

**Self-Perceived Personality Characteristics of Award-Winning Career Technical Education
Teachers and Award-Winning Core Subject Area Teachers
Throughout the United States of America**

by

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Abstract

This study examined the relationships between self-perceived personality characteristics found in award-winning Career and Technical Education (CTE) teachers and award-winning Core Subject Area (CSA) teachers throughout the United States of America. Students' participation in Career Technical Education has previously been linked to increased graduation rates. One might assume that the CTE curriculum encourages potential drop-outs to continue their educations and earn their diplomas. While this may be true, others might argue that the personality characteristics of CTE teachers are the underlying factors to increased graduation rates. In order to provide more knowledge in this area of education, the researcher analyzed teachers' perceptions of personality characteristics exhibited by award-winning teachers to determine if significant differences exist in the perceptions of CTE teachers and CSA teachers concerning personality characteristics.

In this study, the researcher measured teachers' self-perceptions regarding pre-determined personality characteristics of effective teachers exhibited by state "Teacher of the Year" award-winners and Association for Career and Technical Education (ACTE) award-winners throughout the United States to determine if significant differences exist between the two groups of effective teachers. If differences did exist between the personality characteristics of CTE teachers and CSA teachers, further research might conclude that the personality characteristics of CTE teachers encourage students to stay in school.

The researcher used a 2 x (12) Mixed Design Analysis of Variance (ANOVA) to answer the three research questions formulated for the study. The results of the research study indicated that award-winning CTE teachers and award-winning CSA teachers throughout the United States of America valued all twelve of Robert J. Walker's "12 Characteristics of an Effective Teacher" (2008). Perhaps more importantly, the two groups of award-winning teachers did not differ significantly based on Walker's "12 Characteristics of an Effective Teacher" (2008).

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“I sing because I’m happy, I sing because I’m free, for His eye is on the sparrow, and I know He watches me” (Martin, 1905).

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Chapter 1

Introduction

The single most important factor in determining student academic success is the classroom teacher (Sanders & Horn, 1998). Successful teachers possess characteristics that lead to teaching effectiveness in the classroom and student achievement. What are the characteristics that lead to teaching effectiveness? Moreover, do Career Technical Education (CTE) teachers exhibit personality characteristics that differ from Core Subject Area (CSA) teachers?

According to the Merriam-Webster Online Dictionary (2013), a characteristic is “a distinguishing trait, quality, or property”. There can be many different types of characteristics in an individual. Typically, characteristics are viewed as stable and change little over time. There are many characteristics that teachers possess that can lead to effectiveness in classrooms. According to Krueger (1972), there are numerous studies showing that personality is a significant predictor of effective teaching. Many different measurement instruments have been used in previous studies to determine characteristics of effective teachers (Bridgewater, 1982; Curtis & Liying, 2001; Hughes, Costner, & Douzenis, 1988; Mayhew, 1986; Mullins, 1992; Polk, 2006; Sherman & Blackburn, 1975; Walker, 2008). This study utilized the characteristics previously recognized in Robert J. Walker’s “12 Characteristics of an Effective Teacher” (Walker, 2008) research study to analyze the relationships between teachers’ perceptions of personality characteristics of effective CTE teachers and effective CSA teachers throughout the United States of America.

Through interpretation of the data collected, administrators can use the information gained to make decisions regarding hiring future CTE instructors and/or providing professional development to teachers lacking in the characteristics that are strongly exhibited in award-winning CTE instructors throughout the United States. Furthermore, if differences in personality characteristics are found to exist between CTE teachers and CSA teachers, future scholars can conduct similar research studies that seek to link CTE teachers' personality characteristics to increased graduation rates.

Statement of the Problem

Effective Career and Technical Education teachers are in high-demand throughout the United States, as well as around the world. States consistently report a shortage of qualified CTE teachers and faculty (National Association of State Directors of Career Technical Education Consortium, 2012). Alabama's Workforce Development Agency expects a rise in the number of skilled-employees for many years to come. The United States does not simply need a large number of CTE teachers to educate its future employees; the United States needs highly-effective teachers in its CTE classrooms. CTE requires highly knowledgeable educators who not only have experience in the field, but also pedagogical skills needed to be successful in the classroom (National Association of State Directors of Career Technical Education Consortium, 2012).

Dropping out of school is a problem in America's school systems that teachers, administrators, and government take very seriously. The negative effects associated with school drop-outs are well-documented. High crime, poverty, and unemployment are among the negative effects of dropping out of school. Dropping out of school can not only create poor

situations for students, but also for teachers and school systems. Today's United States government holds teachers and school systems accountable to increased graduation rates. As a result, educators are constantly seeking methods of encouraging students to stay in school. CTE has received praise in recent years for motivating students to stay in school and earn their diplomas. While the CTE curriculum is certainly a factor in encouraging potential drop-outs to stay in school, the personality characteristics of CTE teachers might also play a major role in students' decisions to continue their educations.

Previous research studies indicate that there is a positive correlation between personality characteristics of teachers and teacher effectiveness in the classroom (Bridgewater, 1982; Curtis & Liying, 2001; Hughes, Costner, & Douzenis, 1988; Mayhew, 1986; Mullins, 1992; Polk, 2006; Sherman & Blackburn, 1975; Walker, 2008). A review of literature indicates that the majority of these studies have been performed on core subject area teachers or teachers in general. Few studies have been completed that look specifically at the characteristics of effective teachers in throughout the United States of America. This study examines the degree in which Walker's "12 Characteristics of an Effective Teacher" (Walker, 2008) differ among effective CTE teachers and effective CSA teachers throughout the United States of America.

Theoretical Framework

This study tested a model showing the effect of personality characteristics of teachers on their performance in teaching, effective teaching characteristics, and teaching efficacy. This is explained in Bandura's social cognitive theory (1977, 1986) where personal beliefs are concerned with the conviction that one can successfully execute the behavior required to produce

the outcomes such as teacher performance. Changes in the teachers' effort and achievement are attributed to the way they conceptualize themselves (Gorrell, 1990; Magno, 2007).

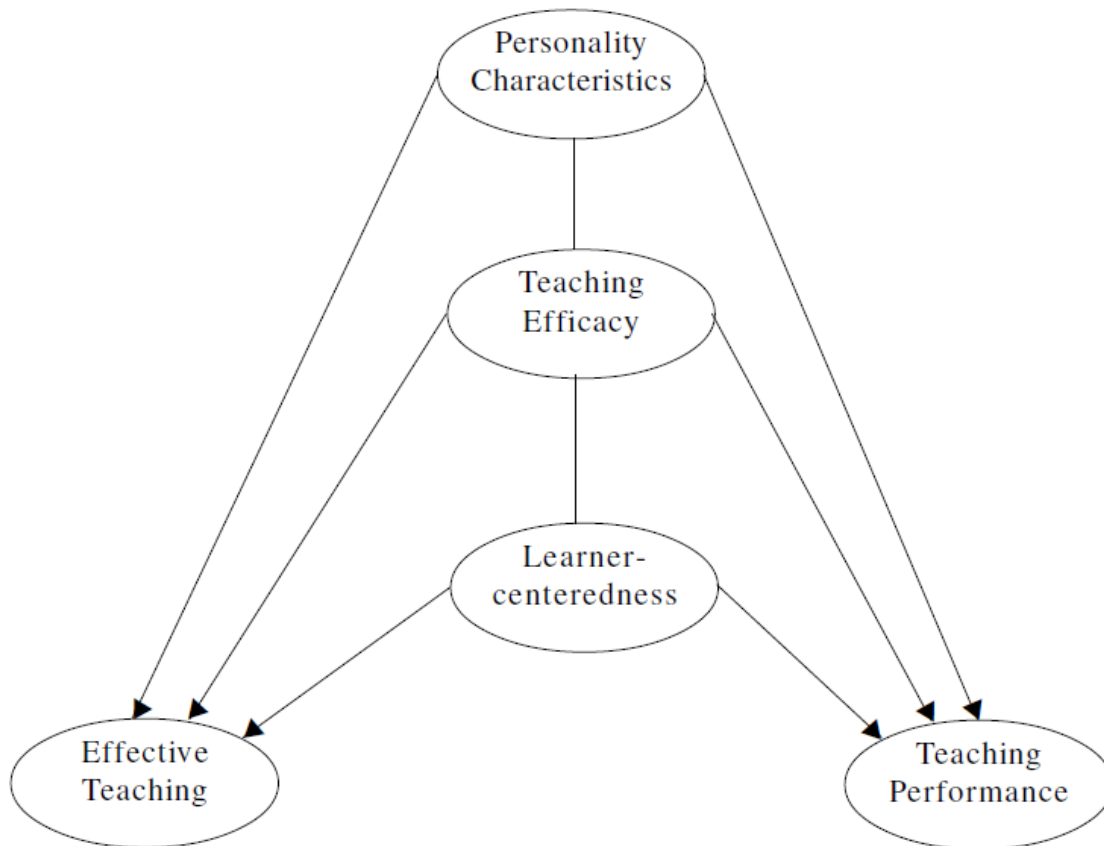


Figure 1. Diagram Showing the Connections of Teacher Factors Leading to Teaching Performance and Teaching Effectiveness (Magno, 2007, p. 7).

Personality plays a role in the way teachers are rated on their teaching performance and their being effective in teaching. The behavior attributed to good teaching coincides with certain personal characteristics such as being friendly, approachable, warm, kind, appreciative, and inspiring (Young & Shaw, 1999). This is explained in the personal constructs theory where each person construes (interprets) and anticipates the occurrence of events in accordance with his own construction system of constructs (Kelly, 1955). The effect of personality on teaching, effective teaching characteristics, and teaching efficacy is normally studied together since the effect of personality alone on teaching is not yet conclusive (Murray, Ruston, & Paunonen, 1990). Certain

personality characteristics allow a teacher to be effective and to be rated highly by their students (Young & Shaw, 1999, Szeto, 1995; Magno, 2007).

The effect of learner-centeredness used by teachers on self-efficacy, performance, and effective teaching characteristics are also tested in a model. These connections are anchored on the social cognitive theory (Bandura, 1977, 1986) where the teachers' belief of their behavior (self-efficacy) lead to certain outcomes (teaching performance and teaching effectiveness). The influence of learner-centered practices on teaching efficacy is explained in the outcome expectancy model of Bandura (1977) where teachers believe that the environment can be controlled and their abilities bring about positive student change. Learner-centeredness is suitable in the model because its design is consistent with the current views of learning, motivation, and individual differences where teachers can best create an ideal learning environment by supporting the learning context (McCombs, 1997). The social cognitive theory, when applied to teaching, explains that teachers using authentic and student-directed activities such as learner-centered practices develop the conviction to be successful and thus perform well (Sariscsany, 2005). The use of a learner-centered approach in teaching enables the teacher to be more effective and perform better (Yeung & Watkins, 2000).

The evidence across different studies is consistent in showing that “perceived self-efficacy” contributes significantly to the level of motivation and performance accomplishments (Magno, 2007).

This research study dealt solely with personality characteristics that influence teaching effectiveness. It is important for the reader to know that other variables, such as teacher efficacy, learner characteristics, etc., are also variables that influence teaching effectiveness.

Purpose Statement

The purpose of this study was to determine if significant differences in self-perceived personality characteristics exist between award-winning CTE teachers and award-winning CSA teachers.

Research Questions

The following research questions were used in this study:

1. Was there a significant difference between Award-Winning CTE teachers and Award-Winning CSA teachers in their overall perceptions of Robert J. Walker's "12 Characteristics of an Effective Teacher" (2008)?
2. Was there a significant difference among Walker's "12 Characteristics of an Effective Teacher" (2008) across all the teachers in the research study?
3. Did differences among perceptions of Walker's "12 Characteristics of an Effective Teacher" (2008) differ between the group of award-winning CTE teachers and the group of award-winning CSA teachers in the research study?

Null Hypothesis

1. There is no significant difference between Award-Winning CTE teachers and Award-Winning CSA teachers in their overall perceptions of Robert J. Walker's "12 Characteristics of an Effective Teacher" (2008).
2. There is no significant difference among Walker's "12 Characteristics of an Effective Teacher" (2008) across all the teachers in the research study.

3. Perceptions of Walker's "12 Characteristics of an Effective Teacher" (2008) do not significantly differ between the group of award-winning CTE teachers and the group of award-winning CSA teachers.

Significance of the Study

Career and Technical Education is a critical and integral component of the workforce development system, providing the essential foundation for a thriving economy (National Association of State Directors of Career Technical Education Consortium, 2001). The health of America's Career and Technical Education programs is directly aligned with the health of America's economy. America's current CTE students will soon become American employees. Ineffective CTE teachers produce ineffective results in the classroom. Ineffective CTE programs become easy targets for budget cuts. Realizing that CTE helps to supply America's work force with skilled labor, America cannot afford to lose another CTE program. Therefore, American administrators need to hire individuals who will prove to be effective CTE instructors in the classroom.

In addition, CTE has been linked to encouraging potential "drop-outs" to stay in school and earn an education (Plank, DeLuca, & Estacion, 2005). If differences can be identified between the personality characteristics of CTE teachers and CSA teachers, then further studies may determine the personality characteristics of CTE teachers that have a direct influence on increased graduation rates. This being the case, the personality characteristics of CTE teachers could then be emphasized to teachers from all disciplines, thus positively affecting student achievement and decreasing the number of school drop-outs.

After collected, analyzed, and interpreted, the data from this study can be used by school administrators interested in filling CTE instructor positions with effective, successful educators. Likewise, the results from this study can be used by the America's State Departments of Education's Career and Technical Education Sections to identify future employees exhibiting the characteristics found in current award-winning CTE instructors. Furthermore, CTE pre-service teachers and current CTE teachers can use the results of this study to form and strengthen their own characteristics in order to better serve American students. Continuing to develop as an instructor, with support and guidance, is necessary for improvement in student achievement (Smith & Haack, 2000; Trimble, 2003) and can be identified as a permeating factor in high-performing schools (Langer, 2000).

Limitations

This research study has the following limitations:

1. The survey response rate.
2. The use of a self-reporting survey instrument. The instrument relies on truthful and accurate responses from participants.
3. The survey availability timeframe.

Assumptions

The researcher makes the following assumptions:

1. The responses to the measurement instruments were truthful and honest.
2. The group of CSA teachers named State "Teacher of the Year" award-winners are effective CSA teachers.

3. The group of CTE teachers named Association of Career and Technical Education (ACTE) award-winners are effective CTE teachers.
4. The data were entered correctly.

Definitions

The following terms appear throughout this research document. This section defines terms that may be specific to the fields of psychology and career technical education.

Characteristic: A characteristic is a special personal quality that enables a teacher to achieve success; a distinguishing trait or quality (Walker, 2008).

Effective Teacher: An effective teacher is one who demonstrates knowledge of the curriculum, provides instruction in a variety of approaches to varied students, motivates students to learn, and measurably increases student achievement (Walker, 2008).

Career Technical Education (CTE): Career Technical Education consists of organized educational activities that - (A) offer a sequence of courses that - (i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including

entrepreneurship, of an individual (Carl D. Perkins Career and Technical Education Improvement Act of 2006, S. 250 - 4).

Dropout: This term has been used to demonstrate a variety of early school leavers (Rumberger, 1987). States have constructed many ways to identify dropouts. At the time of this study, a dropout was defined as a student enrolled in school during the previous year but not enrolled at the beginning of the current school year. These students have not graduated or completed a graduation program, nor have these students transferred to another program, were suspended, ill, or attending other functions.

High School Graduation Rate: Rumberger (1987) defined this term as the proportion of adults who have successfully completed twelve years of school.

At-Risk: This term, as defined by the state of Alabama, includes the following:

1. Two years behind grade level
2. Older than peers
3. Lack essential skills
4. Have adjustment and behavioral problems
5. Long-term suspension
6. Pregnant
7. In jeopardy of not graduating high school
8. Low socioeconomic status
9. Poor school attendance
10. Poor academics

Retained: This term refers to those students who have repeated a current grade because of a failure to obtain the necessary skills or scores to move on to the next grade level.

“12 Characteristics of an Effective Teacher” (Walker, 2008)

Prepared – The most effective teachers come to class each day ready to teach. It is easy to learn in their classes because they are ready for the day. They don't waste instructional time. They start class on time. They teach for the entire class period. Time flies in their classes because students are engaged in learning— i.e., not bored, less likely to fall asleep (Walker, 2008).

Positive – The most effective teachers have optimistic attitudes about teaching and about students. They see the glass as half full (choose to look at the positive side of every situation). They make themselves available to students. They communicate with students about their progress. They give praise and recognition. They also have strategies to help students act positively toward one another (Walker, 2008).

Hold High Expectations – The most effective teachers set no limits on students and believe everyone can be successful. They hold the highest standards. They consistently challenge their students to do their best. They build students' confidence and teach them to believe in themselves (Walker, 2008).

Creative – The most effective teachers are resourceful and inventive in how they teach their classes. They kiss a pig if the class reaches its academic goals. They wear a clown suit. They agree to participate in the school talent show. They use technology effectively in the classroom (Walker, 2008).

Fair – The most effective teachers handle students and grading fairly. They allow all students equal opportunities and privileges. Provide clear requirements for the class. They recognize that “fair” doesn't necessarily mean treating everyone the same but means giving every student an opportunity to succeed. They understand that not all students learn in the same way and at the same rate (Walker, 2008).

Display a Personal Touch – The most effective teachers are approachable. They connect with students personally. They share personal experiences with their classes. They take personal interest in students and find out as much as possible about them. They visit the students' world (sit with them in the cafeteria; attend sporting events, plays, and other events outside normal school hours) (Walker, 2008).

Cultivate a Sense of Belonging – The most effective teachers have a way of making students feel welcome and comfortable in their classrooms. Students feel like they belong in classrooms taught by effective teachers. An effective teacher's students know they have a good teacher who loves teaching and prefers it to other occupations (Walker, 2008).

Compassionate – The most effective teachers are concerned about students' personal problems and can relate to them and their problems (Walker, 2008). Effective teachers are sensitive, caring, and loving toward their students.

Have a Sense of Humor – The most effective teachers do not take everything seriously and make learning fun. They use humor to break the ice in difficult situations. They bring humor into the everyday classroom. They laugh with the class (but not at the expense of any particular student) (Walker, 2008).

Respect Students – The most effective teachers do not deliberately embarrass students. Teachers who give the highest respect, get the highest respect. They respect students' privacy when returning test papers. They speak to students in private concerning grades or conduct. They show sensitivity to feelings and consistently avoid situations that unnecessarily embarrass students (Walker, 2008).

Forgiving – The most effective teachers do not hold grudges. They forgive students for inappropriate behavior. They habitually start each day with a clean slate. They understand that a

forgiving attitude is essential to reaching difficult students. They understand that disruptive or antisocial behavior can quickly turn a teacher against a student, but that refusing to give up on difficult students can produce success (Walker, 2008).

Admit Mistakes – The most effective teachers are quick to admit being wrong. They apologize to mistakenly accused students. They make adjustments when students point out errors in grading or test material that has not been assigned (Walker, 2008).

Organization of the Study

Chapter One introduces the study, presents the problem, theoretical framework, purpose of the study, research questions, null hypothesis, significance of the study, limitations, assumptions, and definitions of terms associated with the study. Chapter Two is a review of related literature concerning the relationship between teachers' characteristics and effectiveness in the classroom, Robert J. Walker's "12 Characteristics of an Effective Teacher" (2008), issues related to school dropouts, and a summary of the researcher's findings. Chapter Three reports the methods utilized in this study, including the population and sample, instrumentation, data collection, and the data analysis. The results of the study are presented in Chapter Four. Chapter Five includes a discussion, implications, recommendations, and a conclusion.

Chapter 2

Literature Review

The literature review includes: (a) the relationships between personality characteristics of teachers and teaching effectiveness, (b) a description of each of Walker's "12 Characteristics of an Effective Teacher" (2008) and how previous studies indicate that each of the twelve characteristics impact student learning, and (c) issues related to students dropping out of school.

The Relationship between Personality Characteristics of Teachers and Teaching Effectiveness

Researchers have worked for years to pinpoint exactly what makes certain teachers more effective than other teachers. While effective teachers consistently get more out of their students, less effective teachers struggle to persuade students to pick up their pencils. Effective teachers encourage students to do great work without insulting their intelligence. Whereas an ineffective, physically strong male teacher might feel compelled to raise his voice to persuade students to complete their class work, an effective, physically petite female teacher can have an entire class completing their work without so much as a word. Whereas an effective Career Technical Education (CTE) teacher consistently has a thriving student organization with 100% membership, another less effective CTE teacher may have to pay money out of his/her own pocket just to have enough members to be in compliance with state and federal laws. While some teachers are loved by their students and carry reputations of being superior educators, other teachers are disrespected by students, parents, and other educators on a constant basis. Hanushek

(1992) estimated that a high-quality teacher, in comparison to a low quality teacher, can provide one full-year's difference in the learning of a class of children (one and one-half years' growth in grade level vs. only a half-year's growth). Rushton, Morgan, & Richard (2007) claim that the need for effective teachers is a universal requirement for quality education and every child, worldwide, deserves the best teacher possible. Henceforth the question, "What makes a teacher effective?"

According to Delpit (2006), teacher personality, not skill set, may be the greatest contributing factor to the degree of success in classroom instruction. Research on effective teaching and teacher personality characteristics that support high-quality teaching has been an integral part of education for over 40 years (Gage, 1963; Rushton & Juola-Rushton, 2006; Ryan, 1960; Sears, Kennedy, Kaye, & Gail, 1997). Through examining students and teachers in various classrooms over a number of years, researchers have determined that students learn more from teachers with certain characteristics (Wayne & Young, 2003). Wayne and Young (2003) found that teachers differ greatly in their effectiveness, but teachers with and without different qualifications differ only a little. Highly-qualified teachers do not just teach well-designed, standards-based lessons: They know how and why their students learn (Berry, 2002). It takes a combination of several qualities to create a truly effective teacher who can have a lasting impact on virtually every student (Meador, n.d.). Great schools always have great teachers, and as a result students do exceptionally well (McAleavy, 2013). Many educators agree that effectiveness as a teacher stems from a combination of knowledge, skills, and personal characteristics (Katz, 1993).

Robert J. Walker's "12 Characteristics of an Effective Teacher" (2008)

Though there are many characteristics of an effective teacher, this research study focused on Robert J. Walker's "12 Characteristics of an Effective Teacher" (2008). Each semester, year after year, Walker required his students to write essays describing their most memorable teachers. He encouraged his students to write about those teachers who had the greatest impact on their lives and who were most successful (effective) in teaching the subject matter. Walker researched the effective teacher characteristics for 15 years before compiling a list of 12 reoccurring characteristics of effective teachers. Through his observations and years of research, effective teachers regularly shared 12 characteristics. Walker concluded that effective teachers must be:

1. Prepared
2. Positive
3. Hold High Expectations
4. Creative
5. Fair
6. Display a Personal Touch
7. Cultivate a Sense of Belonging
8. Compassionate
9. Have a Sense of Humor
10. Respect Students
11. Forgiving
12. Admit Mistakes

Through reviewing the literature associated with each of Walker's "12

Characteristics of an Effective Teacher” (2008), the following descriptions of each of the characteristics were developed. Previous research studies were reviewed to determine how each characteristic impacts student learning.

Prepared

Effective teachers are prepared to teach students. Darling-Hammond (1997) stated that “teachers who are fully prepared and certified in both their discipline and in education are more highly-rated and are more successful with students than are teachers without preparation, and those with greater training in learning, child development, teaching methods, and curriculum are found to be more effective than those with less” (p.10). An effective teacher prepares to teach by earning the necessary credentials to teach. An effective teacher is very knowledgeable in the subject matter he or she teaches, and strives to be a life-long learner. Effective teachers prepare for students by spending vacation time attending workshops, conferences, and professional development seminars. Effective teachers stay abreast of current teaching trends by collaborating with colleagues, reading professional magazines and books, and attending educational classes at nights, on weekends, and during the summer. Effective teaching requires teacher commitment to be effective (Banks & Mayes, 2001). By the time the first bell rings, an effective teacher has posted the lesson plan online, visited the copying room, written the daily objectives on the board, organized the classroom, sharpened extra pencils, placed extra paper on the counter, and more. Once roll has been called, and even many times before (bell-ringers), an effective teacher has a plan, and a back-up plan in place to accommodate the students for every second that they are under his or her guidance. McBer (2001) claims that effective teachers achieve the management of the class by having a clear structure for each lesson, making full use

of planned time, using a brisk pace and allocating his or her time fairly among pupils (McBer, 2001).

Positive

An effective teacher is a positive individual. The norm of reciprocity (Gouldner, 1960) posited that individuals feel obligated to respond positively (negatively) when they receive positive (negative) treatment from others. An effective teacher understands the norm of reciprocity, creating a positive atmosphere in the classroom in order to gain positive academic and behavior results from students. Effective teachers remind students that they are special people with bright futures ahead of them. They give lots of encouragement and praise to students for what they can do (Haynes, 1998). Students thrive on teacher positivity, causing students to work harder to satisfy the teacher even more. If teachers believe they are able to affect student learning, teachers set higher expectations, exert greater effort, and are more resilient when things are difficult (Tschannen-Moran & Hoy, 1998). Thus students achieve more in a classroom led by an optimistic teacher.

Hold High Expectations

Great leaders expect great results from those they lead. Expect more and you will get more (Chickering & Gamson, 1987). Effective teachers, being great leaders hold high expectations of their students. Expectations refer to inferences that teachers make about the future academic achievement of students (Cooper & Good, 1983). An effective teacher makes the lesson's objectives clear each day to the students. An effective teacher does not accept mediocrity. High expectations lead to high results. Students respect teachers that hold students

responsible for their actions. A teacher who holds high expectations of his students will encounter less behavioral problems from students. In a classroom with high expectations, students will spend more time attempting to “live up to” a teacher’s high expectations, and less time causing disruptive, behavioral problems. How do teacher expectations affect student outcomes? Most researchers accept Good and Brophy’s (1980) description of the process:

1. Early in the school year, teachers form differential expectations for student behavior and achievement.
2. Consistent with these differential expectations, teachers behave differently toward various students.
3. This treatment tells students something about how they are expected to behave in the classroom and perform on academic tasks.
4. If the teacher treatment is consistent over time and if students do not actively resist or change it, it will likely affect their self-concepts, achievement motivation, levels of aspiration, classroom conduct, and interactions with the teacher.
5. These effects generally will complement and reinforce the teacher's expectations, so that students will come to conform to these expectations more than they might have otherwise.
6. Ultimately, this will affect student achievement and other outcomes.
High expectation students will be led to achieve at or near their potential, but low expectation students will not gain as much as they could have gained if taught differently. (p. 416)

Unfortunately, teachers sometimes hold lower expectation for some students than others. Brookover (1982), Cooper and Tom (1984), Good (1987), and other researchers have identified

numerous factors which can lead teachers to hold lower expectations for some students than others. These include (Cotton, 1989):

- Sex. Lower expectations are often held for older girls--particularly in scientific and technical areas-- because of sex role stereotyping.
- Socioeconomic Status. Teachers sometimes hold lower expectations of students from lower SES backgrounds.
- Race/Ethnicity. Students from minority races or ethnic groups are sometimes viewed as less capable than Anglo students.
- Type of School. Students from either inner city schools or rural schools are sometimes presumed to be less capable than students from suburban schools.
- Appearance. The expense or style of students' clothes and students' grooming habits can influence teachers' expectations.
- Oral Language Patterns. The presence of any nonstandard English speaking pattern can sometimes lead teachers to hold lower expectations.
- Messiness/Disorganization. Students whose work areas or assignments are messy are sometimes perceived as having lower ability.
- Readiness. Immaturity or lack of experience may be confused with learning ability, leading to inappropriately low expectations.
- Halo Effect. Some teachers generalize from one characteristic a student may have, thereby making unfounded assumptions about the student's overall ability or behavior.

- Seating Position. If students seat themselves at the sides or back of the classroom, some teachers perceive this as a sign of lower learning motivation and/or ability and treat students accordingly.
- Negative Comments about Students. Teachers' expectations are sometimes influenced by the negative comments of other staff members.
- Outdated Theories about Students. Educational theories which stress the limitations of learners can lead to lowered expectations.
- Tracking or Long-Term Ability Group. Placement in "low" tracks or groups can cause students to be viewed as having less learning potential than they actually have. (pp. 6-7)

Walls, Nardi, von Minden, and Hoffman (2002) conducted a study with 90 teacher participants to identify characteristics of effective and ineffective teachers. The study produced the following results:

The most effective teachers motivated their students and had little difficulty with classroom management. Their care about student accomplishment and advocacy for student success set the tone for fair rules and grading. Such teachers were frequently depicted as requiring and maintaining high standards of conduct and academic work. Ineffective teachers were faulted for unreasonable or unfair assignments, tests, and grades. Opposite poles in classroom management were expressed, in which the ineffective teacher either was a dominating ogre or had no control (Walls et al., 2002, p. 42).

Creative

Today's students get bored very easily. For this reason, effective teachers are creative individuals, inserting creativity throughout the classroom and into daily activities on a continual basis. Wilhelm (2008) found that creativity is a fundamental component of effective teaching. Students need excitement. Effective teachers know how to create excitement for students by creatively designing lessons that not only enrich students, but also excite students. Students who are excited about a subject or class will behave better, participate more, and achieve higher than a bored student. Colker (2008) stated:

It takes creativity to teach in a physical environment that is less than ideal or when resources are limited. It takes creativity to teach children from diverse backgrounds who might not approach education in the same way. It takes creativity to teach children with differing learning styles who think and learn in different ways. (p. 4)

Effective teachers understand that being creative is essential to gaining the best results possible from students.

Fair

Effective teachers practice gender, racial, and ethnic fairness (Pearl & Campbell, 1999). Effective teachers know that students can sense favoritism. Stronge (2007) claims that “students expect teachers to treat them equitably – when they behave as well as when they misbehave – and to avoid demonstrations of favoritism” (p. 25). Students who feel isolated, alone, or perhaps not needed are not as apt to learn as effectively as the other students. An effective teacher continually practices equality in the classroom. No student truly desires to be left out of the conversation. For this reason, an effective teacher will “spread the love” around the classroom,

requiring that every student participate and contribute toward the goals of the class. Many times, effective teachers give students the benefit of the doubt in return for positive teacher-student relationships that yield higher academic successes. An effective teacher may give ½ credit on a question from an arguing student, simply because the teacher realizes that the relationship formed from the ½ credit could yield more academic success for the student in the future. An effective teacher will sometimes display fairness by allowing a less communicative student to answer a question over a more zealous, energetic student. Such a practice tells the class that no one is “above the law” in the class, and that the students in the class are equally special, and will be treated fairly. Good learning, like good work, is collaborative and social, not competitive and isolated.

Display a Personal Touch

Effective teachers use a wide variety of strategies to interact academically with students (Stronge, 2007). Effective teachers are approachable. An effective teacher gets to know his students personally. Effective teachers understand the importance of forming a one-on-one relationship with every student. The importance of a good and vital interrelationship with students is at the core of teaching (Banks & Mayes, 2001). An effective teacher knows that oftentimes students come from struggling families and households. Effective teachers understand that students are maturing and trying to find themselves mentally. Being a person that students can come to in a time of need is very important to an effective teacher. According to Pianta and Stuhlman (2004), relationships between students and teachers contributed greatly to students’ future successes. Effective teachers share personal experiences and stories with students. Building a personal rapport with students leads to respect, trustfulness, and

dependability. An effective teacher keeps a clean, organized, and modern classroom, displaying color throughout the room. Students feel welcomed in an effective teacher's classroom.

Effective teachers go out of their way to attend their students' sporting events, beauty pageants, etc. Attending a student's extra-curricular activity shows the student that the teacher truly cares about students' successes in life. McAleavy (2013) believes:

Building effective relationships with students can be challenging and individual teachers will find different ways of approaching this issue. The key thing about outstanding teachers is that they genuinely enjoy the company of young people. They know them as individual learners and are therefore able to make learning feel relevant to what is going on in their lives. (p. 15)

Cultivate a Sense of Belonging

Effective teachers cultivate a sense of belonging with their students. Students desire to be needed. Effective teachers provide students with individual responsibilities that students can call their own. Effective teachers require students to share in the success of the class by requiring students to participate in daily routines such as: presenting a weather forecast, telling the class what is for lunch, stocking supplies, taking inventory, etc. An effective teacher understands that giving a student such responsibilities can have a positive effect on a student's self-esteem and academic success, as well as the student's behavior both inside and outside of the classroom. Effective teachers pay attention to what students have to say (Pearl & Campbell, 1999; Thomas & Montgomery, 1998). By creating a sense of belonging, an effective teacher gives students something to look forward to each day, *their very own* responsibilities. Stronge (2007) determined that "researchers contend that constructive social interactions between

teachers and students not only contribute to student learning and achievement, but also increase student self-esteem by fostering feelings of belonging to the classroom and the school” (p. 26).

An effective teacher provides an environment conducive to all students. This type of environment allows each student to feel comfortable engaging in the learning process, without the fear of embarrassment or ridicule. In addition, Ford and Grantham (1997) provided results from a study which indicated that “negative teacher-student relationships decrease teachers’ motivation and expectations, and consequently, students’ motivation and achievement” (p.213). The more comfortable students feel in your classroom, the quicker they will be able to learn (Haynes, 1998).

Compassionate

Effective teachers are compassionate people. Hamre and Pianta (2001) found that children who were able to establish caring relationships with teachers and others in preschool, kindergarten, and higher level classrooms adjusted to the learning environment more easily and got along better with their peers. An effective teacher can deliver the perfect dose of compassion to a student. Such compassion tells the student that the teacher is a caring person who truly cares for the student’s well-being.

Many educational stakeholders emphasize that effective teachers know their students individually, not only understanding each student’s learning style and needs but also understanding the student’s personality, likes and dislikes, and personal situations that may affect behavior and performance in school. (Stronge, 2007, p. 24)

Compassionate teachers search for opportunities to display compassion to their students. Displaying compassion helps to build a strong student-teacher relationship, which can be

extremely valuable to the success of the student. Effective teachers understand that students are coming from diverse backgrounds, with sometimes far from perfect family situations. Showing compassion for students not only increases students' academic performances, but can also improve students' behavioral practices as well.

Have a Sense of Humor

An effective teacher knows how to be serious during serious times, yet also how to use humor in the classroom to his or her advantage as well. Hashem (1994) determined:

Play and humor in the classroom are effective at relieving tension, facilitating students' understanding of materials or content, and encouraging students' participation. Besides helping to create a more pleasant classroom atmosphere, play and humor make it easier for students to work cooperatively and learn from each other as well as from the teacher.
(p. 16)

Laughter builds relationships. Colker (2008) claims that "learning should be fun; nothing conveys this message more than a room that is filled with spontaneous laughter" (p. 5). An effective teacher strategically uses humor in the classroom to obtain the results he or she is seeking from students. A teacher's humor reminds the students that the teacher is one of them. *He is human! She does like to have a good time!* Such a reminder can constitute sighs of relief in students and help to lighten the atmosphere, which in turn could stimulate the learning process.

Male teachers may have a slight advantage over female teachers in relation to humor in the classroom. Research has found that students react differently to humor based on the sex of the teacher. When using distracting humor, humor that is distracted from the learning topic,

students gave poor ratings on delivery, effectiveness, and appeal to female instructors, whereas male instructors were seen as more appealing. In general however, both male and female teachers that used humor, related to the learning topic, were rated with more appeal than teachers who did not use humor as a teaching tool (Bryant, Comisky, & Zillmann, 1980). Effective teachers realize that they need students working for them, not against them. Humor can open the door to an otherwise shut-down student, allowing a teacher the rare opportunity to reach the student's potential.

Rareshide (1993) suggested seven guidelines for effectively using humor in the classroom:

- First, teachers should be aware of and receptive to humor's many uses.
- Second, humor should never be used to ridicule or embarrass a student.
- Third, humor should never be aimless; it should serve a specific purpose, even if it is used spontaneously.
- Fourth, humor should be made appropriate to the students' ability levels.
- Fifth, teachers should reorganize the uses of spontaneous as well as planned humor; they should incorporate both into their teaching.
- Sixth, teachers should laugh at themselves occasionally to show their students that they are 'real people'.
- Seventh, they should use sarcasm only if it is of the playful kind. (pp 26-27)

Respect Students

Effective teachers respect *all* of their students. Positive teacher–student relationships have been defined as the degree to which students feel respected, supported, and valued by their

teachers (Doll, Zucker, & Brehm, 2004). Regardless of race, sex, looks, IQ, etc., an effective teacher respects his students because they are *his* students. An effective teacher understands that respect is mutual. In order to receive respect, a teacher must give respect. A respected teacher can accomplish far more in the classroom than a disrespected teacher. Whereas just the opposite is true for a disrespected teacher, students desire to please a teacher that they respect. An effective teacher “lays down the law” the first day of school, telling students that no student shall be disrespected under his watch. If a student is disrespected, an effective teacher is the first to show support for the student, using compassion to bring the student back up to speed with the class.

Forgiving

Effective teachers have forgiving hearts. Enright, Santos, and Al-Mabuk (1989) determined that children from an early age seek to be forgiven for their mistakes. Forgiving a student for his or her wrong-doing can open the door to a strong teacher/student relationship that leads to academic success on the part of the student. Like favoritism, students can sense when a teacher is not happy with a student. Consequently, Witvliet and Vrana (1995) reported that emotion has a direct effect on facial expression, with negative thoughts causing increased muscle tension in the brow than positive thoughts. Effective teachers are slow to anger, and quick to forgive. While teachers are most certainly human, meaning they can become emotionally disturbed on occasions, an effective teacher quickly remedies the situation causing the emotionally disturbance for the benefit of the students under his or her care.

Medically speaking, research shows that holding grudges can be negative on a person’s health, whereas forgiving responses are thought to be health enhancing actions (Thoresen,

Harris, & Luskin, 1999; Williams & Williams, 1993). Effective teachers do not hold grudges against students, parents, colleagues, or administrators. Effective teachers realize that holding grudges slows progress and causes chaos. Thus, an effective teacher will pacify an unsatisfied person with the upmost respect, letting the person know that the teacher's decisions are always in the best interest of the students until common ground is achieved.

Admit Mistakes

Effective teachers admit when they have made mistakes. Students appreciate honesty. If an effective teacher realizes he or she has made a mistake, the teacher will explain the situation to the students in a timely manner. Haberman (n.d.) believes that admitting mistakes is essential for teacher growth. Haberman reported that not admitting mistakes prevents teachers from acknowledging their shortcomings which could prevent teachers from reaching their full potential. Effective teachers know that mistakes will be made. Likewise, students know that mistakes will be made. Admitting mistakes gains the respect of students by letting them know that the teacher is a trustworthy and honest individual. Effective teachers lead by example when they admit their mistakes. Admitting a mistake shows students that being truthful with one another is always the right action to take in life.

General Overview of the Dropout Problem

Young adults have been dropping out of school for many years. Many more students enter the ninth-grade than do graduate at the end of twelfth-grade. The primary reason for this difference is attributed to student dropout (Wise, 2006). While some students value their educational opportunities, other students feel that school does not benefit them enough to justify

their staying. Regardless of the reasons, many students drop-out of school with less than two years before their proposed graduation (Bridgeland, Dilulio, & Morison, 2006). Student dropout is a major concern in America. For years, legislation has tried to decrease the student dropout rate in America's schools. During this same time period, the student dropout rate has steadily increased (Thornburgh, 2006). In recent years, the No Child Left Behind Act (2002) tried to combat student dropout percentages by making schools more accountable for their graduation rates.

Reasons Why the Dropout Problem Should be Taken Seriously

The negative consequences of student dropping out of school are numerous. If history repeats itself, students who decide to drop-out of school are setting themselves up for undesirable consequences. Kronick and Hargis (1998) affirm that dropping out of school typically leads to unemployment, criminal lifestyles, and poor living conditions. Other negative consequences, such as low self-esteem and not being able to present a high-school diploma to employers are also directly linked to students who drop-out of school (Schargel & Smink, 2004). Rumberger (2001) also showed that dropouts are more likely to become dependent on welfare and experience health problems than graduates.

Many studies have searched for the underlying reasons behind why students drop-out of school. Personal reasons such as behavioral, academic, and intellectual issues have been determined to be predictive variables for students dropping out of school. Low achievement in elementary school (Garnier, Stein, & Jacobs, 1997) and lack of parental support and supervision (Howell & Frese, 1982) are predictive variables for students dropping out of school as well.

Lack of friends and rejection by peers has also been found to contribute to students leaving high school before their graduations (Kupersmidt, Coie, & Dodge, 1990).

Dropping out of school affects not only the individual, but also the community in which he or she lives. Since dropouts have difficulties getting jobs, dropouts frequently begin participating in criminal activities that frequently lead to incarceration (Wise, 2006). Living conditions diminish for communities with high levels of crime. According to the Alliance for Excellent Education (2009), the average high school dropout has a negative net fiscal contribution to society of \$5,200. The same report claims that the average high school graduate generates a positive lifetime net fiscal contribution of \$287,000 from age eighteen to sixty-four. Dropouts typically have less paying jobs than graduates or not employed at all. For this reason, a higher percentage of dropouts than graduates are on public assistance (Rumberger, 2001). Kronick and Hargis (1998) determined that keeping students in school is a cost-effective method of keeping students out of criminal activities and lessens their chances of being incarcerated in prisons and/or mental facilities. According to the National Center for Educational Statistics (2002) data, thousands of students in the United States leave school before ever graduating high school.

CTE has been directly linked to preventing students from dropping out of school (Plank et al., 2005). Is it possible that the characteristics of effective CTE teachers are encouraging potential dropouts to remain in school? Is it simply the CTE curriculum that causes these students to stay in school? The purpose of this research study is to determine whether the personality characteristics of effective CTE teachers significantly differ from the personality characteristics of effective CSA teachers. If significantly different, then it may be suggested that the personality characteristics of effective CTE teachers encourage students to stay in school.

Chapter 3

Methods

The objective of this study was to determine if significant differences in self-perceived personality characteristics exist between award-winning CSA teachers and award-winning CTE teachers. The researcher obtained permission from the Institutional Review Board (IRB) at Auburn University to use responses of human subjects for this study (Appendix A). The protocol, letter for exempt category research, information letter, and a copy of the survey instrument were sent to the IRB for approval prior to conducting this portion of the study. The board reviewed the protocol and granted permission to the researcher on November 4, 2014. In order to accomplish the objective, answers to the following questions were sought:

Research Questions

The following research questions were used in this study:

1. Was there a significant difference between Award-Winning CTE teachers and Award-Winning CSA teachers in their overall perceptions of Robert J. Walker's "12 Characteristics of an Effective Teacher" (2008)?
2. Was there a significant difference among Walker's "12 Characteristics of an Effective Teacher" (2008) across all the teachers in the research study?

3. Did differences among perceptions of Walker's "12 Characteristics of an Effective Teacher" (2008) differ between the group of award-winning CTE teachers and the group of award-winning CSA teachers in the research study?

Null Hypothesis

1. There is no significant difference between Award-Winning CTE teachers and Award-Winning CSA teachers in their overall perceptions of Robert J. Walker's "12 Characteristics of an Effective Teacher" (2008).
2. There is no significant difference among Walker's "12 Characteristics of an Effective Teacher" (2008) across all the teachers in the research study.
3. Perceptions of Walker's "12 Characteristics of an Effective Teacher" (2008) do not significantly differ between the group of award-winning CTE teachers and the group of award-winning CSA teachers.

Research Design

The researcher obtained permission from the Auburn University Institutional Review Board (Appendix A) to distribute a written survey instrument via email to teachers selected as award-winning teachers from 2001 through 2014. The surveys were emailed to the teachers in November of 2014 and returned to the researcher in November and December of 2014.

The researcher used descriptive statistics and a 2 x (12) mixed design ANOVA to answer the research questions. Descriptive statistics were run in IBM SPSS Statistics 21 for Windows to compute statistical data. For the 2 x (12) mixed design ANOVA, significance was noted when the probability value of 0.05 or smaller was obtained. Alpha sets the amount of risk the

researcher is willing to take in being wrong. A five percent risk is generally accepted; therefore, alpha equals 0.05 or probability is equal to or smaller than 0.05.

The 2 x (12) mixed design ANOVA was used to determine the statistical relationships between award-winning CTE teachers' self-perceived personality characteristics and award-winning CSA teachers' self-perceived personality characteristics. The demographics collected allowed the researcher to further investigate into subgroups when the literature warranted.

The following survey items were analyzed to answer the research questions:

- The personality characteristics, obtained from Robert J. Walker's "12 Characteristics of an Effective Teacher" (2008) used on the teacher perception survey were:
 - Prepared
 - Positive
 - Hold High Expectations
 - Creative
 - Fair
 - Display a Personal Touch
 - Cultivate a Sense of Belonging
 - Compassionate
 - Have a Sense of Humor
 - Respect Students
 - Forgiving
 - Admit Mistakes

Population

The target population for the surveys conducted by the researcher for the award-winning CTE teachers group was Association for Career and Technical Education (ACTE) award-winners from 2001 through 2014. ACTE award-winners complete three rounds of review before being named ACTE award-winners. The state round consists of a candidate nominating himself or herself or being nominated. A state winner is then selected by a committee of peers based on the candidate's accomplishments and innovations that exhibit the quality of the candidate, as well as his or her contributions to the CTE community. Individuals who exceed the state round then advance to the regional round. The state winners are reviewed and selected by the region awards committees to advance to the national round. In addition to the application, national candidates are also evaluated based on an interview. National award winners are selected by a national awards committee. The researcher obtained a list of names and email addresses of award winners from the ACTE Leadership and Awards Manager at ACTE, Kate Dowdy.

The target population for the surveys conducted by the researcher for the award-winning CSA teachers group was Council of Chief State School Officers (CCSSO) State "Teacher of the Year" award-winners from the 2008 through 2014 school years from throughout the United States of America.

The National Teacher of the Year (NTOY) Program is the oldest, most prestigious national honors program that focuses public attention on excellence in teaching. The NTOY is chosen from among the State Teachers of the Year by a National Selection Committee representing the major national education organizations. Each year the 50 states, five U.S. extra-state jurisdictions, the District of Columbia, and the Department of Defense Education Activity name a state teacher of the year. Within the states the selection processes vary, but each state

conducts a rigorous selection procedure in validating the State Teacher of the Year's abilities in the classroom and in communicating the recipient's message to a broad audience.

The researcher obtained a list of names and email addresses of State Teacher of the Year award-winners from the CCSSO website.

Instrumentation

For this study, the researcher developed a self-perception teacher survey (Appendix B) using the characteristics found in Walker's article titled "12 Characteristics of an Effective Teacher" (Walker, 2008). The survey is titled Teacher Perception Survey. The survey contained 12 constructs, representing each of the 12 personality characteristics that Walker (2008) determined to be common among effective teachers. Each construct initially contained five items, which collectively represented one of the twelve personality characteristics. The constructs were tested to determine their levels of reliability. After analyzing the results of a pilot test, items were modified or deleted in order to increase reliability of the 12 constructs.

Reliability

Twelve (12) constructs, measuring Robert J. Walker's "12 Characteristics of an Effective Teacher" (2008), were developed by the researcher for the purpose of this research study. Cronbach's alpha, an internal consistency measure, was used to estimate the reliability of the twelve constructs. A reliability coefficient of 0.70 or higher is considered "acceptable" in most social science research situations. The reliability of the Compassionate Scale was acceptable at an alpha level of 0.75. The reliability of the Admits Mistakes Scale was acceptable at an alpha level of .84. The reliability of the Holds High Expectations Scale was acceptable at an alpha

level of 0.75. The reliability of the Positive Scale was acceptable at an alpha level of 0.70. The remaining scales were less than the reliability coefficient of 0.70. The range of reliability coefficients of the twelve constructs was 0.55 to 0.84. The median reliability coefficient of the twelve constructs was 0.66 (Table 1).

Table 1*Reliability of Twelve Constructs – Teacher Perception Survey*

	Cronbach's Alpha	N of Items
Admits Mistakes	0.84	5
Holds High Expectations	0.75	5
Compassionate	0.75	4
Positive	0.70	5
Sense of Humor	0.66	5
Prepared	0.64	5
Creative	0.64	4
Forgiving	0.64	3
Develops a Sense of Belonging	0.62	5
Displays a Personal Touch	0.56	5
Fair	0.55	4
Gives Respect to Students	0.55	4

Validity

In order to acquire instrument validity, the developed survey was first approved for use by a panel of experts. To establish face validity, the instrument was then reviewed by a group of non-experts. A pilot study was then conducted on a control group of teachers. Results were then reviewed from the pilot study. Minor changes were made to the instrument to enhance clarity

and increase the reliability of the instrument. Changes included modifying the wording of statements and/or deleting statements in order to increase the reliability coefficients of the twelve constructs. Afterwards, the panel of experts deemed the instrument “valid” and gave final approval for the researcher to conduct the research study using the developed instrument.

Data Collection

After gaining approval from the Auburn University Institutional Review Board (Appendix A), the researcher began the survey process. Approval was granted to conduct an online survey using Qualtrics software. The survey instrument was titled the Teacher Perception Survey (Appendix B). Kate Dowdy, the ACTE Leadership and Awards Manager, supplied the researcher with the names and email addresses of ACTE award-winners from 2001 through 2014. The researcher used the Council of Chief State School Officers (CCSSO) website to obtain the names and email addresses of State “Teacher of the Year” award-winners from 2008 through 2014.

A total of 260 award-winning teachers from throughout the United States of America were invited to participate in this research study. The IRB-approved information letter containing a link to the online survey was emailed to the 260 award-winning teachers. The information letter provided recipients with knowledge of the research project along with assurances that participation was strictly voluntary and responses would contain no personally identifiable information. The respondents were also assured that confidentiality would be maintained. If a recipient agreed to participate, he or she would click on the link to the online survey and complete the survey. The results of the instrument were contained in the Qualtrics

software and on the researcher's computer until they were destroyed after the research was completed.

The first contact to potential CTE survey participants was an email containing the IRB-approved Online Survey Information Letter (Appendix C). The Online Survey Information Letter was sent to potential CTE survey participants on Friday, November 21, 2014. A second email containing the Invitation to Online Survey letter (Appendix D) and a link to the Teacher Perception Survey (Appendix B) was sent to the CTE group of potential participants on Wednesday, November 26, 2014. A third email containing the Reminder – Invitation to Online Survey letter (Appendix E) and a link to the Teacher Perception Survey (Appendix B) was sent to the CTE group of potential participants on Monday, December 1, 2014. The final contact email containing the Final Reminder – Invitation to Online Survey letter (Appendix F) and a link to the Teacher Perception Survey (Appendix B) was sent to the CTE group of potential participants on Wednesday, December 10, 2014. In the Final Reminder – Invitation to Online Survey letter, the researcher thanked those who had completed the survey and reminded the others to read the letter and complete the survey if willing to participate.

The first contact to potential CSA survey participants was an email containing the IRB approved Online Survey Information Letter (Appendix G). The Online Survey Information Letter was sent to potential CSA survey participants on Friday, November 21, 2014. A second email containing the Invitation to Online Survey letter (Appendix H) and a link to the Teacher Perception Survey (Appendix B) was sent to the CSA group of potential participants on Wednesday, November 26, 2014. A third email containing the Reminder – Invitation to Online Survey letter (Appendix I) and a link to the Teacher Perception Survey (Appendix B) was sent to the CSA group of potential participants on Monday, December 1, 2014. The final contact email

containing the Final Reminder – Invitation to Online Survey letter (Appendix J) and a link to the Teacher Perception Survey (Appendix B) was sent to the CSA group of potential participants on Wednesday, December 10, 2014.

On Thursday, December 11, 2014, the researcher ceased collecting results when the number of participants in the two groups being studied reached the equal number of 48 in each group. The Final Reminder – Invitation to Online Survey letter was emailed two weeks and five days after the first initial email was sent to the potential participants in both groups.

Data Analysis

Using the information provided by the participants, the researcher divided the returned surveys into two groups based on the subjects that the respondents taught at the time they won the “prestigious teaching award”. Two groups were used in this study. The groups were: Award-Winning Core Subject-Area (CSA) Teachers (Science, English, Math, and History) and Award-Winning Career Technical Education (CTE) Teachers. A total of 107 award-winning teachers participated in the research study. 48 teachers indicated that they were Award-Winning CSA teachers, 48 teachers indicated that they were Award-Winning CTE teachers, and 11 teachers indicated that they were “Other” types of educators at the time they won the teaching award. Since the research questions for this research study did not pertain to the “Other” group, the results obtained from the “Other” group were not used in this research study.

The researcher used descriptive statistics and a 2 x (12) mixed design ANOVA to answer the research questions. Descriptive statistics were run in IBM SPSS Statistics 21 for Windows to compute statistical data. For the mixed design ANOVA, significance was noted when the probability value of 0.05 or smaller was obtained. Alpha sets the amount of risk the researcher is

willing to take in being wrong. A five percent risk is generally accepted; therefore, alpha equals 0.05 or probability is equal to or smaller than 0.05.

The 2 x (12) mixed design ANOVA was used to determine the statistical relationships between award-winning CTE teachers' self-perceived personality characteristics and award-winning CSA teachers' self-perceived personality characteristics. The demographics collected allowed the researcher to further investigate into subgroups when the literature warranted.

Summary

This chapter reviewed the methods, research questions, null hypothesis, research design, population, instrumentation, reliability, validity, data collection, and data analysis. The researcher addressed the methods used to answer the research questions. The following research questions were used in this study:

1. Was there a significant difference between Award-Winning CTE teachers and Award-Winning CSA teachers in their overall perceptions of Robert J. Walker's "12 Characteristics of an Effective Teacher" (2008)?
2. Was there a significant difference among Walker's "12 Characteristics of an Effective Teacher" (2008) across all the teachers in the research study?
3. Did differences among perceptions of Walker's "12 Characteristics of an Effective Teacher" (2008) differ between the group of award-winning CTE teachers and the group of award-winning CSA teachers in the research study?

This study provided information about self-perceived personality characteristics of award-winning CTE teachers and award-winning CSA teachers that will allow educators to increase their teaching effectiveness and encourage students to stay in school.

Chapter 4

Results

The major purposes of this quantitative study were to (1) determine significant differences exist between the self-perceived personality characteristics of award-winning Career Technical Education (CTE) teachers and award-winning Core Subject Area (CSA) teachers and (2) compare the differences in self-perceived personality characteristics in award-winning CTE teachers and award-winning CSA teachers.

Description of Participants

Collected descriptive data were entered into SPSS for analysis. Frequency data (number of responses and percentages) were calculated for demographic areas of delivery. Age ranges, gender, teaching position at time of receiving the award, and level of college education information on each participant was gathered. These data were sorted into categories created by the researcher in order to condense data for reporting purposes. Frequency data (number of responses, mean, standard deviation, etc.) were used for analyzing each individual construct.

The population for this study included 260 award-winning teachers from throughout the United States of America. A total sample of 107 award-winning teachers (48 CTE teachers, 48 CSA teachers, and 11 “Other” teachers) participated in this study. This resulted in an overall 41% return rate of participation. The participants in the study were categorized into three groups: Award-Winning CTE teachers, Award-Winning CSA teachers, and “Other” for those

individuals who did not belong to either of the fore-mentioned groups. Since the research questions for this study dealt solely with CTE teachers and CSA teachers, the results for individuals who indicated they were in the “Other” group (11 participants) were not used for this study. Therefore, results from 96 participants (48 CSA teachers, 48 CTE teachers) were obtained for this study. However, eight of the 96 participants did not fully-complete the survey causing their results to be invalid. As a result, a total of 88 participants’ (45 CSA teachers, 43 CTE teachers) surveys were actually used in this study.

According to Babbie (1990), a return rate of at least 50 percent is considered adequate and a response rate of 60 percent is considered good. Of the 260 award-winning teachers who received an invitation to participate in the study, 96 surveys were completed by CSA and CTE teachers. A total of 48 surveys were received from the teachers who were classified as Award-Winning CTE teachers and 48 surveys were received from the teachers who were classified as Award-Winning CSA teachers. Forty-eight out of 185 CSA teachers participated in the study for a 26% response rate. Forty-eight out of 64 CTE teachers participated in the study for a 75% response rate. These response rates resulted by applying the response formula according to Dillman (2007).

The majority of the 96 participants were female (64; 66.7 percent). Thirty-two (32) participants were male (33.3 percent). The CTE group (n=48) included 17 males (35.4 percent) and 31 females (64.6 percent). The CSA group (n=48) included 15 males (31.3 percent) and 33 females (68.8 percent) (Table 2).

The largest percentage (27%) of the CTE group of teachers were ages 51 to 55. The largest percentage (25%) of the CSA group of teachers were ages 41 to 45. The majority of participants who were surveyed selected Masters Degree as their highest level of education. Fifty-four

percent of the CTE group of teachers selected Masters Degree as their highest level of education, while seventy-one percent of the CSA group of teachers selected Masters Degree as their highest level of education. In addition, nineteen percent of the CTE group of teachers and thirteen percent of the CSA group of teachers selected Ph. D./Ed. D. as their highest level of education (Table 2).

Table 2

Participant Demographics - Individual Variables

		CTE Teachers	CSA Teachers	Overall
Position		48 (50%)	48 (50%)	96 (100%)
Gender	Male	17 (35%)	15 (31%)	32 (33%)
	Female	31 (65%)	33 (69%)	64 (67%)
Age	25-30	1 (2%)	1 (2%)	2 (2%)
	31-35	5 (10%)	2 (4%)	7 (7%)
	36-40	5 (10%)	10 (21%)	15 (15%)
	41-45	9 (19%)	12 (25%)	21 (22%)
	46-50	5 (10%)	8 (17%)	13 (14%)
	51-55	13 (27%)	5 (10%)	18 (19%)
	56-60	7 (15%)	7 (15%)	14 (15%)
	61-65	2 (4%)	3 (6%)	5 (5%)
	71-75	1 (2%)	0 (0%)	1 (1%)
College Education	Less than 2 yrs	1 (2%)	0 (0%)	1 (1%)
	Associates	3 (6%)	0 (0%)	3 (3%)
	Bachelors	7 (15%)	5 (10%)	12 (13%)
	Masters	26 (54%)	34 (71%)	60 (63%)
	Ed.S/A.A.	2 (4%)	3 (6%)	5 (5%)
	Ph.D./Ed.D.	9 (19%)	6 (13%)	15 (15%)

Research Question One

Research question, “Was there a significant difference between Award-Winning CTE teachers and Award-Winning CSA teachers in their overall perceptions of Robert J. Walker’s ‘12

Characteristics of an Effective Teacher” (2008)? The null hypothesis was that there is no significant difference between Award-Winning CTE teachers and Award-Winning CSA teachers in their overall perceptions of Walker’s “12 Characteristics of an Effective Teacher” (2008).

The results of a 2 x (12) Mixed Design Analysis of Variance (ANOVA) indicated that there was no significant difference, $F(1,86) = 1.59, p = 0.21$, between the Award-Winning CTE teachers and Award-Winning CSA teachers in their overall perceptions of Walker’s “12 Characteristics of an Effective Teacher” (2008) (Table 3).

Research Question Two

Research question, “Was there a significant difference among Walker’s ‘12 Characteristics of an Effective Teacher’ (2008) across all the teachers in the research study?” The null hypothesis was that there is no significant difference among Walker’s “12 Characteristics of an Effective Teacher” (2008) across all the teachers in the research study.

The results of a 2 x (12) Mixed Design Analysis of Variance (ANOVA) indicated that there was a significant difference, $F(11, 946) = 26.75, p < .001$, among Walker’s “12 Characteristics of an Effective Teacher” (2008) across all the teachers in the research study (Table 3). A post-hoc test was conducted to determine which personality characteristics were significantly different (Table 4).

Results of the post hoc test revealed that there were significant differences between several of Walker’s “12 Characteristics of an Effective Teacher” (2008). Most notably, the means of the characteristics Creative (3.19), Forgiving (3.23), and Displays a Personal Touch (3.30) were significantly less than most of the other characteristics. The characteristic Creative (3.19) had the lowest overall mean of all the characteristics in the analysis. In addition, the

means of the characteristics Holds High Expectations (3.70) and Positive (3.69) were significantly higher than most of the other characteristics. The overall means of the characteristics Respects Students (3.65) and Cultivate a Sense of Belonging (3.65) were also significantly higher than several of the other characteristics as well. Holds High Expectations (3.70) earned the highest overall mean of all the characteristics (Table 5).

Research Question Three

Research question, “Did differences among perceptions of Robert J. Walker’s ‘12 Characteristics of an Effective Teacher’ (2008) differ between the group of award-winning CTE teachers and the group of award-winning CSA teachers in the research study?” The null hypothesis was that perceptions of Walker’s “12 Characteristics of an Effective Teacher” (2008) do not significantly differ between the group of award-winning CTE teachers and the group of award-winning CSA teachers.

The results of a 2 x (12) Mixed Design Analysis of Variance (ANOVA) indicated that differences among perceptions of Walker’s “12 Characteristics of an Effective Teacher” (2008) do not statistically differ between the group of award-winning CTE teachers and the group of award-winning CSA teachers, $F(11, 946) = 1.60, p = 0.09$ (Table 3).

Table 3*Summary of Mixed Design ANOVA Results*

Effects	df	MS	F	p	Effect Size
<hr/>					
Between Groups					
Teacher Group (A)	1	1.19	1.59	0.21	0.02
Error	86	0.75	NA		
Within Groups					
Personality Characteristic (B)	11	2.76	26.749	.000	0.24
Group X Characteristic (AB)	11	0.16	1.598	0.09	0.02
Error	946	0.10	NA		

Table 4*Paired Comparisons**Mean Differences between Personality Characteristics (Absolute Values Shown Here)*

	HE	PO	SB	RS	AM	FA	SH	CO	PR	PT	FO	CR
HE	3.70											
PO	.01	3.69										
SB	.05	.04	3.65									
RS	.05	.04	.00	3.65								
AM	.18	.17	.13	.13	3.6							
FA	.18	.17	.13	.13	.00	3.52						
SH	.19	.18	.14	.14	.01	.01	3.52					
CO	.21	.20	.16	.16	.03	.03	.02	3.51				
PR	.29	.28	.24	.24	.11	.11	.10	.08	3.49			
PT	.40	.39	.35	.35	.22	.22	.21	.19	.11	3.41		
FO	.47	.46	.42	.42	.29	.29	.28	.26	.18	.07	3.30	
CR	.51	.50	.46	.43	.33	.33	.32	.30	.22	.11	.04	3.23
	3.19											

*Notes: HE – Holds High Expectations; PO – Positive; SB – Create a Sense of Belonging; RS – Respects Students; AM – Admits Mistakes; FA – Fair; SH – Sense of Humor; CO – Compassionate; PR – Prepared; PT – Displays a Personal Touch; FO – Forgiving; CR – Creative; n = 88; *p < .05; **p < .01; ***p < .001*

Table 5

Overall Mean Scores per Characteristic

	HE	PO	SB	RS	AM	FA	SH	CO	PR	PT	FO	CR	Total
CTE	3.66	3.68	3.64	3.62	3.43	3.60	3.52	3.43	3.36	3.24	3.17	3.17	3.46
CSA	3.73	3.69	3.67	3.68	3.62	3.44	3.51	3.55	3.45	3.36	3.28	3.21	3.52
Overall	3.70	3.69	3.65	3.65	3.52	3.52	3.51	3.49	3.41	3.30	3.23	3.19	3.49

Notes: HE – Holds High Expectations; PO – Positive; SB – Create a Sense of Belonging; RS – Respects Students; AM – Admits Mistakes; FA – Fair; SH – Sense of Humor; CO – Compassionate; PR – Prepared; PT – Displays a Personal Touch; FO – Forgiving; CR – Creative; n = 88

The results of the Teacher Perception Survey (Appendix B) indicated that the award-winning CTE teachers group self-perceive Walker’s (2008) personality characteristics of effective teachers in the following order (from greatest to least): Positive, Holds High Expectations, Cultivates a Sense of Belonging, Gives Respect to Students, Fair, Sense of Humor, Compassionate, Admits Mistakes, Prepared, Displays a Personal Touch, Creative, and Forgiving. Additionally, the results of the Teacher Perception Survey indicated that the award-winning CSA teachers group self-perceive Walker’s (2008) personality characteristics of effective teachers in the following order (from greatest to least): Holds High Expectations, Positive, Gives Respect to Students, Cultivates a Sense of Belonging, Admits Mistakes, Compassionate, Sense of Humor, Prepared, Fair, Displays a Personal Touch, Forgiving, and Creative (Table 6).

Table 6*Perception Rankings by Group*

Ranking	CTE Teachers	CSA Teachers	Overall Sample
	Mean (SD)	Mean (SD)	Mean (SD)
1	Positive 3.68 (0.33)	Holds High Expectations 3.73 (0.32)	Holds High Expectations 3.70 (0.34)
2	Holds High Expectations 3.66 (0.36)	Positive 3.69 (0.30)	Positive 3.69 (0.31)
3	Cultivates a Sense of Belonging 3.64 (0.35)	Gives Respect to Students 3.68 (0.26)	Cultivates a Sense of Belonging 3.65 (0.31)
4	Gives Respect to Students 3.62 (0.38)	Cultivates a Sense of Belonging 3.67 (0.26)	Gives Respect to Students 3.65 (0.32)
5	Fair 3.60 (0.40)	Admits Mistakes 3.62 (0.46)	Admits Mistakes 3.52 (0.48)
6	Sense of Humor 3.52 (0.41)	Compassionate 3.55 (0.36)	Fair 3.52 (0.37)
7	Compassionate 3.43 (0.58)	Sense of Humor 3.51 (0.45)	Sense of Humor 3.51 (0.43)
8	Admits Mistakes 3.43 (0.48)	Prepared 3.45 (0.42)	Compassionate 3.49 (0.48)
9	Prepared 3.36 (0.42)	Fair 3.44 (0.32)	Prepared 3.41 (0.42)
10	Displays a Personal Touch 3.24 (0.41)	Displays a Personal Touch 3.36 (0.40)	Displays a Personal Touch 3.30 (0.41)
11	Creative 3.17 (0.56)	Forgiving 3.28 (0.47)	Forgiving 3.23 (0.44)
12	Forgiving 3.17 (0.40)	Creative 3.21 (0.40)	Creative 3.19 (0.48)

Descriptive Statistics for the Teacher Perception Survey

The Compassionate Construct

The Compassionate Construct contained four items. The item that earned the strongest level of support from both groups of teachers was the item that read, “I have caring relationships with my students and this makes me a more effective teacher”. The overall sample rated this item with a mean of 3.80 (0.54). The item that earned the weakest level of support from both groups of teachers was the item that read, “I frequently talk to my students about issues not related to school and this makes me a more effective teacher”. Though both groups agreed with this item, the overall sample rated this item with a mean of 3.13 (0.76). Collectively, the construct resulted in an overall mean of 3.49 (Table 7).

Table 7

Compassionate Construct Descriptive Statistics

	CTE Teachers		CSA Teachers		Overall Sample	
	Mean	SD	Mean	SD	Mean	SD
I have caring relationships with my students and this makes me a more effective teacher.	3.73	0.68	3.88	0.33	3.80	0.54
I am sensitive to distressed students and this makes me a more effective teacher.	3.46	0.74	3.67	0.48	3.56	0.63
Caring about a student’s well-being after he or she leaves my class makes me a more effective teacher.	3.42	0.68	3.52	0.55	3.47	0.62
I frequently talk to my students about issues not related to school and this makes me a more effective teacher.	3.13	0.79	3.13	0.74	3.13	0.76

The Admit Mistakes Construct

The Admit Mistakes Construct contained five items. The item that earned the strongest level of support from both groups of teachers was the item that read, “I correct a teaching mistake even if no one knows that I made the mistake because ‘admitting mistakes’ makes me a more effective teacher”. The overall sample rated this item with a mean of 3.58 (0.57). The item that earned the weakest level of support from the overall sample of teachers was the item that read, “I admit to grading mistakes on tests in order to establish trust with my students”. Though both groups agreed with this item, the overall sample rated this item with a mean of 3.45 (0.71). Collectively, the construct resulted in an overall mean of 3.52 (Table 8).

Table 8*Admit Mistakes Construct Descriptive Statistics*

	CTE Teachers		CSA Teachers		Overall Sample	
	Mean	SD	Mean	SD	Mean	SD
I correct a teaching mistake even if no one knows that I made the mistake because “admitting mistakes” makes me a more effective teacher.	3.56	0.65	3.60	0.49	3.58	0.57
I admit my mistakes in grading homework to my students and this makes me a more effective teacher.	3.46	0.58	3.64	0.49	3.55	0.54
I apologize to a student if I feel that I have been too harsh on the student and this makes me a more effective teacher.	3.42	0.68	3.66	0.60	3.54	0.65
I admit my teaching mistakes to my students and this makes me a more effective teacher.	3.44	0.58	3.60	0.58	3.52	0.58
I admit to grading mistakes on tests in order to establish trust with my students.	3.25	0.81	3.65	0.53	3.45	0.71

The Creative Construct

The Creative Construct contained four items. The item that earned the strongest level of support from both groups of teachers was the item that read, “Being a creative teacher helps me teach my students more effectively”. The overall sample rated this item with a mean of 3.75 (0.46). The item that earned the weakest level of support from both groups of teachers was the item that read, “I update my bulletin board(s) on a regular basis and this helps to make me a more effective teacher”. Though both groups agreed with this item, the overall sample rated this item with a mean of 2.43 (0.91). Collectively, the construct resulted in an overall mean of 3.19 (Table 9).

Table 9

Creative Construct Descriptive Statistics

	CTE Teachers		CSA Teachers		Overall Sample	
	Mean	SD	Mean	SD	Mean	SD
Being a creative teacher helps me teach my students more effectively.	3.69	0.51	3.81	0.40	3.75	0.46
I integrate the teaching of reading within my classroom to improve my effectiveness as a teacher.	3.25	0.73	3.40	0.65	3.33	0.69
I take pride in the appearance of my classroom and this helps to improve my students’ grades.	3.27	0.71	3.26	0.61	3.27	0.66
I update my bulletin board(s) on a regular basis and this helps to make me a more effective teacher.	2.48	0.99	2.37	0.83	2.43	0.91

The Fair Construct

The Fair Construct contained four items. The item that earned the strongest level of support from the overall sample of teachers was the item that read, “I adjust for individual differences in my students while planning instructional activities and this helps to make me a more effective teacher”. The overall sample rated this item with a mean of 3.59 (0.58). The item that earned the weakest level of support from the overall sample of teachers was the item that read, “I make provisions for students with learning differences to increase students’ levels of learning”. Though both groups agreed with this item, the overall sample rated this item with a mean of 3.44 (0.58). Collectively, the construct resulted in an overall mean of 3.52 (Table 10).

Table 10*Fair Construct Descriptive Statistics*

	CTE Teachers		CSA Teachers		Overall Sample	
	Mean	SD	Mean	SD	Mean	SD
I adjust for individual differences in my students while planning instructional activities and this helps to make me a more effective teacher.	3.61	0.58	3.56	0.54	3.59	0.56
I am fair to my students because fair teachers are more effective than unfair teachers.	3.65	0.53	3.50	0.55	3.57	0.54
*I show favoritism to certain students to improve my relationships with those students.	3.67	0.52	3.31	0.55	3.49	0.56
I make provisions for students with learning differences to increase students' levels of learning.	3.48	0.62	3.40	0.54	3.44	0.58

Note: An asterisk () indicates that the item was reverse coded due to its negative direction.*

The Hold High Expectations Construct

The Hold High Expectations Construct contained five items. The item that earned the strongest level of support from both groups of teachers was the item that read, “I maintain high expectations for ALL students and this makes me a more effective teacher”. The overall sample rated this item with a mean of 3.84 (0.40). The item that earned the weakest level of support from both groups of teachers was the item that read, “I give my students opportunities to improve their grades because this enhances their learning”. Though both groups agreed with this

item, the overall sample rated this item with a mean of 3.48 (0.58). Collectively, the construct resulted in an overall mean of 3.70 (Table 11).

Table 11

Hold High Expectations Construct Descriptive Statistics

	CTE Teachers		CSA Teachers		Overall Sample	
	Mean	SD	Mean	SD	Mean	SD
I maintain high expectations for ALL students and this makes me a more effective teacher.	3.83	0.38	3.85	0.41	3.84	0.40
I engage students in higher-order thinking challenges to better prepare students for their futures.	3.72	0.45	3.81	0.39	3.77	0.42
Setting high expectations for my students helps in making me a more effective teacher.	3.66	0.52	3.79	0.41	3.73	0.47
I challenge my students to set high personal goals for learning and this makes me a more effective teacher.	3.64	0.53	3.71	0.46	3.67	0.49
I give my students opportunities to improve their grades because this enhances their learning.	3.47	0.58	3.50	0.58	3.48	0.58

The Give Respect to Students Construct

The Give Respect to Students Construct contained four items. The item that earned the strongest level of support from both groups of teachers was the item that read, “I am more effective as a teacher because I gossip about my students”. For the purpose of analysis, this item

was reversed coded. The overall sample rated this item with a mean of 3.87 (0.33). The item that earned the weakest level of support from both groups of teachers was the item that read, “Because I do not gossip about my students to my friends I am a respectful teacher”. Though both groups agreed with this item, the overall sample rated this item with a mean of 3.31 (0.64). Collectively, the construct resulted in an overall mean of 3.65 (Table 12).

Table 12

Give Respect to Students Construct Descriptive Statistics

	CTE Teachers		CSA Teachers		Overall Sample	
	Mean	SD	Mean	SD	Mean	SD
*I am more effective as a teacher because I gossip about my students.	3.83	0.38	3.92	0.28	3.87	0.33
I build a classroom community that demands respect for each student’s learning and this increases student learning in my classroom.	3.68	0.52	3.75	0.44	3.72	0.48
I respect my students and this makes me a more effective teacher.	3.66	0.52	3.75	0.44	3.71	0.48
Because I do not gossip about my students to my friends I am a respectful teacher.	3.32	0.73	3.29	0.54	3.31	0.64

Note: An asterisk () indicates that the item was reverse coded due to its negative direction.*

The Prepared Construct

The Prepared Construct contained five items. The item that earned the strongest level of support from both groups of teachers was the item that read, “I participate in professional

development activities to improve my competence as a teacher”. The overall sample rated this item with a mean of 3.82 (0.39). The item that earned the weakest level of support from both groups of teachers was the item that read, “I write daily objectives on the board to increase my teaching effectiveness”. Though both groups agreed with this item, the overall sample rated this item with a mean of 2.95 (0.78). Collectively, the construct resulted in an overall mean of 3.41 (Table 13).

Table 13

Prepared Construct Descriptive Statistics

	CTE Teachers		CSA Teachers		Overall Sample	
	Mean	SD	Mean	SD	Mean	SD
I participate in professional development activities to improve my competence as a teacher.	3.85	0.36	3.79	0.41	3.82	0.39
Professional development increases my effectiveness as a teacher.	3.74	0.49	3.48	0.77	3.61	0.66
I prepare lesson plans based on students’ needs in order to help students be better prepared for life.	3.28	0.72	3.54	0.50	3.41	0.63
I plan my lessons daily in order to increase my teaching effectiveness.	3.00	0.74	3.47	0.69	3.24	0.75
I write daily objectives on the board to increase my teaching effectiveness.	2.91	0.78	2.98	0.79	2.95	0.78

The Positive Construct

The Positive Construct contained five items. The item that earned the strongest level of support from the overall sample of teachers was the item that read, “I do not like coming to work and this increases student learning in my classroom”. For the purpose of analysis, this item was reverse coded. The overall sample rated this item with a mean of 3.97 (0.18). This was the highest overall mean of any one item on the Teacher Perception Survey. The item that earned the weakest level of support from the overall sample of teachers was the item that read, “I am persistent in communicating a positive outlook to those students who are experiencing family difficulties and this makes me a more effective teacher”. Though both groups agreed with this item, the overall sample rated this item with a mean of 3.52 (0.52). Collectively, the construct resulted in an overall mean of 3.69 (Table 14).

Table 14*Positive Construct Descriptive Statistics*

	CTE Teachers		CSA Teachers		Overall Sample	
	Mean	SD	Mean	SD	Mean	SD
*I do not like coming to work and this increases student learning in my classroom.	3.96	0.20	3.98	0.15	3.97	0.18
Showing positive regard as a teacher enhances my ability to teach.	3.73	0.45	3.71	0.46	3.72	0.45
I communicate with parents in positive ways and this makes me a more effective teacher.	3.53	0.55	3.70	0.51	3.62	0.53
I am a positive person who prefers to see the glass as half-full, rather than half-empty and this makes me a more effective teacher.	3.66	0.48	3.57	0.58	3.62	0.53
I am persistent in communicating a positive outlook to those students who are experiencing family difficulties and this makes me a more effective teacher.	3.52	0.51	3.51	0.55	3.52	0.52

Note: An asterisk () indicates that the item was reverse coded due to its negative direction.*

The Display a Personal Touch Construct

The Display a Personal Touch Construct contained five items. The item that earned the strongest level of support from both groups of teachers was the item that read, “I try to establish a good rapport with my students in order to increase my effectiveness as a teacher”. The overall

sample rated this item with a mean of 3.91 (0.29). The item that earned the weakest level of support from both groups of teachers was the item that read, “I sometimes hug students in order to establish a good rapport with students”. The overall sample rated this item with a mean of 2.40 (1.00). Collectively, the construct resulted in an overall mean of 3.30 (Table 15).

Table 15

Display a Personal Touch Construct Descriptive Statistics

	CTE Teachers		CSA Teachers		Overall Sample	
	Mean	SD	Mean	SD	Mean	SD
I try to establish a good rapport with my students in order to increase my effectiveness as a teacher.	3.85	0.36	3.96	0.20	3.91	0.29
*I do not spend extra time learning my students’ names at the beginning of the school year and this increases my teaching effectiveness.	3.85	0.36	3.85	0.51	3.85	0.44
I incorporate students’ interests into the curriculum to increase my teaching effectiveness.	3.63	0.49	3.60	0.50	3.61	0.49
I believe that physically touching students properly helps to establish a good rapport with students.	2.57	0.90	2.87	0.89	2.72	0.90
I sometimes hug students in order to establish a good rapport with students.	2.29	0.99	2.51	1.02	2.40	1.00

Note: An asterisk () indicates that the item was reverse coded due to its negative direction.*

The Cultivate a Sense of Belonging Construct

The Cultivate a Sense of Belonging Construct contained five items. The item that earned the strongest level of support from both groups of teachers was the item that read, “I do not attempt to make students feel at home in my classroom and this increases my teaching effectiveness”. For the purpose of analysis, this item was reverse coded. The overall sample rated this item with a mean of 3.89 (0.41). The item that earned the weakest level of support from both groups of teachers was the item that read, “I can tolerate students who do not like my teaching methods and still be an effective teacher”. Though both groups agreed with this item, the overall sample rated this item with a mean of 3.24 (0.63). Collectively, the construct resulted in an overall mean of 3.65 (Table 16).

Table 16*Cultivate a Sense of Belonging Construct Descriptive Statistics*

	CTE Teachers		CSA Teachers		Overall Sample	
	Mean	SD	Mean	SD	Mean	SD
*I do not attempt to make students feel at home in my classroom and this increases my teaching effectiveness.	3.85	0.46	3.92	0.35	3.89	0.41
I create a sense of community among students in my class because effective teachers make their students feel important.	3.75	0.44	3.73	0.45	3.74	0.44
I provide opportunities for students to be heard while participating in my classroom to increase students' self-esteem while in my class.	3.69	0.47	3.77	0.43	3.73	0.45
I implement instructional opportunities where students interact with ideas and this makes me a more effective teacher.	3.65	0.48	3.69	0.47	3.67	0.47
I can tolerate students who do not like my teaching methods and still be an effective teacher.	3.25	0.60	3.23	0.67	3.24	0.63

Note: An asterisk () indicates that the item was reverse coded due to its negative direction.*

The Have a Sense of Humor Construct

The Have a Sense of Humor Construct contained five items. The item that earned the strongest level of support from both groups of teachers was the item that read, "My effectiveness

as a teacher decreases when I use humor in my class”. For the purpose of analysis, this item was reverse coded. The overall sample rated this item with a mean of 3.67 (0.56). The item that earned the weakest level of support from both groups of teachers was the item that read, “I am strictly business from bell to bell in my classroom in order to increase the learning process in my classroom”. For the purpose of analysis, this item was reverse coded. Though both groups agreed with this item, the overall sample rated this item with a mean of 3.14 (0.74). Collectively, the construct resulted in an overall mean of 3.51 (Table 17).

Table 17*Have a Sense of Humor Construct Descriptive Statistics*

	CTE Teachers		CSA Teachers		Overall Sample	
	Mean	SD	Mean	SD	Mean	SD
*My effectiveness as a teacher decreases when I use humor in my class.	3.65	0.60	3.69	0.51	3.67	0.56
I frequently laugh with my students and this makes me a more effective teacher.	3.60	0.49	3.56	0.54	3.58	0.52
I like to make my students smile and this helps to make me a more effective teacher.	3.48	0.58	3.53	0.50	3.51	0.54
I provide my students with opportunities to share their funny stories and this makes me a more effective teacher.	3.33	0.63	3.26	0.68	3.30	0.65
*I am strictly business from bell to bell in my classroom in order to increase the learning process in my classroom.	3.19	0.67	3.09	0.81	3.14	0.74

Note: An asterisk () indicates that the item was reverse coded due to its negative direction.*

The Forgiving Construct

The Forgiving Construct contained three items. The item that earned the strongest level of support from both groups of teachers was the item that read, “I put students’ negative behavioral issues behind me as quickly as possible in order to increase student learning in my classroom”. The overall sample rated this item with a mean of 3.42 (0.59). The item that earned

the weakest level of support from both groups of teachers was the item that read, “I give my students the benefit of the doubt to increase my effectiveness in the classroom”. The overall sample rated this item with a mean of 2.98 (0.58). Collectively, the scale resulted in an overall mean of 3.23 (Table 18).

Table 18

Forgiving Construct Descriptive Statistics

	CTE Teachers		CSA Teachers		Overall Sample	
	Mean	SD	Mean	SD	Mean	SD
I put students’ negative behavioral issues behind me as quickly as possible in order to increase student learning in my classroom.	3.44	0.62	3.40	0.57	3.42	0.59
I am a forgiving teacher and this makes me a more effective teacher.	3.21	0.50	3.35	0.60	3.28	0.56
I give students the benefit of the doubt to increase my effectiveness in the classroom.	2.85	0.55	3.10	0.59	2.98	0.58

Chapter 5

Discussion, Implications, Recommendations, and Conclusion

This chapter presents the following information: background, purpose statement, research questions, null hypothesis, research design, discussion, implications, recommendations, and conclusion. In this study, the researcher examined the self-perceived personality characteristics of award-winning CTE teachers and award-winning core subject-area (CSA) teachers throughout the United States of America. The personality characteristics examined in this study were based on Walker's "12 Characteristics of an Effective Teacher" (2008).

Background

The personality characteristics of effective teachers have been studied numerous times throughout history (Bridgewater, 1982; Curtis & Liying, 2001; Hughes et al., 1988; Mayhew, 1986; Mullins, 1992; Polk, 2006; Sherman & Blackburn, 1975). Research indicates that there are strong correlations between the personality characteristics of teachers and student achievement (Krueger, 1972). This study utilized the personality characteristics of effective teachers found to be significant by Walker (2008).

The large majority of school dropouts have been crippling to our society for many years. Research indicates that those who drop out of school are more likely to turn to lives of violence, more likely to live in poverty, and more likely to cost taxpayers money (Rumberger, 2001). Therefore, state and federal government agencies continually seek to develop programs that

encourage students to stay in school. One such program is Career Technical Education (CTE). CTE has long been associated with encouraging potential dropouts to stay in school.

Purpose Statement

The purpose of this study was to determine if significant differences in self-perceived personality characteristics exist between award-winning CTE teachers and award-winning CSA teachers.

Research Questions

The following research questions were used in this study:

1. Was there a significant difference between Award-Winning CTE teachers and Award-Winning CSA teachers in their overall perceptions of Robert J. Walker's "12 Characteristics of an Effective Teacher" (2008)?
2. Was there a significant difference among Walker's "12 Characteristics of an Effective Teacher" (2008) across all the teachers in the research study?
3. Did differences among perceptions of Walker's "12 Characteristics of an Effective Teacher" (2008) differ between the group of award-winning CTE teachers and the group of award-winning CSA teachers in the research study?

Null Hypothesis

1. There is no significant difference between Award-Winning CTE teachers and Award-Winning CSA teachers in their overall perceptions of Robert J. Walker's "12 Characteristics of an Effective Teacher" (2008).

2. There is no significant difference among Walker's "12 Characteristics of an Effective Teacher" (2008) across all the teachers in the research study.
3. Perceptions of Walker's "12 Characteristics of an Effective Teacher" (2008) do not significantly differ between the group of award-winning CTE teachers and the group of award-winning CSA teachers.

Research Design

The target population for the Teacher Perception Survey (Appendix B) conducted in the fall of 2014 was award-winning CTE teachers and award-winning CSA teachers located throughout the United States of America. Within the award-winning CTE teachers group, forty-eight teachers completed the Teacher Perception Survey. Likewise, within the award-winning CSA teachers group, forty-eight teachers completed the Teacher Perception Survey.

Descriptive statistics and a 2 x (12) mixed design ANOVA analyses were performed on the collected survey data using IBM SPSS Statistics 21 for Windows to compute statistical data and answer the three research questions for this study. The researcher performed analysis on the twelve developed personality characteristics constructs. The personality characteristics constructs used in this study were developed from Walker's "12 Characteristics of an Effective Teacher" (2008). The personality characteristics analyzed in this research study included: Prepared, Positive, Hold High Expectations, Creative, Fair, Displays a Personal Touch, Cultivates a Sense of Belonging, Compassionate, Have a Sense of Humor, Respect Students, Forgiving, and Admits Mistakes.

This study tested a model showing the effect of personality characteristics of teachers on their performance in teaching, effective teaching characteristics, and teaching efficacy. This is

explained in Bandura's social cognitive theory (1977, 1986) where personal beliefs are concerned with the conviction that one can successfully execute the behavior required to produce the outcomes such as teacher performance. Changes in the teachers' effort and achievement are attributed to the way they conceptualize themselves (Gorrell, 1990). The effect of personality on teaching, effective teaching characteristics, and teaching efficacy is normally studied together since the effect of personality alone on teaching is not yet conclusive (Murray et al., 1990). Certain personality characteristics allow a teacher to be effective and to be rated highly by their students (Young & Shaw, 1999, Szeto, 1995; Magno, 2007).

The results in this research study did not show a significance interaction between the personality characteristics and the two teacher groups (award-winning CTE teachers and award-winning CSA teachers). However, the overall sample (both groups of award-winning teachers) did perceive Walker's "12 Characteristics of an Effective Teacher" (2008) significantly different (Table 3). Though supported by award-winning teachers, the characteristics Creative, Forgiving, and Displays a Personal Touch were significantly less supported than most of the other characteristics. Likewise, the characteristics Holds High Expectations, Positive, Respects Students, and Cultivate a Sense of Belonging were supported significantly more than most of the other characteristics (Table 4).

Interesting to the researcher is the fact that both groups of award-winning teachers similarly supported all of Walker's "12 Characteristics of an Effective Teacher" (2008). Characteristics that ranked high, medium, and low for one group, also ranked high, medium, and low for the other group (Table 6). The wording of the survey items may have influenced the level of support for each characteristic, especially for the scales that were not found to be highly reliable.

Discussion

The results of this research study indicated that effective CTE teachers and effective CSA teachers do not overall perceive Walker's "12 Characteristics of an Effective Teacher" (2008) significantly different. The results indicated that effective CTE teachers and effective CSA teachers value Walker's (2008) twelve characteristics very similar. Both groups of educators believe that Walker's "12 Characteristics of an Effective Teacher" (2008) are very important characteristics that they exhibited in the classroom and helped to make their teaching more effective.

The results of this study coincide with Wilhelm (2008) by reinforcing the notion that creativity is a fundamental component of effective teaching. The award-winning teachers who participated in this research student indicated that they value creativity as a personality characteristic to being an effective teacher. These results resemble the research efforts of Colker (2008) who pointed out that circumstances in today's educational systems require teachers to be creative in their efforts in order to capture the attention of students and educate a diverse population of America's future.

The results of this research study indicated that award-winning teachers value forgiveness as a personality characteristic which leads to effective teaching. Enright et al., (1989) determined that children from an early age seek to be forgiven for their mistakes. Forgiving a student for his or her wrong-doing can open the door to a strong teacher/student relationship that leads to academic success on the part of the student. Witvliet and Vrana (1995) pointed out that students can tell when a teacher is angry by the expressions on his or her face. Effective teachers

understand this fact and therefore make every attempt to forgive students in timely manners in order to develop relationships with students and enhance the learning process.

The results of this study positively correlate with the research results of Banks and Mayes (2001) who determined that forming a good and vital interrelationship with students is at the core of teaching. In addition, Piana and Stuhlman (2004) found that the formation of positive teacher-student relationships contributed greatly to students' successes. The participants in this research study, all of whom are award-winning teachers, indicated that displaying a personal touch toward students was important to their being effective teachers.

The results of this study are directly aligned with the Darling-Hammond's (1997) research results which indicated that prepared teachers are typically effective teachers. The award-winning teacher participants of this study believed that being prepared was directly linked to their effectiveness in the classroom. Teachers must be committed to their work in order to be effective (Banks & Mayes, 2001). Being prepared signifies commitment by the teacher. McBer (2001) claimed that effective teachers have a clear structure for each lesson. In order to have a clear structure for each lesson, teachers must be prepared.

The participants in this study supported the notion that being compassionate leads to effective teaching. Compassionate, caring, relationships allow students to adjust more easily to the school setting and get along better with peers (Hamre & Pianta, 2001). Effective teachers get to know the personalities of their students, including their likes and dislikes (Stronge, 2007). Many times, such knowledge can help teachers better understand the challenges and behaviors of their students. Both groups of educators in this study, CTE and CSA teachers, indicated that being compassionate coincides with being an effective teacher.

The results of this study indicated that award-winning CTE teachers and award-winning CSA teachers believe that using humor in the classroom leads to teacher effectiveness. These results are similar to Hashem (1994) who determined that humor in the classroom makes it easier for students to work cooperatively and learn from each other as well as from the teacher. The participants of this research study not only seemed to comprehend Rareshide (1993) seven guidelines for effectively using humor in the classroom, but also use his guidelines in their classrooms with their own students. The results of this study align with Bryant et al., (1980) who pointed out that effective teachers frequently use humor as a teaching tool.

The results are directly related to Pearl and Campbell (1999) who showed that effective teachers practice gender, racial, and ethnic fairness. In addition, the results of this research study are similar to Stronge's (2007) results which found that students expect teachers to avoid demonstrations of favoritism.

The two groups of award-winning teachers who participated in this research study indicated that effective teachers admit their mistakes. These results support the claims of Haberman (n.d.) who reported that not admitting mistakes prevents teachers from understanding that they are not only causing their own problems but actually turning their problems into even more serious dilemmas. Moreover, the results of this research study also indicated that effective teachers feel that making mistakes is essential for teacher growth. The results of this research study are aligned with Haberman's (n.d.) results concerning the need for teachers to admit their own mistakes.

The results of this research study indicated that award-winning CTE teachers and award-winning CSA teachers believe that being respectful to students assist teachers in being effective in their classrooms. These results are similar to Doll et al., (2004) who reported that positive

teacher-student relationships can be defined as the degree to which students feel respected, supported, and valued by their teachers.

The results indicated that award-winning CTE teachers and award-winning CSA teachers believe that cultivating a sense of belonging with their students helps to make them more effective teachers. Students desire to feel needed. These results align directly with Pearl and Campbell (1999) who pointed out that effective teachers pay attention to what students have to say. Effective teachers listen to their students (Thomas & Montgomery, 1998). The participants in this research study valued Walker's (2008) personality characteristic of cultivating a sense of belonging. Like Walker (2008), the results of this research study showed that effective teachers feel it is necessary to make all students feel like important members of the class.

The award-winning teachers who participated in this research study understand the importance of portraying positivity in the classroom with students. Effective teachers understand the norm of reciprocity founded by Gouldner (1960) that claims individuals feel obligated to respond positively (negatively) when they receive positive (negative) treatment from others. The results of this research study indicated that effective teachers give lots of encouragement and praise to students for what they can do, supporting the research of Haynes (1998). A teacher's optimistic thoughts and actions can have a positive effect on the academic success of his or her students.

The results of this study indicated that award-winning CTE teachers and award-winning CSA teachers highly value Walker's (2008) Hold High Expectations personality characteristic of an effective teacher. These results indicate that effective teachers widely-comprehend and implement Chikering and Gamson's (1987) research which claims that the more a person expects from an individual then the more the person gets from the individual. For this reason, effective

teachers hold high expectations of their students in order to get the most work out of their students. As a result, students in the classes of teachers who hold high expectations typically achieve more academically and gain more experiences than students in the classes of teachers who do not hold students to high expectations. The award-winning teachers in this research study understand that teacher expectations affect student outcomes, similar to Good and Brophy (1980). The results of this study strongly correlate with the research of Walls et al., (2002) which suggests that effective teachers motivate students differently depending on their personalities and academic capabilities. Regardless of students' academic capabilities and personalities, effective teachers hold high expectations for all of their students.

The results of this research study indicated that the two groups of award-winning CTE teachers and award-winning CSA teachers were not significantly different from each other regarding the personality characteristics that they believed made them effective teachers. These results support Walker's (2008) claim that effective teachers exhibit 12 personality characteristics in the classroom with their students.

Implications

Results of this research study indicated that effective CTE teachers are similar to effective CSA teachers in regards to personality characteristics that they feel make them effective teachers. Neither group of effective teachers significantly values Walker's (2008) characteristics more than the other group. Therefore, using the results of this research study, it is not possible to confirm that effective CTE teachers value certain characteristics that encourage students to stay in school that effective CSA teachers do not value. However, being that the two groups of educators similarly value Walker's (2008) characteristics, it is possible that

collectively the two groups of effective teachers may value certain characteristics that non-effective teachers do not value.

Effective teachers use creativity in their classrooms. Teachers must continually seek ways to incorporate creativity into the minds of their students. Doing so will ultimately keep students actively engaged in the learning process, which in turn will cause students to be less likely to drop out of school.

Forgiving a student can have a profound effect on a student's well-being. This research study showed that award-winning teachers from across the United States of America feel that the ability to forgive has assisted them in being effective teachers. Forgiveness, though not always easily implemented, can be beneficial to both students and teachers. For this reason, teachers experiencing difficult circumstances with challenging students should consider using less discipline and more forgiveness as an alternative route to achieving success in the classroom.

Displaying a personal touch toward students helps in building relationships between the teacher and students. Research shows that displaying a personal touch is advantageous to enhancing the academic success of students. Forming close teacher-student relationships can have positive effects on students who are contemplating dropping out of school. Such relationships may be the lead to the only positive reinforcement in students' lives. For these reasons, teachers should work diligently to develop closer relationships with students by displaying a personal touch toward students.

Prepared teachers make effective teachers. Student learning is directly related to teacher preparation. An unprepared teacher leads to inactive classes with disengaged students. Disengaged students lead to school dropouts. Teachers must find the time and willingness to be prepared at the beginning of every class period. Effective teachers believe in being prepared.

Not only do students benefit from the efforts of a prepared teacher, but the prepared teacher benefits by gaining the respect of his or her colleagues and administrators as well.

In order to be an effective teacher, a teacher must strive to be compassionate to students. Being compassionate signifies to students that the teacher is human and cares deeply for the academic and emotional development of his or her students. Such compassion can lead to the formation of positive teacher-student relationships which can cause potential dropouts to stay in school and eventually earn their diplomas.

Effective teachers know how and when to incorporate humor in the classroom. Relationships between teachers and students can be strengthened by classroom humor. A teacher exhibiting a sense of humor develops a reputation that can be beneficial to him or her before ever teaching a student. Students appreciate a teacher with a sense of humor. Having a sense of humor signifies to the student that the teacher is human and enjoys having a good time. In return, students are emotionally attracted to a teacher with a sense of humor, and therefore work harder to please the teacher.

Effective teachers are fair to their students. Effective teachers do not show favoritism towards certain students. All teachers should work to practice equality in their classrooms in order to better serve the students they teach. Practicing equality will increase their chances of having positive effects on all students, including those students considering dropping out of school. The students who feel they are equally supported by their teachers will more likely continue their educations and ultimately earn a high school diploma than students who do not feel equally supported by their teachers.

Effective teachers show their students that they are human by admitting their mistakes whenever mistakes are made in the classroom. A teacher who admits his or her mistakes is

relating to students that he or she is capable of failure. All humans fail from time to time. Effective teachers admit their mistakes so that they can show students how to overcome failure with persistence and good work ethics. In return, admitting mistakes leads to the formation of positive teacher-student relationships. Positive teacher-student relationships are critically important to retaining students in school.

Effective teachers are respectful to their students. Teachers having difficulty in their classrooms with students should consider being more respectful to their students. Respect is reciprocal. Effective teachers know one of the most rewarding aspects of teaching is through gaining the respect of students. In order to gain respect, effective teachers have learned to give respect.

Making students feel like they belong to the class is an important personality characteristic of effective teachers. Not only does a teacher need to be fair, but he or she also needs to make students understand that they are valuable members of the learning process. Making students feel like they belong and are important members of the class will assist teachers in “reaching” all students, thereby decreasing the likelihood of students dropping out of school and increasing their chances for success.

An effective teacher displays a positive attitude in his or her classroom. Knowing that positive attitudes are reciprocal, effective teachers use positivity to increase student success and establish mentor relationships with their students. An optimistic teacher can establish positive relationships with students that can assist in keeping students interested and engaged in classroom activities. For this reason, a teacher who displays a positive attitude can have a direct impact on the graduation rate at any given school.

Effective teachers hold high expectations of all their students. In return, students of teachers who hold high expectations are motivated to accomplish more while in the presence of their teachers. Holding high expectations not only motivates students, but it also signifies to students that the teacher believes in them and wishes for them to reach their full potential.

Effective teachers exhibit certain characteristics that help to make them effective. The key to effective teaching can be found in Walker's article titled "12 Characteristics of an Effective Teacher" (2008). Teachers who exhibit Walker's 12 characteristics will have positive, long-lasting effects on the students they serve. Teacher educators and administrators should require that all prospective and current teachers read Walker's article titled "12 Characteristics of an Effective Teacher" (2008) for the great benefits to students, and thus to society.

Recommendations

Administrators and hiring committees should use the results of this study to hire teachers who exhibit Walker's "12 Characteristics of an Effective Teacher" (2008). The results of this research study indicated that effective teachers throughout the United States of America value all twelve of Walker's characteristics, as well as exhibit Walker's proven characteristics in their classrooms with their own students. Knowing this, administrators should seek to hire individuals who exhibit these twelve characteristics in order to increase student achievement and graduation rates.

Current and prospective teachers should use the results of this research study to acknowledge the personality characteristics of America's most effective teachers. Moreover, knowing that Walker's twelve characteristics are exhibited by America's most effective teachers,

current and prospective teachers should apply Walker's "12 Characteristics of an Effective Teacher" (2008) in their classrooms for the benefit of their students.

The results of this research study should be used to initiate other similar studies. While the results of this study searched for significant differences in self-perceived characteristics between award-winning CTE teacher and award-winning CSA teachers, a similar research study could search for differences in Walker's (2008) twelve characteristics between award-winning teachers and non-award winning teachers. It would be interesting to know if award-winning teachers perceived Walker's twelve characteristics differently than non-award-winning teachers.

Another method of conducting a similar research study that might or might not achieve similar results would be to survey the students of teachers regarding the teachers' personality characteristics. Teachers may perceive themselves at higher, or lower, levels of character than do their students.

Time was a limiting factor in the design of this research study. For a person with more time available, I can see the benefit in identifying and surveying students at-risk of dropping out of school. Examining the reasons why at-risk students choose to stay in school could add more value to CTE programs and CTE teachers' personality characteristics.

Conclusion

The results of this research study fully supported Walker's "12 Characteristics of an Effective Teacher" (2008). The results indicated that effective CTE teachers and effective CSA teachers throughout the United States value all of Walker's "12 Personality Characteristics of an Effective Teacher" (2008). Not only did effective CTE and CSA teachers value Walker's personality characteristics of effective teachers, but more interestingly, both groups of educators

valued the characteristics very similar. While all 12 of Walker's characteristics were supported by the participants of this study, holding high expectations, exhibiting a positive attitude, cultivating a sense of belonging among students, and respecting students were the highest-valued personality characteristics indicated by effective CTE and effective CSA teachers throughout the United States.

An important result in this research study is that effective CTE teachers do not significantly differ from effective CSA teachers regarding personality characteristics that they consider to be important for effective teaching. Therefore, both groups of effective teachers value Walker's "12 Characteristics of an Effective Teacher" (2008) very similar.

The results of this research study can be used by current and prospective teachers and administrators to support student achievement and progressive learning. The results of this research can assist school administrators in hiring the best individuals for CTE positions and beyond. Administrators should seek to hire individuals who exhibit Walker's "12 Characteristics of an Effective Teacher" (2008). Hiring teachers who exhibit Walker's proven characteristics can increase the long-term goals of school systems, and more importantly, the goals of the students being taught.

The results of this research study showed the value that award-winning teachers place on certain personality characteristics. Though the results of this research study showed that award-winning teachers value some of Walker's (2008) personality characteristics more or less than others, knowing that all 12 of these characteristics are strongly supported by award-winning teachers, administrators can place emphasis on fully developing these characteristics in current and future teachers. Likewise, teachers can use the results of this research to put into practice any and all of the 12 personality characteristics that they feel are lacking in their classrooms.

Career Technical Education programs and teachers must continually strive to encourage students to stay in school. Dropping out of school can have negative effects on lives for generations to come. Teachers who display Walker's "12 Characteristics of an Effective Teacher" (2008) will encourage students to excel in life and ultimately increase the overall graduation rates throughout the United States of America and beyond.

As a current CTE secondary teacher, the results of this study inspires me to reflect upon the personality characteristics that I display to my own students. Am I compassionate to my students? Do I hold high expectations? Am I a forgiving teacher? Knowing that award-winning teachers from throughout the United States strongly value Walker's "12 Characteristics of an Effective Teacher" (2008) encourages me to ensure that I use all of these proven characteristics in my own classroom with my own students.

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Appendices

Appendix A
Institutional Review Board Approval Letter

To:
Cc:
Subject: Information Letter and Invitation to Online Survey

Dear Award-Winning Educator,

I am a doctoral student in the Department of Curriculum and Teaching at Auburn University. I would like to invite you to participate in my research study entitled, "Self-Perceived Personality Characteristics of Award-Winning Teachers throughout the United States". You have been chosen for this study because you are an award-winning teacher, aged 19 or older. As a result, educators throughout the country would like the opportunity to learn from you and your success.

Please complete the survey found at the link below. Your participation in this survey is valued and critical to the success of this research study. If you have already completed this survey, thank you for your participation.

Your total time commitment for the survey will be approximately 15 minutes.

I will protect against breach of confidentiality by using my password protected home computer only to handle participant information and data. All responses will be identified as anonymous and no identifying information will be provided. Only a numbering system will be used to identify teachers participating in the study. Any required hard copies of this information will be placed in a locked cabinet in my home office.

There will be no compensation for participants in this study. Likewise, there is no cost for participating in this study.

If you would like to know more information about this study, an information letter can be obtained by clicking on the attachment below. If you decide to participate after reading the letter, you can access the survey from a link in the letter. By not completing the survey, you will choose not to participate in the study.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBAdmin@auburn.edu or IRBChair@auburn.edu.

You may print a copy of this letter to keep.

If you have any questions, please contact me at 256-627-3562 or my advisor, Dr. Brian Parr, at 334-844-6995.

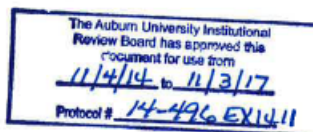
Thank you for your consideration,

Jason Morgan

The Auburn University Institutional Review Board has approved this document for use from November 4, 2014 to November 4, 2017. Protocol #14-496 EX 1411.

Take the Survey

Auburn Qualtrics link to survey will go here.



Appendix B
Teacher Perception Survey

Teacher Perception Survey

1 I have caring relationships with my students and this makes me a better teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

2 I admit my mistakes to the students and this makes me a more effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

3 I implement instructional opportunities where students interact with ideas and this makes me a more effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

4 I take pride in the appearance of my classroom to improve my students' grades.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

5 I establish a good rapport with my students in order to be a more effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

6 I adjust for individual differences in my students in planning of instructional activities and this help me more effectively teach my students.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

7 I neglect students who frequently misbehave in my classroom and this makes me a more effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

8 I maintain high expectations for ALL students and this makes me an effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

9 I provide my students with opportunities to share their funny stories and this makes me a great teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

10 If I get depressed as a teacher this negatively impacts my ability to teach my classes.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

11 I participate in professional development activities to improve my competence as a teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

12 I do not gossip about my students to my friends and this makes me a compassionate teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

13 My sensitivity to students in distress makes me a more effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

14 I correct a teaching mistake even if no one knows that I made the mistake because “admitting mistakes” makes me a great teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

15 I engage students in projects that have relevance in the world beyond the classroom to increase their likelihood of success.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

16 Tolerating students who do not like my teaching methods makes me a more effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

17 I do not hug students at school sporting events because it may send a negative message to other people.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

18 I am fair to my students because fair teachers are more effective teachers than unfair teachers.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

19 I give students the benefit of the doubt to increase my effectiveness in the classroom.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

20 I give my students multiple chances to improve their grade because this improves their learning

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

21 Joking with students decreases my effectiveness as a teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

22 I communicate with parents and families in positive ways and this makes me a more effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

23 I write daily objectives on the board to increase my teaching effectiveness.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

24 Openly correcting negative student behavior helps me decrease the level of misbehavior in the future.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

25 I believe that forming caring relationships with my students disturbs the learning process.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

26 I admit to grading mistakes in order to establish trust with my students.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

27 I create a sense of community among students in my class because effective teachers make their students feel important.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

28 I integrate the teaching of reading within my classroom to improve my effectiveness as a teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

29 I frequently give physical praise to my students in order to establish a good rapport with my students.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

30 I show favoritism to certain students to improve my relationships with certain students.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

31 I am a forgiving teacher and this makes me a more effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

32 I engage students in higher-order thinking challenges to better prepare students for their futures.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

33 I like to make my students smile and this helps to make me an effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

34 I am a positive person who prefers to see the glass as half full, rather than half empty and this makes me an effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

35 I frequently reflect on what students need to know in order to succeed in life and relay this knowledge to my students.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

36 I respect my students and this makes me a more effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

37 I do not care what happens to my students after they leave my class.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

38 I apologize to a student if I feel that I have been too harsh on the student and this makes me a more effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

39 I provide opportunities for students to be heard while participating in my classroom to increase students' self-esteem while in my class.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

40. I can effectively teach my students even though I am not a creative teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

41 I incorporate students' interests into the curriculum to increase my teaching effectiveness.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

42 I make appropriate provisions for individual students who have particular learning differences to increase ALL students' levels of learning.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

43 I hold grudges toward misbehaving students in order to decrease their levels of misbehavior.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

44 I challenge my students to set high personal goals for learning and this makes me a more effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

45 I am strictly business from bell to bell in my classroom in order to increase the learning process in my classroom.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

46 I am persistent in communicating a positive outlook to those students who are experiencing academic and/or behavior difficulties and this makes me an effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

47 I plan my lessons daily in order to increase my teaching effectiveness.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

48 I gossip about my students to third parties to decrease my level of stress and this makes me a more effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

49 I frequently talk to my students about issues not related to school and this makes me an effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

50 I admit my teaching mistakes to my students and this makes me an effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

51 I do not attempt to make students feel at home in my classroom and this increases my teaching effectiveness.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

52 I update my bulletin board(s) on a regular basis and this makes me an effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

53 I do not spend extra time learning my students' names at the beginning of the school year and this increases my teaching effectiveness.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

54 ALL of my students receive the same instruction and this makes me an effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

55 I put students' negative behavioral issues behind me as quickly as possible in order to increase student learning in my classroom.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

56 I frequently laugh with my students and this makes me an effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

57 I do not like coming to work and this decreases student learning in my classroom.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

58 I build a classroom community that demands respect for each student's learning and this increases student learning in my classroom.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

59 I do not like attending professional development opportunities and this makes me an ineffective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

60 I am considered an easy teacher and this makes me an effective teacher.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

61 Which best describes your educational position at the time you won a prestigious teaching award?

- English Teacher (1)
- History Teacher (2)
- Math Teacher (3)
- Science Teacher (4)
- Career and Technical Education Teacher (5)
- Physical Education Teacher (6)
- Special Education Teacher (7)
- Counselor (8)
- Administrator (9)
- Other (10)

62 My gender is:

- Male (1)
- Female (2)

63 My age is:

- Under 25 (1)
- 25-30 (2)
- 31-35 (3)
- 36-40 (4)
- 41-45 (5)
- 46-50 (6)
- 51-55 (7)
- 56-60 (8)
- 61-65 (9)
- Over 65 (10)

64 My education background (college) is best described as:

- None (1)
- Less than 2 years (2)
- Associates Degree (3)
- Bachelors Degree (4)
- Masters Degree (5)
- Ed.S./A.A. (6)
- Ph.D./Ed.D. (7)

Appendix C

Online Survey Information Letter – Award-Winning CTE Teachers

To:

Cc:

Subject: Notice of Upcoming Online Survey Request

Dear Esteemed Award-Winning Teacher,

Congratulations on being an award-winning teacher! You are to be commended for your efforts as an educator. Because of your prestigious status, educators throughout the country would like to learn about the personality characteristics that make you successful.

I am a Career and Technical Education teacher at Florence Middle School in Florence, AL. As a graduate student in the Department of Curriculum and Teaching at Auburn University, I would like to invite you to participate in my research study, *Personality Characteristics of Award-Winning Teachers throughout the United States*.

A few days from now, you will receive an email invitation asking you to complete a brief survey related to this important research project. I am writing to you in advance because I have found many people like to know ahead of time that they will be asked to participate in a survey. The research study that I am conducting is important and will assist educators and students from across the country by determining which personality characteristics are exhibited by the nation's top educators.

I appreciate your time and participation in my research. It is only with the generous help of people like you that important research like this can be conducted. Your help will be a tremendous benefit to students and educators nationwide.

Sincerely,

John Jason Morgan
(256) 627-3562

Appendix D

Invitation to Online Survey – Award-Winning CTE Teachers

To:
Cc:
Subject: Invitation to Online Survey

Dear Award-Winning Educator,

I am a doctoral student in the Department of Curriculum and Teaching at Auburn University. I would like to invite you to participate in my research study entitled, "Professional Dispositions of Award-Winning Teachers." You have been chosen for this study because you are an award-winning teacher. As a result, educators throughout the country would like the opportunity to learn from you and your success.

Please complete the survey found at the link below. Your participation in this survey is valued and critical to the success of this research study. If you have already completed this survey, thank you for your participation.

Your total time commitment for the survey will be approximately 15 minutes.

I will protect against breach of confidentiality by using my password protected home computer only to handle participant information and data. All responses will be identified as anonymous and no identifying information will be provided. Only a numbering system will be used to identify teachers participating in the study. Any required hard copies of this information will be placed in a locked cabinet in my home office.

There will be no compensation for participants in this study.

If you would like to know more information about this study, an information letter can be obtained by clicking on the attachment below. If you decide to participate after reading the letter, you can access the survey from a link in the letter. By not completing the survey, you will choose not to participate in the study.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

You may print a copy of this letter to keep.

If you have any questions, please contact me at 256-627-3562 or my advisor, Dr. Brian Parr, at 334-844-6995.

Thank you for your consideration,

Jason Morgan

The Auburn University Institutional Review Board has approved this document for use from _____ to _____. Protocol #_____

Take the Survey

Auburn Qualtrics link to survey.

Appendix E

Reminder - Invitation to Online Survey – Award-Winning CTE Teachers

To:
Cc:
Subject: Reminder - Invitation to Online Survey

Dear Award-Winning Educator,

I am a doctoral student in the Department of Curriculum and Teaching at Auburn University. I would like to invite you to participate in my research study entitled, "Professional Dispositions of Award-Winning Teachers." You have been chosen for this study because you are an award-winning teacher. As a result, educators throughout the country would like the opportunity to learn from you and your success.

If you have previously completed the Teacher Perception Survey located at the link below, then please disregard this email. I thank you very much for your willingness to participate.

If you have not completed the Teacher Perception Survey, then please complete the survey found at the link below. Your participation in this survey is valued and critical to the success of this research study. If you have already completed this survey, thank you for your participation.

Your total time commitment for the survey will be approximately 15 minutes.

I will protect against breach of confidentiality by using my password protected home computer only to handle participant information and data. All responses will be identified as anonymous and no identifying information will be provided. Only a numbering system will be used to identify teachers participating in the study. Any required hard copies of this information will be placed in a locked cabinet in my home office.

There will be no compensation for participants in this study.

If you would like to know more information about this study, an information letter can be obtained by clicking on the attachment below. If you decide to participate after reading the letter, you can access the survey from a link in the letter. By not completing the survey, you will choose not to participate in the study.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBAdmin@auburn.edu or IRBChair@auburn.edu.

You may print a copy of this letter to keep.

If you have any questions, please contact me at 256-627-3562 or my advisor, Dr. Brian Parr, at 334-844-6995.

Thank you for your consideration,
Jason Morgan

The Auburn University Institutional Review Board has approved this document for use from _____ to _____. Protocol #_____

Take the Survey

Auburn Qualtrics link to survey.

Appendix F

Final Reminder - Invitation to Online Survey – Award-Winning CTE Teachers

To:
Cc:
Subject: Final Reminder - Invitation to Online Survey

Dear Award-Winning Educator,

I am a doctoral student in the Department of Curriculum and Teaching at Auburn University. I would like to invite you to participate in my research study entitled, "Professional Dispositions of Award-Winning Teachers." You have been chosen for this study because you are an award-winning teacher. As a result, educators throughout the country would like the opportunity to learn from you and your success.

Please complete the survey found at the link below. Your participation in this survey is valued and critical to the success of this research study. If you have already completed this survey, thank you for your participation.

Your total time commitment for the survey will be approximately 15 minutes.

I will protect against breach of confidentiality by using my password protected home computer only to handle participant information and data. All responses will be identified as anonymous and no identifying information will be provided. Only a numbering system will be used to identify teachers participating in the study. Any required hard copies of this information will be placed in a locked cabinet in my home office.

There will be no compensation for participants in this study.

If you would like to know more information about this study, an information letter can be obtained by clicking on the attachment below. If you decide to participate after reading the letter, you can access the survey from a link in the letter. By not completing the survey, you will choose not to participate in the study.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

You may print a copy of this letter to keep.

If you have any questions, please contact me at 256-627-3562 or my advisor, Dr. Brian Parr, at 334-844-6995.

Thank you for your consideration,

Jason Morgan

The Auburn University Institutional Review Board has approved this document for use from _____ to _____. Protocol #_____

Take the Survey

Auburn Qualtrics link to survey.

Appendix G

Online Survey Information Letter – Award-Winning CSA Teachers

To:

Cc:

Subject: Notice of Upcoming Online Survey Request

Dear Esteemed Award-Winning Teacher,

Congratulations on being an award-winning teacher! You are to be commended for your efforts as an educator. Because of your prestigious status, educators throughout the country would like to learn about the personality characteristics that make you successful.

I am a Career and Technical Education teacher at Florence Middle School in Florence, AL. As a graduate student in the Department of Curriculum and Teaching at Auburn University, I would like to invite you to participate in my research study, *Personality Characteristics of Award-Winning Teachers throughout the United States*.

A few days from now, you will receive an email invitation asking you to complete a brief survey related to this important research project. I am writing to you in advance because I have found many people like to know ahead of time that they will be asked to participate in a survey. The research study that I am conducting is important and will assist educators and students from across the country by determining which personality characteristics are exhibited by the nation's top educators.

I appreciate your time and participation in my research. It is only with the generous help of people like you that important research like this can be conducted. Your help will be a tremendous benefit to students and educators nationwide.

Sincerely,

John Jason Morgan
(256) 627-3562

Appendix H

Invitation to Online Survey – Award-Winning CSA Teachers

To:
Cc:
Subject: Invitation to Online Survey

Dear Award-Winning Educator,

I am a doctoral student in the Department of Curriculum and Teaching at Auburn University. I would like to invite you to participate in my research study entitled, "Professional Dispositions of Award-Winning Teachers." You have been chosen for this study because you are an award-winning teacher. As a result, educators throughout the country would like the opportunity to learn from you and your success.

Please complete the survey found at the link below. Your participation in this survey is valued and critical to the success of this research study. If you have already completed this survey, thank you for your participation.

Your total time commitment for the survey will be approximately 15 minutes.

I will protect against breach of confidentiality by using my password protected home computer only to handle participant information and data. All responses will be identified as anonymous and no identifying information will be provided. Only a numbering system will be used to identify teachers participating in the study. Any required hard copies of this information will be placed in a locked cabinet in my home office.

There will be no compensation for participants in this study.

If you would like to know more information about this study, an information letter can be obtained by clicking on the attachment below. If you decide to participate after reading the letter, you can access the survey from a link in the letter. By not completing the survey, you will choose not to participate in the study.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

You may print a copy of this letter to keep.

If you have any questions, please contact me at 256-627-3562 or my advisor, Dr. Brian Parr, at 334-844-6995.

Thank you for your consideration,

Jason Morgan

The Auburn University Institutional Review Board has approved this document for use from _____ to _____. Protocol #_____

Take the Survey

Auburn Qualtrics link to survey.

Appendix I

Reminder - Invitation to Online Survey – Award-Winning CSA Teachers

To:
Cc:
Subject: Reminder - Invitation to Online Survey

Dear Award-Winning Educator,

I am a doctoral student in the Department of Curriculum and Teaching at Auburn University. I would like to invite you to participate in my research study entitled, "Professional Dispositions of Award-Winning Teachers." You have been chosen for this study because you are an award-winning teacher. As a result, educators throughout the country would like the opportunity to learn from you and your success.

If you have previously completed the Teacher Perception Survey located at the link below, then please disregard this email. I thank you very much for your willingness to participate.

If you have not completed the Teacher Perception Survey, then please complete the survey found at the link below. Your participation in this survey is valued and critical to the success of this research study. If you have already completed this survey, thank you for your participation.

Your total time commitment for the survey will be approximately 15 minutes.

I will protect against breach of confidentiality by using my password protected home computer only to handle participant information and data. All responses will be identified as anonymous and no identifying information will be provided. Only a numbering system will be used to identify teachers participating in the study. Any required hard copies of this information will be placed in a locked cabinet in my home office.

There will be no compensation for participants in this study.

If you would like to know more information about this study, an information letter can be obtained by clicking on the attachment below. If you decide to participate after reading the letter, you can access the survey from a link in the letter. By not completing the survey, you will choose not to participate in the study.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBAdmin@auburn.edu or IRBChair@auburn.edu.

You may print a copy of this letter to keep.

If you have any questions, please contact me at 256-627-3562 or my advisor, Dr. Brian Parr, at 334-844-6995.

Thank you for your consideration,
Jason Morgan

The Auburn University Institutional Review Board has approved this document for use from _____ to _____. Protocol #_____

Take the Survey

Auburn Qualtrics link to survey.

Appendix J

Final Reminder - Invitation to Online Survey – Award-Winning CSA Teachers

To:
Cc:
Subject: Final Reminder - Invitation to Online Survey

Dear Award-Winning Educator,

I am a doctoral student in the Department of Curriculum and Teaching at Auburn University. I would like to invite you to participate in my research study entitled, "Professional Dispositions of Award-Winning Teachers." You have been chosen for this study because you are an award-winning teacher. As a result, educators throughout the country would like the opportunity to learn from you and your success.

Please complete the survey found at the link below. Your participation in this survey is valued and critical to the success of this research study. If you have already completed this survey, thank you for your participation.

Your total time commitment for the survey will be approximately 15 minutes.

I will protect against breach of confidentiality by using my password protected home computer only to handle participant information and data. All responses will be identified as anonymous and no identifying information will be provided. Only a numbering system will be used to identify teachers participating in the study. Any required hard copies of this information will be placed in a locked cabinet in my home office.

There will be no compensation for participants in this study.

If you would like to know more information about this study, an information letter can be obtained by clicking on the attachment below. If you decide to participate after reading the letter, you can access the survey from a link in the letter. By not completing the survey, you will choose not to participate in the study.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

You may print a copy of this letter to keep.

If you have any questions, please contact me at 256-627-3562 or my advisor, Dr. Brian Parr, at 334-844-6995.

Thank you for your consideration,

Jason Morgan

The Auburn University Institutional Review Board has approved this document for use from _____ to _____. Protocol #_____

Take the Survey

Auburn Qualtrics link to survey.