

1987

# The high-gain teacher

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**The high-gain teacher**

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**Iowa State University, 1987**

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The high-gain teacher

by

Florentino G. Noriega

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## CHAPTER I. INTRODUCTION

In his message on Education Reform in March 1970, President Nixon said, "We must stop pretending that we understand the mystery of the learning process, or that we are significantly applying science and technology to the techniques of teaching." The president's point of view is substantiated by various researchers in their assessment of the present state of the art of teaching. It is strange and unfortunate that there is little agreement on how teaching can be most effective.

In analyzing the components of effective instruction, the popular refrain--"good teachers are not born, they are made"--is often heard. While the state of research and developmental activities regarding the influence of teaching in the learning process is still in its primitive stage, leading researchers claim that of all factors that constitute a school, the single most influential factor in terms of pupil performance is the impact of the teacher. And although much of the data that have been collected so far do not answer the question, "Do teachers make a difference?" directly, the bulk of the literature suggests a teacher effect. Given the present status of the literature, it is impossible to calculate, with accuracy, the magnitude of teacher effects. However, a recent study of teacher effects on student achievement indicates the teacher influence in some cases is considerable.

Much of the popular controversy in recent years (the Coleman et al. Report, the Jencks et al. reanalysis) has centered on schools and their lack of influence on student achievement, but such data have nothing to say about teachers. And, even if schools do not make a difference (and

this author does not grant this assumption), some teachers within schools could regularly be of great benefit to students but find that their impact is washed out by the relative ineffectiveness of other teachers in the school. In other words, individual teachers are more likely to show "effectiveness" than are individual schools.

A few recent studies have attempted to isolate those teaching behaviors that differentiate relatively effective from relatively ineffective teachers (48, 21). Unfortunately, research has not yet linked individual teacher behaviors and student achievement in a direct way. Thus, it is impossible to say that teaching behaviors x, y, and z are associated with distinct areas of student achievement.

For years, some teachers have wondered whether anything they might do will seriously affect their students. Some gifted and motivated pupils seem to survive even the poorest of school conditions and achieve national prominence. Conversely, some pupils appear so uninspired or perverse that they manage to fail despite massive infusions of expensive education. Some siblings of famous persons, although presented with all manner of educational advantage, manage to avoid academic achievement. Indeed, some pupils appear "destined" to succeed or fail so that teachers do not see much that they can do to affect the processes whereby their students' dramas are played out (33).

Among scholars, perhaps the leading proponent of this view of education is Stephens (58). His pessimistic argument is based on the fact that research on teacher effectiveness so far has managed to produce remarkably little knowledge which is helpful to educators. As Gage (26)

has noted, more than 10,000 studies have been conducted on the topic of teacher effectiveness so that the literature on this subject is overwhelming, and some bibliographies have become unmanageable. Most studies report only weak relationships between independent variables in teacher-training programs and effectiveness criteria such as ratings given by teacher, by their principals, or by pupil test scores. In numerous cases, the finding of one or more studies has been contradicted by other studies. As the committee on Teacher Effectiveness of the American Education Research Association commented two decades ago:

The simple fact of the matter is that, after 40 years of research on teacher effectiveness during which a vast number of studies have been carried out, one can point to few outcomes that a superintendent of schools can safely employ in hiring a teacher or granting him/her tenure, that an agency can employ in certifying teachers, or that a teacher-education faculty can employ in planning or improving teacher-education programs.

One of the major weaknesses of teacher effectiveness studies is related to the peculiar criteria which have often been employed to assess effectiveness. Most studies have used ratings of teachers rather than measures of pupil learning. Principals, pupils, supervisors, or others rated teachers' effectiveness, and these ratings often constituted the sole criterion used. These ratings have several difficulties because raters are seldom provided enough cues as to what might constitute "effectiveness" in teachers causing them to use a variety of standards in making their ratings.

Another weakness in teacher effectiveness research is that most studies have sought "universal" characteristics of teachers that would

work in any context and with all pupils. Thus, various teacher characteristics were supposed to work equally well with first graders as well as with eleventh graders. This seems unlikely, because while "warmth" might be important for kindergarten or first grade, the ability to handle discipline might be more important in high school. A few teacher characteristics may prove to be universal determiners of effectiveness regardless of context of pupil population, but it is suspected that the majority will be context dependent.

More recent studies of the processes of teaching appear to have begun to produce useful information concerning the effectiveness of teachers (21). Perhaps the reason for lack of success in earlier teacher effectiveness research was poor design features rather than any inherent ineffectiveness of the teaching process.

Although most process-product research has produced ambiguous or negative results, some teaching behaviors have been correlated consistently with gains in student achievement. 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 learner outcomes. This conclusion is further supported by the fact that most studies have failed to control for context differences, and it is known that most teaching behavior is optimal for certain contexts but irrelevant or even inappropriate for others. Thus, although the strength



of the findings is not impressive, the consistency of the findings across different studies by different investigators is.

Rosenshine and Furst (48), in reviewing most of these studies, concluded that students learned best when the following teaching characteristics were present: clarity; variability in teaching methods; curricula and/or media; indirectness (questioning rather than lecturing, frequent use of praise, and frequent pupil-to-pupil interaction); student opportunity to learn material; teacher use of structuring comments; and multiple levels of questions or cognitive discourse.

Other variables that appeared to be effective in single studies but which require substantiation include: teacher redirection of students' comments for reaction from other students; teacher expectations for student achievement; thoroughness in teaching (the extent to which the teacher corrects errors by repeating the entire task and testing the student to make sure he/she knows the answer); and the extent to which the teacher follows the specified format.

Because these relationships come from correlational rather than experimental studies, it is premature and incorrect to claim that the teacher behavior caused the student learning gain. However, the consistency of these correlational data strongly suggests that the process-product associations are real and that well-designed experimental studies involving these teacher behaviors are likely to yield positive results.

In addition to the support these effective teaching behaviors receive from the research, they also have face validity. That is, they hang

together well and fit well with theoretical and common sense expectations. The variables all seem to be compatible with one another and are likely to be intercorrelated. In short, they suggest that a teacher who is determined to teach to the content that he/she is supposed to teach, who is well-prepared and organized in his/her instructional behavior, who is enthusiastic and skilled in motivating students, and who encourages the students to become involved in an active way in the learning process is more likely to be successful than a teacher who lacks one or more of these characteristics (33).

The findings of these effective teaching characteristics have resulted in the development of a consistent view of teaching. This consistent view, or common language of teaching, has enabled evaluators of teacher performance to select performance criteria/standards that are firmly rooted in research. The research is still continuing, but now we have answers that are much more useful when asked, "What criteria should we use for teacher performance evaluation?" (39).

As Brophy (10) has cautioned, we will never have a set of generic teaching skills, but at least the research has given us clues to behaviors that make up a part of effective instruction. These behaviors, which we will label "criteria for high-gain teaching," deserve to be used by school organizations as performance criteria. They can be taught to both teachers and teacher evaluators and used as a common language by all school organizations to describe the activities that are the basic mission of a school, viz., instruction and instructional outcomes (39).

### Statement of the Problem

In recent years, there have been many studies on the effectiveness of teachers and particularly the characteristics and behaviors of teachers that relate to effective instruction. Review of these studies, together with the results from large-scale surveys such as the Beginning Teacher Evaluation Study, have helped to identify factors that consistently relate to student learning outcomes. This accumulation of data and research appears to refute the positions occasionally voiced in recent years that variations in teaching make little difference in student learning (15), that educational research is too inconsistent to contribute to policy and practical implications, and that empirical research in education is unsystematic, undisciplined, and unscientific.

During this same decade, there has been a continuous demand from the American public for more accountability in education. The National Council on Excellence in Education, on their report "A Nation at Risk" (3) followed by other reports, pointed out the decline in student achievement and urged reform measures. They have triggered a national reexamination of the nation's attitudes towards public education and the reassessment of the quality of America's schools. Apparently, many in this nation perceive a need to improve the quality of our nation's schools. Regardless of an individual's position on the major educational proposals, most can agree that there is always the possibility for improvement in the quality of education in our schools.

Improving schools requires changing a major factor in education: teacher performance. The national reports usually included

recommendations for attracting and holding able people to the teacher ranks and for improving the pre-service and in-service training for teachers (35).

A vital step in improving the art of teaching has been the development of a scientific basis for the relationship between teacher performance and student learning (28). The recent growth in the scientific knowledge about performance that make a difference in student achievement has resulted in efforts to improve teacher performance.

Improving teacher performance requires the accurate identification of a teacher's strengths and weaknesses. Educational research in the last decade has resulted in improved evaluation instruments based on valid, reliable, and discriminating criteria. Teacher evaluation has been improved through training administrators to be better evaluators. Peer, supervisor, and self-evaluation techniques have been refined through efforts such as those of the School Improvement Model (SIM) (39).

The SIM Project, sponsored by the Northwest Area Foundation, was designed to provide a model for public and private schools that linked administrator performance, teacher performance, student performance, and staff development interventions. The development of teacher evaluation instruments was based on what research showed were effective teacher behaviors. During the SIM Project, students were pre- and posttested at fourth grade in reading and math and at eighth grade in math and algebra with norm-referenced and criterion-referenced tests. Thus, both reports of individual teacher evaluations and the achievement measures of their students were available for the present study.

The problem of this study will be to identify those teacher characteristics of the Northwest Area Foundation/SIM Project teachers who obtained above average student achievement gains based on the students' pre- and posttest scores for the 1983-1984 school year.

It seems logical that if the public is holding schools accountable for student achievement primarily in the basic skills, then teacher behaviors that need to be addressed by teacher training institutions and staff development programs ought to be those that have high expectations for improving student achievement. It follows then, that principals and other supervisors of teachers who evaluate and coach teachers of the basic skills should be able to identify those teacher behaviors that are associated with high learner gains.

#### Purposes of the Study

1. To identify those project teachers who demonstrated above average student achievement gains during the fourth (and final) year of the project. They will be referred to as high-gain teachers.
2. To identify the personal characteristics of the high-gain teachers.
3. To identify the teaching behaviors characteristic of the high-gain teachers.
4. To assess the high-gain teachers' beliefs in their own control of factors influencing the academic successes and failures of their students (self-efficacy).

5. To compare the administrators' evaluation ratings with the teachers' self-evaluation ratings of teaching behaviors using the same instrument.

#### Objectives of the Study

1. To obtain the approval of the chief executive officers of the five school organizations to survey administrators who participated in the SIM Project concerning their evaluation of participating teachers.
2. To obtain approval of the chief executive officers of the five school organizations to interview participating teachers who demonstrated above average gains in student achievement.
3. To utilize the achievement test results compiled during the 1983-1984 school year by the Northwest Area Foundation/SIM Project to identify high-gain teachers.
4. To utilize a questionnaire that will identify selected perceptions, personal characteristics, and traits of the high-gain teachers.
5. To analyze and compare the administrators' evaluations of the high-gain teachers with the self-evaluations of the high-gain teachers.
6. To analyze all the high-gain teacher evaluations and identify those performance criteria items on which they were rated most highly by both appraisers and appraisees.

### Questions to Answer

This investigation will seek to particularize personality characteristics of the high-gain teacher. It will also seek to determine what teaching behaviors are exhibited by the high-gain teacher. Implicit in this investigation will be an attempt to determine which characteristics and behaviors are preexisting characteristics not acquired through training and which ones can be acquired through training.

### Basic Assumptions

1. That the teachers evaluated in this study are a representative sample of the fourth grade math and reading and eighth grade math teachers in the five school organizations who demonstrated higher than average achievement gains in the fourth year of the project.
2. That all administrators who evaluated participating teachers in the SIM project will participate in this study.
3. That all identified high-gain teachers in the SIM project will participate.
4. That participating administrators base their evaluation responses on their knowledge of the teacher's demonstrated ability of the selected teacher behaviors and not on their own criteria.
5. That the student achievement testing done by the Northwest Area Foundation/SIM Project provided valid and reliable results.

### Delimitations or Scope of Investigation

This investigation is a narrowly defined continuation of the Northwest Area Foundation's SIM Project. As such, the following delimitations apply:

1. All administrators who evaluated fourth and eighth grade math and reading high-gain teachers (and who can be found to interview) will be asked to reevaluate those teachers on selected behaviors.
2. Only teachers for whom a complete data set exists (approximately 70 teachers) will be selected and analyzed, viz., student achievement gains and teacher evaluation ratings.
3. Identified high-gain teachers in the project will be interviewed and asked to evaluate themselves on selected behaviors and to describe themselves on selected personality characteristics.
4. Approximately 20 teacher behaviors that research on teacher effectiveness identifies as effective teaching behaviors and which were utilized by all five school organizations in the project will be used in the investigation.
5. Only reports of student achievement scores, by teacher, in fourth and eighth grade reading and math will be used.

The Iowa State University Committee on the Use of Human Subjects in Research reviewed this project and concluded that the rights and welfare of the human subjects were adequately protected, that risks were outweighed by the potential benefits and expected value of the knowledge sought, that confidentiality of data was assured, and that informed consent was obtained by appropriate procedures.



## CHAPTER II. REVIEW OF LITERATURE

The question, "What are the characteristics of effective teachers?" is both straightforward and important. It has significance not only for parents and administrators but for policymakers, teacher educators, academicians, and teachers themselves. The question is also of importance for students planning teaching careers who may wonder about their ability to perform effectively in their future careers.

There have been numerous studies on the effectiveness of teachers and particularly the characteristics and behaviors of teachers that relate to effective instruction. It is appropriate to examine the results obtained during these years and to question why the findings have not been widely embraced by the educational community. Reviews of these studies, such as those conducted by McNeil and Popham (44), Medley (40), and Soar and Soar (55), together with the results from large-scale surveys such as the Beginning Teacher Evaluation Study (24), have helped to identify factors that consistently relate to student learning outcomes.

The first recorded study of teacher effectiveness (38) set a design precedent that was to be followed for many years. A large group of elementary pupils was asked to try to recall the best teacher they had ever encountered and to write down what made that teacher different from others. These descriptions were then collated, compared, and used to derive a list of characteristics that supposedly distinguished effective teachers from ineffective ones. For the next half century or so, this kind of study was repeated again and again with groups of teachers chosen in various ways. In some cases, the task was performed by students,

sometimes by people considered to be expert, educators, or teacher trainers. Of the early studies, perhaps the most extensive and sophisticated was the monumental Commonwealth Teacher-Training Study (13), which used exhaustive and meticulous procedures to produce a number of lists of varying lengths. Typical of the characteristics listed were: (1) adaptability, (2) considerateness, (3) enthusiasm, (4) good judgment, (5) honesty, and (6) magnetism. These were the top six out of a list of 25.

What is interesting about these early studies is that at no point was there any attempt to validate any of the characteristics by checking whether pupils taught by teachers, perceived as possessing the characteristics, did in fact learn more than pupils taught by teachers not possessing those characteristics. These lists, therefore, described characteristics of teachers who impressed others as the "best" or most effective. The question of whether student outcomes were enhanced was neither asked nor answered.

Two implicit assumptions underlie these studies. One is that just about anyone who has ever been to school is a good judge of teacher effectiveness. The other is that "good" teachers are born, not made. The first assumption is pervasive even today; the second is implicit in the nature of the list of characteristics listed, most of which are preexisting characteristics, not acquired by taking professional education programs.

After the vogue of these early studies faded, in a study by Hart (34), pupils were asked to list characteristics of teachers they had liked

best. The six most frequently mentioned characteristics were: (1) makes greater demands of students, (2) has more teaching skills, (3) has more knowledge of subject matter, and (4) has better discipline. A striking difference occurs in this list in that no preexisting teacher characteristics appear. The first one is a teacher performance variable, the next two are teacher competencies, and the last one is an aspect of teacher effectiveness.

There is no evidence that either the pupils or the professional educators who contributed to these lists made any distinction between preexisting teacher characteristics and any of the other types of variables related to teacher effectiveness. They reported their perceptions and researchers analyzed those perceptions regardless of what was being perceived. This confusion, among what in reality are quite different types of variables and which bear quite different relationships as to how effective a teacher is or becomes, not only permeates the early research but persists and muddies policy decisions based on the list to this day. Many teacher educators and school administrators still base their decisions on these same subjective impressions.

The next step in the process of ascertaining teacher effectiveness was brought about by the invention of the teacher rating scale. The rating scale is still in widespread use in essentially the same form in which it was introduced. The typical rating scale lists a number of traits or characteristics similar to those on lists described earlier. It is used by a classroom observer to record judgments of the degree to which the teacher observed possesses each of the traits listed. The judgments

are recorded on a numerical scale that usually runs from one to five or one to ten. Teacher effectiveness is then inferred from teacher performance ratings on these items.

Rating scales grew rapidly in popularity. However, because attempts to validate the ratings from the scale proved to be unsuccessful (2), researchers began to explore other methods of measuring teacher effectiveness. Such a change in research in teacher effectiveness became apparent through Mitzel's encyclopedia article on teacher effectiveness (41, 42). He defined three new classes of variables related to teacher effectiveness. He referred to them as "presage," "process," and "product criteria" of teacher effectiveness. Presage criteria included both preexisting teacher characteristics and teacher competencies; process criteria corresponded to teacher performance variables; and product criteria corresponded to teacher effectiveness. This appears to have been the beginning of a process of sorting out these variables so that researchers could study them separately.

At about this time, a chapter on systematic observation in the first Handbook of Research on Teaching (26) gave visibility to "low inference" observation schedules as an alternative to rating scales for the measurement of teacher performance. It called attention to a method of studying teacher effectiveness that came to be called "process-product research." It correlates measures of teacher performance (process criteria) with measures of teacher effectiveness (product criteria). Process-product research differed from earlier research on teacher

effectiveness in that the variables being studied were defined much more explicitly and measured much more objectively than in earlier studies.

Also, around this time, major systematic research on teacher characteristics began in the United States. In this decade (1950-1960), the selection and education of new teachers for the rapidly expanding public schools was seen as an important issue. This perception led to inquiries aimed at better understanding the characteristics of those entering the profession. Although most of the research on teacher characteristics conducted during the 1950s was nontheoretical and fragmented, the broad findings consistently revealed that good teachers possess certain personality characteristics and interpersonal skills (31). A large-scale research study, The Characteristics of Teachers, by Ryan (51) not only assessed teacher personality characteristics but also broadened the way we think about the teaching-learning process by focusing on the observable behavior of teachers in the classroom. Ryan's research exemplified the transition from research paradigms that focused almost exclusively on teacher personality traits to those that directed inquiry toward investigation of both teacher attitudes and behaviors. This research provided the impetus for later inquiry that focused on the concrete behavioral dimensions of the teaching process. In addition, he also raised the question of which categories of behavior were associated with the most effective teaching.

In the early 1970s, research on teacher characteristics sought primarily to identify those behaviors that made some teachers more effective than others (60). This research program also reflected the

shifting source of educational funding and the increased concern with the assessment of relatively low inference, skill-oriented teacher behaviors (21). Researchers began to focus on these observable teacher behaviors that were hypothesized as encouraging student achievement. One of the landmark findings of this research program was the concept of time on task.

Rosenshine and Furst (47), in a very influential study in the early 1970s, examined what has come to be known as the process-product approach to teacher characteristics research. Their study focused on the relationships between observable teacher behaviors and educational outcomes. They pointed out that the relationship between teacher behavior and student gain was correlational rather than causal. Nevertheless, they were able to distinguish 11 teaching variables strongly related to important student learner outcomes. These 11 variables were teacher clarity, variability, enthusiasm, task-oriented and businesslike behaviors, student opportunity to learn criterion material, use of student ideas, criticism, use of structure and comments, types of questions, probing, and level of difficulty of instruction. Reviewers of this study reported that five of these variables were strongly related to measures of student achievement: clarity, variability, enthusiasm, task orientation, and student opportunities to learn criterion materials.

Another conceptual approach to research on teacher characteristics was the work done by Kounin (37). He used a more ecological approach to examine the relationship between teacher and classroom management by observing how student work involvement and deviant behavior were affected

by a variety of teaching strategies. Unsatisfied with any of the available labels for what he observed teachers doing, Kounin came up with his own conceptual categories. Four of his most widely known teacher behaviors are: "with-it-ness," "overlapping," "smoothness," and "group alerting." Kounin found these four behavioral clusters related strongly and positively to both students' work involvement and freedom from deviance. His contribution to teacher effectiveness research was his ability to observe the behavior of teachers and from those observations to develop a cluster of higher-order constructs that describe the classroom behavior of a good teacher.

In yet another major review of teacher effectiveness research, Medley (40) examined the available research to try to determine how the behavior of effective teachers differs from that of ineffective teachers. He found that although there had been no dearth of attempts to answer that question, the research yields to date were far from conclusive. He pointed out that the great majority of previous studies did not address the influence of "internal" variables such as cognizance, but rather focused almost exclusively on behaviors that researchers could easily record while they observed the act of teaching. Medley concluded that the exclusivity of the behavioral approach likely overlooked many influential factors in successful teaching. For example, he observed many instances in which the effective teacher in one group behaved like the ineffective teacher in another. His review suggested that in order to be a good teacher in different settings, at different levels, and in different regions, one has to possess a variety of effective teaching behaviors.

From this teacher effectiveness orientation of the 1970s emerged a developing awareness that success in the classroom might not be defined by an absolute set of behaviors but rather could be mediated by the cognitive as well as the behavioral attributes of both teacher and student. This line of inquiry is known generically as aptitude-treatment interaction research (19). Although still largely behavioral in focus, it nonetheless renewed interest in the teacher-learner relationship by virtue of the complexity of aptitude-treatment interaction. It has increased awareness that there is no one set of teacher characteristics effective with all students in all teaching situations.

As is apparent, the contemporary, behavioristic analysis of teaching as well as its derivative, empirical research on teacher effectiveness, has been constrained with the so-called "process-product paradigm" (52). Such analysis has been constrained in the sense that this paradigm has directed and delimited the study of teaching to the search for stable, empirical relationships between antecedent teacher behaviors (process variables) and consequent student outcomes (product variables). This conception of teaching and teacher effectiveness is acknowledged to be the heart of the performance--and competency-based approaches to teacher education, teacher evaluation, and teacher accountability (4).

The well-known adage about what is seen when the liquid in a glass is at the midpoint--a glass that is half-empty or a glass that is half-full--can be used to describe the findings of research on teaching. The pessimist describes the glass as half-empty, while the optimist



describes the glass as half-full. Unfortunately, those that see the glass as half-empty far outnumber those that see it as half-full (6).

In the last decade, there has been an enormous increase in knowledge about sensible, effective, and efficient teaching practices. Still, few practitioners are utilizing this knowledge base to enhance the delivery of instruction in the classroom. David Berliner (6) cites three reasons why practitioners have been reluctant to adopt research findings into the everyday practice of teaching. First, the past has seen research on teaching being oversold to educators. Educational researchers have failed to recognize the political and sociological forces that affect the schools, and teacher education programs have led them to develop unrealistic expectations regarding the utilization of these research findings. The second reason was an outgrowth of the Great Depression. During this time, society, at large, developed a great mistrust of science and technology and a lack of faith in scientific inquiry in education as a means to improve instruction. Finally, the third reason is that the field of research on teaching took its modern form only about 20 years ago. Reliable and replicable research has accumulated rapidly; therefore, there has been only a short time in which to change deeply-held beliefs about the utility of research on teaching. Thus, there is still a tendency, in education, to believe that the glass is half-empty.

It is not an easy task to decide what is now known about teaching that is useful. Teaching is a highly cognitive activity that requires an extraordinary level of competence for making decisions in complex and dynamic environments. With recent research, much has been learned about

how such complex decision-making takes place and what factors must be considered in the decision process. This review of research will now turn to review factors that can be controlled or influenced by teachers and that are known to affect student behavior, attitudes, and achievement. These factors will be discussed in the following order: pre-instructional, during-instruction, climate, and post-instructional.

#### Pre-Instructional Factors

Content decisions, time allocation decisions, pacing decisions, grouping decisions, and decisions about activity structures are some of the issues that classroom teachers must decide upon before instruction begins. Each is known to affect the attitudes, behaviors, and achievement of students.

The empirical data relating content coverage or content emphasis to achievement is clear (5). Even a summary of the International Evaluation of Achievement (36) noted that content emphasis was among the determining factors accounting for difference in achievement between countries. And, more recently, the empirical work of Cooley and Leinhardt (16) shows that the opportunity to learn a given content area was perhaps the most potent variable in accounting for student achievement. A Michigan State University research team (53) reported that the perceived effort required to teach a subject matter area for the students and, most importantly, the teacher's personal feelings of enjoyment while teaching a subject matter area, influence the teacher's choice of content. With the evidence about the powerful effects of the content variable so clear, it is interesting to note the casualness with which content decisions get made. As Buchmann

and Schmidt (declared in 25) of the Institute for Research on Teaching say:

During the school day, elementary school teachers can be a law unto themselves, favoring certain subjects at their discretion. What is taught matters, hence arbitrariness in content decision is clearly inappropriate. If personal feelings about teaching subject matters are not bounded by an impersonal conception of professional duties, children will suffer the consequences. Responsibility in content decision making requires that teachers examine their own conduct, its main springs, and potential effects on what is taught.

Related to the issues involved in content decisions are those decisions about time allocation for subject matter areas. The elementary teacher, more so than the junior high or high school teacher, is instrumental in the allocation of that precious, but scarce, resource--time. The Beginning Teacher Evaluation Study (24) is one of the many sources for empirical evidence relating allocated time to achievement. Other powerful variables that impact on students are pacing decisions (54), grouping decisions (63), and decisions about activity structures for instruction (8).

#### During-Instruction Factors

The complexity of the task and the number of powerful variables teachers can control also show up during the teaching performance. These include engaged time (49), time management (23), monitoring success rate (11), academic learning time (24), structuring (60), and questioning (12, 46, 61). But teachers should not make the mistake of considering each of these factors as single variables that alone will determine achievement. Instructional behavior is multifaceted, and it is the interaction of each

of dozens of significant variables like these that affect achievement. When used in combination, and when they become a teacher's normal and customary pattern of interactive teaching, these variables are much more likely to affect achievement in noticeable ways.

#### Climate Factors

Teaching takes place in a context. It cannot be decontextualized. That context, the environment for learning that must be developed in order for classrooms or schools to be judged successful, appears to require a press for both prosocial and academically-oriented behavior. When a teacher communicates high academic expectations, and such expectations become a part of the classroom and school ethos, academic achievement is positively affected (9, 22, 50, 62). When teachers create classrooms that are safe, orderly, and academically focused, achievement increases (23). The opportunity for learning also increased when the technology for learning now available to teach sensible management of behavior problems was used (37).

#### Post-Instructional Factors

After an instructional sequence is over, some measure of student learning is usually desired. In study after study, it has been found that when students learn that they are accountable for their academic work because someone gives them feedback in the form of grades, rewards, or criticism for their homework (28) and classwork or test performance (25), there is evidence of increased achievement.

## Summary of Recent Research

Most of the research cited has been derived from correlational studies or studies of single variables as investigators searched for some effect on student attitude, behavior, or achievement. It is clearly shown that teaching is extremely complex and very dynamic. A very legitimate concern, then, is whether the factors mentioned are found to hold up in situ. The evidence is reassuring. As an example, the Missouri Math project of Good and Grouws (32) used training procedures based on the available research to train elementary school teachers to:

- . check the previous day's work and reteach where necessary. (This factor is related to the comments on grading and feedback noted earlier.)
- . present new content or skills, proceeding rapidly but in small steps, while giving detailed instruction and explanations. (This factor is related to the comments about pacing, success rate, and structuring noted earlier.)
- . have student practice the material, while providing feedback and corrections. (This factor is related to the comments on questions, feedback, and monitoring noted earlier.)
- . have students do independent practice. (This factor is related to the comments about allocated time, engaged time, success rate, and feedback noted earlier.)
- . provide weekly and monthly reviews. (This factor is related to the comments about grades and feedback.)

The training program not only helped teachers to develop a safe and orderly environment; it also developed a climate characterized by an academic orientation. The program was, without a doubt, successful. Teachers trained by Good and Grouws had students who achieved considerably

more than did the students of teachers who did not use the procedures recommended in the training program. Not only was it shown that the factors drawn upon by Good and Grouws as they developed their training materials prove, in combination, to be effective in regular classroom use, but also the variables that teachers were trained to attend to showed a fascinating pattern when the actual implementation of those variables was studied.

The experimental group of teachers learned to use 15 teaching practices. A comparison of the classroom behaviors of the trained and untrained teachers showed that, in classroom use, the trained teachers used eight teaching practices at rates different from the untrained teachers. In other words, training changed their teaching behavior. Seven of the recommended teaching practices were not implemented at different rates by trained and untrained teachers. The interesting pattern shown in the data was that each of the eight recommended teaching practices implemented by the trained teachers showed a significant relationship with student achievement, and none of the seven recommended teaching practices not implemented showed a significant relationship with achievement (30).

A similar pattern of relations emerged from a study by Anderson, Evertson, and Brophy (1). In that experimental study, the research on teaching was used to select over two dozen recommendations for the teaching of reading in the first grade. Once again, teachers who were trained to use the whole set of recommended teaching practices had students who achieved more than did the students of teachers who were not

trained. Moreover, as in the Good and Grouws study, those teaching practices actually implemented in the trained teachers classes were usually related to student achievement, while those that did not actually become a salient part of the teacher's regular classroom behavior usually showed no relationship to achievement.

The implications of these two studies clearly show that when research on teaching is used to develop training procedures for teachers, teachers can learn the recommended teaching practices. As these teaching practices are implemented, teachers learn that they can affect in a positive way student classroom behavior and achievement.

There have been other studies recently that have used research on teaching as a guide to improve teaching practice successfully (1, 18, 57, 59). Thus, there is good reason to believe that the factors mentioned by noted researchers such as Madeline Hunter, Barak Rosenshine, and Tom Good do represent a reliable knowledge base for the in-service and pre-service education of teachers.

Gage (27) has addressed theory and research into practice, and his logic provides very clear direction. He says that when a relationship occurs between a teaching practice and an educational outcome we value, it creates "an implication." Implications range along a continuum of strength that may be labeled as going from a shred (a glimmer of insight) to a "suggestion," to a "recommendation," to an "imperative," and on to a "categorical imperative," where failure to use certain knowledge would be morally reprehensible. There are many variables recently uncovered in educational research that show a strong correlation with student behavior

and achievement. Educators must translate these from mere suggestions to categorical imperatives.



## CHAPTER III. METHODOLOGY

## Introduction

In keeping with most of the contemporary school reform movements, the School Improvement Model project defined an effective school as one in which school achievement could not be predicted by gender, socio-economic status, or race. Also in keeping with the traditional approach to measuring achievement in school effectiveness research, the program of achievement testing was established at the fourth grade level in mathematics and reading and in mathematics at the eighth grade. Administrators and teachers of all grade levels were involved in other school improvement activities, but for purposes of economy, only two grades were tested. Since growth in student achievement was of primary interest, students were administered pre- and posttests. Both external, standardized, norm-referenced tests, and internally developed, criterion-referenced tests were used for each subject at the appropriate levels.

The testing results, both norm- and criterion-referenced, were prepared for use by teachers, principals, and central administration after each fall and spring testing session. A change score report for the entire year was also created subsequent to each spring testing. The Minneapolis Public Schools chose the California Achievement Test (CAT) for the norm-referenced measure; Northfield Public Schools selected the Comprehensive Test of Basic Skills (CTBS); Edina Public Schools and Spirit Lake Community Schools used the Iowa Test of Basic Skills (ITBS) for this

purpose; finally, Breck School used the Comprehensive Testing Program (CTP), and the norms used were for independent schools.

For the criterion-referenced measure, the School Improvement Model (SIM) Project consultants assisted the teachers of the target subject areas to create and refine the criterion-referenced tests to be certain what was being taught was being tested. Because twice-a-year-testing with both measures was used, teachers and their principals were able to use the tests to improve instruction, not just test for results of instruction.

The major purpose of the present study was to: (1) identify those SIM Project teachers who demonstrated above-average student achievement gains during the fourth year of the Northwest Area Foundation's School Improvement Model Project (they will be called high-gain teachers); (2) identify the personal characteristics of the high-gain teachers; (3) identify the teaching behaviors characteristic of the high-gain teachers; (4) assess the high-gain teachers' beliefs in their own control over factors influencing the academic successes and failures of their students (self-efficacy); and (5) compare the administrator evaluation ratings of high-gain teachers with teachers' self-evaluation ratings using the same instrument.

More specifically, the following questions were posed to accomplish the primary task of creating a profile of high-gain teachers:

1. Among 25 criteria from a research-based, teacher evaluation instrument, what are the major criteria in which these teachers rate themselves above the district's standards?

2. Among 25 criteria from a research-based teacher evaluation instrument, what are the major performance areas supervisors rate the teachers above the district's standards?
3. Among 25 criteria from a research-based teacher evaluation instrument, is there a significant difference between the supervisors' evaluation ratings and the teachers' self-evaluation ratings?
4. How many high-gain teachers are in each of the four dimensions of behavior assessed in the Personal Profile System?
5. How do high-gain teachers perceive other people's expectations of their behavior?
6. How do high-gain teachers respond to pressure in the classroom situation?
7. Among 28 behavioral descriptors in each behavioral dimension scale of the Personal Profile System, which describe the greatest percentage of high-gain teachers?
8. What are the classical profile patterns of the high-gain teachers?
9. Is there a difference between male and female high-gain teachers' feeling of responsibility for student academic success or failure as measured on the Responsibility for Student Achievement Questionnaire?

#### Identification of the Research Subjects

This study is a small component of a larger project in which five school organizations and the Research Institute for Studies in Education

(RISE) research team from Iowa State University comprised a consortium to develop a school improvement model that linked staff development and program development with improved learner outcomes. The five school organizations represented were Breck, Edina, Minneapolis, Northfield--all in Minnesota--and Spirit Lake in Iowa. Each was chosen in order to cover the spectrum of school environments; urban, suburban, private, college community, and rural. Approximately 2,700 teachers were included in the training component.

During the fourth year of the Northwest Area Foundation School Improvement Model Project, students were pre- and posttested at fourth grade in reading and math and at eighth grade in math with standardized and criterion-referenced tests. Seventy classes (thus, teachers) were involved. Pretests were administered in September and posttests in May. In addition to test data reports "by student" used by the teachers, reports of NRT and CRT pre- and posttests were also created by principals, the cabinet, and the chief executive officers of each school organization. These reports were categorized by class, building, and school organization. A change score report for the entire year was also created subsequent to each spring testing. This latter report was used to identify the high-gain teachers. By comparing each teacher's average change score on each test to the school organization's average change score on each test, it was possible to identify those teachers demonstrating the greatest student achievement gains. Those teachers whose average change score was greater than that of the school

organization's average change score was classified as a "high-gain teacher" (a total of 31 subjects).

Because school improvement is related to improved student achievement, it was essential that changes in teacher performance be accurately measured. Mr. Harold Overmann, a doctoral student at Iowa State University, was conducting a study to examine the relationship between teachers' evaluations and their students' achievement (in progress). He developed a research-based teacher performance evaluation instrument that was used to evaluate performance skills of the high-gain teachers. Thus, both reports of individual teacher evaluations and the achievement measures of their students were available. Overmann identified 66 teachers for whom complete student achievement data and performance ratings existed. From that total, 31 teachers were selected for this investigation.

#### Instruments

The study was completed using the following instruments for collecting data: SIM teacher performance evaluation instrument, the Personal Profile System, and the Responsibility for Student Achievement Questionnaire. All teachers and their supervisors were asked to complete the SIM teacher performance evaluation instrument (Appendix A). This instrument is a research-based teacher evaluation instrument that measures teacher proficiency on 25 criteria of teacher performance. Each criterion of performance behaviors is rated on a 1=low performance to 7=high performance point scale:

1 - 2.9 = Needs Improvement

3 - 4.9 = Meets Standards

5 - 7.0 = Exceeds Standards.

The second instrument, Responsibility for Student Achievement Questionnaire (RSA), was designed by Professor Tom Guskey, Director of the Office of Educational Research and Development, College of Education, University of Kentucky. This instrument provides a scale for assessing teachers' beliefs regarding responsibility for the academic successes and failures of their students. The RSA was constructed so that in addition to a total internal or self-responsibility score (R), separate subscores are obtained for beliefs in internal responsibility for classroom successes (R+ score) and for classroom failures (R- score). The RSA scale for teachers is composed of 30 alternative weighting items. Each item describes either a positive or negative student achievement experience which routinely occurs in classroom life. This stem is followed by an alternative stating that the event was caused by the teacher and another stem that the event occurred because of factors outside of the teacher's immediate control. Teachers were asked to divide 100 points between the two alternatives, depending upon their beliefs. Thus, the weight assigned a particular alternative may vary from 0 to 100, but combined alternative weights for an item always total 100 points or 100%.

The third instrument, the Personal Profile System, was developed by John G. Geier, Ph.D., Director and Professor of Behavioral Science and Communication, University of Minnesota, in an effort to find an effective method to identify individual differences in people. Self-scored and

self-interpreted, this system permits the use of a behavioral measurement instrument in one-to-one as well as small- and large-group presentations. Thus, individuals can immediately examine and understand the strengths and weaknesses of their way of doing things.

For this study, each high-gain teacher was interviewed and asked to complete the Personal Profile System instrument. Due to time constraints, it was not possible to lead the subjects through the instrument. The teachers were given an explanation of the Personal Profile System and informed that it was designed to enable subjects to self-interpret and analyze the results. Each subject's "most" and "least" word group selections, which are the basis for completing and analyzing the whole system, were submitted, and from this, it was possible to conduct a complete analysis of each subject's Personal Profile System.

#### Methods of Statistical Treatment

The processing of the data was completed at the Iowa State University Computation Center using the Statistical Package for the Social Sciences. Data were entered as recorded. The teachers were not grouped by district or gender. The study is a descriptive one, so the analysis of data was presented in the form of anecdotal records profiling the high-gain teachers' responses on the instruments. Statistical analysis of the data was made only to point out significant differences in the perceptions of the research subjects. In addition, paired and group t-tests were used to analyze the teacher performance evaluation ratings and the measure of teacher efficacy.

## CHAPTER IV. ANALYSIS AND RESEARCH FINDINGS

The purpose of this chapter is to report the results of the investigation of the high-gain teachers. The data will be presented in the order of the questions posed in Chapter I. Tables containing statistical analysis will be included to show where significant differences and/or relationships were found.

## Select Characteristics of the High-Gain Teachers

The data were collected from a sample of 31 teachers who participated in the Northwest Area Foundation/School Improvement Model Project. Those teachers demonstrated above-average student achievement gain scores on the pre- and posttest during the 1983-84 year (4th year) of the project. These teachers were from five different school organizations: Breck, Edina, Minneapolis, and Northfield--all in Minnesota--and Spirit Lake in Iowa.

Each of the consortium school organizations was selected to represent particular kinds of educational environments--urban, suburban, private, college community, and rural. The sample of teachers consisted of 17 teachers from Minneapolis, four from Northfield, one from Spirit Lake, and nine from Edina. There were 15 females and 16 males. Student achievement data from Breck were not available; consequently, that organization's teachers were not represented in the study.

As indicated earlier, both standardized, norm-referenced tests and locally developed criterion-referenced tests were administered. Those



teachers whose average gain score was higher than the district average gain score were called "high-gain teachers."

The following tables of descriptive data (Tables 1a-4c), classified by organization, sex, grade level, and test, are presented to illustrate the distribution of "high-gain teachers" and their demonstrated student achievement gains. Tables 1a-1c show the distribution of "high-gain teachers" from Minneapolis Public Schools. The school organizations' average gain score on each of the tests is in parentheses followed by each teacher's average achievement score on each of the tests. Tables 2a-2c, 3, and 4a-4c illustrate the distribution of "high-gain teachers" for Northfield Public Schools, Spirit Lake Public Schools, and Edina Public Schools, respectively.

The teachers listed in Tables 1a-4c were classified as high-gain teachers on the basis that their average change score from pre- to posttest during year 4 for each test was higher than the district average change score. It follows, then, that "high-gain teachers" were those who produced greater achievement gains than the other teachers in the project. It must be pointed out that not all high-gain teachers produced higher than average student achievement gains on both tests. The eighth-grade teachers, for example, taught only math.

Criterion-referenced tests were intended to measure what the districts wanted to teach. Table 5 contains the distribution of teachers whose average student achievement gains on the criterion-referenced test were greater than the district average in each of the content areas.

Table 1a. Average achievement gain scores of high-gain teachers in fourth grade reading, Minneapolis Public Schools (N=19)

Teacher	Sex	CRT $\bar{X}$	NRT $\bar{X}$
		(8.54) <sup>a</sup>	(15.76)
1	F	10.00	21.22
2	M	13.93	19.73
3	M	9.64	22.64
4	F	12.23	17.53
5	F	11.91	20.17
6	F	11.27	18.50
7	F	16.00	21.81
8	F	14.40	18.64
9	F	11.00	35.96
10	M	11.13	20.35
11	F	14.92	16.30
12	M	8.58	18.00
13	F	9.48	16.67
14	F	11.61	29.81
15	M	9.11	17.08

<sup>a</sup>The school organization's average change score is in parentheses.

Table 1b. Average achievement gain scores of high-gain teachers in fourth grade math, Minneapolis Public Schools (N=15)

Teacher	Sex	CRT $\bar{X}$	NRT $\bar{X}$
		(10.63) <sup>a</sup>	(15.58)
1	F	10.64	19.44
2	M	11.07	16.92
3	M	12.62	15.93
4	F	11.50	15.61
5	F	12.74	15.67
6	F	13.42	15.96
7	F	11.57	23.22
8	F	11.31	19.67
9	F	17.92	34.48
10	M	15.63	19.22
11	F	13.49	21.14
12	M	11.89	18.56
13	F	15.84	19.24
14	F	12.89	15.95
15	M	11.71	18.46

<sup>a</sup>The school organization's average change score is in parentheses.

Table 1c. Average achievement gain scores of high-gain teachers in eighth grade math, Minneapolis Public Schools (N=4)

Teacher	Sex	CRT $\bar{X}$	NRT $\bar{X}$
		(11.72) <sup>a</sup>	(6.73)
1	M	14.71	6.84
2	M	15.01	9.15
3	M	16.06	7.97
4	M	16.22	7.25

<sup>a</sup>The school organization's average change score is in parentheses.

Table 2a. Average achievement gain scores of high-gain teachers in fourth grade reading, Northfield Public Schools (N=3)

Teacher	Sex	CRT $\bar{X}$	NRT $\bar{X}$
		(3.69) <sup>a</sup>	(9.64)
1	M	4.42	13.00
2	M	4.19	11.07
3	M	5.32	9.67

<sup>a</sup>The school organization's average change score is in parentheses.

Table 2b. Average achievement gain scores of high-gain teachers in fourth grade math, Northfield Public Schools (N=3)

Teacher	Sex	CRT $\bar{X}$	NRT $\bar{X}$
		(12.60) <sup>a</sup>	(14.18)
1	M	19.73	16.74
2	M	21.92	16.35
3	M	28.09	16.88

<sup>a</sup>The school organization's average change score is in parentheses.

Table 2c. Average achievement gain scores of high-gain teachers in eighth grade math, Northfield Public Schools (N=1)

Teacher	Sex	CRT $\bar{X}$	NRT $\bar{X}$
		(19.43) <sup>a</sup>	(9.32)
1		28.78	10.93

<sup>a</sup>The school organization's average change score is in parentheses.

Table 3. Average achievement gain scores of high-gain teachers from Spirit Lake Public Schools by teacher, subject, and grade level (N=1)

District	Teacher	Sex	Grade level	Reading		Math	
				CRT $\bar{X}$	NRT $\bar{X}$	CRT $\bar{X}$	NRT $\bar{X}$
Spirit Lake				(22.08) <sup>a</sup>	(8.93)	(33.79)	(16.30)
	1	M	4th	22.20	11.50	38.63	19.89

<sup>a</sup>The school organization's average change score is in parentheses.

Table 4a. Average achievement gain scores of high-gain teachers in fourth grade reading, Edina Public Schools (N=6)

Teacher	Sex	CRT $\bar{X}$	NRT $\bar{X}$
		(17.17) <sup>a</sup>	(7.94)
1	M	22.79	12.14
2	F	30.20	11.64
3	M	21.64	10.40
4	F	27.62	12.62
5	F	16.46	8.36
6	F	25.30	13.79

<sup>a</sup>The school organization's average change score is in parentheses.

Table 4b. Average achievement gain scores of high-gain teachers in fourth grade math, Edina Public Schools (N=6)

Teacher	Sex	CRT $\bar{X}$	NRT $\bar{X}$
		(31.88) <sup>a</sup>	(20.11)
1	M	37.26	20.28
2	F	67.91	35.92
3	M	34.80	24.80
4	F	37.18	21.91
5	F	37.20	20.64
6	F	35.62	21.63

<sup>a</sup>The school organization's average change score is in parentheses.

Table 4c. Average achievement gain scores of high-gain teachers in eighth grade math, Edina Public Schools (N=3)

Teacher	Sex	CRT $\bar{X}$	NRT $\bar{X}$
		(15.47) <sup>a</sup>	(10.28)
1	F	16.38	11.85
2	M	17.44	11.74
3	M	20.75	13.29

<sup>a</sup>The school organization's average change score is in parentheses.

Table 5. Distribution of high-gain teachers using the results of the criterion-referenced test (CRT) by district (Group 1)

District	Reading	Math	Reading or math	Reading and math
Minneapolis	5	12	12	3
Northfield	2	3	4	1
Spirit Lake	1	2	2	
Edina	3	6	7	2
Total	11	23	25	6

As shown in Table 5, the total number of high-gain teachers in reading was 11. Minneapolis led the group with five, Edina followed with three, Northfield had two, while Spirit Lake produced one. In mathematics, the total of 19 was almost twice the number in reading considering fourth graders only. If eighth graders are included in that count, the total is 23. Once again, Minneapolis led with 12 teachers, Edina followed with six, Northfield had three, and Spirit Lake two. If only the criterion-referenced test results are considered, there is a total of 25 high-gain teachers. Note should be taken that, of this total, there were six teachers who demonstrated better than average achievement gains in both content areas.

Norm-referenced testing was conducted to show how the students of the five school organizations performed in relation to outside, standardized measures. The distribution of teachers whose average student achievement gains on the norm-referenced test was greater than the district average in each of the content areas is presented in Table 6.

Table 6. Distribution of high-gain teachers using the results of the norm-referenced test (NRT) by district (Group 2)

District	Reading	Math	Reading or math	Reading and math
Minneapolis	7	11	14	3
Northfield	1	2	2	1
Spirit Lake				
Edina	3	6	8	2
Total	11	19	24	6



In reading, Minneapolis had seven high-gain teachers, Edina had three, and Northfield had one, for a total of 11. In math, Minneapolis again led with 11 followed by Edina with six and Northfield with two. The total number of high-gain teachers in this category is 24. Six of the teachers represented were high-gain teachers in both content areas.

The final overview table of high-gain teachers depicts the number of teachers who demonstrated better than average student achievement gains when either test is considered. Table 7 represents the distribution of teachers whose average student achievement gains on both the criterion-referenced test (CRT) and the norm-referenced test (NRT) were greater than the district average in the fourth year of the project.

Table 7. Distribution of high-gain teachers using the results of both the criterion-referenced test (CRT) and norm-referenced test (NRT) by district (Group 3)

District	CRT	NRT	CRT and NRT	CRT or NRT
Minneapolis	12	14	6	20
Northfield	4	3	2	4
Spirit Lake	1			1
Edina	7	8	4	12
Total	24	25	12	36

As indicated by Table 7, if only CRT results are considered, there were 24 high-gain teachers. Considering only NRT results, there are 25 high-gain teachers. When both the CRT and NRT results are considered, there was a total of 12 high-gain teachers. Finally, the total number of

high-gain teachers is listed under the CRT or NRT column. This total was derived by a count of all teachers whose average change score was greater than the district mean on either test.

#### Personal Characteristics of High-Gain Teachers

To determine personal characteristics of the high-gain teachers, the Personal Profile System was used. The Personal Profile System positively and accurately portrays for each person his or her own unique way of performing work activities. It presents a plan to help in understanding self and others in the work environment. At the same time, this instrument assists the respondent to learn about the differences of others and the environment they require for maximum productivity and harmony in the work organization. Research evidence supports the conclusion that the most effective people are those who know themselves, know the demands of the situation, and adapt strategies to meet those needs. With this instrument, it was possible to obtain information that enhances the development of reasonable and realistic expectations of the high-gain teachers.

#### The Dimensions and the Patterns

The Personal Profile System categorizes behavioral tendencies into four general dimensions and 15 classical patterns. The four dimensions are: (1) Dominance, (2) Influencing of Others, (3) Steadiness, and (4) Compliance.

### The dimensions

People with DOMINANCE tendencies have the results they want in mind. Their emphasis is on shaping the environment by overcoming opposition. Their messages are to stimulate and prod others to untested action. They are action- and results-oriented, creative and entrepreneurial. They believe they can change the course of events. While they seek out change and challenge, questioning the status quo, they are independent and individualistic. They tend to avoid direct controls, time-consuming details, and routine work.

People with INFLUENCING tendencies also want to shape and mold events and have an active voice. Their messages are designed to stimulate and prod others to action by working with and through people. They are interested in people and like to make people feel good about themselves. They enjoy contacting people and generating enthusiasm. They are verbal and articulate. They desire popularity and social recognition of their ability. Their optimism can be a liability as well as an asset. They can be inattentive to detail.

People with STEADINESS tendencies are interested in the how and why--a product orientation. They are interested in maintaining a stability within themselves and the situation--between the old and the new. They prefer to maintain the status quo unless given reasons for change. While they are deliberate, patient, and loyal, they have the ability to concentrate and develop socialized skills.

People with COMPLIANCE tendencies are conscientious and precise, working systematically, accurately, and critically. They prefer standard

operating procedures and can resist change. They are concerned about quality control and tend to be quite sensitive and intuitive.

### The patterns

Human behavior is so complex that it would be an oversimplification to characterize anyone along a single dimension. To deal with the fact that a person is likely to be high on more than one dimension, that there is dynamic interaction between the different dimensions, and that we possess the ability to modify our behavior, refinement of the dimensions into the patterns permits greater individualization of the interpretations. These patterns are called classical profile patterns.

The classical profile patterns are those configurations which occur most frequently in a variety of work situations. They represent the significant difference in work behavioral styles. Grouped into families within the four dimensions, they are illustrated as follows:

Behavioral Dimensions	DOMINANCE	STEADINESS	INFLUENCING	COMPLIANCE
Classical Profile Patterns	Creative Developer Inspirational Results-oriented	Achiever Agent Investigator Specialist	Appraiser Counselor Persuader Promoter	Objective thinker Perfectionist Practitioner

The interpretations for the classical profile patterns are based upon the behavioral tendencies demonstrated by people with specific configurations of plotting points. The positional relationships among the

four plotting points could result in hundreds of potential configurations. However, the classical profile patterns are those configurations which occur most frequently in a variety of work situations. They represent the significant difference in work behavioral styles. Depending upon the degree of difference in the configurations of plotting points, there may be one interpretation for all three graphs or as many as three.

It is interesting to note that all the high-gain teachers produced plotting point configurations that were similar in all three graphs (example, Appendix B). Similarity in the configurations of plotting points on the three graphs indicates that they perceive the work behavioral tendencies demanded by the current work situation (Graph 1) as similar to those of past situations (Graph 2). Consequently, they see little need to change their self-identity (Graph 3). This may be due to one or more of the following factors.

1. The work behavioral tendencies demanded by the present work environment were similar to those in the past.
2. They controlled what others demanded of them.
3. The work behavioral tendencies demanded of them were different from those demanded in the past, but in lieu of altering their style, they chose to augment. In other words, they surrounded themselves with people whose work behavioral tendencies complement their style and combine to meet the demands of the situation.

In order to determine the plotting points for each graph, the subjects were asked to study the four descriptive words in each of the

24 groups of words on page 2 of the Personal Profile System instrument. (See Appendix B.) They were to think about the work behavioral tendencies they showed in the work setting while they made their selection in each of the "most" or "least" column. The results are presented in Table 8.

#### Analysis of Personal Profile Systems

Based on each subjects "most" and "least" word group selection, which is the basis for completing and analyzing the Personal Profile System, the investigator conducted a complete analysis of each high-gain teacher's personal profile.

Each subject was asked to study a group of descriptors (in clusters of four) while thinking about the behavioral tendencies they showed in the work setting. They were to select only one word that MOST described them and only word that LEAST described them from each cluster. (See Appendix B.) Table 8 shows the descriptors that were most popular.

Table 8 reveals that over 50% of the high-gain teachers felt their "most" descriptive behavioral tendencies were characterized as persuasive, open-minded, inspiring, receptive, diplomatic, aggressive, determined, confident, kind, adaptable, and positive. Similarly, their "least" descriptive behavioral tendencies were characterized as humble, easily led, nervy, soft-spoken, moderate, high-spirited, assertive, resigned, and nonchalant. The descriptors that were selected by almost three-fourths, 73% and 77%, respectively, as the "most" descriptive were inspiring and adaptable. Implications are that high-gain teachers perceive themselves as able to inspire students with their delivery and can adapt to a variety

Table 8. High-gain teachers' selections of descriptors of their behavioral tendencies in the work setting

Word cluster	Most <sup>a</sup>	Percent	Least	Percent
1	Persuasive	52	Humble	55
2	Attractive	32	Sweet	35
3	Loyal	29	Easily-led	71
4	Open-minded	58	Obliging	39
5	Even-tempered	48	Nervy	55
6	Considerate	48	Competitive	26
7	Unconquerable	32	Fancy	42
8	Inspiring	74	Submissive	45
9	Self-reliant	45	Soft-spoken	65
10	Receptive	55	Moderate	55
11	Decisive	35	Talkative	35
12	Diplomatic	58	Daring	39
13	Aggressive	61	Easy mark	42
14	Determined	51	Cautious	48
15	Agreeable	39	High-spirited	58
16	Confident	58	Assertive	55
17	Persistent	39	Animated	45
18	Kind	61	Resigned	68
19	Optimistic	45	Pioneering	52
20	Adaptable	77	Nonchalant	39
21	Positive	65	Peaceful	35
22	Vigorous	26	Lenient	48
23	Accurate	29	Restrained	48
24	Neighborly	42	Restless	39

<sup>a</sup>"Most" is their most descriptive and "least" is their least descriptive.

of educational settings. On the other hand, the descriptors that were selected by a higher margin, 68% and 71%, respectively, as the least descriptive of their behavior tendencies were "resigned" and "easily-led." This implies that high-gain teachers certainly do not perceive themselves to be push-overs nor submissive. Perhaps these qualities contribute to their ability to overcome student resistance to learning. They convey to the students that they are determined to teach the lesson and will expect the student to follow along.

Recognizing that how others perceive us may be different than how we perceive ourselves, and that we may behave differently under pressure, three separate graphs were developed. The plotting points were determined by each subject's response in the "most" and "least" descriptor selections. The interpretations of the resulting graphs determined a classical profile pattern for each subject. The classical profile patterns were determined by those configurations which occurred most frequently in a variety of work situations. The interpretation of each graph was then read from the meaning context of that specific graph.

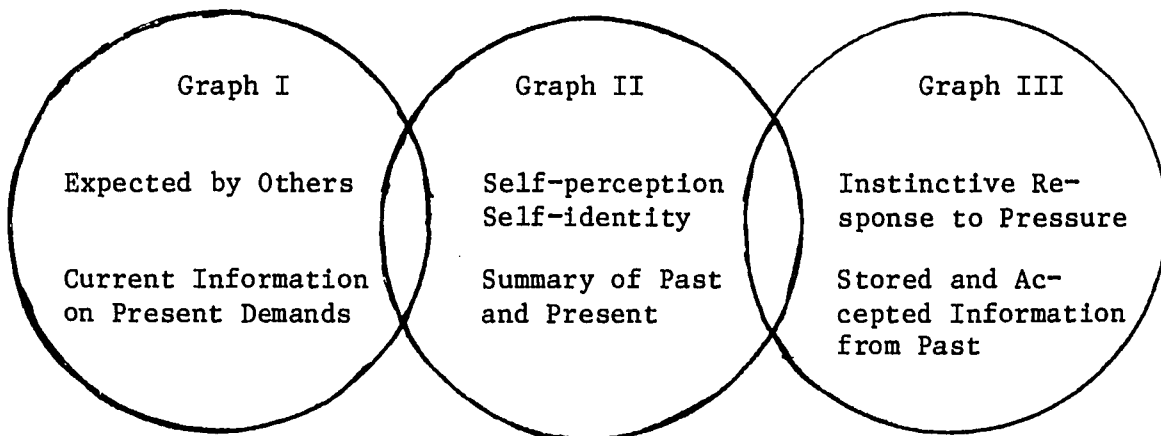
The interpretation for Graph I, for example, describes those behavioral tendencies that are most visible to people in their work situation. Based upon the "most" choices, Graph I acknowledged the influence others had on the teacher's behavior. The graph reflects the current information they collected from managers, colleagues, and subordinates about what they felt was expected of them. It is the most dynamic of the three graphs in that it is the most subject to change.



Such change is not surprising because the work situation represents our daily "bread and butter."

The interpretation for Graph II describes those behavioral tendencies that tend to be apparent to others particularly under stress. Graph II reflects the information they had collected from significant persons in the "past." It contains their history. It is information they had collected, stored, and accepted about themselves. Based upon the "least" choices, this "old" behavior is drawn upon without conscious thought in pressure situations. Graph II tends to be the most static of the graphs. It can change gradually in response to traumatic events that force one to reexamine this information.

The interpretation for Graph III provides a description of the self-identity. It is a summary graph in that it combines the stored and accepted information (Graph II) with the current demands of the present environment (Graph I). The relationship between the three graphs is depicted in the following illustration.



In order to complete the personal profile pattern of each high-gain teacher, the specific configurations of the plotting points determined by their selection of descriptors in the "most" and "least" columns shown in Table 8 were further analyzed. Each teacher produced a configuration of plotting points for Graphs I, II, and III. The interpretation of Graph I describes those behavioral tendencies that are most visible to people in their work situation. Based upon the "most" choices, Graph I acknowledges the influence others have on the teacher's behavior. Graph II describes those behavioral tendencies that tend to be apparent to others, particularly under stress. It reflects the information collected by the teacher, from significant persons in the past. Based upon the "least" choices, it reflects "old" behavior drawn upon without conscious thought in pressure situations. Finally, Graph III provides a description of the self-identity. It is a summary that combines the stored and accepted information (Graph II) with the current demands of the present environment (Graph I).

Table 9 contains the classical profile patterns of the high-gain teachers in this study. To create a more complete picture of each profile, in addition to the behavioral tendencies determined by each graph, the behavioral dimension in which each teacher functions is shown. It was determined by the highest plotting point in each teacher's Graph III (self-perception). This is depicted in the fourth most right-hand column on the personal profile pattern.

A closer examination of Table 9 reveals that the behavior high-gain teachers perceived as expected by others was that of a counselor,

Table 9. Classical personal profile patterns of "high-gain" teachers

Teacher number	Behavior: Expected by others	Behavior: Instinctive response to pressure	Self-perception	Personal profile pattern
1	Creative	Creative	Creative	Compliance
2	Counselor	Specialist	Practitioner	Steadiness
3	Creative	Developer	Results-oriented	Dominance
4	Appraiser	Developer	Inspirational	Dominance
5	Appraiser	Creative	Appraiser	Compliance
6	Objective thinker	Perfectionist	Objective thinker	Compliance
7	Developer	Persuader	Inspirational	Influencing
8	Objective thinker	Perfectionist	Objective thinker	Compliance
9	Counselor	Counselor	Counselor	Influencing
10	Creative	Perfectionist	Creative	Compliance
11	Persuader	Promoter	Persuader	Influencing
12	Agent	Persuader	Persuader	Influencing
13	Persuader	Appraiser	Inspirational	Influencing
14	Perfectionist	Appraiser	Practitioner	Compliance
15	Counselor	Counselor	Counselor	Influencing
16	Counselor	Inspirational	Persuader	Influencing
17	Counselor	Specialist	Counselor	Influencing
18	Counselor	Specialist	Counselor	Influencing
19	Practitioner	Developer	Counselor	Dominance
20	Practitioner	Investigator	Specialist	Steadiness
21	Specialist	Perfectionist	Specialist	Steadiness
22	Creative	Investigator	Achiever	Compliance
23	Persuader	Specialist	Counselor	Influencing
24	Practitioner	Specialist	Specialist	Steadiness
25	Counselor	Counselor	Counselor	Influencing
26	Objective thinker	Objective thinker	Objective thinker	Compliance
27	Objective thinker	Achiever	Achiever	Steadiness
28	Practitioner	Objective thinker	Practitioner	Steadiness
29	Objective thinker	Promoter	Practitioner	Compliance
30	Persuader	Counselor	Counselor	Influencing
31	Counselor	Persuader	Counselor	Influencing

objective thinker, creative, persuader, and practitioner. Their behavioral tendencies under pressure situations were characterized most popularly as a specialist, followed closely by perfectionist and counselor. Combining the behavioral tendencies revealed in Graphs I and II to determine the teachers' self-identity, the high-gain teachers perceived themselves (third column) mainly as counselors with persuader, practitioner, inspirational, objective thinker, and specialist as distant secondary tendencies.

Furthermore, the analysis of the teachers' profile shown in Table 9 contains the behavioral dimension in which each teacher functions. There were three high-gain teachers who exhibited behavioral tendencies that fall within the "dominance" behavioral dimension, 13 were in the "influencing of others," six were in the "steadiness," and nine were in the "compliance." For a complete description of each behavioral dimension, refer to the dimensions of behavior chart in Appendix B.

To establish a classical profile of all the high-gain teachers, the plotting points on each of the D, I, S, and C columns of each teacher's Graph III were matched to the left-most column on the same graph. This produced a linear scale that translated each profile into an emerging behavioral pattern for all high-gain teachers. The results of the translation are shown in the fourth column in Table 10.

As Table 10 illustrates, the mean plotting point of all "dominance" profiles was 13.26; "influencing of others" was 15.23; "steadiness" was 15.97; and "compliance" was 15.81. Translation of these mean plotting

Table 10. Behavioral dimensions of high-gain teachers as measured by the Personal Profile System

Behavioral dimension scale	N	Percent	Mean	Translation to linear scale
Dominance	3	10	13.26	3
Influencing of others	13	42	15.23	4
Steadiness	6	19	15.97	4
Compliance	9	29	15.81	4

points to a common scale as described above produces a classical profile pattern for the group. The numbers in the translation column (3, 4, 4, 4) suggest a general classical profile pattern of high-gain teachers to be "practitioners." Practitioners value proficiency in specialized areas. Spurred by the desire to be "good at something," they carefully monitor and critique their own work performance. Although their aim is to become "the" expert in an area, practitioners frequently give the impression of knowing something about many things. This image is especially strong when they verbalize the knowledge they possess on a variety of subjects.

As they interact with others, practitioners often project an amiable and easy-going style. This attitude, however, may change quickly in their own work area. There, practitioners become intent on doing things in a way which will meet a high standard of operating procedure. They are quality-control people. They have high expectations of themselves and others, and they verbalize their disappointment. While they tend to

concentrate on developing procedures and in creating their own skills, practitioners do need to help others build skills. In addition, they need to increase their appreciation of those who contribute even though they may not use what the practitioner considers the "right way."

#### Teacher Performance Evaluations

To gain insight into teaching behaviors exhibited by the high-gain teacher, the SIM teacher performance evaluation instrument was used. This instrument is a research-based teacher evaluation instrument that rates teacher proficiency on 25 criteria of teacher performance. Each criterion was rated on a 1 to 7 performance scale: 1-2.9 = Needs Improvement, 3.0-4.9 = Meets Standards, and 5.0-7.0 = Exceeds Standards. The supervisors evaluated each high-gain teacher, and, in turn, each high-gain teacher was asked to complete a self-evaluation of their performance using the same instrument. A comparison of supervisor evaluation ratings (X) to the teacher's self-evaluation ratings (Y) was made. To determine if there was a significant difference between the supervisor's evaluation and the teacher's self-evaluation ratings on each criterion, a paired t-test was conducted. The results are illustrated in Table 11.

The results in Table 11 show teachers rated themselves significantly higher on the following items:

- #1. Utilizes a variety of teaching techniques.
- #2. Communicates effectively with students.
- #3. Provides students with specific evaluative feedback.
- #4. Prepares appropriate evaluation activities.

Table 11. Comparison of the ratings of the supervisor's evaluations and the teacher's self-evaluations on the SIM teacher performance evaluation instrument (N=31)<sup>a</sup>

Evaluation	Question	Mean	SD	t-value	2-tailed
Supervisor Self	1	4.89 5.18	1.11 0.80	-1.22	.002*
Supervisor Self	2	4.86 5.60	0.98 0.66	-3.85	.001*
Supervisor Self	3	4.77 5.43	0.95 0.69	-3.38	.002*
Supervisor Self	4	4.75 5.43	0.92 0.59	-3.49	.002*
Supervisor Self	5	4.89 5.06	1.02 0.94	-0.68	.501
Supervisor Self	6	4.70 5.39	0.89 0.68	-3.18	.003*
Supervisor Self	7	4.87 5.57	1.18 0.77	-2.47	.019*
Supervisor Self	8	5.00 5.75	1.44 0.80	-2.78	.009*
Supervisor Self	9	5.03 5.23	1.20 0.92	-0.65	.520
Supervisor Self	10	4.40 5.29	1.30 0.73	-2.11	.043*
Supervisor Self	11	4.46 5.29	1.22 0.79	-3.15	.004*
Supervisor Self	12	4.57 5.66	1.16 0.79	-3.95	.000*

<sup>a</sup>Possible ratings: 1-3 = Needs Improvement; 3-5 = Meets Standards; 5-7 = Exceeds Standards.

\*Significance level  $p < .05$ .

Table 11. Continued

Evaluation	Question	Mean	SD	t-value	2-tailed
Supervisor Self	13	4.61 5.90	1.20 0.68	-4.89	.000*
Supervisor Self	14	4.71 5.61	1.04 0.67	-3.66	.001*
Supervisor Self	15	5.02 5.49	1.02 0.89	-1.93	.064
Supervisor Self	16	4.85 5.61	1.09 0.59	-3.07	.004*
Supervisor Self	17	4.63 5.14	0.91 0.85	-2.44	.021*
Supervisor Self	18	4.78 5.67	1.15 0.53	-3.87	.001*
Supervisor Self	19	5.21 5.74	1.21 0.77	-1.87	.072
Supervisor Self	20	4.63 5.44	1.21 0.77	-3.28	.003*
Supervisor Self	21	4.62 5.14	1.19 0.70	-2.29	.029*
Supervisor Self	22	4.85 5.35	1.34 0.97	-1.67	.105
Supervisor Self	23	4.68 5.17	1.09 0.77	-2.54	.016*
Supervisor Self	24	4.58 4.67	0.83 0.87	-0.47	.643
Supervisor Self	25	4.71 4.96	1.12 1.02	-0.89	.379



- #6. Selects and uses appropriate lesson content, learning activities, and materials.
- #7. Organizes resources and materials for effective instruction.
- #8. Demonstrates ability to manage student behavior.
- #10. Maintains an effective relationship with the student's family.
- #11. Promotes positive self-concept in students.
- #12. Demonstrates sensitivity in relating to students.
- #13. Promotes students' self-discipline and responsibility.
- #14. Demonstrates a willingness to keep curriculum and instructional practices current.
- #16. Uses more controlled (guided) practice before assigning homework (independent practice).
- #17. Monitors seatwork closely.
- #18. Plays a key role in modeling and giving concrete examples.
- #20. Is pleasant, but not affectively extreme.
- #21. Has more energy.
- #23. Wants more feedback from students.

To determine whether there was any significant difference between male teacher self-evaluations and female teacher self-evaluations, a t-test,  $p=.05$ , was conducted. The results are presented in Table 12.

Table 12. Comparison of self-evaluation ratings of high-gain teachers by sex on the SIM teacher evaluation instrument

Evaluator	Sex	N	Mean	SD	t-value	2-tail
Self	M	16	5.32	0.42	-0.81	0.43
Self	F	15	5.43	0.39		

As presented in Table 12, the mean rating by male teachers on their self-evaluation using the SIM instrument was 5.32 and that of females was 5.43. The standard deviation was .42 and .39 for males and females, respectively. No significant difference was found between the way males and females rated themselves on the SIM teacher performance evaluation instrument.

To show each group's ratings using the Needs Improvement, Meets Standards, and Exceeds Standards response mode, the results are tabulated in Table 13. This is presented to illuminate evaluation ratings and is not intended to support significance of findings.

The results indicated in Table 13 are more adequately described using an item-by-item analysis.

#### I. Productive Teaching Techniques:

##### 1. Utilizes a variety of teaching techniques.

The mean ratings of both the supervisor and the teacher are quite similar, 4.89 and 5.18, respectively. The variance of the teachers' ratings is much less; SD is .80 compared to 1.11 for supervisors. Although only one evaluator gave a Needs Improvement rating, both groups gave the same number of Meets Standards and Exceeds Standards rating, 12 and 18, respectively.

##### 2. Communicates effectively with students.

High-gain teachers as a group feel they communicate effectively with their students; SD is .66 compared to that of supervisors, .98. The mean ratings are also quite different. The supervisors' mean rating was 4.87, which is in the Meets Standards

Table 13. Comparison of supervisor evaluation ratings to teacher self-evaluation ratings (N=31)

		$\bar{X}$	SD	Range	NI	3 MS	5 ES
<b>I. Productive Teaching Techniques</b>							
1	Supervisor	4.89	1.11	2.7-6.9	1	12	18
	Self	5.18	.80	4.0-6.6	0	12	18
2	Supervisor	4.87	.98	2.7-6.9	1	14	16
	Self	5.69	.66	4.0-6.6	0	6	25
3	Supervisor	4.77	.95	3.0-6.9	0	19	12
	Self	5.43	.69	3.4-6.4	0	6	25
4	Supervisor	4.76	.92	3.4-6.9	0	19	12
	Self	5.43	.59	4.0-6.4	0	3	28
5	Supervisor	4.89	1.02	2.7-7.0	1	15	15
	Self	5.06	.94	2.7-6.8	1	11	19
<b>II. Organized, Structured Classroom Management Techniques</b>							
6	Supervisor	4.70	.89	1.5-6.0	1	14	16
	Self	5.39	.68	4.0-6.6	0	7	24
7	Supervisor	4.87	1.18	2.7-7.0	1	16	14
	Self	5.57	.77	4.0-6.7	0	6	25
8	Supervisor	5.00	1.44	1.5-7.0	1	15	15
	Self	5.75	.80	4.0-7.0	0	4	27
9	Supervisor	5.03	1.20	3.2-7.0	0	15	15
	Self	5.23	.92	2.9-6.7	1	9	21
<b>III. Positive Interpersonal Relations</b>							
10	Supervisor	4.40	1.30	2.0-7.0	4	16	11
	Self	4.90	.98	2.8-6.9	1	14	16
11	Supervisor	4.46	1.22	2.2-7.0	3	17	11
	Self	5.29	.73	3.8-6.5	0	7	24
12	Supervisor	4.57	1.16	2.1-6.5	2	13	16
	Self	5.66	.79	3.4-7.0	0	3	28

Table 13. Continued

		$\bar{X}$	SD	Range	NI	3 MS	5 ES
13	Supervisor	4.62	1.20	2.1-6.9	3	14	14
	Self	5.90	.68	4.7-7.0	0	2	29
IV. Professional Responsibilities							
14	Supervisor	4.71	1.04	2.5-6.3	1	16	14
	Self	5.61	.67	4.0-6.7	0	4	27
15	Supervisor	5.02	1.02	3.5-7.0	0	13	18
	Self	5.49	.89	2.0-6.8	1	5	25
16	Supervisor	4.85	1.09	3.0-6.9	0	16	15
	Self	5.61	.59	4.7-6.7	0	5	26
17	Supervisor	4.63	.91	3.0-6.0	0	17	14
	Self	5.14	.85	3.5-7.0	0	13	18
18	Supervisor	4.78	1.15	2.9-6.8	1	16	14
	Self	5.67	.53	4.8-6.5	0	1	30
19	Supervisor	5.21	1.17	3.4-7.0	0	14	17
	Self	5.74	.73	4.0-6.8	0	3	28
20	Supervisor	4.63	1.21	2.0-6.5	2	15	14
	Self	5.44	.77	4.0-6.8	0	6	25
21	Supervisor	4.62	1.19	2.8-7.0	1	18	12
	Self	5.14	.70	3.3-6.1	0	8	23
22	Supervisor	4.85	1.34	2.7-7.0	1	15	15
	Self	5.35	.97	2.0-7.0	1	5	25
23	Supervisor	4.68	1.09	3.0-7.0	1	16	14
	Self	5.17	.77	2.7-6.4	1	7	23
24	Supervisor	4.58	.83	3.0-6.0	0	17	14
	Self	4.67	.87	2.0-7.0	1	19	11
25	Supervisor	4.71	1.12	3.0-7.0	0	19	12
	Self	4.96	1.02	2.0-6.4	1	13	17

category, while the teachers' mean rating was 5.69 and in the Exceeds Standards category. The teachers overwhelmingly rated themselves in the Exceeds Standards (25 out of 31), while the supervisors were pretty evenly divided between Meets Standards and Exceeds Standards (14 to 16, respectively).

3. Provides students with specific evaluative feedback.

Supervisors felt that most teachers met the standard on this criterion. The teachers, however, rated themselves Exceeds Standards with only one-fifth (6) of them rating themselves as Meets Standards. Although the teachers' mean rating was higher than the supervisors, 5.43 to 4.77, respectively, the highest rating by the teachers was 6.6, while the supervisors' was 6.9.

4. Prepares appropriate evaluation activities.

An overwhelming majority of the teachers rated themselves as exceeding the standard on this criteria. Twenty-eight thought so, while only 12 of the supervisors rated them Exceeds Standards. Supervisors rated the majority of teachers (19) in the Meets Standards category. Neither group felt there was a need for improvement on this criteria. The mean ratings and variance followed the same pattern, with teachers' mean rating higher than that of supervisors, 5.43 to 4.76, and the SD .59 to .92, respectively.

5. Provides instruction appropriate for capabilities, rates of learning styles of students.

Both groups were very much in agreement on this criterion. The teachers rated themselves a little higher, 5.06 to 4.89 for the supervisors. Most teachers rated themselves in the Exceeds Standards category (19), while the supervisors evenly divided the teachers between the Meets Standards and Exceeds Standards, 15 and 15.

II. Organized, Structured Classroom Management:

6. Selects and uses appropriate lesson content, learning activities, and materials.

The mean rating by the supervisors was 4.70, and the standard deviation was .89. The teachers' mean rating was 5.39, and the standard deviation was .68. Teachers, once again, overwhelmingly rated themselves in the Exceeds Standards category, while the supervisors more evenly distributed their ratings; 14 Meets Standards, 16 Exceeds Standards, and one Needs Improvement.

7. Organizes resources and materials for effective instruction.

The supervisors did not rate the teachers as high as the teachers rated themselves on this criterion. Furthermore, the supervisors' ratings were more varied and evenly distributed, SD was 1.18 and they had more ratings in the Meets Standards (16) than they did the Exceeds Standards (14). The teachers, on the other hand, had 25 Exceeds Standards and only six Meets Standards.

Their variance was much smaller ( $SD=.77$ ), and their mean rating was higher, 5.57.

8. Demonstrates ability to manage student behavior.

Both groups' mean ratings were in the Exceeds Standards category, 5.00 for the supervisors and 5.75 for the teachers. However, there was much more variance among the supervisors than there was among the teachers. The standard deviation for the supervisors was 1.44, while only .80 for the teachers. The teachers had 27 Exceeds Standards and four Meets Standards, compared to 15 Meets Standards and 15 Exceeds Standards for the supervisors.

9. Organizes students for effective instruction.

Evaluation ratings by both groups were quite high. The mean rating in each case was in the Exceeds Standards category, 5.03 for the supervisors and 5.23 for the teachers. It is interesting to note that even though the teachers tended to rate themselves Exceeds Standards (21), there was one teacher who felt improvement was needed in this area.

III. Positive Interpersonal Relations:

10. Maintains an effective relationship with the student's family.

This criterion has produced the most Needs Improvement ratings thus far; four by the supervisors and one by the teachers. More teachers felt they exceeded the standard (16), while the supervisors rated only 11 teachers in that category. Nevertheless, the ratings were fairly distributed by both groups.

Perhaps this indicates the degree of concern that either group attributes to the need to maintain a relationship with the student's home.

11. Promotes positive self-concept in students.

The supervisors' mean rating was 4.46 (Meets Standards), and the teachers' mean rating was 5.29 (Exceeds Standards). The variance among the supervisors was much greater than that of the teachers (SD was 1.22 and .73, respectively). Most of the teachers felt they exceeded the standard (24 or 77%), while only 11 or 35% of the supervisors rated the teachers in that category. Interestingly, three supervisors gave Needs Improvement ratings to high-gain teachers!

12. Demonstrates sensitivity in relating to students.

The mean rating of the supervisors was 4.57 and that of the teachers was 5.66. The supervisors' ratings were pretty evenly divided between the Meets Standards and Exceeds Standards categories, 13 to 16, respectively. The teachers' ratings of themselves were, on the other hand, overwhelmingly in the Exceeds Standards category, 24 or 77%.

13. Promotes students' self-discipline and responsibility.

Supervisors' mean rating was 4.62 (Meets Standards). The teachers' mean rating was 5.90 (Exceeds Standards). The teachers almost unanimously rated themselves in the Exceeds Standards category. Only two teachers rated themselves slightly below Exceeds Standards, and those were very high in the Meets Standards category. The supervisors, meanwhile, had 14 Meets Standards



ratings, 14 Exceeds Standards ratings, and a surprising three Needs Improvement ratings.

IV. Professional Responsibilities:

14. Demonstrates a willingness to keep curriculum and instructional practices current.

The supervisors' mean rating was 4.71, and the teachers' mean rating was 5.61. The standard deviation for the supervisors was 1.04 and .67 for the teachers. There were twice as many Exceeds Standards ratings given by the teachers as there were by the supervisors, 27 to 14.

15. Spends time at the beginning of the learning demonstrating processes to the students (cueing).

The supervisors' mean rating as well as the teachers' mean rating were in the Exceeds Standards category, 5.02 and 5.49, respectively. The standard deviation in both groups was fairly close, 1.02 for the supervisors and .89 for the teachers. One teacher rating was in the Needs Improvement category, while 25 (81%) were in the Exceeds Standards category. The supervisors had 18 Exceeds Standards, 13 Meets Standards, and none in the Needs Improvement category.

16. Uses more controlled (guided) practice before assigning homework (independent practice).

The supervisors' mean rating was 4.85 and that of the teachers was 5.61. The standard deviation of the supervisors' ratings was 1.09 and .59 for the teachers. There were more Meets

Standards ratings than Exceeds Standards, 16 to 15, respectively, while the teachers rated themselves mostly as Exceeds Standards.

17. Monitors seatwork closely.

The supervisors' mean rating was 4.63, and the standard deviation was .91. The mean rating of the teachers was 5.14, and the standard deviation was .85. On this item, both groups distributed their ratings fairly well between the Meets Standards and Exceeds Standards categories.

18. Plays a key role in modeling and giving concrete examples.

The mean rating given by supervisors was 4.78, and their standard deviation was 1.15. The mean rating given by the teachers was 5.67, and their standard deviation was .53. An overwhelming 30 (97%) of the teachers rated themselves as Exceeds Standards. More of the supervisors' ratings were in the Meets Standards than in the Exceeds Standards categories, 16 and 14, respectively.

19. Has higher expectations.

Both groups' mean ratings were in the Exceeds Standards category. The mean rating of supervisors was 5.21, and the standard deviation was 1.17, while the teachers' mean rating was 5.74 and their standard deviation was .73.

20. Is pleasant, but not affectively extreme.

The mean rating of the supervisors was 4.63 and that of the teachers was 5.44. The standard deviations were 1.21 and .77, respectively. Two of the supervisors' ratings were in the Needs

Improvement category. The teachers, as a whole, felt they exceeded the standard on this item.

21. Has more energy.

Supervisors' mean rating was 4.62, and the teachers' mean rating was 5.14. The standard deviations were 1.19 and .70, respectively. Only 12 supervisors' ratings were in the Exceeds Standards category. However, almost twice as many (23) of the teachers felt they exceeded the standard on this item.

22. Plans better.

Mean ratings for the supervisors and teachers were 4.85 and 5.35, respectively. The standard deviation of the supervisors' rating was 1.34 and .97 for the teachers. Both groups assigned one Needs Improvement rating, but once again, the teachers felt they exceeded the standard on this item, as 25 of them rated themselves in that category.

23. Wants more feedback from students.

The supervisors' mean rating was 4.68, and the standard deviation was 1.09. The teachers' mean rating was 5.17, and their standard deviation was .77. Although the range of supervisors' ratings was higher (3.0 to 7.0) than that of the teachers (2.7 to 6.4), they (supervisors) rated more teachers as Meets Standards than Exceeds Standards. The teachers felt they exceeded standards, as 23 rated themselves in that category.

24. Wants more feedback from supervisors and principals.

The mean ratings of both groups fell in the Meets Standards category. The mean rating for the supervisors was 4.58, and the standard deviation was .83. The mean rating for the teachers was 4.67, and the standard deviation was .87. Both groups had a fair distribution of ratings between the Meets Standards and Exceeds Standards, although the supervisors gave more Exceeds Standards ratings (14) than did the teachers (11). (See Table 13, page 60.)

25. Moves more quickly through the curriculum.

Once again, both groups' mean ratings were in the Meets Standards category, 4.71 for the supervisors and 4.96 for the teachers. The range of ratings was higher for the supervisors (3.0 to 7.0), but the teachers still outnumbered the supervisors in the Exceeds Standards category 17 to 12, respectively.

The ratings on the SIM teacher performance evaluation were also analyzed to see if there were many significant differences between the way the supervisor rated each item and the way the teacher rated each item. A t-test,  $p=.05$ , was conducted. The results are illustrated in Table 12.

#### The Responsibility for Student Achievement Questionnaire

To assess teacher efficacy, the teachers' beliefs regarding responsibility for the academic successes and failures of their students, the Responsibility for Student Achievement Questionnaire (RSA) was administered (Appendix A). The RSA shares the aim of other "focus of control" scales in that it attempts to measure beliefs in internal versus

external responsibility. However, the RSA is aimed at assessing teachers' beliefs in responsibility exclusively in academic achievement and school-related situations.

The RSA is composed of 30 alternative-weighting items that describe either a positive or negative student achievement experience which routinely occurs in classroom life. Each item is followed by one alternative stating that the event occurred because of factors outside of the teacher's immediate control. Teachers were asked to divide 100 points between the two alternatives, depending upon their beliefs. Thus, the weight assigned a particular alternative may vary from 0 to 100, but combined alternative weights for an item always total 100%.

Internal alternatives are designated by an R, with positive-event items indicated by a plus sign and negative items by a minus sign following the R. The R+ score is obtained by averaging across all positive items, the R- score by averaging all negative items. The underlying factor structure of the R+ and R- items in the Responsibility for Student Achievement Questionnaire was assessed by averaging the percentage weightings assigned to each item. While the ratio of subjects to variables is considered low for a precise interpretation of factor weights, the pattern of the results is still quite interpretable. As illustrated in Tables 14 and 15, the average weight attributed to the R+ items, responsibility for student successes (65.03%), is greater than the average weight attributed to the R- items, responsibility for student failure (53.27%).

Table 14. Distribution of high-gain teachers' responses on the Responsibility for Student Achievement Questionnaire (N=31)

Question	R	Mean	SD	Percent of teachers who weighted this item > 50
1b	+ <sup>a</sup>	51.90	14.67	77.4
3b	+	75.68	16.65	100.0
5a	+	66.94	21.32	90.3
6a	+	54.19	17.61	74.2
7a	+	63.39	15.99	96.8
10b	+	61.77	13.45	93.5
13a	+	70.81	12.39	100.0
15a	+	69.68	20.35	96.8
18a	+	80.29	17.90	96.8
19b	+	63.65	23.56	83.9
21a	+	69.36	16.27	100.0
22b	+	60.32	19.02	83.9
23a	+	68.07	14.42	100.0
26b	+	63.23	20.23	83.9
27b	+	56.13	13.21	87.1
Overall	+	65.03	8.94	100.0

<sup>a</sup>R+ indicates an item that represents responsibility for student successes.

As indicated in Table 14, the mean weight for all R+ items was 65.03. A weight assignment greater than 50 on an R+ item represents a teacher's belief that contributes to student success in the classroom. High-gain teachers attributed student successes in their classroom due to the following beliefs:

- 1b. Because of the encouragement they offered their students.
- 3b. Because they let their students know what was expected of them.
- 5a. Because they have been successful with most of their students in the past.

- 6a. Because they helped the students overcome their learning difficulties.
- 7a. Because they were successful in encouraging their students' learning efforts.
- 10b. Because they helped their students organize their thoughts.
- 13a. Because they reviewed and reexplained the difficult parts.
- 15a. Because they made a special effort with each child.
- 18a. Because they made learning interesting for the students.
- 19b. Because they encouraged most of their students to learn well.
- 21a. Because they were successful at getting students to participate in a lesson.
- 22b. Because they made the lesson interesting for the students.
- 23a. Because they gave students regular feedback on each learning step.
- 26b. Because they were able to get most students involved.
- 27b. Because they were able to motivate them to work hard.

A similar analysis was done with the teachers' responses to the R- items of the Responsibility for Student Achievement Questionnaire. These results are presented in Table 15.

The results illustrated in Table 15 show that the mean weight for all R- items was 53.27. Any weight assignment greater than 50 on an R- item indicates a teacher belief that contributes to student failure in the classroom. High-gain teachers attributed student failure in their classroom due to the following R- reasons:

Table 15. Distribution of high-gain teachers' responses on the Responsibility for Student Achievement Questionnaire (N=31)

Question	R	Mean	SD	Percent of teachers who weighted this item > 50
2a	- <sup>a</sup>	53.34	23.51	71.0
4a	-	39.07	28.02	35.5
8b	-	33.35	23.71	35.5
9b	-	52.74	24.89	64.5
11a	-	56.13	20.60	67.7
12a	-	45.00	24.94	45.2
14b	-	53.35	24.65	61.3
16b	-	42.77	25.50	51.6
17a	-	44.19	25.20	51.6
20a	-	73.61	19.99	93.5
24a	-	55.00	22.80	71.0
25b	-	62.87	21.57	83.9
28b	-	62.90	21.20	87.1
29a	-	61.45	17.85	83.9
30b	-	63.03	18.04	93.5
Overall	-	53.27	14.22	

<sup>a</sup>R- indicates an item that represents responsibility for student failures.

- 2a. Because they did not explain the lesson/instruction very well.
- 9b. Because they hadn't taken the time to give the students all the help they needed.
- 11a. Because most students forget new concepts quickly.
- 12a. Because you haven't insisted on their learning earlier lessons.
- 14b. Because they didn't insist that the students prepare adequately.
- 16b. Because you didn't provide the proper motivation for him/her.



- 17a. Because you didn't plan as carefully as usual.
- 20a. Because they did not explain the material at the students' level.
- 24a. Because they did not have the time to plan the presentation well.
- 25b. Because they hadn't been able to give the students enough individual attention.
- 28b. Because they weren't able to make it interesting.
- 29a. Because they had difficulty getting the child's parent to assist in the learning.
- 30b. Because they were not able to motivate the students to work as hard as they should.

It should be noted that items 4a, 8b, 12a, 16b, and 17a did not receive a 50 or greater weighting. High-gain teachers did not consider these particular reasons to be valid contributors towards student failure.

To determine if there was a significant difference between males and females regarding factors contributing to student success or failure, the average weightings of each group were compared using a grouped t-test. The results as shown in Table 16 indicate there was no significant difference between the two groups.

Table 16. Comparison of male and female high-gain teachers' feeling responsibility for student successes (R+) and responsibility for student failure (R-) as measured by the Responsibility for Student Achievement Questionnaire

R	Sex	N	Mean	SD	t-value	2-tail
R+	Male	16	65.99	9.75	0.61	0.54
	Female	15	63.99	8.19		
R-	Male	16	55.55	15.40	0.92	0.36
	Female	15	50.83	12.92		

## CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## Summary

The basic purpose of this study was to create a profile of the high-gain teachers. The profile includes personal characteristics, teaching skills, and degree of self-efficacy. The level of teaching skills was measured using the School Improvement Model teacher performance evaluation instrument. Each teacher completed a self-evaluation of his/her skills and each teacher's supervisor assessed the teacher's skills using the same instrument. The personal characteristics of the subjects were identified through the use of the Personal Profile System. Finally, to assess self-efficacy, the Responsibility for Student Achievement Questionnaire was used.

The three instruments were administered to a total of 31 teachers identified as demonstrating higher than average student achievement gains during the fourth year of the Northwest Area Foundation's School Improvement Model Project. The Personal Profile System was administered during a personal interview with each teacher, and the other two instruments were completed by the subjects on their own time and mailed to the researcher. The analysis of the responses to the questionnaire, evaluation instruments, and Personal Profile System resulted in findings related to the major goals of the study.

Teaching skills of high-gain teachers

Question 1: What are the major criteria in which high-gain teachers rate themselves above the district's standards?

High-gain teachers rated themselves above the district's standards on 22 out of 25 criteria measured by the SIM teacher performance evaluation instrument. The only criteria on which they did not rate themselves above the district's standards were in maintaining an effective relationship with the student's family; wanting more feedback from supervisors and principals; and moving more quickly through the curriculum.

Question 2: What are the major criteria in which their supervisors rate the high-gain teachers above the district's standards?

The supervisors of the high-gain teachers rated them as exceeding the district standards on four criteria. These criteria relate to the high-gain teacher's ability to manage student behavior; organizing students for effective instruction; spending time at the beginning of the learning demonstrating processes to the students (cueing); and having higher expectations.

Question 3: Is there a significant difference between the supervisors' evaluation ratings and the teachers' self-evaluation ratings?

There was a significant difference between the supervisors' evaluation ratings and the teachers' self-evaluation ratings. Teachers rated themselves significantly higher on criteria related to utilizing a variety of teaching techniques; communicating effectively with students; providing students with specific evaluative feedback; preparing appropriate evaluation activities; selecting and using appropriate lesson content, learning activities, and materials; demonstrating ability to manage student behavior; maintaining an effective relationship with the student's family; promoting positive self-concept in students;

demonstrating sensitivity in relating to students; promoting students' self-discipline and responsibility; demonstrating a willingness to keep curriculum and instructional practices current; using more controlled (guided) practice before assigning homework (independent practice); playing a key role in modeling and giving concrete examples; monitoring seatwork closely; being pleasant but not affectively extreme; having more energy; and wanting more feedback from students.

#### Personal characteristics of high-gain teachers

Question 4: What percent of the high-gain teachers fall in each of the four dimensions of behavior assessed in the Personal Profile System?

High-gain teachers exhibited characteristics in all four of the dimensions of behavior assessed by the Personal Profile System. The highest number of teachers, 13 or 42%, fell in the "I" (Influencing of Others) dimension; 9 or 29% in the "C" (Compliance) dimension; 6 or 19% in the "S" (Steadiness) dimension; and 3 or 10% in the "D" (Dominance) dimension.

It should be noted that because human behavior is complex, it would be an oversimplification to characterize anyone along a single dimension.

Question 5: What classical profile patterns describe the behavior of the high-gain teachers?

The classical profile patterns that describe the behavioral work style of the high-gain teachers were:

<u>Classical profile pattern</u>	<u>No.</u>	<u>Percent</u>
Counselor	8	26
Persuader	4	13
Practitioner	4	13
Inspirational	3	10
Objective thinker	3	10
Specialist	3	10
Creative	2	6
Achiever	2	6
Appraiser	1	3
Results-oriented	1	3

(See Appendix B for a description of classical profile patterns.)

Question 6: How do high-gain teachers perceive other people's expectations of their behavior?

High-gain teachers acknowledge the influence others have on their behavior. They reflect the current information they collect from supervisors, colleagues, and students about what is expected of them. The expected behavioral tendencies perceived by the high-gain teachers were:

<u>Classical profile pattern</u>	<u>No.</u>	<u>Percent</u>
Counselor	8	26
Creative	4	13
Objective thinker	5	15
Practitioner	4	13
Persuader	5	15

Question 7: How do high-gain teachers respond to pressure in the classroom situation?

Based upon information high-gain teachers have collected from significant persons in the past, this "old" behavior is drawn upon without conscious thought in pressure situations. The interpretation of Graph II of the Personal Profile System describes those tendencies that tend to be apparent to others particularly under stress. The instinctive response to pressure of high-gain teachers tends to fit a specialist pattern (15%).

Specialists are considerate, patient, and always willing to help those they consider friends. The next highest pattern was perfectionist (12%). Perfectionists are extremely conscientious and they are painstaking in work which requires attention to detail and accuracy. They desire specifics on what is expected, how much time is required, and how the work will be evaluated.

Question 8: What is the self-perceived identity of high-gain teachers?

The interpretation of Graph III in the Personal Profile System provides a description of the teachers' self-identity. Almost one-third (29%) of the high-gain teachers perceived their self-identity to be counselor. The next highest patterns selected were objective thinker (9%), perfectionist (9%), persuader (9%), and specialist (9%).

#### Self-efficacy of high-gain teachers

Question 9: What are the major beliefs of high-gain teachers with respect to the control of student successes (R+ factors) in the classroom?

The mean rating of R+ factors on the Responsibility for Student Achievement Questionnaire was 65.03. All the R+ items were assigned a greater than 50% weight. The highest mean weight was assigned to item 18a, which states that if a student tells a teacher he/she is a good teacher, it is because that teacher makes learning interesting for the student. There were four R+ items in which 100% of the high-gain teachers assigned a greater than 50% weight. These items pertain to teachers' beliefs that when students do well on a test, it was because the teacher let them know what he/she expected; when most students remember a new idea

presented by the teacher, it is because the teacher reviewed and reexplained the difficult parts; when teachers find it easy to get a lesson across to a class, it is because the teacher was able to get most of the students to participate in the lesson; and finally, when students are having difficulty remembering a concept and finally get it, it is because the teacher gave him/her regular feedback on each learning step.

Question 10: What are the major beliefs of high-gain teachers with respect to the control of student failures (R- factors) in the classroom?

The mean rating of R- factors on the Responsibility for Student Achievement Questionnaire was 53.27. There was much more variance in the weighting of R- factors by high-gain teachers. Five of the R- items did not receive a mean weight of 50 or more. These items were related to the student's ability to remember something the teacher said just moments before. High-gain teachers felt this was due more to the students' unwillingness to pay attention rather than to their teaching efforts. When a principal offers a suggestion that a teacher change his/her class procedures, high-gain teachers felt it was not related to lack of student achievement but rather because of the principal's personal philosophy. High-gain teachers felt that it was hard to get a lesson across to particular students because they are slow learners, not because of their lack of persistence in earlier teaching efforts. Similarly, if a student doesn't do well in class, it is because he/she did not work very hard and not because the teacher failed to motivate the learner. Finally, high-gain teachers attribute a lack of success with some classes to the student's lack of ability rather than to the teacher's inappropriate planning.



Question 11: Is there a difference between male and female high-gain teachers' feelings of responsibility for student academic success or failure?

There was no significant difference between the male and female high-gain teachers' responses to the R+ and R- items on the Responsibility for Student Achievement Questionnaire.

### Conclusions

As a result of the findings and considering limitations of the study, the following conclusions relative to high-gain teachers' perceptions of their own performance, their supervisors' perceptions of each teacher's performance, personal profiles according to behavior tendencies, and the teachers' feeling of responsibility for student success or failure in the classroom appear warranted.

### Teaching skills of high-gain teachers

1. High-gain teachers rate themselves above the district's standards in the following criteria:

1. Utilizes a variety of teaching techniques.
2. Communicates effectively with students.
3. Provides students with specific evaluative feedback.
4. Prepares appropriate evaluation activities.
5. Provides instruction appropriate for capabilities, rates of learning styles of students.
6. Selects and uses appropriate lesson content, learning activities, and materials.

7. Organizes resources and materials for effective instruction.
8. Demonstrates ability to manage student behavior.
9. Organizes students for effective instruction.
11. Promotes positive self-concept in students.
12. Demonstrates sensitivity in relating to students.
13. Promotes students' self-discipline and responsibility.
14. Demonstrates a willingness to keep curriculum and instructional practices current.
15. Spends time at the beginning of the learning demonstrating processes to the students (cueing).
16. Uses more controlled (guided) practice before assigning homework (independent practice).
17. Monitors seatwork closely.
18. Plays a key role in modeling and giving concrete examples.
19. Has higher expectations.
20. Is pleasant, but not affectively extreme.
21. Has more energy.
22. Plans better.
23. Wants more feedback from students.

They rated themselves as meeting the district's standards in three criteria:

10. Maintains an effective relationship with the student's family.
24. Wants more feedback from supervisors and principals.
25. Moves more quickly through the curriculum.

2. The supervisors of the high-gain teachers rated their performance as exceeding the district's standards in their ability to manage student behavior; organize students for effective instruction; spend time at the beginning of the learning demonstrating processes to the students (cueing); and having higher expectations of the students.

3. High-gain teachers rated themselves significantly higher than their supervisors rated them on performance criteria that relates to utilizing a variety of teaching techniques; communicating effectively with students; providing students with specific evaluative feedback; preparing appropriate evaluation activities; selecting and using appropriate lesson content, learning activities and materials; demonstrating ability to manage student behavior; maintaining an effective relationship with the student's family; promoting positive self-concept in students; demonstrating sensitivity in relating to students; promoting students' self-discipline and responsibility; demonstrating a willingness to keep curriculum and instructional practices current; using more controlled (guided) practice before assigning homework (independent practice); playing a key role in modeling and giving concrete examples; monitoring seatwork closely; being pleasant but not affectively extreme; having more energy; and wanting more feedback for students.

#### Personal characteristics of high-gain teachers

1. High-gain teachers' perceptions of their behavioral tendencies placed them in all four dimensions of behavior assessed by the Personal Profile System. The greatest percentage (42%) of high-gain teachers perceived themselves to have an "influencing of others" behavioral

tendency. The behavioral emphasis is on shaping the environment by bringing others into alliance to accomplish results. Twenty-nine (29%) percent perceived themselves to have a "compliance" behavioral tendency, 19% a "steadiness" behavioral tendency, and 10% a "dominance" behavioral tendency.

2. The classical profile patterns of high-gain teachers were not concentrated in any particular work behavioral style. The most common work style was the counselor (26%). Others were: persuader (13%), practitioner (13%), inspirational (10%), specialist (10%), objective thinker (10%), achiever (6%), creative (6%), appraiser (3%), and results-oriented (3%).

3. The behavior of high-gain teachers is influenced by the expectations they perceive other people have of them. Their behavior is a reflection of information they have gathered from supervisors, colleagues, and students. The most common behavioral pattern high-gain teachers perceive as expected of them is the counselor (26%). A distant second are the objective thinker and persuader patterns (15%), and lastly the creative and practitioner patterns (13%).

4. High-gain teachers instinctively respond to pressure in the classroom situation most commonly by exhibiting the specialist (15%) or the perfectionist (13%) pattern. Specialists are considerate, patient, and always willing to help those they consider friends. Perfectionists are extremely conscientious. They are painstaking in work which requires attention to detail and accuracy. They, like the specialists, desire

specifics on what is expected, how much time is required, and how the work will be evaluated.

#### Self-efficacy of high-gain teachers

1. These subjects had a high self-efficacy, i.e., Sarah Lightfoot's concept of "empowerment." High-gain teachers have a strong belief that they have control of factors that influence student success in the classroom. They assigned all the R+ factors on the Responsibility for Student Achievement Questionnaire a weighting greater than 50%. They were unanimous in their beliefs that if students do well on a test, it is because the teacher let the students know what was expected; when most students remember a new idea presented by the teacher, they believe it is because the teachers review and reexplain the difficult parts; when teachers find it easy to get a lesson across to a class, it is because the teacher was able to get most of the students to participate in the lesson; and when students are having difficulty remembering a concept, then finally get it, high-gain teachers believe it is because they gave the students regular feedback on each learning step.

2. High-gain teachers also have strong beliefs that they can control factors leading to student failures in the classroom. However, this belief is not as strong as their belief in having control over factors for students' success. They did not attribute the students' inability to remember facts to their lack of teaching efforts, but to the students' unwillingness to pay attention. When principals suggest that they change their classroom procedures, they felt it was due to the principal's personal philosophy rather than the lack of student achievement. When

students don't do well in class, high-gain teachers attribute it more to the students' unwillingness or lack of ability rather than their failure to motivate the student.

3. There was no significant difference between male and female high-gain teachers' beliefs of control over student success or failure in the classroom.

### Discussion

Despite the difficulty of defining effective teaching and generalizing about any given set of findings, much has been learned in this investigation about the characteristics of high-gain teachers. This study has sought to add to the body of knowledge regarding effective teachers. Efforts to generalize present findings beyond the research literature should be undertaken with utmost caution. Aside from the traditional caveat that "additional research in this area is needed," there were methodological artifacts associated with this study that go beyond the limitations associated with sampling and instrumentation. These artifacts serve both to qualify the results as well as to reduce utility of the present findings for practice.

Consider, for example, the manner in which high-gain teachers were evaluated. Collectively, all four school organizations used the same evaluation instrument, but a given school organization or supervisor may have administered the evaluation process differently in order to reflect the philosophy and timeline of that particular school organization. And recall that all high-gain teachers were not in attendance at the presentation of the Personal Profile System seminar. It was not possible,

therefore, to establish a common perspective from which to address the instrument.

Nevertheless, one of the major underlying assumptions of the study was that perceptions of teachers' personalities constitute an important variable in determining the nature of the teacher-pupil interaction. Because young children are dependent upon their teachers as a primary source of emotional support, preexisting personality characteristics of teachers may have a significant impact on their interpersonal skills in the classroom. The results of this study offer what should be considered as a major step towards identifying potential high-gain teachers.

These teachers' influence upon students is pervasive and powerful. Therefore, knowledge of teachers' motivational beliefs and personal orientation (personal profile pattern) should enhance an organization's teacher selection process. The more supervisors know about a teacher's behavioral work style, the more purposive and determined his/her supervision activities can be. Couple this with the extant research literature relating effective teaching characteristics and student achievement and you have a powerful base for selecting and evaluating teacher performance.

Although current research provides only a partial list of factors on teacher effectiveness, high-gain teachers perceive their performance as exceeding the standard in most of the criteria for evaluating teacher performance. These criteria have been proven to be valid, reliable, and legally discriminating (39). These characteristics of effective teachers have also been cited by other researchers under different headings (7, 14,

24, 43, 45, 56). The findings of this study are congruent with and add to the body of knowledge that can be applied to the definition of the effective teacher. Furthermore, the supervisors of the high-gain teachers also rated them highly on those same criteria. The significant difference borne out by comparing the evaluation ratings of supervisors with those of the teachers may have been more a reflection of the small sample than of the rating differences.

In addition to the technical performance of the teaching act, the high-gain teachers believe they are able to influence the outcome of situations in the classroom. As the analysis of the results of the Responsibility for Student Achievement Questionnaire reveals, high-gain teachers have a strong belief they control factors that contribute to student success in the classroom. Some researchers have alluded to the responsibility teachers perceive for the learning of their students as an important variable, but have not had the means for assessing it (9). They found through interviews with school personnel that those in less effective schools tended to feel less responsible for the learning of their students than did those in more effective schools. Teachers of the less effective schools attributed children's reading problems to school factors and were pessimistic about their ability to have an impact, thus creating an environment where children were expected to fail. The present study validates the findings of those studies as evidenced by the mean rating of 65.03 on the R+ items and 53.27 on the R- items of the Responsibility for Student Achievement Questionnaire. The consistency of the teachers' RSA responses on the R+ items, teacher beliefs in internal



responsibility for classroom successes, is remarkable. High-gain teachers were unanimous in their belief that students do well on a test because the teacher lets them know what is expected and makes it a point to give students regular feedback on every learning step when they detect students are having difficulty. They strive to review and reexplain difficult parts of the learning episode while always making sure that all students participate in the learning.

The fact that high-gain teachers were not as unanimous in their beliefs regarding factors that contribute to student failures (R- items) is indicative of their strong feelings of self-efficacy. This difference in scores between the R+ items and the R- items reveals an apparent difference in orientation on the part of these teachers. Crandall, Katkovsky, and Crandall (17) found the same to be true of subscale scores from the IAR (Intellectual Achievement Responsibility Questionnaire), an instrument used to measure children's beliefs in their own control of factors influencing success and failure in academic situations. Apparently, assuming responsibility for the academic successes of students is indeed different from assuming responsibility for their academic failures. It also adds support to the suggestion of Crandall and his associates that self-responsibility for successes and failures may be learned separately and therefore applied differentially.

The findings also suggest that just as the student who feels responsible for personal successes and failures shows greater initiative in seeking rewards and greater persistence in the face of difficulty (17), the teacher who feels responsible for classroom successes and failures

might also show greater initiative in working with students and greater persistence in struggling with classroom problems. Furthermore, it seems probable that a teacher's belief in self-responsibility for students' academic successes and failures might be closely associated with the expectations that teachers hold for student learning. Brookover and Lezotte (9), for example, suggest that beliefs in self-responsibility and expectations for learning are closely related and may have a powerful impact upon student learning outcomes.

While these relations need to be studied more thoroughly, two possible directions are implied for the pre-service and in-service education of teachers. One possibility would be to design training programs to directly enhance teachers' beliefs in self-responsibility for student learning. Another alternative would be to design programs that focus upon ways in which teachers can have a stronger influence upon the learning of their students and as a result gain a greater sense of self-responsibility. Duby (20) indicates that as students experience greater success in achievement-related tasks, they become more internal in their causal attributions and begin to assume greater responsibility for their learning. It seems likely that as teachers adapt more effective instructional practices and experience a positive change in terms of the learning outcomes of their students, they also would assume greater self-responsibility for the academic successes and failures of their students.

In conclusion, the associations investigated here regarding teachers' beliefs in their own control of factors influencing the academic

achievement of students provide evidence for the utility of measuring this construct with the present instrument. Self-responsibility for student achievement may be a significant variable in research on teachers and the teaching learning process. Further research relating to RSA scores to classroom behaviors of teachers, the expectations they hold for their students, and to the learning outcomes of students seems to be warranted.

The final phase of this study sought to identify individual characteristics of the work behavior of high-gain teachers which may be significantly related to teaching effectiveness. Two important findings stand out. First, the high-gain teachers did not demonstrate an intensity of behavior along a single dimension. Neither did they show a tendency for either the process or product orientation. In fact, the distribution revealed that high-gain teachers cannot be easily categorized. Forty-two percent of the high-gain teachers demonstrated behavioral tendencies in the "influencing of others" behavioral dimension. People with the "inducing" or "influencing" tendencies are process-oriented and want to shape or mold events and have an active voice. Their actions are designed to stimulate and prod others to action by working with and through people. They are interested in people and like to make people feel good about themselves. The next larger group of high-gain teachers clustered around the "steadiness" behavioral dimension. These people are interested in the how and the why, which is similar to the "influencing of others" category in their desire to shape and mold events, but reflects a product orientation. They send messages which reflect their interest in maintaining a stability within themselves and the situation. In other

words, messages which urge action before knowing how to do things and why, fall on deaf ears. Administrators would be wise to recognize this strong sense of stability and desire to have an active voice when working with these high-achievers.

Secondly, in the refinement of the behavioral dimensions, it was found that the high-gain teachers did not produce a predominant classical profile pattern of behavior either. Since classical profile patterns are those responses to pressure which occur most frequently in a variety of work situations, they represent a significant clue to the work behavioral styles and needs of those teachers.

It would be easier for us if people were all one way or another. Fortunately, or unfortunately, it is more complicated; they are a composite of all these tendencies. But some tendencies are stronger than others, and we should recognize those whenever possible. Teachers with a specific style are effective with some students and circumstances and less so with others. Teachers with different patterns can be successful in the same activity if their motivation to succeed is tapped. Another reason why teachers with different patterns can be successful in the same activity is because people often modify situations to fit their particular behavior. This is consistent with the pattern of responses to the R+ items of the Responsibility for Student Achievement Questionnaire; high-gain teachers have the tendency to exercise control over factors that contribute to academic success in the classroom. Therefore, the unique strengths of each teacher can be an asset or a liability depending on a

variety of circumstances, and it is extremely important that the strengths be matched to the work situation.

In general, the effectiveness of a behavioral work style is determined by the needs of the environment and the person's ability to meet those needs. The findings of this study have produced a profile of the high-gain teacher that should help supervisors do a better job of selecting, preparing, and sustaining teachers.

#### Profile of the High-Gain Teacher

Personal characteristics High-gain teachers are people with influencing tendencies. They like to shape and mold events and have an active voice. Their interactions with other people are designed to stimulate and prod others to action. They are interested in people and like to make people feel good about themselves. They are particularly attentive to the personal needs of others and search for ways in which to meet those needs. They have concern for doing things "right" and are very receptive to messages which assure them they are doing things correctly. On the other hand, messages about how to actually accomplish a task (especially from supervisors) are often deemed unimportant; these stimuli are at a far range of their attention span.

Performance skills The following is a list of performance skills of the high-gain teacher:

- Utilizes a variety of teaching skills
- Communicates effectively with students
- Provides students with specific evaluative feedback
- Prepares appropriate evaluation activities

- Selects and uses appropriate lesson content, learning activities, and materials
- Organizes resources and materials for effective instruction
- Demonstrates ability to manage student behavior
- Promotes positive self-concept in students
- Demonstrates sensitivity in relating to students
- Promotes students' self-discipline and responsibility
- Demonstrates a willingness to keep curriculum and instructional practices current
- Uses more controlled (guided) practice before assigning homework (independent practice)
- Monitors seatwork closely
- Plays a key role in modeling and giving concrete examples
- Spends time at the beginning of the learning demonstrating processes to the students (cueing)
- Has higher expectations
- Wants more feedback from students
- Plans better.

Self-efficacy High-gain teachers believe that factors that contribute to student achievement are controlled internally by their behavior. They control the classroom environment and do not believe in letting student achievement occur as a result of fate, luck, or other powerful outside sources.

### Limitations

When examining these conclusions, the reader should keep in mind that:

1. Data were collected from specific geographical locations with only a minimal number of respondents representing the entire area.
2. Supervisors were asked to rate teachers in retrospect. That is, the fourth year experiment was completed when the ratings for this investigation were made.
3. The instruments used, the SIM teacher performance evaluation instrument, the Responsibility for Student Achievement Questionnaire, and the Personal Profile System, were not standardized instruments.
4. Data for the study were collected from administrators with an implied interest in evaluating teachers.
5. Data for the study were collected from teachers with previous knowledge of their exceptional teaching skill.
6. Teachers were characterized by varied levels of training in Effective Elements of Instruction.
7. Administrators were characterized by varied levels of training in teacher performance evaluation.
8. Age distribution or years of experience were not collected on either the teachers or the supervisors.
9. Findings of this study were based on perceptions of supervisors and not actual teacher performance.

## Recommendations for School Organizations

For school organizations that are concerned with improving teacher performance to maximize student achievement, it is recommended that:

1. In-service activities be developed and implemented that stress training to develop the essential, research-based effective teaching skills.
2. In-service activities be developed and implemented that stress training to develop the teacher performance evaluation skills of all supervisors.
3. The Personal Profile System or a similar instrument be administered to all certificated employees to establish an inventory of the organization's human resources to be used for selection, placement, and career path planning purposes.
4. School districts make provisions for on-site district-wide training to enhance teachers' beliefs in self-responsibility for student learning.
5. School districts make provisions for on-site district-wide training to enhance students' beliefs in self-responsibility for learning.
6. Implement a formal, peer-assistance program to match high-gain teachers with beginning teachers for the purpose of collaboration on effective teaching techniques.
7. School districts provide an incentive program to recognize high-gain teachers and lend support for their supervisors.



8. That teacher training programs include as part of the requirements for certification, training to enhance teachers' beliefs in self-responsibility for student learning.

#### Recommendations for Further Study

To aid other researchers conducting studies in this area, the following is suggested:

1. A similar study that includes all teachers in an organization be made to include districts of different size, location, so that comparisons can be made in terms of urban and rural, socio-economic, and multi-racial/ethnic background.
2. The teachers' record of student achievement gains be extended to four years and that their performance evaluations be considered for the same length of time so that inter-rater reliability can be established and teachers can be observed in a more varied academic setting.
3. That this study be replicated to include students' evaluation of the high-gain teachers.
4. That a survey of students and peers be conducted in order to ascertain perceptions of the high-gain teachers.
5. That a study of the leadership styles of the high-gain teachers' supervisors be conducted to see if there is a causal effect in either direction.
6. That a study of beginning teachers be done to determine the impact of teacher training programs on the teachers' beliefs regarding self-responsibility for student learning.

Of the many constraints that teachers and supervisors must contend with, the resistance of students to take responsibility for their own learning is one of the most crucial. Yet, improvement of teachers' beliefs in self-responsibility for student learning is a viable strategy to overcoming this phenomena if administrators and teachers are willing to expend efforts to gain insight into the determinants of teachers' work behavioral styles and belief systems. Medley stated that the teaching profession must itself bear the responsibility for the competence of its members. This responsibility must be discharged by the teacher education professional schools and by personnel offices in school organizations. The search for the ideal teacher who can work effectively with all children is unrealistic, but knowledge of personality factors and work behavioral styles that facilitate or obstruct the teaching-learning process can serve as a basis for developing more effective screening, training, monitoring, and placement of educational personnel. This position is at the core of this research endeavor. It is this researcher's belief that elementary teachers should exhibit positive personality characteristics in order to provide appropriate role models for forming the personality of the young child.

Additional research is needed to determine clearly the impact of teacher personality on teaching effectiveness. Researchers in teacher education have known intuitively for many years that the teacher's temperament and personality have some effect on the quality of teacher student relationships. A 1971 study of personality structures of persistent and prospective teachers reported that the personality of the

teacher is a significant variable in the classroom. However, before we can justify important educational changes, much more empirical documentation such as this suggests is warranted.

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## APPENDIX A. INSTRUMENTS

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The <u>Responsibility for Student Achievement Questionnaire</u>	113
<u>Personal Profile System</u>	119

SIM TEACHER PERFORMANCE EVALUATION INSTRUMENT

108

District \_\_\_\_\_

Building \_\_\_\_\_

Teacher's ID# \_\_\_\_\_  
name

Directions: Please check ( ) at appropriate location for each evaluative criteria. Scale ranges : 1 = low performance to 7 = high performance  
Remember, this is your perception of your own performance.

Example: Maintains high expectations for students.

1.....	2.....	3.....	4.....✓	5.....	6.....	7
Needs Improvement		Meets standard			Exceeds Standard	

I. Productive Teaching Techniques

(1) 1. Utilizes a variety of teaching techniques.

1.....	2.....	3.....	4.....	5.....	6.....	7
Needs Improvement		Meets Standard			Exceeds Standard	

(2) 2. Communicates effectively with students.

1.....	2.....	3.....	4.....	5.....	6.....	7
Needs Improvement		Meets Standard			Exceeds Standard	

(3) 3. Provides students with specific evaluative feedback.

1.....	2.....	3.....	4.....	5.....	6.....	7
Needs Improvement		Meets Standard			Exceeds Standard	

4. Prepares appropriate evaluation activities.

(4) 1.....2.....3.....4.....5.....6.....7  
 Needs Improvement | Meets Standard | Exceeds Standard

5. Provides instruction appropriate for capabilities, rates of learning styles of students.

(5) 1.....2.....3.....4.....5.....6.....7  
 Needs Improvement | Meets Standard | Exceeds Standard

II. Organized, Structured Classroom Management

1. Selects and uses appropriate lesson content, learning activities and materials.

(6) 1.....2.....3.....4.....5.....6.....7  
 Needs Improvement | Meets Standard | Exceeds Standard

2. Organizes resources and materials for effective instruction.

(7) 1.....2.....3.....4.....5.....6.....7  
 Needs Improvement | Meets Standard | Exceeds Standard

3. Demonstrates ability to manage student behavior.

(8) 1.....2.....3.....4.....5.....6.....7  
 Needs Improvement | Meets Standard | Exceeds Standard

4. Organizes students for effective instruction.

(9) 1.....2.....3.....4.....5.....6.....7  
 Needs Improvement | Meets Standard | Exceed Standard

III. Positive Interpersonal Relations.

	1. Maintains an effective relationship with the student's family.						
(10)	1.....	2.....	3.....	4.....	5.....	6.....	7
	Needs Improvement		Meets Standard		Exceeds Standard		

	2. Promotes positive self-concept in students.						
(11)	1.....	2.....	3.....	4.....	5.....	6.....	7
	Needs Improvement		Meets Standard		Exceeds Standard		

	3. Demonstrates sensitivity in relating to students.						
(12)	1.....	2.....	3.....	4.....	5.....	6.....	7
	Needs Improvement		Meets Standard		Exceeds Standard		

	4. Promotes student's self-discipline and responsibility.						
(13)	1.....	2.....	3.....	4.....	5.....	6.....	7
	Needs Improvement		Meets Standard		Exceeds Standard		

IV. Professional Responsibilities.

	1. Demonstrates a willingness to keep curriculum and instructional practices current.						
(14)	1.....	2.....	3.....	4.....	5.....	6.....	7
	Needs Improvement		Meets Standard		Exceeds Standard		

The following items have been used by Good, Brophy, Berliner, Medley, Hunter, et al., as descriptors for "high gain teachers." Please rate yourself on these criteria also.

(15) 1. Spends time at the beginning of the learning demonstrating processes to the students (cueing).

1.....2.....3.....4.....5.....6.....7
Needs Improvement   Meets Standard   Exceeds Standard

(16) 2. Uses more controlled (guided) practice before assigning homework (independent practice).

1.....2.....3.....4.....5.....6.....7
Needs Improvement   Meets Standard   Exceeds Standard

(17) 3. Monitors seatwork closely.

1.....2.....3.....4.....5.....6.....7
Needs Improvement   Meets Standard   Exceeds standard

(18) 4. Plays a key role in modeling and giving concrete examples.

1.....2.....3.....4.....5.....6.....7
Needs Improvement   Meets Standard   Exceeds Standard

(19) 5. Has higher "expectations".

1.....2.....3.....4.....5.....6.....7
Needs Improvement   Meets Standard   Exceeds Standard

6. Is pleasant, but not affectively extreme.

(20) 1.....2.....3.....4.....5.....6.....7  
 Needs Improvement | Meets Standard | Exceeds Standard

7. Has more energy.

(21) 1.....2.....3.....4.....5.....6.....7  
 Needs Improvement | Meets Standard | Exceeds Standard

8. Plans better.

(22) 1.....2.....3.....4.....5.....6.....7  
 Needs Improvement | Meets Standard | Exceeds Standard

9. Wants more feedback from students.

(23) 1.....2.....3.....4.....5.....6.....7  
 Needs Improvement | Meets Standard | Exceeds Standard

10. Wants more feedback from supervisors and principals.

(24) 1.....2.....3.....4.....5.....6.....7  
 Needs Improvement | Meets Standard | Exceeds Standard

11. Moves more quickly through the curriculum.

(25) 1.....2.....3.....4.....5.....6.....7  
 Needs Improvement | Meets Standard | Exceeds Standard



THE RESPONSIBILITY FOR STUDENT ACHIEVEMENT QUESTIONNAIREDirections:

For each of the following questions, please give a weight or percent to each of the two choices according to your preferences. For example:

If most students complete a home assignment you make, is it usually

- a. because of their personal motivation, or  
       b. because you were very clean making the assignment?

You may feel that students complete assignments more because of personal motivation than because of your clarity in making the assignment. In that case, you might answer:

85% a.  
15% b.

Or you may feel quite the opposite. the percentage will vary according to how strongly you feel about each alternative. You may see choice (b) almost totally responsible for students completing assignments and might give it 99%. Choice (a) would then get 1%. The two must always add to 100%.

1. If a student does well in your class, would it probably be  
       a. because that student had the natural ability to do well, or  
R+ b. because of the encouragement you offered?
  
2. When your class is having trouble understanding something you have taught, is it usually  
R- a. because you did not explain it very clearly, or  
       b. because your students are just slow in understanding difficult concepts?
  
3. When most of your students do well on a test, is it more likely to be  
       a. because the test was very easy, or  
R+ b. because you let them know what you expected?

4. When a student in your class can't remember something you said just moments before, is it usually
- R-   a. because you didn't stress the point strongly enough,  
          or  
       b. because some students just don't pay attention?
5. Suppose your chairman or principal says your are doing a fine job. Is that likely to happen
- R+   a. because you have been successful with most of your  
          students, or  
       b. because chairman or principals say that sort of  
          thing to motivate teachers?
6. Suppose you are particularly successful in one class. Would it probably happen
- R+   a. because you helped them overcome their learning  
          difficulties, or  
       b. because these students usually do well in school?
7. If your students learn an idea quickly, is it
- R+   a. because you were successful in encouraging their  
          learning efforts, or  
       b. because your students are basically intelligent?
8. If your chairman or principal suggests you change some of your class procedures, is it more likely
- a. because of his/her personal ideas about teaching  
          methodology, or  
  R-   b. because your students haven't been doing well?
9. When a large percentage of the students in your class are doing poorly, does it usually happen
- a. because they have done poorly before and don't  
          really try, or  
  R-   b. because you haven't had the time to give them all  
          the help they need?

10. When your students seem to learn something easily, is it usually
- a. because they were already interested in it, or  
  R+   b. because you have helped them organize the concepts?
11. When students in your class forget something that you explained before, is it usually
- R-   a. because most students forget new concepts quickly,  
or  
     b. because you didn't get them actively involved in learning?
12. When you find it hard to get a lesson across to particular students, is it
- R-   a. because you haven't insisted on their learning earlier lessons, or  
     b. because they are just slow in understanding and learning?
13. Suppose you present a new idea to your students and most of them remember it. Is it likely to be
- R+   a. because you reviewed and re-explained the difficult parts, or  
     b. because they were interested in it even before you explained it?
14. When your students do poorly on a test, is it
- a. because they didn't really expect to do well, or  
  R-   b. because you didn't insist they prepare adequately?
15. When parents commend you on your work as a teacher, is it usually
- R+   a. because you have made a special effort with their child, or  
     b. because their child is generally a good student?

16. If a child doesn't do well in your class, would it probably be
- a. because he did not work very hard, or  
  R-   b. Because you didn't provide the proper motivation for him/her?
17. Suppose you don't have as much success as usual with a particular class. Would this happen
- R-   a. because you didn't plan as carefully as usual, or  
       b. because these students just had less ability than others?
18. If one of your students says, " Ya know, you're a pretty good teacher," is it probably
- R+   a. because you make learning interesting for that student, or  
       b. because students generally try to get on a teachers's good side?
19. Suppose you find that many students are eager to be in your class. Do you think this would happen
- a. because most students feel you have a nice personality, or  
  R+   b. because you encourage most of your students to learn well?
20. Suppose you are trying to help a student solve a particular problem but he/she is having great difficulty with it. Would that happen
- R-   a. because you may not be explaining it at his/her level, or  
       b. because he/she is not used to being helped by adults?
21. When you find it easy to get a lesson across to a class, is it
- R+   a. because you could get most students to participate in the lesson, or  
       b. because the lesson was an easy one to teach?

22. When a student in your class remembers something you talked about weeks before, is it usually
- \_\_\_\_\_ a. because some students have that potential to remember things well, or  
R+ b. because you made the point interesting for that student?
23. If you are working with a student who can't remember a concept and he/she suddenly gets it, is it likely to happen
- R+ a. because you have given him/her regular feedback on each learning step, or  
\_\_\_\_\_ b. because he/she usually works on something until he/she gets it?
24. When you are having a hard time getting your students interested in a lesson, is it usually
- R- a. because you didn't have the time to plan the presentation well, or  
\_\_\_\_\_ b. because your students are generally hard to motivate?
25. If one of your students says, "You're a rotten teacher!" is it probably
- \_\_\_\_\_ a. because many of your students have learning problems, or  
R- b. because you haven't been able to give that student enough individual attention.
26. When your students seem interested in your lessons right from the beginning, is it
- \_\_\_\_\_ a. because the topic is one which students generally find interesting, or  
R+ b. because you were able to get most of the students involved?

27. If you were to discover most of the students in your class doing very well, would it probably be
- a. because their parents were supporting the school's efforts, or
  - R+   b. because you had been able to motivate them to work hard?
28. When your students seem to have difficulty learning something, is it usually
- a. because you are not willing to work at it, or
  - R-   b. because you weren't able to make it interesting for them?
29. If a parent is critical of you as a teacher, is it likely to be
- R-   a. because you have difficulty getting that parent's child to do the work you require, or
  - b. because that parent's child is developmentally not ready to do well in your class?
30. On those days when you are depressed about teaching, is it
- a. because learning is a difficult activity for many of your students, or
  - R-   b. Because you just weren't able to motivate students to work as hard as they should?

This instrument was developed by Thomas R. Guskey,  
University of Tennessee

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APPENDIX B. PERSONAL PROFILE SYSTEM

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APPENDIX C. CLASSICAL PROFILE PATTERNS

Classical Profile Pattern for 5090

## I. Self-identity: INFLUENCING OF OTHERS

Emphasis is on shaping the environment by bringing others into alliance to accomplish results.

This person's tendencies include:

- . contacting people
- . making a favorable impression
- . verbalizing with articulateness
- . creating a motivational environment
- . generating enthusiasm
- . entertaining people
- . desiring to help others
- . participating in a group

This person desires an environment which includes:

- . popularity, social recognition
- . public recognition of ability
- . freedom of expression
- . group activities outside of the job
- . democratic relationships
- . freedom from control and detail
- . opportunity to verbalize proposals
- . coaching and counseling skills
- . favorable working conditions

This person needs others who:

- . concentrate on the task

- . seek facts
- . speak directly
- . respect sincerity
- . develop systematic approaches
- . prefer dealing with things to dealing with people
- . take a logical approach
- . demonstrate individual follow-through

To be more successful, this person needs:

- . control of time
- . objectivity in decision making
- . participatory management
- . more realistic appraisals of others
- . priorities and deadlines
- . to be more firm with others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Influencing of others:

- . persuasive
- . impulsive
- . emotional
- . self-promoting
- . trusting
- . influential
- . affable

### III. Behavior, Self-perception: COUNSELOR

Counselors are particularly effective in solving people problems. They impress others with their warmth, empathy, and understanding. Counselors prefer to deal with people on the intimated basis of a long-standing relationship. This approach is most effective in a low-keyed situation. Good listeners, with a willing ear for problems, they offer unobtrusive suggestions and refrain from imposing their ideas on others. Counselors tend to be overly tolerant and patient with nonproducers. Under pressure they may have difficulties. Counselors are too indirect when issuing orders, making demands, or disciplining others. With an attitude of "people are important," counselors also place less emphasis on task's accomplishment. They sometimes require assistance in setting and meeting realistic deadlines. Counselors often take criticism as a personal affront, but respond to attention and compliments for assignments well done.

## Counselor Pattern:

- emotions - approachable; affectionate and understanding
- goal - maintain friendships; keep people happy and satisfied
- judges others by - positive acceptance; generally looking for the good in people
- influences others by - personal relationships; practicing an "open door" policy
- value to the organization - stable, dependable; wide range of friendships; good listener
- overuses - indirect approach; tolerant
- under pressure - becomes intimate; too trusting of those with fewer scruples
- fears - closing deals with a hard sell; taking advantage of people
- would increase effectiveness with more - attention to realistic deadlines; initiative in getting the task done

Classical Profile Pattern for 5088

## I. Self-identity: INFLUENCING OF OTHERS

Emphasis is on shaping the environment by bringing others into alliance to accomplish results.

This person's tendencies include:

- . contacting people
- . making a favorable impression
- . verbalizing with articulateness
- . creating a motivational environment
- . generating enthusiasm
- . entertaining people
- . desiring to help others
- . participating in a group

This person desires an environment which includes:

- . popularity, social recognition
- . public recognition of ability
- . freedom of expression
- . group activities outside of the job
- . democratic relationships
- . freedom from control and detail
- . opportunity to verbalize proposals
- . coaching and counseling skills
- . favorable working conditions

This person needs others who:

- . concentrate on the task

- . seek facts
- . speak directly
- . respect sincerity
- . develop systematic approaches
- . prefer dealing with things to dealing with people
- . take a logical approach
- . demonstrate individual follow-through

To be more successful, this person needs:

- . control of time
- . objectivity in decision making
- . participatory management
- . more realistic appraisals of others
- . priorities and deadlines
- . to be more firm with others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Influencing of others:

- . trusting
- . influential
- . affable
- . sociable
- . generous
- . poised
- . charming

### III. Behavior, Self-perception: INSPIRATIONAL

Persons with the inspirational pattern consciously attempt to modify the thoughts and actions of others. They are astute in identifying and manipulating a person's existing motives and directing the resulting behavior toward a predetermined end. Inspirational persons are firm about the results they want, but do not always verbalize them immediately. They introduce the results they want only when they have created an environment of readiness in the other person. For example, inspirational persons offer friendship to those desiring acceptance, more authority to those who seek power, and security to those who need a predictable environment. Inspirational persons can be charming in their contacts with others. They are persuasive in obtaining assistance for the repetitive and time-consuming details. However, people often experience a conflicting sensation of being drawn to them and yet curiously distanced. Others may have a feeling of being "used." Inspirational persons can inspire fear in others and they often override the decisions of others.



## Inspirational Pattern:

- emotions - accepts aggression; tends to outwardly reject affection
- goal - controlling the environment
- judges others by - how they project strength and power
- influences others by - direction, intimidation, control of rewards; charm
- value to the organization - initiates, demands, disciplines
- overuses - ends justify the means
- under pressure - becomes quarrelsome; belligerent
- fears - being too soft; dependent
- would increase effectiveness with more - genuine sensitivity; willingness to help others succeed in their own personal development

Classical Profile Pattern for 1182

## I. Self-identity: INFLUENCING OF OTHERS

Emphasis is on shaping the environment by bringing others into alliance to accomplish results.

This person's tendencies include:

- . contacting people
- . making a favorable impression
- . verbalizing with articulateness
- . creating a motivational environment
- . generating enthusiasm
- . entertaining people
- . desiring to help others
- . participating in a group

This person desires an environment which includes:

- . popularity, social recognition
- . public recognition of ability
- . freedom of expression
- . group activities outside of the job
- . democratic relationships
- . freedom from control and detail
- . opportunity to verbalize proposals
- . coaching and counseling skills
- . favorable working conditions

This person needs others who:

- . concentrate on the task

- . seek facts
- . speak directly
- . respect sincerity
- . develop systematic approaches
- . prefer dealing with things to dealing with people
- . take a logical approach
- . demonstrate individual follow-through

To be more successful, this person needs:

- . control of time
- . objectivity in decision making
- . participatory management
- . more realistic appraisals of others
- . priorities and deadlines
- . to be more firm with others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Influencing of others:

- . emotional
- . self-promoting
- . trusting
- . influential
- . affable
- . sociable
- . generous

### III. Behavior, Self-perception: PERSUADER

Persuaders work with and through people. That is, they strive to do business in a friendly way while pushing forward to win their own objectives. Possessing an on-going interest in people, persuaders have the ability to gain the respect and confidence of various types of individuals. This ability is particularly helpful to persuaders in winning positions of authority. In addition, they seek work assignments which provide opportunities to make them look good. Work with people, challenging assignments, variety of work, and activities which require mobility provide the most favorable environment for persuaders. However, they may be too optimistic about the results of projects and the potential of people. Persuaders also tend to overestimate their ability to change the behavior of others. While persuaders seek freedom from routine and regimentation, they do need to be supplied with analytical data on a systematic basis. When they are alerted to the importance of "little things," adequate information helps them to control impulsiveness.

## Persuader Pattern:

- emotions - trusts others; enthusiastic
- goal - authority and prestige; a variety of status symbols
- judges others by - ability to verbalize; flexibility
- influences others by - friendly manner; openness
- value to the organization - seller; closer; delegates responsibility; poised; confident
- overuses - enthusiasm; oversells; optimism
- under pressure - becomes soft and persuadable; organized when desires to look good
- fears - a fixed environment
- would increase effectiveness with more - challenging assignments; variety of activities; analytical data; emotional control

Classical Profile Pattern for 1181

## I. Self-identity: INFLUENCING OF OTHERS

Emphasis is on shaping the environment by bringing others into alliance to accomplish results.

This person's tendencies include:

- . contacting people
- . making a favorable impression
- . verbalizing with articulateness
- . creating a motivational environment
- . generating enthusiasm
- . entertaining people
- . desiring to help others
- . participating in a group

This person desires an environment which includes:

- . popularity, social recognition
- . public recognition of ability
- . freedom of expression
- . group activities outside of the job
- . democratic relationships
- . freedom from control and detail
- . opportunity to verbalize proposals
- . coaching and counseling skills
- . favorable working conditions

This person needs others who:

- . concentrate on the task

- . seek facts
- . speak directly
- . respect sincerity
- . develop systematic approaches
- . prefer dealing with things to dealing with people
- . take a logical approach
- . demonstrate individual follow-through

To be more successful, this person needs:

- . control of time
- . objectivity in decision making
- . participatory management
- . more realistic appraisals of others
- . priorities and deadlines
- . to be more firm with others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Influencing of others:

- . self-promoting
- . trusting
- . influential
- . affable
- . sociable
- . generous
- . poised

### III. Behavior, Self-perception: INSPIRATIONAL

Persons with the inspirational pattern consciously attempt to modify the thoughts and actions of others. They are astute in identifying and manipulating a person's existing motives and directing the resulting behavior toward a predetermined end. Inspirational persons are firm about the results they want, but do not always verbalize them immediately. They introduce the results they want only when they have created an environment of readiness in the other person. For example, inspirational persons offer friendship to those desiring acceptance, more authority to those who seek power, and security to those who need a predictable environment. Inspirational persons can be charming in their contacts with others. They are persuasive in obtaining assistance for the repetitive and time-consuming details. However, people often experience a conflicting sensation of being drawn to them and yet curiously distanced. Others may have a feeling of being "used." Inspirational persons can inspire fear in others and they often override the decisions of others.



## Inspirational Pattern:

- emotions - accepts aggression; tends to outwardly  
reject affection
- goal - controlling the environment
- judges others by - how they project strength and power
- influences others by - direction, intimidation, control of  
rewards; charm
- value to the  
organization - initiates, demands, disciplines
- overuses - ends justify the means
- under pressure - becomes quarrelsome; belligerent
- fears - being too soft; dependent
- would increase  
effectiveness  
with more - genuine sensitivity; willingness to help  
others succeed in their own personal  
development

Classical Profile Pattern for 1158

## I. Self-identity: INFLUENCING OF OTHERS

Emphasis is on shaping the environment by bringing others into alliance to accomplish results.

This person's tendencies include:

- . contacting people
- . making a favorable impression
- . verbalizing with articulateness
- . creating a motivational environment
- . generating enthusiasm
- . entertaining people
- . desiring to help others
- . participating in a group

This person desires an environment which includes:

- . popularity, social recognition
- . public recognition of ability
- . freedom of expression
- . group activities outside of the job
- . democratic relationships
- . freedom from control and detail
- . opportunity to verbalize proposals
- . coaching and counseling skills
- . favorable working conditions

This person needs others who:

- . concentrate on the task

- . seek facts
- . speak directly
- . respect sincerity
- . develop systematic approaches
- . prefer dealing with things to dealing with people
- . take a logical approach
- . demonstrate individual follow-through

To be more successful, this person needs:

- . control of time
- . objectivity in decision making
- . participatory management
- . more realistic appraisals of others
- . priorities and deadlines
- . to be more firm with others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Influencing of others:

- . persuasive
- . impulsive
- . emotional
- . self-promoting
- . trusting
- . influential
- . affable

### III. Behavior, Self-perception: COUNSELOR

Counselors are particularly effective in solving people problems. They impress others with their warmth, empathy, and understanding. Counselors prefer to deal with people on the intimated basis of a long-standing relationship. This approach is most effective in a low-keyed situation. Good listeners, with a willing ear for problems, they offer unobtrusive suggestions and refrain from imposing their ideas on others. Counselors tend to be overly tolerant and patient with nonproducers. Under pressure they may have difficulties. Counselors are too indirect when issuing orders, making demands, or disciplining others. With an attitude of "people are important," counselors also place less emphasis on task's accomplishment. They sometimes require assistance in setting and meeting realistic deadlines. Counselors often take criticism as a personal affront, but respond to attention and compliments for assignments well done.

## Counselor Pattern:

- emotions - approachable; affectionate and understanding
- goal - maintain friendships; keep people happy and satisfied
- judges others by - positive acceptance; generally looking for the good in people
- influences others by - personal relationships; practicing an "open door" policy
- value to the organization - stable, dependable; wide range of friendships; good listener
- overuses - indirect approach; tolerant
- under pressure - becomes intimate; too trusting of those with fewer scruples
- fears - closing deals with a hard sell; taking advantage of people
- would increase effectiveness with more - attention to realistic deadlines; initiative in getting the task done

Classical Profile Pattern for 1155

## I. Self-identity: INFLUENCING OF OTHERS

Emphasis is on shaping the environment by bringing others into alliance to accomplish results.

This person's tendencies include:

- . contacting people
- . making a favorable impression
- . verbalizing with articulateness
- . creating a motivational environment
- . generating enthusiasm
- . entertaining people
- . desiring to help others
- . participating in a group

This person desires an environment which includes:

- . popularity, social recognition
- . public recognition of ability
- . freedom of expression
- . group activities outside of the job
- . democratic relationships
- . freedom from control and detail
- . opportunity to verbalize proposals
- . coaching and counseling skills
- . favorable working conditions

This person needs others who:

- . concentrate on the task

- . seek facts
- . speak directly
- . respect sincerity
- . develop systematic approaches
- . prefer dealing with things to dealing with people
- . take a logical approach
- . demonstrate individual follow-through

To be more successful, this person needs:

- . control of time
- . objectivity in decision making
- . participatory management
- . more realistic appraisals of others
- . priorities and deadlines
- . to be more firm with others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Influencing of others:

- . self-promoting
- . trusting
- . influential
- . affable
- . sociable
- . generous
- . poised

### III. Behavior, Self-perception: COUNSELOR

Counselors are particularly effective in solving people problems. They impress others with their warmth, empathy, and understanding. Counselors prefer to deal with people on the intimated basis of a long-standing relationship. This approach is most effective in a low-keyed situation. Good listeners, with a willing ear for problems, they offer unobtrusive suggestions and refrain from imposing their ideas on others. Counselors tend to be overly tolerant and patient with nonproducers. Under pressure they may have difficulties. Counselors are too indirect when issuing orders, making demands, or disciplining others. With an attitude of "people are important," counselors also place less emphasis on task's accomplishment. They sometimes require assistance in setting and meeting realistic deadlines. Counselors often take criticism as a personal affront, but respond to attention and compliments for assignments well done.



## Counselor Pattern:

- emotions - approachable; affectionate and understanding
- goal - maintain friendships; keep people happy and satisfied
- judges others by - positive acceptance; generally looking for the good in people
- influences others by - personal relationships; practicing an "open door" policy
- value to the organization - stable, dependable; wide range of friendships; good listener
- overuses - indirect approach; tolerant
- under pressure - becomes intimate; too trusting of those with fewer scruples
- fears - closing deals with a hard sell; taking advantage of people
- would increase effectiveness with more - attention to realistic deadlines; initiative in getting the task done

Classical Profile Pattern for 0000

## I. Self-identity: INFLUENCING OF OTHERS

Emphasis is on shaping the environment by bringing others into alliance to accomplish results.

This person's tendencies include:

- . contacting people
- . making a favorable impression
- . verbalizing with articulateness
- . creating a motivational environment
- . generating enthusiasm
- . entertaining people
- . desiring to help others
- . participating in a group

This person desires an environment which includes:

- . popularity, social recognition
- . public recognition of ability
- . freedom of expression
- . group activities outside of the job
- . democratic relationships
- . freedom from control and detail
- . opportunity to verbalize proposals
- . coaching and counseling skills
- . favorable working conditions

This person needs others who:

- . concentrate on the task

- . seek facts
- . speak directly
- . respect sincerity
- . develop systematic approaches
- . prefer dealing with things to dealing with people
- . take a logical approach
- . demonstrate individual follow-through

To be more successful, this person needs:

- . control of time
- . objectivity in decision making
- . participatory management
- . more realistic appraisals of others
- . priorities and deadlines
- . to be more firm with others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Influencing of others:

- . gregarious
- . persuasive
- . impulsive
- . emotional
- . self-promoting
- . trusting

- . influential

- . affable

### III. Behavior, Self-perception: PERSUADER

Persuaders work with and through people. That is, they strive to do business in a friendly way while pushing forward to win their own objectives. Possessing an on-going interest in people, persuaders have the ability to gain the respect and confidence of various types of individuals. This ability is particularly helpful to persuaders in winning positions of authority. In addition, they seek work assignments which provide opportunities to make them look good. Work with people, challenging assignments, variety of work, and activities which require mobility provide the most favorable environment for persuaders. However, they may be too optimistic about the results of projects and the potential of people. Persuaders also tend to overestimate their ability to change the behavior of others. While persuaders seek freedom from routine and regimentation, they do need to be supplied with analytical data on a systematic basis. When they are alerted to the importance of "little things," adequate information helps them to control impulsiveness.

## Persuader Pattern:

- emotions - trusts others; enthusiastic
- goal - authority and prestige; a variety of status symbols
- judges others by - ability to verbalize; flexibility
- influences others by - friendly manner; openness
- value to the organization - seller; closer; delegates responsibility; poised; confident
- overuses - enthusiasm; oversells; optimism
- under pressure - becomes soft and persuadable; organized when desires to look good
- fears - a fixed environment
- would increase effectiveness with more - challenging assignments; variety of activities; analytical data; emotional control

Classical Profile Pattern for 1150

## I. Self-identity: INFLUENCING OF OTHERS

Emphasis is on shaping the environment by bringing others into alliance to accomplish results.

This person's tendencies include:

- . contacting people
- . making a favorable impression
- . verbalizing with articulateness
- . creating a motivational environment
- . generating enthusiasm
- . entertaining people
- . desiring to help others
- . participating in a group

This person desires an environment which includes:

- . popularity, social recognition
- . public recognition of ability
- . freedom of expression
- . group activities outside of the job
- . democratic relationships
- . freedom from control and detail
- . opportunity to verbalize proposals
- . coaching and counseling skills
- . favorable working conditions

This person needs others who:

- . concentrate on the task

- . seek facts
- . speak directly
- . respect sincerity
- . develop systematic approaches
- . prefer dealing with things to dealing with people
- . take a logical approach
- . demonstrate individual follow-through

To be more successful, this person needs:

- . control of time
- . objectivity in decision making
- . participatory management
- . more realistic appraisals of others
- . priorities and deadlines
- . to be more firm with others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Influencing of others:

- . emotional
- . self-promoting
- . trusting
- . influential
- . affable
- . sociable
- . generous

### III. Behavior, Self-perception: COUNSELOR

Counselors are particularly effective in solving people problems. They impress others with their warmth, empathy, and understanding. Counselors prefer to deal with people on the intimated basis of a long-standing relationship. This approach is most effective in a low-keyed situation. Good listeners, with a willing ear for problems, they offer unobtrusive suggestions and refrain from imposing their ideas on others. Counselors tend to be overly tolerant and patient with nonproducers. Under pressure they may have difficulties. Counselors are too indirect when issuing orders, making demands, or disciplining others. With an attitude of "people are important," counselors also place less emphasis on task's accomplishment. They sometimes require assistance in setting and meeting realistic deadlines. Counselors often take criticism as a personal affront, but respond to attention and compliments for assignments well done.



## Counselor Pattern:

- emotions - approachable; affectionate and understanding
- goal - maintain friendships; keep people happy and satisfied
- judges others by - positive acceptance; generally looking for the good in people
- influences others by - personal relationships; practicing an "open door" policy
- value to the organization - stable, dependable; wide range of friendships; good listener
- overuses - indirect approach; tolerant
- under pressure - becomes intimate; too trusting of those with fewer scruples
- fears - closing deals with a hard sell; taking advantage of people
- would increase effectiveness with more - attention to realistic deadlines; initiative in getting the task done

Classical Profile Pattern for 1123

## I. Self-identity: INFLUENCING OF OTHERS

Emphasis is on shaping the environment by bringing others into alliance to accomplish results.

This person's tendencies include:

- . contacting people
- . making a favorable impression
- . verbalizing with articulateness
- . creating a motivational environment
- . generating enthusiasm
- . entertaining people
- . desiring to help others
- . participating in a group

This person desires an environment which includes:

- . popularity, social recognition
- . public recognition of ability
- . freedom of expression
- . group activities outside of the job
- . democratic relationships
- . freedom from control and detail
- . opportunity to verbalize proposals
- . coaching and counseling skills
- . favorable working conditions

This person needs others who:

- . concentrate on the task

- . seek facts
- . speak directly
- . respect sincerity
- . develop systematic approaches
- . prefer dealing with things to dealing with people
- . take a logical approach
- . demonstrate individual follow-through

To be more successful, this person needs:

- . control of time
- . objectivity in decision making
- . participatory management
- . more realistic appraisals of others
- . priorities and deadlines
- . to be more firm with others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Influencing of others:

- . self-promoting
- . trusting
- . influential
- . affable
- . sociable
- . generous
- . poised

### III. Behavior, Self-perception: PERSUADER

Persuaders work with and through people. That is, they strive to do business in a friendly way while pushing forward to win their own objectives. Possessing an on-going interest in people, persuaders have the ability to gain the respect and confidence of various types of individuals. This ability is particularly helpful to persuaders in winning positions of authority. In addition, they seek work assignments which provide opportunities to make them look good. Work with people, challenging assignments, variety of work, and activities which require mobility provide the most favorable environment for persuaders. However, they may be too optimistic about the results of projects and the potential of people. Persuaders also tend to overestimate their ability to change the behavior of others. While persuaders seek freedom from routine and regimentation, they do need to be supplied with analytical data on a systematic basis. When they are alerted to the importance of "little things," adequate information helps them to control impulsiveness.

**Persuader Pattern:**

- emotions - trusts others; enthusiastic
- goal - authority and prestige; a variety of status symbols
- judges others by - ability to verbalize; flexibility
- influences others by - friendly manner; openness
- value to the organization - seller; closer; delegates responsibility; poised; confident
- overuses - enthusiasm; oversells; optimism
- under pressure - becomes soft and persuadable; organized when desires to look good
- fears - a fixed environment
- would increase effectiveness with more - challenging assignments; variety of activities; analytical data; emotional control

Classical Profile Pattern for 1014

## I. Self-identity: INFLUENCING OF OTHERS

Emphasis is on shaping the environment by bringing others into alliance to accomplish results.

This person's tendencies include:

- . contacting people
- . making a favorable impression
- . verbalizing with articulateness
- . creating a motivational environment
- . generating enthusiasm
- . entertaining people
- . desiring to help others
- . participating in a group

This person desires an environment which includes:

- . popularity, social recognition
- . public recognition of ability
- . freedom of expression
- . group activities outside of the job
- . democratic relationships
- . freedom from control and detail
- . opportunity to verbalize proposals
- . coaching and counseling skills
- . favorable working conditions

This person needs others who:

- . concentrate on the task

- . seek facts
- . speak directly
- . respect sincerity
- . develop systematic approaches
- . prefer dealing with things to dealing with people
- . take a logical approach
- . demonstrate individual follow-through

To be more successful, this person needs:

- . control of time
- . objectivity in decision making
- . participatory management
- . more realistic appraisals of others
- . priorities and deadlines
- . to be more firm with others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Influencing of others:

- . trusting
- . influential
- . affable
- . sociable
- . generous
- . poised
- . charming

### III. Behavior, Self-perception: PERSUADER

Persuaders work with and through people. That is, they strive to do business in a friendly way while pushing forward to win their own objectives. Possessing an on-going interest in people, persuaders have the ability to gain the respect and confidence of various types of individuals. This ability is particularly helpful to persuaders in winning positions of authority. In addition, they seek work assignments which provide opportunities to make them look good. Work with people, challenging assignments, variety of work, and activities which require mobility provide the most favorable environment for persuaders. However, they may be too optimistic about the results of projects and the potential of people. Persuaders also tend to overestimate their ability to change the behavior of others. While persuaders seek freedom from routine and regimentation, they do need to be supplied with analytical data on a systematic basis. When they are alerted to the importance of "little things," adequate information helps them to control impulsiveness.



## Persuader Pattern:

- emotions - trusts others; enthusiastic
- goal - authority and prestige; a variety of status symbols
- judges others by - ability to verbalize; flexibility
- influences others by - friendly manner; openness
- value to the organization - seller; closer; delegates responsibility; poised; confident
- overuses - enthusiasm; oversells; optimism
- under pressure - becomes soft and persuadable; organized when desires to look good
- fears - a fixed environment
- would increase effectiveness with more - challenging assignments; variety of activities; analytical data; emotional control

Classical Profile Pattern for 5089

## I. Self-identity: COMPLIANCE

Emphasis is on working with existing circumstances to promote quality in products or service.

This person's tendencies include:

- . following directives and standards
- . concentrating on detail
- . working under controlled circumstances
- . being diplomatic with people
- . checking for accuracy
- . criticizing performance
- . critical thinking
- . complying with authority

This person desires an environment which includes:

- . security assurances
- . standard operating procedures
- . sheltered environment
- . reassurance
- . no sudden or abrupt changes
- . being part of a group
- . personal attention
- . status quo unless assured of quality control
- . door openers who call attention to accomplishments

This person needs others who:

- . desire to expand authority
- . delegate important tasks
- . make quick decisions
- . use policies only as guidelines
- . compromise with the opposition
- . state unpopular positions

To be more successful, this person needs:

- . precision work
- . opportunity for careful planning
- . exact job and objective descriptions
- . scheduled performance appraisals
- . as much respect for people's personal worth as for what they accomplish

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Compliance:

- . conventional
- . courteous
- . conscientious
- . restrained
- . high standards
- . analytical
- . sensitive

### III. Behavior, Self-perception: APPRAISER

Appraisers take creative ideas and make them serve practical purposes. They are competitive and use direct methods to accomplish results. However, other people tend to view appraisers as assertive rather than aggressive because of their demonstrations of consideration. Instead of giving orders or commands, appraisers involve people in the task by using persuasive methods. They elicit the cooperation of those around them by explaining the rationale for the proposed activities. Appraisers tend to be skilled in helping others to visualize the steps which are necessary to accomplish the results. They are usually speaking from a detailed plan of action which they have developed to ensure an orderly progress. However, in their eagerness to win, appraisers can become impatient when their standards are not maintained or when extensive follow-through is required. Appraisers are good, critical thinkers and can be quite verbal in expressing their criticisms. The words can have a caustic sting. Appraisers have better control of the situation if they relax and pace themselves. A helpful axiom to achieve this: "Some you win and some you lose."

**Appraiser Pattern:**

- emotions - high drive factor to win
- goal - results
- judges others by - ability to initiate activities
- influences others by - competition
- value to the organization - accomplishes goals through people
- overuses - authority and position
- under pressure - becomes restless, aggressive, impatient
- fears - losing
- would increase effectiveness with more - individual follow-through; sensitivity when showing disapproval; relaxation

Classical Profile Pattern for 5086

## I. Self-identity: COMPLIANCE

Emphasis is on working with existing circumstances to promote quality in products or service.

This person's tendencies include:

- . following directives and standards
- . concentrating on detail
- . working under controlled circumstances
- . being diplomatic with people
- . checking for accuracy
- . criticizing performance
- . critical thinking
- . complying with authority

This person desires an environment which includes:

- . security assurances
- . standard operating procedures
- . sheltered environment
- . reassurance
- . no sudden or abrupt changes
- . being part of a group
- . personal attention
- . status quo unless assured of quality control
- . door openers who call attention to accomplishments

This person needs others who:

- . desire to expand authority
- . delegate important tasks
- . make quick decisions
- . use policies only as guidelines
- . compromise with the opposition
- . state unpopular positions

To be more successful, this person needs:

- . precision work
- . opportunity for careful planning
- . exact job and objective descriptions
- . scheduled performance appraisals
- . as much respect for people's personal worth as for what they accomplish

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Compliance:

- . perfectionist
- . accurate
- . fact-finder
- . diplomatic
- . systematic
- . conventional

### III. Behavior, Self-perception: CREATIVE

Persons with the creative pattern display two antithetical forces in their behavior. Desire for tangible accomplishments is counterbalanced by an equal striving for perfection. Aggressiveness is tempered by sensitivity. Quickness of thought and reaction time are restrained by the wish to explore all possible solutions before deciding. Creative persons exhibit a lot of foresightedness in focusing on projects, and they do bring about change. They can make daily decisions quickly but may be extremely cautious in making the bigger decision: "Should I take that promotion?" "Should I move to another location?" Creative persons want freedom to explore and authority to reexamine and retest findings. Sometimes they need assistance to bring projects to completion but may resent restrictions. Creative persons may not be concerned about social poise. They may project cool aloofness and bluntness.



## Creative Pattern:

- emotions - accepts aggression; may be restrained in expression
- goal - dominance; the unusual
- judges others by - personal standards; progressive ideas in getting the "thing" done
- influences others by - setting a pace in developing systems; competition
- value to the organization - initiator in bringing about changes
- overuses - bluntness; critical attitude
- under pressure - easily bored with routine work; sulky when not in the limelight; assertive and pioneering
- fears - not being influential
- would increase effectiveness with more - warmth; tactful communication; team cooperation; recognition that sanctions exist

Classical Profile Pattern for 5083

## I. Self-identity: COMPLIANCE

Emphasis is on working with existing circumstances to promote quality in products or service.

This person's tendencies include:

- . following directives and standards
- . concentrating on detail
- . working under controlled circumstances
- . being diplomatic with people
- . checking for accuracy
- . criticizing performance
- . critical thinking
- . complying with authority

This person desires an environment which includes:

- . security assurances
- . standard operating procedures
- . sheltered environment
- . reassurance
- . no sudden or abrupt changes
- . being part of a group
- . personal attention
- . status quo unless assured of quality control
- . door openers who call attention to accomplishments

This person needs others who:

- . desire to expand authority
- . delegate important tasks
- . make quick decisions
- . use policies only as guidelines
- . compromise with the opposition
- . state unpopular positions

To be more successful, this person needs:

- . precision work
- . opportunity for careful planning
- . exact job and objective descriptions
- . scheduled performance appraisals
- . as much respect for people's personal worth as for what they accomplish

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Compliance:

- . systematic
- . conventional
- . courteous
- . conscientious
- . restrained
- . high standards
- . analytical

### III. Behavior, Self-perception: CREATIVE

Persons with the creative pattern display two antithetical forces in their behavior. Desire for tangible accomplishments is counterbalanced by an equal striving for perfection. Aggressiveness is tempered by sensitivity. Quickness of thought and reaction time are restrained by the wish to explore all possible solutions before deciding. Creative persons exhibit a lot of foresightedness in focusing on projects, and they do bring about change. They can make daily decisions quickly but may be extremely cautious in making the bigger decision: "Should I take that promotion?" "Should I move to another location?" Creative persons want freedom to explore and authority to reexamine and retest findings. Sometimes they need assistance to bring projects to completion but may resent restrictions. Creative persons may not be concerned about social poise. They may project cool aloofness and bluntness.

## Creative Pattern:

- emotions - accepts aggression; may be restrained in expression
- goal - dominance; the unusual
- judges others by - personal standards; progressive ideas in getting the "thing" done
- influences others by - setting a pace in developing systems; competition
- value to the organization - initiator in bringing about changes
- overuses - bluntness; critical attitude
- under pressure - easily bored with routine work; sulky when not in the limelight; assertive and pioneering
- fears - not being influential
- would increase effectiveness with more - warmth; tactful communication; team cooperation; recognition that sanctions exist

Classical Profile Pattern for 5080

## I. Self-identity: COMPLIANCE

Emphasis is on working with existing circumstances to promote quality in products or service.

This person's tendencies include:

- . following directives and standards
- . concentrating on detail
- . working under controlled circumstances
- . being diplomatic with people
- . checking for accuracy
- . criticizing performance
- . critical thinking
- . complying with authority

This person desires an environment which includes:

- . security assurances
- . standard operating procedures
- . sheltered environment
- . reassurance
- . no sudden or abrupt changes
- . being part of a group
- . personal attention
- . status quo unless assured of quality control
- . door openers who call attention to accomplishments

This person needs others who:

- . desire to expand authority
- . delegate important tasks
- . make quick decisions
- . use policies only as guidelines
- . compromise with the opposition
- . state unpopular positions

To be more successful, this person needs:

- . precision work
- . opportunity for careful planning
- . exact job and objective descriptions
- . scheduled performance appraisals
- . as much respect for people's personal worth as for what they accomplish

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Compliance:

- . fact-finder
- . diplomatic
- . systematic
- . conventional
- . courteous
- . conscientious
- . restrained

### III. Behavior, Self-perception: OBJECTIVE THINKER

Objective thinkers tend to have highly developed critical abilities. They emphasize the importance of drawing conclusions and basing actions on factual data. However, objective thinkers often combine intuitive information with the facts they have gathered to manage in a most effective way. When they are in doubt about a course of action, they avoid making a "fool" of themselves by meticulous preparation. First, they develop a skill of their own. Only then will they enter into the activity with a group. Objective thinkers tend to select people like themselves who are more effective in a peaceful environment. Considered shy by some, they may be reticent about expressing their feelings. In particular, they are uncomfortable with aggressive people. Objective thinkers are concerned with the "right" answer and may have trouble making decisions. Too often, when they do make a mistake, they hesitate to acknowledge it. Instead, objective thinkers immerse themselves in researching for materials which may still support their position.



## Objective Thinker Pattern:

- emotions - tends to reject interpersonal aggression
- goal - correctness
- judges others by - cognitive ability
- influences others by - factual data, logical arguments
- value to the organization - defines, clarifies; obtains information; criticizes, tests
- overuses - analysis
- under pressure - becomes worrisome
- fears - uncontrolled emotions; irrational acts
- would increase effectiveness with more - awareness of feeling; ability to love and fight; ability to share with wealth of information in small groups

Classical Profile Pattern for 5017

## I. Self-identity: COMPLIANCE

Emphasis is on working with existing circumstances to promote quality in products or service.

This person's tendencies include:

- . following directives and standards
- . concentrating on detail
- . working under controlled circumstances
- . being diplomatic with people
- . checking for accuracy
- . criticizing performance
- . critical thinking
- . complying with authority

This person desires an environment which includes:

- . security assurances
- . standard operating procedures
- . sheltered environment
- . reassurance
- . no sudden or abrupt changes
- . being part of a group
- . personal attention
- . status quo unless assured of quality control
- . door openers who call attention to accomplishments

This person needs others who:

- . desire to expand authority
- . delegate important tasks
- . make quick decisions
- . use policies only as guidelines
- . compromise with the opposition
- . state unpopular positions

To be more successful, this person needs:

- . precision work
- . opportunity for careful planning
- . exact job and objective descriptions
- . scheduled performance appraisals
- . as much respect for people's personal worth as for what they accomplish

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Compliance:

- . perfectionist
- . accurate
- . fact-finder
- . diplomatic
- . systematic

### III. Behavior, Self-perception: OBJECTIVE THINKER

Objective thinkers tend to have highly developed critical abilities. They emphasize the importance of drawing conclusions and basing actions on factual data. However, objective thinkers often combine intuitive information with the facts they have gathered to manage in a most effective way. When they are in doubt about a course of action, they avoid making a "fool" of themselves by meticulous preparation. First, they develop a skill of their own. Only then will they enter into the activity with a group. Objective thinkers tend to select people like themselves who are more effective in a peaceful environment. Considered shy by some, they may be reticent about expressing their feelings. In particular, they are uncomfortable with aggressive people. Objective thinkers are concerned with the "right" answer and may have trouble making decisions. Too often, when they do make a mistake, they hesitate to acknowledge it. Instead, objective thinkers immerse themselves in researching for materials which may still support their position.

## Objective Thinker Pattern:

- emotions - tends to reject interpersonal aggression
- goal - correctness
- judges others by - cognitive ability
- influences others by - factual data, logical arguments
- value to the organization - defines, clarifies; obtains information; criticizes, tests
- overuses - analysis
- under pressure - becomes worrisome
- fears - uncontrolled emotions; irrational acts
- would increase effectiveness with more - awareness of feeling; ability to love and fight; ability to share with wealth of information in small groups

Classical Profile Pattern for 1179

## I. Self-identity: COMPLIANCE

Emphasis is on working with existing circumstances to promote quality in products or service.

This person's tendencies include:

- . following directives and standards
- . concentrating on detail
- . working under controlled circumstances
- . being diplomatic with people
- . checking for accuracy
- . criticizing performance
- . critical thinking
- . complying with authority

This person desires an environment which includes:

- . security assurances
- . standard operating procedures
- . sheltered environment
- . reassurance
- . no sudden or abrupt changes
- . being part of a group
- . personal attention
- . status quo unless assured of quality control
- . door openers who call attention to accomplishments

This person needs others who:

- . desire to expand authority
- . delegate important tasks
- . make quick decisions
- . use policies only as guidelines
- . compromise with the opposition
- . state unpopular positions

To be more successful, this person needs:

- . precision work
- . opportunity for careful planning
- . exact job and objective descriptions
- . scheduled performance appraisals
- . as much respect for people's personal worth as for what they accomplish

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Compliance:

- . high standards
- . analytical
- . sensitive
- . mature
- . evasive
- . "own person"
- . self-righteous

### III. Behavior, Self-perception: PRACTITIONER

Practitioners value proficiency in specialized areas. Spurred by the desire to be "good at something," they carefully monitor and critique their own work performance. Although their aim is to become "the" expert in an area, practitioners frequently give the impression of knowing something about many things. This image is especially strong when they verbalize the knowledge they possess on a variety of subjects. As practitioners interact with others, they often project an amiable and easy-going style. This attitude, however, may change quickly in their own work area. Here, practitioners become intent on doing things in a way which will meet a high standard of operating procedure. They are quality-control people. They have high expectations of themselves and others, and they verbalize their disappointment. While they tend to concentrate on developing procedures and increasing their own skills, practitioners do need to help others build skills. In addition, they need to increase their appreciation of those who contribute even though they may not use what the practitioner considers the "right way."



## Practitioner Pattern:

- emotions - feels able to match or surpass others in effort and technical performance
- goal - high personal ambitions
- judges others by - self-discipline
- influences others by - confidence in ability to enlarge skills; developing procedures and verbalizing correctness
- value to the organization - skilled in technical and people problem solving; proficient in specialty
- overuses - superior attitude about "their" way; expectations of expertise in others
- under pressure - becomes restrained; sensitive to criticism
- fears - being too predictable, conventional, and unexciting
- would increase effectiveness with more - appreciation of others; delegation of important tasks

Classical Profile Pattern for 1142

## I. Self-identity: COMPLIANCE

Emphasis is on working with existing circumstances to promote quality in products or service.

This person's tendencies include:

- . following directives and standards
- . concentrating on detail
- . working under controlled circumstances
- . being diplomatic with people
- . checking for accuracy
- . criticizing performance
- . critical thinking
- . complying with authority

This person desires an environment which includes:

- . security assurances
- . standard operating procedures
- . sheltered environment
- . reassurance
- . no sudden or abrupt changes
- . being part of a group
- . personal attention
- . status quo unless assured of quality control
- . door openers who call attention to accomplishments

This person needs others who:

- . desire to expand authority
- . delegate important tasks
- . make quick decisions
- . use policies only as guidelines
- . compromise with the opposition
- . state unpopular positions

To be more successful, this person needs:

- . precision work
- . opportunity for careful planning
- . exact job and objective descriptions
- . scheduled performance appraisals
- . as much respect for people's personal worth as for what they accomplish

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Compliance:

- . conscientious
- . restrained
- . high standards
- . analytical
- . sensitive
- . mature
- . evasive

### III. Behavior, Self-perception: ACHIEVER

The motivation of achievers is largely internal and flows from deeply felt personal goals. This prior commitment precludes an automatic acceptance of the group goal. By retaining major direction of their lives, achievers have developed a strong sense of accountability. In addition, they demonstrate a keen interest in their work and an intense, continual striving for accomplishment. Achievers have a high opinion of their work and often do it themselves so that it is done right. They become the "doer" rather than the "delegator." Even when they delegate, there is a tendency to take back the task if it is not going according to their satisfaction. Their guiding premise: "If I succeed, I want the credit, and if I fail, I'll take the blame!" An increase in communication would avoid an either-or thinking of "I have to do it myself," or "I want all the credit." Achievers know they function at peak efficiency and they expect recognition equal to their contributions. In profit organizations--high wages. In other groups--leadership positions.

## Achiever Pattern:

- emotions - industrious, diligent; displays frustration
- goal - commitment to personal goal, sometimes at the expense of the group goal
- judges others by - concrete results
- influences others by - accountability for own work
- value to the organization - sets and completes key result areas for self
- overuses - reliance on self; absorption in task
- under pressure - becomes frustrated and impatient with others; may fail to communicate; becomes the "doer" rather than the delegator
- fears - that others may have inferior work standards
- would increase effectiveness with more - reduction of "either-or" thinking; moderation in approach to task; ability to compromise

Classical Profile Pattern for 7999

## I. Self-identity: COMPLIANCE

Emphasis is on working with existing circumstances to promote quality in products or service.

This person's tendencies include:

- . following directives and standards
- . concentrating on detail
- . working under controlled circumstances
- . being diplomatic with people
- . checking for accuracy
- . criticizing performance
- . critical thinking
- . complying with authority

This person desires an environment which includes:

- . security assurances
- . standard operating procedures
- . sheltered environment
- . reassurance
- . no sudden or abrupt changes
- . being part of a group
- . personal attention
- . status quo unless assured of quality control
- . door openers who call attention to accomplishments

This person needs others who:

- . desire to expand authority
- . delegate important tasks
- . make quick decisions
- . use policies only as guidelines
- . compromise with the opposition
- . state unpopular positions

To be more successful, this person needs:

- . precision work
- . opportunity for careful planning
- . exact job and objective descriptions
- . scheduled performance appraisals
- . as much respect for people's personal worth as for what they accomplish

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Compliance:

- . fact-finder
- . diplomatic
- . systematic
- . conventional
- . courteous
- . conscientious
- . restrained

### III. Behavior, Self-perception: OBJECTIVE THINKER

Objective thinkers tend to have highly developed critical abilities. They emphasize the importance of drawing conclusions and basing actions on factual data. However, objective thinkers often combine intuitive information with the facts they have gathered to manage in a most effective way. When they are in doubt about a course of action, they avoid making a "fool" of themselves by meticulous preparation. First, they develop a skill of their own. Only then will they enter into the activity with a group. Objective thinkers tend to select people like themselves who are more effective in a peaceful environment. Considered shy by some, they may be reticent about expressing their feelings. In particular, they are uncomfortable with aggressive people. Objective thinkers are concerned with the "right" answer and may have trouble making decisions. Too often, when they do make a mistake, they hesitate to acknowledge it. Instead, objective thinkers immerse themselves in researching for materials which may still support their position.



**Objective Thinker Pattern:**

- emotions - tends to reject interpersonal aggression
- goal - correctness
- judges others by - cognitive ability
- influences others by - factual data, logical arguments
- value to the organization - defines, clarifies; obtains information; criticizes, tests
- overuses - analysis
- under pressure - becomes worrisome
- fears - uncontrolled emotions; irrational acts
- would increase effectiveness with more - awareness of feeling; ability to love and fight; ability to share with wealth of information in small groups

Classical Profile Pattern for 7031

## I. Self-identity: STEADINESS

Emphasis is on cooperating with others to carry out the task.

This person's tendencies include:

- . performing an accepted work pattern
- . sitting or staying in one place
- . demonstrating patience
- . developing specialized skills
- . concentrating on the task
- . showing loyalty
- . being a good listener
- . calming excited people

This person desires an environment which includes:

- . security of the situation
- . status quo unless given reasons for change
- . minimal work infringement on home life
- . credit for work accomplished
- . limited territory
- . sincere appreciation
- . identification with a group
- . traditional procedures

This person needs others who:

- . react quickly to unexpected change
- . stretch toward the challenges of an accepted task
- . become involved in more than one thing

- . are self-promoting
- . apply pressure on others
- . work in an unpredictable environment
- . delegate to others
- . are flexible in work procedures
- . can contribute to the work

To be more successful, this person needs:

- . conditioning prior to change
- . validation of self-worth
- . information on how one's efforts contribute to the total effort
- . work associates of equal competence
- . guidelines for accomplishing the task
- . encouragement of creativity
- . confidence in the ability of others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject:

Steadiness:

- . possessive
- . complacent
- . inactive
- . relaxed
- . nondemonstrative

. deliberate

. amiable

### III. Behavior, Self-perception: ACHIEVER

The motivation of achievers is largely internal and flows from deeply felt personal goals. This prior commitment precludes an automatic acceptance of the group goal. By retaining major direction of their lives, achievers have developed a strong sense of accountability. In addition, they demonstrate a keen interest in their work and an intense, continual striving for accomplishment. Achievers have a high opinion of their work and often do it themselves so that it is done right. They become the "doer" rather than the "delegator." Even when they delegate, there is a tendency to take back the task if it is not going according to their satisfaction. Their guiding premise: "If I succeed, I want the credit, and if I fail, I'll take the blame!" An increase in communication would avoid an either-or thinking of "I have to do it myself," or "I want all the credit." Achievers know they function at peak efficiency and they expect recognition equal to their contributions. In profit organizations--high wages. In other groups--leadership positions.

**Achiever Pattern:**

- emotions - industrious, diligent; displays frustration
- goal - commitment to personal goal, sometimes at the expense of the group goal
- judges others by - concrete results
- influences others by - accountability for own work
- value to the organization - sets and completes key result areas for self
- overuses - reliance on self; absorption in task
- under pressure - becomes frustrated and impatient with others; may fail to communicate; becomes the "doer" rather than the delegator
- fears - that others may have inferior work standards
- would increase effectiveness with more - reduction of "either-or" thinking; moderation in approach to task; ability to compromise

Classical Profile Pattern for 7018

## I. Self-identity: STEADINESS

Emphasis is on cooperating with others to carry out the task.

This person's tendencies include:

- . performing an accepted work pattern
- . sitting or staying in one place
- . demonstrating patience
- . developing specialized skills
- . concentrating on the task
- . showing loyalty
- . being a good listener
- . calming excited people

This person desires an environment which includes:

- . security of the situation
- . status quo unless given reasons for change
- . minimal work infringement on home life
- . credit for work accomplished
- . limited territory
- . sincere appreciation
- . identification with a group
- . traditional procedures

This person needs others who:

- . react quickly to unexpected change
- . stretch toward the challenges of an accepted task
- . become involved in more than one thing

- . are self-promoting
- . apply pressure on others
- . work in an unpredictable environment
- . delegate to others
- . are flexible in work procedures
- . can contribute to the work

To be more successful, this person needs:

- . conditioning prior to change
- . validation of self-worth
- . information on how one's efforts contribute to the total effort
- . work associates of equal competence
- . guidelines for accomplishing the task
- . encouragement of creativity
- . confidence in the ability of others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject:

Steadiness:

- . patient
- . loyal
- . predictable
- . team-person
- . serene

- . possessive
- . complacent

### III. Behavior, Self-perception: PRACTITIONER

Practitioners value proficiency in specialized areas. Spurred by the desire to be "good at something," they carefully monitor and critique their own work performance. Although their aim is to become "the" expert in an area, practitioners frequently give the impression of knowing something about many things. This image is especially strong when they verbalize the knowledge they possess on a variety of subjects. As practitioners interact with others, they often project an amiable and easy-going style. This attitude, however, may change quickly in their own work area. Here, practitioners become intent on doing things in a way which will meet a high standard of operating procedure. They are quality-control people. They have high expectations of themselves and others, and they verbalize their disappointment. While they tend to concentrate on developing procedures and increasing their own skills, practitioners do need to help others build skills. In addition, they need to increase their appreciation of those who contribute even though they may not use what the practitioner considers the "right way."



## Practitioner Pattern:

- emotions - feels able to match or surpass others in effort and technical performance
- goal - high personal ambitions
- judges others by - self-discipline
- influences others by - confidence in ability to enlarge skills; developing procedures and verbalizing correctness
- value to the organization - skilled in technical and people problem solving; proficient in specialty
- overuses - superior attitude about "their" way; expectations of expertise in others
- under pressure - becomes restrained; sensitive to criticism
- fears - being too predictable, conventional, and unexciting
- would increase effectiveness with more - appreciation of others; delegation of important tasks

Classical Profile Pattern for 5008

## I. Self-identity: STEADINESS

Emphasis is on cooperating with others to carry out the task.

This person's tendencies include:

- . performing an accepted work pattern
- . sitting or staying in one place
- . demonstrating patience
- . developing specialized skills
- . concentrating on the task
- . showing loyalty
- . being a good listener
- . calming excited people

This person desires an environment which includes:

- . security of the situation
- . status quo unless given reasons for change
- . minimal work infringement on home life
- . credit for work accomplished
- . limited territory
- . sincere appreciation
- . identification with a group
- . traditional procedures

This person needs others who:

- . react quickly to unexpected change
- . stretch toward the challenges of an accepted task
- . become involved in more than one thing

- . are self-promoting
- . apply pressure on others
- . work in an unpredictable environment
- . delegate to others
- . are flexible in work procedures
- . can contribute to the work

To be more successful, this person needs:

- . conditioning prior to change
- . validation of self-worth
- . information on how one's efforts contribute to the total effort
- . work associates of equal competence
- . guidelines for accomplishing the task
- . encouragement of creativity
- . confidence in the ability of others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject:

Steadiness:

- . domineering
- . demanding
- . forceful
- . risk-taker
- . adventuresome

- . decisive
- . inquisitive

### III. Behavior, Self-perception: PRACTITIONER

Practitioners value proficiency in specialized areas. Spurred by the desire to be "good at something," they carefully monitor and critique their own work performance. Although their aim is to become "the" expert in an area, practitioners frequently give the impression of knowing something about many things. This image is especially strong when they verbalize the knowledge they possess on a variety of subjects. As practitioners interact with others, they often project an amiable and easy-going style. This attitude, however, may change quickly in their own work area. Here, practitioners become intent on doing things in a way which will meet a high standard of operating procedure. They are quality-control people. They have high expectations of themselves and others, and they verbalize their disappointment. While they tend to concentrate on developing procedures and increasing their own skills, practitioners do need to help others build skills. In addition, they need to increase their appreciation of those who contribute even though they may not use what the practitioner considers the "right way."

## Practitioner Pattern:

- emotions - feels able to match or surpass others in effort and technical performance
- goal - high personal ambitions
- judges others by - self-discipline
- influences others by - confidence in ability to enlarge skills; developing procedures and verbalizing correctness
- value to the organization - skilled in technical and people problem solving; proficient in specialty
- overuses - superior attitude about "their" way; expectations of expertise in others
- under pressure - becomes restrained; sensitive to criticism
- fears - being too predictable, conventional, and unexciting
- would increase effectiveness with more - appreciation of others; delegation of important tasks

Classical Profile Pattern for 1154

## I. Self-identity: STEADINESS

Emphasis is on cooperating with others to carry out the task.

This person's tendencies include:

- . performing an accepted work pattern
- . sitting or staying in one place
- . demonstrating patience
- . developing specialized skills
- . concentrating on the task
- . showing loyalty
- . being a good listener
- . calming excited people

This person desires an environment which includes:

- . security of the situation
- . status quo unless given reasons for change
- . minimal work infringement on home life
- . credit for work accomplished
- . limited territory
- . sincere appreciation
- . identification with a group
- . traditional procedures

This person needs others who:

- . react quickly to unexpected change
- . stretch toward the challenges of an accepted task
- . become involved in more than one thing

- . are self-promoting
- . apply pressure on others
- . work in an unpredictable environment
- . delegate to others
- . are flexible in work procedures
- . can contribute to the work

To be more successful, this person needs:

- . conditioning prior to change
- . validation of self-worth
- . information on how one's efforts contribute to the total effort
- . work associates of equal competence
- . guidelines for accomplishing the task
- . encouragement of creativity
- . confidence in the ability of others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject:

Steadiness:

- . patient
- . loyal
- . predictable
- . team-person
- . serene

- . possessive
- . complacent

### III. Behavior, Self-perception: SPECIALIST

Specialists "wear well" with others. With their moderate, controlled stance and modest demeanor, they are able to work well with a number of behavioral styles. Specialists are considerate, patient, and always willing to help those they consider friends. Indeed, they tend to build a close relationship with a relatively small group of associates in the work environment. Their efforts are directed toward retaining familiar and predictable patterns. Most effective in specialized areas of endeavor, specialists plan their work along directed channels and achieve a remarkable consistency of performance. Constant appreciation from others helps to maintain that level. Specialists are slow to adapt to change. Prior conditioning gives them time to change their procedure and still maintain a consistent level of performance. Specialists may also require help in starting new projects and in developing short-cut methods to meet deadlines. Finished projects are often put aside for later finalization. One piece of advice: Throw away some of those old folders in the file cabinet!



## Specialist Pattern:

- emotions - calculated moderation, accommodating
- goal - status quo; controlled environment
- judges others by - friendship standards; then competency
- influences others by - consistency of performance; accommodation
- value to the organization - planner; consistent; "wears well;" maintains pace
- overuses - modesty; conservatism
- under pressure - becomes adaptable to those in authority
- fears - change, disorganization
- would increase effectiveness with more - sincere appreciation; short-cut methods

Classical Profile Pattern for 1144

## I. Self-identity: STEADINESS

Emphasis is on cooperating with others to carry out the task.

This person's tendencies include:

- . performing an accepted work pattern
- . sitting or staying in one place
- . demonstrating patience
- . developing specialized skills
- . concentrating on the task
- . showing loyalty
- . being a good listener
- . calming excited people

This person desires an environment which includes:

- . security of the situation
- . status quo unless given reasons for change
- . minimal work infringement on home life
- . credit for work accomplished
- . limited territory
- . sincere appreciation
- . identification with a group
- . traditional procedures

This person needs others who:

- . react quickly to unexpected change
- . stretch toward the challenges of an accepted task
- . become involved in more than one thing

- . are self-promoting
- . apply pressure on others
- . work in an unpredictable environment
- . delegate to others
- . are flexible in work procedures
- . can contribute to the work

To be more successful, this person needs:

- . conditioning prior to change
- . validation of self-worth
- . information on how one's efforts contribute to the total effort
- . work associates of equal competence
- . guidelines for accomplishing the task
- . encouragement of creativity
- . confidence in the ability of others

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject:

Steadiness:

- . predictable
- . team-person
- . serene
- . possessive
- . complacent

- . inactive
- . relaxed

### III. Behavior, Self-perception: SPECIALIST

Specialists "wear well" with others. With their moderate, controlled stance and modest demeanor, they are able to work well with a number of behavioral styles. Specialists are considerate, patient, and always willing to help those they consider friends. Indeed, they tend to build a close relationship with a relatively small group of associates in the work environment. Their efforts are directed toward retaining familiar and predictable patterns. Most effective in specialized areas of endeavor, specialists plan their work along directed channels and achieve a remarkable consistency of performance. Constant appreciation from others helps to maintain that level. Specialists are slow to adapt to change. Prior conditioning gives them time to change their procedure and still maintain a consistent level of performance. Specialists may also require help in starting new projects and in developing short-cut methods to meet deadlines. Finished projects are often put aside for later finalization. One piece of advice: Throw away some of those old folders in the file cabinet!

**Specialist Pattern:**

- emotions - calculated moderation, accommodating
- goal - status quo; controlled environment
- judges others by - friendship standards; then competency
- influences others by - consistency of performance; accommodation
- value to the organization - planner; consistent; "wears well;" maintains pace
- overuses - modesty; conservatism
- under pressure - becomes adaptable to those in authority
- fears - change, disorganization
- would increase effectiveness with more - sincere appreciation; short-cut methods

Classical Profile Pattern for 5174

## I. Self-identity: DOMINANCE

Emphasis is on shaping the environment by overcoming opposition to accomplish results.

This person's tendencies include:

- . getting immediate results
- . causing action
- . accepting challenges
- . making quick decisions
- . questioning the status quo
- . taking authority
- . causing trouble
- . solving problems

This person desires an environment which includes:

- . power and authority
- . prestige and challenge
- . opportunity for individual accomplishments
- . wide scope of operations direct answers
- . opportunity for advancement
- . freedom from controls and supervision
- . many new and varied activities

This person needs others who:

- . weigh pros and cons
- . calculate risks
- . use caution

- . structure a more predictable environment
- . research facts
- . deliberate before deciding
- . recognize the needs of others

To be more successful, this person needs:

- . difficult assignments
- . understanding that they need people
- . techniques based on practical experience
- . an occasional shock
- . identification with a group
- . to verbalize the reasons for conclusions
- . an awareness of existing sanctions
- . to pace self and to relax more

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

### Dominance:

- . inquisitive
- . self-assured
- . competitive
- . quick
- . self-reliant
- . calculated risk-taker
- . self-critical

### III. Behavior, Self-perception: INSPIRATIONAL

Persons with the inspirational pattern consciously attempt to modify the thoughts and actions of others. They are astute in identifying and manipulating a person's existing motives and directing the resulting behavior toward a predetermined end. Inspirational persons are firm about the results they want, but do not always verbalize them immediately. They introduce the results they want only when they have created an environment of readiness in the other person. For example, inspirational persons offer friendship to those desiring acceptance, more authority to those who seek power, and security to those who need a predictable environment. Inspirational persons can be charming in their contacts with others. They are persuasive in obtaining assistance for the repetitive and time-consuming details. However, people often experience a conflicting sensation of being drawn to them and yet curiously distanced. Others may have a feeling of being "used." Inspirational persons can inspire fear in others and they often override the decisions of others.



## Inspirational Pattern:

- emotions - accepts aggression; tends to outwardly reject affection
- goal - controlling the environment
- judges others by - how they project strength and power
- influences others by - direction, intimidation, control of rewards; charm
- value to the organization - initiates, demands, disciplines
- overuses - ends justify the means
- under pressure - becomes quarrelsome; belligerent
- fears - being too soft; dependent
- would increase effectiveness with more - genuine sensitivity; willingness to help others succeed in their own personal development

Classical Profile Pattern for 5014

## I. Self-identity: DOMINANCE

Emphasis is on shaping the environment by overcoming opposition to accomplish results.

This person's tendencies include:

- . getting immediate results
- . causing action
- . accepting challenges
- . making quick decisions
- . questioning the status quo
- . taking authority
- . causing trouble
- . solving problems

This person desires an environment which includes:

- . power and authority
- . prestige and challenge
- . opportunity for individual accomplishments
- . wide scope of operations direct answers
- . opportunity for advancement
- . freedom from controls and supervision
- . many new and varied activities

This person needs others who:

- . weigh pros and cons
- . calculate risks
- . use caution

- . structure a more predictable environment
- . research facts
- . deliberate before deciding
- . recognize the needs of others

To be more successful, this person needs:

- . difficult assignments
- . understanding that they need people
- . techniques based on practical experience
- . an occasional shock
- . identification with a group
- . to verbalize the reasons for conclusions
- . an awareness of existing sanctions
- . to pace self and to relax more

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Dominance:

- . demanding
- . forceful
- . risk-taker
- . adventurous
- . decisive
- . inquisitive
- . self-assured

### III. Behavior, Self-perception: RESULTS-ORIENTED

Results-oriented persons display a self-confidence some may interpret as arrogance. They actively seek opportunities which test and develop their abilities to accomplish results. Results-oriented persons like difficult tasks, competitive situations, unique assignments, and "important" positions. They undertake responsibilities with an air of "I'll do it!" and, when they have finished, "I told you I could do it!" Results-oriented persons tend to avoid constraining factors such as direct controls, time-consuming details, and routine work. Forceful and direct, they may have difficulties with others. Results-oriented persons are quick in thought and action. They are impatient and fault-finding with those who are not. Their egotism can be overbearing to some. They may lack empathy, appearing to others as cold and blunt.

**Results-Oriented Pattern:**

- emotions - high ego strength; displays irritation and independence
- goal - dominance and independence
- judges others by - ability to accomplish the task quickly
- influences others by - force of character; persistence
- value to the organization - show'em attitude
- overuses - impatience
- under pressure - becomes critical and fault-finding; resists participating in a team; may overstep prerogatives
- fears - others will take advantage of them; slowness; being too jovial
- would increase effectiveness with more - verbalization of reasons for conclusions; people concerns, patience, humility

Classical Profile Pattern for 1185

## I. Self-identity: DOMINANCE

Emphasis is on shaping the environment by overcoming opposition to accomplish results.

This person's tendencies include:

- . getting immediate results
- . causing action
- . accepting challenges
- . making quick decisions
- . questioning the status quo
- . taking authority
- . causing trouble
- . solving problems

This person desires an environment which includes:

- . power and authority
- . prestige and challenge
- . opportunity for individual accomplishments
- . wide scope of operations direct answers
- . opportunity for advancement
- . freedom from controls and supervision
- . many new and varied activities

This person needs others who:

- . weigh pros and cons
- . calculate risks
- . use caution

- . structure a more predictable environment
- . research facts
- . deliberate before deciding
- . recognize the needs of others

To be more successful, this person needs:

- . difficult assignments
- . understanding that they need people
- . techniques based on practical experience
- . an occasional shock
- . identification with a group
- . to verbalize the reasons for conclusions
- . an awareness of existing sanctions
- . to pace self and to relax more

## II. Dimensional Intensity Index

This index reflects the intensity of one's tendencies in the self-identity scale for each subject.

Dominance:

- . decisive
- . inquisitive
- . self-assured
- . competitive
- . quick
- . self-reliant
- . calculated risk-taker

### III. Behavior, Self-perception: COUNSELOR

Counselors are particularly effective in solving people problems. They impress others with their warmth, empathy, and understanding. Counselors prefer to deal with people on the intimated basis of a long-standing relationship. This approach is most effective in a low-keyed situation. Good listeners, with a willing ear for problems, they offer unobtrusive suggestions and refrain from imposing their ideas on others. Counselors tend to be overly tolerant and patient with nonproducers. Under pressure they may have difficulties. Counselors are too indirect when issuing orders, making demands, or disciplining others. With an attitude of "people are important," counselors also place less emphasis on task's accomplishment. They sometimes require assistance in setting and meeting realistic deadlines. Counselors often take criticism as a personal affront, but respond to attention and compliments for assignments well done.



**Counselor Pattern:**

- emotions - approachable; affectionate and understanding
- goal - maintain friendships; keep people happy and satisfied
- judges others by - positive acceptance; generally looking for the good in people
- influences others by - personal relationships; practicing an "open door" policy
- value to the organization - stable, dependable; wide range of friendships; good listener
- overuses - indirect approach; tolerant
- under pressure - becomes intimate; too trusting of those with fewer scruples
- fears - closing deals with a hard sell; taking advantage of people
- would increase effectiveness with more - attention to realistic deadlines; initiative in getting the task done

APPENDIX D. LETTERS OF COMMUNICATION

Dear \_\_\_\_\_,

During your district's participation in the Northwest Area Foundation School Improvement Model Project, you were very diligent and conscientious in assisting and participating in project activities. The project staff is appreciative of your efforts. Pursuant to your designation as a "high-gain" teacher, we are continuing the process of identifying teaching behaviors that make you such an effective teacher.

Once more, your complaisant assistance is requested. Enclosed you will find two instruments that we would like you to complete and return. The first instrument, SIM Teacher Performance Evaluation, is to measure your perception of your skill in the performance areas indicated. These are the same performance areas that your supervisor evaluated you on last school year. Please be as objective as you can without being too self-critical. The second instrument, the Responsibility for Student Achievement Questionnaire, is designed to measure the responsibility teachers assume for academic successes and failures in the classroom. Each item stemmed in this questionnaire describes either a positive or negative student achievement experience which routinely occurs in classroom life. This stem is followed by one alternative stating that the event was caused by the teacher and another stating that the event occurred because of factors outside of the teacher's immediate control. Pilot testing revealed that most teachers view classroom events as being complex and stemming from more than a single cause. Consequently, you are asked to divide 100 points between the two alternatives, depending upon your beliefs.

Thank you in advance for your assistance. I anticipate your prompt response and look forward to seeing you on \_\_\_\_\_. Once again, please be reminded that this information will be kept in strict confidence and all research results will be shared with you upon request.

Please complete the instruments by November 9, 1985, and return to:

School Improvement Model Project  
c/o Dick Manatt  
Iowa State University  
E005 Education Quad  
Ames, Iowa 50011

Sincerely,

Dick Manatt

Tino Noriega

Enclosures (2)

mg

Dear

Congratulations for being selected one of the High-Gain Teachers of the Northwest Area Foundation School Improvement Model Project. As you may already know, the project has received national attention because of its innovative approach to the evaluation of instruction and its personnel evaluation methods. We consider you a key contributor to the success of this project and instrumental in promoting effective teaching methods. Knowledge gained from projects such as these will help school organizations do a better job of selecting, preparing, and sustaining teachers. There is a need to know how teachers are effective, what makes them so, and how they can be better selected and prepared to be more effective. Recent research has been conducted that equates teachers' effectiveness with success in bringing about student achievement. However, this research needs to be broadened to include other relevant measures of teacher effectiveness.

We are currently attempting to correlate the role of personality variables with teacher effectiveness. In order to do this, your assistance is respectfully solicited. To help us in this endeavor, but more importantly to celebrate your success, we invite you to join us on \_\_\_\_\_ for a short, but fun, evening of celebration. At this get-together we will ask you to complete a short (5 to 10 minutes) instrument that will allow us to gain a personal profile inventory of each high-gain teacher in the project. Complete details will be provided and all data results will be returned to you personally upon request. The information gathered via this instrument will not only assist us with our research, but will be of great personal benefit to you. We sincerely hope that you will participate.

To facilitate our data gathering efforts and to minimize our business activities at your celebration on \_\_\_\_\_, please take a few minutes to complete the enclosed instruments. Instructions are attached. Please return your completed instruments to:

School Improvement Model Project  
c/o Dick Manatt & Tino Noriega  
E005 Education Quad  
Iowa State University  
Ames, Iowa 50011.

Results will be returned to you upon request. Additionally, a report on all project activities will be published and will be made available to you. I thank you for your assistance and once again congratulate you on being selected a HIGH-GAIN TEACHER!

Sincerely,

Dick Manatt

Tino Noriega