

CHAPTER 1

THE THESIS

Research on effective schools over the last three decades has resulted in the development of theories about school factors that influence students' academic achievement (Brookover, Beady, Flood, Shmitzer, & Wisenbaker, 1979; Edmonds, 1979; Hallinger, Murphy, Weil, Measa, & Mitman, 1983). Particular attention has been paid to the leadership role of the school principal in determining school climate and school governance (Bossert, Dwyer, Rowan, & Lee, 1982; Hallinger, Bickman, & Davis, 1990). Some studies have found a relationship between principal leadership and student achievement (Andrews, Soder, & Jacoby, 1986; Eberts & Stone, 1988; Heck, Larsen, & Marcoulides 1990). Although researchers have established correlations between principal instructional leadership behaviors and school effectiveness, including student achievement, few studies have found a causal link between instructional leadership and school outcomes (Larsen, 1987; Leitner, 1994).

In this study the thesis that students in elementary schools in which teachers believe they are treated professionally by their administrators will score significantly higher on achievement tests than students in schools in which teachers record lower levels of professional treatment was investigated.

Theoretical Evidence Related to the Thesis

Only a few studies attempt to measure causal connections between school climate or principal leadership and students' academic achievement. Three causal models will be cited, and one will be discussed in detail. Maehr's (1990) work for the National Center for School Leadership linked principals' leadership to students' motivation. He used path analysis to construct a causal model linking school climate to teacher and student motivation and teacher and student motivation to student achievement. Maehr, Midgley, & Urdan (1992) later enhanced the model by defining school climate as school psychological environment.

Starting with the instructional leadership model (Figure 1) developed by researchers at the Far West Laboratory for Educational Research and Development (Bossert, Dwyer, Rowan, & Lee, 1982), Hallinger, Bickman, and Davis (1990) analyzed data from the Tennessee School Improvement Project to see if a causal relationship could be found between principal leadership and student learning. The Far West Laboratory model indicates that principals influence student learning by influencing two key variables: instructional climate and instructional organization.

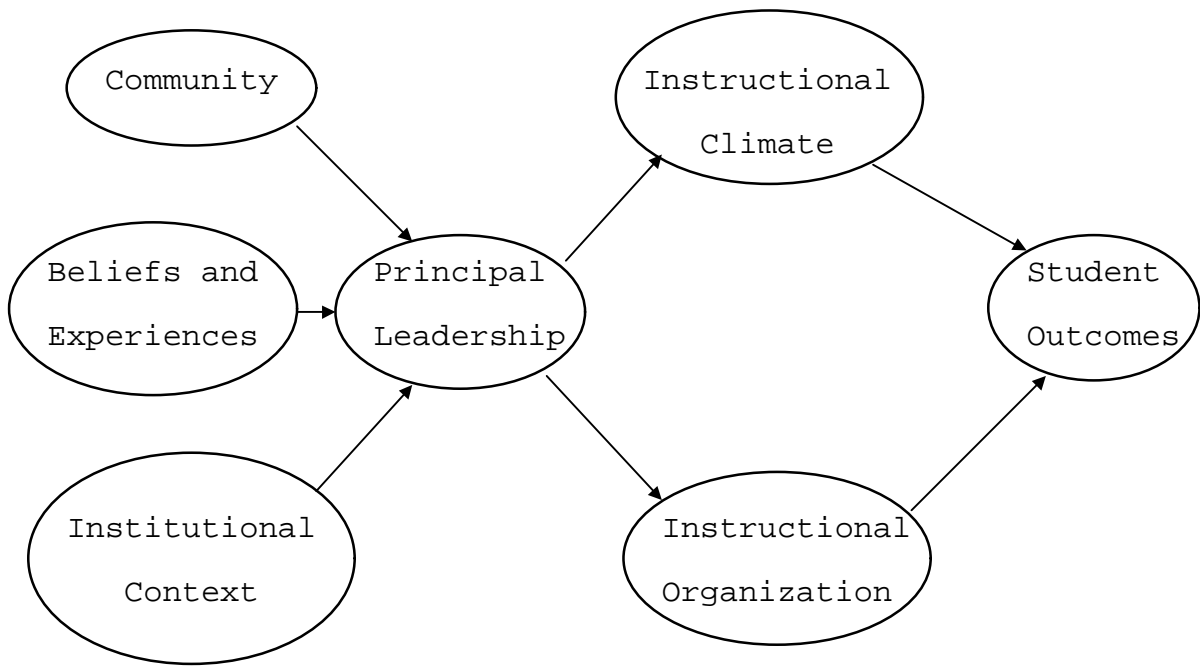


Figure 1. Far West Lab instructional leadership model.

Building on the work of Bossert et al.(1982) and Hallinger et al. (1987), Heck, Larsen, & Marcoulides (1990), using structural equation modeling with LISREL, found that three latent instructional leadership variables (school governance, instructional organization, and school climate) affected student achievement. They said that principal leadership variables influence school governance, instructional organization, and school climate, which in turn directly affect student achievement (Figure 2). In constructing their model they drew from Bossert, Dwyer, Rowan, & Lee's (1982) model of the principal's instructional leadership role; Hallinger & Murphy's (1987) notion of instructional leadership in the social context of schooling; and Pitner & Hocevar's (1987) research on the multidimensional nature of leadership behavior.

Heck et al. (1990) measured student achievement using the test scores from the California Assessment Program in reading and math for grades three, six, and twelve. The sample in the study included all public elementary and secondary schools in California that had scored above or below their "comparison band" test scores at both the third- and sixth-grade levels (for elementary) or twelfth grade (for high school) in reading and math for three consecutive years (1984-1986), as measured by the California Assessment Program.

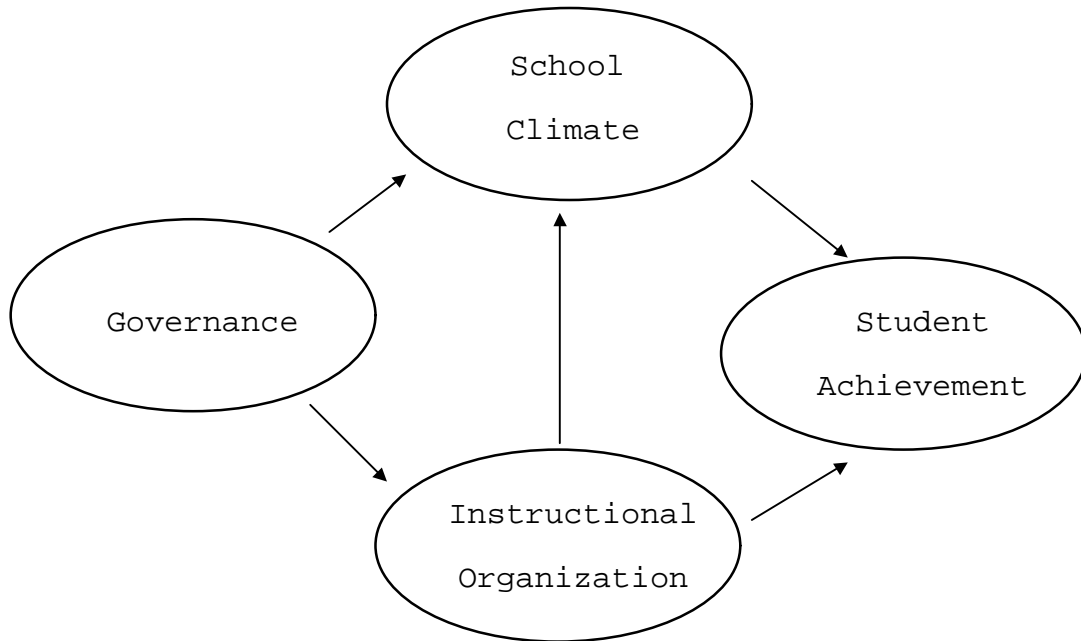


Figure 2. Predictive model of principal instructional leadership variables influencing student achievement. Adapted from "Instructional Leadership and School Achievement: Validation of a Causal Model," R.H. Heck, T.J. Larsen, and G.A. Marcoulides, 1990, Education Administration Quarterly, 26 (2), p. 101.

Eighty-five elementary and 33 high schools met the criterion of three-year performance above or below their comparison band. Since the study encompassed over 5,000 public schools, the researchers noted that only finding 118 schools outside of the comparison bands for three consecutive years supported Rowan's et al. (1983) "contention that the stability of prolonged school achievement scores is problematic in attempting longitudinal studies" (p.109). From the 118 schools, only 30 schools were ultimately used because of additional criteria which included the same principal for all three years and a return rate of at least four teachers of the six teachers randomly picked by the principal.

The data from the principal and the sample of teachers in each identified school were used to determine the extent that the leadership (school governance, school climate, and school instructional organization) variables differed between the high-achieving and low-achieving schools. The instrument used was the Instructional Activity Questionnaire (Larsen, 1987). It had a Likert-type scale and was composed of 34 behaviors. The authors used 22 of the 34 behaviors that they "believed to be most strongly identified, conceptually and methodologically, with instructional leadership" (p.105).

The construct school governance was comprised of four of the 22 measured variables: the extent to which the principal involves staff in making crucial decisions that affect instruction (X1), the degree to which the principal is perceived to involve parents and advisory groups in the school program (X2), the extent to which the principal protects faculty from undue pressures so their primary focus is on instruction (X3), and the extent to which the principal leaves teachers alone to do their work (X4)(Larsen, 1987).

School climate was composed of the following seven variables: ensuring that instructional goals are communicated to everyone (Y1), communicating high expectations for student performance to staff (Y2), encouraging formal and informal discussions of instructional issues (Y3), recognizing the academic accomplishments of students (Y4), providing information to the community regarding academic achievement (Y5), working to keep faculty morale high (Y6), and establishing a safe and orderly environment with a clear discipline code (Y7) (Larsen, 1987).

The construct instructional organization consisted of the following variables: ensuring that school instructional goals are developed congruently with district policies (Y8), coordinating the school instructional program across grade

levels with the help of teachers (Y9), participating in discussions on instruction as it impacts student achievement (Y10), ensuring that teachers use systematic procedures for monitoring student progress (Y11), systematically observing the teachers' instructional methods in the classroom (Y11), using test results for program improvement (Y13), helping teachers secure available resources for program implementation (Y14), making regular visits to the classroom (Y15), systematically helping teachers improve their effectiveness (Y16), identifying inservice needs (Y17), and evaluating the curricular program (Y18)(Larsen, 1987).

Table 1 is a facsimile of a table taken from Heck et al. (1996, p.109) showing the school-level means, standard deviations, and the significance of the t-ratio calculated for differences between low-achieving and high-achieving schools. Recall that high-achieving schools were those whose students scored above the "comparison band" test scores at both the third-grade and sixth-grade levels (for elementary) or twelfth-grade (for high school) for three consecutive years and that low-achieving schools were those whose students scored below the test scores recorded in their comparison band schools for three consecutive years.

Table 1
School-level Responses of Subjects to Questions Concerning
the Use of Instructional Leadership Behaviors by Principals

Principal behavior	Low- achieving schools		High- achieving schools		<u>p</u> ^a
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
	(n = 12)		(n = 18)		
Governance (GO)					
Involves staff in decisions (X1)	3.65	.62	4.30	.56	**
Involves parents in school (X2)	4.15	.32	4.38	.40	
Protects faculty from pressure (X3)	3.31	.50	4.10	.49	**
Leaves teachers alone (X4)	4.13	.50	4.12	.38	
School Climate (SC)					
Communicates inst. Goals (Y1)	4.17	.39	4.51	.55	
Talks high expectations (Y2)	4.16	.43	4.68	.48	**
Encourages discussions (Y3)	3.40	.47	4.04	.64	**
Recognizes student academics (Y4)	3.82	.30	4.26	.47	**
Informs community on academics (Y5)	3.99	.38	4.32	.42	*
Works on high faculty morale (Y6)	3.38	.60	4.05	.79	*
Urges safe, orderly environment (Y7)	3.93	.66	4.52	.57	*

(table continues)

Table 1 (continued)

	Low-		High-		<u>p</u> ^a
	achieving		achieving		
	<u>schools</u>		<u>schools</u>		
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
Principal behavior	(n = 12)		(n = 18)		
Instructional organization (IO)					
Y8. Develops school goals	4.47	.37	4.67	.45	
Y9. Coordinates inst. program	3.48	.58	3.86	.62	
Y10. Formal/informal discussions	3.62	.37	4.12	.52	**
Y11. Observes teachers instruct	3.47	.46	4.11	.75	**
Y12. Monitors student progress	3.69	.45	4.24	.45	*
Y13. Emphasizes improving program	3.92	.58	4.28	.63	
Y14. Secures program resources	3.60	.40	4.05	.68	*
Y15. Makes regular class visits	3.25	.44	3.92	.78	**
Y16. Helps teachers improve	3.37	.60	3.94	.73	*
Y17. Identifies inservice needs	3.44	.45	4.02	.59	**
Y18. Evaluates curriculum	3.56	.41	3.97	.57	*

Note. Instructional leadership behaviors were measured with a five-point Likert-type scale with responses ranging from (1) = never to (5) = always. Adapted from "Instructional Leadership and School Achievement: Validation of a Causal Model," R.H. Heck, T.J. Larsen, and G.A. Marcoulides, 1990, Education Administration Quarterly, 26 (2), pp. 108-109.

^at-values were not reported in Heck et al.(1990).

*p < .05.**p < .01.

Figure 3 is a causal model with LISREL parameter estimates for the direct and indirect effects of governance, school culture, and instructional organization variables on student achievement (Heck et al., 1996, p. 114). Heck et al. stated, "These parameter estimates are indices that represent the simultaneous contribution of each observed and latent variable in the overall model"(p.113). Various criteria were used to determine the fit of the causal model.

Heck et al. reported, "Very few of the variances and covariances are left unexplained by the causal model"(p.115). After reminding readers that the study involved outlier schools and "essentially identified the best and the worst among a few thousand elementary and high schools"(p.120), Heck et al. maintained, "Our data, however, provide empirical support for the theory that principal instructional leadership is directly related to the school's performance at a higher or lower academic level. Thus, the principal must now be considered as one 'school effects' variable that directly influences student achievement"(p. 121). These three theoretical causal models (Figures 1,2, and 3) plausibly link principal leadership with student achievement.

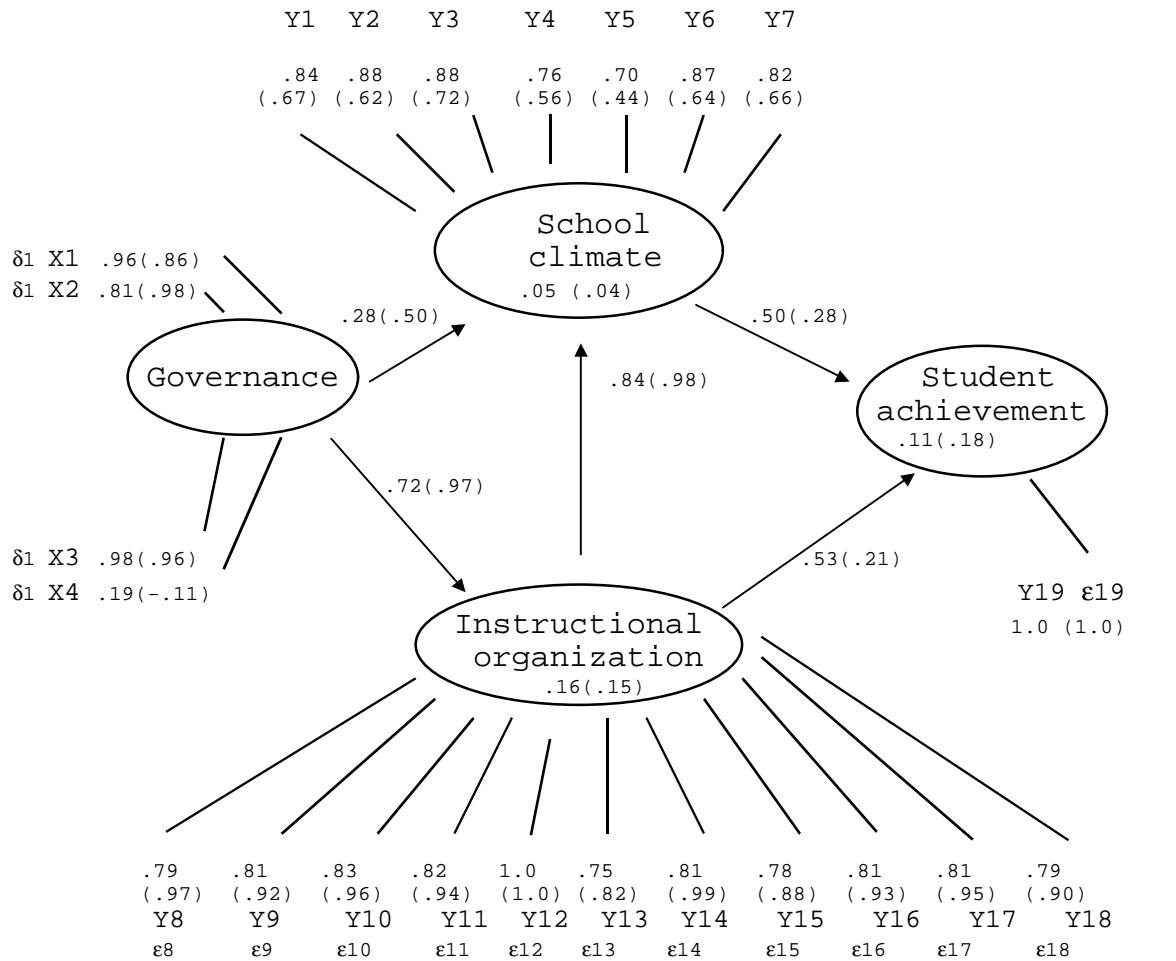


Figure 3. Predictive model of principal instructional leadership variables influencing student achievement with LISREL parameter estimates for individual and school levels. Adapted from "Instructional Leadership and School Achievement: Validation of a Causal Model," R.H. Heck, T.J. Larsen, and G.A. Marcoulides, 1990, Education Administration Quarterly, 26 (2), p. 114.

Note. The values for the school-level are in parentheses. The variables X1-X4 and Y1-Y18 are listed in Table 1.

Research Evidence Related to the Thesis

Researchers and educators are loath to accept the findings of Coleman et al. (1966) and Jencks et al. (1972) that were interpreted to mean that schools and teachers have little impact on student achievement due to the overriding influence of poverty on children before they ever arrive at school. Yet, even today, the biggest measurable differences between schools that have high academic achievement and those that have low academic achievement is the extent to which families: "create a home environment that encourages learning, express high (but not unrealistic) expectations for their children's achievement and future careers, and become involved in their children's education at school and in the community" (Henderson & Berla, 1994, p.1), not the instructional program offered in the schools.

In the midst of this discouraging news, there is a growing body of evidence that school culture and leadership influence student achievement. Some of the first research was conducted by Brookover et al. (1979) in Michigan in the mid-seventies. This research was carried over into the work by Edmonds (1979), which in turn led to the effective schools movement that continues to this day. Brookover et al. (1982) identified five factors that promote higher student achievement: (1) a school climate conducive to learning, (2) an emphasis on basic skills instruction, (3)

teachers who hold high expectations for all students to achieve, (4) a system of clear instructional objectives for monitoring and assessing student performance, and (5) a school principal who is an instructional leader.

Stockard and Mayberry (1992) cited four broad school-level variables that impact school climate and student achievement: (1) academic expectations and excellence; (2) strong, collaborative school leadership; (3) orderly environment and school coherence; and (4) high student and teacher morale. They concluded from their review of the literature on effective learning environments that the norms and common values that promote learning within a school are driven by the nature of relationships that exist among school members. Because principals spend little time with students, other than disciplining unruly students and observing them while teachers are observed, they reasoned the effect of principals on student achievement comes primarily through various interactions with teachers.

Reitzug (1989), in comparing the principal-teacher interactions in an instructionally effective elementary school with those in an ordinary school, found that the principal of the more effective school expressed concern and support, had high instructional expectations, and interacted frequently with teachers. These conclusions were drawn from interview data from two Chapter I schools in Florida.

Azumi and Madhere (1983) found that schools with principals who controlled teachers through a system of feedback and socialization had more teacher conformity and higher student achievement when compared to schools where programming and sanctions are used to control teachers. The study took place in 52 elementary schools in a large urban district. The study concluded that principals could affect student achievement by using feedback and socialization as a way of achieving organizational coordination and control.

Eberts and Stone (1988), based on data from a nationally representative sample of 14,000 elementary school children, found that principal behavior and attributes significantly influence individual student achievement. Hanushek's (1979) educational production functions (value added) model was used by Eberts and Stone to explain how principals may affect student achievement:

$$A_{it} = f(B_{it}, P_{it}, S_{it}, I_i) \quad \text{Where:}$$

A_{it} = student outcomes of i th students at time t ,

B_{it} = vector of family background influences of i th student cumulative to time t ,

P_{it} = vector of influence of peers of the i th student cumulative to time t ,

S_{it} = vector of school inputs of i th student cumulative to time t , and I_i = vector of innate abilities of i th student. (p. 293)

Through a review of the literature, Eberts and Stone (1988) identified four behaviors and attributes of principals that might influence individual student achievement:

1. (LEAD) represents the average of the separate perceptions of teachers and the principal of whether the principal exhibits "active" leadership.
2. (INSTR) records the joint perception by teachers and the principal of the principal's involvement in the math curriculum and whether the principal is an active participant in teacher inservice programs.
3. (CONFL) is a composite variable reflecting the joint perceptions of whether teachers are satisfied with the principal's decisions and whether the principal is effective in identifying conflicts.
4. (FACE) reflects joint perceptions of whether the principal and teachers work well together. (p. 295)

Using regression analysis, the beta coefficients for two of the four variables were significant at the .05 level (INSTR: $\beta=.247$ and CONFL: $\beta=.548$). Mathematics achievement at the fourth-grade level was used as the measure of student achievement.

White and Stevens (1988) identified statistical relationships between teacher morale and student achievement in reading. The study used Halpin and Croft's (1963)

Organizational Climate Description Questionnaire (OCDQ) and a survey of teacher attitudes to string together variables that could be used to predict standardized reading achievement test scores for students in grades 2-8. Variables in the Survey of Teacher Attitudes produced five factors that accounted for 62 percent of the variance in reading achievement test scores. The study did not attempt to draw a causal link between teacher attitudes and student achievement. White and Stevens concluded, "In our appraisal of teacher behavior as a determiner of student achievement we should be careful to study and inquire into teacher attitudes and teacher esprit" (p. 232).

Edwards (1984) found that principals in schools with more effective reading programs were described by their teachers as being highly visible and involved with teachers, students, and parents. After comparing schools demonstrating high and low reading achievement, determined by comparing scores from the Comprehensive Test of Basic Skills and the Test of Cognitive Skills, Edwards concluded that his findings supported the hypothesis that the principals of schools with more-effective reading programs were more effective in the areas of personnel management, public relations, and assuming ultimate responsibility for instructional leadership within the school than principals in schools with less-effective reading programs.

The Department of Planning, Research, and Evaluation in the Oklahoma City Public Schools ascertained that principals' leadership effectiveness and the within-school cohesiveness among teachers are related to achievement (Kimball, 1985). All teachers in the system were administered a leadership climate inventory to develop mean scores on 82 items. A correlation matrix was constructed with student achievement scores for Total Reading and Total Math from the California Achievement Test in 1983 and 1984 and the 82 items. The Department's findings are stated below:

The matrix of 328 correlations (82 items by 4 achievement scores) shows fairly high consistency. Only 3 correlations were negative in sign and 180 of the 328 were positive and statistically significant at the .05 level. It appears to be accurate to deduce that the schools that have higher point-in-time achievement also have principals who are rated relatively highly by their teachers. It can not be proven whether some characteristics of highly rated principals cause school-level achievement to be high, or whether schools that contain high achieving students cause their teachers to give favorable ratings. It is accurate to say that the higher achieving schools have relatively high teacher ratings on school climate and principal leadership. (Kimball, 1985, p.20)

On the other hand, Hallinger et al. (1990) contended that few studies of principal leadership have been able to detect a direct impact on student learning despite the consensus among researchers, policy makers, and practitioners that principals "make a difference" in the quality of schooling. Their study of 98 elementary schools in Tennessee failed to show a significant direct relationship between principal leadership and student achievement in reading. The results of the study are shown in Figure 4. Principal leadership was measured by the Connecticut School Effectiveness Questionnaire administered to teachers. Student reading achievement was measured by a criterion-referenced reading test designed by the Tennessee State Department of Education. All variables were aggregated to the school level. While the researchers could not make a direct connection between principal leadership and student achievement, they did find a significant positive (.354, $p < .01$) relationship between principal leadership and the group of school climate variables which in turn are positively related (+1.315, $p < .05$) to student achievement in reading.

Couch (1991) found that students did not perform at higher levels in schools where principals were strong instructional leaders. Couch's research relied on principal self-survey, which was problematic. Larsen (1987) identified

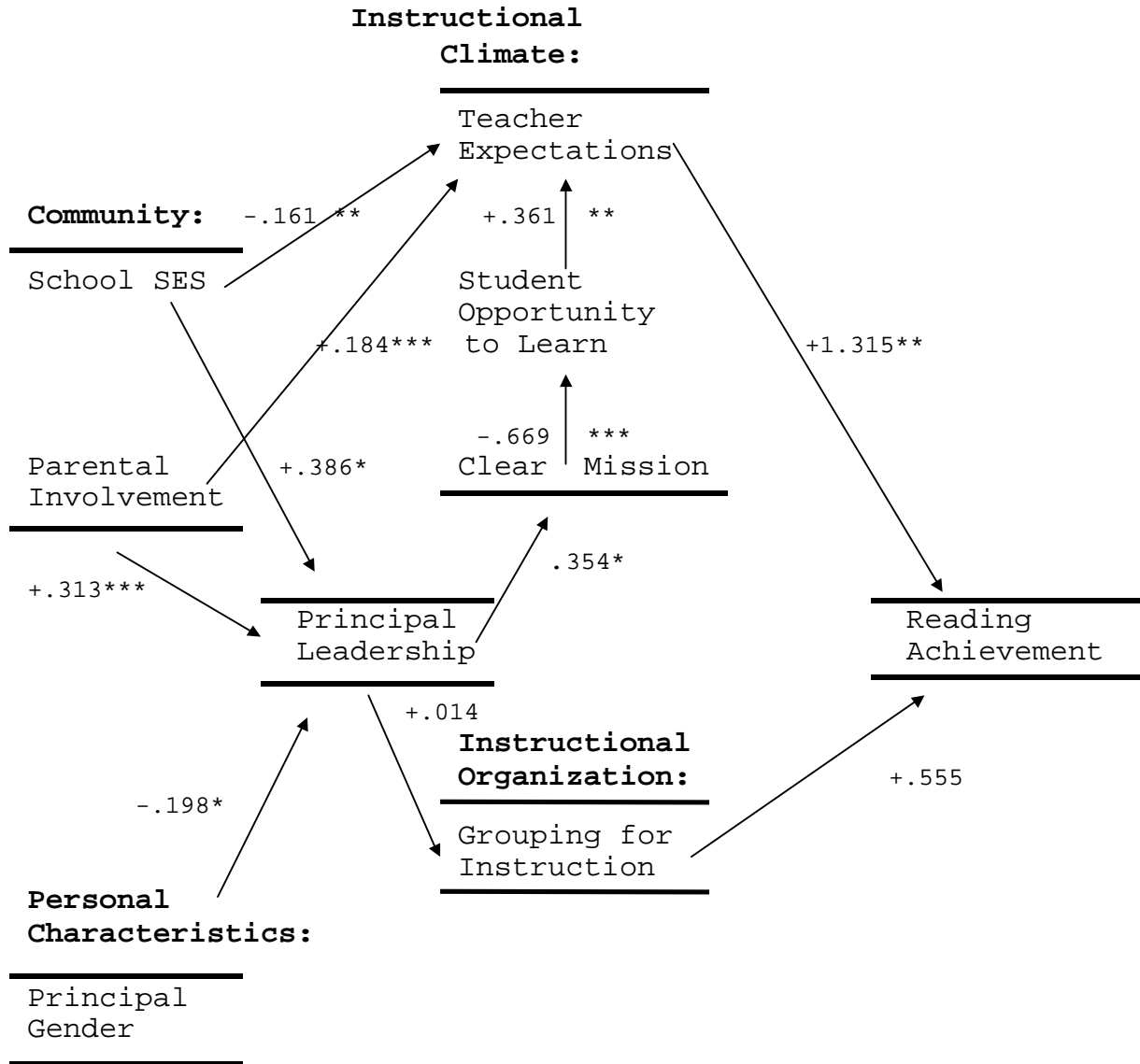


Figure 4. Model of principal instructional leadership and student achievement. From "What Makes a Difference? School context, Principal Leadership, and Student Achievement," by P. Hallinger, L. Bickman, and K. Davis, 1990, National Center for Educational Leadership, p. 22.

* = $p < .10$, ** = $p < .05$, *** = $p < .01$

one of the problems of self-survey when he stated, "Principals from low-achieving schools seem to have difficulty discriminating between their actual instructional leadership behavior and their ideal behavior" (p.36).

Leitner (1994) found no significant relationship between principal instructional management and student learning in a study of 27 elementary schools. Teachers' ratings of their principals' role in instructional management were collected using a modified Instructional Management Rating Scale. These data were analyzed using a multivariate regression model to provide information on whether principal instructional management behaviors were associated with student achievement.

As part of the Effective Schools Project of the Seattle Public Schools and the University of Washington College of Education, Andrews, Soder, and Jacoby (1986) investigated the relationship between perceptions of the principal as instructional leader and average gain in California Achievement Test scores of students in 33 elementary schools. A group of College of Education faculty and district personnel developed a means to assess perceptions of leadership in each of the district's schools. A Staff Assessment Questionnaire was used to gather perceptions on four general aspects of principal behavior--(1) mobilizing

resources, (2) communicating, (3) serving as instructional resource, and (4) being a visible presence. The hypothesis tested was: Children who have attended schools that were administered by principals who were strong instructional leaders have significantly greater increases in NCE scores for total reading and total mathematics than children who have attended schools where principals were not strong instructional leaders. Achievement gain was determined by the difference in individual student reading and math achievement scores from the spring 1982 and spring 1984 California Achievement Test (CAT).

The 33 elementary schools were put into three equal groups of schools based on the ratings of principals by teachers in the school. There were significant differences in total reading between the group of schools with the highest scoring principals and the other two groups [$F(3,30)=4.35$, $p=.017$]. Using the Tukey procedure for testing post hoc comparisons, Andrews et al.(1986) found that students in schools administered by principals who were rated by their teachers as strong instructional leaders had significantly greater gain scores in total reading ($\underline{M} = 4.80$) than did students in schools administered by principals rated as average ($\underline{M} = 1.57$) or schools administered by principals who were rated by their teachers as weak ($M = 1.82$). The results of the ANOVAs for total

math showed significant differences [$F(3,30)=3.52$, $p=.034$]. The Tukey post hoc comparisons again found the differences in schools administered by principals who were strong instructional leaders compared to schools with average leaders and those with weak leaders.

Andrews et al. (1986) concluded that teachers' perceptions of the principal as instructional leader are critical to the reading and mathematics achievement of students, particularly among historically low-achieving groups of students. In an interview with Brandt (1987), Andrews stated:

Frankly, I never anticipated that we would find such a powerful relationship between leadership of the principal and student outcomes. After all, the principal is one step removed from the direct instructional process. But, what we found is that the teachers' perceptions of their work environment is so important, the power of the principal's leadership so pervasive, that it has a measurable impact on student learning. (p. 16)

Andrews' surprise at the relationship between leadership and student achievement is warranted. The complexity of student achievement makes significant relationships between principal behavior, be it professional treatment of teachers or articulating a clear school

mission, and student achievement difficult to find. One variable, such as principal leadership, generally does not explain a large proportion of the variance in student achievement.

A summary of the studies cited above is found in Table 2. Generally, researchers regressed student achievement on indicators of school climate, including principal leadership behaviors, and reported the coefficients.

Some of the quantitative studies cited in Table 2 have shown a relationship between principals' leadership and student achievement. Yet, these relationships are associational, not causal. They do, however, support several theoretical models that attempt to show how a principal can affect student achievement. Hallinger et al. (1990) summarized the state of current knowledge when they wrote:

Observers of schools, including parents, teachers, and school administrators, have noted the seemingly obvious effects principals have on the learning climate, educational program, and workplace norms of schools. Though farther removed from school settings, the educational policy community is also generally inclined to

Table 2

Summary of Studies Linking Principal Leadership or School Climate Variables to Student Achievement

Author	Population/sample size	Data collection	Findings
Andrews et al. (1986)	33 elementary schools with 2,000 teachers and 3,515 students in the Seattle School District	A Likert-like survey of teachers was used to group strong-average-weak leader schools. California Achievement Test reading and math score gains by school were the student achievement measures.	Schools characterized as strong-leader schools had significantly higher ($p < .05$) achievement gain in reading and math than schools characterized as average- and weak-leader schools.
Couch (1991)	62 principals of middle schools containing 7,400 8 th -grade students in MS	Principals' responses to a survey on time spent on instructional leadership activities were used to make 3 school groups: low, middle, high. Student achievement was measured with the Basic Skills Assessment Program.	ANOVA and regression analysis showed no significant relationship between student achievement and the time spent on instructional leadership.
Eberts & Stone (1988)	300 school districts representative of schools across the United States 285 principals 14,959 students	Grade 4 math achievement gain was regressed on four principal leadership behaviors determined by teacher and principal surveys.	Students' math achievement gains were significant ($p < .05$) when regressed on principal involvement in math curriculum and inservice and teacher satisfaction with their principal's decision making and conflict resolution skills.

(table continues)

Table 2 (continued)

Author	Population/ sample size	Data collection	Findings
Edwards et al. (1984)	40 schools 186 teachers grade 3-6 students Hills- borough County, FL	Teacher survey variance on the visibility and involvement of principals with parents, teachers, and students was analyzed in schools grouped by the difference between anticipated and actual (Comprehensive Test of Basic Skills) reading achievement.	There were significant ($p < .05$) differences in the perceived leadership behaviors of principals when comparing schools that attained anticipated reading achievement levels to schools not attaining anticipated reading achievement levels.
Hallinger et al. (1990)	3 years of data from 87 schools 1,300 teachers 3rd & 6th grade students in TN	3rd and 6th grade reading score gain from pre-post criterion-reference tests were regressed on principal leadership behavior, clear school mission, time on task, and parental involvement.	Authors found no direct effect of principal leadership on student learning.
Heck et al. (1990)	12 low- & 18 high- achieving schools, 168 teachers in CA	California Assessment Program test scores for reading and mathematics were regressed on teacher and principal responses to leadership behaviors.	Mean survey scores on governance, school climate, and instructional organization were significantly higher ($p < .01$) in high-achieving schools than in low-achieving schools.

(table continues)

Table 2 (continued)

Author	Population/ sample size	Data collection	Findings
Kimball (1985)	94 schools 1,294 teachers Oklahoma City Public Schools	California Achievement Test reading and math scores were regressed on teacher survey responses about their principals' leadership.	Higher-achieving schools have significantly higher ($p < .05$) teacher ratings on school climate and principal leadership behaviors than do lower- achieving schools.
Krug (1992)	72 principals 1,523 teachers 9,415 students 56 schools Illinois	Achievement results from the Illinois statewide student- assessment program were regressed on teacher and principal ratings of instructional leadership.	No significant relationships were found between teacher ratings of instructional leadership and student achievement. Principals' self-ratings did show a significant correlation to student achievement.
Larsen (1987)	30 principals 510 teachers from elementary schools in a suburban county in CA	Teachers and principals were surveyed in high- and low- achieving schools about principals' leadership behaviors.	High-achieving schools' teachers rated their principals as demonstrating 10 instructional leadership behaviors more often than teachers in low-achieving schools.
Leitner (1994)	Principals and teachers in 27 elementary schools	Instructional management behavior ratings were regressed on student achievement.	There was no significant relationship between increased student learning and principal instructional management.

(table continues)

Table 2 (continued)

Author	Population/ sample size	Data collection	Findings
Rosen- holtz (1992)	78 elementary schools 1,213 teachers in TN	Students' reading and math achievement gain scores were regressed on the degree of teacher commitment.	Teachers' level of commitment was related to 4 th grade achievement scores in both reading [F (1,77)=30.17, $p < .001$] and math [F(1,77)=40.48, $p < .001$].

believe that principals' leadership is critical to the success or failure of educational programs and student learning. Thus, there is relatively little disagreement among practitioners or policy-makers concerning the belief that principals have a discernible impact on the lives of teachers and students. (p.1)

Need for Further Investigation of the Thesis

This report began with a discussion of the causal model of Heck et al. (1990) who provided a framework for linking principal leadership and student achievement. A review of the literature surfaced causal models and correlational studies that include positive relationships between principals' leadership behaviors and student achievement. In the upcoming section, data will be presented to test the thesis that students in elementary schools where teachers believe they are treated professionally by their administrators will score significantly higher on achievement tests than students in schools where teachers record lower levels of professional treatment. If this thesis is supported, and the theoretical and research evidence cited earlier seems to indicate that it will be supported, an aspect of school climate and school organization that can be directly controlled by the school principal will have been identified.

Summary and Outline of Succeeding Chapters

In Chapter 2 the thesis of the study is restated, the key variables are defined, and the populations and samples that produced the data are identified. Information is provided on the instruments used to measure the dependent and independent variables. Chapter 2 concludes with a discussion of the methods of analysis.

Chapter 3 is a report on the results of the investigation of the relationship between professional treatment of teachers and student achievement, including the testimony of teachers in schools that have consistently reported high levels of professional treatment.

Chapter 4 is a discussion of the implications of the findings. Included in this chapter is a comparison between teachers' descriptions of professional treatment and frequently heard complaints from teachers of unprofessional treatment. The study concludes with a plausible explanation for a substantial increase in teachers' perceptions of professional treatment in the 1993-94 school year possibly brought on by the system-wide implementation of shared decision making.

CHAPTER 2

FURTHER INVESTIGATION OF THE THESIS

Annual surveys conducted by the Virginia Beach Education Association (VBEA) from 1987 through 1993 indicate that Virginia Beach teachers consistently place a high level of importance on being treated professionally by their school administrators. Table 3 contains data that indicate the importance of professional treatment to teachers.

When asked if their association should place a top, high, medium, or low priority on 30 employment-related statements, "Ensure professional treatment for all unit members" received a mean score that ranked it as the highest priority of the 30 statements six of the seven years of the survey. With a high percentage (88% to 96%) of elementary school teachers consistently giving "Ensure professional treatment for all unit members" a high or top priority, the Virginia Beach Education Association determined that "professional treatment" was a concern of members.

In 1988, staff was directed to gather more information about school climate and its relationship to employee satisfaction and student learning. During the 70s and 80s researchers were finding evidence linking school culture to academic achievement (Edmonds, 1979, later confirmed by Renchler, 1992). This prompted the staff of the Virginia Beach Education Association to increase the number of school climate variables in its 1989 survey and subsequent surveys.

Table 3

Priority Given to "Ensure Professional Treatment for All Unit Members" by Virginia Beach Teachers^a in Annual Surveys, 1987-1993

Year	<u>N</u>	<u>Priority Percentage</u>				<u>M</u>	<u>SD</u>	Rank
		Top	High	Medium	Low			
1987	832	75	19	5	1	3.67	.53	1
1988	1,053	76	19	4	1	3.69	.49	1
1989	960	76	15	7	2	3.66	.50	1
1990	986	79	17	3	1	3.73	.48	1
1991	1,107	77	18	4	1	3.70	.54	1
1992	1,812	70	22	6	2	3.59	.43	1
1993	2,185	62	26	10	2	3.46	.30	3

^a In annual surveys staff of the Virginia Beach Education Association asked elementary school teachers to place top priority, high priority, medium priority, or low priority on 30 statements relating to benefits and working conditions. Their responses were weighted (top = 4, high = 3, medium = 2, low = 1) so that a mean score could be calculated. In 1993-94, the variable "Increase salaries" was made one of the 30 variables (Appendix A), and it became the highest priority. Prior to 1992-93, only members of the Association were asked to complete the survey.

By monitoring professional treatment in each school, the Virginia Beach Education Association uncovered wide disparities among schools in Virginia Beach. As evidence, 15 percent of the respondents in the elementary schools in the 1993-94 survey disagreed or strongly disagreed with the statement, "I am treated professionally by my school's administration" (Table 4). Yet, Table 4 shows that Glenwood elementary school had only three percent of its teachers disagreeing or strongly disagreeing with the statement, while Rosemont Forest had 41 percent of its teachers disagreeing or strongly disagreeing. Nine schools have mean scores that are more than one standard deviation above the mean for all elementary schools. Ten schools have mean scores that are one standard deviation below the mean for all elementary schools. Teachers' perceptions of professional treatment differ remarkably among the schools. These differences raised two questions of interest in this study: (1) What do these teachers consider professional treatment? (2) Could the influence of being treated professionally significantly affect student achievement? The investigation began with trying to understand what teachers believe is professional treatment.

Focus group interviews were conducted with 30 teachers from three Virginia Beach elementary schools identified in the Virginia Beach Education Association's Annual Survey as

Table 4

Percentage and Mean Score of Elementary School Teachers Who Strongly Agree, Agree, Disagree, or Strongly Disagree with the Statement, "I Am Treated Professionally by My School's Administration" in the 1993-94 Virginia Beach Education Association Annual Survey by School

School	Responding		Percent				<u>M</u>	<u>SD</u>
	<u>n</u>	<u>%</u>	SA	A	D	SD		
Glenwood	93	73	78	19	1	2	3.72	.59
Thoroughgood	27	54	74	22	4	0	3.70	.54
Fairfield	49	100	71	27	0	2	3.67	.59
Salem	31	36	74	19	7	0	3.67	.59
Indian Lakes	38	61	69	26	5	0	3.63	.59
Red Mill	46	49	72	22	4	2	3.63	.68
Strawbridge	68	75	72	22	3	3	3.63	.69
Centerville	43	80	72	19	9	0	3.62	.66
Hermitage	60	85	67	23	10	0	3.56	.67
Williams	67	96	64	27	7	2	3.53	.70
Woodstock	40	73	65	25	7	3	3.52	.75
Malibu	22	50	50	50	0	0	3.50	.51
Providence	22	44	55	41	4	0	3.50	.60
Shelton Park	45	69	58	36	2	4	3.46	.76
Dey	20	40	50	45	5	0	3.45	.60
Linkhorn	33	52	49	48	3	0	3.45	.56
Parkway	62	88	58	32	5	5	3.43	.91
Alanton	53	96	55	32	13	0	3.41	.72
Kingston	27	63	59	26	11	4	3.40	.84
Tallwood	41	74	59	29	5	7	3.39	.89
Lynnhaven	59	98	54	36	5	5	3.38	.81
Thalia	46	80	43	48	9	0	3.34	.64
Arrowhead	30	60	53	30	14	3	3.33	.84
Windsor Woods	40	95	48	37	15	0	3.32	.73
Kempsville	24	65	38	54	8	0	3.29	.62
North Landing	36	70	39	52	6	3	3.27	.70
<i>All Schools</i>	<i>2,185</i>	<i>75</i>	<i>49</i>	<i>36</i>	<i>10</i>	<i>5</i>	<i>3.24</i>	<i>.30</i>

a

(table continues)

Table 4 (continued)

School	Responding		Percent				<u>M</u>	<u>SD</u>
	<u>n</u>	<u>%</u>	SA	A	D	SD		
All Schools	2,185	75	49	36	10	5	3.24	.30
Plaza	22	47	45	36	14	5	3.22	.87
Cooke	28	62	54	25	10	11	3.21	1.03
Point O' View	27	43	44	33	15	8	3.14	.95
P. Meadows ^b	31	72	42	32	23	3	3.12	.88
Holland	42	68	48	28	12	12	3.11	1.04
Birdneck	72	62	32	51	11	6	3.09	.81
Ocean Lakes	58	79	30	55	10	5	3.08	.78
King's Grant	32	59	28	56	10	6	3.06	.80
Rosemont	73	100	34	43	19	4	3.06	.84
Bayside	25	50	28	48	20	4	3.00	.82
Brookwood	53	95	34	37	23	6	3.00	.90
Landstown	25	44	32	52	0	16	3.00	1.00
Princess Anne	26	60	38	35	15	12	3.00	1.01
Newtown	74	70	28	50	14	8	2.98	.87
Luxford	34	67	38	26	30	6	2.97	.97
Trantwood	28	58	36	36	14	14	2.92	1.05
College Park	45	92	38	31	15	16	2.91	1.08
K. Meadows^b	38	90	29	39	21	11	2.86	.96
Green Run	42	78	38	24	26	12	2.88	1.06
White Oaks	71	84	21	51	20	8	2.84	.85
Creeds	20	74	50	10	10	30	2.80	1.36
Pembroke	75	76	28	37	20	15	2.78	1.02
Seatack	27	56	30	41	7	22	2.77	1.12
Windsor Oaks	47	92	32	30	21	17	2.76	1.09
R. Forest^b	49	72	35	24	14	27	2.67	1.21

a

Note. Response weights were: Strongly Agree (SA)= 4, Agree (A)= 3, Disagree (D)= 2 and Strongly Disagree (SD)= 1.

^aSchools in bold are \pm one standard deviation from the mean for all elementary schools.

^bP. Meadows = Pembroke Meadows, K. Meadows = Kempsville Meadows, R. Forest = Rosemont Forest.

having high levels of professional treatment for three consecutive years. The teachers identified leadership characteristics and autonomy issues when describing professional treatment by their school principals (Chapman, 1993). Examples of unprofessional treatment brought to the attention of UniServ Directors were compiled and ranked by the same directors. These recollections and rankings are contrasted with teachers' descriptions of professional treatment in Chapter 3. Autonomy issues and leadership characteristics were identified in describing unprofessional treatment just as they were identified by the teachers in the schools with high levels of professional treatment.

Results from the Virginia Beach Education Association's annual survey also helped build an understanding of professional treatment. Correlation coefficients for relationships between school climate variables and professional treatment are in Table 5 for the years 1989-90 through 1994-95. When teachers were asked to strongly agree, agree, disagree, or strongly disagree with various statements that are indicators of school climate, survey results revealed high positive correlations ($r = .81$ to $.93$) over five years between "I am treated professionally by my school's administration" and "The administration in my school fosters high faculty morale."

Table 5

Pearson Coefficients of Correlation for School Climate
Variables and Professional Treatment of Teachers^a from Annual
Surveys of Virginia Beach Elementary School Teachers, 1989-90
Through 1994-95

	89-90	90-91	91-92	92-93	93-94	94-95
Number of respondents	960	986	1,107	1,812	2,185	2,237
Fosters high morale	.88	.88	.89	.90	.81	.93
Reprisals are taken	<i>b</i>	-.83	-.88	<i>c</i>	<i>c</i>	<i>c</i>
Reprisals not taken	<i>b</i>	<i>b</i>	<i>b</i>	.90	.77	.94
Meaningful involvement	.80	.89	.90	.85	.75	.87
Duties are fair	.79	.60	.68	.75	.72	.85
Lesson plans reasonable	<i>b</i>	.43	.31	.60	.34	.77
Support on discipline	.64	.66	.66	.60	.33	.71
Non-instructional matters	-.30	-.50	-.55	-.34	-.04	-.54

^a"I am treated professionally by my school's administration" was the statement used in the annual surveys conducted by the Virginia Beach Education Association. ^bThese statements were not included in the survey for that particular year. ^cThe statement was changed from: "If I criticize the school's administration, reprisals are taken against me" to "If I criticize the school's administration, reprisals are not taken against me."

Strong negative correlations ($r = -.83$ and $-.88$) were found between professional treatment and the fear of reprisals for criticizing a school's administration in 1990 and 1991 respectively. Between 1992 and 1994 high positive correlations ($r = .77$ to $.94$) were found between professional treatment and "If I criticize my school's administration, reprisals are not taken against me." These three variables (professional treatment, high morale, fearing [not fearing after 1991] reprisals) seem to revolve around the quality of the relationship between principals and their teachers. The statements, "The administration provides for meaningful faculty involvement in school planning" ($r = .75$ to $.90$), "Duties are assigned fairly and equitable in my school" ($r = .60$ to $.85$), "Lesson plan requirements are reasonable in my school" ($r = .31$ to $.77$), and "I have the support of my school's administration in dealing with disruptive student behavior" ($r = .33$ to $.71$) also maintained moderate to high correlations with the professional treatment statement over this period of time. The statement, "Non-instructional matters take too much of my time" had low to moderate ($r = -.04$ to $-.55$) negative correlations with professional treatment over the years of the study. The three latter statements seem to fall into the category of teaching conditions, and their coefficients have varied more than

those of professional treatment, high morale, and no fear of reprisals.

Other variables that might influence teachers' perceptions of professional treatment do not correlate as closely with professional treatment as variables measuring the relationship between principals and teachers. Table 6 contains the Pearson coefficients of correlation between school climate variables and the professional treatment of teachers in the 1994-95 Virginia Beach Education Association Annual Survey. The impact of over-crowded classes ($r = -.05$), adequate supplies and materials ($r = .44$), need for more preparation time ($r = -.32$) and sufficient access to computers for instruction ($r = .35$) have little to moderate influence on teachers' perceptions of professional treatment. A number of variables have moderate, positive correlations with professional treatment, including discipline support ($r = .71$), minimum paperwork ($r = .71$), good communications ($r = .71$), high quality inservice ($r = .73$), fair and equitable duties ($r = .85$), distribution of supplies ($r = .69$), and well-run faculty meetings ($r = .78$). In summary, Table 6 shows that there is a wide range of Pearson correlation coefficients for other school climate variables in the 1994-95 annual survey and the professional treatment of teachers.

Table 6

Pearson Coefficients of Correlation Between School Climate Variables and the Professional Treatment of Teachers^a in the 1994-95 Virginia Beach Education Association's Annual Survey of Elementary School Teachers, N = 2,337^a

School climate variables	<u>r</u>
My principal is doing a good job.	.94
If I criticize my school's administration, reprisals are not taken against me.	.94
The administration in my school fosters high faculty morale.	.93
The administration in my school provides for meaningful faculty involvement in school planning and policy development.	.87
Duties are assigned fairly and equitably at my school.	.85
Shared decision-making is improving my school.	.82
Before and after school faculty meetings are well run.	.78
Lesson plan requirements are reasonable at my school.	.77
Inservice programs provided are of high quality.	.73
Communication is good at my school.	.71
I have the support of my school's administration in dealing with disruptive behavior.	.71
Paperwork is kept to a minimum at my school.	.71

(table continues)

Table 6 (*continued*)

School climate variables	<u>r</u>
Supplies and materials are distributed equitably.	.69
I find my professional life satisfying.	.65
Disruptive student behavior is dealt with consistently by my school administration.	.56
Too much time is spent on non-instructional matters.	-.54
There is too much emphasis placed upon the results of standardized achievement tests in my school.	-.48
I have the necessary supplies and materials to do my job.	.44
At my school, parents are actively involved in their children's education.	.40
Students at my school consistently do high quality work.	.38
I have adequate access to computers for instruction.	.35
I have sufficient time to prepare for the opening of school.	-.32
My school's assistant principal is doing a good job.	.28
Overcrowding is hurting instruction at my school.	-.05

^a"I am treated professionally by my school's administration" was the statement used in the survey.

While treating teachers professionally has always been encouraged of principals, the rationale seems to have come from a common sense perspective rather than being directly connected to better teaching or increased student learning (Beck, 1992). It was very interesting when the professional treatment variable, "I am treated professionally by my school's administration" (1990-91 Virginia Beach Education Association Annual Survey), produced a significant partial regression coefficient ($b = 3.84$, $p = .03$) when the fourth-grade ITBS (Iowa Tests of Basic Skills, Forms G/H, Level 10, 1986) composite achievement NCE scores for that year were (Table 7) regressed on professional treatment of teachers and percentage of students receiving free or reduced-priced lunches. The result was important enough to merit further study.

Expanding the study to see if 1990-91 was just a fluke, significant beta coefficients were found between student achievement and the professional treatment of teachers (Table 8) for three of seven years. A regression analysis with fourth-grade ITBS composite scores as the dependent variable and measures of socioeconomic status (percentage of students receiving free or reduced-priced lunch) and professional treatment ("I am treated professionally by my school's administration.") as the independent variables verified numerous studies that show socioeconomic status to be

Table 7

Percentage of Students Receiving Free or Reduced-Price Lunch and the Degree of Professional Treatment of Teachers Measured in the 1990-91 Virginia Beach Education Association's Annual Survey as Predictors of Student Achievement

Dependent variable: ITBS^a 1990-91 achievement scores

Independent variables	<u>b</u>	<u>β</u>	<u>SE</u>	<u>t</u>	<u>p</u>	Simple <u>R²</u>	Seq. <u>R²</u>
Intercept	59.19	.00	5.6	10.55	.00		
Professional treatment	3.85	.19	1.73	2.22	.03	.14	.14
% f/r lunch ^b	-.70	-.77	.78	-8.92	.00	.66	.70

Source	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Constant	1	172878.3	172878.3		
Model	2	2919.51	1459.75	49.97	.00
Error	43	1256.23	29.21		
Total	45	4175.74	92.79		
Mean of dependent variable			61.30		
R ²			.70		
Adjusted R ²			.69		

^a ITBS = Iowa Tests of Basic Skills, 4th-grade composite achievement, normal curve equivalent. ^b % f/r lunch = percentage of students receiving free or reduced-price lunch by school.

Table 8

Means, Standard Deviations, Correlations, Beta Weights, and Standard Errors for Iowa Tests of Basic Skills Composite NCE Scores Regressed on Percentage of Students Receiving Free or Reduced-price Lunches and the Professional Treatment of Teachers, 1987 Through 1993

Variable	<u>M</u>	<u>SD</u>	<u>r</u>	<u>b</u>	<u>SE</u>	<u>β</u>	
1987 SRA grade 4	70.73	8.02					
% free/reduced lunch	11.64	9.07	-.66	-.51	.01	-.58**	
Professional treatment	3.00	.56	.48	4.91	1.59	.35**	
1988 ITBS grade 4	63.34	8.94					
% free/reduced lunch	11.83	9.34	-.75	-.71	.01	-.74**	
Professional treatment	3.12	.49	.19	2.45	1.86	.13	
1989 ITBS grade 4	63.63	8.31					
% free/reduced lunch	12.24	8.61	-.71	-.68	.11	-.71**	
Professional treatment	3.11	.50	.18	.55	1.88	.03	
1990 ITBS grade 4	61.30	9.63					
% free/reduced lunch	13.52	10.64	-.82	-.70	.08	-.77**	
Professional treatment	3.00	.48	.38	3.85	1.73	.19*	
1991 ITBS grade 4	62.53	9.91					
% free/reduced lunch	21.98	14.61	-.71	-.46	.07	-.67**	
Professional treatment	3.10	.54	.35	2.37	2.02	.13	
1992 ITBS grade 4	62.00	9.67					
% free/reduced lunch	24.61	15.81	-.70	-.36	.07	-.59**	
Professional treatment	3.07	.43	.49	5.71	2.47	.25*	
1993 ITBS grade 4	62.92	10.28					
% free/reduced lunch	26.45	16.93	-.73	-.43	.06	-.70**	
Professional treatment	3.24	.30	.29	4.32	3.42	.13	
School year	<u>87-88</u>	<u>88-80</u>	<u>89-90</u>	<u>90-91</u>	<u>91-92</u>	<u>92-93</u>	<u>93-94</u>
Schools surveyed	44	45	46	45	48	50	51
Students tested	na	na	5,113	5,694	na	5,939	5,866
Teachers responding	832	1,053	960	986	1,107	1,812	2,185

* $p < .05$. ** $p < .01$. na = not available.

one of the most highly correlated variables to student achievement (Coleman et al., 1966). The regression analyses indicated the beta coefficients for professional treatment ($\beta = .03$ to $.35$) were not as consistent in predicting achievement as were the beta coefficients for the poverty measure ($\beta = -.58$ to $-.77$). It became clear that to test the following hypothesis, it would be necessary to develop a more stable measure of professional treatment by compiling a professional treatment index described in the definitions section.

Hypothesis

Fourth-grade students in elementary schools where teachers believe they are treated professionally by their administrators score significantly higher on achievement tests than fourth-grade students in schools where teachers believe they aren't treated professionally by administrators.

Definitions

Student Achievement

The dependent variable, student achievement, was the composite normal curve equivalent (NCE) on the Iowa Tests of Basic Skills (Forms G/H, Level 10, 1986) administered annually to fourth-grade students in May of 1990 through 1993. The composite score at the fourth grade (level 10)

includes total language, reading, vocabulary, total visual and reference materials, and total math.

Socioeconomic Status

Socioeconomic status was the percentage of students receiving free or reduced-price lunches. These data were taken from "School Profiles" available from the Virginia Beach City Public School Division for the years of this study, 1990-91 through 1993-94.

Professional Treatment

Professional treatment was the mean score of teachers' responses in each elementary school to the statement, "I am treated professionally by my school's administration." The mean score was calculated by weighting the four possible responses as follows: strongly agree = 4.0, agree = 3.0, disagree = 2.0, and strongly disagree = 1.0. The mean score for professional treatment has been aggregated at the school-level for public schools in Virginia Beach annually by the Virginia Beach Education Association and published in its annual survey report since 1987.

Focus group interviews were also conducted to gain a better understanding of what teachers believe is professional treatment. The interviews were with 30 teachers from three Virginia Beach elementary schools that the Virginia Beach Education Association Annual Survey indicated had high levels of professional treatment for three consecutive years. The

teachers identified leadership characteristics and autonomy issues when describing professional treatment by their school principals (Chapman, 1993).

Professional Treatment Index

This index was compiled from the mean scores of closely correlated items identified in a factor analysis of school-related statements contained in the 1990-91, 1991-92, 1992-93, and 1993-94 annual surveys conducted by the Virginia Beach Education Association.

The mean scores of the most closely correlated items were summed to make a professional treatment index for each year of the study. By summing the most closely correlated items identified in the factor analysis, a more robust construct of professional treatment was created to group schools for an analysis of variance of student achievement.

Table 9 shows the factor loadings and items used to compile the professional treatment index by year. Four survey statements ["The administration in my school provides for meaningful faculty involvement in school policy development", "The administration in my school fosters high morale", "I am treated professionally by my school's administration", and "If I criticize my school's administration, reprisals are {are not} taken against me"] were part of the professional treatment index each year.

Table 9

Factor Loadings of School Climate Items Used to Create a Professional Treatment Index for 1990-91 Through 1993-94

Items	Factor loadings by year			
	90-91	91-92	92-93	93-94
Faculty involved in decisions	.92	.94	.94	.92
Administration fosters high morale	.92	.92	.90	.82
Treated professionally	.89	.91	.86	.82
Reprisals taken if I criticize	-.84	-.86	<i>a</i>	<i>a</i>
Reprisals not taken if I criticize	<i>a</i>	<i>a</i>	.88	.78
Principal doing a good job	<i>a</i>	.89	.88	.58
Duties fairly assigned	.87	.54	.87	.79
School ready for shared decisions	<i>a</i>	<i>a</i>	.87	<i>a</i>
Shared decisions improving school	<i>a</i>	<i>a</i>	<i>a</i>	.79
Lesson plan rules reasonable	.61	.44	.63	.54
Inservice at school good	.60	.61	.73	.52
Discipline support good	.63	.59	.42	.27
Crowding hurting instruction	.11	.07	.14	.35
Student discipline is fair	.33	.25	.18	.29
Need more preparation time	-.23	.01	-.05	-.01
Time non-instruction duties	-.01	-.34	-.34	-.19

(table continues)

Table 9 (continued)

Items	Factor loadings by year			
	90-91	91-92	92-93	93-94
Computer access for instruction	<i>a</i>	.15	.28	.09
Professional life is satisfying	<i>a</i>	.72	.80	.59
Paper work is kept to a minimum	<i>a</i>	.77	.68	.46
Too much pressure put on testing	<i>a</i>	-.33	-.34	.03
Supplies distributed equitably	<i>a</i>	.45	.57	.32
I have necessary supplies	<i>a</i>	.21	.69	.23
Parents involved in education	<i>a</i>	.45	.57	.23
AP doing a good job	<i>a</i>	-.06	.02	.02
Meetings are well run	<i>a</i>	<i>a</i>	.77	.58
Students are doing high quality work	<i>a</i>	<i>a</i>	<i>a</i>	.20

Note. A varimax rotation produced the final factor loading which is the simple correlation between the given variable and the final factor. Items with factor loadings shown in **bold** were selected to make up the professional treatment index for that year. Principal components analysis (PCA) was the procedure used in this factor analysis. ^aThis item was not included in the survey in this year.

"Duties are assigned fairly and equitable in my school" was used in 1990-91, 1992-93, and 1993-94. "My school's principal is doing a good job" was selected in 1991-92 and 1992-93. The two items dealing with shared decision making ("My school is ready for shared decision-making" and "Shared decision-making is improving my school" were selected in 1992-93 and 1993-94, respectively. These were the only years these items were included on the Annual Survey. Table 10 has the complete text of each item and the year it was used. Table 11 shows the placement of elementary schools into one of four groups based on the school's professional treatment index for 1990-91 through 1993-94. Schools were placed into groups by ranking the schools from highest professional treatment index to lowest professional treatment index and then counting down to form equal or near equal groups.

Populations and Samples

Student Achievement

The Iowa Tests of Basic Skills (ITBS) were administered to fourth-grade students in May in all Virginia Beach elementary schools each year of the study. The Office of Accountability in its annual "School Profiles" publishes achievement scores for the division and each elementary school in Virginia Beach. The number of grade-four students tested each year of the investigation, the division-wide ITBS composite percentile score for those years, and the

Table 10

Items Comprising the Professional Treatment Index and the
Years the Items Were Included in the Index

Item	Years included in index			
<i>Involved In Decisions</i> "The administration provides for meaningful faculty involvement in school planning and policy development."	90-91	91-92	92-93	93-94
<i>Treated Professionally</i> "I am treated professionally by my school's administration."	90-91	91-92	92-93	93-94
<i>No Fear Of Reprisals</i> "If I criticize the school's administration, reprisals are (are not in 1992 and 1993) taken against me."	90-91	91-92	92-93	93-94
<i>Fosters High Morale</i> "The administration in my school fosters high faculty morale."	90-91	91-92	92-93	93-94
<i>Duties Fairly Assigned</i> "Duties are assigned fairly and equitably in my school."	90-91		92-93	93-94
<i>Principal Doing A Good Job</i> "My school's principal is doing a good job."		91-92	92-93	
<i>Shared Decision Making At School</i> "The administration in my school provides for shared decision-making by the staff."		91-92	92-93	
<i>Ready For Shared Decision Making</i> "My school is ready for site-based shared decision making."			92-93	
<i>Shared Decisions Improving School</i> "Shared decision making is improving my school."				93-94

Note. A professional treatment index was developed for each year of the investigation by adding the school-level mean scores of items identified through factor analysis to be most closely correlated to the professional treatment construct.

Table 11

Placement of Elementary Schools into Four Groups Based on the
Professional Treatment Index, 1990-91 Through 1993-94

School	1990-91		1991-92		1992-93		1993-94	
	Index	Group	Index	Group	Index	Group	Index	Group
Alanton	- ^a	-	15.32	1	28.38	1	18.75	2
Arrowhead	6.13	3	13.91	2	26.46	2	19.05	2
Bayside	6.37	2	9.69	3	22.64	3	15.72	4
Birdneck	4.42	4	11.46	3	23.78	3	17.52	3
Brookwood	4.94	3	11.32	3	25.22	2	17.18	3
Centerville	5.81	3	11.17	3	28.82	1	20.18	1
College Park	5.08	3	8.91	4	21.93	4	16.53	3
Cooke	4.06	4	10.97	3	26.72	2	18.42	4
Dey	7.49	2	14.89	1	27.99	2	18.38	2
Fairfield	10.36	1	16.52	1	27.84	2	20.49	1
Glenwood	-	-	15.99	1	31.80	1	21.62	1
Green Run	6.61	2	11.13	3	23.78	3	17.53	3
Hermitage	6.93	2	15.58	1	29.27	1	19.65	1
Holland	5.54	3	13.36	2	24.25	3	16.14	4
Indian Lakes	8.08	1	15.63	1	29.18	1	20.58	1
Kempsville	8.23	1	16.57	1	-	-	15.48	4
K. Meadows	5.12	4	6.94	4	18.95	4	18.35	2
Kings Grant	4.57	3	8.70	4	20.38	4	16.12	4
Kingston	7.79	1	14.58	1	29.95	1	19.38	2
Landstown	-	-	-	-	-	-	16.14	4
Linkhorn Park	7.49	2	13.36	2	25.10	3	18.51	2
Luxford	3.10	4	5.65	4	24.07	3	15.40	4
Lynnhaven	8.42	1	14.60	1	22.45	3	18.41	2
Malibu	8.29	1	14.29	2	28.78	1	19.63	1
Newtown Road	2.98	4	6.85	4	23.91	3	16.84	3
North Landing	1.69	4	16.00	1	27.76	2	16.84	3
Ocean Lakes	2.34	4	6.41	4	16.57	4	17.57	3
Parkway	8.35	1	15.20	1	25.47	2	18.14	2
Pembroke	4.57	3	8.99	4	17.46	4	15.74	4
P. Meadows	5.52	3	12.13	3	23.70	3	17.13	3
Plaza	5.63	3	-	-	24.94	3	16.93	3
Point O' View	7.56	1	12.76	2	29.45	1	17.86	3
Princess Anne	7.66	1	12.33	2	26.80	2	16.98	3
Providence	7.41	2	12.66	2	24.71	3	17.31	3
Red Mill	9.20	1	16.39	1	31.28	1	20.89	1
Rosemont	7.91	1	12.53	2	21.60	4	17.42	3
Rosemont Forest	7.77	1	12.21	3	22.37	4	14.64	4
Salem	7.36	2	12.12	3	27.01	2	21.00	1
Seatack	4.49	4	9.42	4	19.35	4	14.43	4

(table continues)

Table 11 (continued)

School	1990-91		1991-92		1992-93		1993-94	
	Index	Group	Index	Group	Index	Group	Index	Group
Shelton Park	6.55	2	7.67	4	21.08	4	19.47	2
Strawbridge	-	-	-	-	32.88	1	19.38	1
Tallwood	4.24	4	13.21	2	27.11	2	19.84	1
Thalia	5.86	3	10.16	3	22.18	4	17.94	2
Thoroughgood	7.41	2	14.46	2	28.75	1	20.46	1
Trantwood	-	-	13.97	2	26.99	2	16.19	3
White Oaks	6.48	2	11.05	3	23.99	3	16.24	4
Williams	3.39	4	8.02	4	18.90	4	19.84	1
Windsor Oaks	2.47	4	4.97	4	17.44	4	15.35	4
Windsor Woods	4.28	4	9.38	4	26.78	2	17.83	2
Woodstock	6.53	1	11.18	3	29.20	3	19.81	2

The number of schools in each group is listed by year below:

	Group			
	1	2	3	4
1990-91	12	11	11	12
	(7.56-10.36) ^b	(6.37-7.49)	(4.57-6.13)	(1.69-4.49)
1991-92	11	12	12	12
	(14.58-16.57)	(12.33-14.46)	(9.69-12.13)	(4.97-9.42)
1992-93	13	12	12	12
	(28.38-32.88)	(25.22-27.99)	(22.45-25.10)	(16.57-22.37)
1993-94	13	13	13	12
	(19.47-21.62)	(17.83-19.38)	(16.53-17.57)	(14.43-16.42)

Note. Group-one schools have the highest professional treatment indexes for each year. Group-four schools have the lowest professional treatment indexes for each year.

^aA dash (-) indicates the school did not participate in the annual survey. ^bThe range of scores in each group is in parentheses.

percentage of students receiving free or reduced-price lunches are shown in Table 12. School-level achievement for 1990-91 through 1993-94 is in Appendix C.

Professional Treatment

School climate and school leadership variables were developed from the Virginia Beach Education Association's Annual Survey administered to teachers each spring. In the first two years of the investigation, as had been the practice since the survey was first administered, only members of the education association participated in the survey. However, in 1992-93, the Association changed its policy and requested all teachers to voluntarily complete the survey. Table 13 indicates the number, percentage, and other data about the teachers completing the survey each year.

Instrument

The Virginia Beach Education Association Annual Survey has been used by the Virginia Beach Education Association for at least 14 years to determine the priorities of teachers and characterize the environments in which those teachers work. Teachers were asked to strongly agree, agree, disagree, or strongly disagree with a total of 61 statements. Each respondent's choice was then weighted (strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1) for analysis.

Table 12

Grade-Four Iowa Tests of Basic Skills Composite Percentile Scores, Number of Students Tested, and Percentage of Total School Population Receiving Free or Reduced-price Lunches, 1990-91 Through 1993-94, Virginia Beach Public Schools

	School year			
	1990-91	1991-92	1992-93	1993-94
Number tested	5,621	5,928	5,871	6,181
ITBS composite percentile	62	61	61	62
Percentage free or reduced-price lunches	16	18	20	21

Note. School-level data on fourth-grade ITBS composite percentile scores, number of students tested, and the percentage of students receiving free or reduced-priced lunches are found in Appendix C.

Table 13

Number, Percentage, and Demographic Information on Virginia Beach Elementary School Teachers Completing the Virginia Beach Education Association's Annual Survey, 1990-91 Through 1993-94

	School year			
	1990-91	1991-92	1992-93	1993-94
Teachers surveyed	1,264	1,294	2,252	2,393
Teachers responding	986	1,107	1,812	2,185
Percentage responding	78	86	80	91
Experience 0-9 years(%)	43	41	44	48
10-19 years(%)	40	42	38	35
20 or more (%)	17	17	18	17
Percentage female	96	96	96	96
Percentage married	75	74	76	76
Percentage members	99	94	68	64

Note. The number of teachers responding to the survey in each school from 1990-91 through 1993-94 is in Appendix C.

Thirty of the statements on the questionnaire focused on salaries, benefits, and working conditions. Twenty-five statements addressed issues relating to each school's climate and leadership. The remaining five statements examined perceptions about system-wide issues. Mean scores on the level of agreement or disagreement of teachers to the statements were compiled at the individual school level; the elementary, middle, and high school levels; and the district-wide level. An item mean score was not calculated for the teacher-level.

The survey instrument, printed on optical scan forms, was distributed and collected by association representatives at each school and sent to the National Education Association for machine scoring and tabulation. Results for all schools and the school division were published each year by the Virginia Beach Education Association for use in school-improvement efforts.

No information on the validity or reliability of the questionnaire has been published. There is no agreed-upon standard for a minimum acceptable response rate needed to capture the essence of a school's climate and attendant variables (Fowler, 1990). The Virginia Beach Education Association includes the following disclaimer in its publication of survey results:

WARNING: It is absolutely essential to remember that the statements on the Virginia Beach Education Association's annual survey should not be

misconstrued as "fact" but instead regarded as phenomena in need of explanation. For this reason, survey results should be used only to indicate areas for continuing improvement, rather than to assess personnel performance. Attempts to compare or otherwise rank schools based on this data provide, at best, only a crude indication of relative school effectiveness. (Virginia Beach Education Association's Annual Survey Results, 1990-91 through 1993-94)

Appendix A contains the Virginia Beach Education Association's Annual Surveys for 1990-91, 1991-92, 1992-93, and 1993-94.

Data Gathering Procedures

Teacher Perceptions

Survey data collected for years 1987-88 through 1991-92 were provided by teachers who were members of VBEA/VEA/NEA and employed in the Virginia Beach City Public Schools. Survey data from the 1992-93 and the 1993-94 school years came from members and non-members of the Virginia Beach Education Association in the Virginia Beach City Public Schools. The survey was totally voluntary and not administered under tight controls. The response rate varied greatly between schools in a given year and varied in the same school from one year to the next. The preferred procedure was to request a few minutes at the end of a faculty meeting or to call a 10-minute meeting to administer

the survey. However, in some schools the survey was put into teachers' mailboxes with a note to return it to the Association Representative at the school.

Student Achievement

School-level student achievement, as noted in the definition section, was measured by the mean composite percentile score of the Iowa Tests of Basic Skills (Forms G/H, Level 10, 1986) administered annually to fourth-grade students in May. At the fourth-grade (level 10) the composite score includes, total language, reading, vocabulary, total visual and reference materials, and total math. The percentile scores were converted to normal curve equivalent scores (NCE) by using a table supplied by the test publisher.

The calculation of school means on achievement changes the achievement variable from student performance to school-level performance. This maintained an equivalent level of measurement for both the survey data and school achievement. The school-wide achievement results used in the four-year study, 1990-91 through 1993-94, were published annually by the school division's Office of Accountability in "School Profiles." (Virginia Beach City Public Schools, 1991, 1992, 1993, 1994)

Teachers' Descriptions of Professional Treatment

The teachers were interviewed in groups of five in three different schools. There were six sessions in all, with two sessions in each school. There was a total of 30 teachers

interviewed. The teachers were asked to respond to the following: "Teachers at (name of their school) have strongly agreed with the statement that they are professionally treated by their school's administration in VBEA's 1992-93 survey. How are you treated at this school that makes teachers strongly agree with this statement?" A complete listing of the teachers by school and grade-level is in Appendix D. Their testimony was transcribed and arranged in nine categories.

Methods of Analysis

Virginia Beach elementary schools, based upon their professional treatment index, were divided into four equal or near-equal groups. Analysis of variance was used to determine if there was a significant difference in student achievement among the groups of elementary schools. While the initial investigation into the effects of professional treatment on student achievement relied on regression analysis, Dr. Jimmy Fortune suggested that the analysis of variance methodology would be less sensitive to data from outlier schools, be it student achievement or professional treatment.

Summary

This four-year study sought to ascertain if students in the Virginia Beach public elementary schools, where teachers perceive their administrators treated them very professionally, scored significantly higher on achievement tests than students in schools where teachers believed they

were treated less professionally. A professional treatment index, derived from highly correlated school climate variables, was constructed to separate elementary schools in Virginia Beach into four groups. Analysis of variance and Duncan's new multiple range test for post hoc comparisons were used to determine if the academic achievement of students was significantly different among the groups of schools in each year of the four-year study.

Focus group interviews and surveys were used to help identify examples of professional and unprofessional treatment of teachers. In the interviews, conducted at schools recording high levels of professional treatment, teachers were asked to describe how they were treated by their principals. Virginia Education Association UniServ Directors were surveyed to compile examples of unprofessional treatment and then asked to rank these examples on the basis of how often they had heard the complaint.

CHAPTER 3

RESULTS OF FURTHER INVESTIGATION

Tables 14-17 are summaries of the analyses of variance in mean achievement scores of schools grouped by degrees of professional treatment. The composite achievement scores were significantly different ($p \leq .05$) in two or more of the groups of elementary schools for 1990-91, 1991-92, and 1992-93. There were no significant differences ($p=.24$) in composite achievement scores for 1993-94 among the four groups of schools.

Duncan's new multiple range test indicated that in 1990-91 group-four schools with the lowest levels of professional treatment had lower levels of achievement than the two groups (1 & 2) of schools with the highest levels of professional treatment. In 1991-92 and 1992-93, Duncan's new multiple range test indicated that achievement was significantly higher in the group-one schools with the highest level of professional treatment than in the group-four schools with the lowest levels of professional treatment. In 1992-93, there was a significant difference between the group-three schools with the next to lowest levels of professional treatment and the top two groups (1 & 2) of schools with the highest levels of professional treatment. The schools in group-three had the lowest achievement scores of the four groups for that year.

Table 14

Summary of Analysis of Variance for 1990-91 NCE Achievement Scores of Schools Grouped by Professional Treatment Index

Dependent variable: ITBS grade 4 composite NCE scores

Source	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Groups	3	263	87	3.04	.04
Error	42	1214	29		
Total	45	1477			

Duncan's new multiple range test for ITBS composite NCE scores, 1990-91

Summary results (alpha=.05)

Group	<u>n</u>	<u>M</u>	<u>SD</u>	Range	<u>Group</u>			
					4	3	2	1
4	12	53	3.9	12	.	.	S	S
3	11	57	5.2	18	.	.	.	.
2	11	58	5.6	17	S	.	.	.
1	12	59	6.2	23	S	.	.	.

Note. Student achievement was determined at the school-level by using the Iowa Tests of Basic Skills composite scores expressed as NCE scores for grade 4. Schools were grouped by using the Professional Treatment Index. Group 1=highest level of professional treatment; Group 4=lowest level of professional treatment.

Table 15

Summary of Analysis of Variance for 1991-92 NCE Achievement Scores of Schools Grouped by Professional Treatment Index

Dependent variable: ITBS grade 4 composite NCE scores

Source	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Groups	3	238	79	2.74	.05
Error	43	1243	29		
Total	46	1481			

Duncan's new multiple range test for ITBS composite NCE scores, 1991-92

Summary results (alpha=.05)

Group	<u>n</u>	<u>M</u>	<u>SD</u>	Range	<u>Group</u> 4 3 2 1
4	12	54	5.7	16	. . . S
3	12	55	6.2	17	. . . .
2	12	59	4.9	13	. . . .
1	11	60	4.5	13	S . . .

Note. Student achievement was determined at the school-level by using the Iowa Tests of Basic Skills composite scores expressed as NCE scores for grade 4. Schools were grouped by using the Professional Treatment Index. Group 1=highest level of professional treatment; Group 4=lowest level of professional treatment.

Table 16

Summary of Analysis of Variance for 1992-93 NCE Achievement Scores of Schools Grouped by Professional Treatment Index

Dependent variable: ITBS grade 4 composite NCE scores

Source	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Group	3	408	135	5.55	.00
Error	45	1102	24		
Total	48	1510			

Duncan's new multiple range test for ITBS composite NCE scores, 1992-93

Summary results (alpha= .05)

Group	<u>n</u>	<u>M</u>	<u>SD</u>	Range	<u>Group</u> 3 4 2 1
3	12	53	5.5	21	. . S S
4	12	55	5.1	16	. . . S
2	12	58	4.0	14	S . . .
1	13	60	5.0	18	S S . .

Note. Student achievement was determined at the school-level by using the Iowa Tests of Basic Skills composite scores expressed as NCE scores for grade 4. Schools were grouped by using the Professional Treatment Index. Group 1=highest level of professional treatment; Group 4=lowest level of professional treatment.

Table 17

Summary of Analysis of Variance for 1993-94 NCE Achievement Scores of Schools Grouped by Professional Treatment Index

Dependent variable: ITBS grade 4 composite NCE scores

Source	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Groups	3	131	44	1.25	.24
Error	47	1642	35		
Total	50	1774			

Duncan's new multiple range test for ITBS composite NCE scores, 1993-94

Summary results (alpha=.05)

Group	<u>n</u>	<u>M</u>	<u>SD</u>	Range	<u>Group</u>			
					4	3	2	1
4	12	56	6.2	20	.	.	.	.
3	13	55	6.5	26	.	.	.	.
2	13	58	6.1	23	.	.	.	.
1	13	59	4.6	17	.	.	.	.

Note. Student achievement was determined at the school-level by using the Iowa Tests of Basic Skills composite scores expressed as NCE scores for grade 4. Schools were grouped by using the Professional Treatment Index. Group 1=highest level of professional treatment; Group 4=lowest level of professional treatment.

It seems important to study the data that were used to conduct the analyses. Each year of the study there were four groups of schools determined by the level of professional treatment expressed as an index. What was happening to the achievement test scores in those four groups? The analyses of variance showed that the scores were significantly different between some of the groups for three years, but what was the trend? Were all improving? Was the achievement gap between groups widening? Composite percentile scores of Virginia Beach elementary schools for each year are shown in Appendix C.

In studying the fourth-grade ITBS composite achievement NCE scores, Table 18 shows that the NCE achievement scores for all elementary schools remained nearly steady, with a mean score of 56 in 1990-91 and a mean score of 57 for the next three years. The standard deviations of the achievement scores, nearly the same (5.7, 5.7, and 5.6) in 1990-91, 1991-92, and 1992-93, increased slightly (6.0) in 1993-94.

The range of NCE scores between the highest and lowest scoring schools varied slightly between 1990-91 and 1992-93 and increased some in 1993-94. That increase is partially due to one school scoring eight NCE points lower than the next three schools scoring between 46 and 49.

While the mean NCE achievement score of all elementary schools in Virginia Beach remained fairly constant over the four-year period, the differences in the mean NCE achievement scores, when grouped by the professional

Table 18

Iowa Tests of Basic Skills Composite NCE Achievement Scores
for Virginia Beach Elementary Schools, 1990-91 Through 1993-
94

Year	<u>N</u>	<u>M</u>	<u>SD</u>	Range
1990-91	46	56	5.7	24
1991-92	47	57	5.7	22
1992-93	49	57	5.6	27
1993-94	51	57	6.0	35

treatment index, lessened in the fourth-year (Table 19). In 1993-94, there was only a four percent difference in the mean scores between the highest and lowest group. This was a decline from the differences in mean scores (90-91, 11%, 91-92, 11%, 92-93, 13%) in previous years.

The items comprising the professional treatment index were analyzed to determine what changes might have taken place. Table 20 shows the means, standard deviations, and ranges for the three items that were included in the professional treatment index each year of the study. The mean scores on these items were going up. Teachers perceived that they were being treated more professionally each year; the mean score for professional treatment increased by 8.0% from 1990-91 to 1993-94.

While overall perceptions of professional treatment were increasing, the differences in the scores among schools were decreasing. This is shown by an 46.7% decrease in the range for professional treatment scores from 1990-91 to 1993-94. The biggest decrease (45.3%) in the range of the mean score for the item "I am treated professionally by my school's administration" came between 1992-93 and 1993-94. The same phenomenon was taking place for the items addressing meaningful involvement and high morale. Between 1992-93 and

Table 19

Means and Standard Deviations of Composite NCE Achievement Scores for Virginia Beach Elementary Schools Grouped by the Professional Treatment Index, 1990-91 Through 1993-94

Group ^a	1990-91			1991-92			1992-93			1993-94		
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>
1	12	59	6.2	12	60	4.5	13	60	5.0	13	59	4.6
2	11	58	5.6	12	59	4.9	12	58	4.0	13	58	6.1
3	11	57	5.2	12	55	6.2	12	53	5.5	12	55	6.5
4	12	53	3.9	11	54	5.7	12	55	5.1	13	56	6.2
All schools	46	56	5.7	47	57	5.7	49	57	5.6	51	57	6.0

Note. The dependent variable, student achievement, was the composite NCE score, by school, of the Iowa Tests of Basic Skills (Forms G/H, Level 10, 1986) administered annually to fourth-grade students in May.

^aSchools grouped by the professional treatment index. Group 1=highest levels of professional treatment; Group 4=lowest levels of professional treatment.

Table 20

Means, Standard Deviations, and Ranges of Three Professional Treatment Index Items (Professional Treatment, Fosters High Morale, Meaningful Involvement) for Virginia Beach Elementary Schools, 1990-91 Through 1993-94

Item/year	<u>N</u>	<u>M</u>	<u>SD</u>	Range
Professional treatment				
1990-91	46	3.00	.48	1.97
1991-92	47	3.10	.54	2.03
1992-93	49	3.07	.43	1.92
1993-94	51	3.24	.30	1.05
Fosters high morale				
1990-91	46	2.48	.64	2.52
1991-92	47	2.61	.64	2.37
1992-93	49	2.59	.58	2.38
1993-94	51	2.86	.48	1.90
Meaningful involvement				
1990-91	46	2.62	.56	2.45
1991-92	47	2.76	.56	2.15
1992-93	49	2.79	.52	2.07
1993-94	51	3.11	.37	1.47

1993-94, the range of the mean scores of "The administration in my school provides for meaningful faculty involvement in school planning and policy development" decreased by 40% and the range for "The administration in my school fosters high morale" decreased by 24.6%.

Figure 5 shows the increase in mean scores of the three items in the Virginia Beach Education Association's Annual Survey that were included in the professional treatment index for all four years of the study. While those mean scores were increasing, their standard deviations decreased in 1992-93 and 1993-94 when compared to 1990-91. The graph in Figure 6 illustrates how sharply the standard deviations declined. The standard deviation for school mean scores for professional treatment decreased 44.4% from .54 in 1991-92 to .30 in 1993-94. The standard deviation for school mean scores of fosters high morale decreased by 25% over the same period of time. There was a 33.9% decrease in the standard deviation of school mean scores for meaningful involvement from 1991-92 to 1993-94. What this means is that, on average, teachers perceived that they were being treated more professionally in 1992-93 and 1993-94 and that they were more homogeneous in their views in those years than in 1990-91 and 1991-92. The school mean scores of items not related to professional treatment did not show decreases

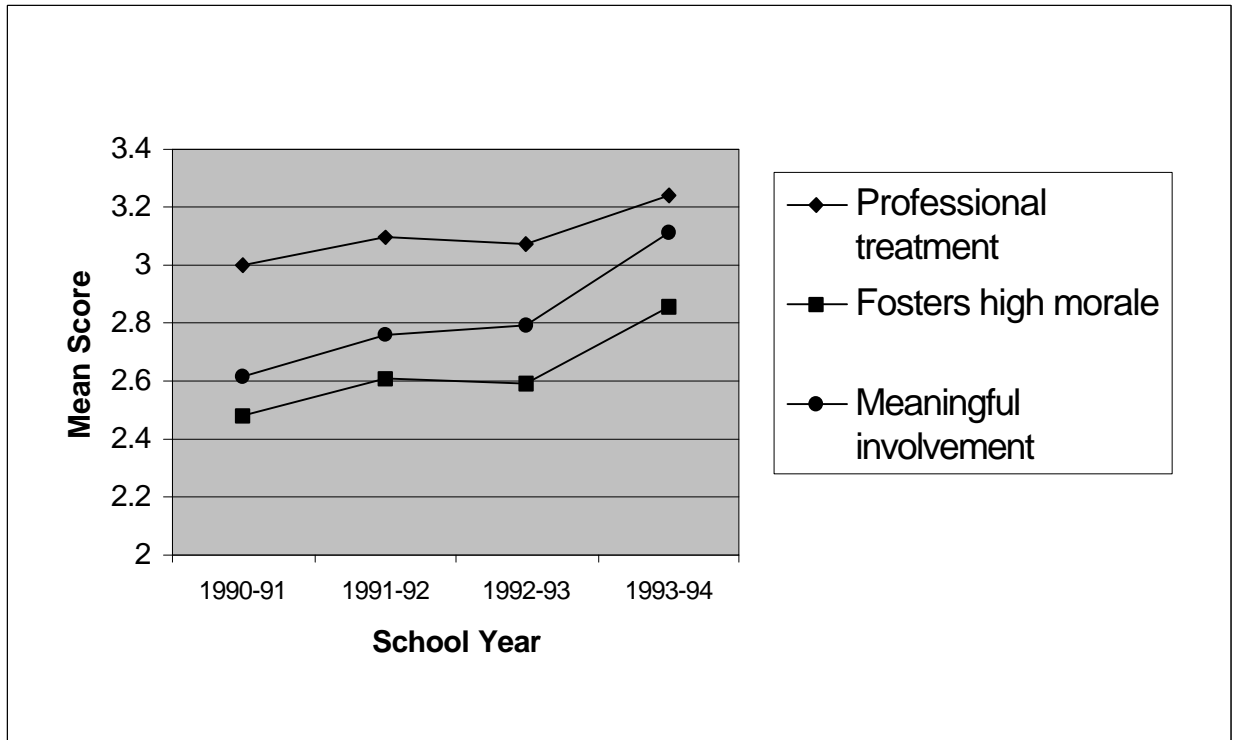


Figure 5. Mean scores for three professional treatment index items (professional treatment, fosters high morale, and meaningful involvement) for Virginia Beach elementary schools, 1990-91 through 1993-94.

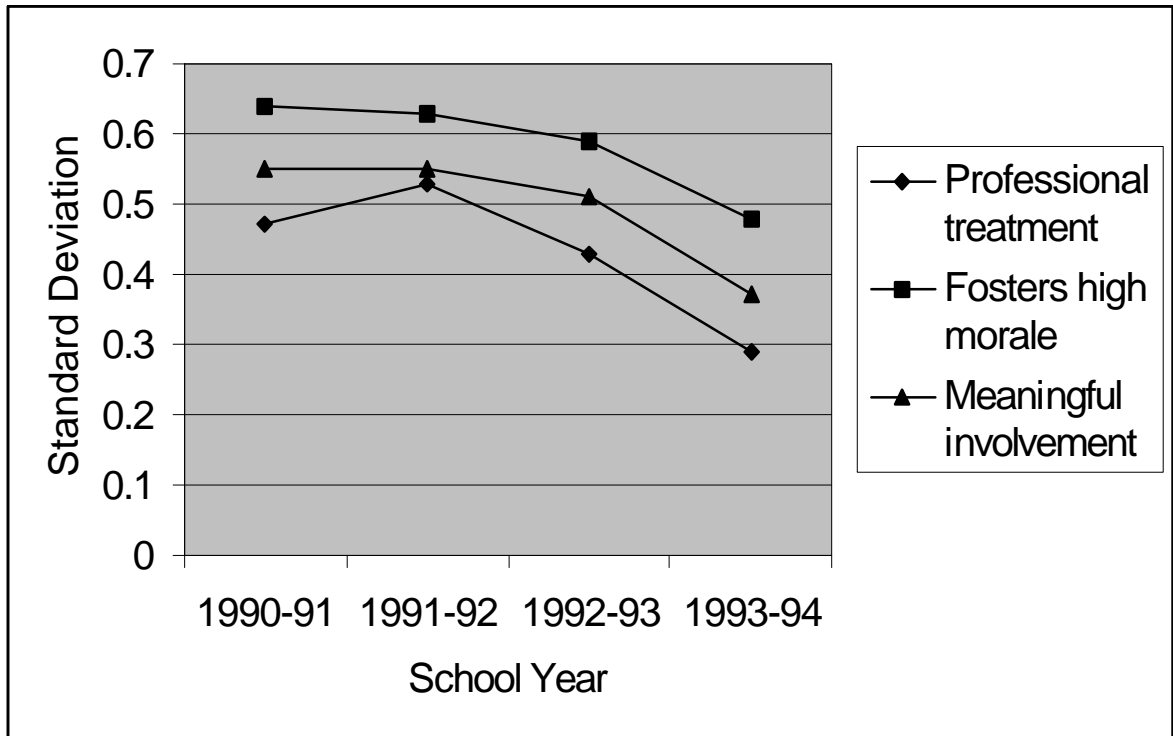


Figure 6. Standard deviations of the mean scores of three professional treatment index items (professional treatment, fosters high morale, and meaningful involvement) for Virginia Beach elementary schools, 1990-91 through 1993-94.

in their standard deviations in the annual survey for 1992-93 or 1993-94 compared to 1990-91 and 1991-92. These standard deviations remained fairly steady.

Table 21 shows the correlations, means, and standard deviations for all of the school climate items that were included in the Virginia Beach Education Association's Annual Survey all four years of the study. The means of items not closely correlated to the professional treatment index items had standard deviations that remained steady. For example, the standard deviations of the item "Overcrowding is hurting the instructional program" was .39 in 1990-91, .32 in 1991-92, .33 in 1992-93, and .38 in 1993-94. Nine of the mean scores for the 12 items in Table 21 indicate that school climate, including professional treatment index items, increased (improved) over the four years. The only items not indicating improvement were "non-instructional matters," "time to prepare," and "overcrowding". Yet, in 1993-94 the variance decreased in the means of eight of the twelve school climate items compared to 1992-93. It is possible that shared decision-making, fully implemented in 1993-94, narrowed the variance among schools.

Qualitative methods were used to understand characteristics of principal leadership that are related to

Table 21

Means and Standard Deviations for Professional Treatment and Other School Climate Items and Correlations Between the Professional Treatment Item and Other School Climate Items in All Four Years of the Virginia Beach Education Association's Survey of Elementary Teachers, 1990-91 Through 1993-94^a

Item	1990-91			1991-92			1992-93			1993-94		
	Protreat (r)	<u>M</u>	<u>SD</u>	Protreat (r)	<u>M</u>	<u>SD</u>	Protreat (r)	<u>M</u>	<u>SD</u>	Protreat (r)	<u>M</u>	<u>SD</u>
Protreat	1.00	2.99	.47	1.00	3.09	.53	1.00	3.07	.43	1.00	3.23	.29
Reprisal	-.83	2.11	.45	-.88	2.04	.48	.90	2.73	.45	.79	2.85	.36
Morale	.88	2.47	.64	.89	2.60	.63	.90	2.59	.59	.81	2.85	.48
Involved	.89	2.61	.55	.90	2.76	.55	.85	2.78	.51	.75	3.11	.37
Dutyfair	.84	2.70	.40	.68	2.70	.48	.75	2.76	.35	.72	2.89	.28
Discsupp	.66	2.72	.48	.66	2.71	.48	.61	2.78	.47	.33	3.15	.34
Lessonpl	.43	3.17	.33	.31	3.31	.56	.60	3.41	.25	.34	3.46	.27
Inservic	.44	2.56	.31	.57	2.65	.31	.53	2.80	.31	.44	2.92	.27
Noninstr	-.06	3.13	.25	-.55	3.00	.22	-.34	2.87	.23	-.04	2.73	.23
Discequi	.40	2.43	.52	.37	2.30	.52	.35	2.43	.53	.36	2.91	.42
Preptime	-.16	3.32	.21	-.04	3.37	.19	.05	3.21	.21	.18	3.08	.27
Crowding	.12	3.05	.39	-.07	2.94	.32	-.04	2.92	.33	.15	2.77	.38

Note. The number of elementary schools each year was: 1990-91=44, 1991-92=47, 1992-93=49, 1993-94=51.

^a 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree. The text of each item follows:

Protreat I am treated professionally by my school administration.

Reprisal If I criticize my school's administration, reprisals are not(are in 1990 and 1991) taken against me.

Morale The administration in my school fosters high morale.

Involved The administration in my school provides for meaningful faculty involvement in school planning.

Dutyfair Duties are assigned fairly and equitably in my school.

Discsupp I have the support of my school's administration in dealing with disruptive student behavior.

Lessonpl Lesson plan requirements are reasonable in my school.

Inservic In-service programs provided by my school are of high quality.

Noninstr Non-instructional matters take too much of my time.

Discequi Disruptive student behavior is dealt with consistently by my building administrators.

Preptime I need more time to prepare for the opening of school instead of meetings or in-service.

Crowding Overcrowding is hurting the instructional program in my school.

high ratings for professional treatment. Focus groups of teachers from three elementary schools with high professional treatment ratings were asked to describe how their principals treated them. Through the thematic analysis of the teachers' statements, nine categories of professional treatment emerged from the data: (1) trust and confidence in faculty, (2) comfortable and caring environment, (3) personal and professional respect for faculty, (4) empowerment of faculty, (5) ability of faculty to take risks without fear, (6) listening to faculty, (7) support of faculty, (8) high expectations of faculty, and (9) encouragement and praise of faculty.

These categories of professional treatment support the findings of Reitzug (1989)--concern and support, Stockard and Mayberry (1992)--cooperative relationships, and White and Stevens (1988)--intimacy and esprit. Reitzug's interviews of teachers in effective schools revealed a culture of concern built upon a sense of family. "She [the principal] strikes a balance between being concerned about us as people and about what happens in the school" (p.50). Nurturing cooperative relationships among all school members by being responsive to their needs was cited by Stockard and Mayberry (1992) as a consistent theme in effective schools. The focus-group interviews from schools with high level of professional treatment produced teachers' testimony of

having principals who "take time to listen" and "really try to help." White and Stevens (1988), drawing from Halpin and Croft, found that teacher esprit and confidence developed by principal praise and support were factors in predicting student achievement (p.223). A Glenwood Elementary School teacher said, "In our principals' eyes we 'can do,' and we pass that 'can do' on to our students." Halpin and Croft's (1963) pioneering study of organizational climate in elementary schools led to the development of the Organizational Climate Descriptive Questionnaire (OCDQ). Four of eight dimensions of school climate (intimacy, esprit, consideration, and thrust) parallel the focus-group themes of caring, trust, confidence, encouragement, and praise in this study. Appendix D contains the 30 teachers' descriptions of professional treatment arranged into nine thematic categories. The names and assignments of the teachers who participated in the focus-group interviews also are listed in Appendix D.

During the focus-group interviews some teachers referred to incidents that took place in schools where they used to teach to illustrate their explanations of professional treatment. The teachers appeared to have notions of unprofessional treatment, too. In the next section, examples of unprofessional treatment of teachers are compiled.

Examples of unprofessional treatment were identified and ranked by UniServ Directors of the Virginia Education Association. Eight Virginia Education Association UniServ Directors were asked to list examples of "unprofessional treatment" that they had heard teachers complain about over the years. Their lists were compiled, and 25 Virginia Education Association UniServ Directors were asked to rank from 1 (most frequently heard complaint) to 5 (fifth most frequently heard complaint) the five complaints that they had heard most frequently from teachers in schools in their regions of the state. Table 22 shows that the most frequently cited complaint of unprofessional treatment was failing to support teachers in disciplinary matters (18 times). Accepting complaints without talking with the teacher was the second most frequently heard complaint (17 times).

Table 22

Frequency of Ranking and Mean Ranks of Teachers' Complaints
of Unprofessional Treatment Ranked by 25 Virginia Education
Association UniServ Directors

Ranks		Teacher complaints
Frequency	<u>M^a</u>	
18	1.89	Failing to support teachers in disciplinary situations
17	3.06	Accepting parental, student, or other teachers' complaints without securing the teacher's position
12	2.58	Reprimanding teachers in front of their peers, students or parents
10	3.10	Berating the entire staff for the sins of the few or one
9	2.78	Using the evaluation procedure to punish or manipulate teachers
9	3.33	Management by fiat (not consulting staff)
7	3.14	Expectations are not clearly stated; inconsistent expectations
6	2.83	Not communicating with the faculty new policies, practices, or changes, etc.
6	2.83	Favoritism in granting requests
6	4.17	Writing teachers up unnecessarily or without just cause
6	4.17	Speaking to staff in a snide or demeaning manner
4	4.50	Directing teachers to perform duties not appropriate to their job

(table continues)

Table 22 (continued)

Ranks		Teacher complaints
Frequency	<u>M</u>	
4	3.00	Discussing confidential employee matters inappropriately or with inappropriate personnel
3	3.00	Not knowing policies, ignoring policies, inconsistent implementation, making them up
2	3.50	Directing employees to violate policies or procedures
2	5.00	Directing teachers to withhold information
1	1.00	Not allowing equal access to school facilities, equipment, or materials
1	3.00	Setting up a "stoolie" system from parents
0 ^b		Rewarding friends with information and withholding information from others
0 ^b		Teachers not permitted to accept personal or emergency phone calls
0 ^b		Undue pressure on staff to contribute or participate in voluntary programs
0 ^b		Being told how to dress

Note. UniServ Directors were given the list of 22 complaints described by teachers as unprofessional treatment and asked to identify and rank from 1 to 5 (1 = most frequently heard, 2 = second most frequently heard, etc.) the five complaints they heard most frequently from teachers.

^aThe sum of ranks (1 to 5) received by an item ÷ the number of times ranked. ^bItem was identified as a complaint, but not ranked by any UniServ Directors.

CHAPTER 4

CONCLUSIONS AND DISCUSSION

Regression analyses and analyses of variance indicate that there is a relationship between teachers' perceptions of professional treatment and student achievement. The regression analyses showed a relationship ($p < .05$) three out of seven years (1987-88, 1990-91, and 1992-93) from 1987-88 to 1993-94. The analyses of variance showed significant differences ($p \leq .05$) in student achievement in schools grouped by levels of professional treatment. The differences occurred between the schools with the highest levels of professional treatment and those with the lowest levels of professional treatment for three (1990-91, 1991-92, and 1992-93) of the four years (1990-91 to 1993-94). These analyses support studies that principals' leadership has a bearing on student achievement (Andrews et al., 1986; Brookover et al., 1979; Eberts & Stone, 1988; Heck et al., 1990; Larsen, 1987).

Teacher focus groups, in describing professional treatment, identified leadership attributes (trusting, praising, caring, listening, respecting) that build relationships and shape school climate. They also identified leadership attributes (confidence, high expectations, encouragement, support) that empower faculty members to improve their teaching. Opposite leadership

attributes (non-supportive, little or no confidence, untrusting, uncaring, disrespectful, autocratic, inconsistent expectations) were identified when Virginia Education Association UniServ Directors ranked teachers' complaints of unprofessional treatment.

Table 23 is a comparison of teachers' descriptions of professional treatment with the first 11 of the most frequent complaints of unprofessional treatment recalled by Virginia Education Association UniServ Directors. There are matches (10 of 11) from different ends of the continuum including: support of faculty, trust and confidence in faculty, listening to faculty, encouragement and praise of faculty, personal and professional respect for faculty, comfortable and caring environment, high expectations of faculty, ability of faculty to take risks without fear, and empowerment of faculty to make decisions. In making the matches, all nine categories of professional treatment were used. Favoritism in granting requests was the only example of the 11 unprofessional treatment examples that did not have an obvious match. Each list reflects the importance of relationships to school climate. Both lists contain the extremes of the leadership attributes they have in common. Teachers describe one end of the continuum as professional treatment and they describe the other end of the continuum as unprofessional treatment.

Table 23

Teachers' Complaints of Unprofessional Treatment Ranked by Frequency Compared to Professional Treatment Themes

Unprofessional treatment complaints ranked 1 to 5 (1=most frequent, 2=next most frequent) by 25 UniServ directors	Professional treatment theme
Failing to support teachers in disciplinary situations (Ranked 18 times)	Support of faculty
Accepting parental, student, or other teachers' complaints without securing the teacher's position (Ranked 17 times)	Listening to faculty, Trust and confidence in faculty
Reprimanding teachers in front of their peers, students, or parents (Ranked 12 times)	Encouragement and praise of faculty
Berating the entire staff for the sins of the few or one (Ranked 10 times)	Personal and professional respect of faculty
Using the evaluation procedure to punish or manipulate teachers (Ranked 9 times)	Ability of faculty to take risks without fear

(Table continues)

Table 23 (continued)

Unprofessional treatment complaints ranked 1 to 5 (1=most frequent, 2=next most frequent) by 25 UniServ directors	Professional treatment theme
Management by fiat (not consulting staff) (Ranked 9 times)	Empowerment of faculty
Expectations are not clearly stated, inconsistent expectations (Ranked 7 times)	High expectations of of faculty
Not communicating with the faculty new policies, practices, changes, etc. (Ranked 6 times)	Comfortable and caring environment
Favoritism in granting requests (Ranked 6 times)	<i>no obvious match</i>
Writing teachers up unnecessarily (Ranked 6 times)	Ability of staff to take risks without fear
Speaking to staff in a snide or demeaning way (Ranked 6 times)	Comfortable and caring environment,
Directing teachers to perform duties not appropriate to their jobs. (Ranked 4 times)	Empowerment of faculty

(Table continues)

Table 23 (continued)

Unprofessional treatment complaints ranked 1 to 5 (1=most frequent, 2=next most frequent) by 25 UniServ directors	Professional treatment theme
Discussing confidential employee matters inappropriately or with inappropriate personnel. (Ranked 4 times)	Personal and professional respect of faculty
Not knowing policies, ignoring policies, inconsistent implementation, making them up (Ranked 3 times)	Support of faculty
Directing employees to violate policies or procedures (Ranked 2 times)	<i>no obvious match</i>
Directing teachers to withhold information (Ranked 2 times)	<i>no obvious match</i>
Not allowing equal access to school facilities (Ranked once)	<i>no obvious match</i>
Setting up a "stoolie" system from parents (Ranked once)	Trust and confidence in faculty

Note. The list of the 22 examples of unprofessional treatment identified and then ranked by UniServ Directors is in Table 22. The professional treatment themes and testimony of teachers from focus groups are in Appendix D.

A growing area of research is the study of the relationship between student achievement and students' perceptions of their classrooms (Stockard & Mayberry, 1992). They stated:

In general, the research suggests that classroom variables that influence student achievement parallel those noted for schools: the achievement-related expectations and values of students and teachers, the role of the teacher (as contrasted to the principal in the school-level analysis) as an effective instructor, an orderly atmosphere conducive to learning, and high student and teacher morale. (p. 31)

Bane (1992) edited interviews of students in public schools and concluded, "Students desire authentic relationships where they are trusted, given responsibility, spoken to honestly and warmly, and treated with dignity and respect" (p 21). The themes of students in Bane's interviews parallel what the teachers described as professional treatment in their focus group interviews. Teachers cited trust and confidence, as did the students. Teachers noted caring principals; students noted caring teachers. Based upon the testimony of students from Bane's (1992) interviews and the themes developed from the teachers' descriptions of professional treatment in focus-group interviews, the importance of relationships to

teachers and students appear paramount. There is no doubt that teachers believe that professional treatment on the part of their principals is passed on to the students. One teacher said, "We treat each other and our students the way we are treated."

Did this study make the case that treating teachers professionally enhances academic achievement of students? Practically speaking, the answer is yes. But there are nagging doubts that even further research might have difficulty resolving. At least two other plausible causes can explain why fourth-grade students in schools that had high levels of professional treatment scored higher in their achievement tests.

The first is the natural tendency for less control, direction, and supervision in those schools where things are going well, including high test scores. The focus group interviews indicated that teachers appreciate being trusted to make decisions about their teaching and instructional programs. One possible assumption is that student success gives a principal confidence to allow more freedom to teachers which translates into higher levels of professional treatment. This assumption is supported by Fiedler's work on leadership (Fiedler, Chemers & Mahar, 1984). Yet, there are principals who were rated extremely high for professional treatment in schools with low test scores, as

well as in schools with high test scores. This suggests that professional treatment emanates from principals' leadership attributes regardless of the academic success of their students. However, the pressures from low test scores must have some affect on principals' "need to control" the instructional program of their school.

Another claim is that higher quality principals and teachers are more often found in schools that have populations of students with higher socioeconomic status. There is speculation that experienced teachers request transfers to schools with students from higher income levels and greater academic success. Based upon teachers' average years of experience, it is true that there is less teacher turnover in schools that have wealthier student populations (Chapman, 1997). So the question becomes, is it experienced teachers and capable principals who effect higher levels of achievement, or is it high achieving students who allow principals and teachers to "look good" and derive higher levels of professional satisfaction? The answer is probably both. A circle of causation is created where students' academic success influences teachers' sense of efficacy, morale, and expectations for students, which in turn directly influence student achievement.

While this issue can not be resolved without more research, research has shown that principal leadership can

influence student achievement (Andrews et al., 1986; Eberts & Stone, 1988; Heck et al., 1990). In this study, schools with the highest level of professional treatment had significantly higher student achievement ($p = .04$, 1990-91, $p = .05$, 1991-92, $p = .02$, 1992-93) for three consecutive years. The fourth year of the study there was no significance difference ($p = .3$, 1993-94) in achievement in schools grouped by levels of professional treatment. What happened that year that changed the make-up of schools grouped by professional treatment?

In studying the themes that emerged from elementary school teachers' ideas of professional treatment, two key facets stood out. The first was teachers' relationships with principals and the second was teachers' ability to make decisions about their work. In looking at the survey data, it was teachers' perception of meaningful staff involvement that changed most dramatically in the last year of the study.

In the 1992-93 school year the mean score for "The administration in my school provides for meaningful faculty involvement in school planning and policy development" increased by 11 percent for all elementary schools. The standard deviations of the mean scores calculated from teachers' perceptions decreased from .52 in 1992-93 to .37 in 1993-94, or by over 40 percent. There is an explanation

for this change. During the 1992-93 school year, the superintendent of schools, Sidney L. Faucette, implemented a shared decision-making model in every school in the Virginia Beach City Public School system. The model called for the popular election of teachers to a faculty council empowered to establish by-laws and develop a three-year strategic plan. Due to this shared decision-making model, it is likely that teachers in schools that previously had little staff involvement in school planning rated meaningful faculty involvement closer to the level that teachers in "high involvement" schools had already been recording in past surveys. This would account for the higher mean score for all schools and the smaller variance among schools.

It is plausible that the shared decision-making model implemented in Virginia Beach schools so altered the grouping of schools by professional treatment that differences in achievement that proved significant for three straight years were inconclusive in the fourth year. It remains to be seen what will happen should the model be changed or discontinued.

The commitment to total quality management in Virginia Beach encourages staff involvement in decision making and improvement efforts. The quality movement also stresses attention to the customer satisfaction. For example, one service provided teachers and school administrators is a

customer satisfaction survey. The system is making reasonable efforts to ensure that the teachers and administrators involved use the survey results in a formative way. This customer information provides feedback about relationships (teacher to students, teacher to parents, principal to teachers, principal to parents), thereby surfacing areas of strength or ones needing improvement. The mere fact of providing such a service increases the importance of professional treatment in the context of customer satisfaction.

The shift toward shared decision-making in Virginia Beach and other localities, on first blush, seems to diminish the leadership role of the school principal. Yet, this research indicates that principals, who are most capable of providing the right kind of leadership in this new governance framework, are from those schools with the highest levels of professional treatment.

Placing an increased emphasis on "people skills" in the selection of assistant principals and principals from the ranks of teachers who aspire to become administrators is one practical method of improving school leadership. Providing skill analysis and training for practicing principals offers yet another way to help principals improve their relationships with their staff and community.

Further research is needed to determine if structural changes in school governance, such as shared decision-making, have a lasting impact on school effectiveness and student achievement. The efficacy of measuring school climate and student performance and publicly displaying the data, as is done in Virginia Beach, deserves close scrutiny, and further study.

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Appendix A
Virginia Beach Education Association
Annual Surveys, 1990-91 to 1993-94

VIRGINIA BEACH EDUCATION ASSOCIATION

ANNUAL SURVEY

MAY, 1990

What is your major work assignment?

1. Elementary 3. Sr. high
 2. Junior high or middle school 4. Other

What is your marital status?

1. Married 2. Unmarried

What is your sex?

1. Male 2. Female

How many total years of full-time teaching experience have you had?

1. 0-3 3. 10-19
 2. 4-9 4. 20 or more

How many years of full-time teaching experience have you had in your present school system?

1. 0-3 3. 10-19
 2. 4-9 4. 20 or more

What is your highest earned degree?

1. Bachelor's 3. CAS/EDS
 2. Master's 4. Doctorate

What is your association membership status?

1. Member 2. Nonmember

SECTION I

Take a moment to look over the entire survey; then complete it. Section I asks you to assign a top, high, low, or no priority to each item.

USE THE FOLLOWING SCALE FOR SECTION I:

- T = Top priority L = Low priority
H = High priority N = No priority

SALARY, FRINGE BENEFITS, LEAVES and WORKING CONDITIONS

1. Provide a larger contribution from the employer for health-care coverage to reduce the premium paid by employees.
2. Reduce the premium paid by employees for health care by increasing the deductible amount.

- ___ 3. Provide a larger contribution by the employer for employees who take family coverage or subscriber plus one.
- ___ 4. Increase the mental health benefit in the health care plans.
- ___ 5. Create an incentive pay plan that would accelerate employees through the salary scale based upon performance, professional growth, and professional involvement.
- ___ 6. Increase lifetime earnings by reducing the number of steps it takes to get to the top of the salary scale and also leaving room to move for those at the top.
- ___ 7. Provide group life insurance in addition to State Group Life.
- ___ 8. Grant the MA +30 and the doctoral supplement to all teachers, not just those on career.
- ___ 9. Provide for shared decision-making in schools.
- ___ 10. Increase the supplements paid for advanced degrees.
- ___ 11. Establish salary supplements for additional duties or activities not presently on the supplemental pay list.
- ___ 12. Establish a pool of funds so that building principals may provide additional supplements based upon the unique needs of their particular school.
- ___ 13. Adopt a position that lower paid unit members (teacher assistants and school nurses) should receive a higher percentage general increase.
- ___ 14. Continue to revise salary regulations so that teachers with teaching experience outside of Virginia Beach receive one-for-one credit on the salary scale.

- ___ 15. Continue VBEA advocacy for the establishment of an early retirement program in Virginia Beach.
- ___ 16. Establish a local supplemental retirement program.
- ___ 17. Compensate employees for all unused sick leave upon retirement.
- ___ 18. Ensure that the compensation for courses taken be made at a rate equivalent to the current Old Dominion/Norfolk State University tuition rate.
- ___ 19. Increase the total number of hours the school system will fund under compensation for courses taken.
- ___ 20. Post vacancies
- ___ 21. Expand the tax advantage plan that allows pre-tax deductions for child care costs/medical costs/and other benefits allowed by the tax laws.
- ___ 22. Reduce class size.
- ___ 23. Authorize flex-time schedules as long as there are no interruptions to the students' instructional day.
- ___ 24. Ensure access to a phone in a private setting for professional use.
- ___ 25. Ensure professional treatment for all unit members.
- ___ 26. Eliminate all unnecessary after school meetings.
- ___ 27. Relieve teachers from the performance of nonprofessional duties.
- ___ 28. Improve the procedure for teacher involvement in developing grade-level/departmental or school budgets for supplies and materials.
- ___ 29. Provide day-care services/benefits for the children of employees.
- ___ 30. Reduce paperwork.

SPECIAL ISSUES

Please indicate the extent to which you agree or disagree with the following statements using the scale below:

T = strongly agree

M = disagree

H = agree

L = strongly disagree

- ___ 31. Elementary schools should have an abbreviated or half-day schedule corresponding to the secondary exam schedule at the end of the year.
- ___ 32. The purpose of the K-12 curriculum revision is clear.
- ___ 33. Daily and unit lesson plan requirements are reasonable in my school.
- ___ 34. I am treated professionally by my school's administration.
- ___ 35. If I criticize the school's administration, reprisals are taken against me.
- ___ 36. I would favor an end to tuition reimbursement if the number of school-system-offered courses increased in kind.
- ___ 37. Extending the school year is acceptable if the salary increase completely covers any increase in work days or hours of work.
- ___ 38. Our superintendent is doing a good job.
- ___ 39. Waiting lists should be established for school-system-sponsored college and non-college courses.
- ___ 40. The administration in my school provides for meaningful faculty involvement in school policy development.
- ___ 41. Duties are assigned fairly and equitably in my school.
- ___ 42. I favor an evaluation process based on professional growth and mutual goals rather than a performance rating system.
- ___ 43. Disruptive student behavior is dealt with quickly and fairly by the building administration.

- ___ 44. The administration in my school fosters high faculty morale.
- ___ 45. The system-wide in-service programs are of high quality.
- ___ 46. In-service programs provided by my school are of high quality.
- ___ 47. I need more individual time to prepare for the opening of school instead of meetings or in-service.
- ___ 48. I need extensive training before I can effectively use computers.
- ___ 49. Too much of my time is spent on non-instructional matters.
- ___ 50. Grade-level chairs and department chairs should be selected by their colleagues.
- ___ 51. The current salary schedule in Virginia Beach is commensurate with our community's ability to pay.
- ___ 52. Current salary levels attract the best prospective teacher candidates to our classrooms.
- ___ 53. Overcrowding is hurting the instructional program in my building.
- ___ 54. Virginia Beach school students receive adequate information regarding drugs/alcohol.
- ___ 55. Virginia Beach school students receive adequate information regarding sex education.
- ___ 56. Virginia Beach school students receive adequate information regarding knowledge of AIDS and its prevention.
- ___ 57. Virginia Beach schools adequately address the problems of "at risk" students.
- ___ 58. Resources are equitably distributed among the schools.

- 59. Our school system adequately addresses the needs of the slow learner.
- 60. Employees and students are adequately protected from health hazards in my school.
- 61. Security measures need to be improved at my school.
- 62. I have the support of the principal in dealing with disruptive student behavior.
- 63. Violent student behavior is increasing in my building.

SECTION II

64. SALARY AND FRINGE BENEFITS. If a choice among the following four options must be made, which would you recommend? (mark one)
- 1. A substantial increase in salary and no increase in the hospitalization contribution.
 - 2. No increase in salary and a substantial increase in the hospitalization contribution.
 - 3. A fairly substantial increase in salary and a minor increase in the hospitalization contribution.
 - 4. A minor increase in salary and a fairly substantial increase in the hospitalization contribution.
65. ADDITIONAL DUTY/DEGREE SUPPLEMENTS. Which option would you recommend? (mark one)
- 1. Increase supplements by same percentage as overall salary increase.
 - 2. Increase supplements by an amount equal to salary increase minus step increase.
 - 3. Increase supplements by an amount less than options 1 or 2.
66. Please select the highest level of collective action you would carry out to prevail on an important issue such as salary, professional treatment or hospitalization insurance?

- 1 None
- 2 Attend mass protest meeting
- 3 Work strictly to the hours of the contract
- 4 Withhold services

If you have other MAJOR concerns needing resolution that were not covered, please explain.

VIRGINIA BEACH EDUCATION ASSOCIATION

ANNUAL SURVEY

MAY, 1991

What is your major work assignment?

1. Elementary 3. Sr. high
 2. Junior high or middle school 4. Other

What is your marital status?

1. Married 2. Unmarried

What is your sex?

1. Male 2. Female

How many total years of full-time teaching experience do you have?

1. 0-3 3. 10-19
 2. 4-9 4. 20 or more

How many years of full-time teaching experience have you had in your present school system?

1. 0-3 3. 10-19
 2. 4-9 4. 20 or more

What is your highest earned degree?

1. Bachelor's 3. CAS/EDS
 2. Master's 4. Doctorate

What is your association membership status?

1. Member 2. Nonmember

SECTION I

Take a moment to look over the entire survey; then complete it. Section I asks you to assign a top, high, low, or no priority to each item. Use the following scale for section I: T = Top priority, H = High priority, L = Low priority, N = No priority.

SALARY, FRINGE BENEFITS, LEAVES and WORKING CONDITIONS

1. Provide a larger contribution from the employer for health-care coverage to reduce the premium paid by employees.

- ___ 2. Improve the benefits in all hospitalization insurance plans.
- ___ 3. Provide a larger contribution by the employer for employees who take family coverage or subscriber plus one.
- ___ 4. Provide a fringe benefit for employees who do not select hospitalization insurance through the school system.
- ___ 5. Create a career-ladder pay plan that would accelerate employees through the salary scale based upon performance, professional growth, and professional involvement.
- ___ 6. Increase lifetime earnings by reducing the number of steps it takes to get to the top of the salary scale.
- ___ 7. Allow payroll deduction of disability insurance premiums.
- ___ 8. Grant the MA +30 and the doctoral supplement to all teachers, not just those receiving the Career-Teacher Supplement.
- ___ 9. Provide for shared decision-making in schools.
- ___ 10. Increase the supplements paid for advanced degrees.
- ___ 11. Establish salary supplements for additional duties or activities not presently on the supplemental-pay list.
- ___ 12. Establish a pool of funds so that building principals may provide additional supplements based upon the unique needs of their particular school.
- ___ 13. Equalize the steps on the salary schedule so that all steps reflect the same percentage increase.

- ___ 14. Continue to revise salary regulations so that teachers with teaching experience outside of Virginia Beach receive one-for-one credit on the salary scale.
- ___ 15. Establish an early retirement program in Virginia Beach.
- ___ 16. Establish site-based management.
- ___ 17. Compensate employees for all unused sick leave upon retirement.
- ___ 18. Compensate employees for courses taken at a rate equivalent to the current Old Dominion/Norfolk State University tuition rate.
- ___ 19. Increase the total number of hours the school system will fund under compensation for courses taken.
- ___ 20. Post vacancies.
- ___ 21. Expand the tax-advantage plan to the full extent of the law.
- ___ 22. Reduce class size.
- ___ 23. Authorize flex-time schedules as long as there are no interruptions to the students' instructional day.
- ___ 24. Ensure access to a phone in a private setting for professional use.
- ___ 25. Ensure professional treatment for all unit members.
- ___ 26. Eliminate all unnecessary before or after school meetings.
- ___ 27. Relieve teachers of the performance of nonprofessional duties.
- ___ 28. Improve the procedure for teacher involvement in developing grade-level/departmental or school budgets for supplies and materials.

___ 29. Liberalize the voluntary transfer policy.

___ 30. Reduce paperwork.

SPECIAL ISSUES

Please indicate the extent to which you agree or disagree with the following statements, using the scale below:

T = strongly agree, H = agree, M = disagree,

L = strongly disagree

___ 31. The administration in my school provides for meaningful faculty involvement in school planning and policy development.

___ 32. Duties are assigned fairly and equitably in my school.

___ 33. Lesson-plan requirements are reasonable in my school.

___ 34. I am treated professionally by my school's administration.

___ 35. If I criticize my school's administration, reprisals are taken against me.

___ 36. Disruptive student behavior is dealt with consistently by my building administrators.

___ 37. The administration in my school fosters high faculty morale.

___ 38. In-service programs provided by my school are of high quality.

___ 39. I need more individual time to prepare for the opening of school instead of meetings in-service.

___ 40. Too much of my time is spent on non-instructional matters.

___ 41. Overcrowding is hurting the instructional program in my school.

___ 42. I have the support of my school's administration in dealing with disruptive student behavior.

- ___ 43. I have adequate access to computers for instruction.
- ___ 44. I have the necessary supplies and materials to teach the curriculum.
- ___ 45. My school's principal is doing a good job.
- ___ 46. There is too much emphasis placed on the results of standardized achievement tests in my school.
- ___ 47. My school's assistant principal(s) is/are doing a good job.
- ___ 48. Paperwork is kept to a minimum in my school.
- ___ 49. The administration in my school provides for shared decision-making by the staff.
- ___ 50. Supplies and materials are equitably distributed in my school.
- ___ 51. At my school, parents are actively involved in their children's education.
- ___ 52. The school system's wellness program has been beneficial to me.
- ___ 53. I find my professional life satisfying.
- ___ 54. The current salary schedule in Virginia Beach is commensurate with our community's ability to pay.
- ___ 55. Our school division needs alternatives to standardized tests to measure student performance.
- ___ 56. Resources are equitably distributed among the schools.
- ___ 57. Our interim superintendent is doing a good job.
- ___ 58. Our School Board is doing a good job.
- ___ 59. Extending the school year is acceptable if the salary increase completely covers any increase in work days or hours of work.

- 60. System-wide in-service programs are of high quality.
- 61. The proposed School Board budget will adversely affect the quality of instruction/services I am supposed to provide.

SECTION II

62. SALARY AND FRINGE BENEFITS. If a choice among the following four options must be made, which would you recommend? (mark one)

- 1. A substantial increase in salary and no increase in the hospitalization contribution.
- 2. No increase in salary and a substantial increase in the hospitalization contribution.
- 3. A fairly substantial increase in salary and a minor increase in the hospitalization contribution.
- 4. A minor increase in salary and a fairly substantial increase in the hospitalization contribution.

63. WELLNESS PROGRAM OFFERINGS. Which of the following wellness programs has been most beneficial to you?

- | | | |
|--|--------------------------|----------------|
| <input type="checkbox"/> 1. Fitness | <input type="checkbox"/> | 2. Mammogram |
| <input type="checkbox"/> 3. Stress reduction | <input type="checkbox"/> | 4. Weight loss |

64. Please select the highest level of action you would carry out to prevail on an important issue such as salary, professional treatment, or hospitalization insurance?

- 1. None
- 2. Attend mass protest meeting
- 3. Work strictly to the hours of the contract
- 4. Withhold services

VIRGINIA BEACH EDUCATION ASSOCIATION

ANNUAL SURVEY

MAY, 1992

What is your major work assignment?

1. Elementary 3. Sr. high
 2. Junior high or middle school 4. Other

What is your marital status?

1. Married 2. Unmarried

What is your sex?

1. Male 2. Female

How many total years of full-time teaching experience do you have?

1. 0-3 3. 10-19
 2. 4-9 4. 20 or more

How many years of full-time teaching experience have you had in your present school system?

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Take a moment to look over the entire survey; then complete it. Section I asks you to assign a top, high, low, or no priority to each item. Use the following scale for section I: T = Top priority, H = High priority, L = Low priority, N = No priority.

SALARY, FRINGE BENEFITS, LEAVES and WORKING CONDITIONS

1. Provide a larger contribution from the employer for health-care coverage to reduce the premium paid by employees.

- ___ 2. Allow school employees to enroll their children in the elementary school where they work or adjacent to where they work.
- ___ 3. Provide a larger contribution by the employer for employees who take family coverage or subscriber plus one.
- ___ 4. Provide a fringe benefit for employees who do not select hospitalization insurance through the school system.
- ___ 5. Create a career-ladder pay plan that would accelerate employees through the salary scale based upon performance, professional growth, and professional involvement.
- ___ 6. Increase lifetime earnings by reducing the number of steps it takes to get to the top of the salary scale.
- ___ 7. Allow payroll deduction of disability insurance premiums.
- ___ 8. Provide an individual professional development account for each school employee.
- ___ 9. Provide for shared decision-making in schools.
- ___ 10. Increase the supplements paid for advanced degrees.
- ___ 11. Establish salary supplements for additional duties or activities not presently on the supplemental pay list.
- ___ 12. Establish a pool of funds so that building principals may provide additional supplements based upon the unique needs of their particular school.
- ___ 13. Equalize the steps on the salary schedule so that all steps reflect the same percentage increase.

- ___ 14. Continue to revise salary regulations so that teachers with teaching experience outside of Virginia Beach receive one-for-one credit on the salary scale.
- ___ 15. Establish an early retirement program in Virginia Beach.
- ___ 16. Establish a supplemental retirement program.
- ___ 17. Compensate employees for all unused sick leave upon retirement.
- ___ 18. Compensate employees for courses taken at a rate equivalent to the current Old Dominion/Norfolk State University tuition rate.
- ___ 19. Provide secretarial services for teachers.
- ___ 20. Provide access to photocopiers.
- ___ 21. Expand the Flexible Benefits Plan to the full extent of the law.
- ___ 22. Reduce class size.
- ___ 23. Authorize flex-time schedules as long as there are no interruptions to the students' instructional day.
- ___ 24. Ensure access to a phone in a private setting for professional use.
- ___ 25. Ensure professional treatment for all unit members.
- ___ 26. Eliminate all unnecessary before or after school meetings.
- ___ 27. Relieve teachers of the performance of nonprofessional duties.
- ___ 28. Improve the procedure for teacher involvement in developing grade-level/departmental or school budgets for supplies and materials.
- ___ 29. Liberalize the voluntary transfer policy.

___ 30. Reduce paperwork.

SPECIAL ISSUES

Please indicate the extent to which you agree or disagree with the following statements, using the scale below:

T = strongly agree, H = agree M = disagree
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___ 31. The administration in my school provides for meaningful faculty involvement in school planning and policy development.

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___ 35. If I criticize my school's administration, reprisals are not taken against me.

___ 36. Disruptive student behavior is dealt with consistently by my building administrators.

___ 37. The administration in my school fosters high faculty morale.

___ 38. In-service programs provided by my school are of high quality.

___ 39. I need more individual time to prepare for the opening of school instead of meetings or in-service.

___ 40. Too much of my time is spent on non-instructional matters.

___ 41. Overcrowding is hurting the instructional program in my school.

___ 42. I have the support of my school's administration in dealing with disruptive student behavior.

- ___ 43. I have adequate access to computers for instruction.
- ___ 44. I have the necessary supplies and materials to do my job.
- ___ 45. My school's principal is doing a good job.
- ___ 46. There is too much emphasis placed on the results of standardized achievement tests in my school.
- ___ 47. My school's assistant principal(s) is/are doing a good job.
- ___ 48. Paperwork is kept to a minimum in my school.
- ___ 49. The administration in my school provides for shared decision making by the staff.
- ___ 50. Supplies and materials are equitably distributed in my school.
- ___ 51. At my school, parents are actively involved in their children's education.
- ___ 52. Before or after school faculty meetings are necessary and well run.
- ___ 53. I find my professional life satisfying.
- ___ 54. My school is ready for site-based shared decision-making.
- ___ 55. Our school division needs alternatives to standardized tests to measure student performance.
- ___ 56. Resources are equitably distributed among the schools.
- ___ 57. Our superintendent is doing a good job.
- ___ 58. Our School Board is doing a good job.
- ___ 59. Extending the school year is acceptable if the salary increase completely covers any increase in work days or hours of work.

- 60. System-wide in-service programs are of high quality.
- 61. The current salary schedule in Virginia Beach is commensurate with our community's ability to pay.

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- 1. A substantial increase in salary and no increase in the hospitalization contribution
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 - 3. A fairly substantial increase in salary and a minor increase in the hospitalization contribution
 - 4. A minor increase in salary and a fairly substantial increase in the hospitalization contribution
63. EMPLOYEE ACTIONS Please select the highest level of action you would carry out if employees are denied a salary increase for the second year in a row.
- 1. Attend mass protest meeting
 - 2. Go door to door in the community and carry out extensive community and political activity
 - 3. Work strictly to the hours of the contract
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If you have other MAJOR concerns needing resolution that were not covered, please explain.

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- ___ 12. Establish a pool of funds so that building principals may provide additional supplements based upon the unique needs of their particular school.
- ___ 13. Equalize the steps on the salary schedule so that all steps reflect the same percentage increase.
- ___ 14. Continue to revise salary regulations so that teachers with teaching experience outside of

Virginia Beach receive one-for-one credit on the salary scale.

- ___ 15. Establish an early retirement program in Virginia Beach.
- ___ 16. Establish a supplemental retirement program.
- ___ 17. Compensate employees for all unused sick leave upon retirement.
- ___ 18. Compensate employees for courses taken at a rate equivalent to the current Old Dominion/Norfolk State University tuition rate.
- ___ 19. Provide secretarial services for teachers.
- ___ 20. Provide access to photocopiers.
- ___ 21. Expand the Flexible Benefits Plan to the full extent of the law.
- ___ 22. Reduce class size.
- ___ 23. Authorize flex-time schedules as long as there are no interruptions to the students' instructional day.
- ___ 24. Ensure access to a phone in a private setting for professional use.
- ___ 25. Ensure professional treatment for all unit members.
- ___ 26. Eliminate all unnecessary before or after school meetings.
- ___ 27. Relieve teachers of the performance of nonprofessional duties.
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- ___ 38. In-service programs provided by my school are of high quality.
- ___ 39. I need more individual time to prepare for the opening of school instead of meetings or in-service.
- ___ 40. Too much of my time is spent on non-instructional matters.
- ___ 41. Overcrowding is hurting the instructional program in my school.
- ___ 42. I have the support of my school's administration in dealing with disruptive student behavior.
- ___ 43. I have adequate access to computers for instruction.

- ___ 44. I have the necessary supplies and materials to do my job.
- ___ 45. My school's principal is doing a good job.
- ___ 46. There is too much emphasis placed upon the results of standardized achievement tests in my school.
- ___ 47. My school's assistant principal(s) is/are doing a good job.
- ___ 48. Paperwork is kept to a minimum in my school.
- ___ 49. Shared decision-making (Faculty Council/School Planning Council) is improving my school.
- ___ 50. Supplies and materials are equitably distributed in my school.
- ___ 51. At my school, parents are actively involved in their children's education.
- ___ 52. Before or after school faculty meetings are necessary and well run.
- ___ 53. I find my professional life satisfying.
- ___ 54. Communication about Cluster meetings, Faculty Council/School Planning Council meetings, school activity in general is good at my school.
- ___ 55. Students at my school consistently do high quality school work.
- ___ 56. Our school division needs alternatives to standardized tests to measure student performance.
- ___ 57. Our superintendent is doing a good job.
- ___ 58. Our School Board is doing a good job.
- ___ 59. VBEA is doing a good job.
- ___ 60. System-wide in-service programs are of high quality.
- ___ 61. Resources are equitably distributed among the schools.

SECTION II

62. SALARY AND FRINGE BENEFITS If a choice among the following four options must be made, which would you recommend? (Mark one)

- 1. A substantial increase in salary and no increase in the hospitalization contribution
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63. EMPLOYEE ACTIONS Please select the highest level of action you would carry out if employees are denied a salary increase for the second year in a row. (Mark ONE)

- 1. Attend mass protest meeting
- 2. Go door to door in the community and carry out extensive community and political activity
- 3. Work strictly to the hours of the contract
- 4. Withhold services

If you have other MAJOR concerns needing resolution that were not covered, please explain.

Appendix B

Coefficients of Determination for Student Achievement,
School Demographic Variables, and School-Related Items on
the Virginia Beach Education Association's Annual Survey,
1990-91 Through 1993-94

Coefficients of Determination for Student Achievement,
School Demographic Variables, and School-related Items on
the Virginia Beach Education Association's Annual Survey,
1990-91 Through 1993-94

	School year			
	1990-91	1991-92	1992-93	1993-94
	ITBS ^a	ITBS	ITBS	ITBS
<u>VBCPS school profiles</u> ^b	Simple r ²			
Poverty: % free lunch	.66	.51	.50	.54
Years teaching	.12	.25	.21	.27
Mobility of students	.38	.22	.20	^c
Master's degree	.06	.03	.00	
<u>VBEA annual survey</u>	Simple r ²			
High quality student work				.46
Parents involved		.50	.55	.45
Supplies equitable		.10	.04	.20
Supplies to teach		.04	.13	.16
Lesson plans reasonable	.00	.00	.09	.11
Principal good job		.02	.27	.10
Reprisals not taken	.22	.08	.18	.09
Professional treatment	.14	.12	.28	.08
Inservice good	.07	.04	.10	.07
Fosters high morale	.16	.04	.25	.06
Prof. life satisfy		.05	.27	.04
Paperwork minimum		.05	.19	.03
Discipline fair	.03	.00	.06	.02
Duties fair	.00	.01	.12	.02
Meaningful involvement	.13	.06	.15	.02
Non-instructional duties	.08	.07	.02	
Computer access		.04	.06	.02
AP good job	.00	.03	.01	
Discipline support	.09	.01	.21	.00
Crowding hurts instruction	.01	.03	.02	.00
Prep time at school start	.03	.01	.00	

Note. ^a ITBS = Iowa Tests of Basic Skills, grade 4 composite achievement, school-level scores. ^b Data were taken from "School Profiles" published annually by the Virginia Beach City Public Schools. ^c A blank indicates missing data.

Appendix C

Demographic Data for Elementary Schools in the Virginia
Beach City Public Schools, 1990-91 Through 1993-94

Demographic Data for Elementary Schools in the Virginia

Beach City Public Schools, 1990-91 Through 1993-94

School year ^d	Number of teachers surveyed ^a				Percentage of students free/reduced lunch ^b				Gr.4 ITBS composite percentile ranks ^c			
	90	91	92	93	90	91	92	93	90	91	92	93
Alanton	- ^e	15	27	54	17	19	25	25	67	72	60	64
Arrowhead	27	28	33	27	10	15	24	22	60	66	61	66
Bayside	17	19	26	28	15	21	21	25	67	61	63	66
Birdneck	29	36	54	74	35	57	57	72	45	53	48	46
Brookwood	19	15	35	52	13	21	24	29	58	59	59	69
Centerville	28	35	49	48	2	7	9	10	70	67	70	63
College Park	10	33	38	45	9	18	23	25	57	45	66	58
Cooke	18	13	28	32	29	38	39	43	74	67	65	60
Dey	18	21	34	20	3	6	14	8	77	77	81	81
Fairfield	7	14	41	51	4	8	9	10	75	75	74	71
Glenwood	-	65	81	95	-	16	19	19	59	62	58	63
Green Run	21	23	33	43	13	24	28	35	54	55	52	55
Hermitage	25	21	36	60	12	35	38	38	61	60	62	62
Holland	11	9	34	45	26	38	39	50	54	52	46	58
Indian Lakes	14	14	41	41	3	8	10	11	69	65	66	74
Kempsville	24	11	-	28	5	11	13	11	69	71	58	76
Kempsville Meadows	18	21	30	38	3	16	17	21	71	65	64	72
Kings Grant	14	38	30	32	10	18	20	19	62	64	65	63
Kingston	20	18	30	27	2	3	3	3	81	85	86	86
Landstown	-	-	-	26	-	-	-	26	-	-	61	62
Linkhorn	23	23	37	33	11	17	19	20	62	60	70	62
Luxford	9	40	32	34	12	21	24	29	65	54	72	74
Lynnhaven	20	16	34	59	29	42	45	51	44	44	50	59
Malibu	24	13	17	22	16	22	26	24	72	74	74	59
Newtown Road	9	20	42	76	37	40	54	55	43	41	28	34
North Landing	25	27	40	37	10	16	15	20	62	61	61	64
Ocean Lakes	27	43	49	58	5	15	16	15	57	55	57	59
Parkway	35	22	46	60	27	38	38	41	61	54	58	59
Pembroke	33	21	90	78	16	27	31	32	49	56	59	56
Pembroke Meadows	20	21	25	33	6	16	17	19	62	60	64	61
Plaza	16	16	24	22	14	32	36	35	60	60	64	66
Point O'View	20	17	20	28	14	22	24	26	59	60	59	60

(Appendix C continues)

Appendix C (continued)

School year ^d	Number of teachers surveyed ^a				Percentage of students free/reduced lunch ^b				Gr.4 ITBS composite percentile ranks ^c			
	90	91	92	93	90	91	92	93	90	91	92	93
Princess Anne	20	24	35	26	3	6	10	9	62	69	71	72
Providence	21	15	24	23	3	7	9	8	76	77	75	75
Red Mill	15	19	41	46	4	7	7	7	61	68	69	71
Rosemont	19	15	38	73	11	19	20	25	57	63	60	60
Rosemont Forest	23	23	33	49	9	2	2	3	75	73	78	76
Salem	29	26	50	29	6	13	15	16	67	61	70	74
Seatack	16	16	32	30	38	54	57	61	47	45	45	40
Shelton Park	18	24	35	45	18	47	59	52	63	67	65	74
Strawbridge	- ^e	-	-	67	-	-	14	16	-	57	58	55
Tallwood	15	17	35	42	5	13	12	13	59	70	67	68
Thalia	16	20	30	47	19	25	27	33	58	61	67	70
Thoroughgood	25	22	37	28	6	18	19	18	74	67	73	74
Trantwood	-	16	20	28	4	7	8	10	76	78	79	83
White Oaks	28	14	73	72	38	59	63	66	45	45	54	58
Williams	14	21	46	69	32	45	53	58	44	48	45	53
Windsor Oaks	23	34	46	72	17	26	31	32	71	64	61	63
Windsor Woods	22	22	34	41	9	20	18	26	63	62	66	62
Woodstock	21	21	30	43	4	7	10	13	75	72	69	69

^a Virginia Beach Education Association Annual Surveys, 1990-1993.

^b The percentage of students receiving free or reduced-priced lunch. ^c Grade 4 Iowa Tests of Basic Skills (Forms G/H, Level 10, 1986) administered annually to fourth grade students in May of 1990 through 1993. The composite score at the fourth grade (level 10) includes total language, reading, vocabulary, total visual and reference materials, and total math.

^d90=1990-91, 91=1991-92, 1992=1992-93, 93=1993-94 school years.

^eA dash indicates data were not available.

Appendix D

Table D1

Teachers' Explanations for High Professional Treatment
Ratings at Their Schools by Category, N=30.

Table D2

Teachers Participating in the Focus Group Interviews

Table D1

Teachers' Explanations for High Professional Treatment
Ratings at Their Schools by Category, N=30

School	Explanations grouped by theme
TRUST AND CONFIDENCE IN FACULTY	
R	"He shows confidence in us."
R	"I am trusted to do my job without constant interference."
R	"He trusts my judgment on concerns about students."
R	"He shows confidence in my ability."
R	"He just trusts you to do the right thing."
R	"He knows that we will not take advantage of him."
R	"Our principal trusts us in what we are doing."
R	"We have mutual trust."
G	"We're not questioned on calling subs."
G	"TRUST, they trust us to know how to do our jobs."
G	"In our principals' eyes we 'can do,' and we pass that 'can do' on to our students."
S	"I am respected. I am allowed to make decisions based on the needs of kids and my expertise."
S	"My judgment is honored and respected."
S	"She doesn't follow behind us. She trusts us."
S	"She believes in us and we believe in her."
S	"When you are trusted, you are empowered. You can pass it on to the kids."

(table continues)

Table D1. (continued)

School	Explanations grouped by theme
S	"If administrators are always suspicious, you become covert. There is trust here, it creates a good mood, and it is passed on and on."
COMFORTABLE AND CARING ENVIRONMENT	
R	"They are not breathing down your neck."
R	"It is not stressful here. We feel at home here."
R	"We feel good about being here and about ourselves."
R	"Because we feel successful as teachers, we are doing a better job."
R	"We have a true team spirit."
R	"We treat each other and our students the way we are treated."
R	"Team spirit is very important here."
R	"After four years here, I still love to come to school."
R	"There is nothing in the world I would rather do."
R	"I feel I am appreciated."
R	"I feel comfortable having him observe any time, any day."
G	"I feel real comfortable walking into his office, even with a minor problem."
G	"Everybody is very nice; there is a sense of sharing. It's a 'how can I help' kind of atmosphere here."
G	"Our whole staff cares."
G	"They are informal with us."

(table continues)

Table D1.(continued)

School	Explanations grouped by theme
G	"Remember the saying, 'milk from contented cows?' It works here too."
G	"We are comfortable with our administrators."
S	"At this school, somebody cares and takes notice."
PERSONAL AND PROFESSIONAL RESPECT FOR FACULTY	
R	"We are treated with respect."
R	"We are treated as adults, as professionals."
R	"We are recognized as being professionally trained."
R	"The administration's interaction with us sets up a culture of professional treatment; we treat children like we are treated."
R	"I have higher expectations of myself because of the way I am treated."
R	"The way I am treated makes me want to do my best."
G	"You are never embarrassed in front of peers."
G	"We're treated as an equal."
G	"Tremendous support; they back us up. They hear both sides out. They never say things to a parent before they know what has happened."
G	"We treat each other as professionals because we are treated that way."
S	"When she is concerned about what we are doing, we are contacted privately."
S	"We're treated as individuals."
S	"The treatment here allows us to grow, learn and try new things and become renewed, refreshed and share new ideas."
<i>(table continues)</i>	
Table D1. <i>(continued)</i>	

School Explanations grouped by theme

EMPOWERMENT OF FACULTY	
G	"Your decisions are respected whether they agree with you or not."
G	"They value our input and their decisions reflect our input. They have changed things based upon our suggestions."
G	"They are not hard-nosed. They actually ask for my opinions."
G	"We are told to make decisions. They really prefer for us to make the decisions."
R	"I am encouraged to be creative."
R	"We are not questioned about little things, like getting materials."
R	"He respects our ideas."
S	"We have good working committees."
S	"When we make suggestions, they are incorporated."
S	"Our administrators are very flexible. They are easy to work with, open to ideas."
S	"We have proven ourselves as leaders, and we want to continue to go that extra mile."
S	"I am given responsibility to be able to do my job. We volunteer for committees."
S	"We have an interactive role in decision making. Leadership is truly given to teachers. We are team players."

(table continues)

Table D1. *(continued)*

School	Explanations grouped by theme
S	"On committees, it's not that you're told what committee to be on and then told what to think. We have shared decision-making. We have the capacity to make decisions."
ABILITY OF FACULTY TO TAKE RISKS WITHOUT FEAR	
R	"Teachers are not looking over their shoulders all the time."
R	"We take more risks and are more enthusiastic."
R	"It is okay to make mistakes."
R	"If you are worried about getting into trouble or doing something wrong, you can't be sensitive to the children."
R	"If you are under stress and are fearful, it is conveyed to the kids."
R	"When I am observed, I do not have the fear of God."
R	"...and no fear at our school."
G	"Our principals are not afraid of new ideas. They let us try new things."
S	"We can try something new and not get shot down."
LISTENING TO FACULTY	
R	"They listen to my suggestions."
R	"He listens to us."
G	"They take what we say seriously."
G	"He is real open-minded. He really listens to our suggestions."

(table continues)

Table D1. *(continued)*

School	Explanations grouped by theme
G	"What we say is considered."
G	"They have time to listen, in the office, the hall."
S	"When we have a concern, we know that it will be addressed."

SUPPORT OF FACULTY

R	"We are supported in our decisions concerning students and in our relationships with parents."
R	"He tries to do whatever we need. For example, when teaming was not popular, he went out on a limb to get us permission to team."
G	"What is best for kids doesn't always fit the administrative structure. They are willing to change the structure to benefit the kids."
G	"They support you."
G	"They really try to help."
G	"When I came here in the middle of the year, I wasn't thrown into a classroom, I was helped. Every day, everyone stopped in my room to offer help."
S	"She is very supportive in dealing with parents. I have the backing of the principal. I have not always felt that way in other schools."
S	"She is so supportive. She makes you feel good and it rubs off on the kids."
S	"She supports our Adopt-A-School program. She supports all the special things we do for students."
S	"She will find it for us if we need it. Lots of schools don't operate that way."

(table continues)

Table D1. *(continued)*

School	Explanations grouped by theme
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HIGH EXPECTATIONS OF FACULTY

R "He expects us to do our job. That really motivates you to try harder."

G "They expect us to know what we are doing."

G "High expectations"

ENCOURAGEMENT AND PRAISE OF FACULTY

S "Staff development is great, we are encouraged to learn. Training funds go to teachers to attend workshops and conferences."

S "You are always praised for your efforts, in many ways, but always positive. Our children's accomplishments are also praised."

R "He is always encouraging us."

S "She encourages teamwork and sharing ideas. We are constantly sharing ideas. We have in-service where we share with each other. We don't feel like we have to do them. We want to do them."

S "Many of us have expertise and we are encouraged to share. We are called upon to help each other learn."

S "She acknowledges that we put in a lot of extra time."

Note. R = Red Mill Elementary School, G = Glenwood

Elementary School, S = Strawbridge Elementary School.

Table D2

Teachers Participating in the Focus Group Interviews

Red Mill Elementary School

Donna Barba	4th	Cheryl Allen	5th
Sharon Brown	4th	Barbara Ballard	5th
Debbie Farabaugh	4th	Janice Beatty	5th
Margaret Ann Gregory	4th	Lisa Grablewski	5th
Janet McDonald	4th	Lisa White	5th

Glenwood Elementary School

Ann Gladstone	4th	Howard Anchors	5th
Brenda Mattas	4th	Angelia Harper	5th
Sharon McLaughlin	4th	David Herbert	5th
Kristin Simpson	4th	Sandra Sharpe	5th
Rosemary Spaw	4th	Christine Wallace	5th

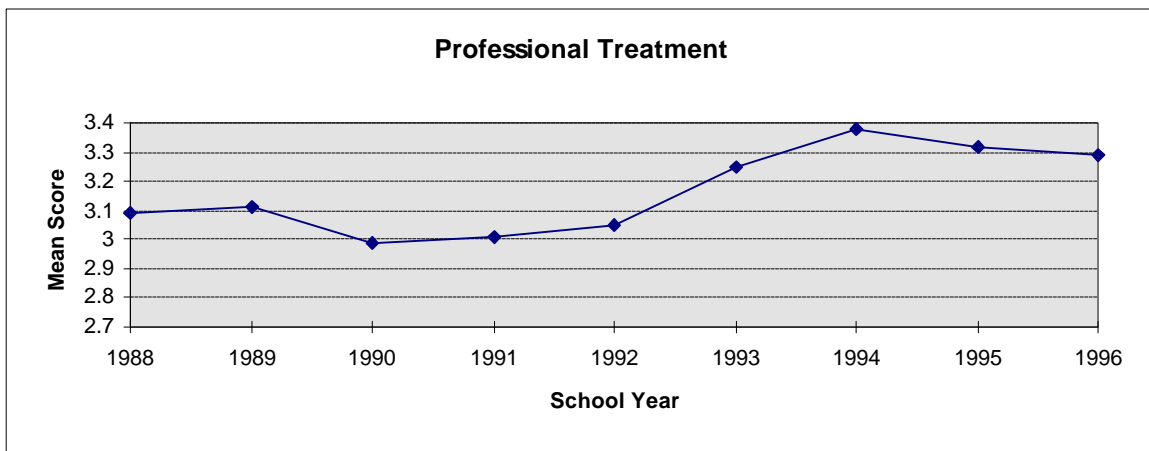
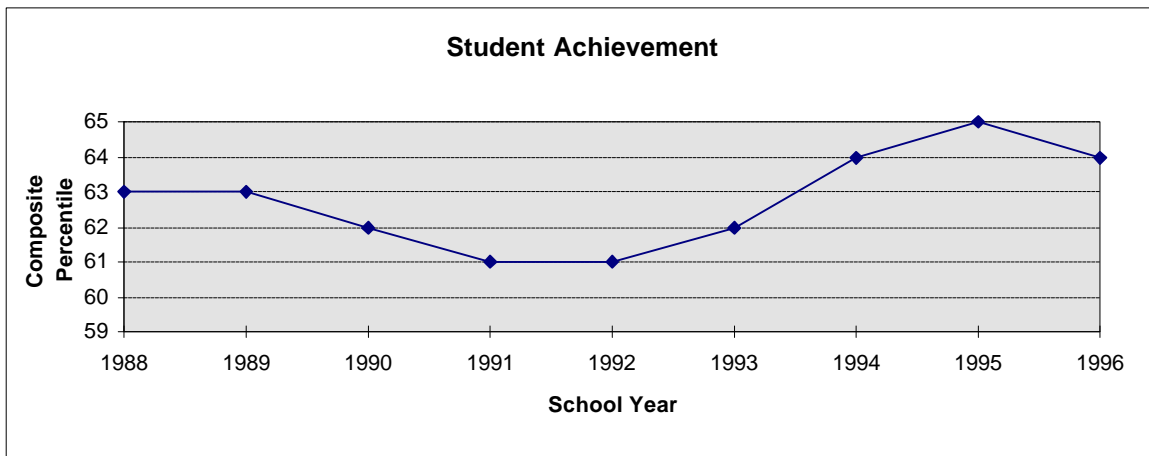
Strawbridge Elementary School

Marilyn Jernigan	3rd	Nancy Acey	RRT ^a
Renee Doheny	3rd	Sandra Hanna	Art
Laurie Dreelin	3rd	Danielle Swisher	4th
Danielle Felch	3rd	Eileen Ware	Guidance
Susan Knowles	3rd	Jean White	1st

Note. ^a Reading Resource Teacher

Appendix E

Student Achievement and Professional Treatment in Virginia
Beach Elementary Schools from 1988-89 to 1996-97



Student Achievement and Professional Treatment in Virginia Beach Elementary Schools from 1988-89 to 1996-97

Note. The Iowa Tests of Basic Skills Composite Percentile Score for 4th grade students in the Virginia Beach Public Schools was the measure of student achievement. Professional treatment was measured by the degree of Virginia Beach elementary school teachers' agreement or disagreement with the statement, "I am treated professionally by my school's administration."

VITA

James B. Chapman IV

Jamie Chapman received his Bachelors degree in Elementary Education from the State University of New York at Oswego in 1967. He attended Old Dominion University while teaching in the Virginia Beach City Public Schools and received a Masters in Education with a concentration in elementary science education in 1976.

His first teaching assignment was in sixth grade in the Wheatland-Chili School District, near Rochester, New York in 1967. After serving in the Navy for four years, he became a middle school science teacher in the Virginia Beach City Public Schools from 1972 to 1977.

He was employed by the Virginia Education Association to serve as a UniServ Director for the Virginia Beach Education Association in 1977. He continues in this position today.

Over the 20 years he has spent as a UniServ Director, he has specialized in numerous school-related topics including: restructuring, shared decision-making, quality tools and strategies in the classroom setting, human resource development, compensation and benefits, school

finance, governmental relations, leadership and organizational development, public relations and community involvement, professional development systems, and school law.

His current work includes applying the most recent research on brain and language development into parental involvement programs designed to ensure that children come to school ready to learn.