

DOCUMENT RESUME

ED 032 620

08

EA 002 496

Cooperative Project for Educational Development. Interim Report, Phase I, May 1-September 1, 1968.

National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-8-0069

Pub Date Sep 68

Grant OEG-3-8-080069-0043-010

Note-67p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors-Data Processing, Educational Objectives, Educational Research, Feedback, Models,

Organizational Climate, Principals, Program Descriptions, Program Development, Questionnaires, Research

Projects, School Personnel, School Systems, Teacher Role, Teachers

Identifiers-Cooperative Project for Educational Development, COPED

Progress on projects within the overall program of the Cooperative Project for Educational Development (COPED) are described in this interim report and some tentative target dates for completion are indicated. The working documents include a report on data processing and a description of data feedback models developed by the Michigan COPED staff. Plans are outlined for the publication of a pamphlet to aid in diagnosing the organizational climate in schools. Tables give data from questionnaires distributed to principals and teachers in the Michigan COPED schools to measure relationships among school personnel. [Not available in hard copy due to marginal legibility of original document.] (LN)

Project No BR-8-0069
PA-08

COOPERATIVE PROJECT FOR EDUCATIONAL DEVELOPMENT
Grant OE9-3-8-080069-0043 (010)

OE-BR

INTERIM REPORT - PHASE I
May 1 - September 1, 1968

This report includes the following items:

1. A staff memorandum from Dale Lake related to staff development for COPED and to products proposed by the COPED staff for completion this year. The tentative schedule developed last July is included as a second working document.
2. A report from Dale Lake on Data Processing.
3. A memorandum from Robert Fox describing the prospectus for publication of a pamphlet diagnosing school staff relationships as discussed at Bethel with COPED staff members last July.
4. Two memorandums from Robert Fox describing the models for feedback packages being developed by its Michigan COPED staff team (Fox, Ronald Lippitt, Don Barr and assistants). This work was reviewed by COPED staff members at Bethel last July in light of the potential usefulness not only for COPED schools but for other systems engaged in change efforts where diagnosis is the initial approach and where feedback is a continuing action research commitment.
5. Tables prepared by Michigan COPED staff giving data from the Adult questionnaires from the Michigan COPED schools.
6. A list of the individual studies at or near completion by members of the New York COPED staff under direction of Matthew Miles and detailed abstracts will be prepared by the authors and attached to later reports. Daniel Callahan's study of Conformity, Deviation and Morale among Educators in School Systems has been submitted in partial fulfillment of requirements for the degree of Doctor of Philosophy under the Joint Committee of Graduate Instructions, Columbia University.

We see these studies as significant not only in contributing to knowledge about school systems as organizations - a neglected area of investigation - but also in illustrating the potential for utilizing the COPED data bank for generating hypothesis for analysis.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED0 32620

EA 002 496

MEMO

TO: COPED Staff
FROM: Dale G. Lake
SUBJECT: Initial Planning for COPED

DATE: August 20, 1968

In July a committee of COPED consisting of Bob Fox, Dorothy Mial, Bob Luke, and Dale Lake prepared some initial planning thoughts for the coming year in COPED.

While some of the time at the meeting was spent on such things as looking over the budget of COPED and determining who might be available for staff assignments in COPED a major outcome of the meeting was to produce some tentative products for the next year. The products are:

1. to clean up and prepare for distribution several of the COPED instruments.
2. catalog and prepare for publication the instruments which Miles and Lake have been working on for a couple of years.
3. to develop a pamphlet on diagnosing professional staff relationships in schools.
4. to develop a comprehensive table of variables related to organizational climate in schools.
5. to complete a series of research reports coming out of the data bank, and to publish these in some form.
6. to produce and field test a series of data feedback packages.

Staff who have indicated interest in being connected with COPED this year are: Elmer VanEgmond, Dale Lake, Robert Fox, Robert Luke, Warren Hagstrom, Richard Schmuck, Charles Jung, Morton Shavitz, Don Barr, Ronald Lippitt, Goodwin Watson, Robert Chasnoff, Dorothy Mial, and tentative arrangements have been made with four persons who have technical skills in statistical data analysis, computer programming, and other areas of data processing.

It is clear that we will need an initial conference to plan the studies which will be completed over this next year and to move along on the various targets developed above. Our hope is to hold a later October conference with the hope that Dale might have marginals from most of the data by early October which could provide a basis for doing studies in the data. Very shortly I will circulate a memo trying to nail down specific dates for initial conference. It is planned that we will hold it in Boston so that we can make use of the technical people who are located there.

DGL:ibh

NOTE: October meeting is scheduled for October 21-23 in Boston.

Mtg. July 1968
Bethel

C O P E D

| TASK | PERSON RESPONSIBLE | PRODUCTION PHASES and TARGET DATES | MANPOWER NEEDS |
|-------------------------------------|--------------------|--|--|
| 1) Polish Instruments | Dale | <u>SEPT-OCT</u> : Data Bank <u>OCT.</u> : Development of instruments <u>MAY</u> : -Reliability Studies <u>JUNE</u> : -Validity Studies <u>Standar-</u> : -Scales <u>dized</u> : -Revision <u>Instru-</u> : <u>ments</u> : | Bob F. Phil Magee Janice Norm |
| 2) Catalog of available instruments | Dale | 1 additional person = \$6,000. | |
| 3) Pamphlet on diagnosis | Bob | <u>Sept.</u> : line by mail <u>Oct.</u> : census at Conf. <u>Nov. Dec. Jan.</u> : Draft- ing <u>Feb-Apr.</u> : Re- vision <u>May</u> : Com- pletion | Chic Jung Dick Schmuck Goodwin W. Dale Lake Bob Fox |
| 4) Table of Variables | Dale | Consult with B. Indik B. Luke Stan Seashore | |
| 5) Series of Research Reports | Dale | Before Oct. -Best List of Study?'s available (Warren) -Have initial Table of Variables -Technical Runs on Data distributed | Elmer Bob L. Warren Fred L. Don B. <u>Doctoral Projects</u> Chic Dick S. Mort S. |
| 6) Feedback packages | Bob | <u>Sept.</u> : Draft 4 or 5 based on avail. data. <u>Oct.</u> : Field test- ing <u>Nov.-Mar.</u> : Create more <u>May</u> : Have a series for publ. + direc- tions for use | Ron Bob F. Don? Bob L. |

REPORT OF DATA PROCESSING

Stage I

At the beginning of June, punched cards of the Boston area were picked up at Lesley College along with data coding sheets that included errors and questions on some of the punching. The first task involved sorting the sheets, locating the errors, and making decisions concerning the proper punching. After finding the errors, staff time was spent at the B.U. Computer Center punching new cards to replace those with errors. Full-time punchers were hired to process the raw data from New York.

Stage II

The New York booklets contained only raw data. At this time the decision was made to try to avoid most of the coding and punch directly from the booklets. In order to do this, it was necessary to set up a system by which a puncher would be able to follow through with the booklet. With the help of three part-time people, booklets were alphabetized, numbered, and hand-coded in a few instances in which it would have been impossible for the puncher to do it directly from the booklet. This included some of the standard field information, such as the "breadwinner" of the family and his source of income.

Stage III

As soon as some of the booklets were ready to be punched, we tried to get as many key-punchers as we could. We had some initial difficulty and had to begin with only one "Kelly Girl". But within a week following this,

we had four girls punching for us, two of whom worked part-time on the material from Brevard. As they were punching, Janice Horvitz was working full-time, with a part-time helper to keep up with the supply of booklets in order for them to be ready for the punchers. By the last week in June, all of the books were ready for punching, most had already been started, and one of the girls had begun to verify the cards that had already been punched. A search was made for a programmer who could help develop scoring and cleaning programs.

Stage IV

During the month of July, all of the punching and verifying was completed. The cards were boxed and awaited a programmer in order to be "cleaned out." All of the booklets were sent back to COPEd headquarters where they are ready for any further reference. During the last two weeks of the key-punching, it was necessary to have only one girl punching, and we were fortunate to have the B.U. Computer Center take care of this with their own help. All lists of schools, teachers, and classes were completed, classified and duplicated, with memos of possible questions to check with some of the main centers concerning the organization of their test administration. An alphabetizing problem was encountered with students.

Stage V

At the present time, a programmer and statistician have been hired and programs are nearly complete for editing all cards. We are still awaiting data from Michigan which has been put on tape, and New York which has been edited, and Wisconsin which has also been edited. Processing will begin as soon as all data

are received. We still need to determine the exact size of our sample. Plans have begun for determining the dimensions, reliability, and correlations within the data. A conference is planned for October 21, 22, 23 and 24 to complete plans for studies in the data.

September 12, 1968

**DIAGNOSING STAFF RELATIONSHIPS
IN THE SCHOOL**

(Prospectus for a publication)

OVERVIEW

The publication is designed to help school principals, or faculty committees, utilize diagnostic procedures as part of a problem-solving process directed toward improving the staff relationship climate of the school.

While a special purpose is to make available a set of diagnostic instruments, it is deemed important that such tools be placed in the perspective of a process. In other words, this is not a catalog, or a collection of instruments for the researcher, with technical information on validity, standardization, availability, etc. It deals with inquiry questions about the professional climate, suggests ways of gathering data about the state of affairs, explores techniques for organizing and analyzing the data, illustrates the drawing of implications, and suggests possible action alternatives to improve the situation.

OUTLINE

I. The School Building as a Social System

1. Elements in the system (teachers, principal, cliques and subgroups, pupils, parents, central administration, teachers' union, other schools)
2. Research on school building climates

II. Problem-solving to improve school building staff relationships

1. Several confrontations. Examples of school buildings with staff problems.
2. Unproductive problem-solving alternatives
 - a. Unilateral diagnosis by principal
 - unconfirmed hunches
 - gathering data without staff involvement
 - b. Unilateral action by principal
 - c. Isolation of staff member
3. The concept of self-renewal applied to the school.

III. Relationship adequacy

1. Openness
2. Inclusion
 - Accomodation for a utilization of individual differences among staff

3. Trust

IV. Problem-solving adequacy

1. Scanning and problem identification
2. Diagnosis
3. Generating alternatives
4. Predicting probable outcomes
5. Evaluating predicted outcomes
6. Decision making
7. Implementation of the decision
8. Evaluation of results

V. Innovativeness

1. Considering new or untried behaviors or ideas
2. Attempting new or untried behaviors

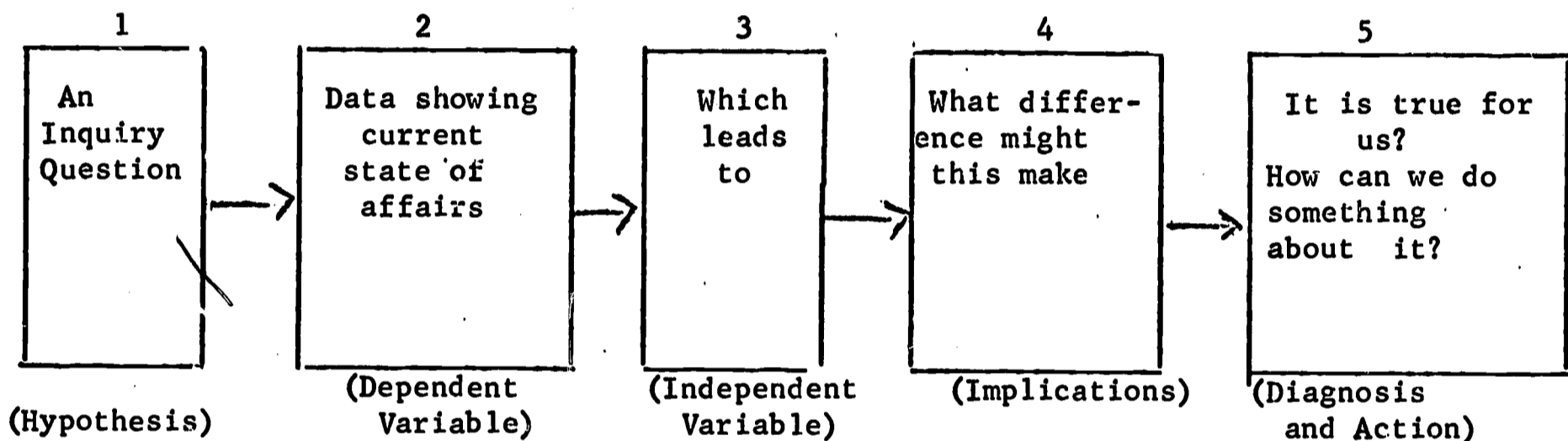
VI. Communication adequacy

1. Accuracy
2. Clarity
3. Ease

MEMO TO: COPED Staff
FROM: Bob Fox
DATE: July 21, 1968

MODEL FOR A COPED DATA
FEEDBACK PACKAGE

JUST AS A STARTER HERE IS AN IDEA OF WHAT A DATA FEEDBACK PACKAGE
MIGHT INCLUDE:



ILLUSTRATION

1. Inquiry Question: "Does it make any difference if a principal and the Teachers in a building agree on educational objectives?"

Stated as an hypothesis - -"In school buildings where there are major discrepancies between goals which teachers consider important and goals which the principals consider important, teachers will feel influential and will be more alienated from school."

2. Data showing current state of affairs

Compare the highest 1/3 of all the school buildings in our sample on the extent of agreement between principal and teachers on goals, with lowest 1/3 of buildings.

(Using Table IV, list schools in which principal considers an objective among the four most important. Assign rank order in terms of percent of teachers who also consider the objective among the four most important. Report for each objective. Compute average rank order across all 10 objectives. Divide schools in the rank order list into thirds.)

3. Which leads to ...

Extent to which Teachers

- Find their jobs exciting and rewarding (A-3; Q10)
- Feel isolated. (A-3, Q15)
- Feel they have influence on their colleagues (A-3; Q17)

4. What difference might this make?

Agreement on goals may imply

- Good communication
- Support of teachers by principal
- A sense of belonging; of being part of the team

Is agreement on goals necessarily desirable? Should difference of opinion be encouraged? How can such differences between principal and teachers be held without creating alienation?

5. Diagnosis and action

Are these implications important for us? Is it worth our doing something about? How can we find out if our staff and principal agree upon goals?

(Use COPED instrument? Devise our own?)

If there is serious discrepancy, what shall we do about it?

MEMO TO: COPED Staff

FROM: Bob Fox

DATE: July 21, 1968

MODEL FOR USE OF FEEDBACK DATA
TO FACILITATE SCHOOL SYSTEM SELF-RENEWAL

(1)

Examine feedback package(s) as means of gaining understanding of variables which affect self-renewal in other school systems



Brainstorm to identify factors related to self-renewal in this school system



Develop inquiry questions about conditions needed to support self-renewal in this school system

(1)

Brainstorm to identify factors related to self-renewal in this school system



Review variables used by COPED in its core pkg. to extend list of relevant factors



Develop inquiry questions about conditions needed to support self-renewal in this school system



Examine feedback packages to gain evidence about these conditions in COPED schools

(2)

Select those variables or conditions on which we would place priority for change

(3)

Develop a force-field of factors inhibiting or supporting change of these variables

(4)

Select specific forces as focus for change effort

(5)

Get add'l data about the selected factors in our situation

(6)

Draw implications from the data for improvement

(7)

Brainstorm several alternatives for action strategy

(8)

Try out a selected alternative

(9)

Get further data about its effect

Estimates
COPEP Form A-3 (Questions 1 & 3)

This form requested that respondents choose four primary objectives where effort should be put over the following five years of school operation. A person had to choose from 10 items those four which he felt were most important, rank them, and leave the others blank. He was then asked to again consider the same 10 items and list the four objectives his immediate superior might choose to be the most important, rank them, and leave the others blank. The following table represents responses from two populations taken from one of the five systems in Michigan: (1) All building principals sampled in the system, (2) All classroom teachers sampled in the system. Time of sampling was Fall, 1966.

The table shows the frequency distribution of the percentage of time each of the 10 items is chosen by a respondent and how it is ranked. For the two populations presented each item is shown, first, by self choice and second, by estimates of superior's choice. The two populations are tabled together for comparison of responses.

Ques. 1 & 3

Table 1 *

| | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | item not ranked | |
|--|----------------------------------|----------------------|----------------------|----------------------|-----------------------|------|
| 1 Reducing the <u>drop-out</u> rate. | Teachers for self | 4 | 3 | 5 | 7 | 77 % |
| | Teachers estimate for superior | 3 | 3 | 5 | 11 | 73 % |
| | Principals for self | 2 | 2 | 7 | 13 | 75 % |
| | Principals estimate for superior | 0 | 2 | 2 | 2 | 92 % |
| 2 Improving attention to <u>basic skills</u> in the first three <u>grades.</u> | Teachers for self | 8 | 5 | 8 | 7 | 68 % |
| | Teachers estimate for superior | 4 | 5 | 5 | 8 | 73 % |
| | Principals for self | 0 | 5 | 15 | 5 | 75 % |
| | Principals estimate for superior | 2 | 7 | 17 | 13 | 60 % |
| 3 Improving attention to <u>physical health</u> and <u>safety</u> of <u>students.</u> | Teachers for self | 0 | 0 | 2 | 4 | 89 % |
| | Teachers estimate for superior | 1 | 2 | 1 | 7 | 83 % |
| | Principals for self | 0 | 2 | 7 | 2 | 88 % |
| | Principals estimate for superior | 0 | 0 | 2 | 5 | 92 % |

Table 1 con. *

X

| | | most 1st | 2nd most 1st | 3rd most 1st | 4th most 1st | item not ranked | % |
|---|----------------------------------|-------------|--------------------|--------------------|--------------------|-----------------------|---|
| 4 <u>Increasing children's motivation and desire to learn.</u> | Teachers for self | 46 | 23 | 12 | 6 | 8 | % |
| | Teachers estimate for superior | 43 | 18 | 13 | 8 | 13 | % |
| | Principals for self | 85 | 7 | 2 | 5 | 0 | % |
| | Principals estimate for superior | 57 | 20 | 17 | 0 | 5 | % |
| 5 <u>Improving learning opportunities for disadvantaged children.</u> | Teachers for self | 2 | 5 | 5 | 14 | 71 | % |
| | Teachers estimate for superior | 3 | 7 | 10 | 10 | 64 | % |
| | Principals for self | 0 | 15 | 7 | 13 | 65 | % |
| | Principals estimate for superior | 0 | 10 | 5 | 20 | 65 | % |
| 6 <u>Increasing the percentage of college attendance by seniors.</u> | Teachers for self | 0 | 1 | 1 | 3 | 90 | % |
| | Teachers estimate for superior | 0 | 4 | 3 | 6 | 81 | % |
| | Principals for self | 0 | 0 | 0 | 0 | 100 | % |
| | Principals estimate for superior | 2 | 2 | 2 | 2 | 92 | % |
| 7 <u>Improving discipline and the behavior of "difficult" children.</u> | Teachers for self | 5 | 10 | 13 | 13 | 54 | % |
| | Teachers estimate for superior | 4 | 10 | 11 | 14 | 56 | % |
| | Principals for self | 2 | 7 | 7 | 7 | 75 | % |
| | Principals estimate for superior | 0 | 0 | 7 | 5 | 88 | % |
| 8 <u>Improving the quality of student academic achievement at all levels.</u> | Teachers for self | 23 | 27 | 20 | 9 | 16 | % |
| | Teachers estimate for superior | 32 | 31 | 16 | 7 | 9 | % |
| | Principals for self | 7 | 35 | 25 | 20 | 13 | % |
| | Principals estimate for superior | 38 | 40 | 13 | 7 | 2 | % |
| 9 <u>Improving children's adherence to moral, ethical, and patriotic standards.</u> | Teachers for self | 8 | 16 | 18 | 16 | 38 | % |
| | Teachers estimate for superior | 4 | 10 | 19 | 10 | 52 | % |
| | Principals for self | 2 | 15 | 13 | 20 | 50 | % |
| | Principals estimate for superior | 0 | 5 | 15 | 13 | 67 | % |

X

Table 1 con. *

10 Improving learning opportunities for gifted or talented children.

| | most impt. | 2nd most impt. | 3rd most imot. | 4th most impt. | item not ranked | % |
|-------------------------------------|---------------|----------------------|----------------------|----------------------|-----------------------|---|
| Teachers for self | 2 | 6 | 11 | 15 | 62 | % |
| Teachers estimate for superior | 3 | 6 | 9 | 14 | 62 | % |
| Principals for self | 0 | 10 | 15 | 10 | 65 | % |
| Principals estimate for superior | 0 | 13 | 17 | 27 | 42 | % |

* Note: Reading each line horizontally for any given, the responses should total 100%. However, since the data has not yet been cleaned for wild codes, on some items a small percentage of responses are incorrectly punched, and those punches are not included in the distribution of responses presented here. Thus, some of the items do not total 100%. This situation is also true for all tables shown here.

X

Estimates--continued

Form A-3 (Questions 5 & 6)

COPEd

Continuing with the same school system in Michigan, Fall sampling, two populations: all principals tested, and all classroom teachers tested; the second part of this form asked respondents to consider 8 items which might be factors in a person's "getting ahead" in a school system. They were asked to pick 2 items which they felt were actually counting most in getting ahead, rank them first or second in order of importance, and leave the others blank. The same 8 items were then listed again, and respondents were asked to choose the 2 items which they felt should count in getting ahead in the system, rank them, and leave the others blank.

In Table II, the teachers' and principals' estimates are tabled together for comparative purposes.

TABLE II **

Questions 5 & 6

1 Quality of work done

| | Most impt. | 2nd most impt. | Item not ranked | % |
|---|---------------|----------------------|-----------------------|---|
| Teachers actually | 36 | 14 | 41 | % |
| Teachers should | 55 | 20 | 14 | % |
| Principals actually | 45 | 27 | 27 | % |
| Principals should | 52 | 40 | 7 | % |
| 2 Quantity of work done | | | | |
| Teachers actually | 4 | 3 | 84 | % |
| Teachers should | 2 | 3 | 82 | % |
| Principals actually | 0 | 5 | 95 | % |
| Principals should | 0 | 0 | 100 | % |
| 3 Dependability | | | | |
| Teachers actually | 4 | 14 | 74 | % |
| Teachers should | 3 | 20 | 64 | % |
| Principals actually | 2 | 10 | 88 | % |
| Principals should | 0 | 5 | 95 | % |
| 4 Imaginativeness, Inventiveness, creativity | | | | |
| Teachers actually | 15 | 16 | 60 | % |
| Teachers should | 21 | 32 | 35 | % |
| Principals actually | 38 | 32 | 30 | % |
| Principals should | 47 | 50 | 2 | % |
| 5 Seniority | | | | |
| Teachers actually | 4 | 10 | 77 | % |
| Teachers should | 1 | 4 | 83 | % |
| Principals actually | 0 | 2 | 97 | % |
| Principals should | 0 | 0 | 100 | % |

X

Table II con.

| | Most impt. | most impt. | item not ranked | | |
|---|---------------------|---------------|-----------------------|-----|---|
| 6 Formal education completed | Teachers actually | 12 | 14 | 66 | % |
| | Teachers should | 5 | 6 | 77 | % |
| | Principals actually | 5 | 7 | 88 | % |
| | Principals should | 2 | 2 | 95 | % |
| 7 How well one is liked by his immediate superior | Teachers actually | 12 | 9 | 71 | % |
| | Teachers should | 0 | 0 | 87 | % |
| | Principals actually | 2 | 2 | 95 | % |
| | Principals should | 0 | 0 | 100 | % |
| 8 How well one is liked by the people in the central office | Teachers actually | 10 | 12 | 70 | % |
| | Teachers should | 0 | 0 | 87 | % |
| | Principals actually | 7 | 13 | 80 | % |
| | Principals should | 0 | 0 | 100 | % |

** Note: On Table II, wild punching or coding does not account for the fact that the teachers' responses do not total 100% on any item at all. In this case, 8% of the teachers did not respond to the question at all on the ranking of what actually counts in getting ahead, and 12% did not respond to what should count--This means that reading horizontally on items for "Teachers actually" the total should be 92% and on "Teachers should" it will total 88%. Anything less than this is accounted for by wild codes as mentioned earlier.

Climate
Form A-3 (Questions 10-18)

COPED

Again using the same populations as presented in Tables I and II, this part of Form A-3 deals with the climate of a respondents particular building.

The range of responses in Table III is from 1 (always) to 5 (almost never). The distribution of responses will not be shown here, instead, the mean score and standard deviation on each question is presented.

TABLE III

| Ques. | | Mean | Standard Deviation |
|-------|--|------------|-----------------------|
| 10. | I find my job very exciting and rewarding. | Teachers | 2.32 .69 |
| | | Principals | 2.25 .49 |
| 11. | I am just a cog in the machinery of this school. | Teachers | 4.10 .94 |
| | | Principals | 4.31 .88 |
| 12. | I feel involved in a lot of activities that go on in this school. | Teachers | 2.79 1.02 |
| | | Principals | 1.67 .72 |
| 13. | I do things at school that I wouldn't do if it were up to me. | Teachers | 4.05 .77 |
| | | Principals | 4.15 .65 |
| 14. | I really don't feel satisfied with a lot of things that go on in this school. | Teachers | 4.05 .75 |
| | | Principals | 4.13 .76 |
| 15. | Though teachers work near one another, I feel as if I am on an island by myself. | Teachers | 4.62 .72 |
| | | Principals | 4.23 .86 |
| 16. | In the long run, it is better to be minimally involved in school affairs. | Teachers | 4.24 .80 |
| | | Principals | 4.77 .48 |
| 17. | I have a lot of influence with my colleagues on educational matters. | Teachers | 3.48 .76 |
| | | Principals | 2.55 .80 |
| 18. | I feel close to other teachers in this school. | Teachers | 2.53 .90 |
| | | Principals | 2.22 .76 |

Estimates
COPED Form A-3 (Questions 1 & 3)

The format for the following table, Table IV is the same as Table I. The only change here is in populations.

Presented here are the responses from four separate populations: 1 high school and 3 elementary schools from the same school system shown in Tables I, II and III. The four populations are tabled together for comparisons on each team.

Table IV ***

1 Reducing the drop-out rate.

| | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | item not ranked | % |
|---|---------------|----------------------|----------------------|----------------------|-----------------------|---|
| H. S. teachers for self | 7 | 2 | 6 | 9 | 72 | % |
| H.S. teachers estimate for superior | 2 | 6 | 8 | 15 | 65 | % |
| Elem. #1 teachers for self | 0 | 0 | 0 | 9 | 73 | % |
| Elem. #1 teachers estimate for superior | 0 | 0 | 0 | 9 | 64 | % |
| Elem. #2 teachers for self | 0 | 5 | 0 | 5 | 82 | % |
| Elem. #2 teachers estimate for superior | 0 | 5 | 0 | 0 | 86 | % |
| Elem. #3 teachers for self | 0 | 0 | 0 | 11 | 89 | % |
| Elem. #3 teachers estimate for superior | 0 | 0 | 0 | 5 | 95 | % |
| H.S. teachers for self | 4 | 6 | 2 | 8 | 75 | % |
| H.S. teachers estimate for superior | 1 | 1 | 1 | 2 | 90 | % |
| Elem. #1 teachers for self | 9 | 9 | 9 | 9 | 45 | % |
| Elem. #1 teachers estimate for superior | 9 | 0 | 9 | 9 | 45 | % |
| Elem. #2 teachers for self | 5 | 5 | 14 | 14 | 55 | % |
| Elem. #2 teachers estimate for superior | 0 | 5 | 9 | 18 | 59 | % |
| Elem. #3 teachers for self | 11 | 21 | 16 | 5 | 47 | % |
| Elem. #3 teachers estimate for superior | 11 | 26 | 16 | 21 | 26 | % |

2 Improving attention to basic skills in the first three grades.

Table IV cont. ***

| | | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | item not ranked | | |
|---|--|---|----------------------|----------------------|----------------------|-----------------------|----|---|
| 3 <u>Improving attention to physical health and safety of students.</u> | H.S. teachers for self | 1 | 0 | 1 | 0 | 93 | % | |
| | H.S. teachers estimate for superior | 2 | 0 | 1 | 4 | 98 | % | |
| | Elem. #1 teachers for self | 0 | 0 | 0 | 0 | 82 | % | |
| | Elem. #1 teachers estimate for superior | 9 | 0 | 0 | 0 | 64 | % | |
| | Elem. #2 teachers for self | 0 | 0 | 5 | 0 | 86 | % | |
| | Elem. #2 teachers estimate for superior | 0 | 0 | 0 | 14 | 77 | % | |
| | Elem. #3 teachers for self | 0 | 0 | 5 | 0 | 95 | % | |
| | Elem. #3 teachers estimate for superior | 0 | 5 | 0 | 0 | 95 | % | |
| | 4 <u>Increasing children's motivation and desire to learn.</u> | H.S. teachers for self | 45 | 20 | 19 | 4 | 7 | % |
| | | H.S. teachers estimate for superior | 44 | 20 | 10 | 7 | 15 | % |
| | | Elem. #1 teachers for self | 27 | 45 | 0 | 0 | 9 | % |
| | | Elem. #1 teachers estimate for superior | 9 | 3 | 27 | 18 | 9 | % |
| Elem. #2 teachers for self | | 32 | 23 | 14 | 5 | 18 | % | |
| Elem. #2 teachers estimate for superior | | 55 | 14 | 5 | 0 | 9 | % | |
| Elem. #3 teachers for self | | 58 | 11 | 11 | 5 | 16 | % | |
| Elem. #3 teachers estimate for superior | | 53 | 16 | 11 | 5 | 16 | % | |
| 5 <u>Improving learning opportunities for disadvantaged children.</u> | | H.S. teachers for self | 2 | 4 | 3 | 17 | 69 | % |
| | | H.S. teachers estimate for superior | 3 | 4 | 8 | 7 | 73 | % |
| | | Elem. #1 teachers for self | 9 | 9 | 18 | 0 | 45 | % |
| | | Elem. #1 teachers estimate for superior | 9 | 27 | 18 | 0 | 9 | % |

(cont. on next page)

Table IV cont. ***

| | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | item not ranked | | |
|---|---|----------------------|----------------------|----------------------|-----------------------|-----|---|
| 5 <u>Improving learning opportunities for disadvantaged children.</u> (cont.) | Elem. #2 teachers for self | 0 | 5 | 9 | 18 | 59 | % |
| | Elem. #2 teachers estimate for superior | 9 | 9 | 9 | 9 | 55 | % |
| | Elem. #3 teachers for self | 0 | 5 | 9 | 18 | 59 | % |
| | Elem. #3 teachers estimate for superior | 9 | 9 | 9 | 9 | 55 | % |
| 6 <u>Increasing the percentage of college attendance by seniors.</u> | H.S. teachers for self | 0 | 1 | 3 | 6 | 85 | % |
| | H.S. teachers estimate for superior | 0 | 9 | 6 | 15 | 66 | % |
| | Elem. #1 teachers for self | 0 | 0 | 0 | 0 | 82 | % |
| | Elem. #1 teachers estimate for superior | 0 | 0 | 0 | 0 | 73 | % |
| | Elem. #2 teachers for self | 0 | 5 | 0 | 0 | 86 | % |
| | Elem. #2 teachers estimate for superior | 0 | 0 | 0 | 0 | 91 | % |
| | Elem. #3 teachers for self | 0 | 0 | 0 | 0 | 100 | % |
| | Elem. #3 teachers estimate for superior | 0 | 0 | 0 | 0 | 100 | % |
| 7 <u>Improving discipline and the behavior of "difficult" children.</u> | H.S. teachers for self | 4 | 6 | 16 | 12 | 57 | % |
| | H.S. teachers estimate for superior | 3 | 10 | 11 | 12 | 58 | % |
| | Elem. #1 teachers for self | 9 | 0 | 9 | 18 | 45 | % |
| | Elem. #1 teachers estimate for superior | 0 | 9 | 0 | 18 | 45 | % |
| | Elem. #2 teachers for self | 9 | 9 | 5 | 14 | 55 | % |
| | Elem. #2 teachers estimate for superior | 5 | 9 | 9 | 14 | 55 | % |
| | Elem. #3 teachers for self | 5 | 11 | 21 | 5 | 58 | % |
| | Elem. #3 teachers estimate for superior | 0 | 5 | 16 | 16 | 63 | % |

Table IV cont. ***

| | | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | item not ranked | % | |
|---|---|---|----------------------|----------------------|----------------------|-----------------------|----|---|
| 8 Improving the quality of student <u>academic achievement at all levels.</u> | H.S. teachers for self | 20 | 37 | 16 | 12 | 10 | % | |
| | H.S. teachers estimate for superior | 29 | 33 | 15 | 8 | 11 | % | |
| | Elem. #1 teachers for self | 27 | 9 | 9 | 0 | 36 | | |
| | Elem. #1 teachers estimate for superior | 36 | 27 | 0 | 0 | 9 | % | |
| | Elem. #2 teachers estimate for self | 27 | 27 | 9 | 0 | 27 | % | |
| | Elem. #2 teachers estimate for superior | 23 | 32 | 32 | 0 | 5 | % | |
| | Elem. #3 teachers for self | 21 | 16 | 26 | 21 | 16 | % | |
| | Elem. #3 teachers estimate for superior | 37 | 11 | 26 | 16 | 11 | % | |
| | 9 Improving children's adherence to <u>moral, ethical, and patriotic standards.</u> | H.S. teachers for self | 13 | 15 | 24 | 12 | 31 | % |
| | | H.S. teachers estimate for superior | 7 | 8 | 26 | 10 | 45 | % |
| | | Elem. #1 teachers for self | 0 | 9 | 27 | 18 | 27 | % |
| | | Elem. #1 teachers estimate for superior | 0 | 9 | 27 | 18 | 27 | % |
| Elem. #2 teachers estimate for self | | 9 | 9 | 14 | 27 | 32 | % | |
| Elem. #2 teachers estimate for superior | | 0 | 14 | 23 | 9 | 45 | % | |
| Elem. #3 teachers for self | | 0 | 16 | 5 | 5 | 74 | % | |
| Elem. #3 teachers estimate for superior | | 0 | 11 | 11 | 11 | 68 | % | |
| 10 Improving learning opportunities for <u>gifted or talented children.</u> | | H.S. teachers for self | 0 | 4 | 6 | 11 | 74 | % |
| | | H.S. teachers estimate for superior | 3 | 6 | 9 | 16 | 62 | % |
| | | Elem. #1 teachers for self | 0 | 0 | 9 | 27 | 45 | % |
| | | Elem. #1 teachers estimate for superior | 0 | 0 | 9 | 9 | 55 | % |

Table IV cont. ***

10 Improving learning opportunities for gifted or talented children. (cont.)

| | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | item most ranked |
|--|---------------|----------------------|----------------------|----------------------|------------------------|
| Elem. #2 teachers for self | 9 | 5 | 23 | 9 | 45 % |
| Elem. #2 teachers estimate for superior | 0 | 5 | 5 | 18 | 64 % |
| Elem. #3 teachers for self | 5 | 16 | 5 | 37 | 37 % |
| Elem. #3 teachers estimate for superior | 0 | 16 | 16 | 16 | 53 % |

*** Note: As in Table II all lines do not total 100% because a certain percentage of respondents did not answer the entire question. Their interviews were punched as "0's" on these items and 0 is not shown on this table.

Do's and Don'ts - COPED FORM A-4

The answers are a summary of how the respondents themselves feel about each of the items. The following table represents responses from two populations taken from one of the five systems in Michigan. Time of sampling was Fall, 1966.

| X | | Percentage who would feel that you SHOULD | | Others (Percentage who have no feeling one way or the other) | | Percentage who would feel that you SHOULD NOT | |
|-----|--|---|----|--|----|---|--|
| | | | | | | | |
| 1. | Ask others who seem upset to express their feelings directly. | Teachers | 64 | 7 | 13 | % | |
| | Principals | 80 | 2 | 2 | % | | |
| 2. | Tell colleagues what you really think of their work. | Teachers | 30 | 19 | 37 | % | |
| | Principals | 65 | 0 | 17 | % | | |
| 3. | Look for ulterior motives in other people's behavior. | Teachers | 17 | 9 | 59 | % | |
| | Principals | 2 | 7 | 75 | % | | |
| 4. | Always ask 'Why?' when you don't know. | Teachers | 73 | 6 | 6 | % | |
| | Principals | 75 | 5 | 5 | % | | |
| 5. | Avoid disagreement and conflict whenever possible. | Teachers | 50 | 8 | 28 | % | |
| | Principals | 47 | 5 | 32 | % | | |
| 6. | Consult with people under you in making decisions that affect them---even minor ones. | Teachers | 72 | 6 | 8 | % | |
| | Principals | 77 | 0 | 7 | % | | |
| 7. | Question well-established ways of doing things. | Teachers | 63 | 8 | 15 | % | |
| | Principals | 70 | 7 | 7 | % | | |
| 8. | Be concerned about other people's problems. | Teachers | 73 | 7 | 5 | % | |
| | Principals | 85 | 0 | 0 | % | | |
| 9. | Only make a decision after everyone's ideas have been fully heard. | Teachers | 67 | 8 | 10 | % | |
| | Principals | 67 | 5 | 7 | % | | |
| 10. | Disagree with your superior if you happen to know more about the issue than he does. | Teachers | 62 | 8 | 14 | % | |
| | Principals | 77 | 7 | 0 | % | | |
| 11. | Withhold personal feelings, and stick to the logical merits of the case in any discussion. | Teachers | 59 | 6 | 20 | % | |
| | Principals | 60 | 10 | 15 | % | | |

| | | Percentage who would feel that you SHOULD | | Others (Percentage who have no feeling one way or the other) | | Percentage who would feel that you SHOULD NOT | |
|---|------------|---|--|--|--|---|---|
| | | | | | | | |
| 12. Push for new ideas, even if they are vague or unusual. | Teachers | 50 | | 16 | | 19 | % |
| | Principals | 60 | | 0 | | 22 | % |
| 13. Ask others to tell you what they really think of you work. | Teachers | 60 | | 8 | | 17 | % |
| | Principals | 65 | | 10 | | 10 | % |
| 14. Keep your real thoughts and reactions to yourself, by and large. | Teachers | 17 | | 7 | | 60 | % |
| | Principals | 10 | | 7 | | 67 | % |
| 15. Trust others not to take advantage of you. | Teachers | 68 | | 6 | | 11 | % |
| | Principals | 80 | | 0 | | 5 | % |
| 16. Be skeptical about things, as a rule. | Teachers | 16 | | 8 | | 61 | % |
| | Principals | 13 | | 5 | | 67 | % |
| 17. Point out other people's mistakes, to improve working effectiveness. | Teachers | 34 | | 15 | | 36 | % |
| | Principals | 56 | | 10 | | 18 | % |
| 18. Listen to others' ideas, but reserve the decision to yourself. | Teachers | 69 | | 2 | | 13 | % |
| | Principals | 67 | | 3 | | 15 | % |
| 19. Try out new ways of doing things, even if it's uncertain how they will work out. | Teachers | 76 | | 4 | | 5 | % |
| | Principals | 77 | | 3 | | 5 | % |
| 20. Stay "cool"---Keep your distance from others. | Teachers | 7 | | 8 | | 70 | % |
| | Principals | 5 | | 3 | | 77 | % |
| 21. Use formal voting as a way of making decisions in small groups. | Teachers | 34 | | 8 | | 41 | % |
| | Principals | 13 | | 3 | | 69 | % |
| 22. Set up committees which bypass or cut across usual channels or lines of authority. | Teachers | 21 | | 12 | | 51 | % |
| | Principals | 28 | | 5 | | 51 | % |
| 23. Spend time in meetings on emotional matters which are not strictly germane to the task. | Teachers | 15 | | 4 | | 66 | % |
| | Principals | 15 | | 8 | | 62 | % |
| 24. Be skeptical about accepting unusual or "way out" ideas. | Teachers | 38 | | 9 | | 38 | % |
| | Principals | 28 | | 3 | | 54 | % |

| | | Percentage who would feel that you SHOULD | Others | Percentage who would feel that you SHOULD NOT | | |
|-----|--|---|--------|---|-------|---|
| | | ----- | ----- | ----- | ----- | |
| 25. | Tell other people what they want to hear, rather than what you really think. | Teachers | 12 | 12 | 61 | % |
| | | Principals | 2 | 5 | 77 | % |
| 26. | Stick with familiar ways of doing things in one's work. | Teachers | 17 | 13 | 54 | % |
| | | Principals | 10 | 15 | 57 | % |
| 27. | Trust others to be helpful when you admit you have problems. | Teachers | 78 | 1 | 5 | % |
| | | Principals | 82 | 2 | 0 | % |

Estimates
COPEd Form A-3 (Questions 1 & 3)

This form requested that respondents choose four primary objectives where effort should be put over the following five years of school operation. A person had to choose from 10 items those four which he felt were most important, rank them, and leave the others blank. He was then asked to again consider the same 10 items and list the four objectives his immediate superior might choose to be the most important, rank them, and leave the others blank. The following table represents responses from two populations taken from one of the five systems in Michigan: (1) All building principals sampled in the system, (2) All classroom teachers sampled in the system. Time of sampling was Fall, 1966.

The table shows the frequency distribution of the percentage of time each of the 10 items is chosen by a respondent and how it is ranked. For the two populations presented each item is shown, first, by self choice and second, by estimates of superior's choice. The two populations are tabled together for comparison of responses.

| | | Table 1 * | | | | item not ranked |
|---|----------------------------------|---------------|----------------------|----------------------|----------------------|-----------------------|
| | | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | |
| 1 <u>Reducing the drop-out rate.</u> | Teachers for self | 4 | 1 | 6 | 9 | 78 % |
| | Teachers estimate for superior | 9 | 2 | 4 | 9 | 73 % |
| | Principals for self | 0 | 11 | 5 | 21 | 63 % |
| | Principals estimate for superior | 5 | 16 | 21 | 32 | 26 % |
| 2 <u>Improving attention to basic skills in the first three grades.</u> | Teachers for self | 13 | 8 | 5 | 5 | 67 % |
| | Teachers estimate for superior | 4 | 5 | 10 | 5 | 73 % |
| | Principals for self | 16 | 11 | 11 | 11 | 53 % |
| | Principals estimate for superior | 5 | 0 | 16 | 0 | 79 % |
| 3 <u>Improving attention to physical health and safety of students.</u> | Teachers for self | 1 | 2 | 1 | 7 | 88 % |
| | Teachers estimate for superior | 3 | 1 | 6 | 12 | 76 % |
| | Principals for self | 0 | 0 | 5 | 5 | 89 % |
| | Principals estimate for superior | 0 | 0 | 11 | 11 | 79 % |

Table 1 con. *

| | | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | item not ranked | |
|--|----------------------------------|---------------|----------------------|----------------------|----------------------|-----------------------|---|
| 4 <u>Increasing children's motivation and desire to learn.</u> | Teachers for self | 41 | 20 | 12 | 9 | 16 | % |
| | Teachers estimate for superior | 34 | 23 | 10 | 12 | 18 | % |
| | Principals for self | 47 | 16 | 16 | 11 | 11 | % |
| | Principals estimate for superior | 16 | 53 | 11 | 5 | 16 | % |
| | Teachers for self | 5 | 12 | 9 | 13 | 59 | % |
| | Teachers estimate for superior | 10 | 16 | 16 | 11 | 45 | % |
| 5 <u>Improving learning opportunities for disadvantaged children.</u> | Principals for self | 5 | 11 | 21 | 21 | 42 | % |
| | Principals estimate for superior | 5 | 11 | 21 | 11 | 53 | % |
| | Teachers for self | 0 | 0 | 0 | 4 | 94 | % |
| | Teachers estimate for superior | 0 | 1 | 4 | 2 | 91 | % |
| | Principals for self | 0 | 5 | 0 | 0 | 95 | % |
| | Principals estimate for superior | 5 | 0 | 5 | 11 | 79 | % |
| 6 <u>Increasing the percentage of college attendance by seniors.</u> | Teachers for self | 8 | 13 | 17 | 9 | 50 | % |
| | Teachers estimate for superior | 5 | 7 | 9 | 11 | 66 | % |
| | Principals for self | 0 | 5 | 11 | 11 | 74 | % |
| | Principals estimate for superior | 0 | 5 | 0 | 0 | 95 | % |
| | Teachers for self | 13 | 20 | 22 | 15 | 28 | % |
| | Teachers estimate for superior | 23 | 27 | 13 | 13 | 23 | % |
| 7 <u>Improving discipline and the behavior of "difficult" children.</u> | Principals for self | 26 | 26 | 11 | 5 | 32 | % |
| | Principals estimate for superior | 63 | 11 | 5 | 5 | 16 | % |
| | Teachers for self | 12 | 20 | 16 | 9 | 42 | % |
| | Teachers estimate for superior | 8 | 11 | 17 | 16 | 46 | % |
| | Principals for self | 5 | 11 | 16 | 5 | 63 | % |
| | Principals estimate for superior | 0 | 5 | 5 | 11 | 79 | % |
| 8 <u>Improving the quality of student academic achievement at all levels.</u> | Teachers for self | 12 | 20 | 16 | 9 | 42 | % |
| | Teachers estimate for superior | 8 | 11 | 17 | 16 | 46 | % |
| | Principals for self | 5 | 11 | 16 | 5 | 63 | % |
| | Principals estimate for superior | 0 | 5 | 5 | 11 | 79 | % |
| | Teachers for self | 12 | 20 | 16 | 9 | 42 | % |
| | Teachers estimate for superior | 8 | 11 | 17 | 16 | 46 | % |
| 9 <u>Improving children's adherence to moral, ethical, and patriotic standards.</u> | Principals for self | 5 | 11 | 16 | 5 | 63 | % |
| | Principals estimate for superior | 0 | 5 | 5 | 11 | 79 | % |

Table 1 con. *

| | | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | Item not ranked | % |
|---|----------------------------------|---------------|----------------------|----------------------|----------------------|-----------------------|---|
| 10 <u>Improving learning opportunities for gifted or talented children.</u> | Teachers for self | 2 | 3 | 9 | 19 | 64 | % |
| | Teachers estimate for superior | 2 | 4 | 8 | 7 | 77 | % |
| | Principals for self | 0 | 5 | 5 | 0 | 89 | % |
| | Principals estimate for superior | 0 | 0 | 5 | 5 | 89 | % |

* When percentages do not total 100% on any given line (reading horizontally) it means that a certain percentage of responses were not codable on that particular item.

The data in Table 1 has been arranged so that for a separate item, it is relatively easy to compare how populations view themselves and their superiors. For teachers, the "superior" usually is the principal, although a small percentage of respondents indicate that they see a department head, assistant principal or curriculum chairman.

Many of the comparisons are intriguing but rather than attempting an extensive analysis, some ways of looking at the data are:

(1) Marked discrepancies in the percentage of time an item is unranked.

Items 1, 7, and 9 are the most illustrative of this.

(a) Item 1--principals estimate that their superiors are relatively concerned with the drop-out rate, but do not see this as a major objective themselves. If they are right, then programs to work on this problem which are centrally initiated may not get maximum support. If they are wrong, where does the lack of knowledge come from?

(b) Item 7--Discipline is considerably more an issue for teachers than principals, and both populations view their superiors as being considerably less concerned with this than they are.

(c) Item 9--A similar trend, although not as striking, occurs here. The issue of moral and ethical values is more important to teachers

than principals, and most principals believe that their superiors really do not see this as an important objective.

2. A comparison of very high or discrepant percentages in category 1, 'most important', Items 4 and 8, deserve special attention.

(a) Item 4--Almost half of both teachers and principals view "motivation" as the most important issue. Each is somewhat less certain of how important it is to a superior.

(b) Item 8--Unquestionably principals see their superiors as achievement oriented, but seem considerably less concerned themselves, with only 13% of teachers ranking this as a primary objective.

Please feel free to share with us any interpretations that you find of interest and recommendations for further statistical treatment.

Estimates--continued
Form A-3 (Questions 5 & 6)

COPEd

Continuing with the same school system in Michigan, Fall sampling, two populations: all principals tested, and all classroom teachers tested; the second part of this form asked respondents to consider 8 items which might be factors in a person's "getting ahead" in a school system. They were asked to pick 2 items which they felt were actually counting most in getting ahead, rank them first or second in order of importance, and leave the others blank. The same 8 items were then listed again, and respondents were asked to choose the 2 items which they felt should count in getting ahead in the system, rank them, and leave the others blank.

In Table II, the teachers' and principals' estimates are tabled together for comparative purposes.

TABLE II **

| Questions 5 & 6 | | Most impt. | 2nd most impt. | item not ranked | |
|--|---------------------|---------------|----------------------|-----------------------|---|
| 1 Quality of work done | Teachers actually | 34 | 20 | 38 | % |
| | Teachers should | 60 | 25 | 3 | % |
| | Principals actually | 37 | 21 | 37 | % |
| | Principals should | 47 | 21 | 16 | % |
| 2 Quantity of work done | Teachers actually | 3 | 1 | 87 | % |
| | Teachers should | 0 | 3 | 81 | % |
| | Principals actually | 0 | 0 | 95 | % |
| | Principals should | 0 | 5 | 74 | % |
| 3 Dependability | Teachers actually | 11 | 11 | 70 | % |
| | Teachers should | 6 | 19 | 62 | % |
| | Principals actually | 11 | 5 | 79 | % |
| | Principals should | 11 | 11 | 58 | % |
| 4 Imaginativeness, inventiveness, creativity | Teachers actually | 4 | 12 | 75 | % |
| | Teachers should | 16 | 30 | 39 | % |
| | Principals actually | 11 | 32 | 53 | % |
| | Principals should | 21 | 47 | 16 | % |
| 5 Seniority | Teachers actually | 5 | 7 | 79 | % |
| | Teachers should | 2 | 3 | 80 | % |
| | Principals actually | 0 | 5 | 89 | % |
| | Principals should | 0 | 0 | 79 | % |

Table II con.

| | Most impt. | most impt. | item not ranked | | |
|---|---------------------|---------------|-----------------------|----|---|
| 6 Formal education completed | Teachers actually | 11 | 18 | 63 | % |
| | Teachers should | 4 | 10 | 70 | % |
| | Principals actually | 11 | 21 | 63 | % |
| | Principals should | 5 | 0 | 74 | % |
| 7 How well one is liked by his immediate superior | Teachers actually | 15 | 9 | 69 | % |
| | Teachers should | 0 | 1 | 84 | % |
| | Principals actually | 16 | 0 | 74 | % |
| | Principals should | 0 | 0 | 79 | % |
| 8 How well one is liked by the people in the central office | Teachers actually | 11 | 15 | 66 | % |
| | Teachers should | 0 | 1 | 84 | % |
| | Principals actually | 5 | 5 | 79 | % |
| | Principals should | 0 | 0 | 79 | % |

** Note: On Table II, wild punching or coding does not account for the fact that the teachers' responses do not total 100% on any item at all. In this case, 8% of the teachers did not respond to the question at all on the ranking of what actually counts in getting ahead, and 12% did not respond to what should count--This means that reading horizontally on items for "Teachers actually" the total should be 92% and on "Teachers should" it will total 88%. Anything less than this is accounted for by wild codes as mentioned earlier.

Climate

Form A-3 (Questions 10-18)

COPEO

Again using the same populations as presented in Tables I and II, this part of Form A-3 deals with the climate of a respondents particular building.

The range of responses in Table III is from 1 (always) to 5 (almost never). The distribution of responses will not be shown here, instead, the mean score and standard deviation on each question is presented.

TABLE III

| Ques. | | | Standard | |
|-------|--|------------|----------|-----------|
| | | | Mean | Deviation |
| 10. | I find my job very exciting and rewarding. | Teachers | 2.24 | .77 |
| | | Principals | 1.84 | .49 |
| 11. | I am just a cog in the machinery of this school. | Teachers | 3.94 | .98 |
| | | Principals | 4.39 | 1.11 |
| 12. | I feel involved in a lot of activities that go on in this school. | Teachers | 2.54 | 1.08 |
| | | Principals | 1.32 | .46 |
| 13. | I do things at school that I wouldn't do if it were up to me. | Teachers | 4.04 | .82 |
| | | Principals | 4.56 | .60 |
| 14. | I really don't feel satisfied with a lot of things that go on in this school. | Teachers | 4.01 | .77 |
| | | Principals | 4.00 | .79 |
| 15. | Though teachers work near one another, I feel as if I am on an island by myself. | Teachers | 4.55 | .74 |
| | | Principals | 4.47 | .75 |
| 16. | In the long run, it is better to be minimally involved in school affairs. | Teachers | 4.18 | .89 |
| | | Principals | 4.72 | .73 |
| 17. | I have a lot of influence with my colleagues on educational matters. | Teachers | 3.35 | .88 |
| | | Principals | 1.94 | .62 |
| 18. | I feel close to other teachers in this school. | Teachers | 2.33 | .95 |
| | | Principals | 1.95 | .83 |

Estimates
COPED Form A-3 (Questions 1 & 3)

The format for the following table, Table IV is the same as Table 1. The only change here is in populations.

Presented here are the responses from four separate populations: 1 high school and 3 elementary schools from the same school system shown in Tables I, II and III. The four populations are tabled together for comparisons on each team.

Table IV ***

1 Reducing the drop-out rate.

H. S. teachers for self
H.S. teachers estimate
for superior

Elem. #1 teachers
for self

Elem. #1 teachers
estimate for superior

Elem. #2 teachers
for self

Elem. #2 teachers
estimate for superior

Elem. #3 teachers
for self

Elem. #3 teachers
estimate for superior

2 Improving attention
to basic skills in
the first three
grades.

H.S. teachers for self
H.S. teachers estimate
for superior

Elem. #1 teachers
for self

Elem. #1 teachers
estimate for superior

Elem. #2 teachers
for self

Elem. #2 teachers
estimate for superior

Elem. #3 teachers
for self

Elem. #3 teachers
estimate for superior

| | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | Item not ranked |
|--|---------------|----------------------|----------------------|----------------------|-----------------------|
| H. S. teachers for self | 9 | 4 | 4 | 13 | 70 % |
| H.S. teachers estimate for superior | 30 | 4 | 4 | 26 | 30 % |
| Elem. #1 teachers for self | 0 | 0 | 12 | 6 | 82 % |
| Elem. #1 teachers estimate for superior | 0 | 0 | 0 | 6 | 94 % |
| Elem. #2 teachers for self | 9 | 0 | 0 | 9 | 82 % |
| Elem. #2 teachers estimate for superior | 9 | 0 | 9 | 0 | 82 % |
| Elem. #3 teachers for self | 13 | 0 | 0 | 7 | 80 % |
| Elem. #3 teachers estimate for superior | 13 | 7 | 0 | 7 | 73 % |
| H.S. teachers for self | 4 | 0 | 0 | 4 | 91 % |
| H.S. teachers estimate for superior | 0 | 0 | 0 | 0 | 96 % |
| Elem. #1 teachers for self | 18 | 6 | 6 | 12 | 59 % |
| Elem. #1 teachers estimate for superior | 0 | 12 | 18 | 12 | 59 % |
| Elem. #2 teachers for self | 18 | 18 | 0 | 9 | 55 % |
| Elem. #2 teachers estimate for superior | 27 | 0 | 27 | 18 | 27 % |
| Elem. #3 teachers for self | 27 | 20 | 7 | 7 | 40 % |
| Elem. #3 teachers estimate for superior | 7 | 13 | 0 | 20 | 60 % |

Table IV cont. ^{tttt}

| | | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | item not ranked |
|--|--|---------------|----------------------|----------------------|----------------------|-----------------------|
| 3 <u>Improving attention to physical health and safety of students.</u> | <u>H.S. teachers for self</u> | 4 | 0 | 4 | 13 | 78 % |
| | <u>H.S. teachers estimate for superior</u> | 4 | 0 | 9 | 4 | 78 % |
| | <u>Elem. #1 teachers for self</u> | 0 | 6 | 0 | 6 | 88 % |
| | <u>Elem. #1 teachers estimate for superior</u> | 0 | 0 | 12 | 18 | 71 % |
| | <u>Elem. #2 teachers for self</u> | 0 | 9 | 0 | 0 | 91 % |
| | <u>Elem. #2 teachers estimate for superior</u> | 0 | 0 | 9 | 0 | 91 % |
| 4 <u>Increasing children's motivation and desire to learn.</u> | <u>Elem. #3 teachers for self</u> | 0 | 0 | 0 | 13 | 87 % |
| | <u>Elem. #3 teachers estimate for superior</u> | 0 | 7 | 13 | 27 | 53 % |
| | <u>H.S. teachers for self</u> | 35 | 22 | 17 | 13 | 13 % |
| | <u>H.S. teachers estimate for superior</u> | 17 | 35 | 4 | 22 | 17 % |
| | <u>Elem. #1 teachers for self</u> | 35 | 18 | 24 | 12 | 12 % |
| | <u>Elem. #1 teachers estimate for superior</u> | 41 | 29 | 12 | 6 | 12 % |
| 5 <u>Improving learning opportunities for disadvantaged children.</u> | <u>Elem. #2 teachers for self</u> | 18 | 18 | 9 | 9 | 45 % |
| | <u>Elem. #2 teachers estimate for superior</u> | 9 | 73 | 0 | 0 | 18 % |
| | <u>Elem. #3 teachers for self</u> | 47 | 13 | 20 | 0 | 20 % |
| | <u>Elem. #3 teachers estimate for superior</u> | 27 | 13 | 27 | 13 | 20 % |
| | <u>H.S. teachers for self</u> | 4 | 4 | 13 | 0 | 78 % |
| | <u>H.S. teachers estimate for superior</u> | 0 | 4 | 26 | 9 | 57 % |
| | <u>Elem. #1 teachers for self</u> | 0 | 12 | 12 | 12 | 65 % |
| | <u>Elem. #1 teachers estimate for superior</u> | 0 | 18 | 6 | 18 | 59 % |

Table IV cont. ^{***}

| | | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | item not ranked |
|---|--|---------------|----------------------|----------------------|----------------------|-----------------------|
| 5 Improving learning opportunities for disadvantaged children. (cont.) | <u>Elem. #2 teachers for self</u> | 0 | 18 | 9 | 0 | 73 % |
| | <u>Elem. #2 teachers estimate for superior</u> | 0 | 0 | 0 | 9 | 91 % |
| | <u>Elem. #3 teachers for self</u> | 7 | 20 | 13 | 27 | 33 % |
| | <u>Elem. #3 teachers estimate for superior</u> | 47 | 33 | 13 | 7 | 0 % |
| 6 Increasing the percentage of college attendance by seniors. | <u>H.S. teachers for self</u> | 0 | 0 | 0 | 4 | 96 % |
| | <u>H.S. teachers estimate for superior</u> | 0 | 4 | 13 | 4 | 74 % |
| | <u>Elem. #1 teachers for self</u> | 0 | 0 | 0 | 6 | 94 % |
| | <u>Elem. #1 teachers estimate for superior</u> | 0 | 0 | 0 | 0 | 100 % |
| | <u>Elem. #2 teachers for self</u> | 0 | 0 | 0 | 0 | 100 % |
| | <u>Elem. #2 teachers estimate for superior</u> | 0 | 0 | 0 | 0 | 100 % |
| | <u>Elem. #3 teachers for self</u> | 0 | 0 | 0 | 0 | 100 % |
| | <u>Elem. #3 teachers estimate for superior</u> | 0 | 0 | 0 | 0 | 100 % |
| 7 Improving discipline and the behavior of "difficult" children. | <u>H.S. teachers for self</u> | 0 | 22 | 17 | 4 | 57 % |
| | <u>H.S. teachers estimate for superior</u> | 0 | 4 | 9 | 0 | 87 % |
| | <u>Elem. #1 teachers for self</u> | 6 | 12 | 18 | 0 | 65 % |
| | <u>Elem. #1 teachers estimate for superior</u> | 12 | 6 | 24 | 6 | 53 % |
| | <u>Elem. #2 teachers for self</u> | 36 | 0 | 9 | 18 | 36 % |
| | <u>Elem. #2 teachers estimate for superior</u> | 18 | 9 | 18 | 9 | 45 % |
| | <u>Elem. #3 teachers for self</u> | 7 | 7 | 13 | 13 | 60 % |
| | <u>Elem. #3 teachers estimate for superior</u> | 7 | 7 | 0 | 7 | 80 % |

Table IV cont. ^{***}

8 Improving the quality of student academic achievement at all levels.

H.S. teachers for self
 H.S. teachers estimate for superior

Elem. #1 teachers for self
 Elem. #1 teachers estimate for superior

Elem. #2 teachers estimate for self
 Elem. #2 teachers estimate for superior

Elem. #3 teachers for self
 Elem. #3 teachers estimate for superior

9 Improving children's adherence to moral, ethical, and patriotic standards.

H.S. teachers for self
 H.S. teachers estimate for superior

Elem. #1 teachers for self
 Elem. #1 teachers estimate for superior

Elem. #2 teachers estimate for self
 Elem. #2 teachers estimate for superior

Elem. #3 teachers for self
 Elem. #3 teachers estimate for superior

10 Improving learning opportunities for gifted or talented children.

H.S. teachers for self
 H.S. teachers estimate for superior

Elem. #1 teachers for self
 Elem. #1 teachers estimate for superior

| | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | Item not ranked | % |
|---|---------------|----------------------|----------------------|----------------------|-----------------------|---|
| H.S. teachers for self | 17 | 39 | 13 | 9 | 22 | % |
| H.S. teachers estimate for superior | 13 | 26 | 9 | 17 | 30 | % |
| Elem. #1 teachers for self | 35 | 12 | 12 | 6 | 35 | % |
| Elem. #1 teachers estimate for superior | 47 | 24 | 6 | 6 | 18 | % |
| Elem. #2 teachers estimate for self | 18 | 9 | 27 | 0 | 45 | % |
| Elem. #2 teachers estimate for superior | 45 | 9 | 27 | 0 | 18 | % |
| Elem. #3 teachers for self | 0 | 13 | 20 | 27 | 40 | % |
| Elem. #3 teachers estimate for superior | 0 | 13 | 20 | 20 | 47 | % |
| H.S. teachers for self | 22 | 9 | 13 | 9 | 48 | % |
| H.S. teachers estimate for superior | 26 | 13 | 22 | 9 | 26 | % |
| Elem. #1 teachers for self | 6 | 18 | 12 | 18 | 47 | % |
| Elem. #1 teachers estimate for superior | 0 | 6 | 12 | 18 | 65 | % |
| Elem. #2 teachers estimate for self | 0 | 27 | 27 | 36 | 9 | % |
| Elem. #2 teachers estimate for superior | 0 | 9 | 9 | 55 | 27 | % |
| Elem. #3 teachers for self | 0 | 20 | 7 | 0 | 73 | % |
| Elem. #3 teachers estimate for superior | 0 | 7 | 13 | 0 | 80 | % |
| H.S. teachers for self | 4 | 0 | 13 | 22 | 61 | % |
| H.S. teachers estimate for superior | 4 | 4 | 0 | 4 | 83 | % |
| Elem. #1 teachers for self | 0 | 12 | 12 | 24 | 53 | % |
| Elem. #1 teachers estimate for superior | 0 | 6 | 12 | 12 | 71 | % |

Table IV cont. ***

10 Improving learning opportunities for gifted or talented children. (cont.)

| | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | item most ranked | % |
|--|---------------|----------------------|----------------------|----------------------|------------------------|---|
| <u>Elem. #2 teachers for self</u> | 0 | 0 | 18 | 9 | 73 | % |
| <u>Elem. #2 teachers estimate for superior</u> | 0 | 0 | 0 | 0 | 100 | % |
| <u>Elem. #3 teachers for self</u> | 0 | 7 | 20 | 7 | 67 | % |
| <u>Elem. #3 teachers estimate for superior</u> | 0 | 0 | 13 | 0 | 87 | % |

*** Note: As in Table II all lines do not total 100% because a certain percentage of respondents did not answer the entire question. Their interviews were punched as "0's" on these items and 0 is not shown on this table.

Do's and Don'ts - COPED FORM A-4

The answers are a summary of how the respondents themselves feel about each of the items.

The following table represents responses from two populations taken from one of the five systems in Michigan. Time of sampling was Fall, 1966.

XX

| | | Percentage who would feel that you SHOULD | | Others (Percentage who have no feeling one way or the other) | | Percentage who would feel that you SHOULD NOT | |
|--|------------|---|--|--|--|---|---|
| | | | | | | | |
| 1. Ask others who seem upset to express their feelings directly. | Teachers | 71 | | 1 | | 16 | % |
| | Principals | 74 | | 0 | | 11 | % |
| 2. Tell colleagues what you really think of their work. | Teachers | 20 | | 13 | | 52 | % |
| | Principals | 42 | | 5 | | 32 | % |
| 3. Look for ulterior motives in other people's behavior. | Teachers | 11 | | 6 | | 69 | % |
| | Principals | 5 | | 0 | | 79 | % |
| 4. Always ask "Why?" when you don't know. | Teachers | 69 | | 6 | | 12 | % |
| | Principals | 79 | | 5 | | 0 | % |
| 5. Avoid disagreement and conflict whenever possible. | Teachers | 65 | | 2 | | 21 | % |
| | Principals | 37 | | 5 | | 42 | % |
| 6. Consult with people under you in making decisions that affect them---even minor ones. | Teachers | 73 | | 8 | | 6 | % |
| | Principals | 74 | | 5 | | 5 | % |
| 7. Question well-established ways of doing things. | Teachers | 62 | | 6 | | 16 | % |
| | Principals | 68 | | 11 | | 5 | % |
| 8. Be concerned about other people's problems. | Teachers | 80 | | 3 | | 4 | % |
| | Principals | 79 | | 5 | | 0 | % |
| 9. Only make a decision after everyone's ideas have been fully heard. | Teachers | 67 | | 3 | | 16 | % |
| | Principals | 53 | | 5 | | 21 | % |
| 10. Disagree with your superior if you happen to know more about the issue than he does. | Teachers | 63 | | 5 | | 18 | % |
| | Principals | 79 | | 0 | | 5 | % |
| 11. Withhold personal feelings, and stick to the logical merits of the case in any discussion. | Teachers | 62 | | 5 | | 20 | % |
| | Principals | 63 | | 0 | | 21 | % |

| | | Percentage who would feel that you SHOULD | Others (Percentage who have no feeling one way or the other) | Percentage who would feel that you SHOULD NOT | |
|--|------------|---|--|---|---|
| 12. Push for new ideas, even if they are vague or unusual. | Teachers | 51 | 11 | 26 | % |
| | Principals | 47 | 5 | 32 | % |
| 13. Ask others to tell you what they really think of you work. | Teachers | 41 | 16 | 30 | % |
| | Principals | 47 | 11 | 26 | % |
| 14. Keep your real thoughts and reactions to yourself, by and large. | Teachers | 32 | 2 | 52 | % |
| | Principals | 32 | 0 | 47 | % |
| 15. Trust others not to take advantage of you. | Teachers | 73 | 4 | 12 | % |
| | Principals | 74 | 5 | 5 | % |
| 16. Be skeptical about things, as a rule. | Teachers | 18 | 7 | 63 | % |
| | Principals | 5 | 5 | 74 | % |
| 17. Point out other people's mistakes, to improve working effectiveness. | Teachers | 31 | 9 | 48 | % |
| | Principals | 60 | 0 | 25 | % |
| 18. Listen to others' ideas, but reserve the decision to yourself. | Teachers | 75 | 2 | 12 | % |
| | Principals | 55 | 0 | 20 | % |
| 19. Try out new ways of doing things, even if it's uncertain how they will work out. | Teachers | 77 | 4 | 8 | % |
| | Principals | 75 | 5 | 5 | % |
| 20. Stay "cool"---Keep your distance from others. | Teachers | 11 | 7 | 69 | % |
| | Principals | 5 | 5 | 75 | % |
| 21. Use formal voting as a way of making decisions in small groups. | Teachers | 38 | 12 | 38 | % |
| | Principals | 0 | 15 | 70 | % |
| 22. Set up committees which bypass or cut across usual channels or lines of authority. | Teachers | 23 | 12 | 53 | % |
| | Principals | 10 | 10 | 65 | % |
| 23. Spend time in meetings on emotional matters which are not strictly germane to the task. | Teachers | 8 | 8 | 72 | % |
| | Principals | 5 | 0 | 80 | % |
| 24. Be skeptical about accepting unusual or "way out" ideas. | Teachers | 45 | 4 | 39 | % |
| | Principals | 35 | 0 | 45 | % |

| | | Percentage who would feel that you SHOULD | Others | Percentage who would feel that you SHOULD NOT | | |
|-----|--|---|--------|---|----|---|
| | | | | | | |
| 25. | Tell other people what they want to hear, rather than what you really think. | Teachers | 17 | 9 | 61 | % |
| | | Principals | 0 | 5 | 74 | % |
| 26. | Stick with familiar ways of doing things in one's work. | Teachers | 20 | 8 | 57 | % |
| | | Principals | 11 | 16 | 53 | % |
| 27. | Trust others to be helpful when you admit you have problems. | Teachers | 79 | 4 | 3 | % |
| | | Principals | 74 | 0 | 5 | % |

Estimates
COPED Form A-3 (Questions 1 & 3)

This form requested that respondents choose four primary objectives where effort should be put over the following five years of school operation. A person had to choose from 10 items; those four which he felt were most important, rank them, and leave the others blank. He was then asked to again consider the same 10 items and list the four objectives his immediate superior might choose to be the most important, rank them, and leave the others blank. The following table represents responses from two populations taken from one of the five systems in Michigan: (1) All building principals sampled in the system, (2) All classroom teachers sampled in the system. Time of sampling was Fall, 1966.

The table shows the frequency distribution of the percentage of time each of the 10 items is chosen by a respondent and how it is ranked. For the two populations presented each item is shown, first, by self choice and second, by estimates of superior's choice. The two populations are tabled together for comparison of responses.

| | | Table 1 * | | | | | Item not ranked | |
|---|---|---------------------------------------|----------------------|----------------------|----------------------|----|-----------------------|---|
| | | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | | | |
| 1 Reducing the <u>drop-out</u> rate. | <u>Teachers for self</u> | 0 | 0 | 3 | 3 | 87 | % | |
| | <u>Teachers estimate for superior</u> | 0 | 3 | 0 | 3 | 87 | % | |
| | <u>Principals for self</u> | 0 | 0 | 0 | 0 | 50 | % | |
| | <u>Principals estimate for superior</u> | 0 | 0 | 0 | 0 | 50 | % | |
| | 2 Improving attention to <u>basic skills in the first three grades.</u> | <u>Teachers for self</u> | 17 | 3 | 7 | 3 | 63 | % |
| | | <u>Teachers estimate for superior</u> | 10 | 10 | 0 | 0 | 70 | % |
| <u>Principals for self</u> | | 0 | 0 | 0 | 0 | 50 | % | |
| <u>Principals estimate for superior</u> | | 0 | 0 | 0 | 0 | 50 | % | |
| 3 Improving attention to <u>physical health and safety of students.</u> | | <u>Teachers for self</u> | 0 | 0 | 0 | 7 | 87 | % |
| | | <u>Teachers estimate for superior</u> | 7 | 7 | 7 | 3 | 67 | % |
| | <u>Principals for self</u> | 0 | 0 | 0 | 0 | 50 | % | |
| | <u>Principals estimate for superior</u> | 0 | 0 | 0 | 0 | 50 | % | |

Table I con. *

| | | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | item not ranked | | |
|--|--|---------------------------------------|----------------------|----------------------|----------------------|-----------------------|----|---|
| 4 <u>Increasing children's motivation and desire to learn.</u> | <u>Teachers for self</u> | 27 | 33 | 7 | 7 | 20 | % | |
| | <u>Teachers estimate for superior</u> | 13 | 20 | 10 | 20 | 27 | % | |
| | <u>Principals for self</u> | 0 | 0 | 0 | 50 | 0 | % | |
| | <u>Principals estimate for superior</u> | 0 | 0 | 0 | 50 | 0 | % | |
| | 5 <u>Improving learning opportunities for disadvantaged children.</u> | <u>Teachers for self</u> | 13 | 7 | 7 | 10 | 57 | % |
| | | <u>Teachers estimate for superior</u> | 10 | 10 | 7 | 13 | 50 | % |
| <u>Principals for self</u> | | 0 | 0 | 0 | 0 | 50 | % | |
| <u>Principals estimate for superior</u> | | 0 | 0 | 0 | 0 | 50 | % | |
| 6 <u>Increasing the percentage of college attendance by seniors.</u> | | <u>Teachers for self</u> | 0 | 3 | 3 | 13 | 73 | % |
| | | <u>Teachers estimate for superior</u> | 3 | 0 | 3 | 7 | 77 | % |
| | <u>Principals for self</u> | 0 | 0 | 0 | 0 | 50 | % | |
| | <u>Principals estimate for superior</u> | 0 | 0 | 0 | 0 | 50 | % | |
| | 7 <u>Improving discipline and the behavior of "difficult" children.</u> | <u>Teachers for self</u> | 0 | 10 | 17 | 20 | 47 | % |
| | | <u>Teachers estimate for superior</u> | 17 | 0 | 33 | 10 | 30 | % |
| <u>Principals for self</u> | | 0 | 0 | 0 | 0 | 50 | % | |
| <u>Principals estimate for superior</u> | | 0 | 0 | 0 | 0 | 50 | % | |
| 8 <u>Improving the quality of student academic achievement at all levels.</u> | | <u>Teachers for self</u> | 33 | 13 | 7 | 7 | 33 | % |
| | | <u>Teachers estimate for superior</u> | 27 | 20 | 7 | 10 | 27 | % |
| | <u>Principals for self</u> | 50 | 0 | 0 | 0 | 0 | % | |
| | <u>Principals estimate for superior</u> | 50 | 0 | 0 | 0 | 0 | % | |
| | 9 <u>Improving children's adherence to moral, ethical, and patriotic standards.</u> | <u>Teachers for self</u> | 3 | 23 | 33 | 7 | 27 | % |
| | | <u>Teachers estimate for superior</u> | 3 | 20 | 23 | 13 | 30 | % |
| <u>Principals for self</u> | | 0 | 50 | 0 | 0 | 0 | % | |
| <u>Principals estimate for superior</u> | | 0 | 50 | 0 | 0 | 0 | % | |

Table 1 con.*

| | | most impt. | 2nd. most impt. | 3rd. most impt. | 4th. most impt. | item not ranked |
|---|---|---------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 10 <u>Improving learning opportunities for gifted or talented children.</u> | <u>Teachers for self</u> | 0 | 0 | 10 | 17 | 67% |
| | <u>Teachers estimate for superior</u> | 0 | 0 | 0 | 10 | 8% |
| | <u>Principals for self</u> | 0 | 0 | 50 | 0 | 0% |
| | <u>Principals estimate for superior</u> | 0 | 0 | 50 | 0 | 0% |

* When percentages do not total 100% on any given line (reading horizontally) it means that a certain percentage of responses were not codable on that particular item.

Estimates--continued
Form A-3 (Questions 5 & 6)

COPEO

Continuing with the same school system in Michigan, Fall sampling, two populations: all principals tested, and all classroom teachers tested; the second part of this form asked respondents to consider 8 items which might be factors in a person's "getting ahead" in a school system. They were asked to pick 2 items which they felt were actually counting most in getting ahead, rank them first or second in order of importance, and leave the others blank. The same 8 items were then listed again, and respondents were asked to choose the 2 items which they felt should count in getting ahead in the system, rank them, and leave the others blank.

In Table II, the teachers' and principals' estimates are tabled together for comparative purposes.

TABLE II **

| Questions 5 & 6 | | Most impt. | 2nd most impt. | item not ranked | |
|--|----------------------------|---------------|----------------------|-----------------------|---|
| 1 Quality of work done | <u>Teachers actually</u> | 52 | 17 | 23 | % |
| | <u>Teachers should</u> | 87 | 3 | 0 | % |
| | <u>Principals actually</u> | 50 | 0 | 0 | % |
| | <u>Principals should</u> | 50 | 0 | 0 | % |
| 2 Quantity of work done | <u>Teachers actually</u> | 0 | 0 | 97 | % |
| | <u>Teachers should</u> | 0 | 0 | 90 | % |
| | <u>Principals actually</u> | 0 | 0 | 50 | % |
| | <u>Principals should</u> | 0 | 0 | 50 | % |
| 3 Dependability | <u>Teachers actually</u> | 7 | 40 | 50 | % |
| | <u>Teachers should</u> | 3 | 43 | 43 | % |
| | <u>Principals actually</u> | 0 | 50 | 0 | % |
| | <u>Principals should</u> | 0 | 0 | 50 | % |
| 4 Imaginativeness, inventiveness, creativity | <u>Teachers actually</u> | 3 | 17 | 77 | % |
| | <u>Teachers should</u> | 0 | 33 | 57 | % |
| | <u>Principals actually</u> | 0 | 0 | 50 | % |
| | <u>Principals should</u> | 0 | 50 | 0 | % |
| 5 Seniority | <u>Teachers actually</u> | 3 | 3 | 90 | % |
| | <u>Teachers should</u> | 0 | 0 | 90 | % |
| | <u>Principals actually</u> | 0 | 0 | 50 | % |
| | <u>Principals should</u> | 0 | 0 | 50 | % |

Table II con.

| | | Most impt. | most impt. | item not ranked | |
|---|----------------------------|---------------|---------------|-----------------------|---|
| 6 Formal education completed | <u>Teachers actually</u> | 7 | 10 | 80 | % |
| | <u>Teachers should</u> | 0 | 10 | 80 | % |
| | <u>Principals actually</u> | 0 | 0 | 50 | % |
| | <u>Principals should</u> | 0 | 0 | 50 | % |
| 7 How well one is liked by his immediate superior | <u>Teachers actually</u> | 13 | 0 | 83 | % |
| | <u>Teachers should</u> | 0 | 0 | 90 | % |
| | <u>Principals actually</u> | 0 | 0 | 50 | % |
| | <u>Principals should</u> | 0 | 0 | 50 | % |
| 8 How well one is liked by the people in the central office | <u>Teachers actually</u> | 7 | 10 | 80 | % |
| | <u>Teachers should</u> | 0 | 0 | 90 | % |
| | <u>Principals actually</u> | 0 | 0 | 50 | % |
| | <u>Principals should</u> | 0 | 0 | 50 | % |

** Note: On Table II, wild punching or coding does not account for the fact that the teachers' responses do not total 100% on any item at all. In this case, 8% of the teachers did not respond to the question at all on the ranking of what actually counts in getting ahead, and 12% did not respond to what should count--This means that reading horizontally on items for "Teachers actually" the total should be 92% and on "Teachers should" it will total 88%. Anything less than this is accounted for by wild codes as mentioned earlier.

xxx

Climate

Form A-3 (Questions 10-18)

COPEO

Again using the same populations as presented in Tables I and II, this part of Form A-3 deals with the climate of a respondents particular building.

The range of responses in Table III is from 1 (always) to 5 (almost never). The distribution of responses will not be shown here, instead, the mean score and standard deviation on each question is presented.

TABLE III

| Ques. | | | Standard | |
|-------|--|------------|----------|-----------|
| | | | Mean | Deviation |
| 10. | I find my job very exciting and rewarding. | Teachers | 2.54 | .73 |
| | | Principals | 1.50 | .50 |
| 11. | I am just a cog in the machinery of this school. | Teachers | 4.18 | .89 |
| | | Principals | 5.00 | .00 |
| 12. | I feel involved in a lot of activities that go on in this school. | Teachers | 2.93 | 1.14 |
| | | Principals | 2.00 | .00 |
| 13. | I do things at school that I wouldn't do if it were up to me. | Teachers | 3.97 | .85 |
| | | Principals | 4.50 | .50 |
| 14. | I really don't feel satisfied with a lot of things that go on in this school. | Teachers | 3.52 | .97 |
| | | Principals | 4.50 | .50 |
| 15. | Though teachers work near one another, I feel as if I am on an island by myself. | Teachers | 4.72 | .45 |
| | | Principals | 5.00 | .00 |
| 16. | In the long run, it is better to be minimally involved in school affairs. | Teachers | 4.41 | .62 |
| | | Principals | 5.00 | .00 |
| 17. | I have a lot of influence with my colleagues on educational matters. | Teachers | 3.71 | .75 |
| | | Principals | 2.50 | .50 |
| 18. | I feel close to other teachers in this school. | Teachers | 2.66 | .92 |
| | | Principals | 2.00 | .00 |

Do's and Don'ts - COPED FORM A-4

The answers are a summary of how the respondents themselves feel about each of the items. The following table represents responses from two populations taken from one of the five systems in Michigan. Time of sampling was Fall, 1966.

XXX

| | | Percentage who would feel that you SHOULD | | Others (Percentage who have no feeling one way or the other) | | Percentage who would feel that you SHOULD NOT | |
|--|------------|---|------------|--|------------|---|------------|
| | | Teachers | Principals | Teachers | Principals | Teachers | Principals |
| 1. Ask others who seem upset to express their feelings directly. | Teachers | 57 | 50 | 0 | 0 | 20 | % |
| | Principals | 50 | 50 | 0 | 0 | 0 | % |
| 2. Tell colleagues what you really think of their work. | Teachers | 13 | 50 | 7 | 0 | 57 | % |
| | Principals | 50 | 50 | 0 | 0 | 0 | % |
| 3. Look for ulterior motives in other people's behavior. | Teachers | 20 | 0 | 7 | 0 | 47 | % |
| | Principals | 0 | 0 | 0 | 0 | 50 | % |
| 4. Always ask "Why?" when you don't know. | Teachers | 60 | 50 | 7 | 0 | 10 | % |
| | Principals | 50 | 50 | 0 | 0 | 0 | % |
| 5. Avoid disagreement and conflict whenever possible. | Teachers | 53 | 0 | 3 | 0 | 20 | % |
| | Principals | 0 | 0 | 0 | 0 | 50 | % |
| 6. Consult with people under you in making decisions that affect them---even minor ones. | Teachers | 53 | 50 | 7 | 0 | 17 | % |
| | Principals | 50 | 50 | 0 | 0 | 0 | % |
| 7. Question well-established ways of doing things. | Teachers | 57 | 50 | 7 | 0 | 13 | % |
| | Principals | 50 | 50 | 0 | 0 | 0 | % |
| 8. Be concerned about other people's problems. | Teachers | 63 | 50 | 7 | 0 | 7 | % |
| | Principals | 50 | 50 | 0 | 0 | 0 | % |
| 9. Only make a decision after everyone's ideas have been fully heard. | Teachers | 67 | 50 | 3 | 0 | 7 | % |
| | Principals | 50 | 50 | 0 | 0 | 0 | % |
| 10. Disagree with your superior if you happen to know more about the issue than he does. | Teachers | 47 | 50 | 3 | 0 | 27 | % |
| | Principals | 50 | 50 | 0 | 0 | 0 | % |
| 11. Withhold personal feelings, and stick to the logical merits of the case in any discussion. | Teachers | 67 | 50 | 3 | 0 | 7 | % |
| | Principals | 50 | 50 | 0 | 0 | 0 | % |

| | | Percentage who would feel that you SHOULD | | Others (Percentage who have no feeling one way or the other) | | Percentage who would feel that you SHOULD NOT | |
|---|------------|---|--|--|--|---|---|
| | | | | | | | |
| 2. Push for new ideas, even if they are vague or unusual. | Teachers | 37 | | 13 | | 27 | % |
| | Principals | 50 | | 0 | | 0 | % |
| 3. Ask others to tell you what they really think of your work. | Teachers | 37 | | 7 | | 30 | % |
| | Principals | 50 | | 0 | | 0 | % |
| 4. Keep your real thoughts and reactions to yourself, by and large. | Teachers | 27 | | 0 | | 47 | % |
| | Principals | 50 | | 0 | | 0 | % |
| 5. Trust others not to take advantage of you. | Teachers | 73 | | 0 | | 3 | % |
| | Principals | 50 | | 0 | | 0 | % |
| 6. Be skeptical about things, as a rule. | Teachers | 20 | | 7 | | 50 | % |
| | Principals | 0 | | 0 | | 50 | % |
| 7. Point out other people's mistakes, to improve working effectiveness. | Teachers | 27 | | 10 | | 37 | % |
| | Principals | 50 | | 0 | | 0 | % |
| 8. Listen to others' ideas, but reserve the decision to yourself. | Teachers | 50 | | 3 | | 20 | % |
| | Principals | 50 | | 0 | | 0 | % |
| 9. Try out new ways of doing things, even if it's uncertain how they will work out. | Teachers | 60 | | 7 | | 7 | % |
| | Principals | 50 | | 0 | | 0 | % |
| 10. Stay "cool"---Keep your distance from others. | Teachers | 7 | | 10 | | 57 | % |
| | Principals | 0 | | 0 | | 50 | % |
| 11. Use formal voting as a way of making decisions in small groups. | Teachers | 20 | | 13 | | 40 | % |
| | Principals | 0 | | 0 | | 50 | % |
| 12. Set up committees which bypass or cut across usual channels or lines of authority. | Teachers | 30 | | 0 | | 67 | % |
| | Principals | 0 | | 0 | | 50 | % |
| 13. Spend time in meetings on emotional matters which are not strictly germane to the task. | Teachers | 0 | | 3 | | 70 | % |
| | Principals | 0 | | 0 | | 50 | % |
| 14. Be skeptical about accepting unusual or "way out" ideas. | Teachers | 50 | | 3 | | 17 | % |
| | Principals | 50 | | 0 | | 0 | % |

XXX

| | | <u>Percentage who would feel that you SHOULD</u> | <u>Others</u> | <u>Percentage who would feel that you SHOULD NOT</u> | | |
|-----|--|--|---------------|--|----|---|
| 25. | Tell other people what they want to hear, rather than what you really think. | Teachers | 7 | 0 | 70 | % |
| | | Principals | 0 | 0 | 50 | % |
| 26. | Stick with familiar ways of doing things in one's work. | Teachers | 17 | 10 | 47 | % |
| | | Principals | 0 | 0 | 50 | % |
| 27. | Trust others to be helpful when you admit you have problems. | Teachers | 70 | 0 | 7 | % |
| | | Principals | 50 | 0 | 0 | % |

Estimates
COPED Form A-3 (Questions 1 & 3)

This form requested that respondents choose four primary objectives where effort should be put over the following five years of school operation. A person had to choose from 10 items those four which he felt were most important, rank them, and leave the others blank. He was then asked to again consider the same 10 items and list the four objectives his immediate superior might choose to be the most important, rank them, and leave the others blank. The following table represents responses from two populations taken from one of the five systems in Michigan: (1) All building principals sampled in the system, (2) All classroom teachers sampled in the system. Time of sampling was Fall, 1966.

The table shows the frequency distribution of the percentage of time each of the 10 items is chosen by a respondent and how it is ranked. For the two populations presented each item is shown, first, by self choice and second, by estimates of superior's choice. The two populations are tabled together for comparison of responses.

| | | Table 1 * | | | | | | |
|---|---|---------------------------------------|----------------------|----------------------|----------------------|-----------------------|----|---|
| | | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | item not ranked | | |
| 1 Reducing the <u>drop-out</u> rate. | <u>Teachers for self</u> | 5 | 7 | 5 | 12 | 69 | % | |
| | <u>Teachers estimate for superior</u> | 7 | 6 | 5 | 15 | 55 | % | |
| | <u>Principals for self</u> | 4 | 4 | 4 | 9 | 74 | % | |
| | <u>Principals estimate for superior</u> | 9 | 9 | 4 | 13 | 61 | % | |
| | 2 Improving attention to <u>basic skills in the first three grades.</u> | <u>Teachers for self</u> | 20 | 10 | 13 | 15 | 40 | % |
| | | <u>Teachers estimate for superior</u> | 10 | 9 | 7 | 4 | 58 | % |
| <u>Principals for self</u> | | 4 | 9 | 22 | 9 | 52 | % | |
| <u>Principals estimate for superior</u> | | 9 | 17 | 13 | 4 | 52 | % | |
| 3 Improving attention to <u>physical health and safety of students.</u> | <u>Teachers for self</u> | 1 | 3 | 4 | 8 | 82 | % | |
| | <u>Teachers estimate for superior</u> | 4 | 5 | 5 | 12 | 63 | % | |
| | <u>Principals for self</u> | 0 | 0 | 4 | 17 | 74 | % | |
| | <u>Principals estimate for superior</u> | 0 | 0 | 0 | 4 | 91 | % | |

Table 1 con. *

| | | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | item not ranked | |
|--|---|---------------|----------------------|----------------------|----------------------|-----------------------|---|
| 4 <u>Increasing children's motivation and desire to learn.</u> | <u>Teachers for self</u> | 43 | 24 | 16 | 9 | 16 | % |
| | <u>Teachers estimate for superior</u> | 26 | 17 | 17 | 9 | 20 | % |
| | <u>Principals for self</u> | 52 | 22 | 0 | 4 | 17 | % |
| | <u>Principals estimate for superior</u> | 43 | 13 | 9 | 0 | 30 | % |
| | <u>Teachers for self</u> | 5 | 9 | 7 | 12 | 64 | % |
| | <u>Teachers estimate for superior</u> | 3 | 4 | 9 | 12 | 61 | % |
| 5 <u>Improving learning opportunities for disadvantaged children.</u> | <u>Principals for self</u> | 9 | 13 | 9 | 9 | 57 | % |
| | <u>Principals estimate for superior</u> | 9 | 17 | 26 | 13 | 30 | % |
| | <u>Teachers for self</u> | 0 | 2 | 3 | 2 | 91 | % |
| | <u>Teachers estimate for superior</u> | 2 | 2 | 2 | 5 | 77 | % |
| | <u>Principals for self</u> | 0 | 0 | 0 | 0 | 96 | % |
| | <u>Principals estimate for superior</u> | 0 | 9 | 0 | 0 | 87 | % |
| 6 <u>Increasing the percentage of college attendance by seniors.</u> | <u>Teachers for self</u> | 3 | 7 | 10 | 8 | 70 | % |
| | <u>Teachers estimate for superior</u> | 5 | 6 | 18 | 5 | 54 | % |
| | <u>Principals for self</u> | 0 | 0 | 4 | 0 | 91 | % |
| | <u>Principals estimate for superior</u> | 0 | 0 | 0 | 4 | 91 | % |
| | <u>Teachers for self</u> | 26 | 21 | 18 | 10 | 23 | % |
| | <u>Teachers estimate for superior</u> | 27 | 20 | 14 | 6 | 20 | % |
| 7 <u>Improving discipline and the behavior of "difficult" children.</u> | <u>Principals for self</u> | 13 | 35 | 22 | 17 | 9 | % |
| | <u>Principals estimate for superior</u> | 22 | 22 | 13 | 17 | 22 | % |
| | <u>Teachers for self</u> | 5 | 12 | 16 | 18 | 48 | % |
| | <u>Teachers estimate for superior</u> | 3 | 14 | 9 | 13 | 48 | % |
| | <u>Principals for self</u> | 13 | 9 | 26 | 26 | 22 | % |
| | <u>Principals estimate for superior</u> | 4 | 9 | 22 | 22 | 39 | % |
| 8 <u>Improving the quality of student academic achievement at all levels.</u> | <u>Teachers for self</u> | 5 | 12 | 16 | 18 | 48 | % |
| | <u>Teachers estimate for superior</u> | 3 | 14 | 9 | 13 | 48 | % |
| | <u>Principals for self</u> | 13 | 9 | 26 | 26 | 22 | % |
| | <u>Principals estimate for superior</u> | 4 | 9 | 22 | 22 | 39 | % |
| | <u>Teachers for self</u> | 5 | 12 | 16 | 18 | 48 | % |
| | <u>Teachers estimate for superior</u> | 3 | 14 | 9 | 13 | 48 | % |
| 9 <u>Improving children's adherence to moral, ethical, and patriotic standards.</u> | <u>Principals for self</u> | 13 | 9 | 26 | 26 | 22 | % |
| | <u>Principals estimate for superior</u> | 4 | 9 | 22 | 22 | 39 | % |

Table 1 con. *

| | | most impt. | 2nd. most impt. | 3rd. most impt. | 4th most impt. | item not ranked |
|---|---|---------------|-----------------------|-----------------------|----------------------|-----------------------|
| 10 <u>Improving learning opportunities for gifted or talented children.</u> | <u>Teachers for self</u> | 0 | 3 | 5 | 4 | 85 % |
| | <u>Teachers estimate for superior</u> | 1 | 4 | 2 | 5 | 76 % |
| | <u>Principals for self</u> | 0 | 4 | 4 | 4 | 83 % |
| | <u>Principals estimate for superior</u> | 0 | 0 | 9 | 17 | 70 % |

* When percentages do not total 100% on any given line (reading horizontally) it means that a certain percentage of responses were not codable on that particular item.

Estimates--continued
Form A-3 (Questions 5 & 6)

COPEO

Continuing with the same school system in Michigan, Fall sampling, two populations: all principals tested, and all classroom teachers tested; the second part of this form asked respondents to consider 8 items which might be factors in a person's "getting ahead" in a school system. They were asked to pick 2 items which they felt were actually counting most in getting ahead, rank them first or second in order of importance, and leave the others blank. The same 8 items were then listed again, and respondents were asked to choose the 2 items which they felt should count in getting ahead in the system, rank them, and leave the others blank.

In Table II, the teachers' and principals' estimates are tabled together for comparative purposes.

TABLE II ^{cont.}

| Questions 5 & 6 | | Most impt. | 2nd most impt. | Item not ranked | |
|--|----------------------------|---------------|----------------------|-----------------------|---|
| 1 Quality of work done | <u>Teachers actually</u> | 34 | 13 | 42 | % |
| | <u>Teachers should</u> | 59 | 13 | 6 | % |
| | <u>Principals actually</u> | 35 | 13 | 35 | % |
| | <u>Principals should</u> | 52 | 17 | 4 | % |
| 2 Quantity of work done | <u>Teachers actually</u> | 1 | 6 | 82 | % |
| | <u>Teachers should</u> | 2 | 4 | 73 | % |
| | <u>Principals actually</u> | 13 | 9 | 61 | % |
| | <u>Principals should</u> | 4 | 22 | 48 | % |
| 3 Dependability | <u>Teachers actually</u> | 3 | 18 | 67 | % |
| | <u>Teachers should</u> | 1 | 24 | 53 | % |
| | <u>Principals actually</u> | 13 | 9 | 61 | % |
| | <u>Principals should</u> | 4 | 22 | 48 | % |
| 4 Imaginativeness, inventiveness, creativity | <u>Teachers actually</u> | 7 | 12 | 70 | % |
| | <u>Teachers should</u> | 9 | 23 | 46 | % |
| | <u>Principals actually</u> | 4 | 17 | 61 | % |
| | <u>Principals should</u> | 17 | 22 | 35 | % |
| 5 Seniority | <u>Teachers actually</u> | 6 | 5 | 77 | % |
| | <u>Teachers should</u> | 1 | 2 | 75 | % |
| | <u>Principals actually</u> | 0 | 0 | 83 | % |
| | <u>Principals should</u> | 0 | 0 | 74 | % |

Table 11 con.

| | | Most impt. | most impt. | item not ranked | |
|---|----------------------------|---------------|---------------|-----------------------|---|
| 6 Formal education completed | <u>Teachers actually</u> | 15 | 14 | 59 | % |
| | <u>Teachers should</u> | 7 | 9 | 61 | % |
| | <u>Principals actually</u> | 9 | 4 | 70 | % |
| | <u>Principals should</u> | 0 | 9 | 65 | % |
| 7 How well one is liked by his immediate superior | <u>Teachers actually</u> | 7 | 6 | 75 | % |
| | <u>Teachers should</u> | 0 | 0 | 78 | % |
| | <u>Principals actually</u> | 0 | 17 | 65 | % |
| | <u>Principals should</u> | 0 | 4 | 70 | % |
| 8 How well one is liked by the people in the central office | <u>Teachers actually</u> | 16 | 14 | 59 | % |
| | <u>Teachers should</u> | 0 | 0 | 78 | % |
| | <u>Principals actually</u> | 22 | 13 | 48 | % |
| | <u>Principals should</u> | 0 | 0 | 74 | % |

** Note: On Table 11, wild punching or coding does not account for the fact that the teachers' responses do not total 100% on any item at all. In this case, 8% of the teachers did not respond to the question at all on the ranking of what actually counts in getting ahead, and 12% did not respond to what should count--This means that reading horizontally on items for "Teachers actually" the total should be 92% and on "Teachers should" it will total 88%. Anything less than this is accounted for by wild codes as mentioned earlier.

Climate
Form A-3 (Questions 10-18)

COPEO

Again using the same populations as presented in Tables I and II, this part of Form A-3 deals with the climate of a respondents particular building.

The range of responses in Table III is from 1 (always) to 5 (almost never). The distribution of responses will not be shown here, instead, the mean score and standard deviation on each question is presented.

TABLE III

| <u>Ques.</u> | | <u>Mean</u> | <u>Standard Deviation</u> |
|--|------------|-------------|-------------------------------|
| 10. I find my job very exciting and rewarding. | Teachers | 2.44 | .82 |
| | Principals | 1.67 | .56 |
| 11. I am just a cog in the machinery of this school. | Teachers | 3.76 | 1.14 |
| | Principals | 4.10 | .89 |
| 12. I feel involved in a lot of activities that go on in this school. | Teachers | 2.57 | 1.14 |
| | Principals | 1.62 | .72 |
| 13. I do things at school that I wouldn't do if it were up to me. | Teachers | 3.97 | .90 |
| | Principals | 4.20 | .51 |
| 14. I really don't feel satisfied with a lot of things that go on in this school. | Teachers | 4.01 | .87 |
| | Principals | 4.10 | .92 |
| 15. Though teachers work near one another, I feel as if I am on an island by myself. | Teachers | 4.53 | .80 |
| | Principals | 4.57 | 1.05 |
| 16. In the long run, it is better to be minimally involved in school affairs. | Teachers | 4.35 | .83 |
| | Principals | 4.50 | .74 |
| 17. I have a lot of influence with my colleagues on educational matters. | Teachers | 3.53 | .94 |
| | Principals | 2.29 | .70 |
| 18. I feel close to other teachers in this school. | Teachers | 2.44 | 1.10 |
| | Principals | 1.76 | .68 |

The answers are a summary of how the respondents themselves feel about each of the items. The following table represents responses from two populations taken from one of the five systems in Michigan. Time of sampling was Fall, 1966.

XXX

| | | Percentage who would feel that you SHOULD | Others (Percentage who have no feeling one way or the other) | Percentage who would feel that you SHOULD NOT | |
|--|------------|---|--|---|---|
| Ask others who seem upset to express their feelings directly. | Teachers | 70 | 5 | 13 | % |
| | Principals | 74 | 0 | 17 | % |
| Tell colleagues what you really think of their work. | Teachers | 26 | 14 | 47 | % |
| | Principals | 61 | 13 | 17 | % |
| Look for ulterior motives in other people's behavior. | Teachers | 11 | 9 | 68 | % |
| | Principals | 22 | 9 | 61 | % |
| Always ask "Why?" when you don't know. | Teachers | 71 | 7 | 10 | % |
| | Principals | 78 | 4 | 9 | % |
| Avoid disagreement and conflict whenever possible. | Teachers | 62 | 9 | 19 | % |
| | Principals | 65 | 4 | 22 | % |
| Consult with people under you in making decisions that affect them---even minor ones. | Teachers | 73 | 3 | 8 | % |
| | Principals | 83 | 4 | 4 | % |
| Question well-established ways of doing things. | Teachers | 58 | 11 | 20 | % |
| | Principals | 65 | 4 | 22 | % |
| Be concerned about other people's problems. | Teachers | 72 | 10 | 5 | % |
| | Principals | 91 | 0 | 0 | % |
| Only make a decision after everyone's ideas have been fully heard. | Teachers | 72 | 8 | 9 | % |
| | Principals | 48 | 4 | 39 | % |
| Disagree with your superior if you happen to know more about the issue than he does. | Teachers | 59 | 8 | 21 | % |
| | Principals | 48 | 4 | 39 | % |
| Withhold personal feelings, and stick to the logical merits of the case in any discussion. | Teachers | 73 | 7 | 7 | % |
| | Principals | 70 | 0 | 22 | % |

| | | Percentage who would feel that you SHOULD | Others (Percentage who have no feeling one way or the other) | Percentage who would feel that you SHOULD |
|--|------------|---|--|---|
| 12. Push for new ideas, even if they are vague or unusual. | Teachers | 45 | 20 | 23 |
| | Principals | 61 | 9 | 22 |
| 13. Ask others to tell you what they really think of you work. | Teachers | 45 | 15 | 26 |
| | Principals | 61 | 13 | 17 |
| 14. Keep your real thoughts and reactions to yourself, by and large. | Teachers | 38 | 9 | 40 |
| | Principals | 22 | 0 | 70 |
| 15. Trust others not to take advantage of you. | Teachers | 68 | 5 | 14 |
| | Principals | 78 | 0 | 13 |
| 16. Be skeptical about things, as a rule. | Teachers | 13 | 11 | 62 |
| | Principals | 13 | 0 | 78 |
| 17. Point out other people's mistakes, to improve working effectiveness. | Teachers | 23 | 13 | 51 |
| | Principals | 70 | 4 | 17 |
| 18. Listen to others' ideas, but reserve the decision to yourself. | Teachers | 73 | 4 | 10 |
| | Principals | 74 | 4 | 13 |
| 19. Try out new ways of doing things, even if it's uncertain how they will work out. | Teachers | 78 | 5 | 5 |
| | Principals | 78 | 4 | 9 |
| 20. Stay "cool"---Keep your distance from others. | Teachers | 5 | 10 | 71 |
| | Principals | 26 | 13 | 52 |
| 21. Use formal voting as a way of making decisions in small groups. | Teachers | 37 | 14 | 36 |
| | Principals | 26 | 9 | 57 |
| 22. Set up committees which bypass or cut across usual channels or lines of authority. | Teachers | 18 | 11 | 57 |
| | Principals | 22 | 4 | 65 |
| 23. Spend time in meetings on emotional matters which are not strictly germane to the task. | Teachers | 5 | 12 | 66 |
| | Principals | 13 | 4 | 74 |
| 24. Be skeptical about accepting unusual or "way out" ideas. | Teachers | 34 | 16 | 37 |
| | Principals | 30 | 9 | 52 |

XXXX

| | | <u>Percentage who would feel that you SHOULD</u> | <u>Others</u> | <u>Percentage who would feel that you SHOULD NOT</u> | | |
|-----|--|--|---------------|--|----------|--------|
| 25. | Tell other people what they want to hear, rather than what you really think. | Teachers Principals | 16 9 | 16 4 | 53 78 | % % |
| 26. | Stick with familiar ways of doing things in one's work. | Teachers Principals | 25 17 | 14 17 | 47 57 | % % |
| 27. | Trust others to be helpful when you admit you have problems. | Teachers Principals | 74 83 | 5 4 | 7 4 | % % |

Estimates
 COPED Form A-3 (Questions 1 & 3)

This form requested that respondents choose four primary objectives where effort should be put over the following five years of school operation. A person had to choose from 10 items, those four which he felt were most important, rank them, and leave the others blank. He was then asked to again consider the same 10 items and list the four objectives his immediate superior might choose to be the most important, rank them, and leave the others blank. The following table represents responses from two populations taken from one of the five systems in Michigan: (1) All building principals sampled in the system, (2) All classroom teachers sampled in the system. Time of sampling was Fall, 1966.

The table shows the frequency distribution of the percentage of time each of the 10 items is chosen by a respondent and how it is ranked. For the two populations presented each item is shown, first, by self choice and second, by estimates of superior's choice. The two populations are tabled together for comparison of responses.

| | | most Impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | Item not ranked | |
|--|---|---------------|----------------------|----------------------|----------------------|-----------------------|---|
| 1 Reducing the <u>drop-out</u> rate. | <u>Teachers for self</u> | 1 | 1 | 4 | 6 | 83 | % |
| | <u>Teachers estimate for superior</u> | 2 | 2 | 3 | 5 | 78 | % |
| | <u>Principals for self</u> | 0 | 0 | 0 | 0 | 86 | % |
| | <u>Principals estimate for superior</u> | 0 | 14 | 14 | 0 | 57 | % |
| 2 Improving attention to <u>basic skills in the first three</u> <u>grades.</u> | <u>Teachers for self</u> | 16 | 16 | 9 | 6 | 47 | % |
| | <u>Teachers estimate for superior</u> | 6 | 8 | 8 | 8 | 60 | % |
| | <u>Principals for self</u> | 0 | 29 | 14 | 0 | 43 | % |
| | <u>Principals estimate for superior</u> | 0 | 0 | 0 | 0 | 86 | % |
| 3 Improving attention to <u>physical health and safety of</u> <u>students.</u> | <u>Teachers for self</u> | 0 | 1 | 0 | 4 | 90 | % |
| | <u>Teachers estimate for superior</u> | 1 | 3 | 3 | 5 | 78 | % |
| | <u>Principals for self</u> | 0 | 0 | 14 | 14 | 57 | % |
| | <u>Principals estimate for superior</u> | 0 | 0 | 14 | 0 | 71 | % |

Table 1 con. #

| | | most impt. | 2nd most impt. | 3rd most impt. | 4th most impt. | Item not ranked | |
|--|---|---------------|----------------------|----------------------|----------------------|-----------------------|---|
| 4 <u>Increasing children's motivation and desire to learn.</u> | <u>Teachers for self</u> | 39 | 23 | 14 | 7 | 11 | % |
| | <u>Teachers estimate for superior</u> | 29 | 28 | 12 | 11 | 10 | % |
| | <u>Principals for self</u> | 43 | 14 | 14 | 0 | 14 | % |
| | <u>Principals estimate for superior</u> | 14 | 14 | 0 | 29 | 29 | % |
| 5 <u>Improving learning opportunities for disadvantaged children.</u> | <u>Teachers for self</u> | 5 | 7 | 16 | 14 | 53 | % |
| | <u>Teachers estimate for superior</u> | 13 | 11 | 9 | 10 | 48 | % |
| | <u>Principals for self</u> | 14 | 29 | 14 | 29 | 0 | % |
| | <u>Principals estimate for superior</u> | 14 | 43 | 14 | 14 | 0 | % |
| 6 <u>Increasing the percentage of college attendance by seniors.</u> | <u>Teachers for self</u> | 0 | 2 | 2 | 2 | 89 | % |
| | <u>Teachers estimate for superior</u> | 1 | 1 | 5 | 1 | 83 | % |
| | <u>Principals for self</u> | 0 | 0 | 0 | 0 | 86 | % |
| | <u>Principals estimate for superior</u> | 14 | 0 | 0 | 14 | 57 | % |
| 7 <u>Improving discipline and the behavior of "difficult" children.</u> | <u>Teachers for self</u> | 11 | 10 | 14 | 11 | 48 | % |
| | <u>Teachers estimate for superior</u> | 9 | 9 | 16 | 13 | 44 | % |
| | <u>Principals for self</u> | 0 | 0 | 0 | 29 | 57 | % |
| | <u>Principals estimate for superior</u> | 0 | 0 | 0 | 0 | 86 | % |
| 8 <u>Improving the quality of student academic achievement at all levels.</u> | <u>Teachers for self</u> | 16 | 22 | 15 | 16 | 26 | % |
| | <u>Teachers estimate for superior</u> | 26 | 17 | 16 | 13 | 18 | % |
| | <u>Principals for self</u> | 29 | 14 | 14 | 0 | 29 | % |
| | <u>Principals estimate for superior</u> | 43 | 14 | 14 | 14 | 0 | % |
| 9 <u>Improving children's adherence to moral, ethical, and patriotic standards.</u> | <u>Teachers for self</u> | 6 | 10 | 15 | 15 | 48 | % |
| | <u>Teachers estimate for superior</u> | 3 | 6 | 11 | 12 | 58 | % |
| | <u>Principals for self</u> | 0 | 0 | 14 | 14 | 57 | % |
| | <u>Principals estimate for superior</u> | 0 | 0 | 14 | 0 | 71 | % |

Table 1 con. *

| | | most impt. | 2nd. most impt. | 3rd. most impt. | 4th. most impt. | item not ranked |
|----|--|---------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 10 | Improving learning opportunities for gifted or talented children | | | | | |
| | <u>Teachers for self</u> | 0 | 2 | 4 | 11 | 78% |
| | <u>Teachers estimate for superior</u> | 1 | 4 | 6 | 11 | 67% |
| | <u>Principals for self</u> | 0 | 0 | 0 | 0 | 86% |
| | <u>Principals estimate for superior</u> | 0 | 0 | 14 | 14 | 57% |

* When percentages do not total 100% on any given line (reading horizontally) it means that a certain percentage of responses were not codable on that particular item.

Estimates--continued
Form A-3 (Questions 5 & 6)

COPEO

Continuing with the same school system in Michigan, Fall sampling, two populations: all principals tested, and all classroom teachers tested; the second part of this form asked respondents to consider 8 items which might be factors in a person's "getting ahead" in a school system. They were asked to pick 2 items which they felt were actually counting most in getting ahead, rank them first or second in order of importance, and leave the others blank. The same 8 items were then listed again, and respondents were asked to choose the 2 items which they felt should count in getting ahead in the system, rank them, and leave the others blank.

In Table II, the teachers' and principals' estimates are tabled together for comparative purposes.

TABLE II **

| Questions 5 & 6 | | Most impt. | 2nd most impt. | Item not ranked | |
|--|---------------------|------------|----------------|-----------------|---|
| 1 Quality of work done | Teachers actually | 19 | 16 | 55 | % |
| | Teachers should | 53 | 22 | 7 | % |
| | Principals actually | 57 | 0 | 29 | % |
| | Principals should | 71 | 0 | 0 | % |
| 2 Quantity of work done | Teachers actually | 2 | 8 | 79 | % |
| | Teachers should | 2 | 2 | 80 | % |
| | Principals actually | 0 | 0 | 86 | % |
| | Principals should | 0 | 71 | 0 | % |
| 3 Dependability | Teachers actually | 2 | 5 | 83 | % |
| | Teachers should | 2 | 14 | 67 | % |
| | Principals actually | 0 | 0 | 86 | % |
| | Principals should | 0 | 14 | 57 | % |
| 4 Imaginativeness, inventiveness, creativity | Teachers actually | 9 | 10 | 70 | % |
| | Teachers should | 14 | 29 | 40 | % |
| | Principals actually | 0 | 14 | 71 | % |
| | Principals should | 0 | 57 | 14 | % |
| 5 Seniority | Teachers actually | 8 | 9 | 72 | % |
| | Teachers should | 0 | 6 | 78 | % |
| | Principals actually | 0 | 0 | 86 | % |
| | Principals should | 0 | 0 | 71 | % |

Table II con.

| | | Most impt. | most impt. | Item not ranked | |
|---|----------------------------|---------------|---------------|-----------------------|---|
| 6 Formal education completed | <u>Teachers actually</u> | 22 | 13 | 54 | % |
| | <u>Teachers should</u> | 11 | 9 | 64 | % |
| | <u>Principals actually</u> | 29 | 43 | 14 | % |
| | <u>Principals should</u> | 0 | 0 | 71 | % |
| 7 How well one is liked by his immediate superior | <u>Teachers actually</u> | 11 | 17 | 61 | % |
| | <u>Teachers should</u> | 0 | 1 | 83 | % |
| | <u>Principals actually</u> | 0 | 14 | 71 | % |
| | <u>Principals should</u> | 0 | 0 | 71 | % |
| 8 How well one is liked by the people in the central office | <u>Teachers actually</u> | 15 | 14 | 60 | % |
| | <u>Teachers should</u> | 0 | 1 | 83 | % |
| | <u>Principals actually</u> | 0 | 0 | 86 | % |
| | <u>Principals should</u> | 0 | 0 | 71 | % |

** Note: On Table II, wild punching or coding does not account for the fact that the teachers' responses do not total 100% on any item at all. In this case, 8% of the teachers did not respond to the question at all on the ranking of what actually counts in getting ahead, and 12% did not respond to what should count--This means that reading horizontally on items for "Teachers actually" the total should be 92% and on "Teachers should" it will total 88%. Anything less than this is accounted for by wild codes as mentioned earlier.

XXXXX

Climate

Form A-3 (Questions 10-18)

COPEd

Again using the same populations as presented in Tables I and II, this part of Form A-3 deals with the climate of a respondents particular building.

The range of responses in Table III is from 1 (always) to 5 (almost never). The distribution of responses will not be shown here, instead, the mean score and standard deviation on each question is presented.

TABLE III

| <u>Ques.</u> | | <u>Mean</u> | <u>Standard Deviation</u> |
|--|------------|-------------|---------------------------|
| 10. I find my job very exciting and rewarding. | Teachers | 2.56 | .92 |
| | Principals | 2.14 | .64 |
| 11. I am just a cog in the machinery of this school. | Teachers | 3.78 | 1.14 |
| | Principals | 3.86 | 1.36 |
| 12. I feel involved in a lot of activities that go on in this school. | Teachers | 2.97 | 1.08 |
| | Principals | 1.86 | .64 |
| 13. I do things at school that I wouldn't do if it were up to me. | Teachers | 3.82 | .83 |
| | Principals | 4.14 | .83 |
| 14. I really don't feel satisfied with a lot of things that go on in this school. | Teachers | 3.65 | .92 |
| | Principals | 3.29 | 1.16 |
| 15. Though teachers work near one another, I feel as if I am on an island by myself. | Teachers | 4.49 | .86 |
| | Principals | 4.57 | .73 |
| 16. In the long run, it is better to be minimally involved in school affairs. | Teachers | 4.12 | .90 |
| | Principals | 4.83 | .27 |
| 17. I have a lot of influence with my colleagues on educational matters. | Teachers | 3.65 | .89 |
| | Principals | 2.14 | .64 |
| 18. I feel close to other teachers in this school. | Teachers | 2.60 | 1.11 |
| | Principals | 2.43 | .49 |

Do's and Don'ts - COPED FORM A-4

The answers are a summary of how the respondents themselves feel about each of the items. The following table represents responses from two populations taken from one of the five systems in Michigan. Time of sampling was Fall, 1966.

XXXXX

| | | Percentage who | Others | Percentage who | |
|--|------------|-------------------------------|--|-----------------------------------|---|
| | | would feel that you SHOULD | (Percentage who have no feeling one way or the other) | would feel that you SHOULD NOT | |
| 1. Ask others who seem upset to express their feelings directly. | Teachers | 47 | 3 | 17 | % |
| | Principals | 43 | 0 | 14 | % |
| 2. Tell colleagues what you really think of their work. | Teachers | 18 | 7 | 42 | % |
| | Principals | 57 | 0 | 0 | % |
| 3. Look for ulterior motives in other people's behavior. | Teachers | 12 | 3 | 51 | % |
| | Principals | 0 | 14 | 43 | % |
| 4. Always ask "Why?" when you don't know. | Teachers | 59 | 3 | 6 | % |
| | Principals | 43 | 14 | 0 | % |
| 5. Avoid disagreement and conflict whenever possible. | Teachers | 53 | 3 | 12 | % |
| | Principals | 29 | 0 | 29 | % |
| 6. Consult with people under you in making decisions that affect them---even minor ones. | Teachers | 57 | 3 | 8 | % |
| | Principals | 57 | 0 | 0 | % |
| 7. Question well-established ways of doing things. | Teachers | 43 | 6 | 18 | % |
| | Principals | 57 | 0 | 0 | % |
| 8. Be concerned about other people's problems. | Teachers | 61 | 5 | 3 | % |
| | Principals | 57 | 0 | 0 | % |
| 9. Only make a decision after everyone's ideas have been fully heard. | Teachers | 53 | 4 | 10 | % |
| | Principals | 43 | 0 | 14 | % |
| 10. Disagree with your superior if you happen to know more about the issue than he does. | Teachers | 45 | 6 | 15 | % |
| | Principals | 43 | 0 | 14 | % |
| 11. Withhold personal feelings, and stick to the logical merits of the case in any discussion. | Teachers | 53 | 3 | 11 | % |
| | Principals | 57 | 0 | 0 | % |

| | | Percentage who would feel that you SHOULD | | Others (Percentage who have no feeling one way or the other) | Percentage who would feel that you SHOULD NOT | |
|---|------------|---|--|---|---|---|
| | | | | | | |
| 12. Push for new ideas, even if they are vague or unusual. | Teachers | 36 | | 7 | 23 | % |
| | Principals | 14 | | 29 | 14 | % |
| 13. Ask others to tell you what they really think of you work. | Teachers | 34 | | 9 | 23 | % |
| | Principals | 43 | | 14 | 0 | % |
| 14. Keep your real thoughts and reactions to yourself, by and large. | Teachers | 21 | | 7 | 38 | % |
| | Principals | 0 | | 14 | 43 | % |
| 15. Trust others not to take advantage of you. | Teachers | 41 | | 3 | 22 | % |
| | Principals | 43 | | 0 | 14 | % |
| 16. Be skeptical about things, as a rule. | Teachers | 17 | | 8 | 43 | % |
| | Principals | 0 | | 0 | 57 | % |
| 17. Point out other people's mistakes, to improve working effectiveness. | Teachers | 31 | | 8 | 28 | % |
| | Principals | 43 | | 14 | 0 | % |
| 18. Listen to others' ideas, but reserve the decision to yourself. | Teachers | 54 | | 2 | 11 | % |
| | Principals | 43 | | 0 | 14 | % |
| 19. Try out new ways of doing things, even if it's uncertain how they will work out. | Teachers | 56 | | 6 | 6 | % |
| | Principals | 57 | | 0 | 0 | % |
| 20. Stay "cool"---Keep your distance from others. | Teachers | 15 | | 5 | 46 | % |
| | Principals | 0 | | 0 | 57 | % |
| 21. Use formal voting as a way of making decisions in small groups. | Teachers | 32 | | 11 | 24 | % |
| | Principals | 29 | | 0 | 29 | % |
| 22. Set up committees which bypass or cut across usual channels or lines of authority. | Teachers | 14 | | 13 | 39 | % |
| | Principals | 14 | | 0 | 43 | % |
| 23. Spend time in meetings on emotional matters which are not strictly germane to the task. | Teachers | 4 | | 6 | 57 | % |
| | Principals | 0 | | 0 | 57 | % |
| 24. Be skeptical about accepting unusual or "way out" ideas. | Teachers | 36 | | 7 | 24 | % |
| | Principals | 29 | | 0 | 29 | % |

XXXXX

| | | <u>Percentage who would feel that you SHOULD</u> | <u>Others</u> | <u>Percentage who would feel that you SHOULD NOT</u> | |
|-----|--|--|---------------|--|--------|
| 25. | Tell other people what they want to hear, rather than what you really think. | Teachers 9 Principals 14 | 9 0 | 49 43 | % % |
| 26. | Stick with familiar ways of doing things in one's work. | Teachers 23 Principals 0 | 10 0 | 33 57 | % % |
| 27. | Trust others to be helpful when you admit you have problems. | Teachers 59 Principals 57 | 2 0 | 5 0 | % % |