parent survey.

I understand that all student information is completely confidential and will not be shared with teachers or administrators.

Please check one of the following:

I give permission for my child to complete the *What Is An Effective Teacher?* survey.

I have chosen not to have my child complete the *What Is An Effective Teacher?* survey.

Parent / Guardian Signature _____

Date _____

Optional:

I am interested in receiving a one-page summary of the results of the study. Please send the results to the following address:

Name: _____

Complete Mailing Address (please include city, state, and zip code):

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Appendix E
Teacher Effectiveness Surveys

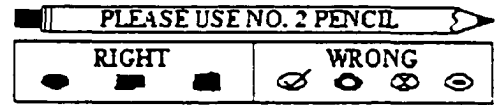
Parent Survey On Teacher Effectiveness

This survey gives you the chance to share your opinions about what makes a good teacher. Think about the best teacher you or your child have ever had -- one who truly made a difference in your learning. What kind of things did this person do and say that made him/her a good teacher?

Read each of the items below. Fill in the response that best matches your view about the kind of things that help make a teacher good at improving student learning.

Using this scale, and **HOW IMPORTANT:**

- A = EXTREMELY
- B = VERY
- C = SOMEWHAT
- D = MINIMALLY
- F = NOT AT ALL
- DK = DON'T KNOW



A good teacher ...	EXTREMELY IMPORTANT	VERY	SOME WHAT	MINI- MALLY	NOT AT ALL	DONT KNOW
	A	B	C	D	F	DK
1. Tells students the rules and explains "why"	1	2	3	4	5	6
2. Seems excited about teaching and wants students to learn						
3. Has a good sense of humor						
4. Is friendly with students						
5. Treats students fairly						
6. Is honest						
7. Knows a lot about what is taught						
8. Uses different ways to teach and help students learn						
9. Makes class interesting and challenging						
10. Gives students work that makes them learn						
11. Makes it okay for students to ask questions when they don't understand something						
12. Makes sure classroom rules are followed						
13. Helps students with work in and out of class						
14. Treats students with respect						
15. Cares about students						
16. Listens to students	↓	↓	↓	↓	↓	↓
17. Lets parents know how students are doing in school	1	2	3	4	5	6

Continue using the same scale:

A = Extremely Important

B = Very Important

C = Somewhat Important

D = Minimally Important

F = Not at All Important

DK = Don't Know

	A	B	C	D	F	DK
18. Explains things so students understand	1	2	3	4	5	6
19. Helps all students learn						
20. Uses lots of different ways to determine students' strengths and where help is needed						
21. Makes the classroom a safe place to learn						
22. Gives students work that makes them think						
23. Makes learning fun						
24. Expects all students to learn as much as possible						
25. Expects all students to behave and apply themselves to learning						
26. Encourages parents to get involved in student learning						
27. Is friendly and welcoming to parents						
28. Has high moral character						
29. Believes he/she can make a difference in the lives of students						
30. Is intelligent	↓	↓	↓	↓	↓	↓
31. Makes an effort to be involved in the community	1	2	3	4	5	6

Please fill in the grade level(s) in which you have a child enrolled in Hampton City Schools:

K K 1 1 2 2 3 3 4 4 5 5

In your opinion, please list the top three to five things that help make a teacher good at improving student learning: (What you write does not have to be an item on the survey.)

1. _____
2. _____
3. _____
4. _____
5. _____

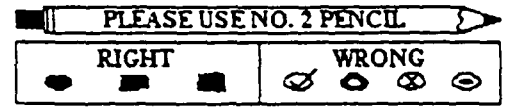
Student Survey On Teacher Effectiveness

This survey gives you the chance to share your opinions about what makes a good teacher. Think about the best teacher you have ever had -- one who truly made a difference in your learning. What kind of things did this person do and say that made him/her a good teacher?

Read each of the items below. Fill in the response that best matches your view about the kind of things that help make a teacher good at improving student learning.

Using this scale, and **HOW IMPORTANT:**

- A = EXTREMELY
- B = VERY
- C = SOMEWHAT
- D = MINIMALLY
- F = NOT AT ALL
- DK = DON'T KNOW



A good teacher ...

	EXTREMELY IMPORTANT	VERY	SOME WHAT	MINIM- ALLY	NOT AT ALL	DONT KNOW
	A	B	C	D	F	DK
	1	2	3	4	5	6
1. Tells me the rules and explains "why"						
2. Seems excited about teaching and wants me to learn						
3. Has a good sense of humor						
4. Is friendly to me						
5. Treats me fairly						
6. Is honest						
7. Knows a lot about what is taught						
8. Uses different ways to teach and help me learn						
9. Makes class interesting and challenging						
10. Gives me work that makes me learn						
11. Makes it okay for me to ask questions when I don't understand something						
12. Makes sure classroom rules are followed						
13. Helps me with work in and out of class						
14. Treats me with respect						
15. Cares about me						
16. Listens to me						
17. Lets my parents know how I am doing in school						

Continue using the same scale:

- A = Extremely Important D = Minimally Important
B = Very Important F = Not at All Important
C = Somewhat Important DK = Don't Know

	A	B	C	D	F	DK
18. Explains things so I understand	1	2	3	4	5	6
19. Helps all my classmates learn						
20. Uses lots of different ways to determine my strengths and where help is needed						
21. Makes the classroom a safe place to learn						
22. Gives me work that makes me think						
23. Makes learning fun						
24. Expects my classmates to learn as much as possible						
25. Expects my classmates to behave and apply themselves to learning						
26. Encourages my parents to get involved in student learning						
27. Is friendly and welcoming to my parents						
28. Has high moral character						
29. Believes he/she can make a difference in the lives of all my classmates						
30. Is intelligent						
31. Makes an effort to be involved in the community	1	2	3	4	5	6

Please fill in one. I am a 1 3rd grader 2 5th grader

Please list the top three to five things that in your opinion help make a teacher good at improving student learning:

1. _____
2. _____
3. _____
4. _____
5. _____

TEACHER / ADMINISTRATOR SURVEY ON TEACHER EFFECTIVENESS

DIRECTIONS: Think about the most effective teacher you have known. Please complete this survey with an image of this individual in mind. As an educator, how would you rate the following characteristics in terms of their importance in teacher effectiveness?

Please read each statement below. Using a No. 2 pencil, completely fill in the response that best matches your view.

Using this scale, and HOW IMPORTANT:

- A = EXTREMELY
- B = VERY
- C = SOMEWHAT
- D = MINIMALLY
- F = NOT AT ALL
- DK = DON'T KNOW

	EXTREMELY A	VERY B	SOME WHAT C	MINIM- ALLY D	NOT AT ALL F	DONT KNOW DK
1. Communicates expectations to students and the rationale for them	1 A	2 B	3 C	4 D	5 F	6 DK
2. Demonstrates a passion about teaching and learning	1 A	2 B	3 C	4 D	5 F	6 DK
3. Possesses a positive sense of humor	1 A	2 B	3 C	4 D	5 F	6 DK
4. Exhibits a friendly attitude with students	1 A	2 B	3 C	4 D	5 F	6 DK
5. Demonstrates fairness with students	1 A	2 B	3 C	4 D	5 F	6 DK
6. Demonstrates honesty	1 A	2 B	3 C	4 D	5 F	6 DK
7. Possesses a strong knowledge of content	1 A	2 B	3 C	4 D	5 F	6 DK
8. Adapts instruction to meet individual student needs and learning styles	1 A	2 B	3 C	4 D	5 F	6 DK
9. Creates interesting and challenging classes	1 A	2 B	3 C	4 D	5 F	6 DK
10. Gives challenging and meaningful assignments	1 A	2 B	3 C	4 D	5 F	6 DK
11. Encourages students to ask for further clarification	1 A	2 B	3 C	4 D	5 F	6 DK
12. Demonstrates effective classroom management skills	1 A	2 B	3 C	4 D	5 F	6 DK
13. Is available and giving of time, assistance and support to students both in and out of class	1 A	2 B	3 C	4 D	5 F	6 DK
14. Treats all students with respect	1 A	2 B	3 C	4 D	5 F	6 DK
15. Demonstrates a caring attitude toward students	1 A	2 B	3 C	4 D	5 F	6 DK
16. Listens to students and their needs	1 A	2 B	3 C	4 D	5 F	6 DK
17. Establishes positive communication with parents	1 A	2 B	3 C	4 D	5 F	6 DK
18. Provides clear explanations	1 A	2 B	3 C	4 D	5 F	6 DK
19. Is able to help all children learn	1 A	2 B	3 C	4 D	5 F	6 DK
20. Uses frequent formal and informal assessment of students to guide instruction	1 A	2 B	3 C	4 D	5 F	6 DK
21. Provides a safe environment for students to learn and take risks	1 A	2 B	3 C	4 D	5 F	6 DK
22. Teaches thinking skills and provides opportunities for students to practice these skills	1 A	2 B	3 C	4 D	5 F	6 DK
23. Makes learning fun	1 A	2 B	3 C	4 D	5 F	6 DK
24. Has high expectations for student learning	1 A	2 B	3 C	4 D	5 F	6 DK
25. Is consistent with discipline and expectations	1 A	2 B	3 C	4 D	5 F	6 DK
26. Encourages parental involvement in the classroom	1 A	2 B	3 C	4 D	5 F	6 DK
27. Demonstrates a friendly and welcoming attitude towards parents	1 A	2 B	3 C	4 D	5 F	6 DK
28. Possesses high moral character	1 A	2 B	3 C	4 D	5 F	6 DK
29. Believes in his/her ability to make a difference in the lives of students	1 A	2 B	3 C	4 D	5 F	6 DK
30. Is intelligent	1 A	2 B	3 C	4 D	5 F	6 DK
31. Makes an effort to be involved in the community	1 A	2 B	3 C	4 D	5 F	6 DK

(PROCEED TO THE BACK SIDE OF THIS PAGE)

CONTINUE USING THE SAME SCALE: A = EXTREMELY IMPORTANT
 B = VERY IMPORTANT
 C = SOMEWHAT IMPORTANT
 D = MINIMALLY IMPORTANT
 F = NOT AT ALL IMPORTANT
 DK = DON'T KNOW

	EXTREMELY A	VERY B	SOME WHAT C	MINIM- ALLY D	NOT AT ALL F	DONT KNOW DK
32. Demonstrates professional collegiality	1 A	2 B	3 C	4 D	5 F	6 DK
33. Demonstrates understanding and patience	A	B	C	D	F	DK
34. Has a strong work ethic and is a hard worker	A	B	C	D	F	DK
35. Demonstrates a willingness to try new strategies within the classroom	A	B	C	D	F	DK
36. Accepts responsibility for student academic performance	A	B	C	D	F	DK
37. Builds positive relationships with students	A	B	C	D	F	DK
38. Stimulates students intellectual curiosity and interest in learning	A	B	C	D	F	DK
39. Establishes and communicates instructional goals to students and parents	A	B	C	D	F	DK
40. Establishes situations for students to learn and practice problem-solving	A	B	C	D	F	DK
41. Monitors student understanding through various methods	A	B	C	D	F	DK
42. Utilizes interdisciplinary instructional methods	A	B	C	D	F	DK
43. Accepts constructive criticism	A	B	C	D	F	DK
44. Stays current regarding educational research and best practices	A	B	C	D	F	DK
45. Establishes a positive learning environment for all students	A	B	C	D	F	DK
46. Exhibits effective organizational skills	A	B	C	D	F	DK
47. Demonstrates flexibility	A	B	C	D	F	DK
48. Demonstrates a willingness to collaborate with and share successful ideas with colleagues	A	B	C	D	F	DK
49. Establishes school/community involvement and collaboration	↓ A	↓ B	↓ C	↓ D	↓ F	↓ DK
50. Gets along well with other teachers and administration	1 A	2 B	3 C	4 D	5 F	6 DK

Please respond to one:

I am a ...

1 Grade 3 teacher

2 Grade 5 teacher

3 Building Administrator

In your opinion what are the top 3-5 most important characteristics of teacher effectiveness:

1. _____
2. _____
3. _____
4. _____
5. _____

Appendix F
Verbatim Text of Comments

Verbatim Parent Responses to Open-Ended Statement

"In your opinion, please list the top three to five things that help make a teacher good at improving student learning."

Respondent	Comment	Survey #	Coding
1	Creative teaching methods	MISC	MISC
	Tailoring the classes taught to subjects they enjoy teaching	MISC	MISC
	Treating all children the same whether they are at the top or bottom of class (grades)	MISC	MISC
	Communication with parents	17	C3
	Reward system for children that do not make honor roll but are showing improvement in grades	MISC	MISC
2	Should make class time fun and interesting	9, 23	B1, B1
	Should encourage question and answer sessions	11	C2
	Should be approachable	MISC	MISC
3	Communication with parents	17	C3
	Teaching each student at their level	19	B1
	Make learning "fun"	23	B1
4	Smaller classes – its not all up to the teachers	MISC	MISC
	Parent involvement – teachers can't teach kids who don't respect the profession and that starts with all of us	26	C3
	A teacher doesn't teach to get rich; your hearts gotta be in it for the children	MISC	MISC
	When you think you can't get through you try and try again – Never give up.	MISC	MISC
5	Caring	15	C2
	Gaining interest of students	9	B1
	Make parents aware of problems	17	C3
6	No response given	NA	NA
7	A teacher who is excited about teaching	2	A1
	Different ways to teach and help students learn	8	B1
	OK for a student to ask questions when they don't understand	11	C2
	Explain things so students understand	18	B1
8	No responses given	NA	NA
9	Explains things so students understand	11	C2
	Makes learning fun	23	B1
	Gives students work that makes them think	22	B1
	Is intelligent	30	A2
	Is friendly and welcoming to parents	27	C3
10	Uses different ways to teach	8	B1
	Helps students in and out of class	13	C2
	Treats students fairly	5	A3
11	No responses given	NA	NA
12	No responses given	NA	NA
13	Understanding needs of the child	MISC	MISC
	Personality that kids respond to	MISC	MISC
	Knowledge	7	B1
	Caring	15	C2
14	No responses given	NA	NA
15	Take time for each child	MISC	MISC
	Listen to their problems with subjects	16	C2

	Understand students are different	19	B1
16	Being firm	MISC	MISC
	Sense of humor	3	A2
	Making them feel safe	21	B2
	Challenge their mind	9	B1
17	Higher expectations of students	24	B2
	Consistent in caring and treating students with respect	5, 14	A3, C2
	Believing that all students can learn	19	B1
18	Leadership by example	MISC	MISC
	Mastering communication so that the student is equal to the fastest	MISC	MISC
	Creativity is the art of education	MISC	MISC
19	No responses given	NA	NA
20	High expectations for all students	24	B2
	Varied instructional strategies	8	B1
	Effective classroom management	12	B2
	Well versed in content knowledge	7	B1
21	No responses given	NA	NA
22	The teacher should have high expectations for all students and want children to succeed	24, MISC	B2, MISC
	A good teacher makes learning possible for every child by using different teaching styles to help students learn	8	B1
	A good teacher can help improve learning by having students read more in school. Reading is a form of learning and it does take a long to read	MISC	MISC
	Improve student learning by providing more opportunities to learn a lot of information about the topic and lesson	MISC	MISC
	Our system can help make a teacher good at improving student learning by not holding them accountable for each of parental involvement. Parents must do their part	MISC	MISC
23	Treat students with respect	14	C2
	Give students work that makes them think	22	B1
	Expects all students to behave and apply themselves to learning	25	B2
	Has high moral character	28	A3
	Uses different ways to teach and help students learn	8	B1
24	No responses given	NA	NA
25	Seems excited about teaching and wants students to learn	2	A1
	Treats students fairly	5	A3
	Knows a lot about what is being taught	7	B1
	Makes it o.k. for students to ask questions when they don't understand	11	C2
	Believes he/she can make a difference in the lives of students	29	A1
26	Makes a classroom a safe place	21	B2
	Encourages parents to get involved	26	C3
	Gives students work that makes them think	22	B1
	Makes a class interesting and challenging	9	B1
	Makes learning fun	23	B1
27	Speak up for educational changes they see needs to be made	MISC	MISC
	Has a good working relationship with principal	50	C1

	Believes he/she can make a difference	29	A1
	Encourages parent involvement	26	C3
	Enjoy what they are doing despite pay	MISC	MISC
28	No responses given	NA	NA
29	Student relation	MISC	MISC
	Good learning method	MISC	MISC
	Working with other and learning to respect others	MISC	MISC
30	Uses different ways to teach and help students learn	8	B1
	Makes class interesting and challenging	9	B1
	Listens to students	16	C2
	Cares about students	15	C2
	Explains things so students understand	18	B1
31	Uses different ways to help students learn	8	B1
	Makes the classroom a safe place to learn	21	B2
	Explains things so students understand	18	B1
	Uses lots of different ways to determine students' strengths and where help is needed	20	B1
	Believes she can make a difference in the lives of students	29	A1
32	No responses given	NA	NA
33	Helps ALL students learn	19	B1
	Makes learning fun	23	B1
	Knows what she is teaching	7	B1
34	Listen to students	16	C2
	Patience / understanding students	MISC	MISC
	Concerns for students	MISC	MISC
	Makes class interesting and fun	9, 23	B1, B1
35	Leadership	MISC	MISC
	Discipline	MISC	MISC
	Teacher gets good support from administration	MISC	MISC
36	No responses given	NA	NA
37	Make learning fun and interesting	23, 9	B1, B1
	Patience	MISC	MISC
	Encourages parents to get involved in student learning	26	C3
38	No responses given	NA	NA
39	Important that the teacher listen when the child has a question and don't ignore him or her	16	C2
	The teacher has to have a "heart" for teaching. Therefore, he/she must have a true desire to really help the children	MISC	MISC
	The teacher should have a rapport with the student whereby the student feel trust from the teacher	4	A2
40	Makes a child feel safe so they freely ask questions	21, 11	C2, B2
	Knows that some children learn differently	19	B1
	Knowledgeable of what he/she is teaching	7	B1
41	Creates an atmosphere where student can learn (disciplines disruptive students)	25	B2
	Enthusiastic about teaching new topics	MISC	MISC
	Keep parents well informed	17	C3
42	Excited about teaching	2	A1
	Willingness to try new things	35	B1
	Caring for the children	15	C2
	Open and easy to approach	MISC	MISC
	The ability to communicate well	MISC	MISC

43	No responses given	NA	NA
44	Treats students with respect	14	C2
	Is honest	6	A3
	Cares about students	15	C2
45	Explains things so students understand	18	B1
	Believes he/she can make a difference in the lives of students	29	A1
	Uses lots of different ways to determine students' strengths and where help is needed	20	B1
	Makes an effort to be involved in the community	31	C4
	Encourages parents to get involved in student learning	26	C3
	To me all the questions are very good questions	MISC	MISC
46	Encouragement	MISC	MISC
	Praise, positive reinforcement (not negative)	MISC	MISC
	Makes learning fun!	23	B1
47	Creative ways of learning, video games, etc. have make this most important	8	B1
	Classroom is safe and accepting of all involved	21	B2
	Know all information taught	7	B1
	Be a friend and role model, care about students	4, 15	A2, C2
	Takes students as far in learning as possible accomadating all students at different levels	24, 19	B1, B2
48	No responses given	NA	NA
49	Make classroom become a fun place to learn	23	B1
	Has high moral character	28	A3
	Explain subject clearly	18	B1
	Be friendly to students	4	A2
	Determining student strengths and weaknesses	20	B1
50	Being a good listener	16	C2
	Always challenging their students	9	B1
	Knowing when a child is weaker than others and being supportive	20	B1
51	Makes learning fun	23	B1
	Uses different ways to teach	8	B1
	Truly cares about her students	15	C2
52	Use different ways and games to teach it makes it more fun and interesting to younger children	8, 9	B1, B1
	Make kids feel comfortable that its okay if you don't know something and ask questions	11	C2
	Be a good listener	16	C2
53	No responses given	NA	NA
54	No responses given	NA	NA
55	No responses given	NA	NA
56	No responses given	NA	NA
57	Treat students fairly	5	A3
	Encourage students to learn	24	B2
	Cares about students	15	C2
58	No responses given	NA	NA
59	Parents and teachers getting together more in order to show the students that they are working together for them	26	C3
60	No responses given	NA	NA
61	Seems excited about teaching and wants students to learn	22	B1

	Knows a lot about what is taught	7	B1
	Uses different ways to teach and help students learn	8	B1
	Gives students work that makes them learn	22	B1
	Encourage parents to get involved in student learning	26	C3
62	No responses given	NA	NA
63	No responses given	NA	NA
64	Listens to the kids having hard times with subjects	16	C2
	Treats everyone the same	5	A3
	Keep in touch with parents	17	C3
65	No responses given	NA	NA
66	A good teacher is a concern, dedicated person who take on the responsibility of his or her students	36	A1
	This person would use different way to teach and help students learn	8	B1
	Make class time interesting and challenging	9	B1
	Make an effort to be involved with the parent	26	C3
	Involved in the community	31	C4
67	Listen to the student	16	C2
	Making the student feel like your their friend so that they will come to you if needed with a problem	4	A2
	Make the lesson interesting so the students will want to learn	9	B1
68	No responses given	NA	NA
69	No responses given	NA	NA
70	Caring	15	C2
	Be understanding	MISC	MISC
	Patient with students	MISC	MISC
	Helpful	13	C2
71	No responses given	NA	NA
72	Explains things so students understand	18	B1
	Makes learning fun	23	B1
	Uses different ways in teaching	8	B1
	Makes class interesting and challenging	9	B1
	Cares about student	15	C2
73	Home visits to parents that can't make school conferences	MISC	MISC
	Involve the parent every week about the child progress	17	C3
	Stop giving the kid changes when they don't bring homework in call the parent immediately so that it doesn't get out of hand to late	MISC	MISC
	Settle behavior problems from the kids right then when it is going on so that it won't happen again	MISC	MISC
74	No responses given	NA	NA
75	Well compensated for their extremely challenging profession	MISC	MISC
	Equipment for learning tools and other instructional needs	MISC	MISC
	Job security and satisfaction impacts good teaching	MISC	MISC
	Continues education to keep up changing school trends	MISC	MISC
	School safety	MISC	MISC
76	No responses given	NA	NA
77	No responses given	NA	NA
78	Communication	MISC	MISC
	Reviewing materials	MISC	MISC

	Interesting subjects	9	B1
79	To be understanding – children make mistakes and forget things just like adults	MISC	MISC
	To make learning challenging and fun	9	B1
80	Good sense of humor	3	A2
	Excited to teach	2	A1
81	No responses given	NA	NA
82	Makes class interesting and challenging	9	B1
	Treat students with respect	14	C2
	Makes learning fun	23	B1
83	No responses given	NA	NA
84	Patience	MISC	MISC
	The ability to listen to the students	16	C2
	Fairness	5	A3
85	Use hands-on and role play	8	B1
86	No responses given	NA	NA
87	Is truly interested in the welfare of the kids	MISC	MISC
	Is concerned about each student	MISC	MISC
	Goes that extra step to help students in need	13	C2
	Corresponds with parent on a regular basis	17	C3
	Is a caring, warm person who enjoys his/her job	5.2	A1, A3
88	No responses given	NA	NA
89	Cares about students	15	C2
	Explains things so students understand	8	B1
	Make class interesting and challenging	9	B1
	Believes he/she can make a difference	29	A1
	Encourages parents to get involved in students learning	26	C3
90	No responses given	NA	NA
91	Listens to students	16	
	Makes it okay for students to ask questions	11	C2
	Cares about students	15	C2
	Uses different ways to teach and help students learn	8	B1
	Makes learning fun	23	B1
92	No responses given	NA	NA
93	Listen to students	16	C2
	Don't give them so many projects and homework at same time. The average parent does not get home til 6 p.m. not a lot of time for work.	MISC	MISC
94	Reinforcing skills	MISC	MISC
	Working with students on an individual basis	13	C2
	Communication with students	37	C2
	Quality not quantity of work	MISC	MISC
95	No responses given	NA	NA
96	Understanding each student individual differences	MISC	MISC
	Knowing students learn differently / know child's potential	MISC	MISC
	Teacher must be motivated which will in return motivate child	MISC	MISC
	System must not overload teacher with senseless paperwork. this would allow teacher to meet curriculum goals	MISC	MISC
	Pay them salaries that professionals make	MISC	MISC
97	I feel it is equally important to inform parents and students of good deeds as well as bad	17	C3

	Classrooms being safe places to learn	21	BA
	Teachers taking psychology classes as well as continuing education course	MISC	MISC
	Teachers being in touch with reality and understands skills needed in real world	MISC	MISC
	Teaches need a lot better pay to help encourage them in helping to mold and educate our youth for our futures and their futures	MISC	MISC
98	No responses given	NA	NA
99	Listening to the children's opinions	16	C2
	Monitor their tone of voice	MISC	MISC
	Be fair in discipline situations. Do not punish entire class for a few misbehaved children	MISC	MISC
	Be creative	MISC	MISC
	Remember, we are all shaping and forming our future with these children. They need thinking outside of the books also.	MISC	MISC
100	Be friendly to the parents and welcome them	27	C3
	Let the parents know right away if student grade are going down or if they are acting up in class	17	C3
	Encourage student and explained how important it is to learn	MISC	MISC
101	Encourages parents to get involved	26	C3
	Makes learning fun for kids	23	B1
	Treats students with respect	14	C2
	Makes it ok for students to ask questions	11	C2
102	Present information at an understandable level but do not "dumb it down."	MISC	MISC
103	Respecting and treating all student fairly	14.5	A3, C2
	Teaching a subject in several different ways so all can learn and understand	8	B1
	Encourage and helping student as much as possible	13	C2
	Make learning fun and interesting so that they will want to learn	9	B1
	Explain in several ways so all understand	18	B1
104	Be friendly	5	A3
	Work hard	34	A2
	Help all students to learn	19	B1
	Intelligent	30	A2
	Honesty	6	A3
105	Explains things so students understand	18	B1
	Treats students fairly	5	A3
	Has high moral character	28	A3
	Makes the classroom a safe place to learn	21	B2
	Encourages parents to get involved in student learning	26	C3
106	Teach children in a way that helps them learn and improve rather than just passing tests and SOLs.	MISC	MISC
	Make school and learning fun rather than stressful! Too much homework.	9	B1
107	Enthusiasm	MISC	MISC
	Command of the material	7	B1
	Positive reinforcement for students	MISC	MISC
108	No responses given	NA	NA
109	The teacher must see the potential in all students	19	B1

	He/she must show they want the kids to learn	24	B2
	They must have a long personality towards all students, not just a selected few.	MISC	MISC
110	Makes learning fun	23	B1
	Cares about student	15	C2
111	Makes learning fun	23	B1
	Cares about students	15	C2
	Makes class interesting and challenging	9	B1
	Is intelligent	30	A2
112	No responses given	NA	NA
113	No responses given	NA	NA
114	No responses given	NA	NA
115	Must have the knowledge about the subject being taught	7	B1
	Patient and understanding	MISC	MISC
	Social skills for handling all types of people	MISC	MISC
	The ability to articulate and communicate	MISC	MISC
	Accept teaching as a life style and career not just a job where you collect a paycheck	MISC	MISC
116	No responses given	NA	NA
117	Treat students with respect	14	C2
	Explains things until all students understand	18	B1
	Makes learning fun	23	B1
	Give students work that makes them think	22	B1
	Has a good sense of humor	3	A2
118	Explains things so students understand	18	B1
	Makes it okay for students to ask questions when they don't understand something	11	C2
	Helps all students learn	19	B1
	Seems excited about teaching and wants students to learn	2	A1
	Listens to students	16	C2
119	Smaller class rooms	MISC	MISC
	More teacher assistance – one asst. per teacher	MISC	MISC
	More computers	MISC	MISC
	More books	MISC	MISC
	Update and new teaching aids – re: videos – movies	MISC	MISC
120	Willing to help students learn	19	B1
	Loves students	MISC	MISC
	Easy to talk to	37	C2
121	Helps all students learn	19	B1
	Makes learning fun	23	B1
	Believes he/she can make a difference in the lives of students	29	A1
	Treats students fairly	5	A3
	Has high moral character	28	A3
122	Teachers who make learning fun, exciting, interesting, and challenging	23, 9	B1, B1
	Teachers who are willing to try new approaches when children don't understand	8	B1
	Teachers who are encouraging and who are willing to be challenged with the kids	MISC	MISC
	Teachers who are willing to seek parental help and feedback	MISC	MISC
	Teachers who are willing to ask for help themselves	MISC	MISC

	when they are "stumped.		
123	Care and concern for each student	15	C2
	Excited about teaching	2	A1
	Knowledge of material	7	B1
	Find different ways to get information across	8	B1
124	Knowing students learning abilities	20	B1
	Being able to talk with students about their problems	37	C2
125	No responses given	NA	NA
126	Know a lot about what is taught	7	B1
	Helps students work in and out of class	13	C2
	Is honest	6	A3
	Cares about students	15	C2
	Listens to students	16	C2
127	Cares about students	15	C2
	Meet with parents or call them	17	C3
	Extracurricular activities	MISC	MISC
	Community involvement	31	C4
128	Treats students fairly	5	A3
	Encourages students to do their best	24	B2
	Enforces classroom rules	25	B2
	Great listener of students	16	C2
	Loves to teach	2	A1
129	To encourage the student to learn more	24	B2
	To help with different problems	13	C2
	Explains the activities in words that can be understood	18	B1
	Gives different problems to solve	40	B1
	Help make kids brains to grow	MISC	MISC
130	Help all students learn	19	B1
	Makes learning fun	23	B1
	Treats students fairly	5	A3
	Is honest	6	A3
	Has high moral character	28	A3
131	Recognizing that different students are at different levels and attempts to keep them all challenged	9	B1
	Recognizes when a student starts to fall behind and doesn't let them slip through the cracks	MISC	MISC
	Recognizes the accomplishments of all the students not just a few individuals	MISC	MISC
	Praises the students for their accomplishments make them feel that what they do does count	MISC	MISC
132	Patience	MISC	MISC
	Gives encouragement / praise	1, 18	B2, B1
	Explains expectations clearly	8	B1
	Understanding different learning styles	5	A3
	Treats students fairly	22	B1
133	Allowing a child to use their brain to think about their work	8	B1
	Use different games that are educational to help improve their thinking skills	22	B1
	Encourage all students to participate in answering questions	21	B2
	When a teacher see a child weakness and help	20	B1
134	Help their students	19	B1

	Teach them reading, writing, and arithmetic	MISC	MISC
	Make them games to help them learn	8	B1
	Give the study sheets	MISC	MISC
	Give them prizes when they get a custan right	MISC	MISC
135	Repetitive teaching style with many different tools or techniques	MISC	MISC
136	Easy work	MISC	MISC
	Helps in subjects needed	13	C2
	Gives books to read	MISC	MISC
137	The willingness to help a child who does not understand	18	B1
	Maintaining control of the classroom	12	B2
	Differentiated methods of teaching	8	B1
	Challenging each student to learn	22	B1
138	Use lots of different way to learn	8	B1
	Gives work that makes them think	22	B1
	Encourage students to try their best	24	B2
139	Parental contact	17	C3
	Conference with not only parents but students	MISC	MISC
	Need to be aware of safety drills	MISC	MISC
140	Listening to some of the students ideas	16	C2
	Encourage independent work	MISC	MISC
	Always encourage students to do their best	24	B2
	Always be in control of your class	12	B2
	Try to make it so kids can confide in you	MISC	MISC
141	Cares about the children	15	C2
	Has high moral character	28	A3
	Believes she can make a difference in childrens lives	29	A1
	Helps all students learn	19	B1
	Is intelligent	30	A2
142	Helping students become better thinkers	22	B1
	Cares about student learning	24	B2
	Helps all students learn	19	B1
	Uses various ways to make learning exciting and meaningful	8, 9	B1, B1
143	Treats students fairly and respectful	5, 14	A3, C2
	Excited about teaching and wants students to learn	2	A1
	Gives students work that makes them think	22	B1
	Makes learning fun	23	B1
	Listens to students	16	C2
	Explains things so they understand the material	18	B1
144	No responses given	NA	NA
145	Allows students to ask questions if they don't understand	11	C2
	Listens to students	16	C2
	Explains things so student understands	18	B1
146	Caring and understanding attitude	15, MISC	C2, MISC
	Intelligent	30	A2
	Honest	6	A3
	Fair	5	A3
	Makes learning fun	23	B1
147	Being approachable	MISC	MISC
	Allowing questions to clarify the subject	11	C2
	Using a variety of methods	8	B1
	Ensuring safety and following of rules	12, 21	B2, B2

	Respecting the students and making sure they respect the teacher, others, and themselves	14. MISC	C2. MISC
148	No responses given	NA	NA
149	The ability to listen and explain	16. 18	C2, B1
	To treat all students equally	5	A3
	They need to be approachable	MISC	MISC
150	Understand how each student learns	19	B1
	Trys different techniques of teaching	8	B1
	Willingness to listen to parents	MISC	MISC
151	Math: more info. From math teacher	MISC	MISC
152	Patient	MISC	MISC
	Pleasant	4	A2
	Well trained and certified to teach	44	B1
	Good social skills	MISC	MISC
153	No responses given	NA	NA
154	A caring attitude (students react positively to this)	15	C2
	Motivating style	MISC	MISC
	Making learning interesting and fun	9. 23	B1, B1
	A love of children and the teaching profession (children sense who loves their job and who doesn't)	15. 2	A1, C2
155	No responses given	NA	NA
156	Seems excited about teaching	2	A1
	Uses different ways to teach and help	8	B1
	Makes it okay to ask questions	11	C2
	High moral character (or at least striving for it)	28	A3
	Lets parents know how student doing	17	C3
157	Must enjoy the job	2	A1
	Must love children	MISC	MISC
	Must be motivating and interesting	9	B1
	Must be knowledgeable of the subjects being taught	7	B1
	Must have patients and be understanding	MISC	MISC
158	Make sure there is continuous contact with parents	17	C3
	A monthly behavior progress report for students the parents must sign	17	C3
	Keep parents informed on childs weakness and signs of improvement	17	C3
	Make schoolwork challenging as well as fun	9. 23	B1, B1
	Make stricter classroom rules	12	B2
159	Accesses the childs weakness	20	B1
	Help the child better understand and learn in the are of his or her weakness	20	B1
	Encourage that child to learn and make it fun if possible	MISC. 23	B1.MISC
	Smaller class size	MISC	MISC
160	Listening to them when they don't understand and have a problem to discuss	16	C2
161	Have patience	MISC	MISC
	Good attitude	MISC	MISC
	Love working with children	MISC	MISC
	Know the students strengths and weaknesses	20	B1
	Encouraging the students to learn	24	B2
	Stress how important it is to learn in school	MISC	MISC
162	Makes learning fun for the kids	23	B1
	Enjoyable personality	4	A2
	Makes an effort to know their students	MISC	MISC

163	Lets parents know how students are going in school	17	C3
	Encourages parents to get involved in student learning	26	C3
	Makes learning fun	23	B1
164	Keeps parents informed on student progress weekly	26	C3
	Makes dull subjects interesting	9	B1
	Compliment students when they do well – when they don't do well, encourage them that you know they can do it	MISC	MISC
	The teacher must like the job and love children	2	A1
165	Uses different ways to teach and help students learn	8	B1
	Makes learning fun	23	B1
	Seems excited about teaching	2	A1
	Makes class interesting and fun	23	B1
	Respects the students	14	C2
	Listens to students	16	C2
	Expects students to behave and learn	25	B2
166	To know the student on a personal level	MISC	MISC
	To know about the student home life	MISC	MISC
	To know if student learned phonics	MISC	MISC
167	Makes learning fun	23	B1
	Has high moral character	28	A3
	Is a person of integrity	28	A3
	Helps all students learn	19	B1
	Treats all students fairly	5	A3
168	No responses given	NA	NA
169	Spend whatever time it takes for students to get "it"	13	C2
	Not a know it all or smart	MISC	MISC
	The teacher motivates student so the child wants to learn	MISC	MISC
	Loves children	MISC	MISC
	Respects everyone in all ways	14	C2
170	No responses given	NA	NA
171	Having time to add some of their own learning techniques	8	B1
	Not being pushed by the SOL tests	MISC	MISC
172	Honest	6	A3
	Open-minded	MISC	MISC
	Communicates to students and parents what is expected	1	B2
173	A fun teacher	MISC	MISC
	A nice teacher	4	A2
	Encourages his or her students to study and learn	MISC	MISC
	Do projects and play educational games	8	B1
	Intelligent	30	A2
174	No responses given	NA	NA
175	Explains things so student understand	18	B1
	Treats student fairly	5	A3
	Cares about students	15	C2
	Let's parents know how students are doing	17	C3
	Makes the classroom a safe place to learn	21	B2
176	Making sure each student understand what he/she is learning	18	B1
	Making students feel very comfortable about asking questions	11	C2
	Treat all students fairly	5	A3
177	Helps students to learn	19	B1

	Expects all students to behave and apply to learning	25	B2
	Makes the class interesting and challenging	9	B1
	Treat students with respect	14	C2
	Let parents know how their child is doing in school	17	C3
178	Loves their students	MISC	MISC
	Encourages them to do their best	24	B2
	Makes learning fun and interesting	9, 23	B1, B1
179	No responses given	NA	NA
180	Understand every child does not learn at the same pace.	19	B1
	Patience	MISC	MISC
181	Must really care about children	15	C2
	Be dedicated to good education	2	A1
	Have the ability to project lessons well	MISC	MISC
	Be encouraging to poor students as well as good students	19	B1
	Be able to be firm without being feared	23	B1
182	Willing to try a new approach when needed	8	B1
	Listen to what the child says	16	C2
	Make class interesting	9	B1
	A teacher has to enjoy teaching	2	A1
	Letting a child know when he/she does a good job!	37	C2
183	Having a good attitude towards students	4	A2
	A good personality about him/her self	MISC	MISC
	Teaching students different ways of teaching	8	B1
	Loving to come to school to see their students arrive in classroom	MISC	MISC
184	No responses given	NA	NA
185	Creativity in what the teacher teach	MISC	MISC
	Patience with the student	MISC	MISC
	Making learning fun	23	B1
186	Knows a lot about whats being taught	7	B1
	Treats students with respect	14	C2
	Listen and cares about students	16, 15	C2, C2
	Keeps parents informed about students progress	17	C3
	Honesty	6	A3
	High moral character	28	A3
187	No responses given	NA	NA
188	No responses given	NA	NA
189	No responses given	NA	NA
190	No responses given	NA	NA
191	No responses given	NA	NA
192	No responses given	NA	NA
193	No responses given	NA	NA
194	No responses given	NA	NA
195	No responses given	NA	NA
196	No responses given	NA	NA
197	No responses given	NA	NA
198	No responses given	NA	NA
199	No responses given	NA	NA
200	No responses given	NA	NA
201	No responses given	NA	NA
202	No responses given	NA	NA
203	Treats all students with respect	14	C2
	Keeps the school and class a safe place	21	B2

	Makes class interesting and challenging	9	B1
	Helps all students learn	19	B1
	Makes learning fun	23	B1
204	A humor	3	A2
	Makes learning fun	23	B1
	Is fairly	5	A3
	Explains things so students understand	18	B1
	In different ways to teach to help students learn	8	B1
205	Be alert o weaknesses a student may have that can hinder learning	20	B1
	Ensure the students are being taught properly not just spoon-fed for tests	MISC	MISC
	Place more responsibility on the student and parents to learn at home	MISC	MISC
	Ensure information is sent home before the date the test event is suppose to take place not a day or two afterward	17	C3
206	Listens to students	16	C2
	Makes learning fun	23	B1
207	Relates well with students in humor and learning	3	A2
	Makes learning fun and interesting to students	9, 23	B1, B1
	Expects the most out of every student	24	B2
	Let children feel okay about asking for help	11	C2
208	Encourage parents to get involved	26	C
	Treat students fairly	5	A3
	Encourage and expect students to do their best	24	B2
	Listens to students	16	C2
	Makes class interesting	9	B1
209	Explains things so it can be understood	18	B1
	Knows what they are teaching	7	B1
	Teach children w love and respect	14	C2
210	Helps all students learn	19	B1
	Is intelligent	30	A2
	Makes learning fun	23	B1
	Is honest	6	A3
	Has high moral character	28	A3
211	Flexibility	47	A2
	Non-judgemental	MISC	MISC
212	Ability to explain and then field questions	18	B1
	Determine and work with child's learning styles	8	B1
213	Cares about students with special needs (learning disabilities)	MISC	MISC
214	Believing in the students abilities	24	B2
	Encouraging not critisising	MISC	MISC
	Giving credit for effort not perfection	MISC	MISC
	Encouraging kids to help each other	MISC	MISC
	Being "in love" with the job of teaching	2	A1
215	Keeps things interesting and challenging	9	B1
	Expects a lot and gives a lot	24, MISC	MISC
	Cares about students	15	C2
216	No responses given	NA	NA
217	Gives students work that makes them think	22	B1
	Has high moral character	28	A3
	Seems excited about teaching and wants to learn	2	A1

218	Determine areas of weakness (specific subjects) and identify quickly so that extra emphasis (tutoring, etc.) can be provided at an early stage	20	B1
	Provide an understanding to children about how certain subjects can help them in their everyday life. Hopefully it will promote better or increased student interest.	MISC	MISC
219	Make it interesting	9	B1
	Help students who are falling behind	19	B1
	Keep parents informed of good and bad things with student	17	C3
220	Makes learning fun	23	B1
	Is intelligent	30	A2
	Honesty	6	A3
	Cares about student	15	C2
	Helps children be kind	MISC	MISC
221	No responses given	NA	NA
222	The teacher is approachable	4	A2
	Makes learning fun	23	B1
	Seems excited about teaching and wants students to learn	2	A1
	Believes he/she can make a difference in the lives of children	29	A1
	Encourages parents to get involved with student learning	26	C3
223	Seems excited about teaching and wants students to learn	2	A1
	Makes class interesting and challenging	9	B1
	Treats students with respect	14	C2
	Listens to students	16	C2
	Uses lots of different ways to determine students' strengths and where help is needed	20	B1
224	Parent communication	17	C3
	Follow-up on subjects not understood	19	B1
	Understanding a child's personality	MISC	MISC
	Interesting lesson plans	9	B1
	Moving at an understandable pace	MISC	MISC
225	Treats students fairly	5	A3
	Is honest	6	A3
	Treats students with respect	14	C2
	Makes it okay for students to ask questions	11	C2
	Makes the classroom a safe place to learn	21	B2
226	Makes learning fun	23	B1
	Expects all students to behave	25	B2
	Treats students fairly	5	A3
	Uses different ways to teach	8	B1
	Classroom a safe place	21	B2
227	Makes learning fun	23	B1
	Helps students without criticism	MISC	MISC
	Gives a lot of good criticism	MISC	MISC
228	Uses lots of different ways to determine strengths and where help is needed	20	B1
	Makes learning interesting	9	B1
	Is fair to students	5	A3
	Listens to students and respects them	16, 14	C2, C2
	Uses different ways to teach	8	B1
229	No responses given	NA	NA

230	Is friendly with students	4	A2
	Is honest	6	A3
	Makes learning fun	23	B1
	Has a good sense of humor	3	A2
231	Listening to students	16	C2
	Flexible in teaching methods	8	B1
	Makes learning interesting	9	B1
	Dedication	MISC	MISC
	Enjoys what they do not just a paycheck	MISC	MISC
232	When the teacher gets excited about what is being taught	MISC	MISC
	Makes learning fun	23	B1
	Explains things several different ways	18	B1
233	Set an appropriate pace (hopefully the class is ability based)	MISC	MISC
	Hold the students' interest	9	B1
	Care about the student	15	C2
234	Patience – everyone's not at the same level of learning	MISC	MISC
	Clarity – explanations that give real answers to questions	18	B1
	Positive attitude help the student to know you can do this	MISC	MISC
235	Honesty	6	A3
	Outgoing	MISC	MISC
	Fair	5	A3
	Loves what they teach	2	A1
	Caring	15	C2
236	No responses given	NA	NA
237	Positive feedback encouragement	MISC	MISC
	"hands on" learning not just lecture	8	B1
	Good rapport with students	37	C2
	Positive role model for students	MISC	MISC
	Cares!!!	15	C2
238	Respect for the child	14	C2
	Honesty with the child	6	A3
	Using words that encourages rather than tear down the child	MISC	MISC
239	They edify and exhort	MISC	MISC
	They love the subject they teach	2	A1
	They love to ask and answer questions	MISC	MISC
	A good sense of humor	3	A2
	They make time for the students	13	C2
240	No responses given	NA	NA
241	Creative presentation of material	MISC	MISC
	Keeping control over classroom behavior misbehavior	12	B2
	Challenging the students to learn and excel	9	B1
242	Using a curriculum teaching method which helps children to learn at their own pace	8	B1
	Understanding how their students learn and developing or adapting their way of teaching to enable students to maximize their learning potential	8	B1
	Not focusing so much on teaching students the standardized tests and just teaching the curriculum so that the children learn the information instead of just	MISC	MISC

	trying to memorize it.		
243	No responses given	NA	NA
244	Being open to a child's opinion	16	C2
	Being flexible with teaching methods (using creativity when necessary)	8	B1
	Getting parents involved, i.e., classroom helper, open communications, etc.	26	C3
245	A caring and understanding teacher	15, MISC	C2, MISC
	One who listens to the child	16	C2
246	No responses given	NA	NA
247	Make class interesting and challenging	9	B1
	Believes he/she can make a difference in the lives of students	29	A1
	Explains things so students understand	18	B1
	Treat student fairly	5	A3
	Tell students the rules and explain "why"	1	B2
248	Encourage the students	MISC	MISC
	Gives students extra help when needed	13	C2
	Pleasant to everyone	MISC	MISC
249	Keeps open communication with parents bout strengths, weaknesses, needs	17	C3
	Makes learning appealing at age level	9	B1
	Challenges students to become independent thinkers	9	B1
	Does not allow children to be teased or taunted	MISC	MISC
	Gives suggestions to parents to assist child at home with weak areas	MISC	MISC
250	Involve parents of child's progress	17	C3
	Explains things so students understand	18	B1
	Treat students fairly	5	A3
	Is honest	6	A3
	Believe she can make a difference	29	A1
251	Makes class interesting and challenging	9	B1
	Expects all students to behave and apply themselves to learning	25	B2
	Is excited about teaching and helps students to learn	2	A1
252	The teacher should be attentive to the individual	MISC	MISC
	The teacher should not make student embarrass student if she does not know something	MISC	MISC
	The teacher should be willing to admit makes in teaching	MISC	MISC
	You should take this information on this survey and see that this applies to all teachers!	MISC	MISC
253	He/she helps us to understand more about the subject	MISC	MISC
	Teaches more and more everyday	MISC	MISC
	Asks people to raise their hand for more help	11	C2
	Listen to you when you need his/her attention	16	C2
	Always understands why students got an answer wrong and goes over it to explain it	MISC	MISC
254	All those stated in the survey	MISC	MISC
255	Help all students learn	19	B1
	Makes learning fun	23	B1
	Explain things so students understand	18	B1
	Listen to students	16	C2
	Use different ways to help students learn	8	B1

256	Uses different ways to teach and help students learn	8	B1
	Helps students with homework in and out of class	13	C2
	Lets parents know how students are doing in class	17	C3
	Uses lots of different ways to determine students' strengths and where help is needed	20	B1
	Believes he/she can make a difference in the lives of students	29	A1
257	No responses given	NA	NA
258	Treats kids fairly	5	A3
	Cares for the students	15	C2
	Listens to students	16	C2
259	Knowledge of subjects taught	7	B1
	On-going communicate with parent child about progress	17	C3
	Administrative support of principal, etc.	MISC	MISC
	Having a variety of learning resources	MISC	MISC
	Maintaining an open and honest relation with student	37.6	A3, C2
260	No responses given	NA	NA
261	Explains things so students understand	18	B1
	Expects all students to learn as much as possible	24	B2
	Encourages parents to get involved in student learning	26	C3
	Seems excited about teaching and wants students to learn	2	A1
	Uses different ways to teach and help students learn	8	B1
262	No responses given	NA	NA
263	I think too much homework discourages children	MISC	MISC
	Learning should be fun	23	B1
	If learning is a positive experience the child will retain more	MISC	MISC
264	Teacher should show interest in teaching	2	A1
	Inform parents of students strong and weak points	17	C3
265	Cares about students	15	C2
	Listens to students	16	C2
	Gives students work that makes them think	22	B1
	Makes class interesting and challenging	9	B1
	Makes learning fun	23	B1
266	Treats students with respect as if they were their own.	14	C2
	Talk to the students honestly and on their level	37	C2
	Listen to the students and really hear them	16	C2
	Class school rules understood clearly. Importance of obeying	1	B2
	Teaching is not just "another job."	2	A1
	Teachers need to want to teach and be with students. Many teachers make a very lasting impression on students	2	A1
	Teachers need to be role models. They need to help give students a guide line to follow. Students spend many years during their impressionable years with teachers.	MISC	MISC
267	Challenge your top students	MISC	MISC
	Care about EACH student	15	C2
	Treat EACH student fairly – NO FAVORITISM	5	A3
	Explain things a variety of ways	18	B1
	Check for understanding	41	B1
268	Treats them fairly	5	A3

	Sense of humor	3	A2
	Teaches children to work at their fullest potential	24	B2
269	Knowledge of material being taught in the class	7	B1
	Giving a little extra help to those who need it	13	C2
	Having patients with the children	MISC	MISC
270	No responses given	NA	NA
271	Sincerity to his or her work	MISC	MISC
	Motivated	MISC	MISC
	Knowledgeable	7	B1
	Patience	MISC	MISC
	Caring	15	C2
272	No responses given	NA	NA
273	The belief that every student counts	MISC	MISC
	Knowledge of how children learn -- *7 different styles of learning	MISC	MISC
	Knowledge of child development	MISC	MISC
	Knowledge of learning disabilities and how to help	MISC	MISC
	A positive attitude	MISC	MISC
	"All children are gifted and some just open their presents sooner than others." Author unknown	MISC	MISC
274	Makes learning enjoyable	23	B1
	Adds creativity to learning	MISC	MISC
	Acknowledges students accomplishments	MISC	MISC
	Individual attention to students weaknesses without singling out	MISC	MISC
	Keeps students looking forward to returning	MISC	MISC
275	A teacher should never make a student feel afraid to ask questions and be as helpful as possible	11	C2
	Don't waste time teaching about certain people, history year after year. (Mention Martin Luther Kind, presidents, etc.) so you can touch on other subjects	MISC	MISC
	Teachers should be encouraging	MISC	MISC
	Be able to explain work in simplified terms so a young child will understand easily.	18	B1
276	Do not rush the children in their work	MISC	MISC
	Do not belittle or put a child down	MISC	MISC
	Show interest and encouragement	MISC	MISC
	Reward good behavior	MISC	MISC
	Do not tolerate bullying of any kind	MISC	MISC
277	No responses given	NA	NA
278	No responses given	NA	NA
279	Makes it okay for students to ask questions when they don't understand something	11	C2
	Uses different ways to teach and help students learn	8	B1
	Makes class interesting and challenging	9	B1
	Lets parents know how students are doing in school	17	C3
	Listens to students	16	
280	Likes children	15	C2
	Is fair	5	A3
	Knows the subjects being taught	7	B1
281	Patience	MISC	MISC
	Making learning fun	23	B1
	Keeping parents informed	17	C3
282	Wants to be a teacher....and would do it for free.	MISC	MISC

	Genuinely interested in expanding the children's knowledge base...and sparking their curiosity to learn more (be creative)	MISC	MISC
	Open and honest communication with parents and support from parents	MISC	MISC
	See each child as an individual and understand that everyone learns at a different level and pace	19	B1
	PRAY!!!	MISC	MISC
283	Keeping in touch with parents	17	C3
	Explains things so students understand	18	B1
	Treats students with respect	14	C2
	Makes class interesting and challenging	9	B1
	Makes learning fun	23	B1
284	Helps all students w learning	19	B1
	Makes students feel that they count	MISC	MISC
	Is knowledgeable in their teaching	7	B1
285	Try to get the parents involved in their kid school and homework	26	C3
	Make sure the parent knows what is going on in school	17	C3
	Make each student an exciting project of her own	MISC	MISC
	Gets excited about projects for the students	MISC	MISC
	Communicate with the parents often	17	C3
286	Racially fair to all student	5	A3
	Has high expectations of all students	24	B2
287	Pushing students to achieve their maximum potential	24	B2
	Involving parents with homework	MISC	MISC
	Ensuring corrected exams and assignments come home in a timely manner	MISC	MISC
288	Excited about teaching and want students to learn	2	A1
	Makes work fun and interesting and challenging	9, 23	B1, B1
	Expects all students to behave	25	B2
	Teacher parent communication	17	C3
289	Makes learning fun and interesting	23, 9	B1, B1
	Loves children and teaching them	2, 15	A1, C2
	Teaches with respect and fairness (not by embarrassing them and screaming at them as some 4 th grade teachers at xxxxx are know to do constantly)	5, 14	A3, C2
	Explains things clearly and is willing to re-explain it when the children don't get it	18	B1
290	Must love children and their job	2, 15	A1, C2
	Patient	MISC	MISC
	Impartial	5	A3
291	Always listen to the ideas of students	16	C2
	Be patient while students learn	MISC	MISC
	Always have extra help time before or after school for students	13	C2
	Teach students not to be afraid to ask questions	11	C2

Verbatim Student Response to Open-Ended Statement

"In your opinion, please list the top three to five things that help make a teacher good at improving student learning."

Respondent	Comment	Grade Level	Survey #	Coding
1	No responses given	5	NA	NA
2	No responses given	5	NA	NA
3	No responses given	5	NA	NA
4	No responses given	5	NA	NA
5	No responses given	5	NA	NA
6	No responses given	5	NA	NA
7	No responses given	3	NA	NA
8	Has high moral character	3	28	A3
	Makes learning fun		23	B1
	Helps all my classmates learn		19	B1
	Explains things so I understand		18	B1
	Has a good sense of humor		3	A2
9	No responses given	3	NA	NA
10	Is fun when we learn	3	23	B1
	Helps us learn in different ways		8	B1
	Is helpful		13	C2
	Is nice		4	A2
	Is intelligent		30	A2
11	Is nice	3	4	A2
	Is friendly		4	A2
	Cares for me		15	C2
	Gives me directions		MISC	MISC
12	No responses given	3	NA	NA
13	Is honest	3	6	A3
	Is respectful		14	C2
	Is prompt		MISC	MISC
	Is kind		4	A2
	Is polite		MISC	MISC
14	Gives me work that makes me think	5	22	B1
	Explains things so I understand		18	B1
	Makes learning fun		23	B1
	Tells me the rules and explains "why"		1	B2
	Use different ways to teach and helps me learn		8	B1
15	A good teacher to me is nice	5	4	A2
	Respect me and my classmates		14	C2
	A good teacher is intelligent		30	A2
	A good teacher is a person to talk to me		4	A2
	A good teacher makes learning fun and exciting		23	B1
	A good teacher make students fill at home		21	B2
	A good teacher listens to there students and be there self and have fun with there students		16. MISC. 23	C2, B1. MISC
16	Let my parents know what I am doing in school	5	17	C3
	Encourages my parents to get involved in student learning		26	C3
	Helps me with work in and out of class		13	C2
	Makes the class a safe plase to learn		21	B2
	Give me work that makes me learn		10	B1
17	Makes the classroom a safe place to learn	5	21	B2

	Tells me rules and explains "why"		1	B2
	Treats me fairly		5	A3
	Makes it okay for me to ask questions when I don't understand something		11	C2
	Treats me with respect		14	C2
18	A teacher that respects me and my classmate	5	14	C2
	A teacher that is nice		4	A2
	A teacher that make everyone learn about a subject that hard and stays on it till everyone learns it		9, 18	B1, B1
	A teacher that gives us free time every day		MISC	MISC
	A teacher that smart and went five years of college		30, MISC	A2, MISC
19	Responsible	5	MISC	MISC
	Cares		15	C2
	Smart		30	A2
20	Makes learning fun	5	23	B1
	Knows a lot about what is taught		7	B1
	Treats me fairly		5	A3
	Is honest		6	A3
	Explains things so I understand		18	B1
21	Explain what's going on	5	18	B1
	Don't yell		MISC	MISC
	Make learning fun and interesting		23	B1
22	Giving quizzes when they are mostly needed	5	MISC	MISC
	Have many concerns about the students		15	C2
	Giving free-time after a really long test or quiz		MISC	MISC
	Understand that some childrens parents take responsibility for them		MISC	MISC
23	Helping the student out when they need help	5	13	C2
	Treat each student with respect		14	C2
	Not to make fun of people		MISC	MISC
24	Tells the rules and explains "why"	5	1	B2
	Treats me fairly		5	A3
	Is honest		6	A3
25	The teacher should be respectful	5	14	C2
	Give more help to children that need it		13	C2
	The teacher should make learning fun		23	B1
	Should know what he/she is talking about		7	B1
	Should treat children the way he/she wants to be treated		14	C2
26	A teacher that helps someone	5	13	C2
	More ways of learning		8	B1
	Helping students master the SOLs		MISC	MISC
27	Take there time with some students	5	13	C2
	Be friendly and nice		4	A2
	Helpful		13	C2
	Smart		30	A2
	Cares about their students		15	C2
28	Has good sense of humor	5	3	A2
	Has high moral character		28	A3
	Is intelligent		30	A2
	Is friendly to me		4	A2
	Treats me with respect		14	C2

29	Help students if they need help	5	13	C2
	Be honest to the students		6	A3
	Get involved in thing at school		MISC	MISC
30	Make the class interesting and challenging	3	9	B1
	Makes learning fun		23	B1
	Make sure class rules are followed		12	B2
31	Is nice	3	4	A2
	Cares for me		15	C2
	Teaches me		10	B1
	Helps me learn		19	B1
	Gives me directions		18	B1
32	Respects others	5	14	C2
	Is intelligent		30	A2
	Encourages children to learn		24	B2
	Knows what she is teaching		7	B1
	Makes learning fun		23	B1
33	Making it where people could understand it	5	18	B1
	Helping us with it		13	C2
	Making it hard		9	B1
	Helping us learn		13	C2
	Making it fun		23	B1
34	Tell me the rules and explain why	3	1	B2
	Explain things so I understand		18	B1
	Helps all my classmates learn		19	B1
35	Teaching	3	MISC	MISC
	Make learning fun		23	B1
36	Helps all my classmates learn	3	19	B1
	Makes the classroom a safe place to learn		21	B2
	Has high moral character		28	A3
	Is intelligent		30	A2
	Makes an effort to be involved in community		31	C4
37	Be fair	3	5	A3
	Be kind		4	A2
	Be polite		MISC	MISC
	Be careful		MISC	MISC
	Be alert		MISC	MISC
38	Believes he/she can make a difference in the lives of all my classmates	5	29	A1
	Encourages my parents to get involved in student learning		26	C3
	Explains things so I understand		18	B1
	Uses different ways to teach and to help me learn		8	B1
	Expects my classmates to behave and apply themselves to learning		25	B2
39	I think that a teacher should have fun while learning	5	23	B1
	I think that a teacher should treat every student the same		5	A3
	I think that a teacher should not ignore a student if they asks a question		11	C2
40	I think it's important that a teacher encourages their students to work harder	5	24	B2
	I think teachers should make an effort to ensure that all students follow rules for safety		MISC	MISC

41	Is intelligent	5	30	A2
	Is friendly to me		4	A2
	Is honest		6	A3
	Treats me fairly		5	A3
	Seems excited about teaching and wants me to learn		2	A1
42	He/she lets me decide for myself if certain times	5	MISC	MISC
	Lets me play certain games that are fun and educational		8	B1
	If I felt that I want to think up certain programs I can		MISC	MISC
43	Make class interesting and challenging	5	9	B1
	Expects my classmates to learn as much as possible		24	
	Believes he/she can make a difference in the lives of all my classmates		29	A1
	Makes an effort to be involved in the community		31	C4
	Gives me work that makes me think		22	B1
44	Tells me the rules and explains "why"	5	1	B2
	Treats me fairly		5	A
	Is honest		6	A3
	Knows a lot about what is taught		7	B1
	Gives me work that makes me learn		10	B1
45	No responses given		NA	NA
46	Listen	5	16	C2
	Flow deraction		MISC	MISC
	Don't talk when the teacher is talking		MISC	MISC
	Be have		25	B2
	Don't get addutud		MISC	MISC
47	A good teacher makes learning fun	5	23	B1
	A good teacher makes the classroom safe to learn		21	B2
	A good teacher expects my classmates to learn a lot		24	B2
	A good teacher is friendly and welcoming to my parents		27	C3
	A good teacher knows a lot about what is taught		7	B1
48	A good teacher treats me with respect	5	14	C2
	A good teacher is friendly to me		4	A2
	A good teacher is honest		6	A3
	A good teacher listens to me		16	C2
	A good teacher has good moral character		28	A3
49	Always or some of the time looking for raised hands	5	MISC	MISC
	Call on different people for answers		MISC	MISC
	Helps single students understand math		13	C2
50	Is friendly and welcome to my parents	5	27	C3
	Make learning fun		23	B1
	Explain things so I can understand things		18	B1
	Is friendly to me		4	A2
	Treats me fairly		5	A3
51	Has high moral character	5	28	A3
	Is honest		6	A3
	Listens to me		16	C2
	Treats me with respect		14	C2

	Makes learning fun		23	B1
52	Sweet, caring, and very generous	5	4, 15, MISC	A2, C2, MISC
	Talkative, energetic, and active also		MISC	MISC
	Uses different ways to help me		8	B1
	Makes learning fun		23	B1
	Is friendly and welcoming to my parents		27	C3
53	I think a good teacher is intelligent	5	30	A2
	I think a good teacher makes learning fun		23	B1
	I think a good teacher helps all my class mates learn		19	B1
	I think a good teacher explains things to me and my classmates so we understand		18	B1
	I think a good teacher is friendly to me and my classmates		4	A2
54	Helps all my classmates	5	19	B1
	Explains things so I understand		18	B1
	Makes the classroom a safe place to learn		21	B2
	Makes class interesting and challenging		9	B1
	Treats me fairly		5	A3
55	Explains things so I understand	5	18	B1
	Makes the classroom a safe place to learn		21	B2
	Expects my classmates to learn as much		24	B2
	Encourages my parents to get involved in student learning		26	C3
	Has high moral character		28	A3
56	Is friendly and welcoming to my parents	5	27	C3
	Helps all my classmates learn		19	B1
	Cares about me		15	C2
	Listens to me		16	C2
	Is honest		6	A3
57	Helping all the classmates learn	5	19	B1
	Making sure the classroom is a safe place to learn		21	B2
	A teacher that is fair		5	A3
	A teacher that is honest		6	A3
	A teacher treats me with respect		14	C2
58	Makes learning fun	5	23	B1
	Has high moral character		28	A3
	Is friendly and welcoming to my parents		27	C3
59	Good sense of humor	5	3	A2
	Treats me fairly		5	A3
	Is intelligent		30	A2
	Knows a lot about what is taught		7	B1
	Helps all my classmates learn		19	B1
60	No responses given	5	NA	NA
61	No responses given	5	NA	NA
62	Is intelligent	5	30	A2
	Has high moral character		28	A3
	Makes learning fun		23	B1
63	Has good materials that help me learn	5	8	B1
	Makes learning fun		23	B1
	Cares about me		15	C2
	Seems excited about teaching		2	
	Wants me to learn		24	B2

64	Has extra materials for other kids	5	MISC	MISC
	Nice to all students		4	A2
	Makes learning fun		23	B1
	Cares about people with difficulties		15	C2
	Loving to all kids		4	A2
65	Make learning fun	5	23	B1
	Help us with things we don't know about		19	B1
	Give better work that makes us think		22	B1
	Tell parents about events in school		MISC	MISC
	Make school challenging		9	B1
66	No responses given	5	NA	NA
67	Nice	5	4	A2
	Helpful		19	B1
	Likes experiments		8	B1
	Fun		23	B1
	Smart		30	A2
68	Has the ability to help many students when they need help	5	19	B1
	Will make sure that we know the work		MISC	MISC
	Volunteers to help other students		19	B1
	Has faith in every student		24	B2
	Has a caring heart and will help when students have not only school problems but other problems		15, 16	C2, C2
69	Helps me with work	5	13	C2
	Treats me fairly		5	A3
	Listens to me		16	C2
	Treats me with respect		14	C2
	Gives me time to communicate with my friends		MISC	MISC
70	Helps students at where they need help	5	20	B1
	Is friendly to students		4	A2
	Goes on things such as field trips		MISC	MISC
	Listens to students		16	C2
71	By me individually will make me learn better	5	MISC	MISC
72	Be a good person	5	28	A3
	Know what their talking about		7	B1
	Help me learn more		19	B1
	Helps everybody learn		19	B1
	Gives me challenging work		9	B1
73	That we go outside	5	MISC	MISC
	That he/she treats everybody the same		5	A3
	That he/she is nice		4	A2
	That he/she makes learning fun		23	B1
	That he/she makes an effort to help everybody		19	B1
74	Uses many different resources	5	8	B1
	Pays attention to all children		MISC	MISC
	Has a good sense of humor		3	A2
	Shares ideas with all children		MISC	MISC
75	Helps all my classmates learn	3	19	B1
	Uses lots of different ways to determine my strengths and where help is needed		20	B1
	Gives me work that makes me think		22	B1
76	Teaching	3	19	B1
	Smart		30	A2

	Fun		23	B1
	Not so tough		MISC	MISC
	Nice		4	A2
77	No responses given	3	NA	NA
78	No responses given	3	NA	NA
79	Thinks can make difference	3	29	A1
	Be fair		5	A3
	Listen to classmates		16	C2
	Is friendly to classmates		4	A2
	Makes room safe		21	B2
80	Be fair to everybody	3	5	A3
	Listens to me		16	C2
	Teach me well		8	B1
81	Listens	3	16	C2
	Cares		15	C2
	Teaches		8	B1
	Helps		13	C2
	Asks questions		MISC	MISC
82	Makes learning fun	5	23	B1
	Is honest		6	A3
	Is friendly		4	A2
83	No responses given	5	NA	NA
84	Makes learning fun	5	23	B1
	Is intelligent		30	A2
	Explain things so I understand		18	B1
	Is honest		6	A3
	Listens to me		16	C2
85	Homework dealing with the lesson each day	5	MISC	MISC
	Helps students understand the lesson		18	B1
	Makes learning fun		23	B1
86	That they listen	5	16	C2
	Helps when you don't understand		13	C2
	Is kind		4	A2
	Knows what he or she is teaching		7	B1
	Makes up fun activities to help us learn if we don't understand		23	B1
87	No responses given	3	NA	NA
88	No responses given	5	NA	NA
89	Is honest	3	6	A3
	Is truthful		6	A3
	Is intelligent		30	A2
	Is nice		4	A2
	Has high moral character		28	A3
90	They respect you	3	14	C2
	Encourages me to try harder		24	B2
	Touches you in the right places and not the wrong		MISC	MISC
91	Truth	3	6	A3
	Believe in		MISC	MISC
	Trust		MISC	MISC
	Make people do the right things		12	B2
	Help people learn more things		19	B1
92	Help	3	13	C2
	Explains		18	B1
	Does activitys		8	B1

	Nice		4	A2
	Does not yell		MISC	MISC
93	Believes in me	3	MISC	MISC
	Helps me		13	C2
	Helps me get better and better		24	B2
94	Good	3	MISC	MISC
	Listens		16	C2
	Respects		14	C2
	Teaches		8	B1
	Important		MISC	MISC
95	Giving what she know to us	3	8	B1
	Helping us pass the 3 rd grade		MISC	MISC
	Is helpful for thing		13	C2
96	Helps me	3	13	C2
	Believes I can do it		24	B2
	Treat us fairly		5	A3
	Wants us to understand		18	B1
	Think the class can do it if we try		24	B2
97	Be honest always	3	6	A3
	Respect students		14	C2
	Help when someone needs help		13	C2
	Help me learn		10	B1
	Be friendly to the class		4	A2
98	Has to be paying attention	3	MISC	MISC
	Has to caring for one another		15	C2
	Treats others with respect		14	C2
99	She listens to what you have to say	3	16	C2
	Helps you in any way she or he can		13	C2
	Be nice (doesn't yell)		4	A2
	Believes in you		24	B2
	Explain things easily so I can understand		18	B1
100	To ask me question to see if I am learning	3	20	B1
	To make sure to keep explaining till I get it		18	B1
	To not loose temper		MISC	MISC
	To be real more explain		18	B1
101	Help classmates learn	3	19	B1
	Makes class challenging		9	B1
	Nice but hard		4, 9	A2, B1
	Don't give lots of homework on break		MISC	MISC
102	Teaching the right kind of work	3	MISC	MISC
	Being truthful and kind		4, 6	A2, A3
	Not being strict		MISC	MISC
	Telling the truth		6	A3
	Telling the directions right		18	B1
103	To improve students to learn better in to explaining a way everyone will understand	5	18	B1
	Also they should be able to speak slowly and clearly		MISC	MISC
	They even have to give the student time to understand		18	B1
	They also have to be able to spend time after school teaching		13	C2
	They also have to speak in a kind way while explaining		MISC	MISC

104	Helps us whenever we need it	5	13	C2
	Good person		28	A3
	Thinks we can make something out of ourselves		MISC	MISC
105	Understands and knows what he/she is teaching	5	7	B1
	Excited and wants us to learn		2	A1
	Have all of his/her attention on teaching		MISC	MISC
	Set a good example for the students		MISC	MISC
106	Helps me when I don't understand something	5	13	C2
	Gives me courage that I can do it		MISC	MISC
	Is nice to my classmates and me		4	A2
	Makes learning fun		23	B1
	Gives us the information in different ways		8	B1
107	Being nice to each and every student	5	4	A2
	Making students do work		10	B1
	Being intelligent		30	A2
108	Answers questions	5	11	C2
	Handles kids		12	B2
	Has a good sense of humor		3	A2
109	Don't get mad at a student if he/she does not understand	5	MISC	MISC
	Nice to kids and not so mean		4	A2
	Don't yell at the kids unless they're out of control		MISC	MISC
110	Fair	5	5	A3
	Enough common sense		MISC	MISC
	Has enough information		7	B1
111	We can help out teacher	3	MISC	MISC
	Learn more		MISC	MISC
	Spell more		MISC	MISC
	Read more		MISC	MISC
	Play more		MISC	MISC
112	Explains things so I understand	3	18	B1
	Helps all my classmates learn		19	B1
	Uses lots of different ways to determine my strengths and where help is needed		20	B1
	Makes the classroom a safe place to learn		21	B2
	Gives me work that makes me think		22	B1
113	Takes the ideas that kids have	5	16	C2
	Thinks about the students before him		MISC	MISC
	Is nice to everybody		4	A2
	Treats everybody fairly		5	A3
114	Explains things so I understand	5	18	B1
	Is intelligent		30	A2
	Listens to me		16	C2
115	Gives us 30 minutes of free time to get all our energy out	5	MISC	MISC
116	Is intelligent	5	30	A2
	Makes an effort to be involved in the community		31	C4
	Makes learning fun		23	B1
	Is honest		6	A3
	Cares about me		15	C2
117	Good sense of humor	5	3	A2
	Treats you fairly		5	A3
	Makes learning fun		23	B1

	Explains things I don't understand		18	B1
	Listens to me		16	C2
118	Is nice to all of my classmates	5	4	A2
	He/she will understand my questions		11	C2
	If I have a question they will answer		11	C2
119	Treats me fairly	5	5	A3
	Explains things so I understand		18	B1
	Listens to me		16	C2
	Is friendly and welcoming to my parents		27	C3
	Makes the classroom a safe place to learn		21	B2
120	By making us do our work	5	MISC	MISC
	Never let us give up on things		MISC	MISC
	Never give very hard work		MISC	MISC
121	A teacher needs to learn to both sides of a story	5	16	C2
122	Makes us try to do our best	5	25	B2
123	To be nice	5	4	A2
	Be smart		30	A2
	Be fun		23	B1
	To teach without yelling		MISC	MISC
	Teach the best he can		MISC	MISC
124	Makes class fun	5	23	B1
	Teachers are nice		4	A2
	Teachers don't yell at students		MISC	MISC
125	Giving work that helps me	3	10	B1
	Push me to get my brain working		22	B1
	Will listen to what I have to say		16	C2
	Will be honest all of the time		6	A3
	Makes the classroom a safe place to learn		21	B2
126	Makes class interesting and challenging	3	9	B1
	Makes it okay for me to ask questions when I don't understand something		11	C2
	Treats me with respect		14	C2
127	I think a good teacher is honest	3	6	A3
	I think a good teacher helps me learn		19	B1
	I think a good teacher helps me with my work		13	C2
128	A good teacher who helps people learn	3	19	B1
	Explain rules two times so we won't forget the first time		18	B1
	Help people learn to read		MISC	MISC
129	Makes learning fun	3	23	B1
	Is honest		6	A3
	Explains things so I understand		18	B1
130	Gives me work that makes me think	3	22	B1
	Makes the classroom a safe place to learn		21	B2
	She helps me		13	C2
131	Makes learning fun	3	23	B1
	Uses different ways to teach		8	B1
	Is very understanding		MISC	MISC
	Has great sense of humor		3	A2
132	Going over stuff I don't understand	3	18	B1
	Making learning fun		23	B1
	Is friendly to me		4	A2
	Treats me fairly		5	A3
	Is honest		6	A3

133	Make learning fun	3	23	B1
	Is friendly and welcoming to my parents		27	C3
	Helps me with my friend prombels		16	C2
	Knows what she is talking about		7	B1
134	Making things challenging	3	9	B1
	Makes learning hard and is still fun		23. 9	B1. A1
	Giving work that helps me think		22	B1
135	Explains things so I understand	3	18	B1
	Makes learning fun		23	B1
	Has a good sense of humor		3	A2
	Is friendly and welcoming to my parents		27	C3
	Gives me work that makes me think		22	B1
136	Helps me understand	3	18	B1
	Is nice to me		4	A2
	Teaches me the rules		1	B2
	Makes school fun and easy		23, MISC	B1, MISC
	Helps me read better		MISC	MISC
137	Helps me with work so I can understand	3	18	B1
	Makes work fun		23	B1
	Teaches me nice things		MISC	MISC
	Helps us be nice good		MISC	MISC
	Helps us follows rules		12	B2
138	Making thing easier	3	MISC	MISC
	Be good to me		4	A2
	Teach me		MISC	MISC
	Make learning fun		23	B1
	If she know what she's talking about		7	B1
139	Intelligent	3	30	A2
	Smart		30	A2
	Moral		28	A3
140	To explain what to do	3	18	B1
	To review stuff		MISC	MISC
	To give us work so we can think		22	B1
141	Home trained	3	MISC	MIS
	Common sence		MISC	MISC
	Smart		30	A2
	Honest		6	A3
	Caring		15	C2
142	Funny	3	3	A2
	Smart		30	A2
	Nice		4	A2
143	Is nice	3	4	A2
	Helps me learn things		8	B1
	Helps us with things we do not understand		18	B1
	Dress nice		MISC	MISC
	Is pretty		MISC	MISC
144	Smart	3	30	A2
	Nice		4	A2
	Understanding		MISC	MISC
	Explains things		18	B1
	Does not drink		MISC	MISC
145	Cares for students	3	15	C2
	Is intelligent		30	A2

	Makes learning fun		23	B1
146	Cares about students	3	15	C2
	Is friendly		4	A2
	Is smart		30	A2
147	Good sense of humor	3	3	A2
	Good teaching skills		8	B1
	Is smart		30	A2
148	Listens	3	16	C2
	Helping		13	C2
	Understands		MISC	MISC
149	To set up programs so the student learn as much as he/she needs	5	24	B2
	Encourage the student to see tutors		MISC	MISC
	Make sure they're happy		MISC	MISC
150	Makes learning fun important	3	23	B1
	Makes the classroom a safe place to learn		21	B2
	Explains things so I understand		18	B1
	Is friendly to me		4	A2
	Has a good sense of humor		3	A2
151	Being honest	3	6	A3
	Making learning fun		23	B1
	Has high moral character		28	A3
152	Is smart	3	30	A2
	Makes it fun to learn		23	B1
	Makes facts easy		MISC	MISC
153	Nice	3	4	A2
	Learning		MISC	MISC
	Friendly		4	A2
	Good		28	A3
154	Loveful	3	MISC	MISC
	Show good effort		MISC	MISC
	Kind		4	A2
	Making learning fun		23	B1
	Listens to me		16	C2
155	Kind	3	4	A2
	Loveing		MISC	MISC
	Understanding		MISC	MISC
	Fun		23	B1
	Careful		MISC	MISC
156	They respect my classmates	3	14	C2
	They are nice		4	A2
	They teach you		8	B1
	They tell you things		MISC	MISC
	They help you with your work		13	C2
157	Explains things	3	18	B1
	Helps people learn		19	B1
	Makes learning fun		23	B1
	Makes class interesting		9	B1
	Makes the classroom safe		21	B2
158	Be a little more nicer	3	4	A2
	Explain a little better		18	B1
	More fieldtrips		MISC	MISC
159	Makes teaching more interesting	3	9	B1
	Make a difference in teaching		MISC	MISC

	Make it interesting to learn		8	B1
	Treat the student's fair and not different		5	A3
	Make more things interesting		9	B1
160	No responses given	3	NA	NA
161	Helps all my classmates learn	3	19	B1
	Explains things so I understand		18	B1
	Gives me work that makes me think		22	B1
	Makes the classroom a safe place to learn		21	B2
	Treat me fairly		5	
162	No responses given	3	NA	NA
163	Makes sure I understand	5	18	B1
	Helps me if I need it		13	C2
	Knows what is being taught		7	B1
	Listens to me		16	C2
	Makes learning fun		23	B1
164	Makes learning fun	5	23	B1
	Is understanding		MISC	MISC
	Cares about me		15	C2
	Is intelligent		30	A2
	Is honest		6	A3
165	Knows what their teaching	5	7	B1
	Is funny but serious		3	A2
	Is intelligent		30	A2
166	Makes class interesting	5	9	B1
	Makes it okay to ask questions		11	C2
	Cares about me		15	C2
	Listens to me		16	C2
	Is intelligent		30	A2
167	Try to teach in a fun way just don't make them write notes	5	23	B1
	Stay calm at all times even if they make you angry		MISC	MISC
	When they go to far take control and say that's enough		12	B2
	Teach them don't just write it and expect them to know it		MISC	MISC
	Don't be just a teacher also be a friend		4	A2
168	No responses given	3	NA	NA
169	No responses given	3	NA	NA
170	Never give up	3	MISC	MISC
171	Makes learning fun	3	23	B1
	Makes it challenging		9	B1
	Helps us when we don't understand something		13	C2
172	No responses given	3	NA	NA
173	Helps you if your stuck in a subject	3	13	C2
174	They can make subjects into games and be fun	3	23	B1
175	No responses given	3	NA	NA
176	When the teacher makes it fun to learn	3	23	B1
177	Lets you tell what I think	3	16	C2
	Making learning fun		23	B1
	Lets me feel safe		21	B2
	Being nice to everyone		4	A2
	Is intelligent		30	A2
178	No responses given	3	NA	NA

179	Using hands on methods	5	8	B1
	Makes the lesson fun		23	B1
	Knows what they are talking about		7	B1
	Helps students understand what is going on		18	B1
	Gives us a chance to speak our minds		16	C2
180	Asks questions	5	11	C2
	Do the lesson untill everybody understands it		18	B1
	Do reviews after the lesson is over		MISC	MISC
181	Is honest	3	6	A3
	Is friendly		4	A2
	Makes class interesting and challenging		9	B1
	Respects students		14	C2
	Listens to me		16	C2
182	Is respectful	3	14	C2
	Is honest		6	A3
	Is nice		4	A2
	Is careful		MISC	MISC
183	Helps me learn	3	19	B1
	Listens to me		16	C2
	Cares about me		15	C2
	Helps me in every subject		13	C2
	Has a good sense of humor		3	A2
184	Makes learning fun	3	23	B1
	Explains so I can understand		18	B1
	Is intelligent		30	A2
	Is honest		6	A3
	Cares about me		15	C2
	Listens to me		16	C2
185	Sense of humor	3	3	A2
	Makes learning fun		23	B1
	Don't give us a lot of homework		MISC	MISC
186	Makes learning fun	3	23	B1
	Gives me work that makes me think		22	B1
	Helps all my classmates learn		19	B1
	Is friendly and welcoming to my parents		27	C3
	Has high moral character		28	A3
187	Makes us study hard	3	24	B2
	Teaches stuff		8	B1
	Is intelligent		30	A2
	Knows a lot about what she teaches		7	B1
	Sence of humor		3	A2
188	Explains things so I understand	3	18	B1
	Helps all my classmates learn		19	B1
	Is intelligent		30	A2
	Makes learning fun		23	B1
	Gives me work that makes me think		22	B1
189	Gives me work that makes me think	3	22	B1
	Has high moral character		28	A3
	Is intelligent		30	A2
	Makes learning fun		23	B1
	Is honest		6	A3
190	Helping me when I do not understand	3	13	C2
	Helping us learn more		8	B1

	Making sure we get good grades		MISC	MISC
191	Is intelligent	3	30	A2
	Is a fun teacher		23	B1
	Makes learning fun		23	B1
	Helps classmates		13	C2
	Is friendly to me		4	A2
192	Enjoys what is being taught	5	MISC	MISC
	He/she has fun with their class		23	B1
	Is funny		3	A2
	Note a lot of written work, more hands on		8	B1
	Love to teach the class		2	A1
193	Knows the stuff she teaches	5	7	B1
	Makes learning fun		23	B1
	Explains the stuff well		18	B1
194	Someone who lets you bring toys	5	MISC	MISC
	Someone who's into sports		MISC	MISC
195	Makes the classroom safe and happy	5	21	B2
	Makes learning fun		23	B1
	Helps kids learn		19	B1
196	Gives me work that makes me think	5	22	B1
	Treats me with respect		14	C2
	Cares about me		15	C2
197	Listens to students	5	16	C2
	Improves students thinking skills		22	B1
	Helps students with problems		13	C2
198	Explains things so I understand	5	18	B1
	Makes it okay to ask questions		11	C2
	Has a good sense of humor		3	A2
	Is intelligent		30	A2
	Makes learning fun		23	B1
199	Wants to help students	5	13	C2
	Makes things fun		23	B1
	They are polite		MISC	MISC
	Treat everybody fairly		5	A3
200	No responses given	5	NA	NA
201	Challenges	5	9	B1
	Is funny		3	A2
	Helps me		13	C2
	Believes in me		MISC	MISC
	Likes me		4	A2
202	Respects the students	5	14	C2
	Is nice		4	A2
	Treats students fairly		5	A3
	Explains things		18	B1
	Is friendly		4	A2
203	Is nice	5	4	A2
	Works with the kids until they understand		18	B1
	Treats everyone fairly		5	A3
	Believes in the kids in the class		MISC	MISC
	Is honest		6	A3
204	Cares about students	5	15	C2
	Teaches right from wrong		MISC	MISC
	Helps students when they don't understand		13	C2

205	Is intelligent	5	30	A2
	Is smart		30	A2
	Is kind		4	A2
	Helps all my classmates learn		19	B1
	Makes learning fun		23	B1
206	Should want to teach and not just go to get a paycheck	5	2. MISC	A2. MISC
	Should know about what is being taught		7	B1
	Should be excited about teaching		2	A1
207	No responses given	5	NA	NA
208	Is nice	5	4	A2
	Answers questions		11	C2
	Tells more about school than her life		MISC	MISC
209	Having fun	5	23	B1
	Doing games that make us learn		8	B1
210	Listens to what we say	5	16	C2
	Treats students with respect		14	C2
211	Plays games to study by	5	8	B1
	Helps students who don't understand		13	C2
	Teaches things in different ways		8	B1
212	Calls on everyone	5	MISC	MISC
	Is fair		5	A3
	Uses games to make learning fun		8. 23	B1, B1
	Makes class interesting and challenging		9	B1
	Does not give too much homework		MISC	MISC
213	Lets my parents know how I am doing	3	17	C3
	Makes learning fun		23	B1
	Is intelligent		30	A2
	Has high moral character		28	A3
	Gives me work that makes me think		22	B1
214	No responses given	3	NA	NA
215	No responses given	3	NA	NA
216	Is honest	3	6	A3
	Makes learning fun		23	B1
	Helps students work		13	C2
	Explains when students don't understand		18	B1
	Treats you fairly		5	A3
217	Is kind	3	4	A2
	Is a nice person		4	A2
	Is a good teacher		MISC	MISC
218	Helps me work harder	3	10	B1
	Tells me how to do my work		18	B1
	Tells me right from wrong		MISC	MISC
	Tells me if my work is done right		MISC	MISC
	Cares about me		15	C2
219	No responses given	3	NA	NA
220	No responses given	3	NA	NA
221	Has a sense of humor	3	3	A2
	Is kind		4	A2
	Gives challenging assignments		9	B1
222	No responses given	3	NA	NA
223	Has high moral character	3	28	A3
224	No responses given	3	NA	NA
225	No responses given	3	NA	NA

226	No responses given	3	NA	NA
227	No responses given	3	NA	NA
228	No responses given	3	NA	NA
229	No responses given	3	NA	NA
230	No responses given	3	NA	NA
231	No responses given	3	NA	NA
232	No responses given	3	NA	NA
233	No responses given	3	NA	NA
234	No responses given	3	NA	NA
235	No responses given	3	NA	NA
236	No responses given	3	NA	NA
237	No responses given	3	NA	NA
238	No responses given	3	NA	NA
239	Makes learning fun	3	23	B1
240	Knows the SOLs	5	7	B1
	Helps us learn		13	C2
	Is nice		4	A2
241	Is friendly	5	4	A2
	Is encouraging		MISC	MISC
	Is responsible		MISC	MISC
242	Treats me with respect	5	14	C2
	Makes the classroom a safe place to learn		21	B2
	Expects my classmates to learn as much as possible		24	B2
	Makes an effort to be involved in the community		31	C4
	Listens to me		16	C2
243	Not making it hard	5	MISC	MISC
	Helps all my classmates to learn		19	B1
	Making us grow		MISC	MISC
244	Makes learning fun	5	23	B1
	Gives us work to make us think		22	B1
	Makes learning fun		23	B1
	Doesn't yell at us		MISC	MISC
	Cares about us		15	C2
245	Makes my classroom safe	5	21	B2
	Is honest		6	A3
	Is respectful		14	C2
	Is honest		6	A3
	Explains things to me when I don't understand		18	B1
	Makes learning fun		23	B1
246	Makes learning fun	3	23	B1
	Helps me when I need help		12	B2
247	No responses given	3	NA	NA
248	Helps us when we need help	3	13	C2
	Makes work fun		23	B1
	Treats students fairly		5	A3
249	No responses given	3	NA	NA
250	Makes me think	3	22	B1
	Makes learning fun		23	B1
	Helps me when I need help		13	C2
251	Gives me work that makes me think	3	22	B1
	Explains things so I can understand		18	B1
	Helps with work when we need it		13	C2
252	No responses given	3	NA	NA

253	Treats students with respect	3	14	C2
	Believes he/she can help kids learn		29	A1
	Makes learning fun		23	B1
	Explains stuff so students understand		18	B1
	Is excited about teaching and wants students to learn		2	A1
254	Explains things so I understand	3	18	B1
	Treats me fairly		5	A3
	Makes it okay to ask questions		11	C2
	Makes sure the classroom is a safe place to learn		21	B2
255	Is nice	3	4	A2
	Helps us if we are not doing good		13	C2
256	No responses given	3	NA	NA
257	Is intelligent	3	30	A2
	Is funny and has a sense of humor		3	A2
	Makes people think and learn at the same time		22	B1
	Is confused sometimes		MISC	MISC
258	Is understanding when I am having trouble	5	MISC	MISC
259	Uses lots of different ways to determine my strengths and where help is needed	5	20	B1
	Makes learning fun		23	B1
	Uses different ways to teach and help me learn		8	B1
	Explains things so I understand		18	B1
	Lets my parents know how I'm doing		17	C3
260	Shows us educational T.V. and movies	5	8	B1
261	Helping us when we don't understand	5	13	C2
	Makes sure we are safe		21	B2
262	No responses given	5	NA	NA
263	No responses given	5	NA	NA
264	Treats me with respect	5	14	C2
	Explains things so I understand		18	B1
	Treats me fairly		5	A3
265	Explains things so I understand	5	18	B1
	Gives me work that makes me think		22	B1
	Is friendly and welcoming to my parents		27	C3
266	Makes the classroom a safe place to learn	5	21	B2
	Makes learning fun		23	B1
	Helps all my classmates learn		19	B1
	Explains things so I understand		18	B1
	Is intelligent		30	A2
267	Plays games while teaching us things	5	8	B1
268	Playing games to help us learn	5	8	B1
	Takes us outside so we can learn about nature		MISC	MISC
	Does hands-on science experiments		8	B1
	Gives us rewards when we are good		MISC	MISC
	Lets us have a class pet		MISC	MISC
269	Is fair	5	5	A3
	Knows how to make learning fun		23	B1
	Takes time to help me when I don't understand		13	C2
270	Teaches so I understand	5	18	B1
	Makes learning fun		23	B1
	Is creative		MISC	MISC
	Explains things in different ways		18	B1
	Treats everyone fair		5	A3

271	Hands-on activities	5	8	B1
	Makes learning fun		23	B1
272	Makes learning fun	5	23	B1
	Is nice		4	A2
	Cares about us		15	C2
	Does not yell at us		MISC	MISC
	Lets us talk and discuss things together		MISC	MISC
273	Pushes students to do their best	5	24	B2
	Makes learning fun		23	B1
	Cares about the students very much		15	C2
274	No responses given	5	NA	NA
275	Have fun when teaching	5	23	B1
	Be organized		MISC	MISC
276	Makes learning fun	5	23	B1
	Is fair		5	A3
	Doesn't embarrass students		MISC	MISC
277	Know your students	5	MISC	MISC
	Try to improve the way you teach		MISC	MISC
	Know a lot about what you teach		7	B1
	Is friendly		4	A2
278	Keeps my classmates and me to do the best we can by encouraging us	5	24	B2
	Helps me out with problems I don't understand		13	C2
	Makes learning fun		23	B1
279	Does not yell	5	MISC	MISC
	Have a safe nice room		21	B2
280	Gives us more time to do work	5	MISC	MISC
	Answers all kids questions		11	C2
	Gives us more study time		MISC	MISC
281	No responses given	5	NA	NA
282	Makes learning fun	5	23	B1
	Is nice		4	A2
	Treats people with respect		14	C2
	Cares about us		15	C2
	Is responsible		MISC	MISC
283	Makes the work exciting and fun	5	23	B1
	Is fair		5	A3
	Is honest		6	A3
284	Plays learning games	5	8	B1
	Listens to us		16	C2
	Helps us when we don't understand		13	C2
	Does not yell		MISC	MISC
285	No responses given	5	NA	NA
286	No responses given	5	NA	NA
287	No bad slips of the tongue	5	MISC	MISC
	Listen to what we have to say		16	C2
	Tell us how we can make it better grades		MISC	MISC
	Don't constantly yell at us		MISC	MISC
	Cares about our problems		15	C2
288	Don't always teach out of the book	5	8	B1
	Gathers information and resources to help us work		MISC	MISC
	Explains our work carefully		18	B1
	Don't get mad at us when we ask too many		11	C2

	questions			
289	Takes the time to talk to students	5	MISC	MISC
	Makes sure students understand the materials		18	B1
	Is nice		4	A2
	Treats students with respect		14	C2
	Have a good attitude toward students		MISC	MISC
290	Believes he/she can make a difference in the lives of students	3	29	A1
	Is intelligent		30	C4
	Has high moral character		28	A3
291	Is intelligent	3	30	A2
	Is friendly and welcoming to my parents		27	C3
	Helps all my classmates learn		19	B1
292	Makes a classroom a safe place to learn	3	21	B2
	Makes learning fun		23	B1
	Has high moral character		28	A3
293	Treats me with respect	3	14	C2
	Gives me work that makes me think		22	B1
	Is honest		6	A3
	Treats me fairly		5	A3
	Is intelligent		30	A2
294	Explains things so I understand	3	18	B1
	Treats me fair		5	A3
	Listens to me		16	C2
295	Is honest	3	6	A3
	Is helpful		13	C2
	Is kind		4	A2
	Makes learning fun		23	B1
	Listens to me		16	C2
296	Is intelligent	3	30	A2
	Has high moral character		28	A3
	Cares about me		15	C2
	Makes learning fun		23	B1
	Gives me work that makes me think		22	B1
297	Explains things so I understand	3	18	B1
	Expects my class to learn as much as possible		24	B2
	Makes an effort to be involved in the community		31	C4
	Treats me fairly		5	A3
	Is honest		6	A3
298	Explains things so I understand	3	18	B1
	Helps all my classmates learn		19	B1
	Is honest		6	A3
	Tells me the rules and explains "why"		1	B2
	Is friendly and welcoming to my parents		27	C3
299	Makes the classroom a safe place to learn	3	21	B2
	Gives me work that makes me think		22	B1
	Is honest		6	A3
	Treats me fairly		5	A3
	Helps me in and out of class		13	C2
300	Tells me the rules and explains why	3	1	B2
	Is honest		6	A3
	Makes the classroom a safe place to learn		21	B2
301	Tells me the rules and explains why	3	1	B2
	Makes learning fun		23	B1

	Is friendly and welcoming to my parents		27	C3
	Is intelligent		30	A2
	Has a good sense of humor		3	A2
302	Treats me with respect	3	14	C2
	Makes the classroom a safe place to learn		21	B2
	Is intelligent		30	A2
	Helps all my classmates learn		19	B1
	Helps me with my work in and out of class		13	C2
303	Knows about a lot of things that she teaches	3	7	B1
	Makes learning fun		23	B1
	Is intelligent		30	A2
	Makes the classroom fun and safe		21	B2
304	Tells me the rules and explains why	3	1	B2
	Makes sure classroom rules and followed		12	B2
	Helps me with work in and out of class		13	C2
	Gives me work that makes me learn		10	B1
	Makes it okay for me to ask questions when I don't understand something		11	C2
305	No responses given	3	NA	NA
306	Is intelligent	3	30	A2
	Treats me with respect		14	C2
	Cares about me		15	C2
	Listens to me		16	C2
	Is honest		6	A3
307	Having fun projects	3	23	B1
	Makes learning fun		23	B1
	Have fun field trips		MISC	MISC
	Play learning games and do learning different		8	B1
308	No responses given	3	NA	NA
309	Teaching us things we don't know	3	MISC	MISC
	Explains things when we don't understand		18	B1
	Is nice		4	A2
	Is intelligent		20	B1
	Knows lots of different ways to teach the same things		8	B1
310	Has high moral character	3	28	A3
	Is intelligent		30	A2
	Makes learning fun		23	B1
	Helps all my classmate learn		19	B1
	Explains things so I understand		18	B1
311	Makes class safe	3	21	B2
	Is nice		4	A2
	Loveful		MISC	MISC
	Cherrful		MISC	MISC
312	Makes learning fun	3	23	B1
	Listens to us		16	C2
	Makes us behave		12	B2

Verbatim Teacher Responses to Open-Ended Question

"In your opinion, what are the top 3-5 most important characteristics of teacher effectiveness?"

Respondent	Comment	Survey #	Coding
1	Knowledge of material	7	B1
	Ability to relate that information	8	B1
	Good relationship with students	37	C2
	Being able to accept authority	MISC	MISC
	Good attendance while teaching	MISC	MISC
2	No responses given	NA	NA
3	No responses given	NA	NA
4	No responses given	NA	NA
5	No responses given	NA	NA
6	No responses given	NA	NA
7	No responses given	NA	NA
8	No responses given	NA	NA
9	Fairness	5	A3
	Willingness to learn / share	48	C1
	Adapts to new situations	47	A2
	Passion for teaching and learning	2	A1
	Strong knowledge of content	7	B1
10	Caring attitude toward students	15	C2
	Provided safe environment for students to learn and take risks	21	B2
	Willingness to try new strategies in the classroom	35	B1
	Demonstrate flexibility	47	A2
	Shows fairness to students	5	A3
11	Consistent with discipline and expectations	25	B2
	Sense of humor	3	A2
	Passion about teaching and learning	2	A1
	Positive sense of humor	3	A2
	Honesty and fairness	5, 6	A3, A3
12	Strong knowledge of content	7	B1
	Classroom management skills	12	B2
	Flexibility	47	A2
	Interesting and challenging classes	9	B1
	Positive sense of humor	3	A2
13	Demonstrates a passion about learning and teaching	2	A1
	Treats all students with respect	14	C2
	Has a strong work ethic and is a hard worker	34	A2
	Stays current regarding educational research	44	B1
	Has high expectations for student learning	24	B2
14	Exhibits effective organizational skills	46	A2
	Establishes a positive learning environment	45	B2
	Demonstrates fairness with students	5	A3
	Demonstrates effective classroom management skills	12	B2
	Is intelligent	30	A2
15	Demonstrates a passion about teaching and learning	2	A1
	Believes in his/her ability to make a difference in the lives of students	29	A1
	Demonstrates a willingness to try new strategies within the classroom	35	B1
	Teaches thinking skills and provides opportunities to	22	B1

	practice these		
17	Management	12	B2
	Creativity	MISC	MISC
	Organized	46	A2
	Content knowledge	7	B1
	Humor	3	A2
18	Provides safe environment for students	21	B2
	Effective classroom management	12	B2
	Adapts instruction to meet individual needs	8	B1
19	Believes in his/her ability to make a difference	29	A1
	Establish a positive environment	45	B2
	Interacts well with parents	27	C3
	Adapts instruction for different learning styles	8	B1
	Gets along well with other teachers / administration	50	C1
20	Possesses high moral character (If this is true, many other areas fall in line)	28	A3
	Is intelligent	30	A2
	Stimulates students intellectual curiosity and interest in learning	38	B1
21	No responses given	NA	NA
22	The ability to motive students to learn	MISC	MISC
	Compassion / nurturing	MISC	MISC
	Good knowledge of content	7	B1
	Teacher motivation	MISC	MISC
	Good organizational skills	46	A2
23	Creates interesting and challenging classes	9	B1
	Establishes a positive learning environment	45	B2
	Demonstrates a willingness to try new strategies	35	B1
	Makes learning fun	23	B1
	Demonstrates a caring attitude toward students	15	C2
24	No responses given	NA	NA
25	A strong teacher / student relationship	37	C2
	A strong work ethic	34	A2
	High expectations for students	24	B2
26	No responses given	NA	NA
27	Demonstrates a passion about teaching and learning	2	A1
	Demonstrates a willingness to try new strategies within the classroom	35	B1
	Monitors student understanding through various methods	41	B1
28	Treating students with respect – you get what you give	14	C2
	Great classroom management skills	12	B2
	Being able to teach all students so they learn	8	B1
	Giving students your expectation that they can reach higher than they think they can	24	B2
29	Believes in his/her ability to make a difference in the lives of students	29	A1
	Stimulates students intellectual curiosity and interest in learning	38	B1
	Establishes a positive learning environment	45	B2
	Demonstrates flexibility	47	A2
	Adapts instruction to meet individual student needs and learning styles	8	B1
30	Creates challenging and meaningful classes	9	B1

	Possesses a strong knowledge of content	7	B1
	Demonstrates effective classroom management skills	12	B2
31	Knowledge of material is essential	7	B1
	Teaching techniques	8	B1
	Classroom management	12	B2
	Communication with parents and students	37, 17	C2, C3
32	Classroom management	12	B2
	Knowledge of material	7	B1
	Flexible teaching styles to meet the needs of all	8	B1
	Must be a hard worker	34	A2
	Positive communication with children and parents	37, 17	C2, C3
33	Knowledge of content	7	B1
	Effective classroom management	12	B2
	High expectations for student learning	24	B2
34	Consistent with discipline and expectations	25	B2
	Exhibits effective organizational skills	46	A2
	Demonstrates flexibility	47	A2
	Uses frequent formal and informal assessment of students to guide instruction	20	B1
	Has high expectations for student learning	24	B2
35	Flexibility – I changed lesson plans in the middle of teaching while being observed	47	A2
	Fairness	5	A3
	Sense of humor	3	A2
	Ability to “connect” with students	37	C2
36	Communication skills	37, 17	C2, C3
	Passion for teaching and learning	2	A1
	Strong knowledge of content	7	B1
	Gives challenging, fun, and meaningful assignments	10, 23	B1, B1
	Respect and care for all students	14, 15	C2, C2
37	A clear understanding that all students learn differently	19	B1
	Teaching is a process: not all students learn immediately	MISC	MISC
	Have fun teaching: you can learn from your kids as well	23	B1
	Always look for something positive in each learner	MISC	MISC
38	No responses given	NA	NA
39	Demonstrates effective classroom management skills	12	B2
	Possesses a strong knowledge of content (intelligent)	7, 30	B1, A2
	Stays current regarding educational research and best practices	44	B1
	Uses frequent formal and informal assessment for instruction	20	B1
	Establishes a positive learning environment for all students	45	B2
	Demonstrates a friendly attitude	4	A2
40	Passionate about teaching and learning (it’s contagious)	2	A1
	Caring attitude towards students	15	C2
	Current knowledge and use of best practices	44	B1
	Safe positive learning environment	21	B2
	High expectations and gives help to reach them	24	B2
41	No responses given	NA	NA
42	Know your curriculum	7	B1

	Have an organized and well disciplined classroom	25, 46	B2, A2
	Truly love and care for each child's individual learning needs	MISC	MISC
	Know and understand each student	MISC	MISC
	Be compassionate	MISC	MISC
43	No responses given	NA	NA
44	Accepts criticism	43	A
	Hard worker	34	A2
	Good listener	16	C2
	Responsible	MISC	MISC
45	Caring attitude towards students	15	C2
	Effective classroom management skills	12	B2
	Strong knowledge of content	7	B1
	Positive relationship with parents	17	C3
	Willingness to share ideas with colleagues	48	C1
46	No responses given	NA	NA
47	Good classroom management	12	B2
	Caring and respectful attitude	15, 14	C2, C2
	Flexibility	47	A2
48	Classroom management	12	B2
	Being prepared	MISC	MISC
	Parental support /contact	17	C3
49	Demonstrates fairness with students	5	A3
	Demonstrates effective classroom management	12	B2
	Accepts constructive criticism	43	A2
50	No responses given	NA	NA
51	Demonstrates a passion about teaching and learning	2	A1
	Demonstrates a caring attitude toward students	15	C2
	Demonstrates a willingness to try new strategies within the classroom	35	B1
	Has high expectations for student learning	24	B2
	Provides a safe environment for students to learn and take risks	21	B2
52	Adapts instruction to meet individual student needs and learning styles	8	B1
	Establishes a positive learning environment for all students	45	B2
	Has a strong work ethic and is a hard worker	34	A2
	Possesses a sense of humor	3	A2
	Demonstrates flexibility	47	A2
53	Knowledgeable	7	B1
	Organized	46	A2
	Disciplined	MISC	MISC
	Open communicator with colleagues and students	16, 48	C2, C1
	Driven	MISC	MISC
54	High expectations	24	B2
	Fair firm discipline	25	B2
	Patience	MISC	MISC
	Caring attitude	15	C2
	Challenges all students	MISC	MISC
55	Is consistent with discipline and expectations	25	B2
	Provides clear explanations	18	B1
	Exhibits a friendly attitude with students	4	A2
	Has high expectations for student learning	24	B2

	Demonstrates a friendly and welcoming attitude towards parents	27	C3
56	Communicating expectations with students and parents	1	B2
	Giving respect to all students modeling good behaviors in general	14, MISC	C2, MISC
	Building a community of learners	MISC	MISC
	Flexibility	47	A2
	Models risk taking and allows students to do so	MISC	MISC
57	Teaches thinking skills and provides opportunities for practice	22	B1
	Establishes situations for students to practice problem solving	40	B1
	Uses assessments to guide instruction	20	B1
	Maintains discipline	25	B2
	Tries new strategies	35	B1
58	Giving of your time with the students	13	C2
	Having high expectations (on their ability) for students	24	B2
59	Stimulating student intellectual curiosity and interest in learning	38	B1
	Demonstrate honesty, fairness to all students and respect	5, 6, 14	A3, A3, C2
	Communicate expectations to students and their rationale	1	B2
	Utilize formal and informal assessment to ensure student understanding and modify instruction methods	20	B1
	Be flexible	47	A2
60	Consistency	MISC	MISC
	Reaching all students in a heterogeneous setting	19	B1
	Involving parents in the students learning process	26	C3
61	Demonstrates a passion about teaching and learning	2	A1
	Possess a strong knowledge of content	7	B1
	Treats all students with respect	14	C2
	Demonstrates a caring attitude toward students	15	C2
	Gives challenging and meaningful assignments	10	B1
	Is consistent with discipline and expectations of students	25	B2
62	No responses given	NA	NA
63	Able to communicate effectively with parents, students, and peers	37, 17, 50	C2, C3, C1
	Able to assess students informally during each teaching session	20	B1
	Able to make learning environment remain positive and productive	45	B2
	Encouraging to students when they are frustrated	MISC	MISC
	Is awkwardly worded.....students should take primary responsibility. Teachers cannot MAKE children succeed	36	A1
64	Flexibility	47	A2
	Positive attitude toward students/staff	37, 50	C2, C1
	Willingness to continue to learn	MISC	MISC
	Good classroom management	12	B2
	Intelligence	30	A2
65	Teacher knowledge of subjects	7	B1
	Effective management skills	12	B2

	Caring attitude toward students	15	C2
	Safe learning environment	21	B2
	High expectations for student learning	24	B2
66	Capturing student interest with lessons	9	B1
	Fairness and consistency	5, MISC	A3, MISC
	Professionalism	MISC	MISC
	Caring about all students	15	C2
	Dedicated and responsible to students and parents as well as the education system	MISC	MISC
67	Caring and compassion towards students	15, MISC	C2, MISC
	Consistent discipline and expectations	25	B2
	Effective classroom management	12	B2
	I do not necessarily agree with all statements. Example: #13 I feel this is two questions in one.	MISC	MISC
68	Planning	MISC	MISC
	Communication	MISC	MISC
	Understanding	MISC	MISC
69	No responses given	NA	NA
70	Has high expectations for student learning	24	B2
	Is able to help all student learn	19	B1
	Possesses a strong knowledge of content	7	B1
	Communicates expectations to students and the rationale for them	1	B2
	Accepts constructive criticism	43	A2
71	No responses given	NA	NA
72	Possesses a strong knowledge of content	7	B1
	Demonstrates effective classroom management skills	12	B2
	Provides clear explanations	18	B1
73	Effective classroom management skills	12	B2
	Effective communication of high expectations in learning	24, 18	B2, B1
	Strong knowledge of content and curriculum	7	B1
	Stimulating classes (and well-paced)	MISC	MISC
	Knows their students and addresses their learning needs	MISC	MISC
74	Treats all students with respect	14	C2
	Demonstrates effective classroom management skills	12	B2
	Possesses a strong knowledge of content	7	B1
	Gives challenging and meaningful assignments	10	B1
	Makes learning fun	23	B1
75	Positive learning environment for all students	45	B2
	Engages students in active learning	MISC	MISC
	Teacher is knowledge of subject and strategies	7	B1
	Monitors student progress on regular basis	41	B1
	Positive parental communications	17	C3
76	Demonstrates a caring attitude towards students	15	C2
	Have high expectations for all students	24	B2
	Demonstrates effective classroom management skills	12	B2
77	Organization	46	A2
	Knowledge of content	7	B1
	People skills	MISC	MISC
	Good discipline	25	B2
	Listens to students and their needs	16	C2
78	Adapts instruction to meet individual student needs and	8	B1

	learning styles		
	Possesses a strong knowledge of content	7	B1
	Teaches thinking skills and provides opportunities for students to practice these skills	22	B1
	Creates interesting and challenging classes	9	B1
	Demonstrates effective classroom management skills	12	B2
79	You need to like teaching in order to do it well	2	A1
	Treat all students equal	5	A3
	Use different teaching methods to satisfy needs of all your students	8	B1
	Provide clear instructions for the task	18	B1
	Consistent with discipline	25	B2
80	Knowing the job	MISC	MISC
	Making learning fun	23	B1
	Varied assignments	10	B1
81	Flexibility	47	A2
	Comprehensive	MISC	MISC
	Organized over time with teaching	46	A2
	Ability to cooperate with co-workers	50	C1
	Talent to teach all children	19	B1
82	Demonstrates a passion about teaching and learning	2	A1
	Possesses a positive sense of humor	3	A2
	Exhibits a friendly attitude with students	4	A2
	Make learning fun	23	B1
	Creates interesting and challenging lessons	9	B1
83	Dedication	MISC	MISC
	Fairness	5	A3
	Organized	46	A2
	Competent	MISC	MISC
	Approachable	MISC	MISC
84	Ability to teach	MISC	MISC
	Intelligence; ability to think and problem-solve	30, MISC	A2, MISC
	Understanding and knowledge of child devel.	19	B1
	Open-mindedness and flexibility	MISC, 47	MISC, A2
	Caring and compassionate towards children	15, MISC	C2, MISC
85	Demonstrates effective classroom management skills	12	B2
	Establishes a positive learning environment for all students	45	B2
	Gives challenging and meaningful assignments	10	B1
	Is consistent with discipline and expectations	25	B2
86	Knowledge of content area	7	B1
	Organizational skills	46	A2
	Flexibility	47	A2
	Encourages thinking skills	22	B1
	Hard worker	34	A2
87	Communicates expectations to students	1	B2
	Demonstrates fairness	5	A3
88	A love for children and their success	15	C2
	Knowledge of subject area	7	B1
	Patience	MISC	MISC
	Except change	MISC	MISC
89	No responses given	NA	NA
90	Parental involvement	26	C3
	Safe environment to learn	21	B2

	Positive sense of humor	3	A2
	Makes learning fun	23	B1
91	Patience with students and lots of love	MISC	MISC
	Understanding student needs	MISC	MISC
	A strong disciplinarian	25	B2
	A knowledge of the curriculum being taught	7	B1
	Strong organizational skills	46	A2
92	Flexibility	47	A2
	Be consistent	MISC	MISC
	Challenge students	10	B1
93	Stimulates students intellectual curiosity	38	B1
	Monitors student understanding through various methods	41	B1
	Positive learning environment	45	B2
	Comm. Expectations to students	1	B2
	Provides safe environment	21	B2
94	Flexibility	47	A2
	Makes learning fun	23	B1
	Management skills	12	B2
	Fairness	5	A3
	Interesting classes	9	B1
95	Communicate expectations and rationale	1	B2
	Knowledge of content	7	B1
	High expectations for student learning	24	B2
	Establish and communicate instruc. Goals	39	B1
96	Communicates expectations to students	1	B2
	Adapts instruction to meet individual student needs	8	B1
	Demonstrates effective classroom management skills	12	B2
	Encourages parental involvement in the classroom	26	C3
	Builds positive relationships with students	37	C2
97	Passion for teaching	2	A1
	"Caring" attitude for all students	15	C2
	Listen to student's needs	16	C2
98	Demonstrate flexibility	47	A2
	Demonstrate patience / understanding	MISC, MISC	MISC, MISC
	Build positive relationships	37	C2
	Must be fair	5	A3
	Listen to your needs	16	C2
99	Establishes and communicates instructional goals to student's parents	39	B1
	Establishes a positive learning environment for all students	45	B2
	Demonstrates a willingness to collaborate with and swap successful ideas with colleagues	48	C1
	Establishes school and community involvement and collaboration	49	C4
	Makes learning fun	23	B1
100	Classroom management	12	B2
	Adapts to meet with individual student needs	8	B1
	Communicates expectations to parents and students	1	B2
101	Classroom management	12	B2
	Organization	46	A2
	Knowledge of curriculum	7	B1

102	Demonstrates a passion about teaching and learning	2	A1
	Establishes and communicates instructional goals to parents and students	39	B1
	Possesses a strong knowledge of content	7	B1
	Is able to help all children learn	19	B1
	Exhibits effective organizational skills	46	A2
103	Adapts instruction to meet individual student needs and learning styles	8	B1
	Builds positive relationships with students	37	C2
	Demonstrates effective classroom management skills	12	B2
	Possess a strong knowledge of content	7	B1
	Utilizes interdisciplinary instructional methods	42	B1
104	Teacher creates a positive learning environment	45	B2
	Teacher is fair and consistent	5, 25	A3, B2
	Teacher uses assessment to plan future activities	20	B1
	Teacher has knowledge of content	7	B1
105	No responses given	NA	NA
106	Clear and concise directions / instructions	18	B1
	Knowledge of content	7	B1
	Passion for teaching	2	A1
107	Creates interesting and challenging classes	9	B1
	Makes learning fun	23	B1
	Demonstrates fairness with students	5	A3
	Teaches thinking skills and provides opportunities for students to practice these skills	22	B1
	Demonstrates effective classroom management skills	12	B2
108	Passion for teaching and learning	2	A1
	Classroom management skills	12	B2
	Safe environment for students to learn and take risks	21	B2
	Consistent with discipline and expectations	25	B2
	Willingness to try new strategies within class	35	B1
109	Creates interesting challenging class	9	B1
	Communicates expectations to students	1	B2
	Stimulates students intellectual curiosity and interest in learning	38	B1
	Is able to help all children learn	19	B1
	Establishes a positive learning environment	45	B2
110	Demonstrates effective management skills	12	B2
	Demonstrates fairness with all students	5	A3
	Creates interesting and challenging classes	9	B1
	Adapts instruction to meet student needs and learning styles	8	B1
	Possesses strong knowledge of content	7	B1
111	Demonstrates a passion about teaching and learning	2	A1
	Demonstrates effective classroom management skills	12	B2
	Has high expectations for student learning	24	B2
	Demonstrates a friendly and welcoming attitude towards parents	27	C3
	Establishes a positive learning environment for all students	45	B2
112	Enjoy children	MISC	MISC
	Knowledgeable	7	B1
	Willing to "work" "with" "all" students	MISC	MISC
	Tolerant of misbehavior / disrespect	MISC	MISC

	Genuine	MISC	MISC
113	No responses given	NA	NA
114	Has high expectations for student learning	24	B2
	Teaches thinking skills and provides opportunities for students to practice these skills	22	B1
	Treats all students with respect	14	C2
	Is able to help all children learn	19	B1
	Listens to students and their needs	16	C2
115	Supportive parents	MISC	MISC
	Supportive administration	MISC	MISC
	Appreciation of the student as individual	MISC	MISC
	Enthusiasm	MISC	MISC
116	No responses given	NA	NA
117	Enthusiasm – passion for teaching and learning	2	A1
	Safe environment to learn and take risks	21	B2
	Provides clear explanations and expectations	18	B1
118	Understanding and patience	MISC.MISC	MISC, MISC
	Positive learning environment	45	B2
	Passion for teaching/learning	2	A1
	Flexibility	47	A2
	Stimulates curiosity and interest in learning	38	B1
119	Organization, consistency, classroom management	46, 47, 12	B2, A2, B2
	Makes learning fun	23	B1
	Friendly	4	A2
	Encouraging	MISC	MISC
120	Preparation – planning ahead	MISC	MISC
	Patience	MISC	MISC
	Respect of each student	14	C2
	Love and understanding of some children's needs	MISC	MISC

Verbatim Administrator Responses to Open-Ended Question

"In your opinion, what are the top 3-5 most important characteristics of teacher effectiveness?"

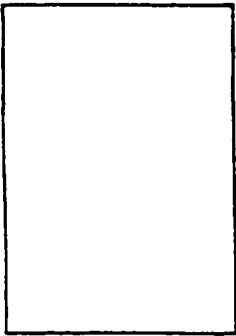
Respondent	Comment	Survey #	Coding
1	Demonstrates a passion about teaching and learning	2	B1
	Adapts instruction to meet individual teaching styles	8	B1
	Has high expectations for student learning	24	B2
	Establishes a positive learning environment for students	45	B2
	Builds positive relationships with students, parents, and colleagues	37, 17, 50	C2, C3, C1
2	Has a passion for teaching and learning	2	A1
	Builds positive relationships with all students	37	C2
	Has high expectations for student learning	24	B2
	Adapts instruction to meet individual student needs and learning styles	8	B1
	Accepts responsibility for student academic performance	36	A1
3	Commitment to the teaching profession	2	A1
	Able to create interesting, relevant activities	9	B1
	Able to assess learning in a timely and accurate manner	41	B1
	Able to use assessment information effectively	20	B1
	Possess a sense of humor and overall goodwill for all	3, Misc.	A2
4	Demonstrates a passion about teaching and learning	2	A1
	Stimulates students' intellectual curiosity and interest in learning	38	B1
	Adapts instruction to meet individual student needs and learning styles	8	B1
	Uses frequent formal and informal assessment of student to guide instruction	20	B1
	Has high expectations for student learning	24	B2
5	Has high expectations for student learning	24	B2
	Demonstrates effective classroom management skills	12	B2
	Is intelligent	30	A2
	Has a strong work ethic and is a hard worker	34	A2
	Builds positive relationships with students	37	C2
6	Demonstrates a passion about teaching and learning	2	A1
	Has high expectations for student learning	24	B2
	Is consistent with discipline and expectations	25	B2
	Encourages parental involvement in the classroom	26	C3
	Believes in his/her ability to make a difference in the lives of students	29	A1
7	Adapts instruction to meet individual needs	8	B1
	Uses frequent and informal assessment of student to guide instruction	20	B1
	Demonstrates a willingness to try new strategies within the classroom	35	B1
	Demonstrates effective classroom management skills	12	B2
	Teacher has high expectations for student learning	24	B2
8	Presenting a safe, caring environment (climate)	21	B2
	Ability to improve student achievement in content areas through the use of appropriate objectives and strategies	Misc.	NA
	Constantly monitoring student progress	41	B1
	Having high expectations for students at all times	24	B2
	Keeping abreast of current trends in education	44	B1
9	Adapts instruction to meet individual needs	8	B1
	Demonstrates a willingness to try new strategies within the classroom	35	B1
	Consistency with discipline with expectations is a must	25	B2
	Uses frequent formal and informal assessments of students to guide instruction	20	B1
10	Make learning fun	23	B1
	Demonstrates flexibility	47	A2

	Demonstrates good knowledge of curriculum and is able to adapt it to meet student needs	7, 8	B1, B1
	Demonstrates caring, enthusiastic attitude toward students and parents	15, 27	C2, C3
	Has high expectations for students	24	B2
11	Communication (interpersonal relationships)	1, 17, 27	B2, C3, C3
	Student learning (documented achievement)	20	B1
	High expectations	24	B2
	Academic challenges (beyond standards)	24	B2
	Current research / best practices for student needs	44	B1
12	Demonstrates fairness with students	5	A3
	Demonstrates effective classroom management skills	12	B2
	Demonstrates a caring attitude toward students	15	C2
	Has high expectations for student learning	24	B2
	Possesses a strong knowledge of content	7	B1
13	Gives challenging and meaningful assignments	10	B1
	Uses frequent formal and informal assessment to guide instruction	20	B1
	Stays current regarding ed. Research and best practices	44	B1
	Willing to try new strategies	35	B1
	Adapts instruction to meet individual needs	8	B1
14	Communicates expectations to students and the rationale for them	1	B2
	Demonstrates a passion about teaching and learning	2	A1
	Has a strong work ethic and is a hard worker	34	A2
	Stimulates students' intellectual curiosity and interest in learning	38	B1
	Works well with others and collaborates with teachers, administrators, and parents to ensure student success	26, 50, Misc.	C3, C1
15	Genuine love and commitment to the profession (inc. children)	2	A1
	Knowledge of subject matter	7	B1
	Ability to communicate with and teach students of diverse backgrounds and abilities	19	B1
	High regard for collaboration and collegiality	32, 48	C1, C1
	Ability to challenge and motivate students to set and attain meaningful goals	9, 10, Misc.	B1, B1
16	Demonstrates a passion about teaching and learning	2	A1
	Communicates expectations to students and the rationale for them	1	B2
	Establishes and communicates instructional goals to students and parents	39	B1
	Uses frequent formal and information assessment of students to guide instruction	20	B1
	Demonstrates flexibility	47	A2
17	Demonstrates a passion for learning and teaching	2	A1
	Adapts instruction to meet student needs	8	B1
	Demonstrates effective classroom management skills	12	B2
	Believes in ability to make a difference	29	A1
	Has high expectations for student learning	24	B2
18	Sets high expectations for student learning	24	B2
	Adapts instruction to meet individual student needs and learning styles	8	B1
	Builds positive relationships with students	37	C2
	Demonstrates a caring attitude toward students	15	C2
	Uses frequent formal and informal assessment of students to guide instruction	20	B1
19	Demonstrates a caring attitude toward students	15	C2
	Has high expectations for student learning	24	B2
	Is able to help all children learn	19	B1
	Establishes a positive learning environment for all students	45	B2
	Monitors student understanding through various methods	41	B1

20	Communicates expectations to parents and students	1, 39	B2, B1
	Adapts instruction to meet individual student needs	8	B1
	Builds positive relations with students, parents, and the community	37, 27, 31	C2, C3, C4
	Gets along well with other teachers and administration	50	C1
	Accepts responsibility for student academic performance	36	A1
21	Strong work ethic	34	A2
	Passion for teaching/learning	2	A1
	Fairness toward students	5	A3
	Gives challenging/meaningful assignments	10	B1
	Good classroom management	12	B2
22	Knowledge of content	7	B1
	Belief that he/she can impact students' lives	29	A1
	Willingness to develop positive relationships with parents	27	C3
	Effective classroom management	12	B2
	Risk taking	Misc.	NA

Appendix G

Correspondence to Classroom Teachers in the Sample



March 19, 2001

Dear Educator:

A study is being conducted by _____ and the College of William and Mary regarding the characteristics of an effective teacher. We have randomly selected 12 third grade and 12 fifth grade classrooms for participation in this study. Your class is one of those selected for inclusion in the study. Each student in the selected classrooms and his/her parent or guardian will be asked to complete a survey. Participation in the study is completely voluntary and all information will be held in the strictest confidence.

Please send the envelope containing a parent survey and permission form home with each student in your class. Students have the opportunity to receive two prizes for participating in the study. First, when the student returns the parent survey and student permission form, the student will be given a pinwheel pencil. Second, each student in classes with a 50% or more return of parent surveys and student permission forms will receive a key chain.

Once you have all of the student permission forms returned (on or before March 28, 2001), please have your participating students complete the survey in a large group setting. We are asking that you read the survey and each of the survey items to your students. You may provide clarification or explanation when necessary without leading the students to respond in a certain manner. Please have students complete the survey using a No. 2 lead pencil. Please place the student and parent surveys in the enclosed envelope and return to the individual designated by your principal **on or before April 6, 2001.**

If you have any questions, please contact Christine Hill by phone at (757) 221-7234 or via e-mail at cxhill@wm.edu. We are hoping to have 100% participation among students and parents. As a small token of appreciation for your time and effort, I have enclosed a gift certificate to Barnes and Noble for your use.

Thank you, again, for your help with this study.

Sincerely,

Christine L. Hill
Doctoral Student
The College of William and Mary

James H. Stronge
Heritage Professor of Education
The College of William and Mary

Better . . . Because We Care

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