Effective Teachers' Perceptions of the Impact of the Multiple Dimensions
of Teaching on Student Success in the Elementary Classroom

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ABSTRACT

MARGARET E. HOWARD**:** Effective Teachers' Perceptions of the Impact of
the Multiple Dimensions of Teaching on Student Success in the Elementary Classroom
(Under the direction of Dr. Barbara Day)

The role of an effective teacher has evolved over the last several decades, from

someone who transmits information, to someone who utilizes instructional strategies, to

someone who facilitates student learning. Presently, in this high-stakes testing era, it is

student achievement that is most often associated with teacher effectiveness. By establishing

a comprehensive definition of a highly qualified teacher, *No Child Left Behind* has changed

the language used today to discuss teacher qualifications. NCLB highly qualified teacher

status does not guarantee a highly effective teacher. An effective teacher must also possess

characteristics of a quality teacher. Quality teachers make measurable and substantial

differences in student learning. A review of educational research identified five dimensions of

effective teaching. These dimensions include Professional Qualities, Efficiency, Compassion,

Passion and Context. This study investigates the perceptions of 10 effective elementary

teachers who have demonstrated success on test scores with diverse populations of students in

third through fifth grade in order to determine the impact of each dimension on student

success. Compassion was cited as having the most impact on student success. Findings

indicate that the five dimensions of teaching complement each other. The perceptions of the

teachers in this study suggest that an effective teacher is able to successfully integrate all five

dimensions of teaching into classroom practice.

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CHAPTER I

INTRODUCTION

Teaching is an intense activity. What type of person can simultaneously juggle subject matter, the management of time, materials, and the needs of individual students in order to structure learning encounters, manage transitions so as not to lose momentum, attend to health and safety concerns, and understand home and family circumstances to create the appropriate conditions for learning in today's classrooms? With the exception of parenthood, the role of a teacher is the most vital one on earth. An effective teacher is a revolutionary.

In addition to simply transmitting knowledge, effective teachers assume numerous roles in the course of their profession. They are provocateurs who continually prod and probe, and innovators who skillfully adjust strategies and techniques when existing ones no longer provide a substantive learning experience for students. Effective teachers are often entertainers who use humor to capture students' attention or to relieve anxiety. Effective teachers are coaches who help students to improve their skills and insights, and sentinels who provide an environment of intellectual safety in which opposing ideas can be aired without fear of censure or retribution. They are also collaborators who place a high value on collegiality, share ideas and materials with others, solicit input and involvement by parents, and seek help from fellow teachers when encountering a problem. Most importantly, effective teachers are idealists.

The role of an effective teacher has evolved over the last several decades, from someone who transmits information, to someone who utilizes instructional strategies, to someone who facilitates student learning. Presently, in this high-stakes testing era, it is student achievement that is most often associated with teacher effectiveness.

What constitutes an effective teacher? Brookhart and Freeman (1992) reviewed 44 studies that focused on pre-service teachers. Data suggest that novice teachers view the nurturing and interpersonal aspects of a teacher's role as more important than the academic and pedagogical roles, but as they proceed in their programs, they become more focused on discipline issues and maintaining order. Mahlios and Mavson (1995) confirmed this finding by asking 134 entry-level elementary and secondary pre-service teachers to match a list of adjectives to their ideas of a teacher. The words most often cited were caring, understanding, creative, and enthusiastic. Yet, even in superior teacher preparation programs, humanist traits such as caring, kindness, or enthusiasm may be marginalized. Many teachers may graduate from esteemed universities and possess outstanding credentials, yet they are merely equipped to teach math or science—not children. Collectively, research recognizes the importance of a high quality teacher education program coupled with real world experiences in order to produce effective teachers; however, pre-service teachers' beliefs are difficult to alter by coursework interventions and practicum experiences in teacher education programs. Teachers who do survive the transition between teacher education programs and the classroom often remark that the real learning has just begun.

Quality is a term that denotes an inherent feature and a degree of excellence. What denotes a quality teacher? While researchers agree that the qualities possessed by a

teacher have the potential to influence student outcomes, there is no clear consensus about the relationship between specific teacher credentials and characteristics and teacher effectiveness (Goldhaber, 2002; Goldhaber & Brewer, 1999, 2000; Greenwald, Hedges, & Laine, 1996). Attributes that make teachers successful in the classroom are not strongly related to the teacher attributes that are typically measured in educational studies. Goldhaber and Brewer (1999) investigated the size of the relationship between various quantifiable education factors and student achievement and concluded that only about 3% of the contributions teachers make toward student achievement are associated with teacher degree level, experience and other readily observable characteristics. The remaining 97% consists of teacher qualities or behaviors that could not be separately isolated and identified.

An effective teacher is most often equipped with more than credentials; he or she also possesses high quality instructional skills, efficiency, compassion and passion. One needs only to walk the halls of an elementary school in order to affirm that teachers are provocateurs, entertainers, sentinels, and collaborators on a mission. How is it possible to incorporate these numerous responsibilities into the role of an effective teacher? Curiously, some research tells us that effective teaching may have more to do with innate ability than with learned skills and acquired knowledge (Ehrenberg & Brewer, 1994; Greenwald, Hedges & Laine, 1996).

<div align="center">Statement of the Problem</div>

While many studies (Darling-Hammond, 2000b; Darling-Hammond, Berry & Thorenson, 2001; Darling-Hammond, Holtzman, Gatlin & Heilig, 2005; Ehrenberg & Brewer, 1994; Ferguson & Ladd, 1996; Goldhaber & Brewer, 2000; Laczko-Kerr &

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Berliner, 2002; Monk, 1994; Soar, Medley & Coker, 1983; Wenglinsky, 2002) suggest that there are aspects of teaching effectiveness that may be related to teacher education, certification status, and experience, these studies do not reveal much about teachers' perceptions or attitudes that make the difference in how their students perform. To the best of this researcher's knowledge, most of the research (Adler, 1991; Ehrenberg & Brewer, 1994; Wayne & Youngs, 2003) does not seek to capture interactions among the multiple dimensions of teacher effectiveness; as a result, there are gaps in the research that still need to be explored. Wayne and Youngs (2003) identified only 21 empirical studies that examined the impact of teacher characteristics on student achievement. This is particularly important because some educational goals may not be adequately measured by standardized achievement tests. Research also does not fully address evidence about teacher effectiveness at the elementary school level.

Purpose of the Study

The purpose of this study is to investigate the perceptions of effective teachers regarding the impact of the multiple dimensions of teaching—professional qualities, efficiency, compassion, passion, and context—on student success in the elementary school classroom.

Major Research Question

What are effective teachers' perceptions of the impact of the multiple dimensions of teaching—professional qualities, efficiency, compassion, passion, and context— on student success in the elementary classroom?

The following questions guided the process of inquiry:

1. How do professional qualities of the teacher impact student success in the elementary classroom?

2. How does efficiency impact student success in the elementary classroom?

3. How does compassion impact student success in the elementary classroom?

4. How does passion impact student success in the elementary classroom?

5. How does the school context impact student success in the elementary classroom?

6. How do the multiple dimensions of teaching interact?

Definition of Terms

The following definitions are used for the purposes of this study:

Highly Qualified Teachers- Teachers who possess the minimum credentials of a bachelor's degree, certification, and demonstrated subject matter knowledge. Highly qualified teachers meet the requirements of the *No Child Left Behind Act* (NCLB).

Effective Teachers- Teachers whose students have demonstrated success based upon standardized test results.

Professional Qualities- Features of an effective teacher which include verbal ability, pedagogical knowledge, an understanding of developmental theories, instructional skills, and acquired years of teaching experience.

Efficiency- The ability to manage a classroom and organize for instruction.

Compassion- Interpersonal relationships that emphasize caring and honor mutual trust and respect.

Passion-   Enthusiasm for learning and a motivation to succeed.

Context-   The school culture and its institutional norms.

Professional Learning Communities- A collegial group of teachers who share a vision, work and learn collaboratively, and participate in decision making with the goal of improved student learning.

CHAPTER II

LITERATURE REVIEW

The challenges of today's classrooms, along with educational research and professional standards have redefined the effective teacher of the twenty-first century (Baggini, 2005; Blackwell, Futrell & Imig, 2003; Cheers, 2001; Gill, 2005; Norris, 2004; Riley, 2003). The recent enactment of *No Child Left Behind* (NCLB) legislation and the implications of high-stakes testing indicate that teacher effectiveness is a timely topic worthy of research.

The first section of this literature review briefly outlines the history of effective teaching. The next section discusses the federal requirements for highly qualified teachers. A review of relevant research has identified five dimensions of teaching: professional qualities, efficiency, compassion, passion, and context. Each dimension, along with related research studies, will be discussed, critiqued, and summarized. The majority of educational research studies on teacher effectiveness focus on credentials, requisites, and teacher characteristics. Research is needed in order to investigate the perceptions of effective teachers with regard to the role that each dimension of teaching plays in the elementary classroom and how each dimension impacts student success.

History of Effective Teaching

Teaching as Transmission

In the mid 1970s, classrooms were teacher-centered, and teaching was simply viewed as the transmission of information. The process-product approach to research on teaching was popular (Fenstermacher & Richardson, 2005). The purpose of research was to identify effective generic teaching behaviors that could be used in teacher education and evaluation. Positivist educational research suggested an effective teacher used certain instructional behaviors to transmit knowledge and skills to students. Teachers were evaluated using low-inference behavioral measurement instruments. Researchers identified effective teachers on the basis of student scores on standardized tests. Brophy and Good (1986) compared less effective teachers with effective teachers; as a result, instructional constructs such as direct instruction, time on task, and academic learning time, were identified. Classroom organization and management were crucial in this evaluation model. Student effort was considered the teacher's responsibility. Student time on task became as important as student achievement, and the construct of student engagement emerged as an attempt to bridge the task and achievement aspects of teaching. A determination of an effective teacher in the mid 1970s was strongly affected by student achievement.

Teaching as Cognition

By the late 1970s, a new view of teaching began to emerge—teaching as cognition. Educational research joined the cognitive revolution and the view of teaching and instruction began to change. Instructional activities focused on teaching student strategies (Weinstein & Mayer, 1986). Classrooms were still relatively teacher-centered;

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however, the psychological elements of teaching began to evolve. Knowledge about students, tracking individual progress, listening, observing and asking questions all played an important role. Specific subject areas such as reading, math, and science were defined. Effective teaching involved the cognitive ability to transform subject matter for students through pedagogical content knowledge. This required teachers to possess a strong foundational knowledge in subject matter. It became the teacher's responsibility to adjust his or her teaching to meet the needs of the students. Less emphasis was placed upon student achievement, and an effective teacher was viewed as a professional decision maker with well-established routines (Berliner, 1983).

Teaching as Facilitation

Presently, teaching is seen as facilitation. Today's classrooms are student-centered and emphasize the constructivist approach. This view of teaching includes a way of thinking and a set of core beliefs on the part of teacher. Tasks are designed to permit the student to bring previously existing knowledge to the concept being studied, to question assumptions, adjust beliefs and develop new understandings. Students play a strong role in this form of teaching. They are actively engaged in the construction of meaning. The teacher provides the opportunity to learn and the materials. A judgment of teacher effectiveness is open to interpretation. Evaluators may select any factors and features that they value. Effective teaching must be assessed multi-dimensionally. These many dimensions of effective teaching will be discussed later in this review of literature. Today's prospective teachers face many challenges. Prior to entering a classroom, teachers must meet the requirements of NCLB.

No Child Left Behind—Highly Qualified Teachers

The aim of educational research is to provide data to support best practices. One

problem with teacher effectiveness research is that it has become a political battleground.

NCLB which was signed into law in 2002, has expanded the federal role in education and

set requirements in place that affect every public school in America, including those in

North Carolina. By establishing a comprehensive definition of a highly qualified teacher,

NCLB has changed the language used today to discuss teacher qualifications. Highly

qualified teachers, as defined by the federal guidelines of NCLB, are those who possess a

bachelor's degree from a four-year institution, hold full state certification, and

demonstrate competence in their subject area. While at first glance, these qualifications

appear to be explicit and specific, it is important to note that college and university

programs are not equitable, teacher certification standards vary, and states have flexibility

in developing assessments for teachers in order to demonstrate subject matter

competency. In this review of the literature, NCLB requirements will be discussed

separately from the dimensions of teaching. It is assumed that all teachers have passed

through this gateway and possess minimum credentials; therefore, degree type,

certification, and subject matter knowledge are discussed in this section of the literature

review and are not included in the subsequent sections.

Bachelor's Degree

Since the enactment of NCLB and the Title II accountability provisions of the

Higher Education Act (HEA), the U.S. Department of Education has been collecting and

analyzing data. According to the U.S. Secretary of Education's Fifth Annual Report on

Teacher Quality (2006), the data present mixed findings. The first requirement of a

highly qualified teacher is a bachelor's degree. Currently, only 37 states require a

content-specific bachelor's degree for at least one of their initial certificates, while 13

states still have no content area bachelor's degree requirements for any of their initial

certificates or licenses. States that do not require a content area bachelor's degree often

require only content assessments. Minimum passing scores on teacher certification and

licensing assessments generally are set by states at a level that is lower than the national

median scores for these assessments. There has been little movement nationwide to raise

the minimum required passing scores for state licenses. These standards of what teachers

must know and be able to do and the policies related to certification and licensure vary

from state to state.

Darling-Hammond (2000b) examined data from the 1993-94 Schools and Staffing

Surveys (SASS) and data on student achievement from the 1990, 1992, 1994, and 1996

assessments in reading and mathematics administered by the National Assessment of

Educational Progress (NEAP). She concluded that the education level of teachers shows

a positive relationship with student achievement. Despite concerns that education majors

may be less well prepared in their subject areas than are academic majors, other

researchers (Goldhaber & Brewer, 1997, Hanushek, 1986, 1989,1992; Murnane, 1983).

have found no relationship between degree type and teacher performance. Kanstoroom

and Finn (1999) note that college majors vary in rigor and a prospective teacher's college

transcript may not confirm teacher knowledge.

Teaching Certification

The next requirement of NCLB, teacher certification, continues to fuel debate. To

begin, the Education Department's certification procedures are ambiguous. States have

multiple initial certificates and requirements that differ across each certificate. Presently, new teachers may enter the profession through two certification routes: traditional or alternative. Traditional programs are generally offered through a college of education at a four-year college or university. A traditional teacher preparation program curriculum typically combines subject matter instruction, pedagogy classes, and field experience. Even matriculation through a traditional program does not guarantee success. In 2005, 17 teacher education programs located in 11 states were identified as at risk or low performing. Alarmingly, two of which were in North Carolina (U.S. Department of Education, 2006).

The U.S. Secretary of Education's report (2006) touts the development of alternative certification programs that are designed for individuals who have subject mastery but lack pedagogical and classroom management skills. These programs account for close to 20% of new teacher graduates. Those entering the initial certification process through an alternative route often teach while completing their pedagogy classes. Upon completion of all requirements of the alternative route to teacher certification, which includes sustained, intensive, classroom-focused professional development and participation in a supervised mentoring program, participants generally are granted full state certification. Department of Education regulations determine when participants in alternative routes to teacher certification may be considered fully certified for the purposes of highly qualified teacher status. Veteran teachers not deemed highly qualified can obtain certification through their states' High Objective Uniform State Standard of Evaluation (HOUSSE) Procedures.

Numerous studies cite the positive effects of teacher certification on student

achievement (Darling-Hammond, 2000b; Darling-Hammond, Berry, & Thoreson, 2001; Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005; Goldhaber & Brewer, 2000; Laczko-Kerr & Berliner, 2002; Monk, 1994; Wenglinsky, 2002). A study conducted by Laczko-Kerr and Berliner (2002) examined the relative effectiveness of uncertified teachers, including "Teach For America" teachers, and concluded that students of uncertified teachers did less well on academic tests than those of comparably experienced certified teachers on mathematics, reading, and language arts tests. Darling-Hammond, Holtzman, Gatlin, & Heilig (2005) also found no instance where uncertified "Teach for America" teachers performed as well as standard certified teachers of comparable experience levels teaching in similar settings. After controlling for student characteristics and prior achievement, as well as teacher experience and degrees, uncertified teachers and those in most other non-standard certification categories generally had negative effects on student achievement when compared with certified teachers. Essentially, uncertified teachers showed significant negative effects on student achievement.

On the other hand, opponents of teacher certification have argued that teacher effectiveness may be as much a function of general academic ability or strong subject matter knowledge as it is related to any specialized training in how to teach (Ballou & Podgursky, 2000; Finn & Madigan, 2001; Guyton, Fox, & Sisk, 1991; Hawk & Schmidt, 1989; Kanstoroom & Finn, 1999). Hawk and Schmidt (1989) compared 19 alternatively certified teachers with 53 traditionally certified teachers and found that the two groups were almost equally successful on several dimensions of the National Teaching Examination. Similarly, Guyton, Fox, and Sisk (1991) compared 23 alternatively

certified teachers with 26 traditionally certified teachers and concluded that the teachers were similar on almost all measures.

In an effort to raise standards for prospective teachers, some states are moving away from simply awarding a teaching certificate to individuals who take specific courses or meet a minimum number of hours of credit toward performance-based standards. Teacher candidates must demonstrate that they possess the necessary knowledge, skills, and abilities to teach today's diverse student population. A number of states have recently adopted national standards that define what teachers should know and should be able to do. Some states call for prospective teachers to compile portfolios or artifacts that demonstrate their mastery of state standards. Ultimately, certification requirements for highly qualified teacher status are determined by each state, resulting in tremendous inconsistency.

Proponents insist alternative routes play a critically important role in expanding the pool of teachers, and in particular provide a pathway for unusually capable candidates who otherwise would be lost to the profession. Kanstoroom and Finn, Jr. (1999) have argued that the time-consuming and costly teacher preparation activities required for teacher licensure may actually prevent content experts from entering the classroom. Critics argue alternative route programs shortchange both teacher candidates and the students they teach because their preparation, particularly in pedagogy, is inadequate. There is little difference between the assessments required for traditional and alternative route program completers within a given state; their pass rates are also comparable. Although the research on this topic is not substantial, there is enough to justify several modest conclusions and provide some guidance for policymakers.

Overall, the research provides support for the conclusion that there are alternative programs that produce cohorts of teachers who are ultimately as effective as traditionally trained teachers. On the other hand, because of their limited pre-service training, alternative route participants may experience more difficulties than traditionally prepared graduates at the beginning of their teaching assignments.

Subject Matter Competency

The final requirement of NCLB, subject matter competency, is also a fervently contested requisite of a highly qualified teacher. According to Hurwitz and Hurwitz, (2005) the NCLB definition of highly qualified teachers focuses almost entirely on content knowledge while ignoring the importance of child development and pedagogy. Content knowledge and measures of it are time-sensitive; some content knowledge has a limited lifespan, suggesting that measuring content knowledge may be more relevant for beginning teachers than for experienced teachers. Some studies (Allen, 2003; Sanders, 2004) do provide moderate support for the importance of solid subject matter knowledge; however, this research generally does not indicate how much subject matter knowledge is important for teaching specific courses and grade levels. The majority of research studies (Druva & Anderson, 1983; Goldhaber & Brewer, 2000; Monk 1994) examine the correlation between content knowledge and the teaching of mathematics. Despite the Education Department's demand for teachers to demonstrate subject matter knowledge, Ashton and Crocker (1987) found no consistent relationship between subject matter knowledge and teacher performance as measured by supervisory ratings or student outcomes. Under NCLB, new elementary teachers must pass a rigorous assessment of their content knowledge and teaching skills in reading, writing, mathematics, and other

areas of the elementary school curricula. The Department of Education relies upon research that shows that subject matter mastery is essential for effective teaching (Allen, 2003; Sanders, 2004). This may be true for secondary math and science, as researchers did conclude that high school students' science and math achievement was positively related to the teacher's content preparation (Druva & Anderson, 1983; Goldhaber & Brewer, 2000; Monk 1994).

The states have the authority to establish the types of assessments required for certification and the minimum passing scores. Nationally, 44 states rely on the resources of two different testing companies—the National Evaluation Systems (NES) and the Educational Testing Service (ETS)—to provide reliable and valid assessments. A few states have created their own assessments to supplement those provided by the national testing companies. Currently, all but seven states offer testing programs (U.S. Department of Education, 2006). Despite attempts to ensure subject knowledge mastery, the passing score requirements are generally low. This leads one to question the value of testing to determine how well teachers are prepared for the classroom. Even though there has been increased attention given to the high pass rates and the low passing scores on these assessments, states have not raised their minimum passing scores. According to the North Carolina Public Schools, Institutions of Higher Education Report for 2005-2006, the pass rate for elementary educators in North Carolina was 98%. These assessments utilize a multiple-choice format which may not be very useful for assessing teachers' ability to analyze and apply knowledge.

The U.S. Secretary of Education's goal to equip every classroom with a highly qualified teacher appears to be a lofty ambition, fraught with inconsistency and

ambiguity. Essentially, each state is responsible for setting guidelines and establishing criteria that determine who is a highly qualified teacher. Given that NCLB has only been in existence since 2002, there is a lack of research verifying its merit. However, the Education Department is investing considerable resources on research in the areas of teacher quality and teacher preparation programs. Additionally, the Institute of Education Sciences (IES) within the Department of Education is supporting a number of research and evaluation studies on teacher quality that will provide valuable information for the preparation of effective teachers.

In conclusion, a highly qualified teacher is not necessarily a highly effective teacher. Teacher preparation is one of the most popular aspects of teacher quality among policy makers; as a result, there is considerable debate in the policy arena about the appropriate requirements for teacher preparation programs and the level of degree teachers should hold. Yet research (Murnane, 1985) has found no consistent relationship between degree type and teacher performance. Studies (Darling-Hammond, 2000b; Darling-Hammond, Berry, & Thoreson, 2001; Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005; Goldhaber & Brewer, 2000; Laczko-Kerr & Berliner, 2002; Monk, 1994; Wenglinsky, 2002) have also concluded that fully prepared and certified teachers are generally more successful than teachers without full preparation. It is problematic that states have different certification requirements for highly qualified teacher status. In addition to differences in the standards themselves, there are great differences in the extent to which they are enforced. Whereas some states do not allow districts to hire unqualified teachers, others routinely allow the hiring of candidates who have not met their standards. While most experts agree that having basic subject knowledge is an

important prerequisite to effective teaching, critics maintain that it is not a sufficient indication of the range of knowledge and skills needed to instruct and manage groups of children. Although Strauss and Sawyer (1986) found that North Carolina's teachers' average scores on the National Teacher Examinations (NTE) had a strong influence on average school district test performance, other research (Ashton & Crocker, 1987) has found no consistent relationship between subject matter knowledge and teacher performance with the exception of math and science at the secondary level.

Although it may be obvious that the minimum credentials of a bachelor's degree, certification, and subject matter knowledge are critical components of an effective teacher, they are not enough. NCLB highly qualified teacher status does not guarantee a highly effective teacher (see Figure 1). An effective teacher must also possess characteristics of a quality teacher. Quality teachers make measurable and substantial differences in student learning, but most studies do not fully explore what teachers actually do that makes learning happen. Improved student achievement depends on improved classroom teacher and teaching quality. With current concerns about high-stakes testing, research in this area has many implications for educators.

<div align="center">Professional Qualities</div>

Quality is a term that denotes an inherent feature and a degree of excellence. Several measurable qualities have been examined in an attempt to define an effective teacher. These qualities include: (a) intelligence, (b) pedagogical knowledge, (c) an understanding of developmental theories, (d) teaching skills, and (e) teaching experience. Studies (Ehrenberg & Brewer 1994; Ferguson & Ladd, 1996; Soar, Medley, & Coker, 1983) have sought to link teacher intelligence with effectiveness. Ehrenberg and Brewer

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(1994) observed higher test scores for students whose teachers attended selective undergraduate colleges. Ferguson and Ladd (1996) found that teacher scores on licensure and aptitude exams were positively correlated with better student outcomes. On the other hand, Soar, Medley, and Coker (1983) reviewed studies and concluded little or no relationship between student achievement and teacher intelligence. However, some conclusions may be drawn from research findings. A positive relationship does exist between student achievement and teachers who possess high verbal ability, pedagogical knowledge, an understanding of developmental theories, teaching skills and experience.

Figure 1. Relationship between Highly Qualified Teachers and Highly Effective Teachers.

Highly Qualified Teacher   ≠   Highly Effective Teacher

No Child Left Behind Act	*Dimensions of Teaching*
• Bachelor's Degree • Certification • Demonstrated Mastery of Subject Matter Knowledge	• Quality • Efficiency • Compassion • Passion • Context
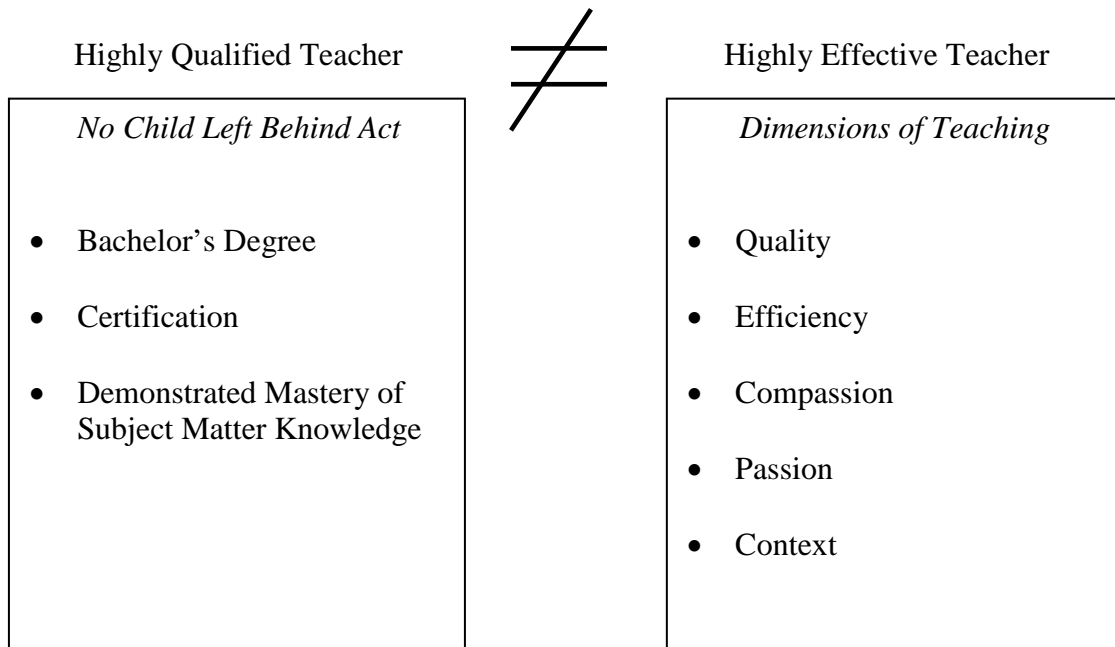
Verbal Ability

Since communication skills are a part of verbal ability, a teacher with higher verbal ability is better able to convey concepts and ideas to students in a clear manner. A compelling and consistent body of research (Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld, & York, 1966; Darling-Hammond, 2000a; Ehrenberg & Brewer, 1994; Greenwald, Hedges, & Laine, 1996; Hanushek, 1992; Murnane 1985) shows that a teacher's verbal aptitude correlates with better student achievement results. These studies have found that the verbal ability of the teacher accounts for more variance in student achievement than any other measured characteristic. In a 50-state survey, Darling-Hammond (2000a) confirmed a positive significant relationship between student achievement and teachers' measured verbal ability.

Although verbal ability advocates assert that a teacher's basic verbal skills are highly correlated with student success and other measures of teacher effectiveness, the findings of the Coleman et al. (1966) study are debatable. Coleman et al. analyzed approximately 645,000 students in third, sixth, ninth, and twelfth grade. Researchers measured teachers' vocabulary with a self-administered vocabulary test and compared the scores with student achievement test scores. Three problems are evident in this study. First, it only claims a positive correlation between teacher's verbal ability and the achievement scores of African American students. Second, this relationship occurs only in third and sixth grade. Third, the instrument used had a limited focus and failed to measure the more complex nuances of verbal ability as it applies to teachers.

Pedagogical Knowledge

Studies of pedagogical knowledge have found a strong positive relationship between student achievement and teacher knowledge (Ashton & Crocker, 1987; Brown, Smith, & Stein, 1995; Darling-Hammond, 2000b; Evertson, Hawley, & Zlotnik, 1985; Greenwald, Hedges, & Laine, 1996; Guyton & Farokhi, 1987; Monk, 1994). Evertson, Hawley, and Zlotnik (1985) report a consistent positive effect of teachers' formal education training on student achievement. Similarly, Guyton and Farokhi (1987) found consistent, strong, positive relationships between teacher education coursework and teacher performance in the classroom. Teacher education appears to influence the teacher's abilities to use teaching strategies that respond to students' needs and learning styles. Drawing upon data from the Longitudinal Study of American Youth, Monk (1994) concluded that teacher coursework in pedagogy was found to contribute positively to student learning and sometimes had more powerful effects than additional preparation in content areas. The National Assessment of Educational Progress (NAEP, 1994), which documents how specific kinds of teacher learning opportunities correlate with student achievement, concluded that the relationships between specific teaching practices and student achievement were often quite pronounced. Darling-Hammond (2000b) found that teachers who have greater knowledge of teaching and learning are more highly rated and are more effective with students. An analysis that synthesized findings from a group of studies showed that teachers with pedagogical training performed better than those who entered teaching without such training (Greenwald, et. al., 1996).

This positive relationship between pedagogical knowledge and student achievement appears to continue throughout the career of a teacher, as sustained

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professional development may also account for higher levels of student achievement (Brown, Smith, & Stein, 1995). Pedagogical practices should complement child developmental theories.

Understanding of Developmental Theories

It is imperative for an elementary teacher to possess a fundamental understanding of developmental theories. Children who are educated by teachers with specialized training in child development have been found to be more sociable, exhibit a more developed use of language, and perform at a higher level on cognitive tasks than children who are cared for by less qualified adults (Berk & Winsler, 1995; Lobman, Ryan, McLaughlin, & Ackerman, 2004). Nearly all contemporary theories of instruction that focus on higher-order thinking skills and the importance of prior knowledge are at least partially constructivist theories. The constructivist perspective of readiness and development was advanced by theorists such as Piaget, Vygotsky, and Dewey. Although their work varies greatly, each articulates a similar context of learning and development. They are consistent in their belief that learning and development occur when young children interact with the environment and people around them. Researchers (Chung & Walsh, 2000) have come to understand child development and the learning process as articulated by constructivists. However, this view has not been widely translated into practice. A teacher who is unable to put theory into practice will not be an effective teacher.

Instructional Skills

A teacher's repertoire of teaching strategies is an important element of overall effectiveness. Effective teachers rely upon a wide variety of instructional approaches

(Brophy & Good, 1986; McLaughlin & Talbert, 1993; Pintric, 1995; Wenglinsky, 2000, 2002; Zimmerman, 1990). Elements of the teaching process such as clarity of explanations and questioning techniques have been linked to effectiveness in teaching. Literature on instruction suggests that effective teachers regularly integrate inquiry-based, hands-on learning activities, critical thinking skills, and assessments into instruction. Wenglinsky (2000) found that students whose teachers integrated hands-on learning and frequent in-class teacher assessments into their lessons tested 72% ahead of their peers in math and 40% ahead in science. Students whose math teachers stressed critical thinking skills such as writing about math scored 39% higher. In a subsequent study, Wenglinsky (2002) investigated the effects of classroom practices on student achievement. He determined that hands-on learning and problem solving were positively related to student achievement. The literature on effective teaching emphasizes the importance of high-order thinking skills. Teaching higher-order thinking skills involves not so much conveying information as conveying understanding. Research suggests that this classroom practice can produce qualitative improvements in the academic performance of all students, regardless of their backgrounds (McLaughlin & Talbert, 1993). The focus on higher-order thinking skills is not only appropriate for advanced students; but also for those in need of more basic skills. Regardless of the level of preparation students bring into the classroom, the research asserts, decisions that teachers make about classroom practices can either greatly facilitate student learning or serve as an obstacle to it. Yet, there has been little quantitative research into whether classroom practices, in concert with other teacher characteristics, have an impact on student learning that is comparable

in size to that of background characteristics. Effective teaching skills are closely linked with pedagogical knowledge and classroom experience, and they are difficult to isolate.

Researchers, policymakers, and teachers themselves agree that teacher quality matters. But defining, measuring, and identifying teacher quality is a far more controversial task. In an education environment focused on improving student achievement, the ultimate measure of teacher quality is the impact the teacher has on student learning. Educational research has failed to reach a consensus over which, if any, readily identifiable teacher characteristic is most associated with student achievement. It may be difficult to judge teachers' effectiveness outside of direct observations of their teaching.

A factor that appears to set effective teachers apart from other teachers is usually their training in teaching methods and in child and adolescent development. The research provides support for the conclusion that preparation in pedagogy can contribute significantly to effective teaching, particularly subject specific courses and those designed to develop core skills, such as classroom management, student assessment and curriculum development. Less clear is how such knowledge and skills are best acquired through coursework or field experience. Also unclear is the impact, if any, of other kinds of pedagogical coursework, such as classes in child development or learning theory. Nor does the research provide much insight as to whether certain kinds of coursework might be particularly helpful for teaching racially or ethnically diverse students or students in low-performing schools.

In conclusion, a high quality teacher demonstrates strong verbal skills, pedagogical knowledge, and a basic understanding of developmental theories. Classroom

experience and teaching ability also contributes to teacher effectiveness. A review of research by Darling-Hammond (2000a) confirms these findings. Additionally, a high quality teacher may possess these characteristics yet still lack effectiveness.

Teaching Experience

An experienced teacher may have an edge over an inexperienced teacher when it comes to effectiveness (Feiman-Nemser, 2001; Greenwald, et.al., 1996; Haycock, 2000; Murnane, 1975; Murnane & Phillips, 1981). Experienced teachers are better able to apply a range of teaching strategies, differentiate instruction, and present material in a more organized manner (Haycock, 2000). Research has been consistent in finding positive correlations between years of teaching experience and higher student achievement. A comprehensive analysis by Greenwald et. al. examined data from 60 studies and found a positive relationship between years of teacher experience and student test scores. Their findings suggest that teachers with more than five years in the classroom appeared to be the most effective. Conversely, inexperience was shown to have a strong negative effect on student performance. Ultimately, experienced teachers produced higher student test scores.

Murnane's (1975) quasi-experimental study of the impact of resources on 875 inner-city black elementary school students found that, controlling for other factors, teacher effectiveness dramatically increased over the first three years of teaching. In a subsequent study, Murnane and Phillips (1981) found a significant positive effect on elementary school student achievement among teachers with 15 or more years of experience. With experience comes the acquisition of expertise.

Efficiency

Another critical dimension of teaching is efficiency. Research on teacher

efficiency is, for the most part, theoretical. There is a consensus among theorists that

efficiency contributes to effectiveness (Bennacer, 2000; Bohn, Roehrig & Pressley. 2004;

Brophy & Good, 1986; Marzano, Pickering, & McTighe, 1993; Stronge, 2002; Wise &

Darling-Hammond, 1995; Wong & Wong, 1998). Bohn, Roehrig, and Pressley (2004)

examined six elementary school teachers in an attempt to showcase the need for

organizational activities early in the school year. In their study, two teachers who spent

more time establishing routines and procedures in the first two days of school were

compared to four other teachers. Mid-year observational outcomes for the two teachers

were deemed more effective and included greater student achievement, as evidenced by

higher-level reading and writing, and elevated student engagement. Efficiency, for the

purposes of this study, includes organizational skills and classroom management.

Classroom Management

Classroom management should be designed to support instruction; however,

classroom management is one of the most perplexing and difficult aspects of teaching.

Research on classroom management (Ayers, 2003; Fenwick, 1998; Hoover-Dempsey,

Battiato, Walker, Reed, DeJong & Jones, 2001; Jones, 1996; Raider-Roth, 2005; Watts &

Erevelles, 2005) suggests that teachers who approach classroom management as a

process of establishing and maintaining effective learning environments tend to be more

successful than teachers who place more emphasis on their roles as disciplinarians.

Educators create the culture of success in their classrooms through the effective

implementation of classroom management. Effective classroom management begins by planning the use of space, time, procedures, instruction, and student behavior.

In managing classroom space, teachers must create an environment in which students feel safe while balancing order with activity.   In addition to arranging the physical setting, effective managers establish procedures, monitor students, and most importantly, maintain learning momentum. Effective managers are prepared and keep students actively involved in the teaching and learning process by designing effective instruction (Stronge, 2002). Literature (Patrick, Turner, Meyer & Midgley, 2003) informs us that effective classroom managers are able to orchestrate smooth transitions and strike a balance between variety and challenge. They are able to multi-task, and they possess a heightened awareness of all actions and activities in the classroom. Freiberg, Stein, and Huang (1995) researched the positive effects of a classroom management program on student achievement in inner-city elementary schools. The effects included better student attendance, positive attitudes, and enhanced student achievement.

Effective classroom managers skillfully organize materials, maintain practical procedures, and maximize instructional time. Organized teachers make use of pacing guides and calendars to assist with planning. They follow a consistent schedule and handle administrative tasks efficiently. Most importantly, organized teachers identify clear learning objectives and systematically develop learning activities that reflect higher-level cognition skills (Brophy & Good, 1986; Marzano et al., 1993).

Classroom management also encompasses establishing and maintaining order, dealing with students as a group, responding to individual needs, and efficiently dealing with discipline (Schottle & Peltier, 1991). Effective managers are proactive in

anticipating potential discipline problems, and they resolve minor disruptions quickly (Brophy & Good, 1986; Wong & Wong, 1998). However, it is important to keep in mind that the teacher retains the ultimate responsibility in the classroom, and when appropriate, must exert authority and enforce rules (Brophy, 1999).

Most research on classroom management has attempted to identify teacher strategies used to bring about student engagement and limit disruption, not to draw connections between classroom management and student achievement. It stands to reason that students must be engaged in order for learning to occur and that disruptive behavior is likely to interfere with instructional activities. As classrooms become more diverse in nature, the need for effective classroom management becomes more critical. Ultimately, the management style that teachers employ should be congruent to their instructional goals, the activities, and the characteristics of the students (Emmer & Stough, 2001). Effective classroom managers can best be described as having eyes in the back of their heads. Classroom management and organizational skills complement each other in effective teaching.

The literature (Brophy & Good, 1986; Emmer & Stough, 2001; Fenwick, 1998; Jones, 1996; Marzano et al., 1993) clearly extols the benefits of efficiency in the classroom. Effective teachers are multi-taskers, planners, and managers of materials, students and space. They are able to optimize instructional time through deliberate organization of procedures and carefully prepared learning activities. Efficiency is an important element of teacher effectiveness, yet it is seldom the focus of teacher preparation programs or professional development opportunities. While effective teachers must surely possess some degree of classroom management skills and

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organizational ability, these characteristics alone do not guarantee student achievement. Thus, an efficient teacher is not necessarily an effective teacher.

<div align="center">Compassion</div>

Some aspects of effective teaching can be cultivated, while an individual's personality is difficult to alter. A teacher's personality plays an important role in the students' experience in the classroom. Studies indicate what kind of people effective teachers are (Brophy & Good, 1986; Evans, 2002; Wong & Wong, 1998). Compassion is repeatedly cited as a trait of an effective teacher. For the purposes of this study, compassion will be defined as cultivating interpersonal relationships that emphasize caring and honor mutual trust and respect. A compassionate teacher demonstrates sincere interest in his or her students and cares deeply about them.

Caring

The desire to be cared for is almost certainly a universal human characteristic. Caring requires knowledge and skill as well as characteristic attitudes (Noddings, 1992). Noddings suggests that caring is the bedrock of all successful education. A caring teacher communicates high expectations and shows concern for students' physical and emotional well-being. A caring teacher not only creates a supportive classroom environment, but also displays interest in and concern about the students' lives outside of school. Research (Battistich, Watson, Solomon, Lewis, & Schaps, 1999; Solomon, Battistich, Kim, & Watson, 1997; Wentzel, 2002) has indicated that by cultivating a caring community, teachers can nurture identification with school and motivate students to learn. Solomon, et. al. (1997) illustrated this through classroom observations and data drawn from 232 elementary classrooms. They found that teacher practices emphasizing

warmth and support were related to student behaviors such as enthusiasm for learning, initiative, and pro-social interactions. In a later study, Battistich et al. (1999) concluded that feeling cared for and supported by others in a community is a positive force that promotes motivation to value learning. Furthermore, the study confirmed that classrooms and schools that functioned as caring communities of learning exhibited warm, stable, supportive relationships. The students were empathetic to others. They respected their teachers and had a sense of pride in their classrooms. Most importantly, they valued the talents and differing perspectives of their classmates. The support and encouragement of a caring school culture is beneficial to all, but may be especially important for students who have traditionally been viewed as least likely to succeed.

We learn from those we love. Children who are cared for at home will respond to teachers spontaneously (Noddings, 1992). Although there are no large quantitative studies describing Noddings' "ethic of caring" in schools, a focus on caring may be even more vital for students at risk for school failure (Barton, 2003; Delpit, 1995; Ladson-Billings, 1994; Maehr & Anderman, 1993; Patterson & Patterson, 2004; Peart & Campbell, 1999; Sanacore, 2001, 2004; Shann, 1999). Shann (1999) made an interesting observation in her study of four urban schools—there appeared to exist an important synergy between an emphasis on academics and a culture of caring that resulted in optimal achievement. Focus on academics alone is insufficient. Students must feel that their teachers care about them, want the best for them, and are invested in their success, before students will give their full effort. Patterson and Patterson (2004) confirmed this notion through in-depth interviews of 40 teachers representing 36 schools in 12 U.S. states. Each of the selected schools demonstrated achievement levels above state norms

on standardized tests of reading and mathematics despite high poverty rates and highly mobile student populations. The respondents expressed their belief that teachers and students are most productive when they work in a context of caring and support. This context of caring is especially crucial for African American children (Barton, 2003; Delpit, 1995; Sanacore, 2001, 2004). As educators focus their efforts on eliminating the achievement gap between black and white students, the impact of caring must not be underestimated.

Behavior of people varies; the beliefs, values, and assumptions that underlie behavior differ as well. Culture influences both behavior and the psychological processes on which it rests. Culture forms a prism through which members of a group see the world and create shared meanings. Child development follows a pattern similar to that of culture. Major structural changes in children, such as language learning, arise from the interaction of biology and experience (Bowman, 1990). Such changes are remarkably similar in kind and sequence among cultural groups; however, knowledge and skills, or cultural learning, that a child acquires at various ages depend on the child's family and community. Successfully educating students with cultural differences is a complex process that involves big-picture considerations and specific instructional strategies. At the very core of this process is the foundation of caring relationships. A bridge from caring to learning is necessary for a successful school career, but it is vitally important for some minority and immigrant children who tend to experience more challenges in their personal and academic lives. As a result, they benefit from the type of support that nurtures emotional growth and simultaneously provides optimal conditions for effective learning (Sanacore, 2004). In order to ameliorate some of the economic, emotional, and

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intellectual pressures, educators should demonstrate genuine caring as they act in specific ways to enhance achievement. An important aspect of genuine caring is for educators to develop an understanding of and a sensitive response to their students' culture. Without such understanding and sensitivity, some of the cultural obstacles to advancing minority students' achievement will not be eliminated.

Educators generally agree that a caring context honors individuals' needs. Delpit (1995) points out the importance of accommodating students' needs on two levels. First, African American learners are culturally different and require a culturally sensitive response within their learning environment. Second, educators must recognize that the language a student brings to school is intimately connected with loved ones, community, and personal identity. Black English should be valued as it communicates a sense of love, warmth, and affection from family and friends. These two considerations for caring will go a long way in helping African American students achieve success in school by helping them to maintain their own cultural identity. Thus, they will be less prone to alienation from school culture (Sanacore, 2004). These considerations are not intended as stereotypic generalizations of what minority students need to succeed in school; they are reminders for educators to be open to new ways of thinking about and teaching children different from themselves. Caring stresses the creation of trusting relationships as the foundation for building an effective academic and social climate for schooling.

Trust and Respect

Respectful relationships are more critical and influential than formal roles and structures (Bowman, 2007; Ladson-Billings, 1994). Students will do things for teachers they trust and respect. According to research (Evans, 2002; Kratzer, 1997; Lightfoot

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1983; Rogers & Renard, 1999; Ryan & Patrick, 2001) treating students with trust and respect is the basis for a relationship-centered framework that motivates children to learn. Students are influenced by and model the social interactions displayed by teachers and other adults in their schools. Kratzer (1997) studied a caring community of 1,170 students in an urban elementary school in Los Angeles, California. The ethnic composition of Roscoe Elementary included 93% Hispanic students, 2% African American students, 2% Filipino students, and 3% White students. Her findings suggested that a climate of mutual trust and respect was central to the cultivation of the school's caring community. A climate of mutual trust and respect pervaded the entire institution through acts of collaboration and collegiality among teachers. Roscoe administrators consciously modeled attitudes of respect and trust. A climate of tolerance toward differing opinions existed at the school. This dynamic was not limited to adult-adult interaction. After 250 hours of participant observation, Kratzer documented that almost every classroom radiated an atmosphere of warmth and affection, and that there were few interpersonal conflicts between students. The Roscoe staff embraced the belief that a truly caring community would help all its members to become competent. This competence included, but was not limited to, academic competence. By broadening the definition of effectiveness to include trust and respect, a school will not only examine test scores, but also relationships (Lightfoot 1983).

Children learn ways of relating to people by watching others. Students look at teachers to see if they are treating others with respect. Students want respect for themselves and to be treated with fairness and decency. By understanding what students value in their teachers and what they perceive to be the teacher characteristics that help

them learn, teachers have the potential to positively influence the learning experiences of their students. Evans (2002) conducted ethnographic interviews of 14 elementary students. Her participants indicated that effective teachers were helpful, fair, caring, and fostered student independence. The participants were savvy enough to distinguish between effective and popular teachers, citing popular teachers as fun and nice. Children expect to be cared for, respected, and helped to succeed.

All students deserve a compassionate teacher—someone who cares about them and respects them. Students must feel safe in their relations with teachers. It must be acceptable to admit failure, frustration, and confusion. If student success is a determinant of effective teaching, then classrooms must be student-centered. Students must believe that their success is the teacher's primary concern. A compassionate teacher exerts tremendous influence in the life of a student. A teacher's personality influences his or her teaching practices. The qualities of care, kindness and respect are desirable traits that contribute to student success. According to Peart and Campbell, (1999) academic success of at-risk students is enhanced if a personal connection that communicates respect and caring exists between the teacher and the student. Rogers and Freiberg (1994) have identified a caring classroom climate and trusting relationships as characteristics that foster effective learning environments in which children develop high self-esteem and empowerment in a supportive environment. Compassion is an important element of effective teaching, yet compassion alone is not enough to guarantee student success.

Passion

Students expect their teachers to demonstrate passion for teaching and learning. Students spend an enormous amount of time—six hours a day, five days a week, nine months a year, for 13 years—under the direction of a teacher. A teacher's knowledge, feelings, and attitudes eventually become integrated into his or her teaching, creating the possibility for disaster or success. Should a teacher not like teaching, students may emerge from the classroom with a dislike for education. When a teacher loves his or her profession, students learn to love education. A passionate teacher takes pleasure in teaching. For the purposes of this study, passion will be defined as enthusiasm for learning and motivation to succeed.

Enthusiasm

Students take cues from teachers about how to respond to school activities. An enthusiastic teacher induces students to value the topic or activity. An enthusiastic teacher demonstrates dynamic vigor and a sincere interest in the subject (Good & Brophy, 2000).

Enthusiasm has been identified as an important characteristic of effective teachers (Brigham, Scruggs & Mastropieri, 1992; Minor, Onwuegbuzie, Witcher & James, 2002; Patrick, Hisley, Kempler & College, 2000; Peart & Campbell, 1999). In an attempt to discover the relationship between teacher enthusiasm and student intrinsic motivation, Patrick, Hisley, Kempler, and College (2000) administered a 73-item questionnaire to 93 undergraduate students. Their findings indicated that teacher enthusiasm was highly correlated with student intrinsic motivation. As a result, Patrick et al. concluded that teachers who are perceived to have a dynamic, enthusiastic style tend to have students

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who are highly intrinsically motivated. In an attempt to ascertain at-risk students' perceptions of teacher effectiveness, Peart and Campbell (1999) interviewed 47 African American adults about teacher characteristics that facilitated school success. The respondents indicated the ability to communicate with genuine enthusiasm was essential.

Although enthusiasm is considered a desirable teacher characteristic, research on the effects of teacher enthusiasm has produced contradictory findings. A study conducted by McKinney, Larkins, Kazelskis, Ford, Allen, and Davis (2001) suggested that pupil achievement was unaffected by variation in the manifest enthusiasm of fourth grade teachers. Furthermore, McKinney et al. concluded that teacher enthusiasm contributed to marked negative effects on classroom discipline. Their findings imply that students behave more appropriately when the teacher conveys a medium level of enthusiasm.

In the absence of a learning context that supports students' needs, teacher enthusiasm is not a substitute for students' intrinsic motivation to learn; however, teacher enthusiasm may be an effective means for mobilizing student excitement and curiosity Schaufeli, Maslach & Marek, 1993). Passionate teachers exude enthusiasm.

Motivation

Enthusiasm may be the spark that ignites interest, but motivation fuels the fire of learning. A passionate teacher is also a motivated teacher. Motivation is a dynamic force that sustains vitality. According to Sederberg and Clark, (1990) effective teachers defined their motivation in terms of dedication and missionary zeal. Additionally, high vitality teachers also claimed that student success was both a driving motivation for sustaining a high level of performance and the ultimate reward for their effort.

Psychologists frequently use motivational concepts to account for the initiation, direction, intensity, and persistence of behavior (Katzenbach, 2006; Schlechty, 2002). Generally, people will not invest effort in tasks that do not lead to valued outcomes even if they know that they can perform the tasks successfully, nor do they invest in highly valued tasks if they believe that they cannot succeed on the tasks (Good & Brophy, 2000; Kinzie,1990). In order to be motivated to learn, one must have both opportunity and encouragement.

Research on motivation (Brophy, 1983; Brophy & Good, 1986; Good & Brophy, 2000; Marzano et al., 1993; McClelland, 1985) has attempted to identify the characteristics associated with highly motivated personalities. According to McClelland, certain individuals could be characterized by their desire to be successful. Motivated individuals demonstrated specific behaviors that identified them as "achievers." For a teacher, this attitude can carry over into the classroom and encourage student success. Thus, a motivated teacher creates situations for all students to succeed.

Effective teachers develop goals, beliefs, and attitudes in students that will sustain a long-term involvement and that will contribute to quality involvement in learning. Effective teachers encourage students to value the process of learning and the improvement of their skills, and to develop a long-term commitment to learning (Brophy, 1983). Motivated teachers routinely model interest in learning through interactions with students (Garcia & Pintrich, 1991; Zimmerman, 1994). This modeling encourages students to value learning as a self-actualizing activity that produces personal satisfaction and enriches one's life (Good & Brophy, 2000). It is important to recognize that motivation occurs with a context—the family, the classroom, and the school.

Context

School contexts vary in the opportunities that they provide for differential

student-teacher interaction. Classrooms, nested within schools, have climates that are

directly or indirectly influenced by wider school contexts. The literature on effective

schools suggests that school culture and climate are central to academic success.

Research has found a close correlation between positive school culture and academic

quality (Cheng, 1993; Fyans, Jr., & Maehr, 1990; Mackenzie, 1983; Purkey & Smith,

1983; Thacker & McInerney, 1992). The literature indicates that a student's chance for

success in learning cognitive skills is heavily influenced by the climate of the school. An

academically effective school would likely have clear goals related to student

achievement, teachers who hold high expectations, and a school context designed to

maximize opportunities for student learning. The school context comprises the final

dimension of teaching and includes the school culture and its institutional norms.

School Culture

Many schools today continue to operate under the old factory model that assumes

if teachers are provided with the right curriculum, the right textbooks, the right schedule,

and the right students, then learning will naturally occur. Obviously, this model has

proven to be unsuccessful and unrealistic. Fortunately or unfortunately, teacher

effectiveness may be significantly impacted by the school culture. Every organization

has a culture—the history and underlying set of unwritten expectations that shape

everything about the school. A school's culture influences what people believe and the

way they behave. School culture is the set of norms, values, beliefs, rituals, and

ceremonies that make up the personality of the school. Every school has unique

communal events to celebrate success, to provide closure during collective transitions, and to recognize people's contributions to the school. School culture encompasses symbols and stories that communicate core values, which in turn are vital for a unifying culture (Leader, 2004). Deal and Peterson (1999) explain culture as the unwritten rules, traditions, and expectations that permeate the way people act, dress, and talk. School culture is not simply an abstract concept, but a public expression. A school's ambience is a result of its cultural history.

Handy and Aitken (1986) investigated schools and identified four main types of culture: club, role, task, and person. Club culture is similar to a spider's web with the leader at the center and concentric circles of lessening intimacy radiating outward. A strong personality is crucial for this type of culture. Role culture is more formal and focuses on routine. The roles are pillars that support the school structure. A school with a role culture often struggles with change. The task culture is comprised of a group of talents that function in problem-solving teams. There is minimal bureaucracy, and the school is usually friendly and forward-looking. The person culture clusters the talents of individuals into a well functioning organization. Handy and Aitken suggest that most organizations are actually a mixture of cultures. A school's culture has the potential to make a positive difference in the lives of students. For years, educators debated the variables influencing student achievement. Early research suggested that school climate has little effect on achievement (Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld, & York, 1966).

Current research has identified the effects of school culture on student achievement (Cheng, 1993; Strahan, 2003; Thacker & McInerney; 1992; Zigarelli, 1996).

Studies suggest that the implementation of a clear mission statement, shared vision, and school-wide goals promotes increased student achievement. Strahan (2003) examined the dynamics of school culture in three elementary schools in North Carolina that have beaten the odds in improving low-income and minority student achievement. Strahan concluded that all three schools connected values, beliefs, and practices in developing a shared stance toward learning. This stance emphasized a shared sense of responsibility. Over the three-year study, participants clearly articulated values and beliefs regarding their mission. Students are not the only beneficiaries of a positive school culture.

School culture also correlates with teachers' attitudes toward their work (Darling-Hammond & Sclan, 1996). In a study that profiled effective and ineffective organizational cultures, Cheng (1993) found stronger school cultures had more motivated teachers. Teachers also experienced higher job satisfaction and increased productivity in an environment with shared participation, strong organizational ideology, charismatic leadership, and intimacy. Hargreaves (1994) confirmed that teachers who have very positive perceptions of one another, the students, and their community tended not to want to leave their school. It may be assumed that such a culture is a positive thing that will pay dividends in terms of student achievement, morale, and personal growth.

Collaboration is a critical element of a positive school culture. Research has demonstrated that teachers, and ultimately their students, benefit from opportunities to work and learn together (Bey, 1992; Louis, Kruse, & Marks, 1996; Pugach & Johnson, 1995; Snyder, 1994; Walther-Thomas, 1997). In collaborative working environments, teachers have the potential to create the collective capacity for initiating and sustaining

ongoing improvement in their professional practice in order to ensure that each student receives the highest quality of education possible (Pugach & Johnson, 2002).

A positive culture reinforces learning, commitment, and motivation, is consistent with the school's vision, and is the key to a school's success. A school with a positive professional culture is characterized by meaningful staff development, successful curricular reform, and the effective use of student performance data. In these cultures, student learning thrives as a high-performance culture exhibits a shared responsibility for the learning of all students. Teachers' connections to the profession and to their schools are strengthened by high-quality interpersonal relationships. Teachers are far more effective in their positions when they feel supported by administrators, have strong bonds of connection to colleagues, and are aggressively pursuing a collective vision for student learning about which they feel a commitment.

School culture communicates important messages for peer group norms, student interaction, and student-teacher interaction. Teachers have traditionally shouldered most of the burden of motivating students toward academic achievement; however, the influence of school culture as a conduit for motivating students toward academic excellence has perhaps been underestimated. School and classroom contexts can enhance students' needs (Lehr & Christenson, 2002). Resilient schools harness the school's collective energy to achieve school goals in the face of adversity. On the other hand, a school with a negative or toxic culture that does not value professional learning, resists change, or devalues staff development will have a detrimental impact on student success. In an attempt to manage students' social-emotional and behavioral difficulties, educators are confronted with extraneous factors that are impossible to rectify. School and

classroom contexts, however are factors that educators can control. According to Roach and Kratochwill, (2004) a crucial need in most school improvement processes is the investigation of the school culture and its underlying values. Culture is a usable tool in schools, where relationships tend to hold more power than official roles and titles. School context is critical and therefore, must be included in the multiple dimensions of effective teaching.

<div align="center">Conclusion</div>

Teacher effectiveness is an elusive concept. Researchers have spent decades attempting to identify the characteristics and attributes that distinguish highly effective teachers from their peers. The concept of effectiveness has evolved over the last 30 years. Straight rows of desks and chalk wielding teachers have given way to cooperative learning groups and facilitators. The challenges of today's classrooms demand a different type of teacher.

The path to effective teaching has many obstacles. Prospective teachers must first pass through the gateway of NCLB. At this point, a teacher may be considered highly qualified without actually stepping into a classroom. He or she may possess the credentials but not the expertise. Armed with a bachelor's degree, certification, and subject matter knowledge, a novice teacher is not necessarily prepared. The political debate continues as to whether these credentials actually contribute to effective teaching. Research asserts that teacher qualifications may play an important role in how much students learn (Darling-Hammond 2000a; Haycock, 2000; Wenglinsky 2000). Once a teacher acquires the highly qualified status, the five dimensions of teaching play a role in the teacher's ability to become an effective educator.

As a teacher continues on the path toward effective teaching, he or she acquires teaching skills and experience. These two characteristics may be enhanced if the teacher also has strong verbal skills and pedagogical knowledge. At this juncture, the teacher may be described as a high quality teacher. The journey to effectiveness may be abridged if a teacher is also highly efficient. The ability to manage a classroom and organize concepts and materials for effective instruction is no small feat. For some teachers, the path ends here. Only the teachers who are compassionate and passionate are able to complete the journey to effective teaching. Without a personal connection, the journey has been for naught.

The context in which a teacher works has the ability to contribute to or sabotage his or her effectiveness. According to Lightfoot, (1983) "good" schools have a common bond and a clear purpose. "Good" schools inspire devotion and loyalty in teachers and students. "Good" schools also share a theme of nurturance and encourage teacher growth. The way in which a school treats its weakest members is a clear example of care, concern, and empathy. A caring, collaborative school culture positively impacts student learning and increases the satisfaction level of teachers as well as students.

Educational research has identified the dimensions of effective teaching (see Figure 2). Still unexplored is the reason why some teachers are able to successfully integrate quality teaching, efficiency, compassion, and passion into effective classroom practice, while others are not. There is a need to investigate the perceptions of effective elementary teachers in order to ascertain whether the five dimensions of teaching complement each other in the pursuit of the ultimate goal—student achievement.

Figure 2. Conceptual Framework—Dimensions of Teaching

Professional Qualities

Compassion

Efficiency

- **Verbal Ability**
- **Instructional Skills**
- **Pedagogical Knowledge**
- **Acquired Teaching Experience**
- **Understanding of Developmental Theories**

- **Management**
- **Organization**

- **Caring**
- **Trust and Respect**

- **Motivation**
- **Enthusiasm**

- **School Culture**

Passion

Context
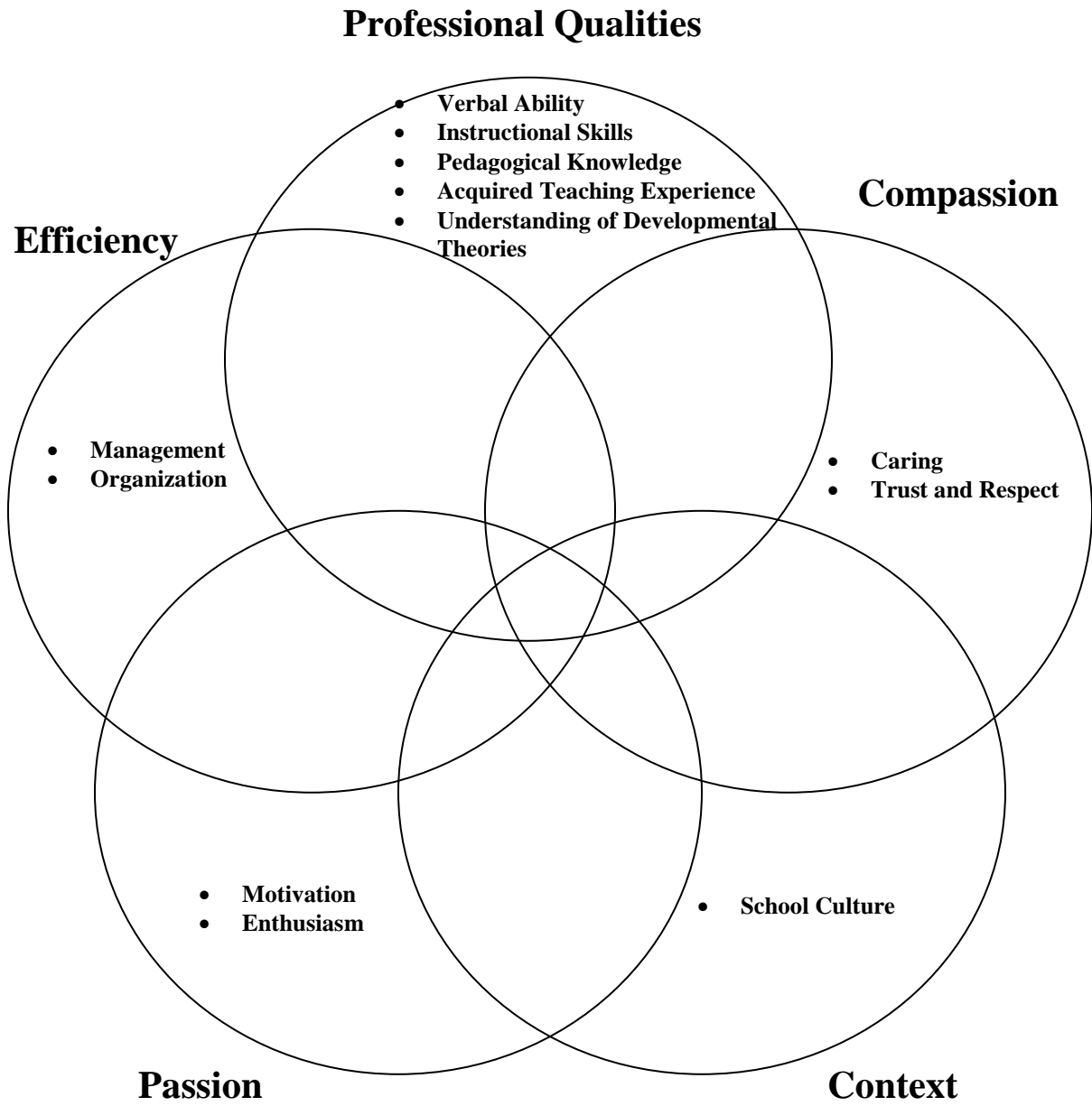
Conceptual Framework

Figure 1 depicts the relationship between the federal government's highly qualified teacher and a highly effective teacher as determined by student success. Figure 2 represents the conceptual framework used to guide this study. A highly qualified teacher is not necessarily a highly effective teacher. There is considerable debate in the political arena about the appropriate requirements for teacher preparation programs and the level of degree teachers should hold. Yet, research (Darling-Hammond 2000b; Murnane, 1985) has found no consistent relationship between degree type and teacher performance. Certification requirements differ among states, resulting in inconsistency. Additionally, studies (Allen, 2003; Ashton & Crocker, 1987; Druva & Anderson, 1983; Goldhaber & Brewer, 2000; Monk 1994; Sanders, 2004) have found no consistent relationship between subject matter knowledge and teacher performance, with the exception of math and science at the secondary level. Although it may be obvious that the minimum credentials of a bachelor's degree, certification, and subject matter knowledge are critical components of an effective teacher, they are not enough. NCLB highly qualified teacher status does not guarantee a highly effective teacher. For the purposes of this study, the requirements of NCLB are considered prerequisites of effective teaching and are not included in the five dimensions of teaching.

Figure 2 illustrates the five dimensions of teaching: Professional Qualities, Efficiency, Compassion, Passion, and Context. Through the analysis of data, teacher values, beliefs, and attitudes that impact student success in the elementary classroom will emerge. Research suggests that the attributes that make teachers successful in the classroom are not strongly related to the teacher attributes that are typically measured in

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educational studies (Goldhaber, Brewer & Anderson, 1999). In an effort to determine what role each dimension of teaching plays in the elementary classroom, it is critical to examine the perceptions of effective teachers in order to ascertain whether the five dimensions of teaching complement or conflict with each other in the pursuit of the ultimate goal—student achievement.

The first circle labeled "Professional Qualities" includes instructional skills, verbal ability, pedagogical knowledge, and an understanding of developmental theories. In addition, a quality teacher is usually a veteran teacher with some teaching experience. These qualities alone do not ensure an effective teacher.

The circle labeled "Efficiency" includes the observable traits of classroom management skills and organizational skills. There is a consensus among theorists that efficiency contributes to effectiveness (Brophy & Good, 1986; Marzano, Pickering & McTighe, 1993; Wise & Darling-Hammond, 1995; Wong & Wong, 1998; Stronge, 2002).   Efficiency is critical to student success, as an orderly, organized classroom environment that is free from discipline problems provides for maximum learning time. However, efficient teachers are not necessarily effective teachers.

The circle labeled "Compassion" includes personality traits that are difficult to measure without directly observing interactions between the teacher and the students. A teacher's personality plays an important role in the students' experience in the classroom. Compassion is repeatedly cited as a trait of an effective teacher (Brophy & Good, 1986; Evans, 2002; Wong & Wong, 1998). For the purposes of this study, compassion will be defined as caring for and about students and building relationships that honor trust and

respect. Although compassion is an admirable quality, it does not guarantee student success.

The fourth circle labeled "Passion," encompasses the characteristics of enthusiasm and motivation. Enthusiastic teachers seek leadership roles and work collaboratively with colleagues. Enthusiastic teachers also seek professional development opportunities, while a motivated teacher models initiative and risk-taking. A motivated teacher is resourceful and maintains a high-quality work ethic. Effective teachers are passionate about learning and in turn motivate students. Yet, passion alone does not ensure effectiveness in the classroom.

The last circle, labeled, "Context" represents the culture of the school. Every organization has a culture, that history and underlying set of unwritten expectations that shape everything about the school. A school culture influences the ways people think, feel, and act. School culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the personality of the school. The assumption is that when teachers work together to achieve a common vision, instructional practices will be impacted in important ways. In collaborative working environments, teachers have the potential to create the collective capacity for initiating and sustaining ongoing improvement in their professional practice to ensure that each student receives the highest quality of education possible (Pugach & Johnson, 2002).

The conceptual framework served as a foundation for the interview protocol. Questions designed to ascertain teachers' perceptions were organized into categories that corresponded to the five dimensions of teaching. Participants ranked the dimensions of teaching in order of importance and described how each dimension of teaching impacts

student success in their classroom. Subsequent data analysis utilized cross-case analysis to identify predominant themes and overlapping topics. Results are presented and discussed for the dimensions of teaching, both individually and collectively.

Can effectiveness be mandated? In response to concerns over our nation's inequitable educational system, the federal government has enacted legislation entitled *No Child Left Behind*. The law's intent is to ensure a highly qualified teacher for every classroom. This effort should be commended, as every student deserves a highly qualified teacher. However, minimal standards and basic credentials do not guarantee a highly effective teacher for every classroom. Defining effective teaching is a complex task. It involves more than merely possessing minimal job requirements. It requires the successful integration of the multiple dimensions of teaching.

Researchers have spent decades attempting to identify the characteristics and attributes that distinguish highly effective teachers from their peers. Most studies appear to cite effectiveness of teachers as an essential ingredient of quality schooling. Teacher educational backgrounds, in-service training, teaching experience, verbal ability, teacher preparation time, and instructional strategies are regularly regarded to be indicators of teacher quality. A review of educational research has identified the multiple dimensions of teaching. Still unexplored is the reason why some teachers are able to successfully combine high quality teaching, efficiency, compassion, and passion into effective classroom practice, while others are not. There is a need to investigate the perceptions of effective elementary teachers in order to ascertain whether the five dimensions of teaching complement or conflict with each other in the pursuit of the ultimate goal— student achievement.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to investigate the perceptions of effective teachers regarding the impact of the multiple dimensions of teaching—professional qualities, efficiency, compassion, passion, and context—on student success in the elementary school classroom. These five dimensions of teaching were identified through a review of the relevant literature and organized into a conceptual framework.

The conceptual framework (see Figure 2) served as a foundation for the interview protocol (see Appendix F). Questions designed to ascertain the teachers' perceptions were organized into categories that corresponded to the five dimensions of teaching. Participants ranked the dimensions of teaching in order of importance and described how each category and dimension of teaching impacted student success in their classroom. Subsequent data analysis utilized cross-case analysis to identify predominant themes and overlapping topics. Results are presented and discussed for the dimensions of teaching, both individually and collectively.

Previous research has not captured the interactions among the multiple dimensions of teacher effectiveness; as a result, there are gaps in the research that still need to be explored. There is a need to investigate the perceptions of effective elementary teachers in order to ascertain whether the five dimensions of teaching

complement or conflict with each other in the pursuit of the ultimate goal—student achievement.

What are effective teachers' perceptions of the impact of the multiple dimensions of teaching—professional qualities, efficiency, compassion, passion, and context— on student success in the elementary classroom?

The following questions guided the process of inquiry:

1. How do professional qualities of the teacher impact student success in the elementary classroom?

2. How does efficiency impact student success in the elementary classroom?

3. How does compassion impact student success in the elementary classroom?

4. How does passion impact student success in the elementary classroom?

5. How does the school context impact student success in the elementary classroom?

6. How do the multiple dimensions of teaching interact?

Rationale

Inquiry in qualitative research takes its form from the choices made and not made by the investigator in the construction of a method or plan (Chenail, 1992). The benefits of using a qualitative approach include richness of data and deeper insight into the phenomena under study.

The guiding questions greatly influenced the choice of methods used by this researcher. The fact that these questions lent themselves to the use of qualitative methods is yet another argument for conducting this study from a qualitative approach. Marshall

and Rossman (1999) suggest that research questions should be general enough to permit exploration but focused enough to define the study.

Given the nature of this study, qualitative methods were most appropriate, as it was concerned with developing explanations of social phenomena as they occurred naturally (Marshall & Rossman, 1999). This researcher sought to acquire an understanding of a particular situation and to discover rich data that could be used to develop theory.

Since the participants' perspectives were critical to this study, the researcher conducted in-depth personal interviews. A brief questionnaire (see Appendix A) collected demographic information from the respondents, and a semi-structured interview protocol (see Appendix B) guided the interview process. The interviews ascertained the participants' perceptions. The participants were asked to describe the role that each dimension of teaching played in their classroom and to elaborate on how each trait impacted student success. The specific characteristic of qualitative research that lent itself to this study was that it is highly exploratory by design. As Marshall and Rossman (1995) have indicated, qualitative inquiry allows for a deeper understanding of the participants' lived experiences. The exploratory nature of this study enabled the researcher to pursue unexpected responses. Qualitative methods of inquiry best served the researcher, as this study investigated where and why policy, knowledge, and practice are not always in agreement (Marshall & Rossman, 1995).

Role and Reciprocity

This qualitative researcher acted as the primary instrument for data collection and analysis. As a curriculum-instructional specialist, testing coordinator, mentor, school

leader, and veteran teacher with 19 years of classroom experience and National Board Certification, this researcher relied upon extensive professional knowledge and expertise to aid in data analysis. This researcher reserved the right to conduct multiple-session interviews as the situation warranted. Though contact time with participants was not extensive, the researcher made every attempt to develop trusting relationships. The researcher recognized the logistics of arranging and conducting efficient interviews, and therefore respected the participants' time. All interviews were scheduled after school and conducted at the participants' respective schools.

Regarding reciprocity, pseudonyms have been used to identify the participants. Each interviewee was afforded the opportunity to review data transcripts for correctness and clarification. Given the fact that this study focused upon highly effective teachers, the inherent praise and recognition most likely motivated individuals to participate. In a time when much of what is heard from the media regarding teachers is negative, it was a privilege to honor highly effective teachers in a qualitative research study. Teachers selected for inclusion in the case studies received a gift card in the amount of $50.00 for a local school supply store. Upon completion of the study, the results were shared with the participants.

With regard to ethics, the researcher complied with all confidentiality guidelines and safety standards (see Appendix C). In accordance with the Academic Affairs Institutional Review Board, an explanation of the purposes of the research and the expected duration of the participant's involvement, along with a description of the procedures to be followed, was provided to the participants (see Appendix D). A prepared statement described the extent to which confidentiality of records identifying

the participant will be maintained. Participants were also given an explanation of whom

to contact for answers to pertinent questions. All participants were informed that

participation was voluntary, that refusal to participate involved no penalty, and that they

could discontinue participation at any time.

Access

The first contact regarding this research was with the Evaluation and Research

Department of the local school district. This researcher was granted permission and

access as an employee of the district as part of fulfilling requirements for an advanced

degree. Subsequent contact with participants was made through telephone calls (see

Appendix E) and email communication in order to schedule interviews.

Participants

Effectiveness Index scores on the 2005-2006 North Carolina End-of-Grade tests

were used to identify participants. Multiple linear regression was used to calculate the

difference in scale score points between a student's actual score and the score predicted

for that student. The regression equation included the following predictor variables: the

student's pretest score, the student's special education services, and the student's free or

reduced lunch status. The equation then calculates the score a student should have been

expected to achieve, given the values of these predictor variables. This difference

between a student's actual score and predicted score is a student's residual score.

Average residual scores for groups of students indicate whether a group in a school has

demonstrated achievement comparable to, below, or in the case of this study, above the

achievement shown by similar students served in other schools across the school district.

Averaging residual scores for groups of students reduces the standard error of

measurement. Since these residuals compare student performance to that of similar students, it is an effective way to determine whether instructional efforts are successful.

Effectiveness Index scores are z-scores, or statistical measures of how many standard deviations the average for a group of students is from the statistical average for the school system. A z-score of zero represents average gain of student scale score points, and the standard deviation of scores is one.   Effectiveness Index z-scores are calculated by averaging all student residual scores for a particular End-of-Grade test for each classroom teacher and then comparing it to the average of all teachers in the district.

The Evaluation and Research Department of the school system identified 25 third through fifth grade teachers whose Effectiveness Index values were greater than +2.0 on the 2005-2006 End-of-Grade reading and mathematics tests. These 25 teachers received a letter of invitation (see Appendix F) to participate in this study. The letter introduced the researcher and described the purpose of the study. The recipients were instructed to contact the researcher if they were interested in participating in the study. This researcher interviewed the first 10 respondents (see Table 1). The participants included nine female teachers and one male teacher. The average age of the participants was 43 years. The years of teaching experience ranged from 3 to 33 years. Two teachers were Black, eight were White, and one held an advanced degree.

Table 1

Teacher Participant Demographics

Teacher	Gender	Race	Age	Year of Experience	Degree	Leadership Roles
Alice	F	White	59	22	B.S	Leadership Team
						Grade Chair
						Mentor
Betty	F	White	30	7	B.S	Student Support Team
						N.B.P.T.S.* Certification
Carol	F	Black	50	16	B.A	Student Support Team
						Leadership Chair
Donna	F	Black	55	30	B.S	School Improvement Team
						Grade Chair
						Superintendent's Advisory
						Council
Ellen	F	White	55	33	B.S	Mentor Coordinator
						Leadership Team
						N.B.P.T.S.* Certification
Fran	F	White	50	17	B.S	N.B.P.T.S.* Certification
Greta	F	White	33	11	M.A	Mentor
						School Improvement Team
						N.B.P.T.S.* Certification
Henry	M	White	26	3	B.S	Grade Chair
Ida	F	White	32	10	B.A	Grade Chair
Joyce	F	White	43	9	B.S	Grade Chair

*National Board for Professional Teaching Standards

Sample

A convenient sample was used for this study. Although the issue of effective teachers is relevant throughout the United States, this study was restricted to a large urban city in North Carolina. Participants included effective teachers as identified by the public school system's teacher Effectiveness Index. This study explored the perceptions of 10 effective elementary teachers who have demonstrated success on test scores with diverse populations of students in third through fifth grade. Although no attempt was made to represent different demographic characteristics, both male and female teachers, white and black teachers, and beginning and experienced teachers were represented in this study.

Data Collection

The primary method used for gathering data was in-depth interviewing. This researcher interviewed 10 effective teachers in order to accurately capture individual perspectives and perceptions. Data collection involved a two step process. First, the dimension and trait were briefly described. The teachers were asked to identify the extent to which each specific trait impacted student learning in their classrooms and to provide opinions and examples. An interview protocol (see Appendix B) was utilized to maintain focus and consistency. Patton (1990) urges the use of a guide in order to maximize interviewing benefits in a limited time. Another recommendation made by Marshall and Rossman (1999) for conducting effective interviews is to afford the participant the latitude of framing and structuring their response. Second, teachers were asked to rank the dimensions in order of importance on a scale of 1 to 5.

The researcher reserves the right to store the data (see Appendix G) in the event that a future study may be carried out. With permission of participants (see Appendix H), all interviews were audio-recorded . Termination of the recorded sessions was an option for the participants at any time. These recordings were transcribed immediately following each session.

<center>Data Analysis</center>

Keeping in mind that data are recalcitrant and will not always answer the questions put to them (Geer, 1964), and that the volumes of data generated are exceedingly complex, and not easily converted into meaningful units (Marshall & Rossman, 1995), the ultimate goal of data analysis in this study was to arrive at reasonable conclusions based upon a preponderance of the data. Data analysis took place simultaneously with data collection.

Coding was done manually as opposed to using a computer software program. Color coding and highlighting was used to organize the data. As themes emerged, the plausibility of understandings was explored through the data (Marshall & Rossman, 1995). Through careful analysis, the researcher identified effective teachers' perceptions of the roles of the multiple dimensions of teaching—quality, efficiency, compassion, passion, and context—and explained how each dimension impacted student success in the elementary school classroom by searching for patterns and comparing findings to theory and the literature. A complete analysis of the data was used to develop answers to the research questions that served as the basis of this study. The research questions and related literature provided guidelines for the data analysis.

Multiple rounds of data analysis were used to answer the research questions. As a result of previous planning, several categories (see Table 2) served to code the data initially for subsequent analysis (Marshall & Rossman, 1995). For example, categories of vocabulary, strategy, and mentor were tentatively established as substantive levers. In order to answer the first five research questions, teachers' responses were organized according to the traits of each dimension. A search was conducted for the mention of previously identified categories. Each instance was highlighted and color coded. If terms were mentioned by four or more teachers, it was considered to be supportive of the research.

The trait of school culture will be used for illustrative purposes, but the same procedure was used in analysis of each trait and dimension. The coding categories of collaboration, environment, and morale were previously established by the researcher. With regard to collaboration, Greta explained, "We have cross grade level meetings where we will often share information about individual students. You know, up and down collaboration." Henry described the collaborative efforts of his Professional Learning Community team as providing tremendous support to a beginning teacher. Ellen mentioned how much she enjoyed collaborating with the new teachers. Whereas, Joyce stated, "We have informal meetings. There's minimal collaboration." Given these comments, it may be concluded that a collaborative school culture positively impacts both teachers and students. This contention is supports previous research.

Table 2

First Coding Schema for the In-depth Interviews

Dimension	Trait	Category
Professional Qualities	Verbal Ability	Language
		Questioning
		Discussions
		Vocabulary
	Pedagogical Knowledge	Strategy
		Learning Style
		Best Practices
	Developmental Theories	Interaction
		Cognition
		Scaffolding
		Conceptual
	Instructional Skills	Inquiry Based
		Manipulatives
		Groups
		Data
	Teaching Experience	Mentor
		Tenure
		Resourceful
Efficiency	Organization	Planning
		Routines
		Materials
	Classroom Management	Discipline
		Expectations
		Structure
Compassion	Caring	Love
		Kindness
		Relationship
	Trust and Respect	Safety
		Risk Taking
		Diversity
Passion	Enthusiasm	Enjoyment
		Energetic
		Interest
	Motivation	Intrinsic
		Reward
		Encouragement
Context	School Culture	Collaboration
		Environment
		Morale

The next coding category, environment, also appeared a minimum of four times in the conversations about school culture. Greta stated, "We have an environment here where you don't feel anxious when the vice principal comes in and sits down in your classroom. You actually feel free to bomb because you want that feedback. You need that feedback." Ellen also felt a sense of belonging in her school, "Our administration creates an environment that is supportive, and you are free to take risks and try new things." Other teachers spoke of creating a stimulating learning environment in their classroom, where students were motivated and encouraged. Ida shared her perception, "When my kids walk in my room, they can leave some of their problems at the door. We have a very supportive environment in here." Fran also believed that it was her responsibility to do whatever it took to make learning possible in her classroom, despite the influence of outside negative attitudes. The comments of these teachers suggest that environment is a crucial component of a school's culture. A positive learning environment may be promoted through shared vision and values, or cultivated by a single teacher who may be forced to retreat into the classroom and shut out undesirable characteristics.

With respect to the coding category of morale, there was insufficient data to support previous research findings. Fran alluded to the suffering morale of her school when she described the stress of having a new principal. Ida spoke of the loss of joy in her work due to the feeling of isolation. Although prior research indicates that the morale of an organization is the cornerstone of productivity, the category of morale was not mentioned by the teachers. It may be speculated that teachers did not perceive the

school's morale as having any influence over student success in their classrooms. Consequently, the category of morale is not included in the discussion chapter.

Next, the process of inductive analysis was used. This allowed salient categories to emerge from the data (Patton, 1990). New categories were established when common terms were mentioned by four or more teachers in the discussion of each specific trait. These were identified as emergent themes.

For example, the theme of leadership emerged from the data through analysis. The category of leadership was not exclusively used to refer to administration. In Donna's school, they held leadership assemblies for the students. She also described how she incorporated Steven Covey's habits into her daily lessons. Ellen elaborated, "I try to model being a leader in the schools. The kids know that I work with the beginning teachers. They know that I try to take on the leadership role and make myself visible everywhere." Other teachers commented on the positive influence of the school leaders. Greta stated, "I definitely think we have a very strong community, and our leadership is part of that." Ellen and Henry agreed. Fran felt just the opposite, "I think that I know what works for fifth graders better than my administration, because I am an expert on fifth graders. I do not feel supported by my leadership to express my opinions and ideas." These comments suggest that leadership plays a crucial role in a school's culture. Leadership traits may be modeled by administrators, teachers, or students.

The theme of community also emerged from the data. Community was cited multiple times, specifically in reference to classroom communities and Professional Learning Communities. Subsequently, teachers' perceptions regarding the role of a community were included in the results and discussion of Context.

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Cross-case analysis was utilized when analyzing interviews, using the constant comparison method to group answers to common questions and to analyze different perspectives on critical issues (Patton, 1990). According to Goetz and LeCompte (1981) this method combines inductive category coding with a simultaneous comparison of all social incidents observed. As social phenomena are recorded and classified, they are also compared across categories. Thus, relationship discovery begins with the analysis of initial observations. This process undergoes continuous refinement throughout the data collection and analysis process, continuously feeding back into the process of category coding. Through logical reasoning, traits were crossed with one another in order to identify interactions between the dimensions and to answer research question 6. During this round of analysis, a search was conducted to locate each trait appearing across dimensions. Evidence of interaction between the dimensions was recognized when traits from one dimension occurred four or more times in the context of a different dimension

Again, the example of context will be used for illustrative purposes. While describing her collaborative school culture, Alice said, "We can go to each other and say we had a difficult time teaching an objective. I'll ask my team, 'What did you do?' Our grade level has a lot of trust and respect for each other." This is an example of a positive relationship, which was identified as a coding category for the trait of caring. Greta stated, "I think diversity is a plus in the change of our school context." Henry said, "You see our administration walking through the hallways every morning, smiling and greeting the kids. I think that creates a nice community atmosphere for the school." Additional comments referring to a supportive administration, along with Greta's appreciation for

diversity, and the description of Alice's relationship among her colleagues, indicate that the dimensions of Compassion and Context interact with each other.

The interaction between the dimensions of Passion and Context also became evident through data analysis. When discussing her work environment, Ida revealed, "A bunch of us are here all the time. We stay late and come in on the weekends. We wouldn't do that if we didn't enjoy it." Enjoyment was identified as a coding category for the trait of enthusiasm. Greta described how she was motivated by feedback from her vice principal. Additionally, several teachers mentioned seeking encouragement from peers.

Evidence of the interaction between the dimensions of Efficiency and Context also emerged from data analysis. Several teachers mentioned the importance of maintaining high expectations in their classroom communities. Expectations was identified as a coding category for the trait of classroom management. Donna talked about a weekly routine of her school culture, "We have a television program that comes on every Friday. It is done by the students." Routines are a characteristic of organization.

Although this study is qualitative, the researcher felt the need to quantify the data in order to present a big picture of the findings. Each teacher was asked to rank the five dimensions of teaching in order of importance with regard to its impact on student success in their classroom. A weighted vote was used to calculate results, with the most important dimension receiving five points and the least important dimension receiving only one point. The researcher also sought to identify patterns and recognize relationships among the data.

In order to increase the trustworthiness of the study, this researcher recognizes subjectivity and bias. It should be acknowledged that the first 10 teachers to respond to the invitation to participate in the study may exhibit more enthusiasm than the remaining teachers who were slow to respond. In addition, these 10 teachers may have been motivated to participate by the incentive of a $50.00 gift card to purchase classroom materials. This researcher also holds pre-conceived ideas regarding the characteristics embodied by highly effective teachers. Special sensitivity was required in dealing with data that illustrated less than admirable comments and behaviors. All questionable data will remain confidential. It is the researcher's conclusion that the potential benefits outweighed any risks associated with conducting this study.

This study was a culmination of personal curiosity and real world observation. The analysis examined conflicting paradigms—that of the constructivist educator and the positivist federal government. Every effort was made to balance the researcher's personal talents and experiential biases with objectivity.

Limitations

This study was concerned only with seeking information from a specific group and subgroup of the population as opposed to demonstrating representativeness of findings through random selection of subjects. The guiding research questions sought insight into the perceptions of a specific subgroup of the population—highly effective teachers from a large urban school district in North Carolina. Although no qualitative studies are generalizable in the statistical sense, the findings may be transferable (Marshall & Rossman, 1999).

Significance

　　The intended goal of this study is that it will contribute to the improvement of pedagogical practices in teacher education programs in North Carolina. According to statistics released in 2006 by North Carolina's Department of Public Instruction, only seven of North Carolina's 48 teacher education programs received an exemplary rating while the North Carolina State Board of Education designated Chowan University and Southeastern College of the Baptist Theological Seminary at Wake Forest as low-performing programs. In 2007, no teacher education programs were designated as low-performing; however that same year, the North Carolina State Board of Education also eliminated the designation of exemplary institution.

　　An attempt to understand the processes and experiences required to become an effective teacher, Adler (1991) demands that our study of the processes of learning to teach be approached from multiple perspectives that incorporate multiple tasks and multiple contexts for learning and practice. According to Howey, (1996) the need for reforming teacher education is evident. Thus, designing a teacher education program that would provide the skills and experiences needed to graduate effective teachers is a challenge. The research recognizes the importance of a high quality teacher education program coupled with real world experiences in order to produce highly qualified and highly effective teachers.

CHAPTER IV

RESULTS

This chapter describes the teachers' perceptions regarding the impact of the multiple dimensions of teaching—professional qualities, efficiency, compassion, passion, and context—on student success in the elementary school classroom.

Professional Qualities

Most research on teacher quality pertains to observable attributes and professional qualifications (Goldhaber, 2002). According to research, (Darling-Hammond, Berry, & Thorenson, 2001; Ehrenberg & Brewer, 1994; Ferguson & Ladd, 1996; Soar, Medley, & Coker, 1983) a positive relationship exists between student achievement and teachers who possess high verbal ability, pedagogical knowledge, an understanding of developmental theories, teaching skills and experience.

Verbal Ability

Verbal ability advocates assert that a teacher's basic verbal skills are highly correlated with student success. The perceptions of the 10 teachers is this study presented mixed results (see Table 3). While all 10 teachers agreed that effective communication was essential to student learning, only 8 out of the 10 teachers interviewed believed that their verbal ability positively impacted student learning in their classrooms. The perceptions of Henry and Donna were in contrast to existing research (Darling-Hammond, 2000a; Ehrenberg & Brewer, 1994; Greenwald, Hedges & Laine, 1996; Hanushek, 1992; Murnane 1985). These

two teachers felt their verbal ability played no part in their students' success. Henry was not verbose. In fact, he was soft spoken and chose his words thoughtfully. Henry stated that "math has a lot of specialized vocabulary. There are terms that you have to make sure you use correctly." He admitted to looking up unfamiliar vocabulary terms. Henry said that he relied on visual examples and the use of manipulatives to enhance his instruction. Similarly, Donna explained her success with her students with limited English proficiency, "I have a large ESL population in my classroom, and I can't depend on verbal cues and language. I use a lot of visual images and books to communicate concepts to my students." The fact that both Henry and Donna negated the impact of their verbal ability on student success gives more credence to the idea that effective teaching must be assessed multi-dimensionally. It is also interesting that the least experienced teacher and a veteran with 30 years of classroom experience were the two teachers who cited verbal ability as having no impact on student success. Alice felt her verbal ability somewhat impacted student success. "I think it's how you use language that matters, not the complexity of it. For example, when I use metacognitive strategies and think aloud, it facilitates learning."

Seven teachers credited their extensive vocabulary for enabling them to explain things in different ways to their students. They cited the importance of sending a clear message. Ellen reflected on her ability to articulate her thoughts and get her ideas across to her students. Betty encouraged her students to build their own vocabularies. These opinions regarding the relationship between teacher's vocabulary and student success support prior research.

Table 3

Number of Teachers and Their Perceived Degree of Impact on Student Learning for Each

Dimensional Trait

Dimension	Trait	Greatly Impacts	Somewhat Impacts	No Impact
Professional Qualities	Verbal Ability	7	1	2
	Pedagogical Knowledge	7	3	0
	Developmental Theories	9	0	1
	Instructional Skills	10	0	0
	Teaching Experience	10	0	0
Efficiency	Organization	7	3	0
	Classroom Management	10	0	0
Compassion	Caring	8	2	0
	Trust and Respect	10	0	0
Passion	Enthusiasm	8	2	0
	Motivation	10	0	0
Context	School Culture	6	4	0

Carol felt her verbal ability played an essential role in ensuring that her students understood her.   She stated, "You must be able to model language in a way that students can receive it, process it, and then apply it to their own learning. You have to be able to verbalize on several different levels when you are talking to children, because you have four or five different types of learners in your classroom." Carol, Fran, Greta, and Ida all expressed the ability to recognize when their students appeared confused and to adjust their language and vocabulary to a more appropriate level. Joyce affirmed the consensus that "how you

communicate with your students daily makes a huge difference." The category of language was also evident in the data. Teachers related stories of English language learners, and their attempts to simplify complex language in their classrooms. These findings support prior research claiming that teachers with a strong command of language are effective educators.

Communication was a coding category that emerged from the data. Based on the comments of the teachers, it may be surmised that it is communication that is critical to learning, not the method of delivery. While it was the consensus of all 10 teachers that communication was essential to student learning, they differed on their reliance of verbal skills in the classroom. With such diverse student populations, Henry and Donna very effectively communicated concepts and information to their students through tactile and visual methods as opposed to verbal transmission. Building conceptual knowledge is more meaningful than learning vocabulary terms. It is possible that the teachers who claimed their verbal ability strongly impacted student success taught a more homogeneous group of students with similar background experiences.

The categories of questioning and discussion were not frequently mentioned in the interviews. Although each teacher probably uses effective questioning techniques and encourages discussion in the classroom, the majority of the teachers did not acknowledge the impact of verbal ability on these instructional methods.

While there is a logical argument for the importance of verbal ability with regard to teacher effectiveness, it is more likely that the act of effective communication plays a more vital role in teaching. Communication requires more than oral and written skills; it also takes the form of listening, touching, and showing. The findings in this study support previous

research. Communication, an extensive vocabulary, and a strong command of language are components of verbal ability. Each may be impact the complex act of teaching.

Pedagogical Knowledge

Pedagogy, the art of teaching, transforms subject matter knowledge into student learning. Pedagogical knowledge incorporates an understanding of mandated goals and objectives, curricular programs, and materials.

All 10 teachers perceived their pedagogical knowledge as a positive influence on student success, but to a different extent (see Table 3). Given the fact that differentiation was a district initiative, all teachers made a concerted effort to meet the individual needs of their students through a variety of teaching strategies and learning activities. Research (Irvine, 2003) suggests that the achievement of culturally diverse students can be enhanced by focusing on the individualized learning styles of students. The teachers with 10 or more years of classroom experience stressed their attempt to align their pedagogy with their students' cultural experiences and preferred learning styles. While many beginning teachers function within a highly structured and preplanned learning context and depend upon textbooks, such was not the case with Henry. Henry, the least experienced teacher, and the only male in the study, believed that his teacher education program had prepared him for the classroom and armed him with a variety of teaching strategies. He also cited collaboration among his colleagues as critical to the development of his pedagogical knowledge.   Feiman-Nemser (2001) suggests that the beginning years of teaching are highly formative. This is when practices and beliefs about the classroom context are initially solidified in teaching careers. Fortunately, Henry taught in a school with a healthy culture and a supportive administration. As this researcher can attest, these conditions encourage risk taking and

professional growth. Henry's responses demonstrated a maturity beyond his 26 years.

Fran attributed the development of her pedagogical knowledge to her beliefs and values related to teaching and learning. She believed that she had always been "a kind of natural teacher that knew how to present information and to avoid the pitfalls." She also felt confident in her ability to structure her lessons to provide for higher-level thinking skills. Greta described working on National Board certification and how the reflection process helped her to refine her pedagogical knowledge. "Before I did my boards, I didn't give much thought to why I did what I did. Now I feel I am a better teacher, and if I need to change something, I understand why."

Changes in instructional practices occur as pedagogical knowledge becomes more complex. This was evident with Donna. Despite 30 years of experience, she felt overwhelmed. She lamented, "Every year, I come in and there are so many new things going on, and I just wonder how effective I am. There's so much to learn out there. I just feel like I am always behind the eight ball." Donna expended a considerable amount of time and effort in the pursuit of current methods and research based strategies. However, as evidenced by measured growth on standardized test scores, it can be concluded that Donna's students were the ultimate beneficiaries of her acquired pedagogical knowledge.

Betty, Alice and Joyce were the three teachers who cited their pedagogical knowledge as only somewhat impacting student success. Yet, they all claimed to possess expertise in instructional methods and enjoyed planning for learning opportunities. Their responses may indicate that the three did not recognize the role that pedagogical knowledge played in their choice of materials, activities or assessments, as Betty claimed that she was "able to analyze errors and move students forward."

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While the mention of best practices did not appear in the data, it may be speculated that since the majority of the teachers were not recent graduates, they were not familiar with the term. They may have been incorporating best practices in their classrooms, but were not aware these practices were research proven and referred to as such.

It may be concluded from the perceptions of these 10 teachers that pedagogical knowledge must be actively sought and refined. The category of reflective practice emerged as a recurring theme. It was apparent that all 10 teachers made conscious attempts to improve their pedagogical understanding through workshops, professional organizations, or collaboration with colleagues despite the length of time in the classroom. Ida revealed, "I enjoy learning about different teaching methods." The results of this study complement research findings; a teacher equipped with knowledge of strategies and cognizant of learning styles is an effective educator.

Understanding of Developmental Theories

Developmental theorists such as Piaget, Vygotsky, and Dewey concur that learning and development occur when children interact with the environment and people around them. Currently, child development theories and various progressive educational philosophies are commonly instructed in a wide range of teacher education programs.

All 10 teachers described their classrooms as child-centered. The theme of child-centeredness emerged from the data and supports previous research. Child-centered curriculum has long been promoted in elementary education. Despite the broad evolvement of child-centeredness, the meaning of the term can be traced back to the origins of child development theory and the progressive movement in education (Chung & Walsh, 2000).

From the position of the Piagetian perspective, individuals construct a personal reality

based on previous knowledge and new experiences. Knowing, is an interaction between the environment and the individual. Alice stressed the importance of activating and building background knowledge so that the students are able to "hook onto new information." She further elaborated that "this is where pedagogical knowledge meets real life situations in the classroom." Fran also stated, "I always try to remind them about things we have previously learned and to help them make connections." Greta felt that motivation was essential, and she sought ways to link learning to real life situations.

According to Vygotsky, learning is an interactive and constructive activity; and both society and individuals play essential roles in learning.   All 10 teachers used a variety of teaching strategies such as cooperative learning groups and partner activities. According to Vygotsky, the social context is both the source and the cultural repository of the learning. Therefore, when children are assisted by partners on tasks, they may attain a higher level within their zone of proximal development (Berk & Winsler, 1995).

Both Piaget and Vygotsky emphasized peer interaction and cooperation to promote children's learning. Although both approaches stress the importance of social adaptation and social interaction in children's learning, the difference relates to the direction of influence, specifically, whether knowledge is constructed as a result of social interaction and then internalized, or whether knowledge is constructed by the individual as a result of experience and then refined through testing in social situations.

The classrooms guided by Piaget's theory give children the greatest degree of freedom. Seven teachers specifically cited student choice as a motivating factor in their classrooms. They set up a rich environment for children to explore. On the other hand, classrooms applying Vygotsky's theory seek to find a balance between teacher-directed and

child-initiated activities. Teachers assist children and give them challenges in order that children may attain the top level within their zone of proximal development. Ellen described her task of preparing her students for the future and her responsibility to challenge and introduce her students to new things despite the fact that some of them were not developmentally ready.

From observation of their classrooms, as well as description of their teaching styles and personal philosophies, it may be concluded that all 10 teachers have adopted either a Piagetian approach or a Vygotskian approach. Even Henry, the solo teacher in the study who did not attribute the success of his students to his understanding of developmental theories, unknowingly utilized a Vygotskian approach to learning. Henry did not feel the need to understand the specifics of how or why learning and development occurred. He was simply aware that his "kids learn in his classroom."

According to Dewey, democracy is the aim of schooling. This idea could not have been more eloquently described by Ellen, who said, "Life is about learning. Learning isn't about passing a test. Learning is about taking the knowledge you acquire in this classroom and being able to apply it to life situations so that you can become a good citizen. Moreover, Dewey indicated that the ideal aim of education is the creation of self-control. Fran shared this philosophy. She emphasized that along with promoting self-sufficiency, her main goal was to encourage self-discipline. Additionally, Dewey believed that teachers should use their craft to help children develop the freedom of intelligence through a number of ways, such as guidance and arranging good environments. Dewey suggested that teachers should keep the order of the classroom and help promote children's development by giving some guidance to children as the teacher judges it is necessary.

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Nine out of 10 participants expressed strong opinions regarding the impact of developmental theories on student success (see Table 3). The same nine teachers felt the county standards and state expectations were unreasonable. Alice was resolute in her belief that "a lot of what we are expected to do is not developmentally appropriate. What I have to do is try some way to make the learning fit to where the students are." Betty concurred that many of her students were "not ready." Many educators advocate the importance of child-centered curriculum in order to address various rates of child development. Greta expressed such concern about the many different levels of both maturity and ability exhibited by the students in her classroom and the implications for teaching and learning. Ida relied upon her understanding of developmental theories to explain why her students acted the way they did.

While interaction was the only previously established category to appear in the data, the recurring themes of child-centeredness, student choice and developmentally appropriate instruction indicate that developmental theories have no doubt shaped and influenced the current ideas and practices of each participant. The findings of this study also indicate that effective teachers incorporate Dewey's educational philosophy. Ellen pointed to her class's mission statement posted on the wall, which read, "To be successful leaders by finding our voices, helping others, making a difference and leaving a legacy."

Instructional Skills

Research (Pintric, 1995, Zimmerman, 1990) indicates that learning involves a high level of cognitive engagement, making connections with existing knowledge, organizing a specific approach to a learning task, and continuously monitoring progress.

All 10 teachers perceived their instructional skills to have a major impact on student learning (see Table 3). All claimed to actively engage students in the learning process and

use various teaching strategies such as cooperative learning groups, partner activities, and inquiry based instruction. Carol considered herself a multi-tasker who was constantly using different instructional strategies and flexible grouping to address the needs of her learners. Greta pointed out that she used assessment data to inform her instruction and provide meaningful learning opportunities for her students.   Joyce boasted, "We do hands-on and they love it!" Interestingly, only Henry mentioned the use of technology as a contributing factor in his success.

While every teacher claimed mastery of a variety of instructional methods and techniques, self-reflection was mentioned by eight teachers, including those who had achieved National Board Certification. These teachers demonstrated a self awareness of personal and professional strengths and weaknesses. Donna was not embarrassed to admit that she felt like she was "always behind the eight ball."   Ellen chastised herself for not spending more time writing comments in her students' response journals. Betty revealed that when she returned from maternity leave, she felt "out of the loop and unprepared to use the newly adopted curriculum materials." The importance of frequent and specific feedback not only for students, but also for teachers was elaborated upon by Greta. "We really dialogue a lot. We observe each other teaching a lesson and then discuss it at our team meeting. At first, I was a little bit self-conscious and nervous, but now I volunteer to go first." The teachers who had earned National Board Certification discussed their experience of reviewing the video-taped lessons. Fran said, "I would have never believed that I called on the same kids over and over if I hadn't seen it for myself." Self monitoring is a common practice of experts that enables them to track professional performance and outcomes (Zimmerman, 1990).

Extraordinary teachers often make teaching seem easy and natural. Those who reach and thrive at the highest levels of instructional expertise are committed to continued practice and utilize calculated strategies designed to guide them toward better teaching. These teachers recognize and monitor their performance in order to reach their personal bests and continue to do so over the course of their career. Regardless of the years of teaching experience, every teacher in this study indicated the desire to improve his or her teaching skills.

The perception that the practice of self reflection enhances teaching effectiveness emerged from the data. Self-reflection is encouraged by the school system and the practice is supported by the Interstate New Teacher Assessment and Support Consortium (INTASC). Discussion of instructional skills yielded data elaborating on the categories of inquiry based instruction, group activities, and manipulatives. These findings concur with research. Instructional skills encompass the competencies that teachers need to effectively interact with students during a lesson; and self reflection is the process that refines these skills. With only one teacher mentioning her use of data to inform her instructional practices, it may be speculated that data driven instruction is a relatively new initiative in this school district.

Teaching Experience

Not all of those who enter the teaching occupation should or will remain in teaching. Between one third and half of all teachers hired leave teaching within their first five years (Darling-Hammond & Sclan, 1996). The amount of teaching experience of the participants ranged from 3 years to 33 years. Veteran teachers with 30 years of experience are scarce in today's schools. Curiously, this study included two such gems of knowledge and experience.

Every teacher in the study wholeheartedly conceded that they became more effective

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with experience (see Table 3). All the teachers cited their familiarity with the curriculum as helpful in knowing what questions to ask and how to most effectively cover content material. Ida observed, "Some brand new teachers that are fresh out of school are just so excited and have the best practices to use, but then they don't know how to manage the kids or they don't know curriculum." She further elaborated, "Honestly, it depends on the person. I know some teachers who are counting the days to retirement." Ellen was one such teacher beyond retirement, with 33 years of experience, and she was still giving it her all in the classroom. She offered a pearl of wisdom, "There are many things that I think experience under your belt helps you with because you have got to learn to pick your battles." Donna, the other veteran teacher with 30 years of teaching experience commented, "If you do the same things for 30 years, you can become quite ineffective. That's why you always have to change."

While research overwhelmingly supports the assertion that an experienced teacher may have an edge over an inexperienced teacher when it comes to effectiveness, (Greenwald, et.al., 1996; Haycock, 2000; Murnane, 1975; Murnane & Phillips, 1981) Henry, with only three years of teaching experience proved to be an exception.

Several teachers shared anecdotes from their mentoring experiences. The veterans agreed that they had accumulated ideas and resources throughout their careers. Given the fact that Henry was the only teacher who had not yet attained tenure in the school district, tenure was not a topic worthy of concern among the teachers in this study.

Collaboration emerged as a salient theme from the interviews. The term collaboration was used to describe the numerous types of collegial relationships in the school setting, such as mentorships, Professional Learning Communities, student support teams, school improvement teams, leadership teams, and grade level teams. The veteran teachers

recalled the days when teaching was done in isolation behind closed doors. Alice, Ellen and Donna expressed delight with the cultural shift from isolation to collaboration and recognized the responsibility of passing on the torch to the less experienced teachers. They were actively involved with committees, teams, and mentorships. Ellen gushed, "I love learning and being a mentor. I love learning from the students who have just gotten out of college. I learn from them as well as I hope they gain some things from me." Bey (1992) described the role that mentoring plays in the career-long development of teachers as one that offers assistance to intern teachers, helps beginning teachers, and motivates tenured teachers. Ida confided, "There are some things that you only learn from experience, like what not to do the next time you teach a lesson." Likewise, Fran said she had accumulated a lot of resources over the years and felt her experience provided her with a "bag of tricks."

Collaboration may possibly be the most significant factor in persuading teachers to remain in the classroom. Through collaborative efforts, every teacher in this study shared the benefits of their personal and professional experiences with colleagues. Interestingly, the two teachers who cited minimal grade level collaboration also described their school cultures as unsupportive. Henry found himself at the other end of the collaboration spectrum. He participated in weekly Professional Learning Community team meetings.

Professional Learning Communities are characterized by an environment that fosters mutual cooperation, emotional support, personal growth, and a synergy of efforts. Educators share an understanding of mission, vision, values and goals and embrace the notion that the fundamental purpose of school is learning, not teaching. They examine the practices and procedures in their school to ensure alignment with this fundamental purpose, and they maintain an unrelenting focus on student learning. Teams articulate the collective

commitments necessary to move the school toward a shared vision. These commitments can only be realized through the collaborative efforts of novice teachers and experienced teachers. As a beginning teacher, Henry felt this collaboration was critical to his success in the classroom.

The results of this study support existing research; experience is an advantage when it comes to teaching. When veteran teachers mentor novices, they pass down secrets of success and time tested tips. Professional Learning Communities foster collaboration and provide the opportunity for teachers to share experiences.

<div align="center">Efficiency</div>

Efficiency impacts a teacher's ability to maximize instructional time. Efficiency encompasses organization and management skills required to establish and maintain order, deal with students as a group, respond to individual needs, and handle discipline issues.

Organization

Children accustomed to home or relatively less structured settings may not initially realize how being one of many members of an elementary classroom necessitates procedures such as raising one's hand before speaking, working quietly beside peers, and keeping the classroom in order. Consequently, teachers must also teach procedures in addition to content. Teachers who demonstrate optimal organization patterns may also teach more effectively overall (Bennacer, 2000).

A quick glance around each classroom revealed a wide range of organizational methods. Every classroom contained numerous baskets, folders, charts, and binders. In fact, Betty actually referred to herself as the "folder queen." These tools served as the basis for a variety of organizational and management systems. All 10 teachers felt organization was

important to student success to some degree (see Table 3). Betty admitted, "I think organization plays a huge part in my classroom. I think that planning out your lessons and being prepared with materials definitely helps minimize disruptive behavior. If I wasn't organized, it would just be chaos in here."

The amount of instructional materials, student products, and administrative paperwork quickly accumulates in a classroom. Henry, who taught in a year-round school explained, "Since I have to track in and out through the year-round setting I have to clean stuff out. I have to stay organized or else it's a huge mess." Carol nodded to her desk and laughed, "People think a lot of time we are not organized because we have papers all over the place. But, we know what we are doing. I guess organization is important because you have to know what the big picture is." Joyce admitted that "long range planning makes it easier to organize materials." Her lesson plans were already complete for the entire quarter. She did qualify her comment by adding, "Of course, you always have to be ready to change everything at the drop of a hat. Although I function better with lots of structure, I can also be flexible when it counts." As speculated by this researcher, characteristics of the classroom or teacher play a role in determining levels of organization, and teachers with more experience may be more flexible and consistent managers, whereas novices might possibly continue with a lesson as planned even when children exhibit off-task behaviors.

Fran had an interesting perspective on organization. She wanted to teach her students to be self sufficient and to maximize their use of time. In her opinion, being organized and prepared greatly impacted her students' ability to learn. She believed routine and procedures to be very important. Fran recognized that being organized for instruction tended to impact her students by affording them more time on-task and less time in

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disruptive, non-academic activities. Betty, Ida and Joyce concurred that consistency and routine were very evident in their classrooms as well. The observable effects of organization may be small when considered one day or one month at a time. Actual classroom differences, however, likely accrue over the school year, reflecting varying patterns of organization with implications of greater magnitude.

All 10 teachers believed that establishing classroom organization and structure required more effort in the beginning of the school year. Fran explained, "If you can get your management system in place at the beginning of the year, even though you spend a lot of time on it, your kids will greatly benefit from the consistency all year long. I think children really want structure and limits." The related research, along with the responses of the teachers in this study suggest that organizational behaviors concentrated early in the school year, promote better student behavior. When the expectations for learning in the classroom are established early on, children may more quickly begin to take ownership of their learning so that later in the school year, they can spend more time in independent instructional activities. An organized, consistent classroom setting, in which assignments and expectations are clear at the beginning of the school year, provides greater opportunities for learning and success for all students.

Based on the teachers' comments, it may be surmised that organization encourages self-regulation by making classroom procedures and activities transparent so that students can take responsibility for their learning. Effective instruction and classroom organization interact with and depend upon each other. An individualized instructional approach tends to promote student achievement, and it is possible that teachers who spend more time planning

and organizing their students' learning opportunities are more likely to individualize instruction.

The category of materials was mentioned by several teachers. Betty spoke of organizing materials for her lessons. Henry explained how he had to clean out and move his teaching materials each track-out session. Ellen eagerly pointed out the owl pellets that her students were examining with toothpicks. She had taken special care to organize her science materials next to the sink so students were able to wash their hands upon completion of the activity. Fran talked about the huge amount of resources and materials that came with the new reading textbook adoption.

Half of the teachers claimed planning as their key to organization. Ellen offered a tip, "Integrate as much as you can." Greta confessed, "Putting thought and attention into plans that you hope are going to run smoothly is my favorite part of teaching." Succinctly stated, organization enhances planning which results in more effective instruction. Findings of this study support prior research regarding organization. Routines and procedures established early in the school year with input from students greatly increases the amount of time spent on instruction. Based upon observation of the classrooms, materials, supplies, and teaching equipment were abundant, and teachers were forced to devise clever organizational plans. As Greta stated, "Elementary teachers simply have lots of stuff. The fire marshal won't let us stack things high on the shelves, so we have to get creative with space."

Classroom Management

Classroom management is more than simply addressing student behavior; it encompasses a broad range of actions that teachers take to ensure a quality learning

environment, such as developing class expectations, establishing consequences, and maintaining student cooperation.

The 10 teachers agreed classroom management skills greatly impacted student learning (see Table 3) and provided key insights into the origin, evolution, and influences of their management skills. They credited a variety of sources such as their own children, professional development, and colleagues for contributing to their management skills. Henry was the only teacher who acknowledged his teacher education program as a source of information. The other teachers believed that their undergraduate experiences did not address management issues, and felt they were not adequately prepared when they entered the classroom.

Each time the category of discipline was mentioned, it was in the context of a problem. Betty explained, "Strict rules sort of set the stage for student discipline problems. Then you have to provide a consequence in response to a broken rule. It gets exhausting trying to keep track of everything, then, the kids start to tattle on each other. The kids begin to think that rules and punishment go together." She continued, "My students have expectations of each other and from me in this classroom. The kids feel bad when they disappoint someone."

Ellen cited changing contextual influences as the impetus for the evolution of her management techniques. She explained, "My management system may change from year to year. It all depends on what you have in your room. The more positive you are, the better. We don't have class rules. We have core values." And indeed, her class's core values were prominently displayed in her classroom. Donna agreed, "Every class has its own personality. This year, everything is a struggle."

Teachers also cited environmental changes as influencing their methods. Common examples were single-parent homes, lack of parental behavioral expectations, and dysfunctional families. Teachers spoke of the need to understand what students brought from home into the classroom. Carol remarked, "I just think that things have changed so much as far as parents and adults being authority figures. I hear them talking to their parents in ways that horrify me." While several teachers observed a lack of parent involvement, specifically in dealing with behavioral situations at school, Joyce disagreed, "My discipline issues are minimized because of my parental relationships."

All 10 teachers agreed that managing student behavior required more effort in the beginning of the school year when expectations were being established. They believed that having students help to establish the desired classroom behaviors aided them in assuming responsibility for their actions. The teachers also stressed the importance of modeling desired behaviors and praising students who demonstrated appropriate behaviors. All of the teachers used multiple rewards and consequences, both extrinsic and intrinsic, to influence student behavior. Ellen described her behavior management technique, "We have a personal best chart. When a child does something like hold a door for a friend, or help someone who dropped a tray in the cafeteria, they get to sign their name on the chart. Then, at the end of each nine weeks, I give out prizes like chapter books." Additionally, teachers spoke of the need for students to acknowledge responsibility for their behaviors. Joyce stated, "If you hold students accountable, they will be accountable." Other teachers echoed the sentiment that if students know the expectations, many problems can be prevented.

In addition to its impact on student learning, the ability to manage effectively is an important factor in teacher job satisfaction. Management struggles have been linked to

teacher stress and burnout (Schottle & Peltier, 1991). Ida admitted that one child has the ability to interrupt the learning of the entire class. She also revealed that she was shocked to discover that sometimes, the most troublesome student in the classroom was the one who made the most academic progress. "I don't know if it's in spite of you or what. Maybe they just take up so much of your time and attention that they learn after all."

Findings of this study support existing research. There is recognition among both experienced and novice educators that the way student behavior is managed has important implications in terms of the educational establishment's assumptions, expectations, and attitudes toward children and learning (Ayers, 2003; Raider-Roth, 2005; Watts & Erevelles, 2005). Betty bluntly stated, "If you spend your time redirecting and trying to refocus student behavior, then you are taking that time away from learning." Classroom management was discussed in a positive manner, whereas, the category of discipline held a negative connotation for the teachers. The category of expectations was mentioned repeatedly in the interviews. Students had expectations of each other and their teachers. Teachers also had expectations of students and their peers as well. Betty claimed, "I expect a lot, and I get a lot from my kids."

The category of structure was also revealed in the data. Several teachers acknowledged their power to structure the learning environment and equated structure in the classroom with a framework for student success. Joyce emphasized the importance of structure in her personal and professional life. Fran said, "I think children really want structure and limits."

Results suggest that classroom management continues to be a primary concern of

veteran educators. The findings of this study also imply that learning to manage a classroom is an ongoing process that is influenced by personal and contextual forces.

<div align="center">Compassion</div>

A teacher's ability to relate to students goes far beyond issues of management and control. The ability to establish and maintain positive relationships with students that emphasize caring, understanding, and trust has consistently been shown to foster student motivation and engagement (Ryan & Patrick, 2001).

Caring

A caring teacher is not required to be overtly affectionate or friendly, simply to demonstrate an interest in, and concern about the students' lives inside and outside of school (Battistich, Watson, Solomon, Lewis & Schaps, 1999; Solomon, Battistich, Kim & Watson, 1997).

With the exception of Alice and Henry, the other eight teachers in the study felt they were extremely compassionate and caring individuals (see Table 3). Although Alice described herself as a positive role model with high expectations, she did not consider herself "warm and fuzzy." Henry was acutely aware of the fact that as a male teacher he had a unique opportunity to develop relationships and form bonds with some boys that might not otherwise have a positive male role model in their life. Henry wanted his students to feel safe. He enjoyed playing sports with the boys on the playground. He was also the only teacher who referred to himself as a kind person. This may have implied that Henry cared deeply about his students, but felt uncomfortable in expressing love. Although the category kindness did not appear in the data, two teachers did mention the positive effects of a cheerful disposition. Ida confessed, "I do have my moments when I get in a bad mood, and I

have to stop and think to myself, I would never want anybody to talk to my own child this way." Joyce said, "I swear my job is 60% manners and 40% academics." A cheerful disposition may also be extremely helpful in dealing with narrow-minded school principals, difficult parents, boring meetings, and the never-ending task of grading homework.

Compassion was cited by the remaining eight participants as their reason for becoming teachers. These teachers emphasized how much they cared about their students. Betty offered, "If my children did not know that I cared about them, I don't think that they would do what I expected of them or that they would perform for me." The coding category of love was frequently mentioned. Teachers spoke freely of loving their students, their jobs, and learning. Carol commented, "That is your job as a human being and as a teacher to make each child feel safe and happy and loved when they are in your room." Ellen agreed, "You have to have a loving heart to be in this business." Ida summed up this sentiment by adding, "I think it is so important that you love your class and that you want to be with them. If they feel you care about them, it matters."

The insights of these ten teachers illustrate the extent of influence teachers possess over students' self perceptions and the quality of their relationships with others. Teachers felt that the diversity of students with regard to race, ethnicity, and socioeconomic status in their classrooms created an environment in which caring was imperative. Concerns about redistricting issues and changing student populations prompted five of the teachers to bring up the topic of diversity in the interviews. Thus, the category of diversity emerged from the data.

A caring classroom provides a climate that is conducive to learning. The findings in this study concur with existing research. Love is a very motivating emotion. Meaningful

relationships between a teacher and the students in the classroom, as well as among the students themselves, have a positive impact on student learning. Ellen offered her observation, "When I model compassion in the classroom, it rubs off on the children, and I see it in the way they interact with each other." Joyce said, "I spend more time with these kids than their own parents. We do everything together. We are a family."

Trust and Respect

The classroom community is a place built on fairness, freedom of expression, and responsibility where learning is meaningful and relevant to children's lives and experiences. All voices are not only heard, but also respected.

Teaching is about interpersonal interactions as much as instructional delivery. Trust and respect was another factor mentioned repeatedly by all 10 participants (see Table 3). According to Carol and Joyce, cultivating an atmosphere where there is trust and respect emboldens students to take risks and encourages them to work harder. Betty echoed this belief, "When you form a relationship with someone, I think that you work harder for that person because you know that they [sic] have expectations of you, and you don't want them to be disappointed."

Trust and respect do not occur accidentally; respect must be modeled and trust must be nurtured. Trust can be developed through a process that involves clarification of both common purposes and desired outcomes. When there is consistency and expectations are clearly understood, students feel safe to take risks and attempt new things. This belief was expressed by the majority of the teachers. Henry clarified, "When children are afraid to raise their hand, they can't let you know that they don't understand something, or that something is wrong." Joyce described her school population as very transient and unstable. "Many of

my kids have a rough home life. When they walk through my classroom door, they know they are safe. You can't learn if you don't feel safe."

The category of community emerged from the data analysis. Eight teachers described their classroom as a community. Community is about connectedness and relationships; it is where one learns to value and appreciate diversity. Greta said, "I try to teach my kids appreciation for other cultures." It was the consensus of the teachers that students should share the power in developing class rules. This may be difficult for some teachers because it challenges the embedded authority of the traditional teacher-student relationship. Many teachers are reluctant to involve children in decisions that affect them. However, young people are able, with support, to successfully participate in decision-making. When children know and trust that they have a say in what goes on in their classroom, they become more responsible for it. Leadership skills were promoted extensively in three of the classrooms. Donna explained, "The children participate in what we call Leadership Time where they go and help other teachers. We also have Data Notebooks. The students are responsible for recording their academic and personal goals and tracking their progress." Carol made a perceptive remark which demonstrated the high level of mutual trust and respect in her classroom, "You have got to understand there are some days when you have to pull back-- when you ask too much."

The comments of the teachers support prior research. Trust and respect must be nurtured through caring relationships. By cultivating a classroom community, teachers are able to establish a safe learning environment and encourage risk taking.

Passion

A passionate teacher takes pleasure in teaching. Ida commented, "I chose to be a teacher because I love teaching, not because I love kids." This sentiment might seem shocking to many elementary teachers, but it takes more than loving children to be effective in the classroom. Teachers demonstrate their passion through enthusiasm and motivation.

Enthusiasm

Teacher enthusiasm is a variable that has enjoyed a long history of association with effective teaching through its effects on such outcomes as student achievement (Brigham, Scruggs & Mastropieri, 1992).

Although enthusiasm was not unanimously cited as greatly impacting student success, (see Table 3) it was apparent that all 10 participants were enthusiastic individuals. The researcher was graciously welcomed into each and every one of their classrooms for the interview sessions, despite that fact that they had just spent all day teaching. All teachers admitted that when a teacher is excited about learning, the students become excited as well. Henry, a fifth grade teacher, may have shown remarkable insight when he stated, "I'm not overly energetic or enthusiastic, but I think you show your passion when you're up in front of the students or working with them. I think it's how you perceive yourself that shows your passion for the subject or for the curriculum." Although it may seem reasonable to predict that teacher enthusiasm would be beneficial to students of all ages and from a variety of cultural backgrounds, it is conceivable that younger adolescents may respond to an enthusiastic teacher in a derisive fashion, experiencing the teacher's positive, energetic efforts as intrusive and socially uncomfortable (Patrick, et al., 2000). Three teachers admitted that they used attention grabbing gimmicks such as funny voices, standing on tables, or bursting

out in song to enthuse their students. Ida contended, "If you are excited about something, I think it absolutely carries over to the kids. It's important to love what you are doing because the kids can totally pick up on it."

Schaufeli, Maslach, and Marek (1993) pointed out that many teachers engaged in education plunge into their work with great enthusiasm, expectation, and ideals, and hope that their efforts will help students' development. Unfortunately, often these teachers find that their efforts have not brought about any changes in the students. It appears as if these 10 teachers have been able to sustain their enthusiasm despite external pressures. Their comments provide insight into what teachers can do to sustain enthusiasm.

First, teachers must understand that they are mortals and it is normal to make mistakes. Carol recalled a classroom situation where she did "a really stupid thing." During an activity to explore electricity, she distributed wires, light bulbs, and batteries to her students. Suddenly, she smelled something burning, and turned around to find that two students had connected several batteries together and caught a piece of paper on fire. She was convinced that she would be featured on the nightly news and dismissed from her job. Carol said, "I can laugh about it now. That was sure one lesson that none of us will ever forget." If teachers know how to learn from failures, those failures can become learning opportunities. Greta reminisced, "I remember my first year. I thought it was perfect. Now, looking back I wonder what I was thinking. I did centers because I thought you were supposed to do centers. Never mind that I had no idea what they were learning in those centers."

Enjoyment was mentioned numerous times in the data. Teachers enjoyed sharing their interests with students. They enjoyed helping others. They enjoyed the company of

their colleagues. Most importantly, they found pleasure in making their students happy. A motivation strategy employed by several teachers was sharing pleasures with students.   Betty brought in a video of her experience tending to the nests of sea turtles. "The next day, all these kids brought in turtle stuff," she recalled. Ellen, the veteran with 33 years of experience, bragged that she was the one in the dunking booth at her school carnival every year. "I keep on doing this because I want the kids to be excited about coming to school." Ellen had also temporarily removed all the desks from her classroom and replaced them with large canvas tents. The students brought in sleeping bags and electric lanterns. With a teacher like Ellen, it is impossible for students not to be enthusiastic about learning. The teachers did not equate enthusiasm with high energy. Expect for the mention of standing on tables and singing, the category energetic did not appear in the data.

Collaboration was repeatedly cited as a useful way to sustain enthusiasm. Eight teachers said they had friends at school and enjoyed coming to work and sharing news and ideas with their colleagues.

The results of this study support previous findings. People are enthusiastic about things they enjoy. The level of energy exhibited is not always indicative of the level of enthusiasm expressed by an individual. Additionally, collaboration with colleagues appears to sustain teacher enthusiasm.

Motivation

Literature (Garcia & Pintrich, 1991; Zimmerman, 1994) informs educators that motivation substantially impacts learning. As suggested by research and the findings of this study, beliefs about one's competence or ability to accomplish a task, coupled with the pleasure of the task, motivates students.

All 10 teachers claimed that verbal praise for effort and achievement was plentiful in their classrooms (see Table 3). Research indicates that interpersonal relationships are associated with motivational beliefs (Wentzel, 2002). Children with high motivation reported the most support for learning from their teachers. According to Joyce, hers was a motivated classroom. "I keep them interested with constant encouragement and support." Carol very eloquently remarked, "My job is to motivate my kids to want to do well. I have to teach them how to have an intrinsic desire to learn." She continued, "I use myself as a role model, because I am a person that enjoys learning for the sake of learning." Feelings of belonging may also be necessary for the development of intrinsic or internalized motivation. Ellen reported that her class celebrated all of the successes, no matter how small. Garcia and Pintrich (1991) found that students who believe they are competent and confident about their ability expend greater effort, persist longer before giving up, and take on more realistic challenges compared with students holding less positive beliefs, even when their beginning performance level is equal.

Kinzie, (1990) found that learner control increased motivation, and that students who possessed high degrees of internal motivation and determined that they were responsible for their own successes and failures, were most successful in achieving their learning goals. The category choice emerged from the data. Seven teachers cited student choice as a motivating factor in their classrooms. Henry was not as comfortable with providing choices. It may be speculated that with only three years of teaching experience, Henry had not yet acquired a repertoire of resources or ideas to provide differentiated learning opportunities for his students.

Similarly, the category meaningful learning emerged from the data. Teachers explained that when students find something interesting, or view it as useful, they are more likely to be motivated. Ida commented, "It's important to make learning meaningful to the students." Both Fran and Carol tried to pique students' interest and arouse their curiosity. Carol said, "My trick is to find out things that my students are interested in, and incorporate those things into my lessons."

Motivated teachers may generate motivated students. Donna offered that she was always seeking new ideas, and that she was currently working on obtaining National Board certification. Four other teachers in the study had previously earned this honor. All 10 teachers served in numerous leadership roles in their schools. Five teachers were grade level chairs, five served on the school leadership team, and three were mentors to beginning teachers. Greta contemplated, "I definitely feel like constantly wanting to improve yourself is really important." Praise was also critical to teachers' motivation. Carol proudly shared several letters and brief notes from former and present students. One hand scribbled sentiment extolled, "You worked hard with me and I appreciate it." These letters were obviously a more worthy source of pride to Carol than her students' outstanding achievement test scores.

The findings of this study support previous research. Praise and encouragement are motivating forces. When learning opportunities are meaningful and afford choice, students are more likely to be motivated. Additionally, these teachers promoted a sense of pride in their students and valued intrinsic motivation. External reward systems were not widely used to motivate students.

Context

School Culture

A school's culture influences what people believe and the way they behave. School culture is the set of norms, values, beliefs, rituals, and ceremonies that make up the personality of the school. Researchers (Cheng, 1993; Fyans, Jr. & Maehr, 1990; Thacker & McInerney, 1992) have compiled some impressive evidence on school culture. Healthy school cultures correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction.

The results of this study somewhat conflict with existing research (see Table 3). Teacher perceptions varied on the influence of the school context on student learning, with six teachers citing the school culture as a factor which greatly impacted their students' success.

School culture determines the extent to which teachers collaborate. Greta explained, "We have cross grade level meetings where we will often share information about individual students. You know, up and down collaboration." Henry described the collaborative efforts of his Professional Learning Community team as providing tremendous support to a beginning teacher. Ellen mentioned how much she enjoyed collaborating with the new teachers. Whereas, Joyce stated, "We have informal meetings. There's minimal collaboration." Donna, along with Ida and Joyce, longed for a more supportive and collaborative school culture. Given these comments, it may be concluded that a collaborative school culture positively impacts both teachers and students. This contention supports existing research.

A positive environment may reduce stress. Greta stated, "We have an environment here where you don't feel anxious when the vice principal comes in and sits down in your classroom. You actually feel free to bomb because you want that feedback. You need that feedback." Ellen also felt a sense of belonging in her school, "Our administration creates an environment that is supportive, and you are free to take risks and try new things." Fran did not feel as fortunate, "We have a new principal this year, and everyone feels the stress."

Other teachers spoke of creating a stimulating learning environment in their classroom, where students were motivated and encouraged. In spite of a somewhat negative atmosphere in the school, four teachers felt they were able to close their doors and create a sense of community in their classrooms. Ida revealed that "some teachers are unable to do that. They carry that negative mindset over into their classrooms, creating a bad situation for everyone involved, especially the kids. When my kids walk in my room, they can leave some of their problems at the door. We have a very supportive environment in here." Fran also believed that it was her responsibility to do whatever it took to make learning possible in her classroom, despite the influence of outside negative attitudes. Fran bluntly stated, "You do what you feel needs to be done in your classroom for them to learn." The comments of these teachers suggest that environment is a crucial component of a school's culture. A positive learning environment may be promoted through shared vision and values, or cultivated by a single teacher who may be forced to retreat into the classroom and shut out undesirable characteristics.

The theme of leadership emerged from the data through analysis. The category of leadership was not exclusively used to refer to administration. In Donna's school, they held leadership assemblies for the students. She also described how she incorporated Steven

Covey's habits into her daily lessons. Ellen elaborated, "I try to model being a leader in the schools. The kids know that I work with the beginning teachers. They know that I try to take on the leadership role and make myself visible everywhere." Other teachers commented on the positive influence of the school leaders. Greta stated, "I definitely think we have a very strong community, and our leadership is part of that." Ellen and Henry agreed. Fran felt just the opposite, "I think that I know what works for fifth graders better than my administration, because I am an expert on fifth graders. I do not feel supported by my leadership to express my opinions and ideas." Research supports the teachers' comments which suggest that leadership plays a crucial role in a school's culture. Leadership traits may be modeled by administrators, teachers, or students.

The theme of community also emerged from the data. Community was cited multiple times, specifically in reference to classroom communities and Professional Learning Communities. Four teachers described their participation in Professional Learning Communities as having an enormous impact on student learning. Henry perceived his weekly team meeting as critical to his success in the classroom. Learning is a reciprocal process. The learning that results from participation in a Professional Learning Community feeds back into the team and impacts subsequent participation. As teachers interact regularly with their colleagues, they shape their educational practice. They are exposed to new ideas and possibilities they might not have thought about before and benefit from the collective resources of the community. Given the demands on schools and teachers to produce better results, the culture of professionalism that is cultivated in Professional Learning Communities may build capacity and drive high expectations for better performance of both students and teachers.

With respect to the coding category of morale, there was insufficient data to support previous research findings. Fran alluded to the suffering morale of her school when she described the stress of having a new principal. Ida spoke of the loss of joy in her work due to the feeling of isolation. Although prior research indicates that the morale of an organization is the cornerstone of productivity, the category of morale was not mentioned by the teachers. It may be speculated that teachers did not perceive the school's morale as having any influence over student success in their classrooms.

Although each school culture is unique, the teachers in this study struggled with many of the same problems, mainly inadequate leadership and changing demographics largely due to recent immigration. School culture emerged as the most controversial aspect of the interviews.

Summary of Results

In summary, the data support prior research on effective teaching. With regard to the dimension of Professional Qualities, research (Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld & York, 1966; Darling-Hammond, 2000a; Ehrenberg & Brewer, 1994; Greenwald, Hedges, & Laine, 1996; Hanushek, 1992; Murnane 1985) shows that a teacher's verbal aptitude correlates with better student achievement results. Eight teachers perceived their verbal ability as an influential factor in the classroom. The literature (Ashton & Crocker, 1987; Brown, Smith, & Stein, 1995; Darling-Hammond, 2000b; Evertson, Hawley, & Zlotnik, 1985; Greenwald, Hedges, & Laine, 1996; Guyton & Farokhi, 1987; Monk, 1994). Evertson, Hawley, and Zlotnik (1985) report a consistent positive effect of teachers' formal education training on student achievement. All 10 teachers believed their pedagogical knowledge contributed to student success. According to research, (Berk &

Winsler, 1995; Lobman, Ryan, McLaughlin, & Ackerman, 2004) children who are educated by teachers with specialized training in child development have been found to be more sociable, exhibit a more developed use of language, and perform at a higher level on cognitive tasks than children who are cared for by less qualified adults. Nine out of 10 teachers felt their understanding of developmental theories greatly impacted student learning. Additionally, research (Brophy & Good, 1986; McLaughlin & Talbert, 1993; Pintric, 1995; Wenglinsky, 2000, 2002; Zimmerman, 1990) indicates that effective teachers rely upon a wide variety of instructional approaches. It was the perception of all 10 teachers that their instructional skills greatly impacted student success and their experience enhanced their effectiveness. Research concurs, that an experienced teacher may have an edge over an inexperienced teacher when it comes to effectiveness (Feiman-Nemser, 2001; Greenwald, et.al., 1996; Haycock, 2000; Murnane, 1975; Murnane & Phillips, 1981).

There is a consensus among theorists that efficiency contributes to effectiveness (Bennacer, 2000; Bohn, Roehrig & Pressley. 2004; Brophy & Good, 1986; Marzano, Pickering, & McTighe, 1993; Stronge, 2002; Wise & Darling-Hammond, 1995; Wong & Wong, 1998). It was the perception of all 10 teachers, that organizational skills influenced student learning. Research on classroom management (Ayers, 2003; Fenwick, 1998; Hoover-Dempsey, Battiato, Walker, Reed, DeJong & Jones, 2001; Jones, 1996; Raider-Roth, 2005; Watts & Erevelles, 2005) suggests that teachers who approach classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on their roles as disciplinarians. All 10 teachers attributed student success to their effective classroom management skills

With regard to the dimension of Compassion, research (Battistich, Watson, Solomon, Lewis, & Schaps, 1999; Solomon, Battistich, Kim, & Watson, 1997; Wentzel, 2002) has indicated that by cultivating a caring community, teachers can nurture identification with school and motivate students to learn. The perceptions of all 10 teachers support this assertion. The findings of this study unanimously support existing research (Evans, 2002; Kratzer, 1997; Lightfoot 1983; Rogers & Renard, 1999; Ryan & Patrick, 2001) that claims trust and respect is the basis for a relationship-centered framework that motivates children to learn.

Enthusiasm has been identified as an important characteristic of effective teachers (Brigham, Scruggs & Mastropieri, 1992; Minor, Onwuegbuzie, Witcher & James, 2002; Patrick, Hisley, Kempler & College, 2000; Peart & Campbell, 1999). All 10 teachers believed enthusiasm contributed to student success in the classroom, and all emphasized the power of motivation. According to research, (Garcia & Pintrich, 1991; Zimmerman, 1994), motivated teachers routinely model interest in learning through interactions with students. This modeling encourages students to value learning as a self-actualizing activity that produces personal satisfaction and enriches one's life (Good & Brophy, 2000).

With respect to the dimension of Context, research has found a close correlation between positive school culture and academic quality (Cheng, 1993; Fyans, Jr., & Maehr, 1990; Mackenzie, 1983; Purkey & Smith, 1983; Thacker & McInerney, 1992). While all 10 teachers believed that the school culture impacted student success, only six felt it strongly influenced student learning in their classrooms.

Collective Results

Each teacher was asked to rank the five dimensions of teaching in order of importance with regard to its impact on student success in their classroom, with 1 indicating the most important influence, and 5 representing the least important influence (see Table 4). Additionally, a weighted vote was used to quantify the teachers' perceptions (see Table 5). The weighted score was calculated by reversing the order and assigning five points for each dimension ranked as most important and one point for each dimension ranked as least important. These values were summed to produce a weighted score for each dimension.

According to the 10 effective teachers in this study, compassion was perceived as the most influential factor on student success, closely followed by passion (see Table 5). The professional qualities and efficiency of the teacher were perceived to contribute similar influence over student success. Context was identified as having the least amount of impact on student success in the elementary classroom. These weighted scores parallel teachers' perceptions (see Table 3) which are elaborated upon in their individual comments.

The findings of this study support the research (Darling-Hammond, 2000b; Darling-Hammond, Berry & Thorenson, 2001; Darling-Hammond, Holtzman, Gatlin & Heilig, 2005; Ehrenberg & Brewer, 1994; Ferguson & Ladd, 1996; Goldhaber & Brewer, 2000; Laczko-Kerr & Berliner, 2002; Monk, 1994; Soar, Medley & Coker, 1983; Wenglinsky, 2002) that suggests effective teaching may be related to teacher education and experience.

Table 4

Ranking of Importance of Dimensions on Student Success by Each Teacher

Teacher	Years of Teaching Experience	Race	Ranked Order of Importance				
			Most Important				Least Important
			1	2	3	4	5
Alice	22	W	Passion	Context	Compassion	Professional Qualities	Efficiency
Betty	7	W	Passion	Compassion	Efficiency	Professional Qualities	Context
Carol	16	B	Professional Qualities	Compassion	Efficiency	Context	Passion
Donna	30	B	Compassion	Efficiency	Passion	Context	Professional Qualities
Ellen	33	W	Passion	Professional Qualities	Context	Compassion	Efficiency
Fran	17	W	Professional Qualities	Compassion	Efficiency	Passion	Context
Greta	11	W	Professional Qualities	Compassion	Passion	Efficiency	Context
Henry	3	W	Context	Efficiency	Passion	Compassion	Professional Qualities
Ida	10	W	Compassion	Passion	Context	Professional Qualities	Efficiency
Joyce	9	W	Efficiency	Passion	Compassion	Professional Qualities	Context

Note: Henry is the only male in the study.

Table 5

Weighted Scores of the Impact of the Dimensions of Teaching on Student Success

Dimension of Teaching	Weighted Score
Professional Qualities	29
Efficiency	27
Compassion	36
Passion	35
Context	22

The dimension of Professional Qualities encompasses the traits of teacher education and experience. All 10 teachers unanimously agreed that instructional skills and teaching experience greatly impacted learning (see Table 3). However, a few teachers perceived the traits of verbal ability, pedagogical knowledge, and understanding of developmental theories to have minimal or no impact upon student success in the classroom (See Table 3). It may be speculated that teachers held narrow definitions of these traits or were unfamiliar with the terms, as the data revealed that effective teachers did rely on pedagogical knowledge when planning and executing lessons. Data also indicated that developmental theories shaped and influenced the ideas and practices of each participant.

With regard to the dimension of Efficiency, seven teachers perceived the trait of organization to have minimal impact on student learning (see Table 3). Interestingly, Joyce, Donna and Henry all ranked efficiency as one of the most critical dimensions (see Table 4). It is possible that Donna has had 30 years to perfect her routines and procedures, and that Henry as a male, prefers organization and consistency. Joyce's former career as a juvenile detention officer may have impacted her reliance on management techniques.

According to the weighted vote, (see Table 5) passion was collectively ranked second. Six out of 10 teachers cited passion as having more influence on student learning in comparison to the other dimensions. Curiously, Ellen with 33 years of classroom experience

cited passion as the key factor impacting her students' success (see Table 4). It may be

assumed that one must absolutely love teaching in order to sustain such a high level of

enthusiasm and motivation for so many years.

The dimension of compassion was collectively ranked as the most influential factor

contributing to student success in the classroom (see Table 5). Six out of 10 teachers

believed compassion impacted student learning more than the other dimensions. None of the

teachers cited compassion as the dimension with the least amount of influence (see Table 4).

Although no patterns in the data were revealed, it may be speculated that cultural factors

affect an individual's perception of compassion, as both of the Black teachers ranked this

dimension as more important than the others. The male teacher might possibly equate

compassion with female tendencies, therefore, explaining why he ranked this dimension next

to last in order of importance. When combined, the dimensions of Passion and Compassion

were ranked as the most important dimension by half of the teachers. This may imply that

the disposition of the teacher plays an influential role when it comes to teacher effectiveness.

Interestingly, the dimension of Context was collectively ranked least in order of

importance by the 10 teachers with regard to its impact on student success (see Table 5).

However, findings indicate that school culture interacts with the other dimensions (see Figure

7) and contributes more influence over student learning than realized by the majority of the

teachers. Six out of 10 teachers perceived the school culture has having minimal impact

upon student learning compared with the other dimensions (see Table 3). Once again, Henry

was the exception, ranking context as the most influential factor upon student success in his

classroom (see Table 4). Given the fact that Henry alone considered his work environment

as the most important aspect, it may suggest that gender plays a role in the decision to

become a teacher. However, it may simply imply that a beginning teacher needs a supportive

work environment in order to be successful. Another possible explanation for Henry's

answer may have been indicative of the positive effects of a year round setting.

Interactions between the Five Dimensions of Teaching

> I am a professional. I need to balance that out with compassion. I
> need to be efficient with those children because there is a certain amount
> of curriculum that we have to cover. I need to get things done. I need to
> understand the content and enjoy the context that I work in. In the end, I
> still have to tie all of this together with a big bow and have passion for it
> ("Carol," interview, April 6, 2007).

The five dimensions of teaching encompass intellect, skills, values, behaviors,

attitudes, and environmental influences. The 10 teachers in this study integrated all five

teaching dimensions, resulting in effective instruction. The following section depicts the

relationships between the five dimensions as identified through the data analysis. The

conceptual framework (see Figure 2) is used to illustrate the interactions between the five

dimensions of teaching.

Professional Qualities

The dimension of Professional Qualities includes five traits: verbal ability,

pedagogical knowledge, understanding of developmental theories, instructional skills, and

teaching experience. With the exception of verbal ability, which was viewed as an isolated

trait by the teachers, the remaining traits of Professional Qualities appeared to interact with

the other dimensions of teaching (see Figure 3). The teachers generally agreed that verbal

ability enhanced instruction, yet they failed to notice a relationship between verbal ability

and the other traits of Professional Qualities or any other dimension. It is somewhat

surprising that teachers perceived verbal ability to be disconnected. One reason could be that

teachers merely defined verbal ability as having a large vocabulary. This narrow definition

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may have restricted teachers' opinions regarding the impact of verbal ability on student success. Henry mentioned the fact that he sometimes looked up mathematical vocabulary terms. It may be speculated that Henry did not feel confident in his verbal ability, yet his students outperformed their peers on the end-of-grade mathematics achievement test. Consequently, he did not perceive a relationship between verbal ability and student success.

Figure 3. Interactions between Dimensions--Professional Qualities

Professional Qualities
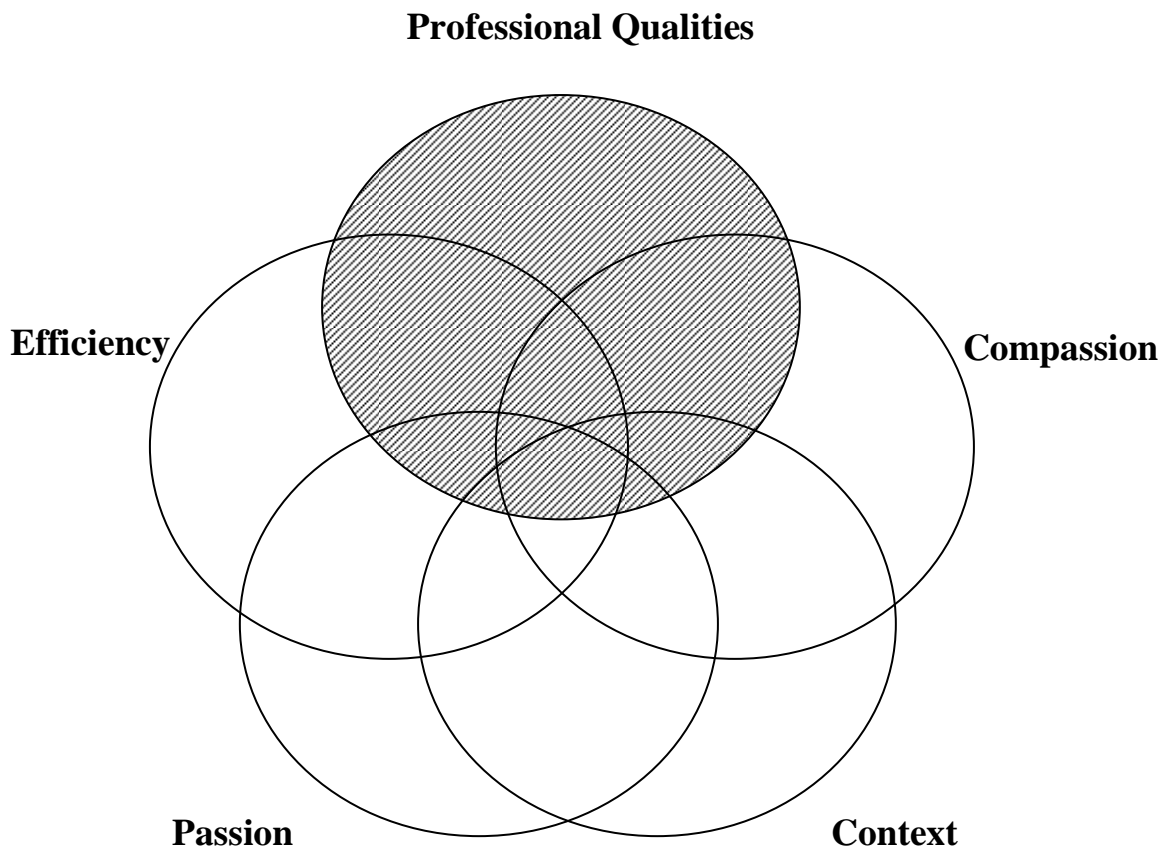
According to the data, pedagogical knowledge interacts within the dimension of Professional Qualities. Changes in instructional practices occur as pedagogical knowledge becomes more complex. Donna recognized, "There's so much to learn out there." Through the pursuit of current methods and research based strategies, instructional skills may be

refined. The dimensions of Professional Qualities and Context interact through the process of collaboration. Henry felt that his pedagogical knowledge was increased as a result of participating in a Professional Learning Community. When a school culture embraces and encourages collaboration, both teachers and students benefit. Teachers specifically described how mentorships and administrative support promoted experimentation and facilitated the acquisition of new pedagogical knowledge.

The understanding of developmental theories may impact instructional decisions more than teachers realize. Alice described how developmentally appropriate instruction brings together pedagogical knowledge and real life situations in her classroom. Seven teachers specifically incorporated student choice into their classrooms. Student ability also influenced instructional methods. Alice explained, "What I have to do is try some way to make the learning fit to where the students are." The understanding of developmental theories links the dimensions of Professional Qualities and Passion. When teachers design authentic learning opportunities and link new learning to a student's background experiences, motivation is fostered. Teachers explained that when students find something interesting, or view it as useful, they are more likely to be motivated. Ida commented, "It's important to make learning meaningful to the students."

Additionally, the dimensions of Professional Qualities and Efficiency are connected by the understanding of developmental theories. Interactive learning requires organization and management skills. Several teachers incorporated partner activities and cooperative learning groups. Joyce stated, "When you pair up children with different abilities and interests, amazing things happen. Sometimes kids learn things quicker when they are taught by a friend."

Instructional skills appear to interact with all five dimensions of teaching in order to positively impact student learning in the classroom. Instructional skills are refined through organization and planning. This indicates that the dimensions of Professional Qualities and Efficiency interact with each other in the course of effective teaching. Greta said, "Putting thought and attention into plans that you hope are going to run smoothly is my favorite part of teaching." Teachers can also improve their instructional skills through collaborative efforts that rely upon trust and respect. This is where Professional Qualities and Compassion interact. Positive relationships among colleagues promote sharing of ideas and lesson plans. Alice volunteered, "We can go to each other and say we had a difficult time teaching an objective. I'll ask my team, 'What did you do?' Our grade level has a lot of trust and respect for each other." The fact that teachers are motivated to seek out new methods and strategies not only from their peers, but also from workshops and training, indicates an interaction between the dimensions of Professional Qualities and Passion.

From the data, it may be concluded that teaching experience interacts with the dimensions of Context and Compassion. When novice and veteran teachers collaborate in a supportive school culture, both colleagues benefit from the shared experience. Mentors who guide beginning teachers through their early years in the classroom, establish relationships characterized by caring and trust. Ellen shared, "I love learning and being a mentor. I love learning from the students who have just gotten out of college. I learn from them as well as I hope they gain some things from me." In order for such a collaborative effort to be successful, a school culture must appreciate veteran teachers and consider them to be valuable resources.

Efficiency

The dimension of Efficiency includes the traits of organization and classroom management. Organizational skills impact the use of time. Betty bluntly stated, "If you spend your time redirecting and trying to refocus student behavior, then you are taking that time away from learning." Organizational skills also impact student conduct. Betty believed that being prepared with materials definitely helped to minimize disruptive behavior in her classroom.

The dimensions of Efficiency and Compassion (see Figure 4) interact when teachers have high expectations and cultivate supportive learning environments. Betty claimed, "I expect a lot, and I get a lot from my kids." Ida remarked, "We have a very supportive environment in here." Teachers often demonstrate compassion when establishing rules and routines. Ellen, stated, "We don't have class rules. We have core values."

The dimensions of Efficiency and Passion interact when organization and thoughtful planning lead to exciting learning opportunities. Greta's favorite part of teaching was designing and planning lessons. When teachers individualize instruction by taking into account students' interests and abilities, it increases the likelihood that students will be motivated to learn. Collecting materials and developing activities requires organizational skills. Betty spoke of organizing materials for her lessons. Fran had accumulated a lot of interesting resources throughout the years which she organized in giant, clear, storage bins. Four teachers in this study incorporated goal setting as a form of motivation.

Figure 4. Interactions between Dimensions--Efficiency

Professional Qualities

Efficiency

Compassion

Passion

Context
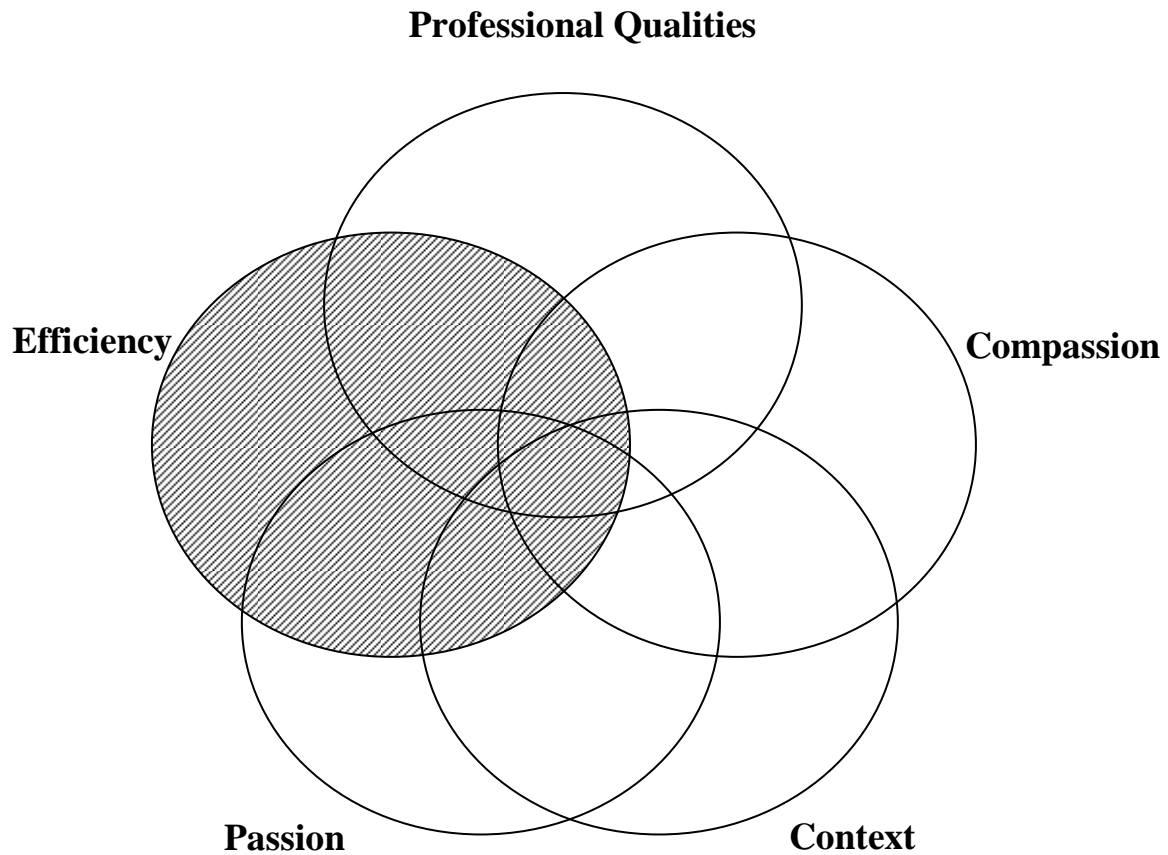
Classroom management skills influence instructional techniques and teaching methods. Instruction in a disorderly classroom is futile. In order for any teaching strategy to be effective, students must be attentive. Donna stated, "If students aren't looking and listening, chances are, they aren't learning either." Fran encouraged self-discipline. Teaching experience provided Ellen with the insight and ability to adapt her management system from year to year, depending on student needs. These comments illustrate the interaction between the dimensions of Efficiency and Professional Qualities.

Evidence of the interaction between the dimensions of Efficiency and Context also emerged from data analysis. Several teachers mentioned the importance of maintaining high expectations in their classroom communities. Donna talked about a weekly routine of her school culture, "We have a television program that comes on every Friday. It is done by the students." Routines are a characteristic of organization.
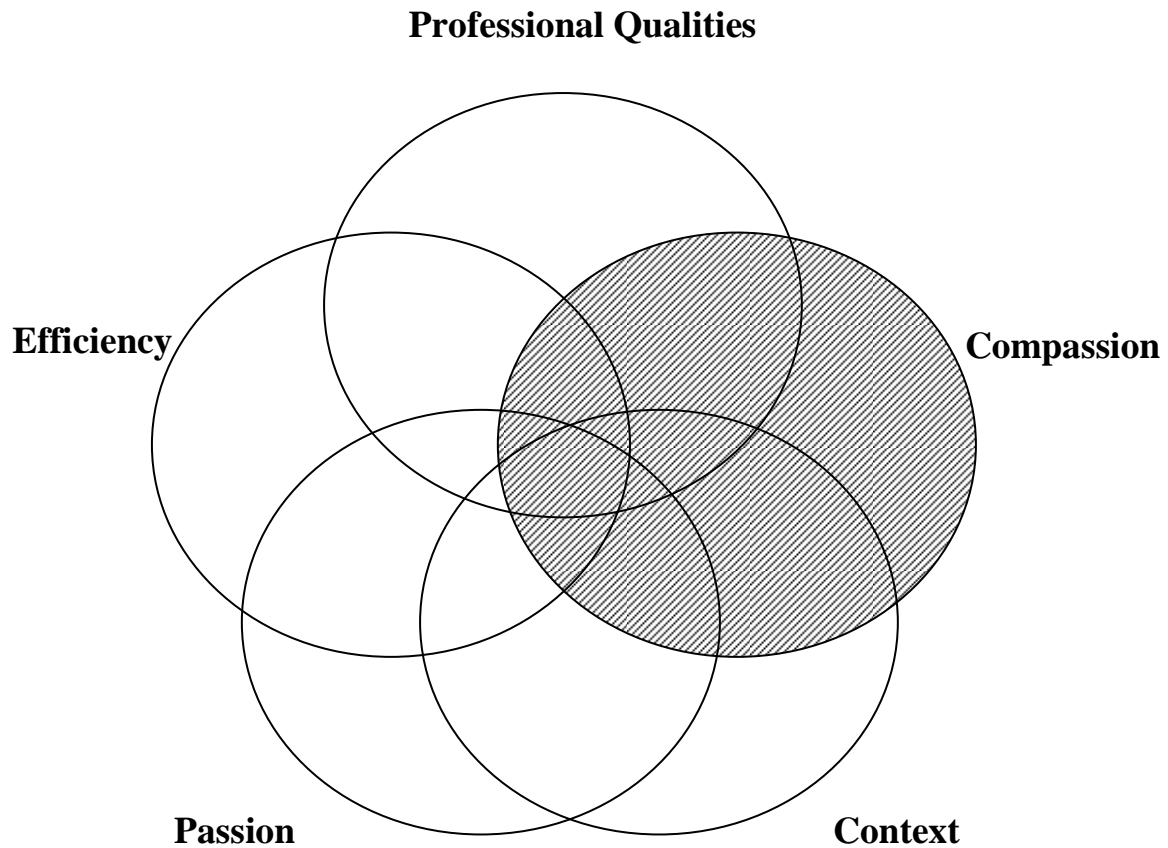
Compassion

The dimension of Compassion encompasses caring about others and relationships that emphasize trust and respect. These characteristics are often congruous and together, they impact several other dimensions of teaching. Data indicate an interaction between the dimensions of Compassion and Efficiency (see Figure 5). Allowing for student participation when establishing classroom rules communicates trust and respect to the students, which most likely enhances a teacher's classroom management skills. Ellen's class cooperatively identified core values and prominently displayed them in the classroom.

The dimensions of Compassion and Context interact when a school culture promotes appreciation of diversity and models kindness. Six teachers in the study cited compassion for their colleagues as an influencing factor in the success of their students. Alice complimented her peers, "My grade level group really cares about me and supports me."

Compassion and Passion interact when enjoyment is a motivating factor. In reference to her job, Ida stated, "We stay late and come in on the weekends. We wouldn't do that if we didn't enjoy it." Teachers often choose their profession because they care about others. Eight of the teachers in this study were no exception. Support and encouragement are also motivating factors. Students will work harder for those who care about them. According to Ellen, "If students feel you care about them, it matters."

Figure 5. Interactions between Dimensions--Compassion

Professional Qualities

Efficiency

Compassion
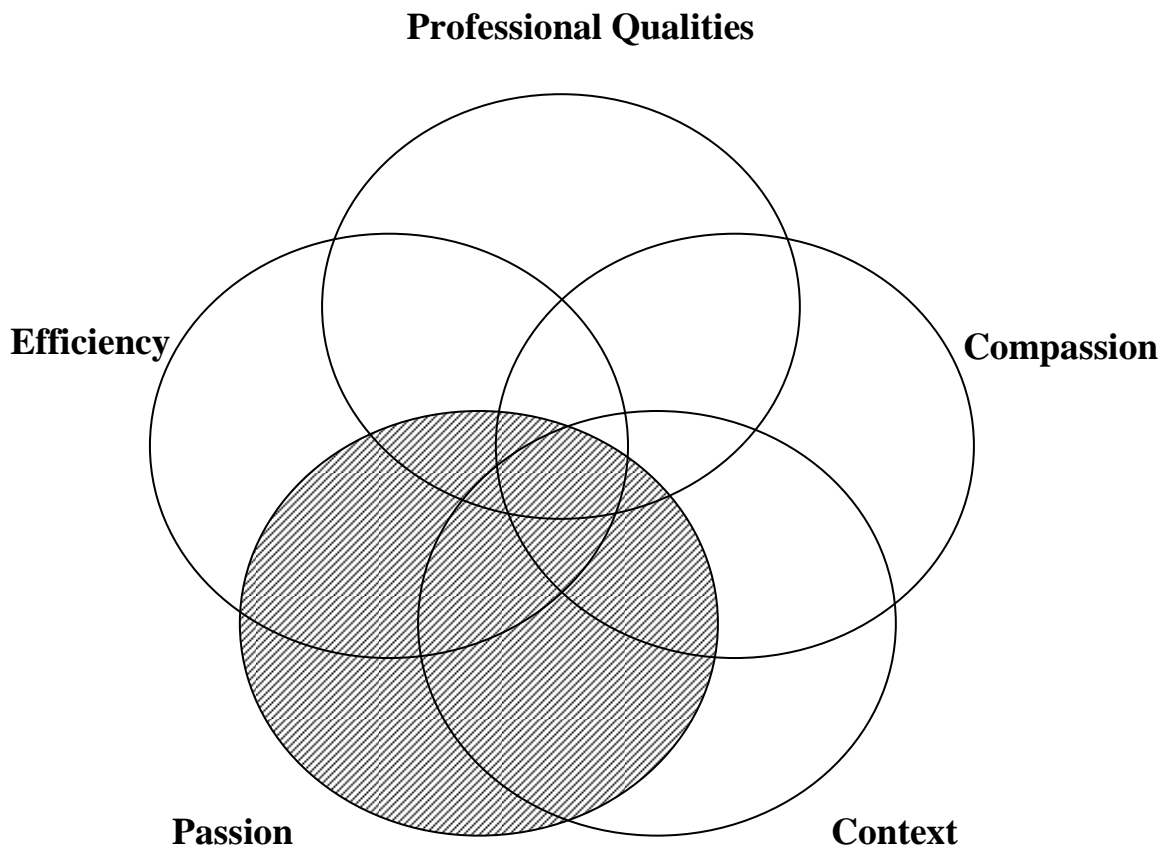
Passion

Context

As previously mentioned, the dimensions of Compassion and Professional Qualities interact when collegial relationships characterized by trust and respect encourage teachers to share knowledge and experience.

Passion

The dimension of Passion includes the traits of enthusiasm and motivation. The teachers in this study demonstrated different levels of enthusiasm. Henry's demeanor was calm and he stated, "I'm not overly energetic or enthusiastic." He did however consider himself to be passionate about teaching. Fran spoke in comical voices, and Joyce led her fifth graders in song. Data analysis revealed the interaction between the dimensions of Passion and Context (see Figure 6). A sense of community and feeling of belonging have the

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power to motivate teachers and students. The leadership of a school appears to have an

impact of the ability of a teacher to sustain enthusiasm. Ellen felt a sense of belonging in her

school, "Our administration creates an environment that is supportive, and you are free to

take risks and try new things." Other teachers spoke of creating a stimulating learning

environment in their classroom, where students were motivated and encouraged. Support

from colleagues also motivated teachers.

Figure 6. Interactions between Dimensions--Passion

Professional Qualities

Efficiency

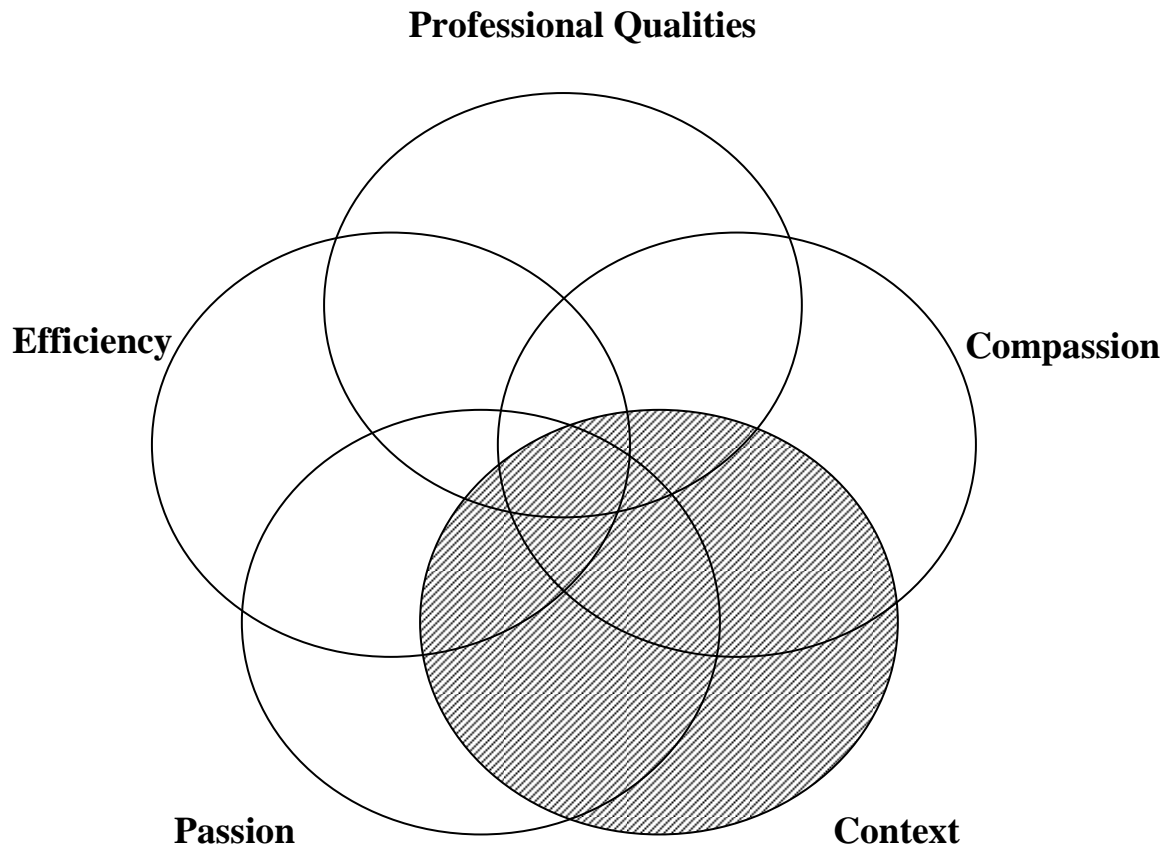**Compassion**

Passion

Context

According to the data, motivation interacts with the dimensions of Professional Qualities and Compassion. Purposeful learning and teacher support are critical to student motivation. A teacher's ability to design meaningful, exciting lessons is impacted by his or her pedagogical knowledge and instructional skills. Experience aids in the accumulation of ideas and resources and affords students with choices. Teachers who demonstrate compassion have the ability to motivate students. Betty offered, "If my children did not know that I cared about them, I don't think that they would do what I expected of them or that they would perform for me."

Findings which indicate interaction between the dimensions of Efficiency and Passion were previously illustrated in the results. Examples include organization skills and thoughtful planning which ultimately produce exciting learning opportunities.

Context

The dimension of Context includes the school culture. While describing her collaborative school culture, Alice said, "We can go to each other and say we had a difficult time teaching an objective. I'll ask my team, 'What did you do?' Our grade level has a lot of trust and respect for each other." This is an example of a positive relationship, which was identified as a coding category for the trait of caring. Greta stated, "I think diversity is a plus in the change of our school context." Henry said, "You see our administration walking through the hallways every morning, smiling and greeting the kids. I think that creates a nice community atmosphere for the school." Additional comments referring to a supportive administration, along with Greta's appreciation for diversity, and the description of Alice's relationship among her colleagues, indicate that the dimensions of Compassion and Context interact with each other (see Figure 7).

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Figure 7. Interactions between Dimensions--Context

Professional Qualities

Efficiency

Compassion

Passion

Context

The interaction between the dimensions of Passion and Context also became evident through data analysis. When discussing her work environment, Ida revealed, "A bunch of us are here all the time. We stay late and come in on the weekends. We wouldn't do that if we didn't enjoy it." Enjoyment was identified as a coding category for the trait of enthusiasm. Greta described how she was motivated by feedback from her vice principal. Additionally, several teachers mentioned seeking encouragement from peers.

Evidence of the interaction between the dimensions of Efficiency and Context also emerged from data analysis. Several teachers mentioned the importance of maintaining high expectations in their classroom communities. Donna talked about a weekly routine of her

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school culture, "We have a television program that comes on every Friday. It is done by the students." Routines are a characteristic of organization.

As previously recognized, teaching experience interacts with the dimension of Context. When novice and veteran teachers collaborate in a supportive school culture, both colleagues benefit from the shared experience. In order for such a collaborative effort to be successful, a school culture must appreciate veteran teachers and consider them to be valuable resources.

Effective teachers integrate knowledge, skills, and attitudes throughout the five dimensions of teaching. Personal dispositions, environmental influences, and educational opportunities are contributing factors in determining teacher effectiveness. Data illustrate the relationships between each dimension. Each dimension interacts with the other dimensions. Although each dimension may not contribute an equal influence and may exist in varying degrees, all characteristics of the five dimensions are clearly embodied by these effective teachers. The results of this study suggest that the five dimensions of teaching—Professional Qualities, Efficiency, Compassion, Passion and Context—complement each other resulting in effective teaching.

CHAPTER V

DISCUSSION

After 33 years, I still love being a teacher. Life is about learning.
Learning isn't about passing a test. Learning is about taking the knowledge
you acquire in this classroom and being able to apply it to life situations so
that you can become a good citizen. I need to be able to look into the mirror
at the end of the day and say I did my job, and I did it well. I made a
difference ("Ellen," interview, April 11, 2007).

Summary

 This study explored the perceptions of 10 effective elementary teachers who have

demonstrated success on test scores with diverse populations of students in third through fifth

grade. Interviews were conducted to ascertain teachers' beliefs regarding the impact of the

multiple dimensions of teaching—professional qualities, efficiency, compassion, passion,

and context— on student success in the elementary classroom.

Analysis investigated interactions among the multiple dimensions of teacher

effectiveness in an attempt to discover whether the five dimensions of teaching complement

each other in the pursuit of student achievement. The intended goal of this study is that it

will contribute to the improvement of pedagogical practices in teacher education programs in

North Carolina.

Evolution of Effective Teaching

The attempt to define an effective teacher has evolved over the last 30 years. The

goal of teaching was once considered the transmission of knowledge, where students played

a passive role in the learning process. Teachers were evaluated using low-inference behavioral measurement instruments, and researchers identified effective teachers on the basis of student scores on standardized tests.   Gradually, educational research joined the cognitive revolution and the view of teaching and instruction began to change. Less emphasis was placed upon student achievement, and an effective teacher was viewed as a professional decision maker who possessed a strong foundational knowledge in subject matter and pedagogical content. Presently, teaching is seen as facilitation. Today's classrooms are student-centered and encourage the constructivist approach. However, the emphasis is once again on test scores. Coupled with the establishment of political mandates such as NCLB, this presents a dilemma for those attempting to define an effective teacher.

Although the literature (Brophy & Good, 1986) does provide compelling evidence that good teaching is, at least to some extent, observable, it may not be easily captured in those variables commonly observed in statistical methods that study data and problems. Jacob and Lefgren (2008) compared principal evaluations of 201 elementary teachers with the teachers' achievement test scores. They found little association between observable teacher characteristics and effectiveness, where effectiveness was measured by the ability to raise student math and reading achievement test scores.

There is more to an effective teacher than meets the eye. In order to ascertain why effective teachers do the things they do, it is essential to understand the beliefs and opinions that guide their practices. This study examined a broad spectrum of intangible traits valued by the teachers themselves.

The Dimensions of Effective Teaching

Professional Qualities

Teachers often refer to themselves as professionals but recognize that they are typically not afforded similar respect, rewards, or recognition afforded other occupations (Blackwell, Futrell, & Imig 2003; Cheers, 2001). Interestingly, those who provide services to children are often held in lower esteem than those who provide similar services to adults. Services for children are perceived as requiring a lesser degree of preparation and expertise (Norris, 2004). Paradoxically, teachers are also held to a higher standard of conduct and image because they do work with children.

The literature does not support a universally accepted definition of teacher professionalism. Being professional involves being able to effectively cope with the challenges and tasks that are inherent in teaching, using the skills, personal and professional experiences, and expertise particular to the profession (Baggini, 2005). A review of research has identified skills, experiences, and particular expertise of effective teachers, including strong verbal skills, pedagogical knowledge, and a basic understanding of developmental theories. Classroom experience and teaching ability also contributes to teacher effectiveness (Darling-Hammond, 2000a; Greenwald, et. al., 1996; Guyton & Farokhi, 1987; Haycock, 2000; Lobman, et.al., 2004; Wenglinsky, 2002).

The teachers in this study collectively ranked the dimension of professional qualities third in order of importance. Curiously, three teachers ranked this dimension as having the most impact on student success in their classrooms. Carol stated, "I have to be a professional no matter what. I need to conduct myself in a professional way and follow the guidelines of the district because that is what they hired me to do." She further elaborated, "As a teacher,

you have to be able to wear many hats at different times. The only way you can do that is if you are up on your learning."

Riley (2003) defined a true professional as having a societal purpose and obligation, a degree of regulatory autonomy, an ethical foundation, content knowledge, and agreed-on standards for one's profession. Carol, Fran, and Greta all attributed their student success to their professional qualities. According to Gill, (2005) when asked about attributes of professionalism, novice teachers tended to focus on issues of general competence, loving children, attire, and elements of speech and vocabulary. Veteran teachers generally used terms like conscientious, discreet, informed, and respectful. All three teachers were veteran teachers with at least 11 years of experience, and indeed, all three described themselves as having extensive content knowledge and being conscientious.

Efficiency

In addition to the challenges of meeting required performance outcomes, teachers must also be prepared to meet the needs of increasing numbers of students with diverse backgrounds, to complete paperwork, and to manage student behavior. As demands on teachers increase, they must be able to accomplish more in less time. This necessitates efficiency. Effective classroom teachers devise procedures for collecting and distributing materials without wasting instructional time. They plan for a variety of activities and for transitions between activities. Effective teachers recognize that students are more likely to work hard and produce quality work when teachers are organized and maintain consistent standards and expectations. Interestingly, the 10 teachers collectively ranked the dimension of efficiency next to last in order of importance.

Only one teacher in the study ranked efficiency as the most important dimension with regard to its impact on student success in the classroom. Teaching was a second career for Joyce. She previously worked as a juvenile detention officer, and extolled the virtues of efficiency. Joyce attributed her excellent student management techniques to her former profession. "I make a list of the things that they need for the day. They know their expectations very clearly. If they haven't met it, then they get the consequence." Joyce had mapped out her lesson plans for the quarter, and her students were required to maintain agenda notebooks. Effective classroom managers skillfully organize materials, maintain practical procedures, and maximize instructional time. Joyce expressed her need for structure in her life and in her classroom. Appropriate structuring or behavioral control during learning activities promotes on-task behavior, makes the environment predictable and consistent, and protects students from distraction (Hoover-Dempsey, Battiato, Walker, Reed, DeJong & Jones, 2001). Patrick, Turner, Meyer, and Midgley (2003) stated that students with higher levels of engagement and achievement had teachers with firm control who used rewards and punishments consistently, made efficient transitions, gave clear directions, and were responsive to student needs. Patrick et. al. observed 8 6th-grade classrooms during the opening days of school in order to describe teacher influence on student outcomes. Their findings affirmed the importance of firm control, autonomy support, and responsiveness in establishing effective learning environments. According to their research, Joyce's teaching style would be categorized as supportive, as it involved high expectations for student learning, teacher humor, and respect.

Compassion

The dimension of compassion received the overall highest ranking among the teachers in the study. Donna and Ida considered it of utmost importance to student success in their classrooms, while four others ranked compassion as having the second most influence over student success. Ida commented, "Being compassionate is so important. We have to be a family while we're here."

Teachers often choose their profession based on their love of children, but just loving children does not make one an effective teacher. Teachers are charged with developing caring individuals who will exhibit altruistic behavior and rise to the occasion when someone needs their help. In order for this to occur, the teaching and learning environments must be marked by such behaviors. Teachers must model noble behavior and honor and respect their students. Teachers can be firm without harming or humiliating students. However strong a teacher's efforts and promising a learning environment may be, there is no guarantee that children will become empathetic, caring citizens. Six teachers in this study were acutely aware of their monumental responsibility in molding the minds of the future. Donna remarked, "When I get old, I am going to depend on these kids. They will be my doctors, lawyers, and caretakers. I need for them to treat me with the same level of caring and respect that I afford them."

Noddings (1992) admits that many teachers insist the job of schools is to increase academic rigor. In stark contrast, Noddings argues that the primary function of schools is to care for children in the aim of encouraging the growth of competent, loving and lovable people. All 10 teachers in this study underscored the impact of compassion in their classroom. None ranked this dimension last in order of importance. All 10 teachers held

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high expectations for personal accountability and most considered their jobs to be labors of love. All 10 admitted that they had to juggle the expectations of administrators along with parents and consider the factors influencing their students' home lives. The underlying feeling sensed by the researcher from all 10 participants was the idea that differences were welcomed and success was celebrated. Every teacher claimed an endless reserve of patience and tolerance. Carol commented, "You have to be compassionate and understand they are little human beings, and they might be off, and they might have a bad day too. " Six teachers in the study also cited compassion for their colleagues as an influencing factor in the success of their students. Alice complimented her peers, "My grade level group really cares about me and supports me."

Passion

The dimension of passion, which received the second highest ranking among the teachers, was perceived almost as influential as compassion on student success. Effective teachers understand the fundamental difference between motivation and inspiration. Schlechty (2002) argues that the primary function of a teacher is to inspire others. Effective teachers guide students to greatness by inspiring them to discover where their talents and passions intersect. Characteristically, providing motivation is something that a teacher does to a student; inspiration is something that results from a trusting, caring, mentoring relationship with a student (Bowman, 2007). In an era of accountability and high-stakes testing, teachers are becoming adept at manipulating student behavior through extrinsic rewards and incentives. However, when students are extrinsically motivated, external forces often determine their emotions and behaviors. On the other hand, when students are inspired, forces within determine emotions and behaviors. Betty offered, "I am willing to come in and

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do whatever is necessary, but I don't rely on a reward system in my classroom. We do things for the fun of learning."

Half of the teachers in the study admitted to focusing students' energy and passion toward their strengths. Katzenbach (2006) argued that pride is what ultimately motivates individuals both in the classroom and the workplace to excel at what they do. Ellen inspires her students by explaining to them that if they exhibit pride in their work and develop certain habits and attitudes, they will have endless opportunities in life. Literature (Schlechty, 2002; Good & Brophy, 2000) informs us that effective teachers are adept at getting students to anticipate how proud they will be when their behavior and achievements mirror class and societal expectations. Fostering an inspirational learning environment draws on one's beliefs about human nature and the nature of learning, and takes into account the passions, interests, and needs of one's students.

Context

The discussion of school context elicited the most controversial and emotional responses from the teachers. Research has documented a substantial variation in teacher effectiveness in a variety of settings, even among teachers in the same school (Hanushek, Kain, O'Brien & Rivkin, 2005). The 10 teachers in the study collectively ranked the dimension of context as contributing the least amount of influence over student success. Interestingly, six teachers characterized context as greatly impacting student success in their classrooms. Teacher comments appear to suggest that they view themselves as working in isolation, unaffected by their school surroundings. Despite the undercurrents of negativity and an unappreciative school culture described by four teachers, they felt certain that they were able to create optimal learning environments in their own classroom communities. One

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teacher admitted, "It didn't used to be like this. It kind of robs you of some of the joy of your job." Three teachers placed the blame for an antagonistic work environment solely on the administration. One teacher cited the formation of cliques among the teachers as disheartening. Joyce claimed, "We have little or no collaboration here."

Henry was the only teacher to rank context as having the most impact on student success. He was also the least experienced teacher and the only male in the study. Henry worked in a year-round setting that provided multiple opportunities for staff and students. He praised his supportive, collaborative school culture for positively contributing to his own personal and professional growth. Henry stated, "I am not the only person in a kid's life. Everyone in the school has to get involved. There's no way that my kids would make growth or do as well as they do if it wasn't for the dynamics of our school as a team." Literature (Cheng, 1993; Fyans, Jr., & Maehr, 1990; Thacker & McInerney, 1992) indicates that school culture correlates with teachers' attitudes toward their work. In a school context with strong organizational ideology, shared participation, charismatic leadership, and intimacy, teachers tend to experience higher job satisfaction and increased productivity.

Conclusions

The perception that anybody can teach is ubiquitous. The perceptions of the 10 effective teachers in this study describe the influence of the five dimensions of teaching on student success in their classrooms. Several conclusions regarding professional qualities, efficiency, compassion, passion, and school context may be drawn from their opinions and the related literature.

The fact that only three teachers in the study ranked professional qualities as the most important dimension, may indicate the need for teachers to better understand the importance

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of professionalism and to recognize the necessity of cultivating their own professionalism throughout their careers. Developing elements of professionalism is a matter of awareness, commitment, and practice. Fortunately, most if not all elements contributing to one's overall professional quality can be learned or strengthened in varying degrees. Specific findings conclude that communication is critical to learning. Pedagogical knowledge is enhanced through the process of collaboration and self-reflection refines instructional skills. The influence of developmental theories is readily observable in effective elementary classrooms through interactive learning and child-centered instruction. The accumulated years of teaching experience appear to enhance a teacher's effectiveness, only when the teacher takes the initiative to collaborate with colleagues, learn new strategies, and update his or her teaching skills.

With respect to efficiency, teachers can create optimal environments for the development of student social and academic competence when their practices support individual student progress and compliance with external demands in a consistently managed, appropriately demanding, and responsive context. By incorporating organizational strategies and student management techniques, teachers can capitalize on efficiency and maximize learning time. Results from this study indicate that organizational behaviors concentrated early in the school year, promote better student behavior. Organization encourages self-regulation by making classroom procedures and activities transparent so that students can take responsibility for their learning. It also enhances planning which results in more effective instruction. Additionally, classroom management continues to be a primary concern of veteran educators. The findings of this study also suggest that learning to manage a classroom is an ongoing process that is influenced by personal and contextual forces.

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A predominant view of compassion in the classroom may be that teachers sometimes care too unconditionally and uncritically. Caring is not a solution to schooling's ills. Child-centered teaching is inherently stressful. Teachers must make judgments based on experience not just what feels good. Having a student's best interest at heart sometimes requires tough decisions. Caring about children should not be equated with being warm and fuzzy. Specific findings conclude that the diversity of students with regard to race, ethnicity, and socioeconomic status in today's classrooms demands a caring environment. Caring classrooms are characterized by high expectations and a sense of community. Safe learning environments encourage risk taking. In order for teachers to demonstrate love and respect for their students, they must feel loved and respected by their students as well as their colleagues.

Teachers and administrators have the power to sustain high levels of morale, motivation, and performance for students as well as colleagues. Teachers and students must perceive daily class work as a source of learning and personal fulfillment, not as source of grades and treats. However, effective teachers can learn to use both extrinsic and intrinsic rewards in thoughtful and complementary ways to enhance students' academic engagement. The art of effective teaching lies in designing systems and incentives in such a way that students will naturally do the right thing for themselves and for the common good. By focusing on the talents, passions, and natural curiosities of children, teachers can inspire students. Meaningful learning opportunities influence academic outcomes through direct contributions to students' motivation and school engagement. Specific findings indicate that teacher enthusiasm can be sustained by welcoming changes and new opportunities, enriching

content, and relying on available resources such as colleagues. Teachers must be able to learn from their mistakes and take pleasure in learning.

A collegial or collaborative atmosphere is a strength of a school. The context in which a teacher works has the ability to contribute to or sabotage his or her effectiveness. Today's schools must recognize the benefits of our culturally diverse student populations and promote inclusion and appreciation. Additionally, the leadership of a school strongly impacts the context. Most notably, schools are moving away from the concept of teachers working in isolation toward a model of collaboration and the incorporation of Professional Learning Communities. Given the demands on schools and teachers to produce better results, the culture of professionalism that is cultivated in Professional Learning Communities is what builds capacity and drives high expectations for better performance of both students and teachers.

Ultimately, this researcher concludes that the five dimensions of teaching--Professional Qualities, Efficiency, Compassion, Passion and Context --complement each other to produce an effective teacher. Although each dimension may not contribute an equal influence and may exist in varying degrees, all characteristics of the five dimensions are clearly embodied by these effective teachers. Each dimension was ranked as the most influential factor in determining student success by at least one teacher in the study. One dimension cannot exist without the others. The perceptions of the teachers in this study suggest that an effective teacher is able to successfully integrate all five dimensions of teaching into classroom practice. The effective teachers in this study were qualified, organized, caring, and enthusiastic. They all attributed their frustrations and successes to their school culture.

Implications

The day may not be far off when a litany of professional and policy decisions could be informed by associating teacher quality with student achievement. Presently, North Carolina awards bonuses to teachers who demonstrate student gains on standardized test scores. Tension continues to mount for teachers and unions as data systems that link teacher data with student achievement records are created. A 2007 survey by the Data Quality Campaign finds that all but four states and the District of Columbia assign unique identification numbers to all teachers. Of the states that track teachers, currently only 12 can link teachers to data on their students' performance. While such systems have the potential to yield rich information on differences that affect student learning, they also raise a complex question: Might teachers be ranked, assigned, or fired on the basis of such data?

The results of this study present several implications for teacher education programs. If student achievement is used as an indicator of teacher effectiveness, teacher preparation programs could be slated for overhaul or elimination depending on how well their graduates perform. Teacher education programs should be cognizant of the impact of a teacher's disposition on student success and subsequently emphasize the dimensions of Passion and Compassion. Student teaching interns could be encouraged to demonstrate evidence of collaboration, trusting and respectful relationships, and a motivated desire to improve instructional skills through the process of self-reflection. Given the fact that a school culture incorporates the beliefs and assumptions of many individuals, preservice teachers might also benefit from opportunities designed to foster and facilitate cooperation and appreciation of diversity. Student teaching interns should be prepared to adapt to the leadership style of a school's administration without compromising professional integrity. Since effective

teachers must be able to simultaneously juggle multiple responsibilities, teacher education programs may consider promoting coursework in time management.

The findings of this study also present implications for practicing educators. Collaboration enables teachers to work smarter without working harder. With increased demands, larger class sizes, and diverse student populations, teachers benefit from the knowledge and experience of colleagues. Job satisfaction may be enhanced and teacher burnout reduced by participation in Professional Learning Communities where teachers share a vision and work collaboratively to achieve goals. Celebration and joy are not only important for student success, but also for teacher success. Similarly, caring relationships among colleagues are vital in sustaining enthusiasm and effort.

Additionally, results highlight implications for administrators. As school leaders, administrators have the opportunity to model expected behaviors and positive attitudes. School culture interacts with all dimensions of teaching, and therefore has a tremendous influence over the success of the staff and students. When evaluating teachers, administrators should consider all dimensions. Teaching is a multidimensional profession, and should be evaluated as such.

Recommendations for Future Research

This study has given voice to the perceptions of 10 effective teachers in a large urban school district in North Carolina Public Schools. As not all characteristics are observable or quantifiable, there is a need to further explore the attitudes and opinions of effective teachers from a larger sample in order to determine generalizability.

Recently, a new realm of brain research which focuses on building bridges from neuroscience to the classroom has received increased attention. There is currently a need to

investigate the connection between classroom interventions and brain function. The

introduction of brain research into the educational arena could possibly become a sixth

dimension of effective teaching.

Interview Protocol

There are many inherent features of an effective teacher including verbal ability, pedagogical knowledge, an understanding of developmental theories, instructional skills, and acquired years of teaching experience.

In your opinion, what role do the professional qualities of the teacher play in your elementary classroom?

To what extent do these specific qualities impact student success:
- verbal ability?
Can you cite a specific example?

- pedagogical knowledge?
Can you cite a specific example?

- an understanding of developmental theories?
Can you cite a specific example?

- instructional skills?
Can you cite a specific example?

- acquired years of teaching experience?
Can you cite a specific example?

Could you please elaborate on…..?

Efficiency is the ability to manage a classroom and organize for instruction.

What role does efficiency play in your classroom?

To what extent does organization impact student success?
Can you cite a specific example?

To what extent does classroom management impact student success?
Can you cite a specific example?

Could you please elaborate on…..?

Compassion can be described as cultivating interpersonal relationships that emphasize caring and nurturing.

What role does compassion play in your classroom?

To what extent does caring impact student success?
Can you cite a specific example?

To what extent does trust and respect impact student success?
Can you cite a specific example?

Could you please elaborate on…..?

Passion can be described as having enthusiasm for learning and a desire for success.

What role does passion play in your classroom?

To what extent does enthusiasm impact student success?
Can you cite a specific example?

To what extent does motivation impact student success?
Can you cite a specific example?

Could you please elaborate on…..?

Context can be described as the school culture and its institutional norms.

What role does the school context play in your classroom?

To what extent does the school context impact student success?
Can you cite a specific example?

Could you please elaborate on…..?

(Display note cards with dimensions of teaching printed on them:
professional qualities, efficiency, compassion, passion, and context)

Could you please rank the multiple dimensions of teaching in order of importance.

First (Most Important)-
Second-
Third-
Fourth-
Fifth (Least Important)-

Could you please elaborate on…..?

Is there anything else you would like to tell me with regard to the multiple dimensions of teaching and how they impact student success in your elementary classroom?

Thank you for your time and willingness to participate in this interview. Should I have additional questions or require clarification, I will contact you by telephone. Once the interview data has been transcribed, a copy will be sent to you for your review. Again, I greatly appreciate your time.

Hello, my name is Margaret Howard. I am a graduate student at the University of North Carolina, and I am conducting this research for my dissertation. Before we begin the interview, I would like to collect some information. I want to remind you that you have agreed to participate in this interview and that all data will be kept confidential.

Name_____

Sex_____   Race_____   Age_____

Years of teaching experience_____

Current teaching assignment_____

Grade levels taught_____

Area of certification_____

Type of degree_____

Leadership roles_____

Special skills or expertise_____

APPENDIX C
IRB Approval

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF HUMAN RESEARCH ETHICS

TO: Margaret Howard
School Of Education
CB:

FROM: Behavioral IRB

Authorized signature on behalf of IRB

APPROVAL DATE: 1/23/2007

EXPIRATION DATE OF APPROVAL: 1/22/2008

RE: Notice of IRB Approval by Expedited Review
Submission Type: Initial
Expedited Category: 7.Survey/group chars
Study #: 06-1028
Other #: School of Education - SOE 07-013
Study Title: Effective Teachers' Perceptions of the Impact of the Multiple Dimensions of Teaching on Student Success in the Elementry Classroom

This submission has been approved by the above IRB for the period indicated. It has been determined that the risk involved in this research is no more than minimal.

Federal regulations require that all research be reviewed at least annually. It is the Principal Investigator's responsibility to submit for renewal and obtain approval before the expiration date. You may not continue any research activity beyond the expiration date without IRB approval. Failure to receive approval for continuation before the expiration date will result in automatic termination of the approval for this study on the expiration date.

When applicable, enclosed are stamped copies of approved consent documents and other recruitment materials. The expectation is that you will copy these for use with subjects.

You are required to obtain IRB approval for any changes to any aspect of this study before they can be implemented (use the modification form at ohre.unc.edu/forms). Should any adverse event or unanticipated problem involving risks to subjects or others occur it must be reported immediately to the IRB using the adverse event form at the same web site.

Study Description:
Purpose: To investigate the perceptions of effective teachers regarding the impact of the multiple dimensions of teaching on student success in the elementary school classroom--i.e., professional qualities, efficiency, passion, compassion, context.
Participants: Approximately 10 effective third thorugh fifth grade teachers, as identified by   County Public School System's teacher effectiveness index (teachers who have demonstrated success with diverse populations, and whose students have scored well on EOG tests).

Procedure: Questionnaire will collect demographic information from the respondents, and a semi-structured interview protocol will guide an interview process.

Details:
This study was reviewed in accordance with federal regulations governing human subjects research, including those found at 45 CFR 46 (Common Rule), 45 CFR 164 (HIPAA), and 21 CFR 50 & 56 (FDA), where applicable.

The University of North Carolina at Chapel Hill holds a Federal Wide Assurance approved by the Office for Human Research Protections, Department of Health and Human Services (FWA # 4801).

If you have any questions or concerns about your study, please contact the Behavioral IRB at 966-3113, or email the office at aa-irb-chair@unc.edu.

****
Stuart Rennie, Ph.D.
Office of Human Research Ethics
Co-Chair, Behavioral Institutional Review Board
CB# 7097, Medical School, Bldg 52
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7097
aa-irb-chair@unc.edu
phone 919-962-7760; fax 919-843-5576
****
CC:
Barbara Day, School Of Education, CB:3500 307d Peabody Hall, Faculty Advisor
Kesha Tysor, (School of Education), Non-IRB Review Contact

Consent to Participate

University of North Carolina-Chapel Hill
Consent to Participate in a Research Study
Adult Participants
Social Behavioral Form

_____

IRB Study #__06-1028_____
Consent Form Version Date:__9/28/06_____

Title of Study: EFFECTIVE TEACHERS' PERCEPTIONS OF THE IMPACT OF THE
MULTIPLE DIMENSIONS OF TEACHING—PROFESSIONAL QUALITIES,
EFFICIENCY, COMPASSION, PASSION, AND CONTEXT—ON STUDENT SUCCESS
IN THE ELEMENTARY CLASSROOM

Principal Investigator: Margaret E. Howard
UNC-Chapel Hill Department: Education
UNC-Chapel Hill Phone number: (919) 225-1749

Faculty Advisor: Dr. Barbara Day
Funding Source: N/A

Study Contact telephone number: (919) 225-1749
Study Contact email: margarethoward@nc.rr.com

_____

What are some general things you should know about research studies?
You are being asked to take part in a research study. To join the study is voluntary. You
may refuse to join, or you may withdraw your consent to be in the study, for any reason,
without penalty.

Research studies are designed to obtain new knowledge. This new information may help
people in the future. You may not receive any direct benefit from being in the research
study. There also may be risks to being in research studies.

Details about this study are discussed below. It is important that you understand this
information so that you can make an informed choice about being in this research study.
You will be given a copy of this consent form. You should ask the researchers named above,
or staff members who may assist them, any questions you have about this study at any time.

What is the purpose of this study?
The purpose of this proposed study is to investigate the perceptions of effective teachers regarding the impact of multiple dimensions of teaching on student success in the elementary school classroom.

You are being asked to be in the study because you have been identified by ----- County Public School System's Teacher Effectiveness Index as a highly effective teacher.

How many people will take part in this study?
If you decide to be in this study, you will be one of approximately 10 people in this research study.

How long will your part in this study last?
Participation in this research will begin in November 2006, and may continue through March 2007. Initial interviews will take approximately one hour.

What will happen if you take part in the study?
You will be asked to complete a brief questionnaire and participate in an audio-taped individual interview. As a student researcher, I will personally conduct the interview. This interview will take place at an agreed upon location. Subsequent interviews may be required.

What are the possible benefits from being in this study?
Research is designed to benefit society by gaining new knowledge. You may also expect to benefit by participating in this study by refining your skills as a reflective practitioner.

What are the possible risks or discomforts involved from being in this study?
There are no foreseen risks for participation in this study. The interview may be terminated upon request of the respondent at any time without penalty. There may be uncommon or previously unknown risks. You should report any problems to the researcher.

How will your privacy be protected?
Confidentiality will be protected and the student researcher will use pseudonyms for the participant and the school. All data and audiotapes will be stored in a locked cabinet. Only the researcher will have access to the data. Upon completion of the study, the results will be shared with the participants. The researcher reserves the right to store the data in the event that a future study may be carried out.

Participants will not be identified in any report or publication about this study. Although every effort will be made to keep research records private, there may be times when federal or state law requires the disclosure of such records, including personal information. This is very unlikely, but if disclosure is ever required, UNC-Chapel Hill will take steps allowable by law to protect the privacy of personal information. In some cases, your information in this research study could be reviewed by representatives of the University, research sponsors, or government agencies for purposes such as quality control or safety.

Will you receive anything for being in this study?
You will receive a $50.00 gift card to purchase classroom materials from a local school supply store for taking part in this study.

Will it cost you anything to be in this study?
There will be no costs incurred for participating in the study.

What if you are a UNC student?
You may choose not to be in the study or to stop being in the study before it is over at any time. This will not affect your class standing or grades at UNC-Chapel Hill. You will not be offered or receive any special consideration if you take part in this research.

What if you have questions about this study?
You have the right to ask, and have answered, any questions you may have about this research. If you have questions, or concerns, you should contact the researchers listed on the first page of this form.

What if you have questions about your rights as a research participant?
All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu.

- -

Participant's Agreement:

I have read the information provided above. I have asked all the questions I have at this time. I voluntarily agree to participate in this research study.

_____   _____
Signature of Research Participant   Date

_____
Printed Name of Research Participant

Please sign both copies of the consent form if you agree to participate in this study. Keep one copy for your files and return the other to the researcher in the self-addressed stamped envelope provided.

Hello, my name is Margaret Howard. I am the Instructional Resource Teacher at -------
Elementary School and I am currently completing my Ed.D. at the University of North
Carolina at Chapel Hill. You recently returned a form indicating your interest in
participating in my doctoral research study.

I would like to thank you for your willingness to consent to an interview. The interview
would take approximately one hour, and I will be more than happy to meet you at a
convenient time and place.

Do you have any questions?

Dear Colleague,

My name is Margaret Howard. I am the Instructional Resource Teacher at ------ Elementary School, and I am currently completing my Ed.D. at the University of North Carolina at Chapel Hill.

My dissertation will explore the perceptions of effective teachers regarding the impact of multiple dimensions of teaching on student success in the elementary school classroom.

I am requesting your participation in my study because **you have been identified** by ------------ Public School System's Teacher Effectiveness Index **as a highly effective teacher.** Please note that participants will not be identified by name in the study.

Participation in my study will require an audio-taped individual interview. The interview will take approximately one hour and will be conducted at the time and place of your convenience.

My study depends upon your insight into what contributes to the demonstrated success in your elementary classroom. For taking part in this study, you will receive a gift card in the amount of $50 from Stone's School Supply for classroom materials.

If you are interested in participating in my study, or would like more information, please complete this form and send it via courier to **Margaret Howard at ------ Elementary**. You may also contact me at (W) 881-5008, (H) 225-1749 or at mhoward@wcpss.net.

Thank you in advance,
Margaret Howard

****

Yes! I'd like to participate in your research study. Please contact me with more information.

Name_____

School_____

Grade Level_____

Email_____

Home Address_____

_____

Telephone (H)_____ (W)_____

University of North Carolina-Chapel Hill
<u>**Consent for Researcher to Store Data in the Event of a Future Research Study**</u>

Title of Study: Effective Teachers' Perceptions of the Multiple Dimensions of Teaching on Student Success in the Elementary Classroom

Principal Investigator: Margaret E. Howard
_____

Participant's Agreement:

I have been explained the purpose of storing this interview data, and I have asked all the questions that I have at this time.

I understand that data will be stored in a locked cabinet to which only the researcher will have access.

I understand that data will be kept for a period of two years and may be used in a subsequent research study. After which, all data will be destroyed.

- -

_____   _____
Signature of Research Participant   Date

_____
Printed Name of Research Participant

_____   _____
Signature of Person Obtaining Consent   Date

_____
Printed Name of Person Obtaining Consent

Please sign both copies of consent form. Keep one copy for your files.

University of North Carolina-Chapel Hill
<u>**Consent to Audiotape Interview**</u>

Title of Study: Effective Teachers' Perceptions of the Multiple Dimensions of Teaching on Student Success in the Elementary Classroom

Principal Investigator: Margaret E. Howard
_____

Participant's Agreement:

I have been explained the purpose of audiotaping this interview, and I have asked all the questions that I have at this time.

I understand that the audiotaping may be stopped at anytime during the interview at my request without penalty.

I understand that the audio tape will be stored in a locked cabinet to which only the researcher will have access.

I understand that I may request a transcript of this audiotape for review.

- -

_____   _____
Signature of Research Participant   Date

_____
Printed Name of Research Participant

_____   _____
Signature of Person Obtaining Consent   Date

_____
Printed Name of Person Obtaining Consent

Please sign both copies of the consent form if you agree to audiotape this interview. Keep one copy for your files.

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