Volume 13, No. 1 Winter 2000

MID-WESTERN EDUCATIONAL RESEARCHER

• Official Publication of the Mid-Western Educational Research Association •

Indiana University, Bloomington, IN

On the Cover

Committed to excellence throughout its history, **Indiana University's** School of Education continues its tradition of leadership in teaching, research, and service. Ranked among the major schools of education in the nation, it is a leader in the preparation of educators for a broad spectrum of professional responsibilities in classrooms, laboratories, and administrative offices. In rankings of research productivity and quality of academic programs, Indiana University's School of Education is acclaimed as one of the foremost educational institutions in the world.

Founded in 1908, the Indiana University School of Education now occupies the Wendell W. Wright Education Building, a new structure designed to demonstrate users of multimedia technology in teaching and learning. The Wright Education Building has been equipped through the generosity of AT&T, Thopmson Consumer Electronics, Steelcase Inc., and the School's alumni and friends. Indiana University's School of Education is a leader in the use of distance education, interactive television instruction, and technological innovation.

On the cover: Photograph courtesy of IU Photographic Services
Mark Simons, Photographer

Information for Contributors to the Mid-Western Educational Researcher

The *Mid-Western Educational Researcher* accepts research-based manuscripts that would appeal to a wide range of readers. All materials submitted for publication must conform to the language, style, and format of the *Publication Manual of the American Psychological Association*, 4th ed., 1994 (available from Order Department, American Psychological Association, P.O. Box 2710, Hyattsville, MD 20784).

Four copies of the manuscript should be submitted typed double-spaced (including quotations and references) on $8^1/_2$ x 11 paper. Only words to be italicized should be underlined. Abbreviations and acronyms should be spelled out when first mentioned. Pages should be numbered consecutively, beginning with the page after the title page. Manuscripts should be less than 20 pages long. An abstract of less than 100 words should accompany the manuscript.

The manuscript will receive blind review from at least two professionals with expertise in the area of the manuscript. The author's name, affiliation, mailing address, telephone number, e-mail address (if available), should appear on the title page only. Efforts will be made to keep the review process to less than four months. The editors reserve the right to make minor changes in order to produce a concise and clear article. The authors will be consulted if any major changes are necessary.

Manuscripts should be sent with a cover letter to:

Mary K. Bendixen-Noe, *MWER* Co-Editor
1179 University Dr., The Ohio State University at Newark, Newark, OH 43055

The *Mid-Western Educational Researcher* (ISSN 1056-3997) is published quarterly by the MidWestern Educational Research Association through The Ohio State University. The Summer issue serves as the annual meeting program. Non-profit postage paid at Columbus, Ohio, with permission of the College of Education, Daryl Siedentop, Interim Dean.
POSTMASTER: Send address change to Jean W. Pierce, Dept. EPCSE, Northern Illinois University, DeKalb, IL 60115.

Co-Editors

Mary K. Bendixen-Noe
The Ohio State University, Newark
email: bendixen-noe.1@osu.edu

Kim Metcalf
Indiana University
email: kmetcalf@indiana.edu

Editorial Advisory Board

Thomas Andre
Iowa State University

Josue Cruz
University of South Florida

Louise Fleming
Ashland University

Tom Ganser
University of Wisconsin–Whitewater

Kenneth A. Kiewra
University of Nebraska, Lincoln

Isadore Newman
University of Akron

A. William Place
University of Dayton

Rose Mary Scott
University of Wisconsin at Parkside

Consulting Editors

Deborah L. Bainer
The Ohio State University, Mansfield

Gene A. Kramer
American Dental Association

Richard M. Smith

Layout and design

Judy E. Teska
JET Desktop Solutions

MID-WESTERN EDUCATIONAL RESEARCHER

Volume 13, Number 1 Winter 2000 ISSN 1056-3997

MWER Publication Address

Mary K. Bendixen-Noe
The Ohio State University, Newark
1179 University Dr.
Newark, OH 43055
Phone: (740) 366-9469
Fax: (740) 366-5047
email: Bendixen-Noe.1@osu.edu

MWER Subscription & MWERA Membership Information

Jean W. Pierce
Dept. EPCSE
Northern Illinois University
DeKalb, IL 60115
Phone: (815) 753-8470
Fax: (815) 753-9250
email: P30JWP1@mvs.cso.niu.edu

Luncheon Address

What Makes Teachers Good?

Donald R. Cruickshank
The Ohio State University

Abstract

Over time and depending upon circumstances Americans flip-flop over what we think makes teachers good. Thus, several visions of good teachers have appeared and disappeared. In part, our inability to sustain agreement on what makes teachers good results from a belief that all good teachers are or should be the same, that one size fits all. We fail to embrace or even consider the idea that there are multiple kinds of good teachers. Here ten visions of good teaching are described. The challenge is to validate as many as possible and then permit teachers to describe, and when appropriate, document what kind of good teacher they are.

How important is it to know what makes teachers good?

When participants in a recent Gallup poll were asked, What factors are most important when choosing a school for a child?, ninety-eight percent responded, "the quality of the teaching staff" (Rose and Gallup, 1999).

At a national meeting on school choice, Mark Schneider, a political scientist at the State University of New York at Stony Brook, stated, "Most parents say good teachers are the most important factor in choosing a school, however," he added, "I'll be damned if I know how to measure good teachers" (Fatemi, 1999).

Meanwhile, Jim Geringer, Wyoming's governor and new chairman of the Education Commission of the States, whose membership consists of governors and top state education officials, said that he hopes to work with the states in the year 2000 to define what it means to be a good teacher (Sandham, 1999).

More unfortunately, teachers have been pilloried for almost two decades for not being "good enough." Much, if not most of their humiliation is also a result of our inability or unwillingness to resolve the issue, What makes teachers good?

What are some ways good teachers have been described?

Over time, good teachers have been described in a number of ways. Thus, variations on the theme of what makes teachers good have emerged. Let's take a brief look at some of them.

Variation 1: Ideal Teachers

From the beginning until the midpoint of this century, good teachers were considered to be those who had personal and professional attributes thought to be important by school principals, supervisors and education professors. These *ideal teacher* attributes appeared on hundreds of checklists and rating scales cranked out by schools, school districts and colleges. Each checklist contains a number of exemplary personal traits and teaching characteristics listed under headings such as: professional attitude, understanding of students, creativity, control of class, planning, individualization, and pupil participation.[1,2] Thus, an *ideal teacher* was one who met standards of excellence held by selected, significant others. Unfortunately, there was little agreement on either the standards or which teachers met them.[3]

Variation 2: Analytic Teachers

By the early 1960s, problems associated with obtaining agreement on and measuring the attributes of *ideal teachers* were well-documented and seemed insurmountable (Cruickshank, 1990, 67-69). Consequently, a new variant of good teachers became popular. Let's call them *analytic teachers*. *Analytic teachers* pay attention to what they are doing. They methodically examine their teaching and, if found wanting, modify it. In order to assist teachers to be good according to this approach, many instruments were developed that permitted teachers to record and then examine classroom practice from a variety of perspectives (Simon and Boyer, 1968[4]). One of the better known and most used was the observational system developed by Flanders (1960) to analyze classroom climate. Use of the instrument permitted a teacher to make (or have an observer make) a detailed record of the teacher/student interactions occurring during a lesson: how much and about what the teacher talked, how much and about what students talked, and the extent and nature of student silence or confusion. Although laudable, becoming an *analytic teacher* is difficult in that one has to be analytic by nature, willing to take the time and expend the effort first to "view" oneself and then to change what is seen and not liked. The work involved in being analytical seem to overwhelm even proponents.

Variation 3: Effective Teachers

By the time interest in the *analytic* variant of good teaching was high, another was emerging. This variant was put forth in response to the well-publicized Coleman Report finding that teachers and teaching account for less student learning than is presumed, and that other factors, particularly student's socioeconomic background, were much more influential (U. S. Dept., 1966). Educators immediately set out to show that teachers indeed make a difference in student achievement and that some of them make a critical difference. The usual methodology was two-fold. First, teachers were identified whose students scored higher on tests than comparable students taught by others. These over-

achieving teachers were termed outliers. Second, outlier teachers were tracked and observed to record precisely what they were like and what they did. The assumption was that if effective teachers can be identified and studied to find out their attributes, then other teachers might benefit from such knowledge. Many findings from such studies were reported.[5] The found attributes of *effective teachers* can be grouped into seven categories: teacher character traits, what the teacher knows, what the teacher teaches, how the teacher teaches, what the teacher expects, how the teacher reacts to students, and how the teacher manages the classroom (Cruickshank, 1990). Some of the more consistent findings indicate that effective teachers are clear, accepting and supportive, attend to and monitor class events, are equitable with students, and are persistent in challenging and engaging them (84-85). As was the case with the *ideal teacher* variant, the *effective teacher* model of good teaching came under fire.[6]

An aftermath of the *effective teacher* approach has been a significant increase in the amount of student achievement testing. The inference is that if kids do well on tests, the teacher must be good regardless of what they are like or do. In Denver[7] and in many entire states, teachers, and principals as well, are deemed effective and may even be rewarded monetarily when students demonstrate "satisfactory" gains on standardized tests, another method of teacher effectiveness. Thus, now there may be less interest in the attributes of *effective teachers* and more in simply reporting teachers whose kids score well on tests. As might be anticipated, dissension to this means of determining teacher goodness is mounting (Hoff, 1999; Kohn, 1999).

Variation 4: Dutiful Teachers

One detractor of the *teacher effectiveness* approach (Scriven,1990) proposed yet another way to look at what makes teachers good. He notes, "The real issue is simply whether teachers are competent or excellent at the duties of the teacher (26)." Are they dutiful? This *duties-based approach* takes the position that good teachers know and perform their assigned duties well. Duties include knowledge of the duties; knowledge of school and community; knowledge of subject matter; classroom skills; personal characteristics; and service to the profession.

Variation 5: Competent Teachers

By the 1970s the accountability/performance based movement in education was in full swing. Herein, the public sought disclosure from educators on what abilities teachers truly need. Furthermore, the public wanted assurance that teachers were up-to-speed. So, another variant of good teacher came into being, namely the *competent* or accountable teacher. The *competent teacher* had to possess *and* be able to demonstrate agreed-upon competencies stated as knowledge and skills. The competencies were obtained in a variety of ways. Among others, they were borrowed from the effective teacher research, obtained through task analyses of what teachers do, and drawn from expert educators and practitioners.[8] Analysis of the resultant large number of competencies suggested that they could be placed in categories including; planning instruction, implementing instruction, assessing and evaluating students, performing administrative duties, communicating, and personal skills (Dodl, et al., 1972). As a direct result of the effort to describe the competent teacher and to determine to what extent teachers measured up, the *teacher* testing movement was born. However, the movement did not take full hold until the issuance of the scathing attack on education contained in the report, *A Nation At Risk* (National Commission, 1983).

To be judged the good teacher by this *competency* standard, teachers must pass tests of some sort which would be given prior to university graduation and/or after they assume classroom duties. Most are familiar with state teacher testing, the Educational Testing Service Praxis teacher competency tests[9], the National Board for Professional Education Standards certification procedure[10,11] and so forth. Even the National Council for Accreditation of Teacher Education seems to be moving toward assessment of the competencies of students rather than their programs of study (Bradley, 1999).

Variation 6: Expert Teachers

In the '80s and into the '90s scholars put forth the notion that what makes a teacher good is expertise. Proponents of the *expert teacher* variant note that there are three basic ways that expert teachers differ from non-experts. First, experts have extensive and accessible knowledge that is organized for use in teaching and, they are able to bring it to bear more effectively. Second, experts are efficient. They can do more in less time. Finally, they are able to arrive at novel and appropriate solutions to problems (Sternberg and Horvath, 1995). Thus, expertise is more than experience. One could be experienced and have less expertise than some novices.

Variation 7: Reflective Teachers

Reflective teachers take great interest in growing in teaching. Thus, they often are referred to as "students of teaching" (Cruickshank, 1987, 1991). *Reflective teachers* are persons who have a strong and continuing interest in learning all they can about the art and science of teaching and about themselves as teachers. Among other things, they read and reflect on ideas in professional and scholarly journals and books including autobiographical accounts of teaching and key texts on teaching and learning. In addition to knowing and reflecting on the literature about teaching and learning, *reflective teachers* are introspective: they reflect on their own teaching and on themselves as teachers. They may video, audio or otherwise monitor themselves because they want to be thoughtful and wise practitioners.

Why hasn't been so difficult to reach and sustain agreement on what makes teachers good?

Thus, since the beginning of the Twentieth Century at least seven visions or variations on the theme "What makes teachers

good?" have emerged, namely: *ideal*, *analytic*, *effective*, *dutiful*, *competent*, *expert*, and *reflective* teachers. As we know, none of these variations, by themselves, has or is proving to be just right, i.e. none satisfies all stake holders. Should we be surprised? Probably not. Finding the answer to the question, What makes a good teacher? is no less difficult than finding answers to the question, What makes anything good? An apple? A book? A marriage? A house? Music? A physician? Take the apple. What makes it good? Obviously we do not share taste in apples and consequently grocers supply a variety—Macintosh, Delicious, Jonathan, Rome Beauty and so forth. We are free to pick and choose—to find what meets our taste. Take books. In order for libraries to survive they must stock autobiography, humor, history, romance, mystery and so forth. Take physicians. One reason people avoid HMOs is because they often can't choose their own doctor. When goodness is at issue, to each his own.

What about teachers? Can we presume there is only one or even seven good kinds? Are there others? Perhaps. Here for consideration are three additional variations on the theme. Like those mentioned already, these variations probably are not independent nor mutually exclusive.

Further ways good teachers can be described

Variation 8: Satisfying Teachers

Satisfying teachers please others who might include students, parents or caregivers, teaching colleagues, administrators and supervisors. Since they satisfy or please others, they are viewed as favorite and special teachers. *Satisfying teachers* may be formally recognize at the school and school district levels with good teaching awards presented by the school and parent organizations. More often, however, they are merely held in high esteem. For example, students may say of them, "Take her course!", parents all may want their child in a particular teacher's class, administrators may want to place challenging students with a certain teacher and so forth. To be seen as a *satisfying teacher*, one needs to know and be able to respond to the needs of one or more groups having a stake in education.[12] Of course, knowing and meeting the expectations of others is not it easy task—and then there are the expectations themselves which we may deem unworthy. We can all think of teachers who did or did not satisfy us or others.

Variation 9: Diversity Responsive Teachers

Diversity responsive teachers might be considered good because they take special interest in and are especially sensitive to students who are different in one or more ways: culturally,[13] socially, economically, intellectually, physically, or emotionally. *Diversity responsive teachers* are dedicated to making the lives of such students better both in and outside the classroom. They target certain students and intervene in their lives in meaningful ways. Working with such children they demonstrate great tenderness, patience and tact. Ann Sullivan, Helen Keller's teacher, is perhaps a well-known exemplar (Petersen, 1946).

Variation 10: Respected Teachers

Teachers who are respected are judged so because they possess and demonstrate qualities regarded as virtues. Essentially, they possess the "right" thoughts and do the "right" things. Although there would be some disagreement on specifically what makes a teacher respected, the following human virtues are worthy of consideration: caring, honesty, decency, fairness, devotion, empathy, selflessness, respectfulness, and cooperativeness. We can recall teachers we respected for such virtues. We have also read books and seen films in which virtuous teachers, real and fictional, have been depicted. Some of the real ones are Barbara Sizemore, James Escalante, and Marva Collins. Other virtuous teachers are depicted in *Mr. Holland's Opus*, *Goodbye, Mr. Chips*, and *To Sir with Love*. Teachers whom we respected for their virtues may be the most memorable in our lives.

Now, ten kinds of good teachers have been noted and briefly described. Seven—*ideal*, *analytic*, *effective*, *duties-based*, *competent*, *expert* and *reflective*—have at some period and to some extent been recognized and sanctioned. Three other visions of good teaching—*satisfying*, *diversity-responsive*, and *respected*—are offered for consideration, What kind are you?

Presently, the *competent teacher* is *the* good teacher of choice and teachers are increasingly being tested voluntarily and involuntarily, to determine if they measure up. In a utopian world, teachers would be compleat or unparalleled in all aspects of teacher goodness. They would possess the attributes of all ten visions.

Conclusion and recommendations

Clearly, after a century of effort, the question, What makes teachers good? still begs to be answered. Toward that end, it is proposed that a systematic exploration be initiated. If the problems relating to the definition of good teaching can be resolved, if it can be shown that it is possible to reliably observe and measure good teaching, and if it can be shown that good teaching is linked to multiple, desirable outcomes, then much will have been accomplished.

How might the issue, What makes teachers good? be resolved?

Prior to beginning such a line of inquiry it is most important to ensure that it is carefully conceptualized since the task is so important and the path laden with potential pitfalls.[14]

One way to began would be to map what makes teachers good. What do various stakeholders in teaching, (students, parents/care givers, teachers, teacher educators (in the large sense), administrators and supervisors, philosophers, the public) think makes teachers good? Having obtained this low inference knowledge, next questions might be:

How do responses compare within and between groups and overall?

In what ways are the responses related to each other in some way that permits them to be grouped into families or factors of intermediate dimensionality?

And, how well do the low inference or the intermediate inference dimensions of good teachers discriminate good from poor teachers?

The answer to the first question would provide knowledge of similarities in contrasts in perceptions. The answer to the second question would tell us just how many variations on the theme exist, the ten above, more or fewer? The answer to the last question would allow cleaning up of the concept. Next, we might determine the regard with which each of the variations or families of what makes teachers good is held.

A second and parallel approach would be to inspect and analyze what could be called the contemplative literature on teaching. Many persons have thought and written about teaching and even what makes teachers good. For example, Traina (1999), the historian and president of Clark University, explored the autobiographies of some 125 prominent Americans to determine what they said about teachers whom they valued. He notes that three attributes stand out: subject matter competence, caring about students and their success, and distinctive character. Another source of ideas regarding what makes teachers good would be autobiographical accounts of teachers.

Substantiating that there are variations on the theme of what makes teachers good would serve several useful ends. First, it would forever dispel the notion that there is one kind of good teacher. Second, it would permit teachers to describe which kind of good teacher they are and, when necessary, submit evidence to that effect. Third, it would provide positive direction for nearly-good teachers and persons responsible for their continuing development. Finally, such knowledge would enable the teaching professional to identify and remove teachers who are unable to meet *any* notion of what makes teachers good.

Obviously, the size and complexity of the proposed inquiry requires a group effort, and what group is better suited to the task than MWERA? So, in conclusion, I ask the membership of MWERA, individually and collectively to consider pursuing the question, What makes teachers good? Certainly this organization has the ability and combined resources both to conceptualize and conduct such a line of inquiry. Taking on this challenge probably would have great benefit to MWERA and clearly benefit American education. Gov. Geringer is waiting for the telephone call. America's embattled teachers may be praying for it.

Footnotes

[1] One of the most popular was the Teaching Evaluation Record (Beecher, 1953). A recent attempt to create a standard of excellence for teachers is the document, *Prinicples of Effective Teaching and Examples of Descriptors*, (Massachusetts, Department of Education) <http://info.doe.mass,edu/doedocs/evalregs3.html>

[2] Barr and his associates (1961) synthesized the numerous lists of ideal teacher characteristics contained on rating instruments and grouped them into 15 categories: buoyancy, consideration, cooperativeness, dependability, emotional stability, ethical behavior, expressiveness, flexibility, forcefulness, judgment, mental alertness, objectivity, personal magnetism, physical drive, and scholarship.

[3] Morsh and Wilder (1954) noted, "There is no general agreement as to what constitutes the essential characteristics of a (good) teacher (3)." Mitzel (1960) concluded, "More than a half century of research effort has not yielded meaningful, measurable criteria (for good teachers) around which the majority of the nation's educators can rally." (1481).

[4] Simon and Boyer contains descriptions of 26 classroom observation instruments.

[5] Seminal work was done by Rosenshine (1971) and Rosenshine and Furst (1971).

[6] Among the criticism: disagreement that student gain is the sole or most important outcome variable of teaching and discord over methodology employed in the research studies (Cruickshank, 1990, 83, 86).

[7] Select Denver teachers can receive bonuses if: their students either improve on the Iowa Tests of Basic Skill, show progress on teacher written tests and classroom projects, or if students improve when the teachers undertake professional development.

[8] One of the most comprehensive efforts to obtain and classify teacher competencies was produced by Dodl, et al. (1972).

[9] The Praxis approach. This approach assumes three ingredients contribute to good teaching: general knowledge, professional knowledge, and competence in putting general and professional knowledge to work in the classroom. The Educational Testing Service has developed three tests to determine the goodness of preservice and beginning teachers in the three areas. Praxis I measures a prospective teacher's competency in reading, writing, and math near the beginning of a preservice program. Praxis II, administered near or at the program's end, measures students' knowledge of their academic specialty and of pedagogy. Praxis III measures on-the-job classroom performance. This is done by trained observers and interviewers.

[10] The NBPTS approach. The National Board for Professional Teaching Standards has developed "standards for an accomplished teacher" based upon opinions of panels of educators as to what an accomplished teacher should know or do. Experienced teachers seeking national board certification submit portfolios of their work including videotapes of their teaching, lesson plans, and samples of student work. Teachers also take a test at a regional site. A good teacher, according to this approach is one who can demonstrate she can meet the standards for an accomplished teacher put forth by discerning colleagues (King, 1994).

[11] In Massachusetts the Veteran Teachers Board offers up to $50,000 over 10 years to any public school teacher who passes the National Board for Professional Teaching Standards certification exam. See also Bradley (1998).

[12] In Rochester, New York, parents rate their child's teacher on a two page form containing 20 questions that inquire, among other things, about the teacher's accessibility, clarity, responsiveness, and optimism (Janey, 1997).

[13] Irvine and Fraser (1998) make the case that African-American students need to be taught by "warm demanders", teachers who use a culturally specific pedagogical style that is substantively different from the pedagogical approaches described and

prescribed in the effective teaching research. Such teachers perceive themselves as parental surrogates and advocates, employ a teaching style filled with rhythmic language and rapid intonation, etc., use students' every day cultural experiences to link new concepts to, develop personal relationships with the learners, and teach with authority.

[14] Following are some questions that might be considered with conceptualizing a line of inquiry on what makes teachers good.

a. What do various stake holders believe make teachers good?
b. Which descriptors seem to be related to what desirable outcomes?
c. How do descriptors differ according to subjects' age, gender, cultural background, educational level, geographic location and so forth?
d. How do descriptors differ according to the subject area and grade level of the target good teacher?
e. To what extent do various subjects agree on the attributes and abilities of good teachers?
f. Which of the descriptors discriminate good from poor teachers?
g. How are the low inference descriptors related to each other? Are their discernible families or factors of the descriptors? How many and what are the families of good teachers?
h. How can teachers document what kind of good teacher they are? How can the documentation be validated when necessary?

References

Beecher, D. (1953). *The teaching evaluation record*. Buffalo, NY: Educators Publishing Company.

Barr, A., Worcester, D., Abell, A., Beecher, C., Jenson, L., Peronto, A., Ringness, T., and Schmidt, J. (1961). Wisconsin studies of the measurement and predicability of teacher effectiveness. *Journal of Experimental Education*, *30*, 1-156.

Bradley, A. (1998). A better way to pay. *Education Week*, *17*(24), 29-31.

Bradley, A. (1999). NCATE Unveils a plan for aspiring elementary teachers. *Education Week*, *18*(18), 5.

Cruickshank, D. (1991). *Reflective teaching*. Bloomington, IN: Phi Delta Kappa.

Cruickshank, D. (1987). *Reflective teaching: The preparation of students of teaching*. Reston, VA: Association of Teacher Educators.

Cruickshank, D. (1990). *Research that informs teachers and teacher educators*. Bloomington, IN: Phi Delta Kappa.

Cruickshank, D. and Associates. (1996). *Preparing America's teachers*. Bloomington, IN: Phi Delta Kappa.

Dodl, N., Elfner, E., Becker, J., Halstead, J., Jung, H., Nelson, P., Purton, S., and Wegele, P. (1972). *Florida catalog of teacher competencies*. Tallahassee: Florida State University.

Fatemi, E. (1999). Privatization center to seek balanced view of vouchers. *Education Week*, *18*(32), 11.

Flanders, N. (1960). *Teacher influence, pupil attitudes, and achievement*. Minneapolis: University of Minnesota (Mimeograph).

Hoff, D. (1999). Standards at crossroads after debate. *Education Week*, *19*(3), 1,9.

Irvine, J., and Fraser, J. (1998). Warm demanders. *Education Week*, *17*(35), 56,42.

Janey, C. (1997). Seeking customer satisfaction. *Education Week*, *17*(5), 39.

King, M. (1994). Locking themselves in: National standards for the teaching profession. *Teaching and Teacher Education*, *10*(1), 95-108.

Kohn, A. (1999). Confusing harder with better. *Education Week*, *19*(2), 68.52.

Mitzel, H. (1960). Teacher effectiveness. *Encyclopedia of educational research: Third edition*. C. Harris (Ed.), New York: MacMillan Co., 1481.

Morsh, J., and Wilder, E. (1954). *Identifying the effective instructor: A review of quantitative studies*. Lackland Air Force Base Texas: Air Force Personnel and Training Center.

National Commission on Excellence in Education. (1983). *Nation at risk*. Washington, DC: U. S. Department of Education, 5.

Peterson, H. (1946). *Great teachers*. New York: Random House.

Rose, L., and Gallup, A. (1999). The 31st Phi Delta Kappa/ Gallup Poll of the public's attitudes toward the public schools. *Phi Delta Kappan*, *8*1(1), 41-56.

Rosenshine, B. (1971). *Teaching behaviors and student achievement*. London: National Foundation for Educational Research.

Sandham, J. (1999). ECS members take a closer look at the teaching profession. *Education Week*, *18*(43), 23.

Scriven, M. (1990). Can research-based teacher evaluation be saved? *Journal of Personnel Evaluation in Education*, *4*(1), 19-32.

Simon, A., and Boyer, E. (1968). *Mirrors for behavior: An anthology of classroom observation instruments*. Philadelphia: Research for Better Schools, Inc.

Sternberg, R., and Horvath, J. (1995). A prototype view of expert teaching. *Educational Researcher*, *24*(6), 9-17.

Traina, R. (1999). What makes a teacher good? *Education Week*, *18*(19), 34.

U. S. Department of Health, Education, and Welfare. (1966). *Equality of educational opportunity: Summary Report. (The Coleman Report)*. Washington: U. S. Government Printing Office.

Opening Address

Be An American Reconstructioneer Of Culture

John Sikula
Ashland University

Abstract

In this presentation the author argues that improvement in schooling and teacher education in the United States will be successful to the extent that educators establish via research and practice and make known to the public and to budget controlling authorities the clear relationships which exist between investment in education and productive citizenship. Until educators become more proactive, demanding, political, and willing to serve as American Reconstructioneers of Culture (ARCs), our educational institutions will continue to drift with a tide of mediocrity as resources flow to other more viable and vocal areas.

I want to begin this presentation today with two declarations:

1. Improvement in schooling and teacher education in the United States will be successful to the extent that educators establish, via research, and make known to the public, and to budget controlling authorities, the clear relationships which exist between investment in education and productive citizenship.
2. Until educators become more proactive, demanding, political, and willing to serve as American Reconstructioneers of Culture (ARCs), our educational institutions will continue to drift with the tide of mediocrity, as resources flow to other more visible and vocal areas.

I want to support these declarations with information from the second edition of the Handbook of Research on Teacher Education, and I want to further urge each of you in the audience to commit to reshaping and to reconstructing American culture, so that education and schooling can gain the attention, resources, and priority needed for us to reverse the tide of mediocrity prevailing in our educational system today.

I submit for your consideration that we know what works in education and schooling today. The real problem in education is not that we lack a sufficient knowledge base, or know-how, but rather, the problem is the lack of sufficient resources dedicated to addressing and resolving problems, which we know how to fix. You get what you pay for in this world, and we in America are expecting world class education and schooling, while providing third world, inadequate resources to get the job done.

One might ask: What evidence supports the need for more resources? Or can spending our dollars differently really make any difference? Yes, it can. Let us examine a few ways how. But first of all, let me state unequivocally, that if someone tells you that money makes no difference in quality educational outcomes, they either know very little about schooling and education, or they are simply making a political statement. Such people generally have little, if any, current or practical experience in a classroom.

Berliner has helped to dispel this and other myths about education when he reported in the *Phi Delta Kappan* in 1993 that "academically more proficient teachers, who are more experienced, who are better educated, and who work with smaller classes, are associated with students who demonstrate significantly higher achievement." And of course, money is associated with educating and developing teacher proficiency and experience, and with providing smaller classes. Common sense and practical experience also tell us that well educated teachers are superior to untrained ones in effecting positive results with students, and funding is associated with obtaining these teacher attributes of being better educated and experienced. Tom Good in the *Handbook* further reports that several studies show a positive relationship between school resources and student achievement. Money also is associated with attracting high quality students into the profession, and keeping them there.

Research tells us that most teenagers decide what they do **not** want to be by 14 years of age, and most of the brightest youth in the U.S. today do **not** want to be teachers. They see the stress, the low pay, the working conditions, and they decide early not to become educators. Those who do begin to teach, frequently drop out. It is not uncommon to lose 50 percent of a staff in an urban school within five years.

The working conditions of American teachers are among the worst in the industrialized world. This is particularly true of secondary teachers who have low pay, little status, yet high risks. The shortage of fully-qualified teachers in the United States is a result of a shortage of dollars attracting people to the profession. There are a few geographic exceptions, but the shortage is general and pervasive. The dilution of financial support for educational institutions in the 1980s and 1990s has contributed directly to our current situation in which not enough qualified teachers are willing to take positions in schools. Over 50,000 emergency licenses are issued each year to "teacher," many of whom are sub-

A longer but similar presentation was published in 1996 as the "introduction" to the second edition of the *Handbook of Research on Teacher Education*. New York: Macmillan (pp. XV-XXIII).

standard. All kinds of less expensive alternative certification programs are being tried in at least 31 states, and 46 states are issuing emergency licenses, sometimes with as little as two-three weeks of training. Data indicate that more than one in four new hires hold either substandard certificates, or none at all. Clearly, money is related to who teachers where. Economically poor schools have more teachers with substandard certificates and experience, and the dichotomy is growing. The poor are getting poor teachers, while the rich get the better teachers. The discrepancy in quality, between rich and poor schools, is worse today than ever, a condition that has led the supreme court to intervene in Texas, Michigan, Kentucky, and several other states.

American teacher working conditions are poor by comparison to other nations. Just compare our average teacher's workday, generally from 7:30 a.m.–3:30 p.m., often with little time to even go to the restroom, with the workday in Japan, China, or German, where the typical high school teacher teaches only 15-20 hours out of a 40-45 hour school week, with the other hours being available for rest, preparation, joint curriculum planning, tutoring, and consultation with parents, students, and colleagues.

Inadequate funding currently is affecting all levels of education. Within institutions of higher education, teacher education programs are typically underfunded, with conditions having worsened considerably during the late 1980s and the 1990s. Between 1980-1990, funding for schools, colleges and departments of education deteriorated because of flat or declining budgets and inflation. SCDES also lost ground in their ability to secure resources relative to other departments, for example, physical and biological sciences, business and management, engineering, and psychology. Several studies have concluded that teacher education programs are treated poorly in the resource allocation process. Even within SCDES, teacher education programs frequently are underfunded. Studies show that approximately 10 percent of the resources generated by teacher education are used to subsidize other SCDE programs.

The evidence supporting the need for more resources for schools and teacher education is clear. Having been an education dean for twenty-three years in three states has certainly taught me that educational problems in America cannot be resolved without additional resources; that reform efforts to be successful require financial support; and that money is related to quality educational outcomes. The fact of the matter is that people and society can simply learn to pay or invest in education early in the process of a young person's life, or plan to support the consequences later. Studies show, for example, that every dollar invested in preschool education saves $4.75 that otherwise would be spent on future costs of special education, crime, and welfare. Studies show further that each year of poverty, increases the likelihood of being below expected grade level by two percent. Bredekamp informs us in the *Handbook* that $7.16 is returned for every $1.00 invested in a high quality preschool in which the curriculum facilitates active learning, and promotes decision-making and parent involvement. Yet in 1990, half of our states spent less than $25 annually per child on the education of its youngest children.

So let us push to support educational investment up front. Why? Because we simply cannot afford to keep building more and more prisons, and incarcerating more and more of our citizenry. It costs $20,000-$30,000 per year to keep a person in a penal or reform institution. And we know that 82 percent of our prisoners are high school dropouts. We also know that there are three times as many black men in prison as there are in college. Educators are simply going to have to do a better job of convincing others of the wisdom of investing **now** in prevention, rather than later in spurious "cures."

The resources needed to improve schooling and teacher education in the United States of America are available, and are best invested locally. But clearer connections need to be established between local educational institutions and state and national initiatives, standard setting, and reform efforts. Additionally, **local** schools and **local** teacher education programs need to be renewed **simultaneously**, a theme which the American Association of Colleges for Teacher Education has been promoting for several years. This simultaneous renewal is best accomplished when and where there is stability and continuity in educational leadership. With superintendents changing positions every 2.5 years, education deans changing jobs every 3-4 years, and with teachers dropping out, often at the rate of 20 percent within the first year after graduation—sustaining quality reform efforts will continue to be difficult. As a personal example, I can report that in my first ten years as an education dean in California, I served under five different presidents, and five different vice presidents for academic affairs. Additional resources can serve to improve upon this loss of talent and experience.

A major part of the problem is the changing composition of our country's population.

Harold Hodgkinson points out in the October, 1995 *Kappan* that:

- An astonishingly small percentage of the U.S. adult population cares about America's children; that
- Only about one household in four has a child of school age; that
- The fastest growing segment of our population is people over 85; that
- The median age of Americans continues to rise, as children become a smaller percentage of the population - down from 34% in 1970, to 25% projected for the year 2000.
- And obviously, people vote their self-interest, and as more adults have less contact with fewer children, there, predictably, will be even less support for education programs in the years ahead - something has to change.

But little significant improvement will take place until society as a whole demands more of its schools and teachers. We can do better than we are; but the majority of Americans are satisfied with their local schools. And where there is low expectations and satisfaction with the status quo—mediocrity will prevail. If we know anything in education, we know that performance follows expectation. Expect little, and you will get it; expect and demand more, and your chances improve tremendously!

Of course, since the federal government supplies only about seven percent of the budgets of elementary and secondary schools, major educational reform will have to rely primarily upon state and local funds and initiatives to improve. With the help of private organizations, business, and key individuals, I think such a turnaround is possible.

Americans can afford to invest a much larger proportion of the gross national product in education; other countries do. Funding and investing can follow if citizens change their will, their resolve, their values, and simply require more.

Special interests and narrow concerns must be put aside if we are to improve schooling and teacher education more generally. We cannot continue to support narrow interests, while allowing the basic educational system to deteriorate. And scrapping the whole public school system, as we know it, is **not** the only answer. This is impractical, wasteful, expensive, traditionally un-American, and ill-advised for a host of reasons beyond the scope of discussion here.

The time has come to stop bashing schools and teacher education in America.

Gerald Bracey points out in the Fifth Bracey Report on the condition of public education in the October, 1995 *Phi Delta Kappan*, that:

- School-bashing has become leisure-time fun for many writers and critics, who do not seem to care whether or not what they say can be backed up with data; and even
- When positive facts associated with American schooling appear in the literature, they are largely ignored by the media.

The time has come to reinvest in American schools, and in our historical values and traditions. The simultaneous renewal of schooling and teacher education in America needs to be centered around the changing social problems facing all of us today. The connections and lines must be more clearly drawn and publicized. Educators must become more willing to serve as advocates and **change agents**. No longer merely accepting the roles of impartial observers, and transmitters of culture, teacher educators in particular need to become, like pioneers, **reconstructioneers of culture**, **change agents**, people willing to risk, to strive for higher ideals, and to be dissatisfied with current conditions and the status quo. *American Reconstructioneers of Culture*, (ARCs), are needed to work to improve schooling and teacher education, fashioning new approaches to subject matter, and trying out novel methods of learning both traditional and nontraditional content. ARCs would work to iron out issues and problems, to bridge gaps between the past and the future, between practice and theory, between the real and the ideal. Only with improved vision and mobilization by educators to collaborate more fully on common concerns will the desired changes in funding and conditions be realized. The goal is worthy of the massive effort required. The result could be not only educational improvement, but also societal and life-style enhancement as well. Americans need to be convinced that positive change can happen. We educators need to **lead the way**, not be followers, if the will and priorities of the American public and their purse strings are to change.

People individually and collectively are capable of significant change, sometimes within short periods of time. Although in the U.S. today, education is not the top national priority, this could change as individual local communities and some states move assertively to demonstrate how investing in education pays off, in the short and long runs, in the quality of life afforded to citizen-investors.

We know that educational funding provides a barometer of society's level of commitment to the educational enterprise, and that the barometer has gone down during the 1980s and 1990s. We know that we want the barometer to rise, and that we want conditions in the United States to get better, and for our standards for living to rise. Is this just naïve and wishful thinking? Or can we turn **improved** vision, dissatisfaction with mediocrity, and heightened expectations into improved reality in our schools and society? Working together, I believe that we can effect this change. I would not be spending my life's work in this arena if I did not believe that this were the case.

We need to change the image of schooling and teacher education in America by establishing more clearly, via research and reported experience, the clear connections between formal education and citizenship behavior. We need to popularize relationships between education and quality of life. For example, in 1991, among white male workers in the U.S. between 25-34 years of age, the earnings of college graduates were 47% greater than those of high school graduates. Does it pay to stay in school? Of course it does.

Changing our image from reactive or status quo people and educational institutions, to more proactive positioning and functioning, will not be easy—but it is absolutely necessary if we want any additional resources to be directed our way. Changing societal priorities, and the flow of dollars which follow, could produce results which would speak for themselves. But starting the flow will require unrelenting efforts. But try we must. Let's try investing in education on a grand scale **for once** in America, and just see how it works! Education has always been, and still is, a good investment in this country, but we have largely neglected it for years. Yet, we have in the United States, more opportunities throughout our lives for more diverse people, work-

ing adults, and particularly women, than any other country in the history of the world. We want to keep it this way, and to continue to improve.

The time has come to put aside self-interest and to concentrate on our educational system as a whole. The forgotten masses of students in our educational institutions deserve a chance at the American dream of a better life through education. Educators working alone cannot accomplish what needs to be done. American public schools can prepare students for successful futures **only if** they have the cooperation and support of other basic institutions—families, churches, business, government, medicine, and the economy, educators cannot do it alone, and we must convince the key players of the merits of our proposals. The political elite must be engaged as well.

In advancing the cause of educational improvement, we must be careful to maintain and to nourish what is working well, and to change what is not. Our local-based system of education needs to be reinforced, not replaced; its flexibility allows the innovation necessary, without the heavy hand of state or national control. This is not to say that the federal and state roles are not important as well.

I conclude with the same two declarations made at the beginning of this presentation:

1. Improvement in schooling and teacher education in the united states will be successful to the extent that educators establish, via research, and make known to the public, and to budget controlling authorities, the clear relationships which exist between investment in education and productive citizenship.
2. Until educators become more proactive, demanding, political, and willing to serve as *American Reconstructioneers of Culture* (ARCs), our educational institutions will continue to drift with the tide of mediocrity, as resources flow to other more visible and vocal areas.

Reference

Sikula, J., Buttery, T., & Guyton, E. (1996). *Handbook of Research on Teacher Education*, second edition. New York: Macmillan.

Conference Highlights

The 1999 Annual Meeting of the Mid-Western Educational Research Association

E. Jane Williams, Program Chair
The Ohio State University

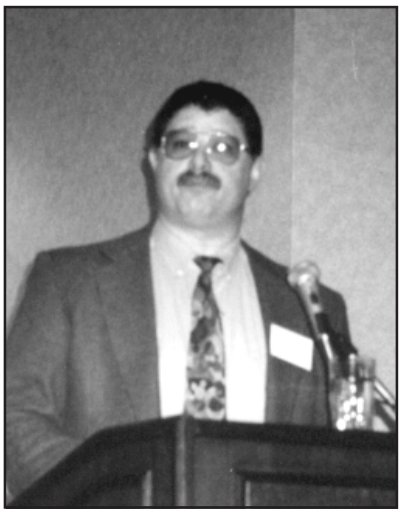
The 1999 annual Mid-Western Educational Research Association (MWERA) met at the Holiday Inn Mart Plaza in Chicago, IL, from October 13th through the 16th. Three hundred fourteen (314) persons registered for the conference; of these, 39 were new members. Interspersed throughout the conference among the paper presentations, symposia, invited speakers, roundtable discussions/poster sessions, business and division meetings, panels, and workshops were a number of events that deserve highlighting. These include the following.

The Wednesday evening Kick-Off Discussion and Social was sponsored by Riverside Publishing. Dr. John Sikula, Dean of the College of Education at Ashland University (OH), initiated a thought-provoking discussion on the condition of schooling and our role in it.

Dean Sikula's Opening Address, *Be an ARC—An American Reconstructioneer of Culture*, on Thursday morning provided further insight and depth into the conversation which began Wednesday evening. The basis for his talk came from his work while editor of the 2nd edition of Macmillan's Handbook of Research on Teacher Education.

The New Member Welcome was very well attended. Francine Michel, a doctoral student at the Ohio State University, chaired the session. In addition to introductions and breakfast pastries, Francine awarded new members with books authored by MWERA members. New members later introduced themselves to the authors in order to get their books autographed.

The Invited Symposium, *Building Capacity for Literacy Teaching and Learning in Urban Schools*, as well as the Invited



Jeffrey Hecht, MWERA President

Francine Michel (right) and new members

Panel of State Department of Education personnel, *Setting State Teacher Preparation Standards*, were very successful.

About 50 roundtable discussion/poster sessions and *Hot Topics* were well attended on Thursday and Friday afternoons. Much thanks to Tom Parish, MWERA Past-President, for organizing the *Hot Topics*.

Workshops were held throughout the conference this year rather than Wednesday afternoon before the conference. Comments were positive and attendance appeared to be good.

The Luncheon Address, *What Makes a Good Teacher?* by Don Cruickshank, drew a record number of people on Friday. Dr. Cruickshank drew on his past research as well as that of colleagues in developing the characteristics that make a teacher good.

The new Editorial team, Mary Bendixen-Noe and Kim Metcalf, were welcomed, while the out-going Editors were praised for their outstanding work.

Dr. Thomas Parish gave the Presidential Address, *Don't Get Tough, Just Get Connected*, on Saturday morning. President Parish talked about the importance of having a sense of humor and connecting with students rather than just being tough on them.

A sincere and special thanks to Sharon McNeely and her graduate students, Jean W. Pierce, MWERA Executive Officer, and her graduate students for assuming responsibility for the conference registration. Additional thanks to Sharon for taking care of Exhibits.

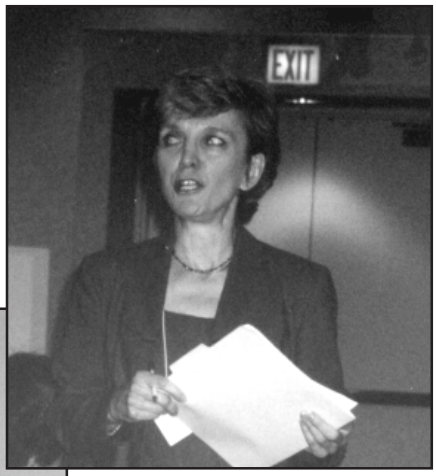
Jeffrey Hecht, MWERA President, should be commended for his work as MWERA Web Manager. I feel certain that those of you who used the web found it a time saver as well as a convenience.

Tom Parish, MWERA-99 President, as well as the outgoing Co-Editorial team, Deborah Bainer Jenkins, Richard Smith, and Gene Kramer, deserve special praise for their assistance, patience, and support.

Lastly, I cannot thank all the Division Chairs and Co-Chairs for their assistance in compiling reviewers, reviews, and organizing sessions, to help pull the program together. Many long hours were spent in pulling the conference together, but I could not have done this alone. Everyone's hard work, cooperation, and enthusiasm were sincerely appreciated. Thank you again!

And Carmen, your assistance was **not** forgotten. I sincerely thank you and feel certain **everyone** will chip in to help make MWERA-2000 as great as this last one was!

Dean Sikula



Presidential Address

How to Improve Education: Don't Get Tough; Just Get Connected

Thomas S. Parish
Kansas State University

Does everyone really realize how students are being victimized by the educational methods currently being used by teachers throughout many of our nation's classrooms? Does anyone know how we might reverse these negative effects on students? Well, to begin with, Basic, Balaz, Uzelac, and Jugovac (1997) reported that students in the first four grades often placed great value in their school, but in later grades the importance of school was found to greatly diminish. Concurrently, school drop-out rates and gang memberships—among older youth—have been increasing, particularly in larger urban areas. Hence, students are gradually withdrawing from, or abandoning, their respective classrooms, even though some might actually remain there, but why is this so?

That teachers are effectively conveying the 3 Rs (i.e., reading, [w]riting, & [a]rithmetic) may not the problem. Rather, it appears that they may simply be using external control psychology improperly, and therefore failing to fulfill their students' various needs, as well as their own needs too. This occurs when teachers don't consider (or are unaware) that as they PUNISH students through the use of **external operant conditioning**, they are also associating themselves (their classrooms, their schools, & what they teach) with the punitive actions' negative feelings via **external classical conditioning**. Thus, as teachers engage in punitive acts two things generally happen:

1. Connectedness with their students is destroyed;
2. Disconnectedness with them ensues.

Somehow teachers who engage in these educational practices need to realize that they are often ineffective since they are not truly meeting anyone's needs (not even their own), and seek to engage in more need-fulfilling actions instead. To accomplish this end, it has been found that teachers need to be perceived by their students as highly credible, very powerful, and/or very loving. As teachers manage to become so need-fulfilling for their students, their students, in turn, will likewise seek to please their teachers too. That this can happen is very possible, as long as teachers and students alike generally find overlap between the five worlds they live in (Parish, 1992; see Figure 1 in Appendix). In particular, connectedness is most readily fostered when students and teachers discover that their "Quality Worlds" or their "All-They-Want-Worlds," and their "All-They-Don't Want-Worlds" greatly overlap, rather than being "worlds apart" instead.

To foster such an overlap between students' and teachers' "worlds" requires everyone to follow some important "do's" and "don'ts." For instance, Allport (1985) urges that antilocutions (i.e., "hurtful words."), avoidance, exclusion, and psychological or physical violence be strictly avoided because they usually foster disconnectedness between all concerned. Instead, we must all seek to simply be each other's friend. A friend, of course, is someone who helps another to like himself or herself. According to Maya Pines (1979), everyone needs a friend, particularly the students who are thought to be "at-risk" of school failure. In order to be such a friend, the following suggestions are offered (Parish, 1996, 1998; see Figures 2 & 3 in Appendix), which if used properly, should foster substantial positive affect and promote connectedness between all involved parties.

To determine if teachers are actually succeeding in connecting with their students, and possibly gaining entry into their students' "Quality Worlds," the Teacher Effectiveness Questionnaire (Parish and Stallings, 1992; see Figure 4 in Appendix) is highly recommended for those teachers who really wish to know how they are doing, and/or what areas they might need to improve upon, if greater connectedness with their students is desired.

References

Allport, G. (1985). The nature of prejudice. New York: HarperCollins.

Basic, J., Balaza, S., Uzelac, S., and Jugovac, G. (1997). School in the students' quality world. *International Journal of Reality Therapy*, *17*(1), 46-49.

Parish, T. S. (1992). Ways of assessing and enhancing student motivation. *Journal of Reality Therapy*, *11*(2), 27-36.

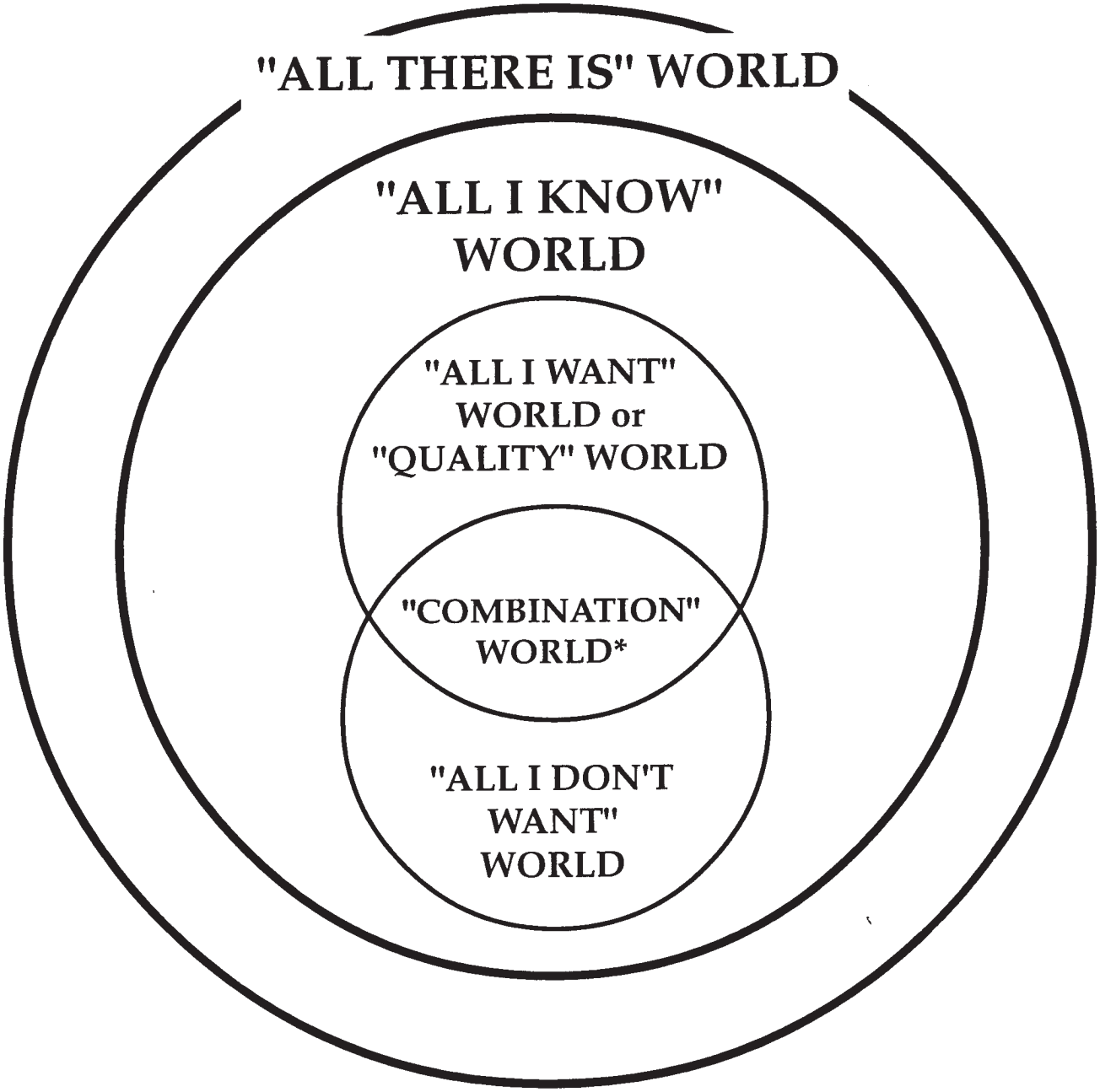
Parish, T. S. (1996). Examining the basic principles of friendship. *Education*, *117*, 160.

Parish, T. S. (1998). Friends. *International Journal of Reality Therapy*, *18*(1), 36-37.

Parish, T. S., and Stallings, M. (1992). An examination of the relationship between teacher effectiveness ratings and student homework ratings. Support for the "Quality School"model? *Journal of Reality Therapy*, *12*(1), 52-54.

Appendix

THE FIVE WORLDS WE LIVE IN



*Has both positive and negative values.

Figure 1. The Five Worlds We Live In. (Parish, 1992)

Examining the Basic Principles of Friendship

What is a true friend? Who are our real friends? This paper will seek to provide insight/answers regarding these questions and much more.

Friends are the ultimate form of social security.

The only thing better than aged steaks is old friends.

Don't just count your friends. Rather, figure out which friends you can count on.

The best present you can receive from a friend is a *smile*.

A friend is someone who helps you to like yourself.

A friend is someone who sees you the way you wish to be seen.

The most valuable gift you can *get* is a friend.

The most valuable gift you can *give* is to be a friend to someone in need of one.

Friends are people who choose to be by you, even when they would rather be somewhere else.

Good friends are usually great listeners.

Friendship is like mortar that binds people together.

Friends generally avoid asking questions, and try not to make judgments.

Good friends look for the good in you, and then tell others when they find it.

The difference between our friends and our enemies, is that the former leave us feeling *better*, while the latter leave us feeling *bitter*.

When a friend takes you to dinner make sure to buy him/her a mint. After all, isn't s/he worth that much to you?

True friends expect the best from us, and we try our best not to disappoint them.

Friends are our memories' greatest treasures.

Real friends provide us with the best form of "No-Fault" insurance.

Friends try to keep you on your toes, but never treat you like a heel.

Friends are our finest gift from God!

Unlike most things that we have today, friends will often last for a lifetime.

Friends are often visually impaired when it comes to seeing our faults and shortcomings.

Friends never laugh *at* you. Rather, they always laugh *with* you.

When you walk with a friend, it's usually easier to smell the daisies.

Friends rarely give advice, but often give a helping hand.

Friends try to avoid being hardheaded and hardhearted.

Friends are our most priceless treasure.

Does that make cents?

Friends are like the sunshine that chase the clouds away.

People who won't say anything nice about their friends, soon discover that they don't have any.

Friends generally realize that the best sermon is a good example.

Friends usually have the last word . . . when they say "I love you."

Shouldn't we all be friends? Shouldn't we all be willing to go the extra mile like friends always do? Maybe this paper may nudge you or someone else in that direction. If so, it has served its purpose, for the world will be a better place as we consider our friends first, and strangers (who will be our friends someday) not very far behind.

Figure 2. Examining the Basic Principles of Friendship. (Parish, 1996)

Teacher Effectiveness Questionnaire

In your estimation, is your teacher:	**Yes**	**No**
1. deeply interested in the subject matter?	___	___
2. deeply interested in his/her students	___	___
3. likely to conduct class discussions rather than straight lectures?	___	___
4. able to relate to students by teaching on their level?	___	___
5. able to comfortably interact with students?	___	___
6. unlikely to threaten and/or punish?	___	___
7. able to inject humor, variety, and/or drama into his/her lessons?	___	___
8. likely to ask students to do things that feel good?	___	___
9. likely to treat students with kindness and courtesy?	___	___
10. likely to seek input from the class regarding possible courses of action?	___	___

Note: The more "yeses" checked, the more likely the student will allow their teacher(s) into his/her "Quality World."

Figure 4. The Teacher Effectiveness Checklist. (Parish and Stallings, 1992)

The Friendly Alphabet

Friends . . .

Accept you for who you really are, and who you want to be.

Believe in you, and see you the way you wish to be seen.

Count on you, because that's what friends should always do.

Demand nothing, but give to you more than you could ever ask of them.

Encourage you when others shrug, 'cause they know you need a great big hug.

Feel joy, from the beginning 'til the end, that's what makes them good ol' friends.

Go the extra mile, and then ten more after that.

Help you when you are down, and never look at you with a frown.

Ignore others' negative remarks, and insist that you're cool to everyone at work or school.

Just hang in there for you, like no one else would ever do.

Keep you in mind, and make sure that you're doing fine.

Love you like few others do, and always strive to do their very best for you.

Move mountains for you, and yet help you smell the daisies too.

Never give up; they just won't stop until they drop, or until you meet them at the top.

Openly tell others what good things you do, and never complain like silly ol' fools.

Please you by what they say and do, for the beneficiary of their efforts is always you.

Quickly seek to determine what you need, and try to help with utmost speed.

Rise on any occasion to protect your name, and feel confident you would do the same.

Save the biggest and the best for you, because they love you through and through.

Trust in you, which is a great strength. For this reason, they will go to any length.

Understand your wants, needs, and fears, as they look at you through their very own tears!

Value you and all that you do, and help you to like yourself, at least as a general rule.

Welcome you with a great big smile, and let you know that you have "real style."

Xplain the facts about what you do, yet love you still, and always will.

You can't easily replace, that's for sure, as they strive to keep the faith and always endure.

Zealously endeavor to be our biggest fan (regardless of who we are), as though we're like some renowned movie star!

Figure 3. The Friendly Alphabet. (Parish, 1998)

Mid-Western Educational Research Association

2000 Annual Meeting Call for Proposals

PROPOSAL DEADLINE: May 1, 2000

October 25-28, 2000 — Carmen R. Giebelhaus, Program Chair

Holiday Inn Mart Plaza, Chicago, IL — http://tierlab.ilstu.edu/MWERA

The 2000 Annual Meeting of the Mid-Western Educational Research Association (MWERA) will return to Chicago with an exciting program of invited speakers, focused workshops, peer-reviewed papers presented in a variety of session formats, and activities for participants and their families. The 2000 program will feature speakers of interest to anyone involved in education, with talks and follow-up small-group discussions that are sure to engage and energize. Workshops will be scheduled throughout the four-day meeting, allowing attendees to participate in a wide range of focused, longer-term sessions on a variety of interesting topics. Peer-reviewed papers continue to form the backbone of the 2000 conference, with authors/presenters encouraged to consider a variety of presentation formats: traditional *Paper Presentation* (3-5 papers per session with a Session Chair and a Session Discussant), *Roundtable Discussion/Poster* (for heightened presenter-attendee interaction), *Symposium* (focusing on specific topics from a variety of perspectives), *Workshop* (longer-term focused work on a topic of interest), or *Alternative Format* (with a range of different time lengths and interactive activities). In addition, this year's program will include forum sessions focused on "Best Practice". The meeting returns to Chicago's Holiday Inn Mart Plaza featuring spacious, comfortable guest rooms, excellent meeting facilities, an indoor pool and exercise room, and many shops and restaurants within a short, safe walk of the hotel. Chicago's museums, planetarium and aquarium, theater district, and lively night life are also just minutes from our central hotel location!

Please accept this invitation to participate in the 2000 Annual Meeting!

The Mid-Western Educational Research Association offers scholars and practitioners, researchers and instructors, and educators from all levels and perspectives an opportunity to share ideas with others in a supportive environment of collaboration. The MWERA meeting is where people from all over North America come to hear the latest in educational thought and progress, and to make new contacts and renew existing acquaintances, in a spirit of professional friendship and collegiality!

General Information

The 2000 MWERA Annual Meeting will be held **Wednesday, October 25 through Saturday, October 28,** at the Holiday Inn Mart Plaza in Chicago, Illinois. The program will consist primarily of presentations, selected through a peer review process, by divisional program chairpersons. In addition, there will be invited speakers and symposia, panel discussions, special sessions for graduate students and new faculty, a luncheon and other social events open to all attendees.

Proposals may be submitted either on paper or electronically over the World Wide Web. All proposals submitted on paper must be sent to just one Division. The Division Chairs' addresses are noted below. Proposals must follow the *Guidelines for Submitting a Proposal* in this booklet. Questions about a proposal or the meeting, whether submitted on paper or electronically, should also be directed to the Program Chair:

Dr. Carmen R. Giebelhaus
MWERA-2000 Program Chair
300 College Park
University of Dayton
Dayton, OH 45469-0525

Office: (937) 229-4511
e-mail: drgieb@aol.com

Electronic proposals must be submitted using the form available on the meeting Web site. Proposals e-mailed to the Division Chairs or Program Chair will not be processed. Further, each proposal should only be submitted once in one format, electronic or paper. Specific instructions for electronic submission can be found at the meeting web site:

http://tierlab.ilstu.edu/MWERA

Any educational professional may submit a proposal for MWERA-2000, whether or not that person is currently a member of MWERA. *All Annual Meeting presenters must be members in good standing of MWERA (non-members must join MWERA upon notification of proposal acceptance).* To promote broader participation in the program no one person should appear as a presenter on more than three proposals.

All proposals, regardless of submission format (electronic or paper), must be received by the designated Division Chair no later than the deadline of **May 1, 2000**. Each Division Chair will coordinate a number of volunteers in a system of blind (without author identification) review. Appropriate criteria, depending on the format and type of scholarly work being presented, have been developed and are used for the review process. These criteria include: (a) topic (originality, choice of problem, importance of issues); (b) relevance of topic to the Division and MWERA membership; (c) contribution to research and education; (d) framework (theoretical/conceptual/practical, rationale, literature review, grounding); (e) analyses and interpretations (significance, implications, relationship of conclusions to findings, generalizability or usefulness); and (f) overall written proposal quality (clarity of writing, logic, and organization).

Papers presented at MWERA are expected to present original scholarship, conducted by the author(s), which has not been previously presented at any other meeting or published in any journal. Further, it is a violation of MWERA policy to promote commercially available products or services (except as Exhibits) which go beyond the limits of appropriate scholarly/scientific communication. Individuals who wish to display educationally related products or services are encouraged to contact Dr. Sharon McNeely, Assistant Program Chair for Exhibits, P. O. Box 34421, Chicago, Illinois 60634, (913) 794-2788.

All persons presenting at the 2000 Annual Meeting are expected to register for the full meeting. All sessions listed in the program will be open to any registered meeting participant; however, enrollment may be limited, and a small additional fee required, for some Workshop sessions. Tickets for the Friday luncheon and speaker are available to all pre-registrants. *Ticket availability is not guaranteed for late and on-site registrants*. Registration materials for the 2000 Annual Meeting will be published in the *Mid-Western Educational Researcher*, on the Web site, and can be obtained by contacting the Program Chair.

Presenters whose papers have been accepted to a session with a Session Chair and/or Session Discussant are responsible for submitting a completed version of their conference paper to the Session Chair and Discussant no later than September 20, 2000. *Papers not available to the Session Chair and Session Discussant may be dropped from the program.* Presenters must also provide complete copies of their papers (or detailed handouts) to attendees at their sessions. Overhead projectors and screens will be provided by MWERA in most presentation rooms. Presenters needing additional A/V equipment are responsible for arranging such with the hotel at the presenter's own additional expense.

MWERA reserves the right to reproduce and distribute summaries and abstracts of all accepted proposals, including making such works available in a printed Program Abstract, through the meeting's World Wide Web site, and in press releases promoting the Annual Meeting and the organization. *As a condition of acceptance all authors of papers accepted to the 2000 Annual Meeting explicitly grant MWERA the right to reproduce their work's summary and/or abstract in these ways*. Such limited distribution does not preclude any subsequent publication of the work by the author(s).

Authors of accepted proposals assume the ethical and professional responsibility to appear at the Annual Meeting and to participate in their presentation or assigned session. When circumstances preclude the author(s) from doing so, it is the responsibility of the author to arrange a suitable substitute and to notify the Program Chair in advance.

Divisions

A - Administration and Leadership
This division is concerned with research, theory, development, and the improvement of practice in the organization and administration of education. Paper proposals should be mailed to the Sr. Chair of Division A: **Micheal Supley, P.O. Box 610, Kingsville, TX 78364**

B - Curriculum Studies
This division is concerned with curriculum and instructional practice, theory, and research. Paper proposals should be mailed to the Sr. Chair of Division B: **Nancy G. Saunders, 4301 W. Riverside, Muncie, ID 47304**

C - Learning and Instruction
This division is concerned with theory and research on human abilities, learning styles, individual differences, problem solving, and other cognitive factors. Paper proposals should be mailed to the Sr. Chair of Division C: **Cindy Campbell Dept. of Technology, Research, & Assessment, Northern Illinois University, DeKalb, IL 60115**

D - Measurement and Research Methodology
This division is concerned with measurement, statistical methods, and research design applied to educational research. Paper proposals should be mailed to the Sr. Chair of Division D: **Janet Sheehan-Holt , Dept. of Technology, Research, & Assessment, Northern Illinois University, DeKalb, IL 60115**

E - Counseling and Development
This division is concerned with the understanding of human development, special education, and the application and improvement of counseling theories, techniques, and training strategies. Paper proposals should be mailed to the Sr. Chair of Division E: **Linda Bakken, Wichita State University, ACES, Box 123, Witchita, KS 67260**

F - History and Philosophy
This division is concerned with the findings and methodologies of historical research n education. Paper proposals should be mailed to the Sr. Chair of Division F**: Louise Fleming, 313 Bixler Hall, Ashland University, Ashland, OH 44805**

G - Social Context of Education
This division is concerned with theory, practice, and research on social, moral, affective, and motivational characteristics and development, especially multi cultural perspectives. Paper proposals should be mailed to the Sr. Chair of Division G: **Anne Stinson, UWW – Division of Curriculum and Instruction, 800 Main Street. Whitewater, WI 53190**

H - School Evaluation and Program Development
This division is concerned with research and evaluation to improve school practice, including program planning and implementation. Paper proposals should be mailed to the Sr. Chair of Division H: **Isador Newman, University of Akron, College of Education, Akron, OH 44325-4208**

I - Education in the Professions
This division is concerned with educational practice, research, and evaluation in the professions (e.g., medicine, nursing, public health, business, law, and engineering). Paper proposals should be mailed to the Sr. Chair of Division I: **Joyce Miller, Chemistry Dept., Mt. Vernon Nazarene College, 800 Martinsburg Rd., Mt. Vernon, OH 43050**

J - Postsecondary Education
This division is concerned with a broad range of issues related to two-year, four-year, and graduate education. Paper proposals should be mailed to the Sr. Chair of Division J: **Rodney Greer, Horribin Hall, 1 University Circle, Macomb, IL 61455**

K - Teaching and Teacher Education
This division is concerned with theory, practice, and research related to teaching at all levels and in-service and pre-service teacher education, including field experience supervision and mentoring. Paper proposals should be mailed to the Sr. Chair of Division K: **Jim Salzman, 2570 East Wallings Road, Broadview Heights, OH 44147**

Important Dates

Proposal Submission Deadline	May 1, 2000
Notification of Acceptance	July 15, 2000
Papers to Session Chairs/Discussants	September 20, 2000
Meeting Registration and Hotel Reservations	September 15, 2000
MWERA 2000 Annual Meeting	October 25-28, 2000

Guidelines for Submitting a Proposal

Session Format Descriptions

Paper Presentation

Paper sessions are intended to allow presenters the opportunity to make short, relatively formal presentations in which they overview their papers to an audience. Three to five individual papers dealing with related topics are grouped into a single session running from 1.5 to 2 hours. The presenter(s) of each paper is(are) allowed approximately 15 minutes to present the highlights of the paper. A single Session Discussant is allowed approximately 15 minutes, following all papers, for comments and critical review. A Session Chair moderates the entire session. Presenters are expected to provide complete copies of their papers to all interested audience members.

Roundtable Discussion/Poster

Roundtable Discussion/Poster sessions are intended to provide opportunities for interested individuals to participate in a dialogue with other interested individuals and the presenter(s) of the paper. Presenters are provided a small table around which interested individuals can meet to discuss the paper. Presenters may elect to provide small, table-top poster-type displays, ancillary handouts, or other table-top A/V materials to augment their discussions. Interested individuals are free to move into and out of these discussions/posters as they wish. Presenters are expected to make available complete copies of the paper on which the roundtable discussion/poster was focused.

Symposium

A symposium is intended to provide an opportunity for examination of specific problems or topics from a variety of perspectives. Symposium organizers are expected to identify the topic or issue, identify and ensure the participation of individual speakers who will participate in the session, prepare any necessary materials for the symposium, and Chair the session. It is suggested, though not required, that the speakers or symposium organizer will provide interested individuals with one (or more) papers relevant to, reflective of, or drawn from the symposium.

Workshop

Workshops are intended to provide an extended period of time during which the workshop leader helps participants develop or improve their ability to perform some process (e.g. how to provide clinical supervision, using the latest features of the Internet, or conduct an advanced statistical analysis). Organizers may request from 1.5 to 3 hours, and are responsible for providing all necessary materials for participants. Many workshops are scheduled for Wednesday afternoon, although others may be scheduled throughout the conference. Organizers may, if they wish, receive an honorarium based upon the number of paid participants in their workshop and the fee schedule.

Alternative Session

The form, topics, and format of alternative sessions are limited only by the imagination and creativity of the organizer. These options are intended to afford the most effective method or approach to disseminating scholarly work of a variety of types. Proposals for alternative sessions will be evaluated on their appropriateness to the topic and audience, their suitability to meet the limitations of time, space, and expense for MWERA, and the basic quality or value of the topic. The organization of alternative sessions is responsible for all major participants or speakers, developing and providing any necessary materials, and conducting or mediating the session. Because a variety of approaches may be proposed within this category, alternative session proposals should include a brief rationale for the alternative being proposed.

Best Practices Forum

The "Best Practices" sessions are intended to provide opportunities for individuals or groups to present "best" or "promising" practices impacting both K-12 and higher education. Highlighting unique and innovative programs that have demonstrated promise for improving and enhancing educational practice. Presenters will be grouped by similar topics to facilitate discussion between and among the groups and audience. Presenters are expected to make available complete copies of the paper on which the "Best Practices" session focused.

Materials to be Submitted

The following materials list applies to proposals submitted on paper. Separate guidelines exist for electronically submitted proposals (see the Web site for details).

Proposal Cover Sheet

Six (6) copies typewritten with all items completed. Session descriptors must be chosen from the list of descriptors provided (see table to the right).

Summary

Six (6) copies of a two to three page summary for use in judging the merits of the proposal. Summaries can be single-spaced, but must be typed on 8.5" x 11" paper in no smaller than 10-point type using 1" margins. All copies of the summary should include the title of the proposed session in the upper left-hand corner of the first page. On three of the summaries only include the name of the presenter, with his or her complete mailing address, telephone and FAX, and e-mail, in the upper right hand corner of the first page. Proposals, which do not meet these criteria, may be refused by the Program Chair without review.

Summaries for **Paper** and **Roundtable Discussion/Poster** proposals should explicitly address as many of the following as appropriate, preferably in this order: (1) Objectives, goals, or purposes; (2) Perspective(s) and/or theoretical framework; (3) Methods and/or techniques (data source, instruments, procedures); (4) Results and conclusions; and (5) Educational and/or scientific importance of the work.

Summaries for **Symposium, Workshop, and Alternative Session and Best Practices Forum** proposals should explicitly address as many of the following as appropriate, preferably in this order: [1] Descriptive title of the session; [2] Objective, goals and purposes of the session; [3] Importance of the topic, issue, or problem; [4] Explanation of the basic format or structure of the session; [5] Listing of the Presenter and Co-Presenter(s), with an explanation of each person's relevant background and role in the session; [6] Anticipated audience and kind of audience involvement.

Abstract

Three (3) copies of a 100 - 150 word narrative abstract. The abstracts of accepted papers will be published the *MWERA 2000 Annual Meeting Abstracts* book, and will be available on the World Wide Web site. Abstracts must be typewritten, single-spaced, using a 12 point Arial or Times Roman font. Use clear, precise language, which can be understood by readers outside your discipline. In the upper left hand corner of each abstract page type the title of the paper, and the name and institutional affiliations of each author.

Envelopes

Four (4) stamped, self-addressed, business size (#10) envelopes. These will be used to inform you of: (a) receipt of the proposal by the Program Chair; (b) the decision about your paper's acceptance; (c) your scheduled session time, Session Chair, and Session Discussant, and; (d) meeting registration and hotel reservation information.

Session Descriptors

Ability Grouping
Accountability
Accreditation
Achievement
Action Research
Adaptive Testing
Administration
Admissions
Adolescence
Adult Education/Development
Affective Education
Aging
Anthropology
Aptitude
Artificial Intelligence
Arts Education
Asian Education
Assessment
At-Risk Students
Attitude
Attribution
Bilingual/Bicultural
Black Education
Business Education
Career Development
Case Studies
Certification/Licensure
Child Development
Classroom Management
Classroom Research
Clinical Education
Cognition
Cognitive Processes/Develop
Collaboration
Community Colleges
Comparative Education
Compensatory Education
Comprehension
Computer Applications
Computerized Testing
Computers and Learning
Conceptual Change
Constructivism
Continuing Education
Cooperative Learning
Counseling
Counselor Training/Supervision
Critical Theory
Critical Thinking
Cross-Cultural Studies
Curriculum
Data Analysis
Decision Making
Demography
Desegregation
Differential Item Functioning
Dimensionality
Dropouts
Early Childhood
Economics of Education
Educational Policy
Educational Reform
Elementary Schools
Equating
Equity
Ethics
Ethnicity
Evaluation
Experimental Design
Facilities
Factor Analysis
Faculty Development
Family/Home Education
Finance
Gay/Lesbian Studies
Gender Studies
Generalizability Theory
Gifted Education
Governance
High Schools
Hispanic Education
History
Indian Education
Indicators/Information Systems
Individual Differences
Information Processing
Instructional Design/Development
Instructional Practices
Instructional Technology
Intelligence
International Education/Studies
Item Response Theory (IRT)
Language Comprehension/Devel
Language Processes
Law/Legal
Leadership
Learning Environments
Learning Processes/Strategies
Life-Span Development
Literacy
Literature
Mainstreaming
Mathematics Education
Measurement
Media
Medical Education
Memory
Mentoring
Meta-Analysis
Metacognition
Middle Schools
Military Education
Minorities
Moral Education/Development
Motivation
Museum Education
NAEP
Networking
Organization Theory/Change
Peer Interaction/Friendship
Performance Assessment
Philosophy
Physical Education
Planning
Politics
Postsecondary Education
Principals
Private Education
Problem Solving
Professional Development
Program Evaluation
Psychometrics
Qualitative Research
Race
Reading
Research Methodology
Research Utilization
Restructuring
Retention
Rural Education
School/Teacher Effectiveness
Science Education
Self-Concept
Social Class
Social Context
Social Processes/Development
Social Studies Education
Sociology
Special Education
Staff Development
Standard Setting
Statistics
Stress/Coping
Structural Modeling
Student Behavior/Attitude
Student Cognition
Student Knowledge
Student Teaching
Studying
Supervision
Survey Research
Teacher Assessment
Teacher Characteristics
Teacher Cognition
Teacher Education/Development
Teacher Knowledge
Teacher Research
Teaching Context
Technology
Testing
Test Theory/Development
Textbooks
Tutoring
Urban Education
Validity/Reliability
Vocabulary
Vocational Education
Women's Issues
Work
Writing

Proposal Submission Cover Sheet (All Session Types)
Mid-Western Educational Research Association 2000 Annual Meeting

Presenter's Name: _____
(First Name) (Middle Initial) (Last Name)

Affiliation: _____

Mailing Address: _____

_____

Telephone: ( ) _____ FAX: ( ) _____

E-mail: _____

Are you a member of MWERA? ❑ Yes ❑ No *(Reminder: If your proposal is accepted and you are not a member, you will need to join!)*

Are you a graduate student? ❑ Yes ❑ No *(Student presentations are automatically entered in the annual competition/prize contest!)*

Co-Presenter(s)/Co-Author(s) Name	Affiliation

Title of Submission: _____

_____

Division

❑ A ❑ E ❑ I
❑ B ❑ F ❑ J
❑ C ❑ G ❑ K
❑ D ❑ H
❑ Cross-List (indicate):
❑ Best Practices Forum

Desired Session Type

1st Choice	2nd Choice
❑ Paper	❑ Paper
❑ Roundtable	❑ Roundtable
❑ Symposium	❑ Symposium
❑ Workshop	❑ Workshop
❑ Alternative Session	❑ Alternative Session

Workshop Detail
(Workshop Proposals Only)

❑ 1 Hour
❑ 1.5 Hours
❑ 2 Hours
❑ 2.5 Hours
❑ 3 Hours

Maximum enrollment of _____ persons at $_____ per

Session Descriptors
(From Prior Page Only)

_____

_____

_____

By submitting this proposal I hereby certify that: (1) this proposal is original scholarship written and conducted by the author(s); (2) this proposal has not been previously submitted to MWERA either on paper or in electronic form; (3) this submission has not been previously published or presented at any other professional meeting; and (4) if this submission is accepted and placed on the program I will register for the full MWERA-2000 meeting, attend the conference, and deliver this presentation at the assigned date & time.

_____ _____
Signature of the Principal Presenter Date

Be certain to enclose all of the following material with your proposal:

Six (6) copies of this Proposal Submission Cover Sheet, typewritten, with all items completed
Six (6) copies of a two to three page Summary: three (3) copies with author information, three (3) copies without author information

Three (3) copies of a 100 - 150 work narrative Abstract, typewritten, in 12 point Arial or Times Roman font
Four (4) stamped, self-addressed, business size (#10) Envelopes
THE COMPLETE PROPOSAL SUBMISSION MUST BE RECEIVED BY THE DIVISION CHAIR NO LATER THAN MAY1, 2000!

The Mid-Western Educational Research Association
Gift Membership

A gift membership has been given to you, _____

by _____

Your name is now included as a member in one of the most recognized, well respected, educational research groups in the United States and Canada. Your **one year membership** includes a subscription to the ***Mid-Western Educational Researcher***, the Association's journal that highlights research articles, features, interviews, and Association news. Members pay reduced registration fees for the annual meeting held in Chicago in October. This conference attracts many nationally recognized leaders in educational research. Enjoy your membership.

Thank you for providing your colleague, student, or friend with a special one year gift membership to the Mid-Western Educational Research Association. It is a gift of professional involvement that is sure to be appreciated throughout the year. To give your gift membership fill out the top portion of this card and use it to inform the recipient of the gift membership; then fill out the bottom portion of this card and mail it with your check to: **Jean W. Pierce - Dept EDCSE - Northern Illinois Univ. - DeKalb, IL 60115**

	Person Receiving Gift Membership	**Person Giving Gift Membership**
Name	_____	_____
Address	_____	_____
	_____	_____
	_____	_____
Affiliation	_____	_____
Work Phone	_____	_____
Home Phone	_____	_____
E-mail	_____	_____
Fax	_____	_____
Division	_____	_____

Preference (optional)

Check one below and make check payable to Mid-Western Educational Research Association.

☐ **Professional Membership - $25**

☐ **Student Membership - $15**
Student must be currently enrolled.

The Ohio State University
2500 Kenny Road
Columbus, Ohio 43210

Nonprofit Org.
U.S. Postage
PAID
Columbus, Ohio
Permit No. 711