

Building Engaged Schools

GETTING THE MOST OUT
OF AMERICA'S CLASSROOMS

Gary Gordon

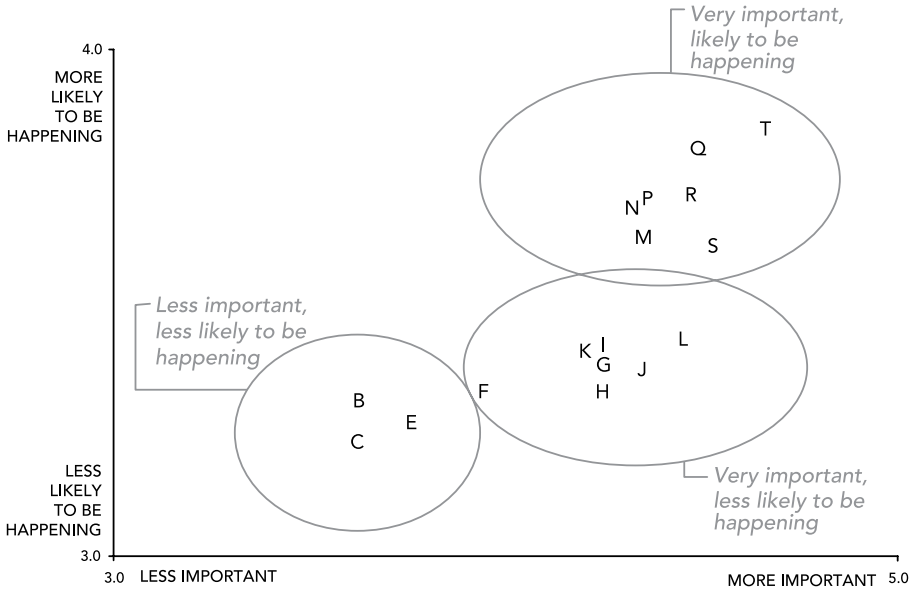
with Steve Crabtree

GALLUP PRESS
New York

Bonus Material

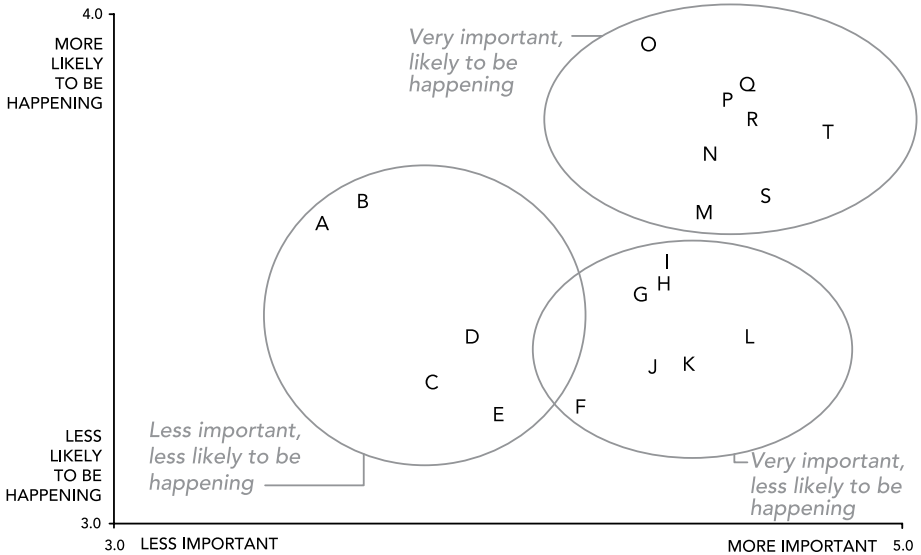
First, in Figure 1, the 1995 results:

FIGURE 1
Gallup Poll, September 1995



- | | |
|---|---|
| A. (2004 poll only) | K. Motivated students |
| B. Above-average SAT and ACT scores | L. Students challenged to develop themselves to their full potential |
| C. The majority of students take upper-level math and science courses | M. Positive teacher-student relationships |
| D. (2004 poll only) | N. High academic standards held by the school |
| E. Learning programs designed to fit each student | O. (2004 poll only) |
| F. Strong discipline | P. A sense of safety and order |
| G. Each student feels the teacher and staff care about him or her as a person | Q. Caring teachers |
| H. Students provided with the technical skills needed for the world of work | R. Teachers with strong subject matter knowledge |
| I. Strong preparation for future careers | S. Fair treatment of all the students |
| J. Emphasizing the strengths of each student | T. Mastery of the basics; for example, reading, writing, and arithmetic |

FIGURE 2
Gallup Poll, September 2004



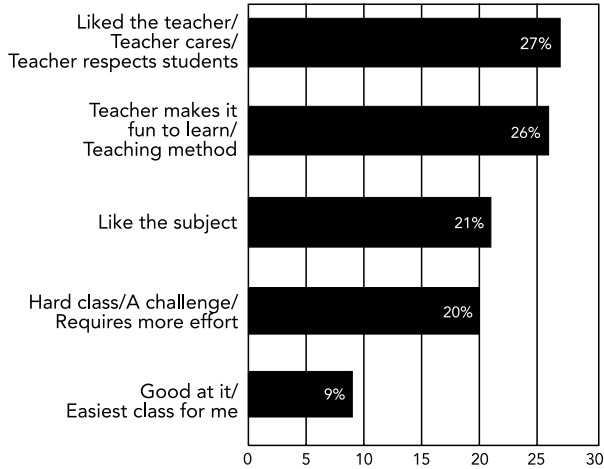
- | | |
|--|---|
| A. Students do well on standardized state tests | J. Emphasizing the strengths of each student |
| B. Students do well on standardized tests, such as the ACT and SAT | K. Motivated students |
| C. The majority of students take upper-level math and science courses | L. Students challenged to develop themselves to their full potential |
| D. Students possess a large body of facts from the social sciences, literature, and sciences | M. Positive teacher-student relationships |
| E. Learning programs designed to fit each student | N. High academic standards held by the school |
| F. Strong discipline | O. The school has clean and well-equipped facilities |
| G. Each student feels the teacher and staff care about him or her as a person | P. A sense of safety and order |
| H. Students provided with the technical skills needed for the world of work | Q. Caring teachers |
| I. Strong preparation for future careers | R. Teachers with strong subject matter knowledge |
| | S. Fair treatment of all the students |
| | T. Mastery of the basics; for example, reading, writing, and arithmetic |

FIGURE 3

2005 Gallup Youth Survey*

Think about the class in which you feel you learned the most this last semester. What made you think of this particular class? Please provide three reasons.

Asked of U.S. teens aged 13-17



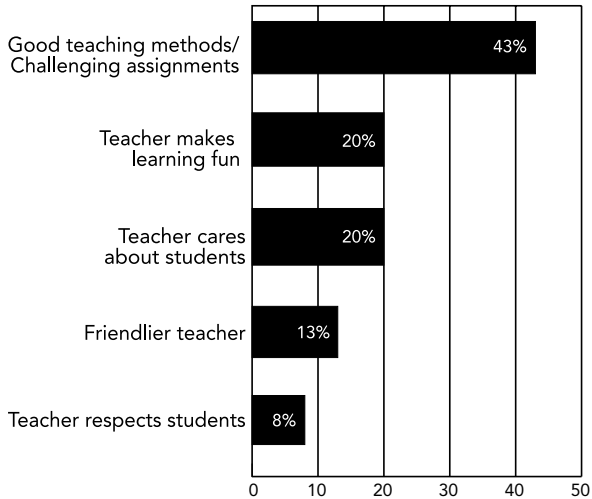
*Gallup Youth Survey, based on Web surveys with a randomly selected national sample of 600 teenagers, aged 13 to 17, in the Gallup Poll Panel of households. All surveys were completed between July 6 and September 4, 2005. For results based on this sample, one can say with 95% confidence that the maximum error attributable to sampling and other random effects is ± 4 percentage points.

FIGURE 4

2005 Gallup Youth Survey*

Was the teacher of this class different from other teachers you had, or not? (if yes) What made this teacher different? Please provide up to three responses.

Asked of U.S. teens aged 13-17



*Gallup Youth Survey, based on Web surveys with a randomly selected national sample of 600 teenagers, aged 13 to 17, in the Gallup Poll Panel of households. All surveys were completed between July 6 and September 4, 2005. For results based on this sample, one can say with 95% confidence that the maximum error attributable to sampling and other random effects is ± 4 percentage points.

FIGURE 5

**2004 Gallup Workplace Poll —
Manager’s Focus**

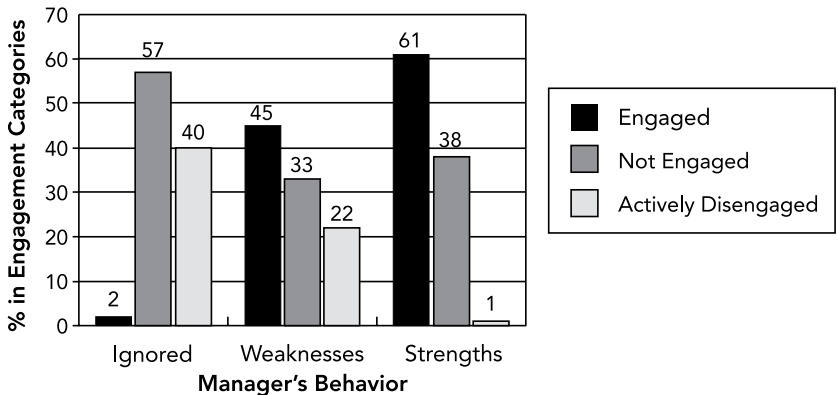


FIGURE 6

March 2005 Gallup Poll

What was the single most important thing you learned in high school?

Asked of U.S. adults

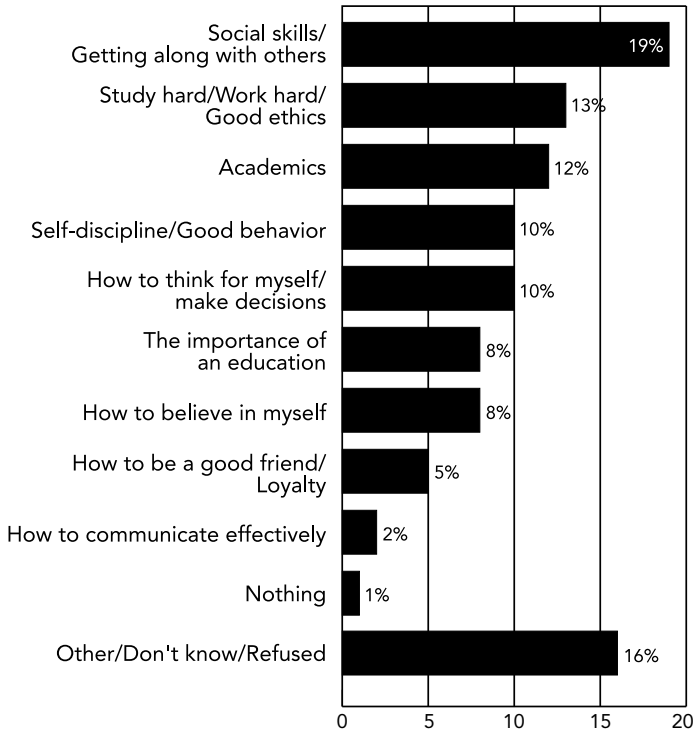
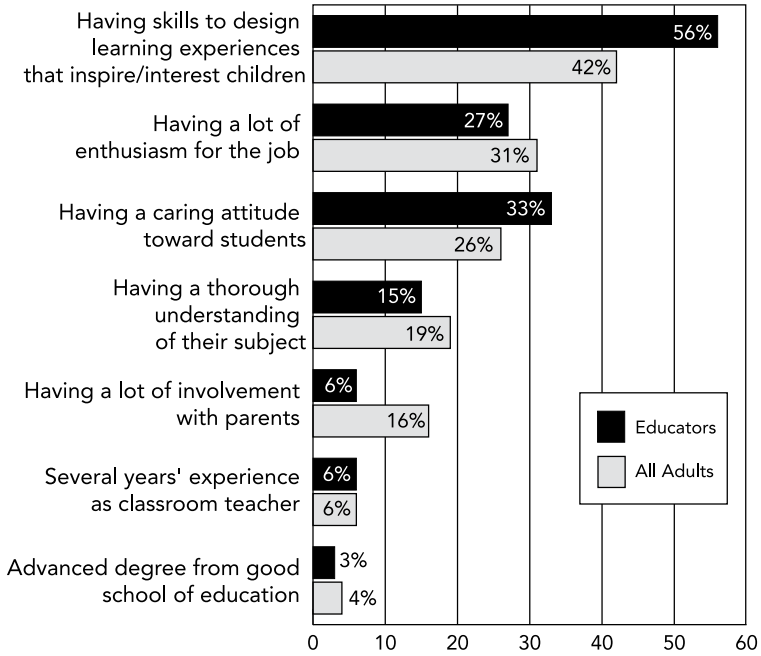


FIGURE 7

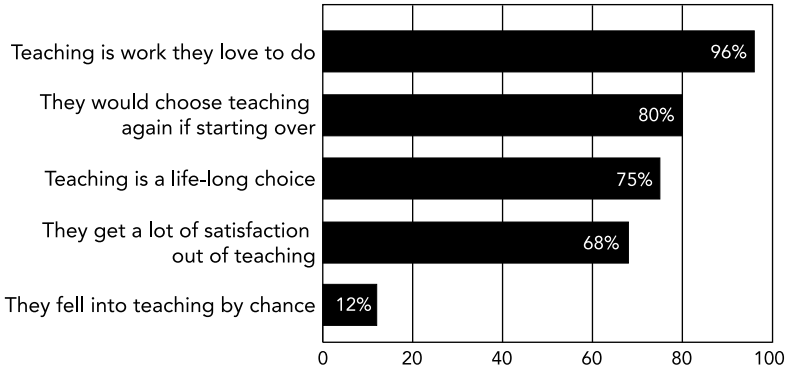
“What is quality teaching?”



Source: Hart, P. D., & Teeter, R. M. (2002). *A national priority: Americans speak on teacher quality*. Educational Testing Service.

FIGURE 8

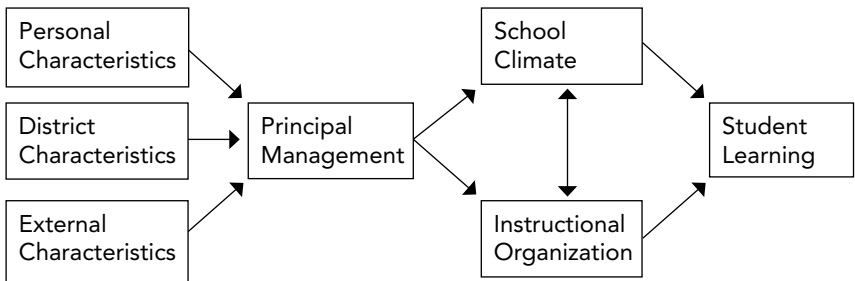
Survey of Beginning Teachers



Source: Farkas, S., Johnson, J., & Foleno, T. (2000). *A sense of calling: Who teaches and why*. Public Agenda.

FIGURE 9

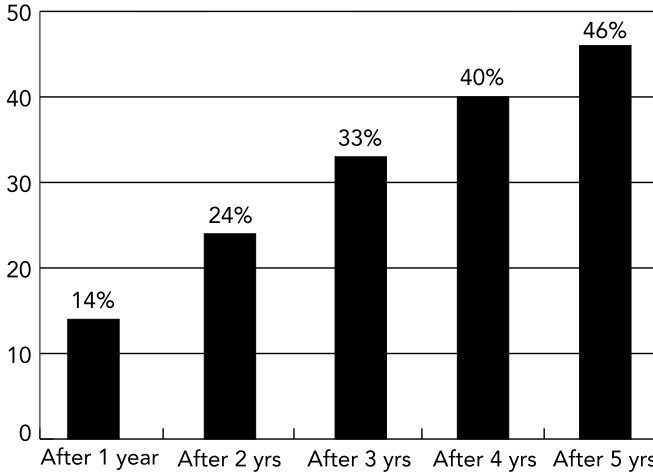
Bossert's Framework for Examining Instructional Management



Source: Bossert, S., Dwyer, D., Rowan, B., & Lee, G. The instructional management role of the principal. *Education Administration Quarterly*, 18 (3), pp. 34-64, copyright © 1982 by Sage Publications. Reprinted by permission of Sage Publications, Inc.

FIGURE 10

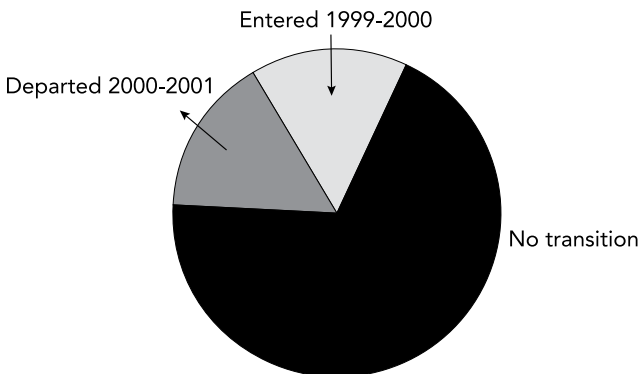
Cumulative Percentage of Beginning Teachers Leaving Teaching by Year



Source: National Commission on Teaching and America's Future. (2003, January). *No dream denied: A pledge to America's children.*

FIGURE 11

Teacher Transition for the 1999 and 2000 School Years



Source: Ingersoll, R. M. (2003, September). *Is there really a teacher shortage?* University of Washington, Center for the Study of Teaching and Policy.

FIGURE 12

Gallup Q¹² Engagement Hierarchy



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FIGURE 13

Principals', Teachers', and Parents' School Descriptions

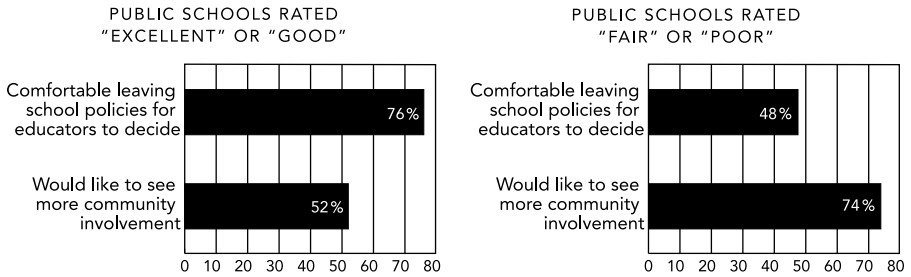
Percentage responding "a lot"

	<u>Principals</u>	<u>Teachers</u>	<u>Parents</u>
	n=800	n=1,017	n=1,107
	%	%	%
Shows concern for students	97	83	66
Is welcoming to parents	89	72	61
Has open communication	91	58	58
Is connected with the community	69	58	49

Source: MetLife. (2003). *The MetLife survey of the American teacher: An examination of school leadership*. Based on a Harris Interactive poll.

FIGURE 14

Comparison of Public Schools Rating and Involvement — General Public



Source: Farkas, S., Foley, P., & Duffet, A. (2001). *Just waiting to be asked? A fresh look at attitudes on public engagement.* Public Agenda.

FIGURE 15

Grading the Public Schools, 1974-2005
Phi Delta Kappa/Gallup Polls

What grade, A, B, C, D, or Fail, would you give the public schools in **your community**?
...the public schools in **the nation**?
...the public school **attended by your oldest child**?

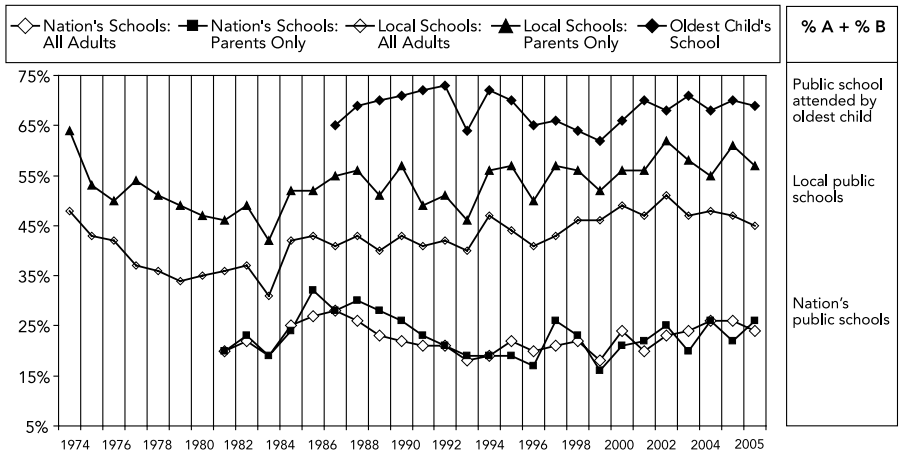
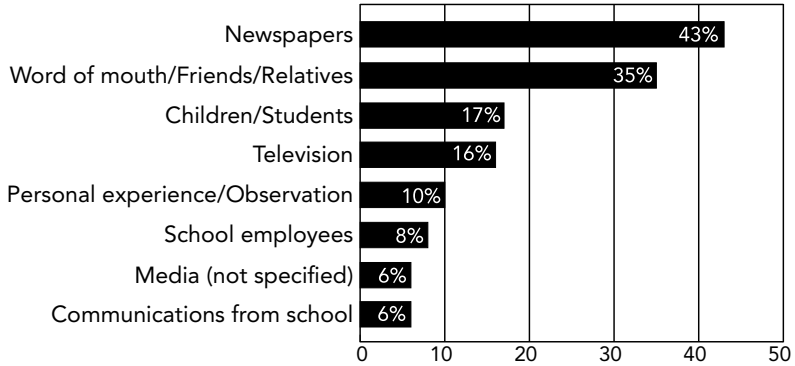


FIGURE 16

**Information on the Quality of Schools —
2002 Phi Delta Kappa/Gallup Poll**

What are the sources of information you use to judge the quality of schools in your community — that is, where do you get your information about the schools?



Source: Rose, L. C., & Gallup, A. M. (2002, September). The 34th Annual Phi Delta Kappa/Gallup Poll of the public's attitudes toward the public schools. *Phi Delta Kappan*, 84(1), 41-57.