

Research Series No. 187

THE CLASSROOM STRATEGY STUDY:
SUMMARY REPORT OF GENERAL FINDINGS

Jere Brophy
Mary Rohrkemper

Published by

The Institute for Research on Teaching
College of Education
Michigan State University
East Lansing, Michigan 48824-1034

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Table 3

Intercorrelations Among the Four Sets of Teacher Effectiveness Ratings

	Observers' Ratings	Coders' Rating (Sum of 12)	Teachers' Self-Rating Factor Score
Principals' Rating	.11	.18*	.33**
Observers' Rating		.16	.07
Coders' Rating (Sum of 12)			.08

*-p < .05 ** - p < .001

Table 4

Correlations Between the Four Sets of Teacher Effectiveness Ratings and Grade Level, Geographical Location, and Factor Scores From the Observers' Ratings of Classroom Behavior

	Principals' Rating	Observers' Rating	Coders' Rating (Sum of 12)	Teachers' Self-Rating Factor Score
Grade level (1-lower grades, 2-upper grades)	-.04	-.02	-.24**	.04
Location (1-Small City, 2-Big City)	.00	.05	-.38***	.08
Classroom Factor 1 (teacher organization and instructional management; student task engage- ment)	.19*	.63***	.13	.14
Classroom Factor 2 (teacher warmth, classroom affective atmosphere)	.12	.65***	.06	.01
Classroom Factor 3 (individ- ualized instruction, tolerance for noise and distraction)	-.07	.11	.21*	-.06

* p < .05 **p < .01 ***p < .001