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AUTHOR Packard, Richard D.; And Others

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ABSTRACT

Northern Arizona University's Arizona Career Ladder Research & Evaluation Project for teachers implements a procedure for rewarding teachers based on performance levels rather than on years of teaching experience and college credits. Research data is collected each spring, analyzed and fed back to the districts for improvement of key program components. This document is a data report representing descriptive and analytical results from a questionnaire administered to ten Phase I and Phase II pilot test districts. Data are presented in the following tables: (1) data return rate by districts and year; (2) demographics for the 1987 data cycle; (3) frequencies and percentages of selected demographics for 1986 and 1987; (4) frequencies and percentages stratified on teacher career ladder participation and years of teaching experience; (5) means and change scores in perceptions of career ladder concepts; (6) composite mean perceptions for career ladder subscales by districts; (7,8,9,10 and 11) response profile of percentage agreement with specific career ladder concepts based on comparisons among selected demographics; (12) organizational climate subscales stratified within selected demographic characteristics; and (13) educator perceptions of organizational climate items by percentage agreement/disagreement and total mean scores for 1986, 1987 data cycles. A brief evaluation summary and implications is presented for each table. Also included is the Executive Summary presented to the Arizona Joint Legislat Committee on Career Ladders. Thirteen data tables, a letter to professional educators, demographic information sheet and a perception assessment scale conclude this document. (JD)



DESCRIPTIVE & ANALYTICAL RESULTS FOR THE 1986-87 CAREER LADDER DATA CYCLES

by

Dr. Richard D. Packard, Project Manager The Arizona Career Ladder Research & Evaluation Project Dr. Mary Dereshiswky, Research & Statistical Specialist Ms. Jeannette Groenendal, Research Assistant, NAU Ms. Karen Kundin, Graduate Researcher, ASU Box 5774 - Flagstaff, Arizona - 86011

Ph: (602) 523-5852

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Research data presented to the

Joint Legislative Committee on Career Ladder Programs

Arizon... State Capitol, House Wing

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CENTER FOR EXCELLENCE IN EDUCATION

October 15, 1987

EXECUTIVE SUMMARY: The 1987 Preliminary Report To The Arizona

Joint Legislative Committee On Career Ladders

Overview

In 1985, the Arizona Legislature established a five year career ladder pilot test program for teachers, under the direction of the Joint Legislative Committee on Career Ladders (JLCCL). The purpose of this pilot program is to implement a procedure for rewarding teachers based on performance levels rather than on their years of experience and college credit. The program currently operates with fifteen districts; seven of the nine original districts who have implemented career ladder plans; three additional districts who started a year later and are now beginning the implementation phase; and five new districts who this year are developing their district plan for implementation next fall. Research on, and evaluation of, the programs in all fifteen school districts is being conducted by the Center for Excellence in Education at NAU in cooperation with researchers from the UA and ASU.

Research & Evaluation Methodology

The general program evaluation is designed as an improvement model. In order to enhance both the pilot models and teacher performance, research data is collected each spring, analyzed and fed back to the districts for improvement of key program components. Each fall, data results and evaluative observations are reported to the Joint Legislative Committee on Career Ladders for consideration and related decision making. By law, this process is to continue through 1989.

Concepts Crucial to Program Reform

Through a review of professional literature and examination of current trends in the United States, the project researchers have identified five areas which are crucial to program progress. (In the past, programs like career ladders have failed due to a lack of attention to one or more of these categories). The program areas include: (1) Availability of adequate research & evaluation information for decision makers, (2) Presence of healthy levels of organizational climate within the work environment, (3) Willingness of teachers and professional organizations to support and participate in educational reform, (4) Commitment of adequate levels of finance & funding with a balanced use of monetary and non monetary rewards and (5) Local awareness of the potential for substantive change and willingness to develop and adjust to a program based on local resources, support and unique circumstances.

Taking these five crucial areas into account, a district must seek answers to questions like the following in order and develop a program with the best chances for impact and success: To what extent do the published points of view of teacher organizations impact on the way local teachers respond to program initiations? Has there been adequate input from those affected? Is it inherently a teacher improvement and development program? Is the teacher evaluation instrumentation and process viewed as being fair and objective? Is teacher performance in relation to student academic achievement appropriately a sessed? Is there a balance between extrinsic and intrinsic rewards?

Collection and Analysis of Data

Annually, each individual program participant is asked to fill in a questionnaire aimed at assessing individual perceptions of career ladder concepts (e.g., effectiveness, appropriateness, impact). A list of fourteen demographic areas of comparison are shown on page 5 of the preliminary report. In addition to the types of questions which survey the concepts listed within the fourteen areas, participants respond to open-ended questions asking for general identification of program strengths and weaknesses.



Summary of Program Results

Based on preliminary results, the program shows major trends as follows: Career ladder teachers support CL concepts to a much higher degree than non CL teachers; greater amounts of experience are associated with lesser support fo. CL concepts; the greater amounts of inservice the greater the support for CL concepts; females support CL concepts to a much higher degree than do males; presence of perceptions of a healthy organizational climate are significantly related to appreciation of CL concepts; ethnicity is a factor in how "General CL Concepts" are viewed, e.g.s, in priority order, Asians, Blacks, Native Americans and Hispanics have a greater degree of agreement to CL concepts than do Whites; to a high degree, CL teachers are significantly more positive than non CL teachers in several areas, e.g.s, "attracts high quality people," "will improve instruction," "will improve student progress," and "time requirements are worth benefits gained." The report to follow will show extreme differences among districts in levels of appreciation of CL concepts.

Recommendations for JLCCL Consideration

Based on three years of cooperative work with districts, preliminary evaluation of research results, and ongoing review of programs throughout the country, the following recommendations are made: (1) Districts should be formally encouraged by the JLCCL to develop their own research base, (2) The JLCCL should formally recognize the newly developing district "network" as a means to dissiminate information for cooperative support and development of district programs and to assist in the research and evaluation efforts for effective local change, (3) The ILCCL should be aware that for the best teaching performance, career ladder programs may not be appropriate for all educators; this is due to variabilities in teacher characteristics, programs involving high levels of perceived competition and establishment of specific degrees of staff differentiation, (4) The JLCCL should be cognizant of the fact that all teachers probably want to be accountable, and can be accountable based on a standard district evaluation process, whether they are career ladder teachers or not, (5) It is important for evaluative efforts within the programs to continue to study current trends which are showing that non career ladder and other categories of teachers are causing a decline of perceptions toward career ladder concepts, while their appreciation of the school environment in CL districts remains high, (6) Due to a limited amount of time for collection of appropriate research data, the recent addition of new districts to the program and the need for districts to have more time to test their plans, the ILCCL should take steps to extend the career ladder project through 1990. For continuity, the program should remain under the jurisdiction of the JLCCL.

Dr. Richard D. Packard, Project Manager The Arizona Career Ladder Research & Evaluation Project Center for Excellence in Education Box 5774, Northern Arizona University Flagstaff, Arizona 86011

Ph: (602) 526-5852



DESCRIPTIVE & ANALYTICAL RESULTS & EVALUATIVE SUMMARY FOR THE CAREER LADDER 1986-87 DATA CYCLES

Dr. Richard D. Packard, Project Manager

On October 15, 1987, the RESEARCH & EVALUATION: 1987 Preliminary Report for the Career Ladder Teacher Incentive and Development Program, was presented to the Joint Legislative Committee on Career Ladders (Packard, 1987). This document is a data report which basically substantiates those previous summary results. The material that follows, predominantly represents descriptive and analytical results from the "Perception Assessment Scale," (Packard, R., A camoni, L., Bierlein, L. & Helmstadter, G., 1986) administered to ten Phase I & Phase II pilot test districts, for their yearly program evaluation cycle (see Exhibit A). The data will be provided to each district for their own analysis and interpretation so that they may continue career ladder program improvements.

District Da' 1 Return Rate

Table 1, describes data return rates for 1986 and 1987, by district code and amount of increase or decrease from the first to second year research cycles. An evaluative summary and implications follow the table.

Table 1

Data Return Rate by District and Year

District	1986 Returns	1987 Returns	N	Rett	urn Rate
				Increase	Decrease
01	26.5%	55.00%	358/650	+28.5	
02	95.4%	100.00%	163/163	+04.6	
03	58.5%	7 7.90%	60/77	+19.4	
04	65.8%	32.40%	88/272		-33.4
05	29.6%	86.30%	270/313	+56.7	
06	21.9%	83.80%	733/875	+61.9	
07	27.8%	49.70%	358/720	+21.9	
08		63.10%	65/103		
09		52.20%	1635/2992		
10		67.20%	121/180		
Total Return Rate	46.5%	66.76%	3851/6345	+20.3	



Evaluative Summary & Implications. The range of data returns was between 32.4% for district code 04 to 100.0% for district code 02, with a total return rate of 66.76%. This represented an overall increase of 20.3% from the 1986 returns. In the future, for valid and reliable data analy, districts with returns under 70% may not remain under investigation utilizing research procedures which require survey questions aire techniques. If they remain in the program, direct and on site observational techniques may be required. For the next evaluation cycle, the project is considering a differentiation of required return rates depending on whether the teacher is on a career ladder track or is a nonparticipant.

In the past, some districts have returned data forms in stapled and mutilated conditions. These types of data returns may not be analyzed at the future or may be returned to the district for correction of administration procedures.

Demographics For The 1987 Data Cycle

Table 2, describes frequencies and percentages of specific demographic data related to project research interests. Specific areas depicted are the following, (1) school level, (2) type of position, (3) sex, (4) ethnicity, (5) degree earned, (6) hours of inservice development, (7) teaching experience, (8) placement on the career ladder, (9) evaluative observations received, (10) position type conducting evaluative observations and '11) administrative years of experience (see Table 2 on pages 9 through 10).

Evaluative Summary & Implications. There is a considerable diversity of individual characteristics, conditions and experiences within career ladder districts. Many of these variables have been, and will continue to be, compared and analyzed to describe, evaluate and improve career ladder program plans and activities. Implications are that district plans may be found to be successful even though there is a wide diversity in individual characteristics and program methodologies and procedures.

Table 8, shows a considerable decrease in appreciation of career ladder concepts for those with greater teaching experience. Implications are that districts should be aware of the large percentage of teachers in the 8 to 15 year range, and study the reasons for some of the negative trends resulting from respondents in this group. Also, the fact that close to 70% of the respondents report four or fewer hours of inservice education, is of great concern. Table 9, shows a much more positive response toward career ladders for those receiving five or more hours of inservice development.

Frequencies & Percentages of Selected Demographics For 1986 & 1987 Data Cycles

Table 3, depicts demographic trends by frequencies and percentages for both the 1986 and 1987 data cycles. Selected categories include level of employment, level of education, years of experience and amount of inservice development for teachers (see Table 3 on p 1).

Evaluative Summary and Implications. While there was a considerable increase in the number of individuals being studied, the percentage of those represented on the elementary and secondary levels of employment remained constant. There was a noticeable decrease in the percentage of individuals reporting a masters or greater level



of education and an increase in those with less than a masters degree. There was a considerable increase in the percentage of participants in the 8 - 15 years of experience category, while there was a noticeable decrease in individuals receiving less than 5 hours of inservice related to general career ladder and evaluation procedures.

Frequencies and Percentages Stratified on Teacher Career Ladder Participation & Years of Teaching Experience

Table 4, shows frequencies and percentages for 1987, stratified on the two characteristics of teacher career ladder participation and years of teaching experience. While Table 3, depicts similar data, Table 4, collapses years of teaching experience into the three categories of, 1 to 7, 8 to 25, and over 25, and consequentially, these were the strata which were cross compared in Table 8. Also, Table 4, adds the new category of career ladder participation. Some districts have already implemented their programs and others are just beginning the project, therefore, this results in three categories of teacher participation in career ladder programs. These strata are, (1) Teachers who have been placed on the ladder - phase I districts, (2) Teachers who did not apply for the CLP - phase I and phase II districts, and (3) Teachers who applied, but were not placed due to the fact that (at the time of evaluation) their districts had not yet accomplished placement of teachers on the ladder - phase II districts (see Table 4 on page 12).

Evaluative Summary & Implications. Over fifty percent of the teachers in career ladder districts have either applied for placement or have been placed on the career ladder program. Implications are that a majority of teachers in districts are interested in working with the career ladder reform movement. Also, a majority of teachers in districts are shown to be in the 8 to 25 years of experience range. As previously stated, Table 8, shows teachers in 8 to 25 year category to be more negative toward career ladder concepts than those with fewer years of experience. Districts should be aware of this fact and attempt to address the implications.

Means & Change Scores in Perceptions of CL Concepts

Table 5, depicts mean scores and increases or decreases in perceptions of career ladder concepts for 1986 and 1987 data cycles. A mean and change score is shown for each specific item assessed on the "Perception Assessment Scale," along with the subtotals for each of the five career ladder components of, "General CL Concepts," "Staff Development & Training Concepts," "Teacher Evaluation System Concepts," "Peer Evaluation Concepts," and "Carcer Ladder Placement Concepts" (see Table 5 on pages 13 through 14).

Evaluative Summary & Implications. The greatest amounts of increase in perceptions of career ladder concepts from 1986 to 1987 were observed in the areas of, "Money Awards Available" (+.439), "Intrinsic Rewards Available" (+.362), "Administrators Evaluate Fairly" (+.152), and "Teachers Have Enough Selection Input For Peer Evaluators" (+.256). The greatest amounts of decrease were shown in, "Retains Most Competent People" (-.310), "Will Improve Instruction" (-.229), "Will Improve Teacher Morale" (-.505), "Will Improve Perceived Professional Status" (-.267), "Time Evaluators Spent Observing Teachers Is Sufficient To Ensure Proper Placement On The



Ladder" (-.173), "Peer Evaluators Are Well Trained" (-.225), "Peer Evaluation Is Used Formatively" (-.336), "Staff Cooperation Is Encouraged" (-.509), and "Teachers Are Adequately Involved In The Development Of The District Career Ladder Program" (-.254).

In mean scores, the most positive agreement for career ladder concepts are in the areas of, "Monetary Awards Available" (2.764), "The District Provides Adequate Resources For Teaching Skill Development" (2.578), "The Evaluation Instruments Clearly Define The Various Levels of Teaching Performance" (2.589), "Administrators Evaluate Teaching Performance Fairly" (2.624), "The CLP Provided Teachers With Opportunities for Continued Advancement" (2.633) and "Top Level Responsibilities Are Appropriate" (2.530). The five most negative areas are, "Retains The Most Competent People" (2.094), "Student Outcomes Reflect Performance" (2.054), "Teachers Have Enough Peer Evaluator Selection Input" (2.072), "Peer Evaluation Improves Staff Cooperation" (2.049), and "Clear Criteria For Program Participation Have Been Established For Personnel Whose Job Description Differs From A Regular Classroom Teacher" (2.004).

At the time of the evaluation, implications were that, overall trends were slightly toward the negative end of the scale, but there are also positive trends in some areas assumed to be key to program success. For example, literature has indicated that a major reason for program failures in the past was due to the tack of confidence in administrators' capabilities to evaluate fairly and objectively. This category of the study shows mean confidence levels of "administrators evaluate fairly," to have positively changed from a score of 2.475 to 2.624, thereby, moving from the disagree side of the scale to the agree side.

Composite Mean Perceptions For Career Ludder Subscales by District

Table 6, shows composite mean perceptions on seven career ladder subscales for ten pilot districts. The specific career ladder concept components of GEN, STF, TEV, etc., are spelled out by the key immediately following the table. Also shown, are the range and median scores for each component (see Table 6 on page 15).

Evaluative Summary & Implications. Among many evaluative statements which can be made as a result of the descriptive data shown in Table 6, the following are representative examples: (1) The greatest range differences from low to high scores appear in the areas of "Staff Development and Training Concepts" (STF) and "Peer Evaluation Concepts" (PEV), (2) In "Staff Development and Training Concepts," district 03 was low with a mean score of 2.05 and district 04 was high with a score of 2.98, (3) While there was a wide range in the area of "Peer Evaluation Concepts," the only districts who could gain from evaluative review would be those which are actually utilizing peer evaluators, (4) In reviewing career ladder components in columns the two highest mean scores are shown in the areas of "Organizational Climate" and "Staff Development and Training Concepts," (5) In reviewing rows, districts 02, 05, 06, 04, 08 and 01 with a range from 2.76 to 2.48 show the highest mean scores, and districts 03, 09, 07 and 10 (with a range from 2.20 to 2.36) show the lowest mean scores.

Implications are that there is a wide range or differences among districts in the way professionals view career ladder concepts. Districts are advised to review their own scores and the specific career ladder concepts being assessed



within each of the major components (GEN, STF, etc.) and attempt to improve low scores. Also, districts with low scores may need to communicate with those in the high range to evaluate effective approaches for program improvement. Work with the newly organized "Arizona Career Ladder Network" may be another means to secure assistance for program development.

Response Profile of Percentage Agreement With Specific Career Ladder Concepts Based on

Comparisons Among Selected Demographics

Tables 7, 8, 9, 10 and 11, show percentages of agreement with career ladder concepts based on comparisons of stratified demographic characteristics of interest. The following is a listing of areas of comparison between or among selected variables:

Percentage comparisons are shown between or among the following characteristics:

- 1. Table 7 Teachers placed on the career ladder, nonparticipants and those who have applied or intend to apply but have not yet been placed (see Table 7 on pages 16 through 21).
- 2. Table 8 Years of experience based on 1-7, 8-25 and Over 25 (see Table 8 on pages 22 through 27).
- 3. Table 9 Hours of inservice development, based on 0 to 4 hours, and 5 or more (see Table 9 on pages 28 through 33).
- 4. Table 10- School level, based one elementary, middle sch vol/junior high and high school (see Table 10 on pages 34 through 39).
- 5. Table 11- Jol .ype, based on whether the respondent was an administrator or teacher (see Table 11 on pages 40 .hrough 45).

Evaluative Summary & Implications. While tables for tests of significance between and among the several variables of interest are not shown in this document, in actuality, Chi Square statistical treatment of data resulted in high levels of significance for all comparisons. By viewing the percentages for each table, one can readily see the extreme diversity in agreement or disagreement to career ladder concepts, when compared on specific demographic characteristics.

Table 7, shows an extreme difference in agreement with career ladder concepts among those teachers on the ladder, nonparticipants in the program and those applying, but not yet placed. In many cases, there was a range from 20 to 30 percentage points between teachers on the ladder and nonparticipants, with those not participating usually quite negative about program concepts, while participants were found to normally be very positive. Implications were, that the slightly negative trends from 1986 to 1987 data can largely be attributed to nonparticipants.

There are some interesting observations to be made in relation to some of the specific career ladder concepts. A



list of some examples are: Regardless of participation status, (1) teachers did not believe career ladder programs would encourage teacher cooperation and improve teacher morale, (2) they didn't feel they had adequate input into selection of peer evaluators, (3) adequate assistance was not seen to have been available which would have provided teachers information and support regarding development of materials submitted for evaluation, (4) clear criteria for career ladder participation was perceived to not have been established for personnel whose job descriptions differ from a regular classroom teacher.

Regardless of participation, teachers felt monetary rewards were available and administrator and peer evaluators were well trained. Perceptions of support resources for developing teaching skills were very positive and teachers felt the evaluation instruments clearly defined the various levels of teaching performance. Most agreed that administrators evaluated fairly and that evaluators were trained well. The majority agreed that there was a fair appeal process and the program provided opportunities for continued advancement without leaving the classroom.

Table 8. shows extreme differences in agreement with career ladder concepts based on number of years of experience. Fewer years of experience in teaching was related to a much higher appreciation for career ladder concepts. If this trend continues to hold true through the total pilot test, implications are that during program implementation phases, teachers with greater amounts of experience may not have a motivational advantage in moving into the career ladder program.

Table 9, depicts significant differences in agreement with career ladder concepts based on numbers of hours of inservice development. For 38 out of 40 career ladder concepts assessed, those teachers receiving five or more hours of inservice development were significantly more positive about program components than those reporting four or fewer hours of inservice development.

Implications are that greater amounts of inservice activities are clearly more advantageous to program development. For plans experiencing difficulties, it would be advisable to institute corrective measures that address communication and inservice education.

Table 10. shows some differences in agreement with career ladder concepts based on school level. Elementary and middle school/junior high school levels were consistantly more positive toward career ladder concepts than high school teachers, although, the differences were not extensive.

Implications are that teacher job levels of elementary, middle/junior high and high school, may not be a major problem in positive implementation of career ladder programs.

Table 11. depicts significant differences between administrator and teacher agreement with career ladder concepts. Administrators were significantly more positive about career ladder programs than were teachers.

In the future, the effect this condition will have on program development is not known. One possible association to be studied relates to the fact that the organizational climate section of the research data indicates that teachers felt they have good leadership models. It will be important to see if the highly positive perceptions of career ladder leaders will influence teacher perceptions of program components in the future.



Organizational Climate Subscales Stratified within Selected Demographic Characteristics

Table 12, depicts means of organizational climate for selected and stratified demographic characteristics on the subscales of, "General Career Ladder Concepts," "Staff Development and Training Concepts," "Teacher Evaluation System Concepts," "Peer Evaluation Concepts," and "Career Ladder Placement Concepts." The table also shows the grand means for the stratified demographic variables and subscales, the composite means for subscales, and the composite grand mean (see Table 12 on page 46).

Evaluative Summary & Implications. Briefly, the subscale and grand means show the following kinds of results in relation to stratified demographic characteristics: (1) Teachers who had applied for the CLP and those who had appl 1 and been placed on the ladder had a higher regard for their working environment than those who did not apply for the program, (2) Teachers with greater amounts of teaching experience had a lower regard for their working environment, (3) Administrators and a higher regard for their working environment than did teachers, and (4) Elementary and secondary teachers were very similar: • • • perceptions of the working environment. Composite means pooled across demographics were generally very high with the exception of "General Career Ladder Concepts."

Iraplications are that while teacher and administrator perceptions are generally very high in regard to organizational climate, the specific concepts of, "Encourages Teacher Morale," and "Encourages Teacher Cooperation," within the "General Career Ladder Subscale," have a considerable negative effect on total perception scores.

Educator Perceptions of Organizational Climate Items by Percentage Agreement. Disagreement and Total Mean Scores for 1986, 1987 Data Cycles

Table 13, shows teacher and administrator perceptions of specific organizational climate items by percentages of respondents who strongly agree (SA), Mildly Agree (MA), Mildly Disagree (MD), and Strongly Disagree (SD), and including total mean scores for the 1986, 1987 data cycles (see Table 13 on page 47).

Evaluative Summary & Implications. Since adjustments were made in the "Organizational Climate" items from 1986 to 1987, total co.. parisons are difficult. There are some item areas which show variations of note. For examples, between areas of extremely high support and those with lessor support, the following components have been dichotomized and listed:

Extremely high rated components were,

- 1. "I feel by work has clear purpose."
- 2. "I have feelings of being successful in my job assignment."
- 3. "I feel my job has functional importance to the organization."
- 4. "I feel secure about my job status."
- 5. "I am provided a cooperative work environment."

The 5 lowest rated components were,

1. "I work in an environment free from excessive stress."



- 2. "I have a feeling of being rewarded for a job well doint."
- 3. "I feel good about the communication level in my organization."
- 4. "I am consistently provided knowledge of progress."
- 5. "I feel there is a strong social network in my organization,"

Implications are "spondents feel very good about themselves, their work and success in carrying out professional respo. Les. They felt less good about levels of stress, rewards for their work, organizational communication (a factor of communication is knowing if they are making progress or not), and feelings related to social interrelationships. In general, teach as felt they were "provided a cooperative work environment," but they did not believe the career ladder program "encourages cooperation among teachers."

Conclusion

For future development of career ladder plans, pilot districts should become aware of the descriptive and analytical results, evaluative summarys and implications contained in the narrative and tables of this document.



Table 2

Demographics Across Total School District Arizona Career Ladder Projects For 1987 Data Cycle

SCHOOL LEVEL	WORKE	D	POSITION IN DIST	RICT	
Elementary	2089	54.2%	Teacher	3223	83.7%
Middle/Junior High	758	19.7%	Librarian	76	2.0%
High School	948	24.6%	Counselor	77	2.0%
DNA	40	1.0%	Other Resource	360	9.3%
0	16	.5%	Bdlg. Administrator	79	2.1%
			Central Office Admins.	25	.6%
			0	11	.3%
Total	3851	100.0%	Total	3851	100.0%
RESPONDENT'S	CENDEI	,	RESPONDENT'S E	PUNICIT'	v
Female	2709	70.3%	Anglo	3265	84.8%
Male	1033	26.8%	Hispanic	197	5.1%
0	109	2.8%	Native American	112	2.9%
			Black	30	.8%
			Asian	32 57	.8%
			Other 0	57 158	1.5% 4.1%
			U	138	4.1%
Total	3851	100.0%	Total	3851	190.0%
DEGREE EARNI	ED		HOURS DISTRICT	INSER	VICE
Bachelors	498	12.9%	0 - Hours	1474	38.3%
BA+	1541	40.0%	1 - 4 Hours	1140	29.6%
Masters	374	9.7%	5-8 Hours	296	7.7%
Masters	1366	35.5%	9 - 12 Hours	131	3.4%
Doctorate	49	1.3%	13+ Hours	557	14.5%
0	23	.6%	0	253	6.6%
Total	3851	100.0%	Total	3851	100.0%



Missing Data = 0

YEARS TOTAL AS	S TEACH	IER	BEEN PLACED	ON CLP	
1 - 3 Years	613	15.9%	Yes	1048	27.2%
4 - 7 Years	734	19.1%	No	2126	55.2%
8 - 15 Years	1502	39.0%	No Placement	531	13.8%
16 - 25 Years	694	18.0%	0	146	3.8%
25+ Years	193	5.0%			
0	115	3.0%			
TOTAL	3851	100.0%	TOTAL	3851	100.0%
WILL APPLY FOR Yes No DNA 0	962 1589 1043 257	25.0% 41.3% 27.1% 6.7%	NUMBER OBSE C 1 - 3 4 - 6 7 9 10+ DNA 0	RVATIONS 1722 919 302 177 474 21 236	44.7% 23.0% 7.8% 4.6% 12.3% .5% 6.1%
TOTAL	3851	100.0%	TOTAL	3851	100.0%
WHO CONDUCTER	OBSER	RVATIONS	YEARS AS AD	MINISTRAT	ors
Only Bldg Admin.	1084	28.1%	3 Or 1 ann	لاء	1 600
Bldg. Admin. & Peer	241	6.3%	3, Or Less 3 - 7 Years	61 53	1.6%
Bldg. & Cent. Office	124	3.2%	8 - 15 Years	53 48	1.4%
Bldg., Cent., & Peer	87	2.3%	8 - 15 Years 16 - 25 Years	48 28	1.2%
Other Combinations	135	3.5%	Over 25 Years	28 41	.7% 1.1%
DNA	1176	30.5%	0	3620	94.0%
0	1004	26.1%	V	3020	74.0%
TOTAL	3851	100.0%	TOTAL	3851	100.0%



Table 3

Selected Demographic Trends For 1986 & 1987 Data Cycles

		1986	1987
Level of Emplo	yment		
Elemementary level	educators	1439 (74.4%)	2847 (73.9%)
Secondary		464 (23.9%)	948 (24.6%)
Level of Educat	ion		
Masters degree or h	igher	849 (55.2%)	1789 (46.5%)
Indicated less than a	masters degree	1044 (44.8%)	2039 (52.9%)
	ng Experience (teachers) 1987 Categories		
Under 3 years	1 - 3 years	.78 (19.5%)	613 (15.9%)
3 - 7 years	4 - 7 years	446 (23.0%)	734 (19.1%)
8 - 15 years	8 - 15 years	586 (29.4%)	1502 (39.0%)
16 - 25 years	16 - 25 years	312 (16.1%)	694 (18.0%)
over 25 years	over 25 years	47 (2.4%)	193 (5.0%)
Teacher Inservic			
Teachers receiving l	petween 0 - 4 hours	1480 (76.5%)	2614 (67.9%)
Teachers receiving b	petween 5 - 12 hours	164 (8.4%)	427 (10.1%)
Teachers receiving 1	3 or more hours	127 (6.6%)	253 (6.6%)



Table 4

Composite Frequencies & Percentages
by Selected Demographic Characteristics
for the 1987 Data Cycle

	FREQUENCY	PERCENT
Teachers who applied for CLP, but not yet placed Teachers who did not apply for CLP	962 1589	(25.0%) (41.3%)
Teachers who are placed	1043	(27.1%)
1-7 years teaching experience	1347	(35.0%)
8 - 25 years teaching experience	2196	(57.0%)
Over 25 years teaching experience	193	(5.0%)

Table 5

Means & Change Scores in Perceptions

of Career Ladder Concepts for 1986-87 Data Cycles

				Directional	Change
		1986 Me an		Increase	Decreas
GEN	ERAL CAREER LADDER CONCEI	PTS			
14	Attract High Quality People	2.435	2.264		.171
15	Retain Most Competent People	2.404	2.094		.310
16	Will Improve Instruction	2.568*	2.339		.229
17	Student Progress Improvement	2.396	2.220		.176
18	Encourage Teacher Cooperation	2.015-	1.887-		.128
19	Improve Teacher Morale	2.273	1.768-		.505
20	Improve Perceived Professional Status	2.620*	2.353		.267
21	Money Rewards Available	2.325	2.764*	.439	.207
22	Intrinsic Rewards Available	1.808-	2.170	.362	
23	Goals Clearly Communicated	2.475	2.438	.502	.037
	Means and Changes Subtotals	2.332	2.230		.102
	FF DEVELOPMENT & TRAINING Received Adequate Inservice	CONCEPTS 2.317	2.356	.039	
24 25 26	Received Adequate Inservice Administrators Well Trained Peer Evaluators Well Trained Adequate Teacher Skills Resources	2.317 2.478 2.373 2.561*	2.419 2.331 2.578*	.039	.042
ST A 24 25 26 27	Received Adequate Inservice Administrators Well Trained Peer Evaluators Well Trained	2.317 2.478 2.373	2.419 2.331		.042
24 25 26 27 TEA	Received Adequate Inservice Administrators Well Trained Peer Evaluators Well Trained Adequate Teacher Skills Resources Means and Changes Subtotals CHER EVALUATION SYSTEM CO	2.317 2.478 2.373 2.561* 2.432	2.419 2.331 2.578* 2.421		.042
24 25 26 27 TEA 28	Received Adequate Inservice Administrators Well Trained Peer Evaluators Well Trained Adequate Teacher Skills Resources Means and Changes Subtotals CHER EVALUATION SYSTEM CO Performance Levels Clearly Indicated	2.317 2.478 2.373 2.561* 2.432 DNCEPTS 2.607*	2.419 2.331 2.578* 2.421	.017	.042
24 25 26 27 TEA 28 29	Received Adequate Inservice Administrators Well Trained Peer Evaluators Well Trained Adequate Teacher Skills Resources Means and Changes Subtotals CHER EVALUATION SYSTEM CO Performance Levels Clearly Indicated Administrators Evaluate Fairly	2.317 2.478 2.373 2.561* 2.432 DNCEPTS 2.607* 2.472	2.419 2.331 2.578* 2.421 2.589* 2.624*		.059 .042 .011
24 25 26 27 TEA 28 29 30	Received Adequate Inservice Administrators Well Trained Peer Evaluators Well Trained Adequate Teacher Skills Resources Means and Changes Subtotals CHER EVALUATION SYSTEM CO Performance Levels Clearly Indicated Administrators Evaluate Fairly Consistent Evaluation Procedures	2.317 2.478 2.373 2.561* 2.432 2.607* 2.607* 2.472 2.285	2.419 2.331 2.578* 2.421 2.589* 2.624* 2.253	.017	.042 .011 .018
24 25 26 27 TEA 28 29 30 31	Received Adequate Inservice Administrators Well Trained Peer Evaluators Well Trained Adequate Teacher Skills Resources Means and Changes Subtotals CHER EVALUATION SYSTEM CO Performance Levels Clearly Indicated Administrators Evaluate Fairly Consistent Evaluation Procedures Evaluation Time Sufficient	2.317 2.478 2.373 2.561* 2.432 2.432 2.607* 2.472 2.285 2.594*	2.419 2.331 2.578* 2.421 2.589* 2.624* 2.253 2.421	.017	.042 .011 .018 .032 .173
24 25 26 27 TEA 28 29 30 31 32	Received Adequate Inservice Administrators Well Trained Peer Evaluators Well Trained Adequate Teacher Skills Resources Means and Changes Subtotals CHER EVALUATION SYSTEM CO Performance Levels Clearly Indicated Administrators Evaluate Fairly Consistent Evaluation Procedures Evaluation Time Sufficient Time Worth Benefits gained	2.317 2.478 2.373 2.561* 2.432 2.607* 2.607* 2.472 2.285	2.419 2.331 2.578* 2.421 2.589* 2.624* 2.253 2.421 2.153	.017	.042 .011 .018 .032 .173
24 25 26 27	Received Adequate Inservice Administrators Well Trained Peer Evaluators Well Trained Adequate Teacher Skills Resources Means and Changes Subtotals CHER EVALUATION SYSTEM CO Performance Levels Clearly Indicated Administrators Evaluate Fairly Consistent Evaluation Procedures Evaluation Time Sufficient	2.317 2.478 2.373 2.561* 2.432 2.432 2.607* 2.472 2.285 2.594*	2.419 2.331 2.578* 2.421 2.589* 2.624* 2.253 2.421	.017	.042 .011 .018



		1006 16	1007 14	Directional	Change
		1986 Mean 	1987 Mean	Increase	Decrease
	CR EVALUATION CONCEPTS				
35	Chosen For Top Qualifications	2.325	2.140		.185
36	Well Trained Evaluators	2.666*	2.441		.225
37	Teachers Have Enough Selection Input	1.816-	2.072	.256	00.6
38 39	Peer Evaluation Used Formatively	2.618*	2.282		.336
10	Peer Evaluation Used Summatively	2.479	2.292		.187
Ю	Staff Cooperation Encouraged	2.558*	2.049-		.509
	Means and Changes Subtotals	2.410	2.213		.197
CA:	REER LADDER PLACEMENT CONCE	PTS			
11	Fair Appeal Process	2.485	2.461 2.416	.064	.024
l 1 l 2	Fair Appeal Process Advance Criteria Understood	2.485 2.352	2.416	.064 .075	.024
11 12 13	Fair Appeal Process Advance Criteria Understood Can Stay At Same Level	2.485 2.352 2.419	2.416 2.494		
1 2 3	Fair Appeal Process Advance Criteria Understood Can Stay At Same Level Challenging CLP Criteria	2.485 2.352 2.419 2.309	2.416 2.494 2.158		.151
1 2 3 4	Fair Appeal Process Advance Criteria Understood Can Stay At Same Level	2.485 2.352 2.419	2.416 2.494	.075	
1 2 3 4 5	Fair Appeal Process Advance Criteria Understood Can Stay At Same Level Challenging CLP Criteria Evaluation Materials Standards - Criteria Clear	2.485 2.352 2.419 2.309 2.389	2.416 2.494 2.158 2.444	.075 .055	.151
11 12 13 14 15 16 17	Fair Appeal Process Advance Criteria Understood Can Stay At Same Level Challenging CLP Criteria Evaluation Materials Standards - Criteria Clear Adeuqate Help for Evaluation Materials Opportunities For Advancement Adequate Teacher Involvement	2.485 2.352 2.419 2.309 2.389 2.220	2.416 2.494 2.158 2.444 2.298	.075 .055	.024 .151 .024 .254
11 12 13 14 15 16 17 18	Fair Appeal Process Advance Criteria Understood Can Stay At Same Level Challenging CLP Criteria Evaluation Materials Standards - Criteria Clear Adeuqate Help for Evaluation Materials Opportunities For Advancement Adequate Teacher Involvement Net Positive Benefits of Top Responsibility	2.485 2.352 2.419 2.309 2.389 2.220 2.657*	2.416 2.494 2.158 2.444 2.298 2.633*	.075 .055	.151 .024
11 12 13 14 15 16 17 18 19	Fair Appeal Process Advance Criteria Understood Can Stay At Same Level Challenging CLP Criteria Evaluation Materials Standards - Criteria Clear Adeuqate Help for Evaluation Materials Opportunities For Advancement Adequate Teacher Involvement Net Positive Benefits of Top Responsibility Clear Personnel Criteria	2.485 2.352 2.419 2.309 2.389 2.220 2.657* 2.704* 2.418 2.047-	2.416 2.494 2.158 2.444 2.298 2.633* 2.450 2.265 2.004-	.075 .055	.151 .024 .254 .153 .043
11 12 13 14 15 16 17 18 19 50	Fair Appeal Process Advance Criteria Understood Can Stay At Same Level Challenging CLP Criteria Evaluation Materials Standards - Criteria Clear Adeuqate Help for Evaluation Materials Opportunities For Advancement Adequate Teacher Involvement Net Positive Benefits of Top Responsibility Clear Personnel Criteria Top Responsibilities Appropriate	2.485 2.352 2.419 2.309 2.389 2.220 2.657* 2.704* 2.418 2.047- 2.625*	2.416 2.494 2.158 2.444 2.298 2.633* 2.450 2.265 2.004- 2.530	.075 .055	.151 .024 .254 .153 .043
11 12 13 14 15 16 17 18 19 19 10 10 11 12	Fair Appeal Process Advance Criteria Understood Can Stay At Same Level Challenging CLP Criteria Evaluation Materials Standards - Criteria Clear Adeuqate Help for Evaluation Materials Opportunities For Advancement Adequate Teacher Involvement Net Positive Benefits of Top Responsibility Clear Personnel Criteria Top Responsibilities Appropriate Enough Trained Personnel	2.485 2.352 2.419 2.309 2.389 2.220 2.657* 2.704* 2.418 2.047- 2.625* 2.404	2.416 2.494 2.158 2.444 2.298 2.633* 2.450 2.265 2.004- 2.530 2.361	.075 .055	.151 .024 .254 .153 .043 .095
11 12 13 14 15 16 17 18 19 10	Fair Appeal Process Advance Criteria Understood Can Stay At Same Level Challenging CLP Criteria Evaluation Materials Standards - Criteria Clear Adeuqate Help for Evaluation Materials Opportunities For Advancement Adequate Teacher Involvement Net Positive Benefits of Top Responsibility Clear Personnel Criteria Top Responsibilities Appropriate	2.485 2.352 2.419 2.309 2.389 2.220 2.657* 2.704* 2.418 2.047- 2.625*	2.416 2.494 2.158 2.444 2.298 2.633* 2.450 2.265 2.004- 2.530	.075 .055	.151 .024 .254 .153 .043
1 2 3 4 5 6 7 8 9 0	Fair Appeal Process Advance Criteria Understood Can Stay At Same Level Challenging CLP Criteria Evaluation Materials Standards - Criteria Clear Adeuqate Help for Evaluation Materials Opportunities For Advancement Adequate Teacher Involvement Net Positive Benefits of Top Responsibility Clear Personnel Criteria Top Responsibilities Appropriate Enough Trained Personnel	2.485 2.352 2.419 2.309 2.389 2.220 2.657* 2.704* 2.418 2.047- 2.625* 2.404	2.416 2.494 2.158 2.444 2.298 2.633* 2.450 2.265 2.004- 2.530 2.361	.075 .055	.151 .024 .254 .153 .043 .095

#MEAN - Range = 1.000 - 4.000

(*) depicts means in positive range

Values from 1.000 - 2.500 = Generally Negative Values from 2.501 - 4.000 = Generally Positive (-) depicts means in extreme negative range



Table 6

Composite Teans and Totals by District and Career Ladder Subscales

DISTRICT	GEN	STF	TEV	PEV	CLP	CLM	STU	TOTAL
01	2.32	2.56	2.36	2.30	2.38	2.95	2.03	2.48
02	2.66	2.94	2.72	2.69	2.62	2.92	2.46	2.76
03	2.05	2.05	2.07	2.25	2.25	2.57	2.20	2.20
04	2.17	2.98	2.45	2.69	2.37	2.95	2.22	2.60
05	2.51	2.76	2.71	2.48	2.60	2.98	2.53	2.67
06	2.32	2.70	2.53	2.48	2.61	3.11	3.41	2.63
07	2.15	2.22	2.30	2.13	2.20	2.81	2.32	2.30
08	2.44	2.66	2.70	1.98	2.65	2.92	2.49	2.56
09	2.07	2.09	2.10	2.01	2.21	3.05	2.02	2.25
10	2 48	2.23	2.44	2.06	2.31	2.65	2.51	2.36
Total Means	2.32	2.52	2.44	2.31	2.42	2.89	2.42	2.48
CL CC	MPONEN	TS			RANGE		MED	<u>DIAN</u>
GEN	General	Career L	adder Co	ncepts	2.05 - 2.66		2	.32
STF	Staff	Developme	ent Conce	pts	2.05 - 2.98		2	.61
TEV -	· Teacher	r Evaluati	ons Conc	epts	2.07 - 2.72		2	.45
PEV -	- Peer E	valuations	Concept	S	1.98 - 2.69		2	.28
CLP	Career	Ladder Pl	acement	Concepts	2.20 - 2.65		2.	.38
CLM -	School	Climate	Concepts		2.57 - 3.11		2.	.94
STU	Student	Achiever	nent Con	cepts	2.02 - 2.53		2.	.37
TOTAL	Average	Score by	District		2.20 - 2.76		2.	.52



Table 7

Response Profile of Percentage Agree with Specific Research Components by Career Ladder Participation

<u> </u>	= Alre	ady placed on	career ladder	440	=]	Vonparticipant			Ap plied - N	ot Placed
				PER	CENTAGE	AGREE				
0	10	20	30	40	50	60	70	80	9 0	100
Item		-								
GENE	ERAL CAR	EER LAD	DER CONC	EPTS						
14 Au	tracts high qu	ality people								
		anaka saashihina	gunggunununun Kankerari para	*						60.7 <i>%</i> 37.2 <i>%</i>
			" " " " " " " " " " " " " " " " " " "	***						51.4%
15 Re	tain most cor	npetent peopl	i.							
. J RC	min most cor	inpetent people			•					51.5%
		a and and an in the second	1 1 1 1 h							29.3%
										43.5%
6 Wi	ll improve in	struction								
		handhamadh.	arranganananan Arrangan							71.6% 42.4%
		er recept super	on contractor of the contracto	Secretary						55.2%
7 Stu	dent progress	s improve								
			,			25.5				63.3%
	and the state of the	an a		3						37.9%
		_								52.5%
		er cooperation	1							43.1%
										24.3%
										42.3%
9 Imp	prove teacher	morale								
1 , 3	/									28.5%
		<i> </i>	7							18.4% 27.9%
			_							21.7%
0 Imp	prove perceive	ed profession	al status							61.3%
										41.1%
										53.5%



					1 4016 / (Conunuea)				
				P	ERCENTA	GE AGREE	2			
0	10	20	30	40	50	60	70	80	90	100
Item				_						
GEN	NERAL CAR	REER LADE	ER CONC	EPTS (con	tinued)					
21 N	loney rewards	available								
250000		The Ship of the Ship				io: ancediminati				71.5% 66.2%
							····•			75.0%
22 I	ntrinsic reward	available								
December	_			. ,	. 6					51.8% 33.7%
	uithiseil stietisku m	nadionisti omiseti	Chille Minite							42.7%
23 G	oals clearly con	mmunicated								
										57.6%
		di madini dinakti dalam	de inclinación de co							53.1% 53.2%
STA	FF DEVELO	OPMENT A	ND TRAIN	ING CON	CEPTS					
24 R	ecieved adequa	ate inservice					_			64.0%
	lin eis iniditeidelid			en e	gaege (1. 1454).	<u> </u>				46.0% 52.2%
25 A	dministrators	well trained								
				en e	antisan 3 mKG Alimentitutu v	. in the term				66.3% 56 6%
										64.6%
26 B										
	eer evaluators				ka'ai maan a					59.5%
48/9/90			1111-1259 (Massier-4)	<u> </u>	<u> </u>	W. C. C.]		59.9% 75.5%
		er skills resourc	es							66.6%
defille		THE SHAPE THE SECTION	AND AND SERVE	ing garden early The garden early	o, see an ordera. Also Al Alla Clad	3,333				56.9% 58.4%
	-									JO.470



				P	ERCENTA	GE AGREE				
0	10	20	30	40	50	60	70	80	90	100
Item				-						
			ON COMPLA	OON ORDER	,					
		LUATION els clearly defi		CUNCEPTS	8					
,0 T Ca			, ,				and her			70.7% 60.0%
	Tiestie (Liedenie)	and and the same an								64.5%
9 Adı	ministrators e	valuate fairly								72.7%
grangan d h ek	aagaaaggaaaggaa	agganez e ango. Man Martidiah	ir ann de san le lada este				Burn Sull Take			57.9%
			<u> </u>							66.3%
0 Cor	isistent evalu	ation procedu	res ————————————————————————————————————			ľ				54.4%
prime som	Productivity with 18	oraș arragan grafi oranizată arragan (h.)				-]				42.9% 54.0%
il Eva	duation time	sufficient								<i>(42m</i>
		Taylor Wille				on a nacra is in				64.3% 48.0%
]				60.9%
. =										
2 Tin	ne worth bene	fits gained		e da ser	88 - 2. 82.42	4/ 4/				58.8%
	K. Maria and M. Maria is in historia services and			_						.28.6% 50.0%
					_					
3 Cor	rect achieven	nent emphasis	5							
_		ation state at the state of the		than took	, .	Same the same of the	artifizma			69.3% 39.4%
***************************************										57.3%
4 Stud	dent outcome	s reflect perfo								50.1%
VIVII II			detselle	' ' m	J 1 2 1					28.2%
										47.8%



				m	CD/CENTA/	TE ACRES	•			
			•			GE AGREE				
)	10	20	30	40	50	60	70	80	90	100
tem	_									
EER 1	EVALUA'	TION CON	CEPTS							
5 Chose	en for top p	erformance								54 0 m
			a Bernaria de Servicio	k e ntricht der Antonio	ocetosed	1				54.8% 48.6%
leikus etilise isl	andria menter			<u></u>						58.3%
6 Well	trained eva	luators								
,						liste litte Krissin Lind	n1			66.7%
Merry Wall		hilani in dee Sheetid.	<i>4.477.4</i> 474.477.677.7778 ₈₁		raga, our againe; s	the firm of the second		_		64.7 <i>9</i> 77.5 <i>9</i>
7 Teach	er have e	nough releasi	a input							
7 Teach	ers have er	nough selection	on input							20.20
		nough selection								29.2% 29.4%
										29.2% 29.4% 27.0%
	eggin again ag Again again ag									29.4%
	eggin again ag Again again ag		vely							29.4% 27.0%
8 Peer e	evaluations	used formativ	vely		ang e Sonde fleer b	th to be because the growin	v pop			29.4% 27.0% 68.0%
8 Peer e	evaluations	used formativ	vely		an en er er en de flever te	g k en kan kake, e w	× 1000			29.4% 27.0% 68.0% 45.0%
8 Peer e	evaluations	used formativ	vely		an en er er en te flage te	જ ૮ કહેદના શક્ષ્યાન અ	×1900			29.4% 27.0% 68.0%
8 Peer (evaluations	used formativ	rely		en e e e e este fitte e	G. C. Sei San C. Compiliari	× 1405			29.4% 27.0% 68.0% 45.0%
8 Peer (evaluations	used formativ	vely		an e de altafia de	44 ki kanti tingi sa	N. Props			29.49 27.09 68.09 45.09 40.59
8 Peer o	evaluations	used formativ	vely		en e e e e e e e e e e e e e e e e e e	of the Second Stay to Se	Y freez			29.4% 27.0% 68.0% 45.0% 40.5% 27.9% 44.3%
8 Peer o	evaluations	used formativ	vely		en e e e e este litter e	4 & Sailsan Citizzii sa	× 1×10			29.49 27.09 68.09 45.09 40.59 27.99 44.39
8 Peer o	evaluations	used formativ	vely		an e de situlfica de	of the Spain Colleges Service	Notes			29.49 27.09 68.09 45.09 40.59 27.99 44.39
8 Peer o	evaluations	used formativ	vely				** ft+42			29.4% 27.0% 68.0% 45.0% 40.5% 27.9% 44.3% 47.1%
8 Peer o	evaluations	used formative used summate a encouraged	vely				of people			29.49 27.09 68.09 45.09 40.59 27.99 44.39



			_	P	ERCENTA	GE AGREE				
)	10	20	30	40	50	60	70	80	90	100
item						-				·
CARE	ER LADD	ER P'ACN	MENT CON	CEPTS						
1 Fair	appeal proc	ess			or in the first of	Wanter Land	ı			64.8%
	. Danie son						• - -7			51.7% 66.7%
					_					00.77
2 Adv	ancement cri	teria understo	ođ							
in inini										57.8% 55.8%
<u>, , , , , , , , , , , , , , , , , , , </u>	<u>, , , , , , , , , , , , , , , , , , , </u>					-				
	stay at sam									61.99
	Gara¥II.siida			**************************************		(hacua]			58.09 65.89
4 Chal	llenging CLI	criteria								
					14 1800 1977	<u> </u>				56.29 32.09
										41.29
15 Clea	ar evaluation	standards								
			Constant Constitution		(1) The Litteract	ân l				56.29
-	Tukkii ikois oo lo is too akis oo									53.09 58.69
		als assistance	,	ett komme vinderet						45.0
~/65/16			HAMMAN THURSTON	*********	,,,,					47.0° 40.9°
	_									36.09
7 Out	side advance	ment opportu	nities							
('			· Spine	Alexandra (SA)	ondistrict States or a green arms	ing a	gana especi ta			72.6
										58.7 67.9



				P	ERCENTA	GE AGREE				
)	10	20	30	40	50	60	70	80	90	10
tem					· -				<u> </u>	
ARE	ER LADD	ER PLACE	MENT (co	ntinued)						
8 Tea	chers involve	ed in CLP dev	elopment							
			ustable bill to origina	to some holes in the		65.2				56.5
<u> </u>		(13) (14) (15) (15) (15) (15) (15) (15) (15) (15]				52.0
										55.1
		_								
9 Ne	t positive resp	onse for grea	ter							
monino		·			1. 1. 19 . S S	* 5				57.
7//0///2	MANAGO PROPERTORIO DE LA CONTRACTORIO DE LA CONTRAC	ndikin internet (i je i je i je i je	44,474,000 et 2,444	29 /4// 4						20
				<u> </u>						
	ear personnel	criteria								59.0
0 Cle	ear personnel	criteria	The Control		-					59.0 39.
	ear personnel	criteria	The Control							38.7 59.0 39.6 34.3 32.4
0 Cle	ear personnel	criteria	The Control		-					39.0 34.3
O Cle	ear personnel	criteria		y th imp.						39.0 34.1 32.4
O Cle	ear personnel	criteria	priate	eg Maga Maga Masak kan		Cotonblus Sic (C.	7.1810 PM			39.0 34.1 32.2
0 Cle	ear personnel	criteria	priate	eg Maga Maga Masak kan		Copyright (Copyright Copyright)	~~~~			39.0 34.1 32.4
O Cle	ear personnel	criteria	priate	eg Maga Maga Masak kan		Osterskiper star (*)	· /- 16/10 /• **			39. 34. 32.
0 Cle	ear personnel	criteria bilities approp	priate	eg Maga Maga Masak kan	ST 1932 A. W. SA SA BIBSO MATOL	e di Admir din 18.				39.0 34.3 32.0 51.0
0 Cle 1 Hig	gher responsi	criteria bilities approp	priate		######################################					39. 34. 32. 70. 51.
O Cle	gher responsi	criteria bilities approp	priate	Street Street Street						59.6 39. 34. 32. 70. 51. 67.
O Cle	gher responsi	criteria bilities approp	priate	Street Street Street						39. 34. 32. 70. 51. 67.



Table 8

Response Profile Of Percentage Agree With Specific Research Components By Years Of Experience

Y. Common	= 1 - 7 y	rs. teaching	дехр.		8 - 25 yrs. t			= over 2	25 yrs. teachi	ing ex p .
0	10	20	30	40	ERCENTA 50	GE AGREI 60	E 70	80	90	1 0 0
Item					<u> </u>					
GENER	AL CARE	ER LAD	DER CON	CEPTS						
14 Attra	cts high quali	ty people								56.8%
HITHINGHINGH	<u>MARRAMAN</u> INI PALIAMBAN	111111111111111111111111111111111111111								40.2%
				_						28.8%
15 Detai	in most comp	440-4 B00-1	la.							
2.5%	*		_	- K-155	· Comme					47.2%
	<u> </u>									30.7% 25.8%
16 Will	improve inst	ruction								40 0 0
iiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiii	unnimumannyyman	113111111111111111111111111111111111111			i i gradining	Power in				60.0% 43.9%
L										33.5%
17 Smda	ent progress in	*****								
2.5.				and the second production	10 to					53.3%
										38.0% 31.0%
18 Enco	urage teacher	-								2400
100000000000000000000000000000000000000			A Company	•						34.9% 23.1%
<u>. </u>										18.1%
10 7	4	1-								
	ove teacher m									29.6%
			<u></u>							17.7% 14.3%
-	ove perceived	-								5
						COLOR				56.3% 43.8%
										33.3%



				P	ERCENTA	GE AGREE	E			
	10	20	30	40	50	60	70	80	90	10
em										-
ENER	AL CAR	EER LADI	ER CONC	EPTS (con	tinued)					
Mone	y rewards a	vailable	· · ·			Sugar Some	e Sheer of the Art	i		75.1%
			1201201201701701701000000111171 		HARRICA DA PARTICA DE LA CARRA DE LA C		***************************************			59.6% 58.4%
	sic reward a	available								4 8.9%
	iniminiminini				× XI					34.5%
										32.7%
Goals	clearly con	nmunicated								
	-		RACIONALINI (MARALINI)	ການຄວາມເຄື່ອກໍ່ເຄື່ອກໍ່ ການຄວາມເຄື່ອກໍ່ເຄື່ອກໍ່ເຄື່ອກໍ່ເຄື່ອກໍ່ເຄື່ອກໍ່ເຄື່ອກໍ່ເຄື່ອກໍ່ເຄື່ອກໍ່ເຄື່ອກໍ່ເຄື່ອກໍ່ເຄື່ອກໍ່ເຄື່ອກໍ່ເຄື່ອກໍ						50.5%
										52.4% 48.6%
										46.0%
rarr -	DEVELO	DMENT A	ND TRAIN	ING CON	rpre					
	eved adequate		ND IRAIN	ing cont	LEI IS					
***		ranionnia malionni	Hadinin dan kalin kalin da		m					43.9%
										47.2% 57.3%
	inistrators w		ar in Sugaria	er en skriveren e	2000 000 000 000 000 000 000 000 000 00	.				
			og Molandina phiandianan			•				55.2% 48.1%
										38. 8%
Peer	evaluators w	vell trained								
					ini perijajak					51.5%
										43.9% 38.2%
Adan	ugië teacher	skills resourc	•••							
Alexant	884 ks8 5	Walter San	The staff language	Programa de de la	e innek husan					62.5%
<u> </u>		<u> </u>								57.6% 53.3%
										3 4 4 U/-



				P	ERCENTA	GE AGREE	,			
)	10	20	30	40	50	60	70	80	90	100
tem										
		T TIAMEN AND	CVCTD) (CONORDE	,					
		LUATION els clearly defi		LONCEPTS	•					
						a. 1.20 - 15 - 1				61.59
	<u>unimmumumumum</u>			<u> </u>		HILL				57.69
										53.1%
9 Adr	ninistrators e	valuate fairly								
HOÔCHARA					ERROLLECTION DE L'ACTION DE		10 1			69.09
										57.79 48.49
0 Con	sistent evalu	ation procedu	res		*21.21					49.79
MANIÚMA										41.49 39.29
			-							
31 Eva	luation time	sufficient								
Omnominu	minimanumin				etalijai (18 mente de 	1	•			54.19
,					j					46.89 45.29
2 Tim	e worth bene				, ·					
<u>Taininnaan</u>	enember nichtorit				<u></u>					50.39 34.19
										33.19
3 Cor	rect achiever	nent emphasis	.							
					Significação (1907), A	an establishe				62.29
	mureeninemenide				HILLS					46.59 42.49
										46.47
4 Stud	ent outcome	s reflect perfo								
	<u>HITTOTOTOTOTOTOTOTOTOTOTOTOTOTOTOTOTOTOT</u>	illanamá <u>in</u> itura	AND THE REAL PROPERTY.	STATES SELECTION						43.0° 30.6°
										32.0



PEER EVALUATION CONCEPTS 55 Chosen for top performance 50. 37. 38. 39. 39. 37. Teachers have enough selection input 46. 32. 21. 38 Peer evaluations used formatively 59 Peer evaluations used summatively 51. 35. 36. 37. 38. 39. 39. 39. 39. 30. 30. 30. 30. 30. 30. 30. 30. 30. 30				.,	_						
PEER EVALUATION CONCEPTS 25 Chosen for top performance 50. 37. 19. 26 Well trained evaluators 57. 50. 39. 37. Teachers have enough selection input 46. 32. 21. 38 Peer evaluations used formatively 59 Peer evaluations used summatively 51. 52. 53. 54. 55. 55. 56. 57. 58. 59. 59. 50. 50. 50. 50. 50. 50. 50. 50. 50. 50					P			E			
PEER EVALUATION CONCEPTS 50. 37. 19. 66 Well trained evaluators 57. 50. 39. 67 Teachers have enough selection input 46. 32. 21. 38 Peer evaluations used formatively 54. 41. 41. 41. 41. 41. 41. 41. 41. 41. 4	0	10	20	30	40	50	60	70	80	90	100
Schosen for top performance	item										
50. 37. 19. 36. Well trained evaluators 57. 50. 39. 39. 37. Teachers have enough selection input 46. 32. 21. 38. Peer evaluations used formatively 54. 41. 35. 30. 39. 39. 39. 39. 39. 39. 39. 39. 39. 39	PEER	EVALUA	TION CON	CEPTS							
37. 19. 36 Well trained evaluators 57. 50. 39. 37. Teachers have enough selection input 46. 32. 21. 38 Peer evaluations used formatively 54. 41. 28. 39 Peer evaluations used summatively 51. 41. 35. 41. 35. 41. 35.	35 Cho										50.1%
57. 50. 39. 37 Teachers have enough selection input 46. 32. 21. 38 Peer evaluations used formatively 54. 41. 28. 30 Staff cooperation encouraged	iniminone Vienimone					graded s					37.2%
57. Teachers have enough selection input 46. 32. 21. 38 Peer evaluations used formatively 54. 41. 28. 39 Peer evaluations used summatively 51. 35. 31. 35. 31. 35. 31. 31. 31. 31. 31. 31. 31. 31. 31. 31					_						19.6%
57. Teachers have enough selection input 46. 32. 21. 38 Peer evaluations used formatively 54. 41. 28. 39 Peer evaluations used summatively 51. 35. 31. 35. 31. 35. 31. 31. 31. 31. 31. 31. 31. 31. 31. 31											
37. Teachers have enough selection input 46. 32. 32. 38. Peer evaluations used formatively 54. 41. 28. 39 Peer evaluations used summatively 51. 41. 35.											
77 Teachers have enough selection input 46. 32. 38 Peer evaluations used formatively 54. 41. 28. 49 Peer evaluations used summatively 51. 41. 35. 40 Staff cooperation encouraged	Timentiin	Étarină i ioninatarou cam			<u>umninumajuumiini</u>		<u>· · · ·</u>				57.8% 50.1%
46. 32. 8 Peer evaluations used formatively 54. 41. 28. 9 Peer evaluations used summatively 51. 41. 35. 0 Staff cooperation encouraged 48. 31.											39.7%
46. 32. 32. 38 Peer evaluations used formatively 54. 41. 28. 99 Peer evaluations used summatively 51. 41. 35. 10 Staff cooperation encouraged 48. 31.											
8 Peer evaluations used formatively 54. 41. 28. 9 Peer evaluations used summatively 51. 41. 35. 0 Staff cooperation encouraged 48.				_	_	_					
21. 38 Peer evaluations used formatively 54. 41. 28. 39 Peer evaluations used summatively 51. 41. 35. 40 Staff cooperation encouraged 48. 31.		<u> </u>	<u> </u>		je i kitorija storija	(* 1					46.4%
54. 41. 28. 39 Peer evaluations used summatively 51. 41. 35. 10 Staff cooperation encouraged 48. 31.											32.5% 21.8%
54. 41. 28. 39 Peer evaluations used summatively 51. 41. 35. 10 Staff cooperation encouraged 48. 31.											
99 Peer evaluations used summatively 51. 41. 35. 41. 35. 41. 31.							_				
28. 39 Peer evaluations used summatively 51. 41. 35. 40 Staff cooperation encouraged 48.	MINIMA	ninifananiińiniin				tet, tenne teter zinkerz	1				54.5%
51. 41. 35. O Staff cooperation encouraged 48.											28.4%
51. 41. 35. O Staff cooperation encouraged 48.											
35. 30 Staff cooperation encouraged 48.				_							
O Staff cooperation encouraged 48.						CONTINUES.					51.1%
48. 31.			-								35.9%
48. 31.											
		-	•		7 4 2 × 22	(X))					
	MINNON,				see (0. 10.100 (1.1000 (1.100 (1.100 (1.100 (1.100 (1.100 (1.100 (1.100 (1.100 (1.100)						48.19
											20.2%



				<u>-</u>				- <u>-</u>		
				P	ERCENTA	GE AGREE	Ξ			
0	10	20	30	40	50	60	70	80	90	100
ltem										
CARE	ER LADD	ER PLAC	MENT CON	ICEPTS						
	appeal proc									
nionicimum						Sugar.				58.6%
					i					53.1% 45.0%
42 Adv	ancement cri	iteria understo	nd.							
					indining 2	ı				54.4%
					HIRATIFIE					49.1% 41.3%
										71.5%
	stay at same			· · · · ·	and a state of	W. Gun				
										59.8% 51.8%
										43.1%
	llenging CLF									
	HADI DARING BADA BADA BADA BADA BADA BADA BADA BAD		najonémakanininii)	a produce su ppo	1994 M. C.					50.9% 35.7%
			J							26.6%
45 Clea	ar evaluation	standards								
					· · · · · · · · · · · · · · · · · · ·	turia				58.2%
										51.2% 47.0%
Zalinan u	P.4 W.	als assistance	·	1 pr 1 maggara	I					45.00
										45.7% 42.1%
										48.0%
		ment opportui								
MUNIMU	milinimilianilian	umilmionininanum		A CONTRACTOR OF THE PROPERTY O			er (1946) rower			71.4% 58.7%
		_								48.9%



			<u> </u>							
		<u> </u>		P	ERCENTA	GE AGREE	E			
0	10	20	30	40	50	60	70	80	90	100
Item			-							
CARE	ER LADD	ER PLACE	MENT (co	ntinued)						
48 Tea	chers involve	ed in CLP dev	elopment							
11111111111111				ANNALON ON THE STATE OF THE STA	nondaminini					53.1%
										51.8% 49.0%
49 Ne	t positive resp	oonse for grea	ter			_				
111111111111111111111111111111111111111		<u>IMARATRA MARIA MA</u>	en de la companya de		a transfer					56.1% 39.9%
										25.2%
50 O 1	_ •									
50 Cle	ar personnel		\$ 2)	1						35.6%
				ı						30.9%
			_							26.0%
51 Hic	her resnonsi	bilities approp	riate		•					
					111111111111111111111111111111111111111	who we still	To elitiga			70.7%
										53.9%
										45.6%
52 Ad	equate numbe	er of trained pe	rsonnel							
iinninin	ininanissimini		monomonom	enterminament tiitiin	o in ottobals.					54.7% 44.4%
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,									37.1%
		r input on rev								
		namidinaamidda	intolorii oni minintolori		1111 1111					50.8%
					į					45.8% 44.4%



Table 9

Response Profile of Percentage Agree with Specific

Research Components by Hours of Inservice Development

= percentage agree who received from 0 to 4 hours of inservice = percentage agreewho recieved 5 or more hours of inservice PERCENTAGE AGREE 0 10 20 30 40 50 60 70 80 Item GENERAL CAREER LADDER CONCEPTS 14 Attracts high quality people 15 Retain most competent teachers	0 100
O 10 20 30 40 50 60 70 80 Item GENERAL CAREER LADDER CONCEPTS 14 Attracts high quality people 15 Retain most competent teachers	0 100
Item GENERAL CAREER LADDER CONCEPTS 14 Attracts high quality people 15 Retain most competent teachers	0 100
GENERAL CAREER LADDER CONCEPTS 14 Attracts high quality people 15 Retain most competent teachers	
14 Attracts high quality people 15 Retain most competent teachers	
15 Retain most competent teachers	
15 Retain most competent teachers	
	41.7%
	59.0%
X CARACTER CONTRACTOR	
	33.0% 49.7%
	49.7%
16 Will improve in the street	
16 Will improve instruction	
The state of the s	43.5%
	67.8%
17 Student progress improve	
	37.1%
	62.9%
18 Encourage teacher cooperation	
İlli illi illi illi illi illi illi illi	22.1%
	42.6%
19 Improve teacher morale	
	19.8%
	28.6%
20 Improve perceived professional status	
	43.7%



						-		-		
			-	P	ERCENTA	GE AGREE	,			
0	10	20	30	40	50	60	70	80	90	100
læm			<u>-</u>				<u> </u>		<u> </u>	
GENE	ERAL CAR	REER LAD	DER CON	CEPTS (co	ntinued)					
21 Mc	oney rewards	a vailable								
777						7777	······································]		62.7%
										74.3%
22 Inti	rinsic reward	available								
		<u> </u>								35.8%
L.,										52.0%
23 Goa	ils clearly cor	nmunicated								
,,,,			iiiiii		7///					49.1% 60.9%
										00.7.0
STAF	F DEVELO	OPMENT A	ND TRAIN	NING CON	CEPTS					
24 Rec	ceived adequa	te inservice								
		iniin	<u> </u>	77.4						38.9%
										66.2%
25 44	ministrators v	wall trained								
25 Au	mm	Well traffied	m	mm	J					44.6%
<u>'"</u>	**************************************	<u></u> , <u>.</u>	×							63.5%
	r evaluators									
	<u> </u>]			39.9% 64.1%
										U-1.170
27 Adı	eouate teache	r skills resoun	res							
		32003 163000		mm	mm	1				56.1%
<u> </u>				<u> </u>						67.3%



				P	ERCENTA (GE AGREE				
)	10	20	30	40	50	60	70	80	90	100
tem								-		
ΓΕΛΟ	HER EVA	LUATION	SYSTEM (CONCEPTS	5					
		els clearly defi								56.3%
							112			67.0%
29 Adı	ninistrators o	valuate fairly								£0.00
										58.2% 70.7%
30 Car	sistent evalu	ation procedu	res							
				777		<i>a</i> a				40.3% 56.0%
	//////////////////////////////////////		anazonassasana		, <u> </u>					
31 Eva	luation time	sufficient	m	m	1					44.7%
		A BANGAN SA		<i>CONTRACTION</i>						60.9%
32 Tim	e worth ben	efits gained	******							33.39
										56.49
33 Cor		ment emphasis								48.09
THE SHEETING					Norman Service	arra (ng. 618				62.89
34 Stud	ient outcome	s reflect perfo	ormance							
		mm.								31.69



					ERCENTAC					
)	10	20	30	40	50	60	70	80	90	100
tem									· · · · · · · · · · · · · · · · · · ·	
EER	EVALUA	TION CON	CEPTS							
5 Cho	sen for top p	erformance								35.9%
****				os karillann		<u> </u>				56.0%
777	II trained eva						2 2			4 7.1% 67.0%
7 Tea	111111	nough selection	minn	ZZZ						38.9% 31.7%
		used formative				Ī				39.6% 55.6%
777	IIIIII	used summati	mm		1					45.4% 41.3%
777		encouraged			e e e e e e e e e e e e e e e e e e e					31.0% 56.0%



				P	ERCENTA	GE AGREE	;			
0	10	20	30	40	50	60	70	80	90	100
ltem	ER LADD	ER PLACE	MENT CO	ONCEPTS						
_										
	appeal proc						Ī			50.9% 64.6%
		iteria understoo				Willia				48.2% 58.2%
	stay at sam									51.9% 63.7%
44 Cha	llenging CL	P criteria								36.3% 53.2%
45 Clea	evaluation	standards		alliniden, deser						52.6% 56.1%
1777	m	als assistance		The second se	unca					41.5% 50.4%
111	m	ment opportur	mm		, Ž					60.3% 71.4%



				P	ERCENTA	GE AGREE	Ε			
0	10	20	30	40	50	60	70	80	90	100
Item										
CARE	ER LADD	ER PLACE	MENT CO	NCEPTS (continued)					
48 Tea	chers involve	ed in CLP pla	11111.11			20				51.2% 57.8%
49 Net		oonse for grea		777		22				40.7% 58.0%
50 Cie	ar personnel			10 NI 3						29.8% 40.1%
	her responsil	pilities approp	\overline{m}		Cartin dia Basin		<i>a</i>			56.2% 69.0%
52 Ade		r of trained pe			<u> </u>	Ī				45.8% 55.2%
1111	111111	input on revi	m	ana a canto po	7					47.0% 52.5%



Table 10

Response Profile of Percentage Agree with Specific Research Components by School Level

	_									
	= elen	nentary			= midd	le school / J.H.			= high	school
					PERCENT	AGE AGRE	 E			
0	10	20	30	40	50	60	70	80	90	100
Item										
GEN	ERAL CAF	REER LAD	DER CON	CEPTS						
14 A	ttracts high qu	iality people								
		2.2.30								48.6%
										49.8%
										38.0%
15 R	etain most cor	mpetent peopl	le							
500	, et et et en	0.78678 3.970			i					38.1%
	******			*****						42.4%
<u> </u>										31.0%
16 W	ill improve in	nstruction								
~~~			******	*****						50.6%
				^^^^		<b>~</b>				54.7% 44.0%
					_ <del>_</del>					· · · · · · · · · · · · · · · · · · ·
15.0.	•	ě								
	udent progress	-								44.9%
×××	**************************************	****		~~~~	~~~~					44.9% 47.4%
					AAAA					38.6%
18 Ea	courage teach	<b></b>	_							
10 11		er cooperation	1						,	28.0%
- XXX	*****									30. <b>7%</b>
<u> </u>										23.3%
19 Im	prove teacher	morale								
									2	22.9%
***										23.5%
										19.0%
20 Im	prove perceive	ed profession:	al status							
	· ,		· · · · · · · · · · · · · · · · · · ·	<del></del>					4	19.2%
×××	******	*****	****	***	XXXXXX					51.7%
<b></b>					ن				4	13.9%



					•	,				
				Pl	ERCENTA	GE AGREE				<u> </u>
0	10	20	30	40	50	60	70	80	90	100
Item										
GENE	RAL CAR	EER LADD	ER CONC	EPTS (con	tinued)					
21 Mo	ney rewards	available					_			67.6%
***	*****	****	<u> </u>	****	<u> </u>					64.1%
1										61.5%
22 Intr	insic reward	available								
~~~~	##: ##: ##: ## ## ## ## ## ## ## ## ## #	######################################	<i></i>							42.3% 41.6%
				· · · · · · · · · · · · · · · · · · ·						33.6%
	ls clearly con									54.1%
×××	****	****	*****							50.6%
		<u>_</u>								49.6%
STAFI	F DEVELO	OPMENT A	ND TRAIL	ING CONC	repre					
	ieved adequa			ard com						
					ent.					49.2%
										42.5% 47.0%
25 Adı	ministrators v	vell trained								** 4~
	****	*****	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		<i>₩ ₩₩₩</i>	l				55.4% 47.2%
					_					43.5%
	r evaluators v	vell trained	STATE LEVEL HANDEN	ang property of the	KONOMINANO.					50.7%
		******								38.6%
										44.4%
27 Ade	ouate teacher	r skills resource	es							
11.11/11/1	** <i>k*******</i>	4 2 24 11 12 20 1 79	1674, SHETHY	aanga ya 💎	. w w 1988 - 10	//				62.6%
****			······································	······································		**************************************				59.7% 53.2%



Table 10 (Continued)

					ERCENTA:	GE AGREE	E			
0	10	20		40	50	60	70	80	90	10
ltem								_		
 -										
			SYSTEM (CONCEPTS	3					
_	formance leve	els clearly defi	ined	Nacional Contract Con						64.3%
***	****	*****	****		>>>>>	<u>≈</u>				57.6%
										49.4%
29 Adı	ministrators e	valuate fairly				_				
~~~	<u> </u>	*****	*****	*****	*****	~~~~				66.6% 62.1%
										51.6%
30 Cor	nsistent evalu	ation procedu	res							
	V. V		××××××							48.4%
										45.1% 36.4%
										JU1%,
31 Eva	duation time	sufficient								
				<u> </u>		## <u>#</u>				54.8%
<u></u>	****	****	****		3					46.1%
		-								41.9%
30 Ti	e worth bene									
72 1(1)	ie werui bene	ans gained								42.8%
<u> </u>	*****	<b>%</b> *****	*****	~~~						40.8%
										33.9%
		nent emphasis				_				E
~~~	<u> </u>	×××××			××××					56.5% 53.8%
										42.1%
4 Stud	ent outcomes	reflect perfor	mance							
**************************************										39.0%
										34.5% 28.2%
									•	



			<u>.</u>			<u>-</u>				
				P	ERCENTA	GE AGREE	:			
0	10	20	30	40	50	60	70	80	90	100
Item										
PEER	EVALUA'	TION CON	CEPTS							
35 Cho	sen for top p	erformance	***********		***					47.8%
				<u>왕</u>						37.1%
										32.3%
36 Wel	ll trained eva	luators								
	×××××××	******			war ar a	20%				58.4% 46.8%
					~					46.4%
37 Tea	chers have er	nough selectio	n input							41.0~
*****	××××××××	****	*****	<i></i>						41.2% 37.8%
<u> </u>										28.6%
39 Dow	r evaluat one	used formativ								
Jo reel	r evaluar ons	usea formauv	ely							52.9%
××××	*****	******		****						41.0% 34.1%
_	_		<u></u>							J4.170
39 Peer	r evaluations	used summati	ively							
		*****			83					47.1%
****					İ					44.5% 40.5%
40 Staff	f cc operation	encouraged								44.0
	<i>~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~</i>		(1)	3						41.0% 36.8%
				-44						30.2%



				P	ERCENTA	GE AGREE	}			
0	10	20	30	40	50	60	70	80	90	100
ltem									<u>_</u>	
CARE	ER LADD	ER PLACN	MENT CON	NCEPTS						
	r appeal proce									
	*****		~~~~~							57.8%
						4				54.8% 50.8%
		teria understoo	od							53.4 ~
	****	<u> </u>	****		<i>````````````````````````````````````</i>					53.1% 49.6%
										47.5%
12 Co-										
380728	stay at same	TO CHARLEST AND AND AND AND AND AND AND AND AND AND				mana.				58.7%
***		******	***	****	<u> </u>	227 <u>3</u>				51.2%
										49.9%
4 Chal	lienging CLP	criteria								
	~~~~~									44.6%
				******						43.2% 31.8%
5 Clea	r evaluation s	tandards								
******	*****									56.7% 53.9%
					<u> </u>					47.0%
	quate material				_					16 EM
		~~~~~~			3					46.5% 43.2%
										40.2%
7 Outs	ide advance	ent opportuni	irias							
	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	N. 000000000000000000000000000000000000	Marie and Transport	<u> </u>	<u> </u>	wayaagaa ya	1			67.3%
~~~~	****	****	****				-4			62.6%
				· · · · · · · · · · · · · · · · · · ·						55.4%



				P	ERCENTA	GT AGREE	;			
0	10	20	30	40	50	60	70	80	90	100
Item										
CARE	ER LADD	ER PLACE	EMENT (co	ntinued)						
		ed in CLP dev	elopment			33-A				56.6%
<b>≈</b> ≈≈	*****		<u> </u>	*****						52.8%
					i					45.6%
49 Ne	t positive resp	oonse for grea	ter							
	*****	******		######################################	77). (30000					46.9% 49.4%
				****	2222					39.3%
50 Cle	ar personnel	criteria								
		******								35.8% 32.2%
										27.3%
51 Hig	her responsit	bilities approp	riate							
	******									64.8% 57.8%
~~~				~~~~		222				50.2%
52 Add	equate numbe	r of trail	.mel							
S. C. Safferd	****			1. N. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	. (30,2° - 3)					52.7%
					≃					45.5% 40.9%
53 Add	equate teacher	r input on revi	sions							
										51.5%
				<u>```````</u>	22.22					48.4% 42.7%



Table 11

Response Profile of Percentage Agreement

With Specific Reasearch Components by Teacher/Administrator Comparisons

Carlo = Teachers - Administrators PERCENTAGE AGREE 10 20 30 40 60 70 80 90 100 0 Item GENERAL CAREER LADDER CONCEPTS 14 Attracts high quality people 45.5% 75.8% 15 Retain most competent teachers 36.2% and the same and t 78.0% 16 Will improve instruction 49.2% 80.4% 17 Student progress improve 43.1% 78.5% 18 Encourage teacher cooperation 27.1% 43.0% 19 Improve teacher morale 21.,% 37.5% 20 Improve perceived professional status 47.7% 67.4%



40

				P	ERCENTA	GE AGREI				
0	10	20	30	40	50	60 60	70	80	90	100
Item										
			DER CONC	CEPTS (co	ntinued)					
	oney rewards									65.0%
			•							83.7%
	rinsic reward			Williamo.						39.4%
										61.5%
	als clearly con									51.5%
]	84.3%
STAF	F DEVELO	OPMENT A	ND TRAIN	ING CON	CEPTS					
	ceived adequa				960x					46.4%
					****					77.0%
	lministrators									50.1%
										73.8%
26 Pe	er evaluators	well trained								
Wester,	, THE TO CHAINE					_				45.8% 89.5%
									<u> </u>	
27 AA	lanuata taanka	r skills resour	COC							
			ces Garil Mill (d. 1992)	signy of a com-	ane taka er					59.2% 81.4%
<u> </u>	.		_							/ 0



				P	ERCENTA	GE AGREE	;			
0	10	20	30	40	50	60	70	80	9 0	100
ltem										
TEAC	HER EVA	LUATION	SYSTEM (CONCEPT!	S					
		els clearly defi				2722%				58.7%
ggarina.u.	ent. * tell tijdheshelpik i		esumest enmant.			<u> </u>				81.79
		evaluate fairly								61.29
					19. 4.19h., 18h. 19.5.					89.0%
		ation procedu								44.19
	insaktali. Tadik									72.39
	luation time									49.29
		// //								72.39
	e worth bene									20.50
										39.59 68.29
33 Con	rect achiever	ment emphasis	1							
	AMENING AND	Militaria de Como de Como de Como de Como de Como de Como de Como de Como de Como de Como de Como de Como de Co		AMMERICANIA (CONTRACTOR)	(Hipsith)/A]		51.`8 75.69
	lant autoama	s reflect perfo								
34 SW		s reflect perior	rmance							



				_						
				P	ERCENTA(GE AGREE	E			
0	10	20	30	40	50	60	70	80	90	100
Item										
PEER	EVALUA	TION CON	CEPTS							
		erformance		****						40.1%
				3., 663		-				72.5%
-	l trained eva			(h) (spinis) (s 4) (s 20)						51.6%
										94.1%
		nough selection	on input	ž.						∞د.36
										67.5%
	Hillipikai, wila	used formative	ely <i>Marialiania</i>		i					44.7%
	•									40.5%
.										
		used summati	vely <i>Waliotalia (188</i> 2)							44.2%
		<u>. </u>								57.5%
40. CC	Faca									
		encouraged		&						36.0%
	.				_					81.4%



				P	ERCENTA	GE AGREE	2			
)	10	20	30	40	50	60	7 0	80	90	100
tem	ED LADD	CD PLACE	EMENT CO	NCEPTS						_
			INLAT CC	MCLITS						
	appeal proce				000 page gran, 190	1				54.4%
						•				85.2%
		teria understo								50.00
										50.6% 7 0.7%
							<u> </u>			
12 Com		. James								
	stay at same								_	54.19
						_				93.4%
	llenging CLI	_								40.59
	11/16/16/16/16/16/16/16/16/16/16/16/16/1		<u> </u>							60.79
45 Clear	r evaluation :	standards								
			44460 × 1015 (1941)	l'i prințej pri prinții	41, mm, 11,					53.59 67.49
				<u> </u>						07.47
	<u> </u>	ls assistance								43.79
27. 27.006.00				7						69.69
7 Outsi	ide advancer	nent opportun	nites							
		10 m 1 m 1 m 1 m		·····	2 10 10 10 10 10 10 10 10 10 10 10 10 10					62.69



					. abic II (Continued)				
0	10			P	ERCENTA	GE AGREI	Ξ			
	10	20	30	40	50	60	70	80	90	100
tem CARE	ER LADDI	ER PLACE	MENT CO	NCEPTS (continued)					
18 Tea	chers involve	d in CLP plac	cement							
					es militar					51.9% 92.8%
9 Net	positive respo	onse for great	er responsibli	ty vs. release	time					
or all with			er responsion							44.6%
								 -J		78.8%
Clear	personnel cri	teria								
	(1)									32.0%
										53.3%
Highe	er responsibili	ties appropri	ate	_						
·	n mesenkinisti istili			e Historiae XXII (i	HAMPINIAN,					59.2% 84.4%
										04.4%
Adequ	ate number of	trained perso	onnel							
				Canal and Asset	*					47.5% 75.6%
										73.0%
Adequa	ate teacher inp	out on revision								
		ers en septim som	acorrect (stary) "	ganar gaggang						47.3% 90.9%
										30.9%



Table 12

Organizational Climate Subscales Stratified within Selected Demographic Characteristics

	Gen. Mean	Staff Mean	Teach. Eval. Mean	Peer Eval. Mean	CLP Con. Mean	Clim. Mean	Grand Mean
Teachers / applied for CLP	2.724	3.258	3.301	4.049	3.234	3.129	3.262
Teachers / did not apply for CLP	2.077	3.106	2.911	3.677	2.933	3.021	2.928
Teachers / already placed on CLP	2,744	3.178	3.010	4.177	2.978	3.036	3.179
1-7 years teaching experience	2.641	3.281	3.230	4.139	3.198	3.098	3.240
8 - 25 years teaching experience	2.355	3.099	2.946	3.841	2.939	3.034	3.016
Over 25 years teaching experience	2.226	3.148	2.996	3.461	2.905	2.970	2.934
Teachers	2.424	3.154	3.035	3.915	3.021	3.038	3.076
Administrators	2.985	3.344	3.238	4.158	3.264	3.587	3.417
Elemeantary	2.489	3.231	3.103	4.093	3.101	3.118	3.170
Secondary	2.428	3.101	3.004	3.740	2.957	2.998	3.015
Composite Means Pooled Across Demographics	2.465	3.173	3.057	3.937	3.037	3.065	3.102

MEAN - Range = 1.000 - 4.000

Values from 1.000 - 2.500 = Generally Negative Values from 2.501 - 4.000 = Generally Positive



Table 13

Educator Perceptions of Organizational Climate Items
by Percentage Agreement and Total means
for 1986, 1987 Data Cycles

SURVEY STATEMENT	PE	RCENT	AGREE		PER	CENT D	ISAGRE	E	MEA SCO	
	1786	1987	1986	1987	1986	1987	1986	1987	1986	1987
	SA	\	М	A	M	D	SI)		
Climate Perceptions										
Belonging	40.3	37.8	42.2	36.6	10.8	11.0	6.8	10.3	3.159	3.144
Successful	55.0	54.3	35.5	33.5	5.9	4.9	3.6	4.0	3.419	3.481
Being Rewarded	19.3	20.6	39.2	38.4	24.7	22.0	16.9	15.5	2.608	2.748
Work Has Clear Purpose	53.4	58.6	36.5	29.6	6.5	5.7	3.5	2.9	3.398	3.536
Job Has functional Importance	56.0	50.8	33.6	35.6	7.0	6.6	3.4	3.4	3.422	3.444
Cooperative Work Environment	40.8	40.4	43.0	39.0	11.0	10.8	5.2	6.2	3.194	3.243
Good Leadership Models	30.8	34.0	43.3	37.5	15.9	15.8	10.1	8.8	2.948	3.086
Free From Excessive Stress	12.2	12.2	31.3	28.8	27.0	27.8	29.4	28.0	2.264	2.346
Goals Communicated	24.5	24.4	47.2	43.9	20.0	19.6	8.3	8.1	2.879	2.967
Get Progress Feedback		17.9		41.4		24.6		10.9		2.818
Secure in Job Status		50.5		33.1		8.0		5.2		3.385
Strong Social Network		22.9		40.1		22.1		10.4		2.888
Communication Level Feels Good		20.7		40.3		23.4		12.0		2.809
Composite Climate									3.032	3.069

CODE:

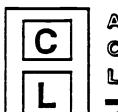
SA = Strongly Agree

MA = Moderately Agree

MD = Moderately Disagree

SD = Strongly Disagree





Arizona Career Ladders

Research & Evaluation Project • Cents. for Excellence in Education • Northern Arizona University

Dear Professional Educator:

The Arizona Career Ladder Research and Evaluation Center has been assigned the task of conducting research regarding the success of approved districts in the development of their unique career ladder pilot programs. We are very pleased to be able to do this, particularly since the State Legislature has allowed time to determine the kinds of models which work well in attracting, retaining and motivating high quality professionals.

We need your help in determining how you see various aspects of your district's career ladder plan. You will be asked to do this only once a year! The results will be used for the purpose of assisting your district in improving its program and for the Research Center to report on the results of the Arizona Pilot Career Ladder Project to the Joint Legislative Committee on Career Ladders.

Your response is <u>confidential</u> and your school and district name will not be used in reporting the findings. Please return this survey to the person designated by your district's career ladder coordinator as stated on the cover instruction sheet.

Please view this survey as an opportunity to express your perceptions in a confidential manner. It is not necessary to respond to any questions which make you feel uncomfortable, but remember that your perceptions count!

YOUR PERCEPTIONS ARE JUST AS VALUABLE WHETHER OR NOT YOU INTEND TO PARTICIPATE IN THE CAREER LADDER OPTION

THANK YOU!

Sincerely,

Dr. Lawrence M. Aleamoni, Professor & Director of Instructional Research &

Development, U of A

Dr. Louann A. Bierlein Research Associate,

Reliand M. Parlamen

W. Cleanor In a a Billin

Dr. G. C. Helmstadter, Professor & Director of School Personnel Evaluation & Learning Laboratory,

ASU

Dr. Richard D. Packard, Professor of Research, Foundations &

Administration, NAU



DEMOGRAPHIC INFORMATION

All School District Certificated Personnel

INSTRUCTIONS: First, place the code for your school on the answer sheet. Next, select one item per question which best describes you or your position and fill in the correct location on the answer sheet. Please respond to the two sections which relate to your position.

	Ilstrict and School Code (find correct ecurity Number on answer sheet).	t coc	te from cover sheet and place i	n first	four spac	ces of box labeled	Social
1.	School Level at which you primarily w	ork:					
	A) Elementary	B)	Middle/ Junior High School;	C)	High Sci	hool D) [NA
2.	Position in District:						
	A) Classroom Teacher	C	Counselor	E)	Building	Level Administrati	or
	B) Librarian		Other Resource Personnel	F)	Central (Office Administrato	or
3.	Gender (optional):						
	A) Female	B)	Male				
4.	Ethnicity (optional):						
	A) Anglo	C)	Native American	E)	Asian		
	B) Hispanic		Black	•	Other		
5.	Degree:						
	A) Bacheiors	C	Masters	E)	Doctora	te	
	B) Bachelors +	. •	Masters +	-,			
6.	Hours of district inservice received of						nt, Criteri
	(EEI), procedures, portfolio developri	nent	, CLP placement, criteria for up	ward	mobility,	etc.)	
	A) 0 hours	C)	5-8 hours	E)	13 or mo	ore hours	
	B) 1-4 hours	D)	9-12 hours				
7.	Number of years total as a teacher in : A) 1-3 years B) 4-7 years	C)	orofession: 8-15 years 16-25 years	E)	Over 25	years	
8.	i have been placed on my district's C	JP.					
	A) Yes		No	C	No CLP	Placement has oc	сипес
9.	If you have not done so already, in the	ne fu	ture do you intend to apply for t				
	A) Yes	B)	No	C	DNA sir	nce aiready applied	to CLP
10.	Number of formal & informal evaluation				for the C		ıram:
	A) 0		4-6				
	B) 1-3	(ט	7 -9	= }	DNA-E	oo early in CLP	
11.	Who conducted your Career Ladder			-	1	5 . 0	4!
	A) Building admin. only		Building + Central admin. Only			E) Other combin	
	B) Building admin + peer evaluators	τ,	Building + Central admin. + pe	er eva	aluators	F) DNA- too ear	y in CLP
	Adn	ninis	trators, Supervisors, etc., or	l <u>v</u>			
12.	Number of years in distnot as an admi	nistr	ator:				
	A) Under 3 years		8-15 years	E)	Over 25	years	
	B) 3-7 years	D)	16-25 years				
13.	How many teachers have you been a			Care	er Ladde) 41 or m	r Program?	
	A) 1-10 B) 11-20		21-30			ore og early in CLP	



PERCEPTION ASSESSMENT SCALE

Using the Rating Scale shown below, please choose the response which best describes the way <u>you feel</u> about the concept expressed by each statement. Please respond to each statement in relation to <u>the Career Ladder Program in your specific district</u>, not career ladder districts in general. Indicate your selection by filling in the appropriate space on the answer sheet.

Please darken these letters with a #2 pencil on the answer sheet to reflect your perceptions:

Rating Scale

Α.		eral Career Ladder Concepts:				
	14.	The Career Ladder Program (CLP) will attract high quality people into the teaching profession	В	С	D	Ε
	15.	The Career Ladder Program (CLP) will retain the most competent teachers in the classroom	В	С	D	Ε
	16.	The Career Ladder Program (CLP) will improve instruction	В	С	D	Ε
	17.	The Career Ladder Program (CLP) will improve student academic progress	В	С	D	Ε
	18.	The CLP encourages cooperation among teachers	В	С	D	Ε
	19.	The CLP will improve teacher morale	В	С	D	Ε
	20.	The CLP will improve the professional status of teachers in the eyes of the public	В	С	D	Ε
	21.	Monetary rewards available through the CLP are viewed as a significant incentive	В	C	D	Ε
	22.	Intrinsic rewards (personal satisfaction) available through the CLP are viewed as a significant incentive	В	С	D	Ε
	23.	The district's career ladder goals and objectives have been deany communicated to teachers	В	С	D	Ε
윰.	Sta	ff Development and Training Concepts				
	24.	I have received adequate inservice on the CLP teacher evaluation system	В	С	D	Ε
	25.	Administrators are well trained in the CLP evaluation system	В	С	D	Ε
	25.	Peer Evaluators are well trained in the CLP evaluation system (if used) A	В	С	D	Ε
	27.	The district provides adequate resources to help teachers gain the skills required for advancement on the ladder	В	С	D	E



 $5\frac{1}{5}$

U.	169	CHRIC EVALUETION SYSTEM Concessis					
	28.	The evaluation instruments clearly define the various levels of teaching performance	A	В	С	D	Ε
	29.	I feel that administrators evaluate teaching performance fairly for placement on the ladder	A	В	С	D	E
	30.	The CLP evaluation procedures are structured in such a manner to insure consistency among evaluators	A	В	С	D	Ē
	31.	The amount of time evaluators spend observing teachers is sufficient to ensure proper placements on the ladder	A	В	С	D	Ε
	32.	Time required for the CLP evaluation process is worth the benefits gained	A	В	С	D	E
	33.	An appropriate amount of emphasis is placed on student achievement and its relation to my CLP evaluation	Α	В	С	D	Ε
	34.	Student Outcomes required by the CLP are a good reflection of my teaching performance	Α	В	С	D	Ε
D.	Pee	r Evaluation Concepts (Please select (E) for Does Not apply if your district do the CLP evaluation)	es r	not u	se p	eers	in
	35.	Peer evaluators have been selected on the basis of their superior qualifications	A	В	С	D	Ε
	36.	Peer evaluators are well trained in CLP evaluation procedures	A	В	С	D	Ε
	37.	Teachers have sufficient in put in the selection of the peer evaluators involved in their evaluation.	A	В	С	D	E
	38.	Peer evaluation is only being used formatively (to assist teachers in the improvement of instruction)	A	В	С	D	Ε
	39.	Peer evaluation is only being used summatively (to make decisions about placement in the CLP)	Α	В	С	D	Ε
	40.	I believe peer evaluation in my district encourages cooperative staff efforts	A	В	С	D	Ε
E.	Car	eer Ladder Placement Concepts					
	41.	The CLP includes a fair appeal process for disagreements over placement on the ladder	A	В	С	D	E
	42.	Teachers clearly understand what is expected of them in order to advance on the ladder	A	В	С	D	Ε
	43.	Teachers can feel comfortable about choosing to remain at the same level on the ladder	A	Б	С	D	Ε
	44.	The criteria for career ladder levels are challenging enough so that only the most competent teachers advance	A	В	С	D	E



	45.	The CLP clearly specifies standards for judging the contents of material submitted for CLP evaluation (portfolio, growth plan, etc.)	A	В	С	D	Ε
	46.	Acceptate assistance is being provided to teachers regarding the development of materials submitted for CLP evaluation	A	В	С	D	Ε
	47.	Our CLP provides teachers with opportunities for continued advancement without leaving the classroom on a full-time basis	A	В	С	D	E
	48.	Teachers are adequately involved in the development of the district career ladder program.	A	В	С	D	E
	49.	The positive effects of higher level responsibilities (teacher mentor, etc.) outweigh the possible disadvantages of being released part-time from classroom assignments.	.А	В	С	D	E
	50.	Clear criteria for CLP participation have been established for personnel whose job description differs from a regular classroom teacher	. А	В	С	D	E
	51.	Higher level responsibilities in the CLP are appropriate assignments for those teachers selected for advancement.	Α	В	С	D	E
	52.	The district has an adequate number of trained personnel to effectively place candidates on the career ladder	A	В	С	D	E
	53.	The district has established a means for adequate teacher input concerning possible revisions	A	В	С	D	Ε
F.	Org	anizational Climate Survey The following questions are designed to assess general organizational climate.	tead	:her	perc	eptic	ns o
	54.	I have a feeling of belonging	. А	В	С	D	E
	55.	I have feelings of being successful in my job assignment	. A	В	С	D	Ε
	56.	I have a feeling of being rewarded for a job well done	.A	В	С	D	Ε
	57.	I feel my work has a clear purpose	. A	В	С	D	E
	58.	I am consistently provided knowledge of progress	. A	В	C	D	Ε
	59.	I am provided a cooperative working environment	. А	В	С	D	Ε
	60.	I am provided good leadership models	. А	В	С	D	E
	61.	I work in an environment free from excessive stress	. A	В	С	D	E
	62.	I feel my job has functional importance to the organization	. А	В	С	D	Ε
	63.	I feel secure about my job status	. А	В	С	D	E
	64.	Organizational goals are clearly communicated	. А	В	C	D	
		I feel there is a strong social network in my organization				D	
	66.	I feel good about the communication level in my organization	. A	В	С	D	E



REQUEST FOR WRITTEN COMMENTS

1.	Name of District	School	Code
2.	Are you on the CLP or if too early	for your district, have you applied?	(yes) (no) (DNA - Admin.)
3.		pession: (1-3) (4-7) (
A.	Please describe the major str	enoth(s)of your district career ladde	r program.
В.	Please describe the area(s) of	of your career ladder program which	i <u>need improvement</u> .
C.	District: Please describe the strongest and those areas wi	e area(s) of your <u>District's Organizat</u> hich need improvement	tional Climate which are the
D.	School: Please describe the strongest and those areas w	e area(s) of your <u>School's Organiza</u>	tional Climate which are the
	Sidingest and invocateds w	man nood in provontatio	



4 50