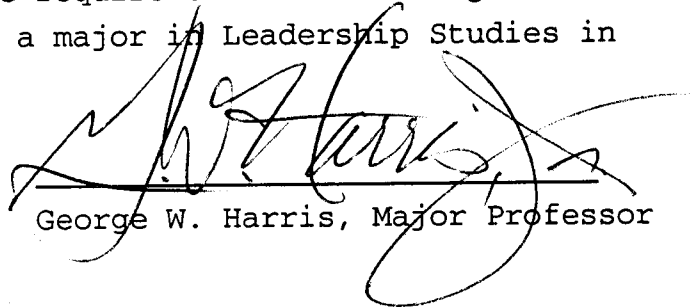


To the Graduate Council:

I am submitting herewith a dissertation written by Mary Lou Smith Kanipe entitled "A Study of the Predictive Validity of the Urban Perceiver Interview in the Knox County School System." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Leadership Studies in Education.

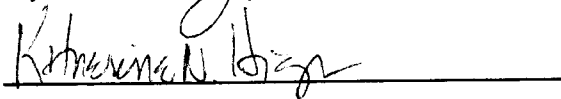


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A STUDY OF THE PREDICTIVE VALIDITY OF THE
URBAN TEACHER PERCEIVER INTERVIEW
IN THE KNOX COUNTY SCHOOL SYSTEM

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee

Mary Lou Smith Kanipe
December 1996

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DEDICATION

This dissertation is dedicated to
my parents, my husband, and my daughters
and, especially to my sister, Sally,
who taught me never to give up.

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I am very grateful to the members of my doctoral committee: George Harris, Grady Bogue, Katie High, and Don Dessart. Thanks for the gentle prodding, the tough questions, and the genuine encouragement. I appreciate the opportunity to participate in the Danforth Program for practicing administrators through the Department of Leadership Studies.

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ABSTRACT

The Knox County School System in Knoxville, Tennessee has attempted to meet the challenge of improving teacher selection by using a specialized teacher interview process called The Urban Teacher Perceiver Interview which was designed and developed by The Gallup Organization. The intent of this study was to compare the perceptions of building principals regarding teachers' effectiveness with the teachers' scores on The Urban Teacher Perceiver Interview. Another purpose was to determine whether the correlation between the two variables differs as a function of gender, race, age, or grade level taught by the teacher.

There were two primary sources of data for this study. First, a total interview score for each teacher was recorded as well as an individual score for each of the eleven life themes. Second, a questionnaire was sent to the building principals of all subjects. The questionnaire consisted of eleven statements with a Likert-type scale. Each of the questions on the survey was designed to inquire about a teacher's level of effectiveness with regard to the same eleven life themes represented in the perceiver interview. The questionnaire also requested that the principal provide an overall rating of the teacher's effectiveness. The principals were asked to provide demographic information about each teacher including gender, race, age, and the grade level taught by the teacher.

For the purposes of this study, the sample was two

hundred thirty-three (233) and was assumed to be a sample from a hypothetical population of present and future teachers in the school district. The data were collected at a 97.4 percent rate of completion with a 100 percent response from sixty-eight (68) principals. The data were analyzed using the Pearson product-moment correlation coefficient to determine the correlation between the two variables. The same statistical treatment was used to measure the relationships between the teachers' eleven theme scores and the principals' perception of effectiveness in these same areas.

The results indicated an overall correlation for the two variables in the positive direction but not at a level of significance. Eight statistically significant correlations emerged among the themes and categories of teachers in the study.

The researcher recommends additional studies in school systems currently using The Urban Teacher Perceiver Interview. Since the teacher selection process should include a variety of sources of information, continued use of this interview instrument is supported for the purposes of identifying teacher talents but not as the sole determiner for employment.

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CHAPTER I.

Statement of the Problem

Introduction

From the midst of discontent over American public schools has come educational reformation and restructuring. Even though criticism targets everything from test scores to the slope of the school house rooftop, the ultimate criticism appears to be directed at America's educators. As educational reformation deals with a myriad of issues, it is inevitable that a current topic of interest is teacher selection. One might wonder why hiring practices in school systems have become an important aspect of educational reformation. The answer lies in the realization that hiring effective or "the right" teachers is crucial to the resolution of problems facing school systems today. Never before have teachers been better educated and never before have teachers worked harder at their jobs, and yet educators continue to be blamed for the inadequacies of the public school system.

Perhaps these shortcomings stem from the fact that the needs of America's children have changed, requiring teachers to perform duties never before expected. Children come to school from a society that is permeated with crime, drug abuse, vandalism, domestic violence, and dysfunctional families. Increased criminal activity and violence in our society have affected our schools and the way teachers teach.

Administrators have learned that they need more than just certified teachers; they must find teachers who can meet the numerous and various needs of students as well as dispense knowledge. Therefore, the selection of effective teachers has become a primary focus for change in some systems.

Many school districts across the country have invested money, time and effort into the selection of personnel. These school systems have used a variety of criteria and procedures for selecting teachers who best meet the needs of the children in a particular school and/or system. Some school districts have begun using a teacher interview process called the Urban Teacher Perceiver Interview developed by The Gallup Organization in Lincoln, Nebraska.

The Problem

Most people readily recognize that in business and industry, personnel departments pursue the best qualified employees for job placement within a company. It is critical that the right people are placed in the appropriate positions in order for a business to flourish. The same is true for school systems. It should be noted that in many communities the school district employs more people, manages a larger budget, and directly affects more lives than do many other businesses in that same community. Therefore, the school system should strive to find the best possible means for identifying competent teachers.

The Knox County School System in Knoxville, Tennessee is one district which has attempted to meet the challenge of

improving teacher selection by using a specialized teacher interview process. Initially, in 1990 the Knox County Human Resources Department used a teacher perceiver interview process in 1990 referred to as the "SRI Interview" which was developed by Selection Research Incorporated in Lincoln, Nebraska. The "SRI" was used in Knox County until 1993 when Selection Research Incorporated renamed its company The Gallup Organization and introduced its new instrument, The Urban Teacher Perceiver Interview. (Gallup had previously been a subsidiary of Selection Research Incorporated.) Therefore, since 1990 this school district has been screening teacher applicants in search of teachers who, according to the interview, show talents for potential success in the classroom.

No research has been conducted concerning this selection process in Knox County with regard to whether the system is, indeed, hiring talented and/or effective teachers. The perceptions of building administrators provide one source of information concerning the quality level of actual teacher performance. Since principals and/or assistant principals evaluate teachers for at least three years before they are placed on tenure, the teachers hired in Knox County since 1993 are subject to principal evaluation. This study will compare teacher effectiveness based on principal perception with indicated talents from the Urban Teacher Perceiver Interview (Urban Perceiver) since 1993.

Purpose of the Study

The purpose of this study is two-fold. The first is to compare perceptions of building administrators regarding teachers' effectiveness with the teachers' talent scores as indicated by the Urban Perceiver. The second purpose is to determine whether the correlation between the above stated variables differs as a function of gender, race, age, or grade level taught by the teacher.

Importance of the Study

Educating young people is a critical issue in American society today and requires that educators be competent, effective, and efficient in performing their responsibilities. As human resource departments continue to seek better ways of selecting effective teachers for their systems, a study that compares the results of the Urban Perceiver with the perceptions of building principals regarding teacher effectiveness is important for several reasons. First, a study of this nature could have implications for all systems which are currently using the Urban Perceiver to identify teachers with specific talents. Second, results from such a study could provide information to the Knox County School System as to whether the time and money invested in the Urban Perceiver process is well-spent. Third, the study could have implications for modification of the current teacher selection process being used in Knox County.

Assumptions

Preparations for this study began with some basic assumptions: 1) Teacher selection is a growing concern for central office and building administrators. 2) There is a variety of procedures and processes being used to select teachers in America's school districts. 3) It is important that school systems hire the right teachers for their schools. 4) The Urban Perceiver is one instrument being used by school systems to identify teacher talents as related to predicted success in the classroom. 5) The data generated by the Urban Perceiver are assumed to be interval data. 6) In regard to completing the questionnaire sent to building administrators concerning specific teachers, it was assumed that the participating principals were willing to engage in this activity and that they would complete the questionnaire in an honest and serious manner.

Research Questions

The research questions to be investigated in this study are stated as follows:

Question # 1: What is the correlation between teachers' overall Urban Perceiver scores and their overall effectiveness rating by their building principals?

Question # 2: What are the correlations between the teachers' eleven life theme scores on the Urban Perceiver and the building principal's perceptions of effectiveness in these same areas?

Question # 3: Do the correlations between the Urban Perceiver scores and the building principals' perceptions of teacher effectiveness differ as a function of gender, race, age, or grade level taught?

Limitations and Delimitations

As in most studies, the results of this research project will be influenced by several limitations and delimitations. Since this study deals only with teachers in the Knox County School System, the population of the study would be considered as delimited. More delimiting is the fact that this study deals only with teachers who have been hired since 1993, which means in many cases the subjects are relatively inexperienced educators. This delimitation could be a factor in determining the level of effectiveness of individual teachers by their principals. Since the study is limited to schools with teachers who have been hired since 1993, not every elementary principal will have an opportunity to participate in this study because every elementary school in the Knox County System does not have a teacher who has been hired since the system began using the new interview; however, every middle and high school principal will be asked to participate because all of these schools have new teachers

who were interviewed via the use of the Urban Perceiver.

Definition of Terms

For the purpose of this study, the following terms are defined.

BUILDING PRINCIPAL - The building principal is the person who is in the leading position and has controlling authority of and ultimate responsibility for a school including recommendations of teachers for employment.

TEACHER - The teacher is the person who is hired to instruct a specific group(s) of students on a daily basis.

THE GALLUP ORGANIZATION - The Gallup Organization is the company that designed and developed the Urban Teacher Perceiver Interview.

URBAN TEACHER PERCEIVER INTERVIEW - The Urban Teacher Perceiver Interview is an instrument developed by The Gallup Organization for the purpose of determining specific talents of applicants for employment as teachers.

URBAN PERCEIVER - The term Urban Perceiver will be used in the text of this study when referring to the Urban Teacher Perceiver Interview.

LIFE THEMES - A life theme is a recurring pattern of thought, feeling, and behavior. Life themes characterize the dominant behavior of a person.

TALENT - A teacher talent is defined by The Gallup Organization as "a person's capacity for a near perfect performance."

EFFECTIVE - As used in this study, effective is an adjective used to describe the level of performance and productivity of a teacher in specific areas.

HUMAN RESOURCES DEPARTMENT - The Human Resources Department is the modern terminology for Personnel Department.

Organization of the Study

This dissertation is organized into five chapters. Chapter I consists of an introduction, followed by a definitive statement of the problem, the purpose, and the importance of the study. Certain assumptions are enumerated before clearly listing three research questions which give focus to the study. Chapter I concludes with a discussion of the limitations and the delimitations of the study followed by the definitions of terms pertinent to the study.

Chapter II provides a three-pronged review of related literature. First there is a discussion of teacher selection procedures and methods used both in the past and the present by American school districts. This review leads to a detailed description of the Urban Teacher Perceiver Interview process. The last segment of literature reviewed is centered around defining an "effective" teacher.

The methods and procedures used to conduct this study are described in Chapter III. Chapter IV follows with a presentation of data and the findings of the research. The final chapter, Chapter V, includes a summary of the study, specific conclusions, and recommendations.

CHAPTER II.

Review of the Literature

Introduction

In order to deal adequately with the topic of this study, it is necessary to address the literature using a three-pronged approach. First, research concerning methods and procedures, both past and present, of teacher selection must be reviewed. This review of teacher selection processes then leads to a detailed description of The Urban Teacher Perceiver Interview. Next, it is also important to see what research reveals about teacher effectiveness.

During the past twenty-five years a good portion of educational research has dealt with teacher selection. According to Caldwell, research from the late 1960's indicates that the teacher selection process is one of the most significant tasks that can face a school administrator (Caldwell, 1993). Blackwell (1995) echoes this belief when he asserts that the hiring of faculty is the most critical function of management. Research from the 1970's shows that those who hire teachers ought to examine carefully the academic grades and other evaluations presented by the applicant's college such as student teaching evaluations (Perry, 1981). Perry urges public school personnel offices to avoid the use of standardized competency tests and to rely on academic competence. Research conducted in 1977 found that the "most significant independent predictor of teaching

competence was grade-point average" (Perry,1981).

Additional research from the 1970's indicates that academic qualifications were not significant in helping new teachers find jobs (Perry, 1981). Most research completed in the 1990's on teacher selection emphasizes the importance of the structured interview. Haberman (1993) represents the views of these researchers when he adamantly insists that hiring teachers is a school district's most critical decision and that the quality of schools is directly related to the quality of teachers hired. However, according to O'Bannon (1993) Haberman differs with some educators who believe that teachers' grade point averages, personal references, and student grades predict the success of teachers in urban schools.

Hiring in the Business World

It is interesting to note that during the past three decades as school systems have struggled with developing reliable teacher selection procedures, companies in the business world also have been dealing with hiring processes. AT&T Corporation has one of the oldest employment testing programs in America (Freeman, 1996). This company has been using employee-selection testing since the 1950's. Many companies are using employee-selection testing in addition to the usual review of resumes, verification of references, individual interviews, and even drug tests. Hiring mistakes in the world of business can be alarmingly expensive, running into six digits for some companies. The Director of Human

Resources for Sears, Sally Hartmann, says testing is especially effective when there are lots of candidates and there is very little information about them. The Sears Executive Battery has a series of six tests which screens for "mental flexibility" and "personality measures" (Freeman, 1996). HR Strategies Inc., a human resources consulting firm based in Detroit, uses standardized tests in "business reasoning" and "managerial skills." Some tests include situational exercises, in-basket exercises, and leaderless group activities designed for testing creative problem-solving, social and communication skills, and leadership skills (Freeman, 1996).

Screening Applicants

While hiring mistakes are financially detrimental to some companies, poor teacher selection is devastating to the effectiveness of our schools. An assistant superintendent for personnel in a public school system in Massachusetts says, "The quality of teaching should be a system's highest priority..." (Ash, 1992). Likewise, Boyles and Engel (1986) proclaim that they "believe the most important impact you can have on school quality is in your hiring of teachers." They also say that there are poor teachers in our schools because of the lax screening procedures used in some schools. These authors advocate eight screening practices: 1) Require A.C.T. and/or S.A.T. test scores; 2) Require the National Teachers Examination; 3) Administer other tests such as a writing sample; 4) Follow up carefully on references;

5) Search deeper into credentials to determine level of expertise in subject matter; 6) Be prepared for the interview with structured questions; 7) Be aware of legal ramifications when advertising a position; 8) Protect applicants' privacy by not asking personal questions about marital status, age, religious affiliation, credit rating, handicapping condition(s), national origin, and status of military discharge.

Boyles and Engel (1986) admit that an adequate screening process is time consuming but are convinced the results are worth it. Ash (1992) recommends, on the other hand, a ten-minute screener interview to save time when dealing with a large number of applicants. He asserts that this method provides a better pool of teachers for building principals to interview. It does not, however, replace the in-depth interview or reference check. This kind of interview eliminates those unqualified for teaching and is conducted by the personnel office. It consists of asking six or seven questions that indicate "qualities of an effective teacher" like sense of mission, enthusiasm for teaching, teaching strategies, communication skills, love for children, beliefs and values about teaching, and ability to set priorities (Ash, 1992).

In the late 1970's the Dallas Independent School District (DISD) began a teacher selection program designed to improve the quality of education available to Dallas children (Webster, 1988). Three quantifiable criteria were added to the existing traditional criteria in an effort to upgrade the

selection process. The traditional criteria included an analysis of the applicant's employment application, certification, and transcript along with an evaluation by the applicant's sending principal, cooperating teacher, and college supervisor. The traditional criteria also consisted of a recommendation by a district tri-ethnic screening committee and an analysis of the applicant's personal and professional references.

The new criteria which were added to these requirements were: 1) a test of verbal and quantitative ability, 2) an essay response to a structured questionnaire, and 3) the verbal response to a structured interview. Webster's (1988) work describes a series of validation studies over a five-year period to validate the DISD teacher selection system. The studies indicated that there were several strong correlations between teacher verbal/quantitative ability and student standardized test scores at the secondary level. Thus, Webster (1988) suggests that verbal and quantitative ability, as measured by either the Wesman Personnel Classification Test or the Personnel Services Test, are good predictors of effective classroom teaching. Webster reports that the single most important predictor in the hiring process is the interview. The second most important predictor is information made available through personal references. Webster (1988) concludes by saying that test scores should not be the only determinant of employment for teachers even though Texas mandated testing of teachers for all existing and future teachers in the state.

Interviewing Candidates

In recent years much of the literature written by practicing educators concentrates on teacher interviews. Martin (1993) emphasizes that a good interview requires sufficient preparation, a comfortable interviewing atmosphere, and articulate communication. It is important for the interviewer to establish a positive rapport with the interviewee while making the purpose of the interview clear and directing questions toward that focus. The writer further advises that interviewers become active listeners and cautions them about the habit of hearing only what they expect to hear. Good interviewing skills are a key factor in hiring teachers according to Jinks (1985) who insists that a good interviewer always uses an interview guide to maintain consistency in the questions asked of the candidates. He points out the importance of asking the same questions of all candidates. Proper phrasing is also important so as not to influence the candidate's answers. Good interviewing skills are a result of preparation and practice (Jinks, 1985).

Likewise, Pawlas (1995) sees the structured interview as an efficient method for identifying qualified teacher candidates from a large number of applicants. He suggests thirty-six questions that are designed to judge the applicant's interpersonal skills, values, and aspirations (Pawlas, 1995). The questions fall into five categories: teacher-student relationships, teacher-teacher relationships, teacher-parent relationships, instructional techniques, and a variety of questions about background and other topics and/or

issues. Candidate responses can reveal whether the prospective teacher is career-minded, understands the subject matter, is enthusiastic about teaching, and is eager to improve (Pawlas, 1995). Roberts (1987) stresses the importance of designing questions that are "specific enough to elicit fundamental effective teaching practice descriptions yet broad enough to cover the teacher's philosophy, approach, and growth potential." He provides seventeen sample questions with sample responses and suggested ratings which emphasize instruction, professional relationships, and professional development (Roberts, 1987).

Issues Regarding the Interview Process

Other research on interviewing prospective teachers stresses the errors made regarding the interviewing of prospective teachers. Caldwell's (1993) research shows that teacher interviews are often inconsistent, unstructured, and rely on false assumptions. Since the interviews alone are unreliable, candidate resumes, tests, and the teaching of mini-lessons should be used when selecting teachers. The interview should be structured with the same questions asked of all candidates and a rating scale should be used to assess candidate responses. It is good practice to use open-ended questions that focus on the candidate's past experiences. Interviews should be conducted by a panel of three or more people (Caldwell, 1993).

Nicholson and McInerney (1988) also suggest using the team approach for selecting teachers and say that principal

error is mainly responsible for hiring the wrong teachers. Their rationale for this stand is based on the belief that principals are overworked and that their decisions are made as a result of assessing candidate information which may be incomplete, inaccurate, or irrelevant. Filtering this information through a single, personal, conceptual framework may cause mistakes that can be avoided when using a team approach. Principals sometimes infer the characteristics of candidates based on incomplete information because the circumstances or behavior of the applicant are similar to those encountered in previous situations. When provided some trait information about a candidate, the principal often makes inferences about a variety of other traits not included in the data given. The writers add that the "challenge is to choose candidates on the basis of their value systems, not on how well they mirror the values of the one evaluating them" (Nicholson and McInerney, 1988).

Therefore, principals should involve other teachers in activities such as defining the position to be filled, setting the criteria for selection, determining the instruments to be used, and assembling the information into a profile for comparison purposes (Nicholson and McInerney, 1988). Nicholson and McInerney also maintain that the team approach to hiring teachers promotes shared decision-making and professionalization of teaching.

Ross (1991), a principal, uses a collaborative method in which the principal does the initial interviews and then schedules a second interview for the best candidates with a

committee of teachers that in turn makes a recommendation to the principal. Dale (1991), a personnel director for a school system in Washington, agrees that principals should have input into hiring teachers but submits that the personnel office should screen applicants and train anyone in the schools who participates in the teacher interview process.

A former principal in Connecticut recommends including parents in interviewing and selecting candidates to fill teacher vacancies (Herman, B., 1993). When he was a principal he used a committee to select teachers for his school consisting of the assistant principal, one or two teachers, and one or two parents. Each person asked at least one question of all candidates. Parents often made insightful queries and Herman (1993) says, "Mom and Dad know a good teacher when they see one." After each interview the committee discussed the candidate's strengths and weaknesses and then selected the teacher by consensus. This process serves two purposes in that it provides a basis for a positive partnership between parents and the school and the newly hired teacher sees the importance of working with parents. Because of the success in hiring good teachers using this process, it is now mandatory in the entire school system in New Haven, Connecticut to use the parent committee approach in selecting new teachers (Herman, B., 1993).

Smith and Knab (1996) recommend another approach that also espouses consensus-based criteria (CBC). This five-stage process finds candidates with skills, attitudes, and

qualities that distinguish the best teachers in the system and streamlines the process to be cost effective and timely (Smith and Knab, 1996). The consensus-based criteria approach begins with a consensus among the system's finest teachers as to what skills and personal qualities they prize in themselves and others. Then the CBC is used both to focus the data gathering at each stage and to evaluate the results at each stage. The five stages center around initial screening, testing, structured interviewing, reference gathering, and interviewing at the building level. The initial screening assures that the applicants meet the basic hiring requirements of the school system and the law. Scores from the National Teachers Examination or other standardized tests are examined and the cut off score is set by the CBC. The structured telephone interview is based on the CBC and is conducted by the human resources staff who record the results in a standardized format. The reference gathering is completed by the human resources staff after the telephone interview to prevent "rater bias." If the candidate completes the first four stages successfully, he/she is sent to the building level principal for an in-depth interview. Principals use a well-designed structured interview combined with an assessment of a portfolio and a brief mini-lesson. Smith and Knab (1996) conclude by stressing the importance of ongoing evaluation of a system's selection process.

Other researchers and educators disagree with the idea of selecting new staff members who reflect identically the instructional practices and values of the existing staff.

For example, Holman (1995) believes this practice can limit the exposure to new ideas and the spread of effective teaching methods within a school. It is important to analyze the need for diversity and to identify needed improvements. By selecting teachers who bring diverse characteristics, ideas, and strategies to a school setting, schools are better able to meet the needs of an increasingly diverse and broad-based student population (Holman, 1995). Huling, Mandeville, and Miller (1996) agree that site-based teams tend to choose teachers who are a lot like themselves. This practice can prevent the hiring of teachers who could assist with change, thus hindering achievement of diversity within the faculty.

Criteria for Teacher Selection

Research about teacher selection varies from general comments to specific recommendations. Metzger (1988), a teacher educator challenges other university teacher educators to improve the nation's schools by committing to the "challenge of selecting only the best teachers." Mickler and Soloman (1986) say that the research indicates that teachers' skills and content knowledge are basically ineffective in promoting overall student growth where positive relationships between the teacher and the student are absent. They generalize their conclusions by saying that the teacher selection procedure that does not use attitudes, behaviors, and life style as factors in hiring is unwise for school officials and unfair to students (Mickler and Soloman, 1986).

Some writers like Herman and Stephens (1987) follow an eight-step plan for recruiting, hiring, and orienting teachers. Although the process is basically sound, it contains no innovative ideas for dealing with teacher selection. Earlier, Kopetskie (1983) developed a candidate comparison chart to assist in keeping candidates straight in his mind after conducting numerous interviews. He structures interview questions around ten areas: 1) philosophy of education, 2) age/grade level suitability, 3) subject matter competence, 4) classroom management, 5) lesson planning skills, 6) flexibility within ability levels, 7) adaptability to administrative decisions, 8) expected relationships with peers, 9) extracurricular interests, and 10) plans for professional development (Kopetskie, 1983).

Huling (1996), on the other hand, looks at nine other factors when hiring teachers for secondary schools. He offers this advice: 1) Be aware of preparation programs for secondary courses because some states require only five education courses along with student teaching experience. 2) Seek the candidate who was prepared through a heavy field-based program which provided a variety of experiences for the candidate to be in a real school setting. 3) Consider the strengths of the applicant who has middle and/or elementary preparation. 4) Consider the advantages of age and maturity when employing high school teachers. 5) Be cautious of a novice teacher for a position that also carries a heavy co-curricular expectation. 6) Understand what predispositions a prospective teacher brings to a teaching

job. 7) Look for an applicant who has both the foundation and the expectation for on-the-job learning. 8) Search for ways to increase the diversity of the staff. 9) Use mentor teachers to support and assist beginning teachers (Huling, Mandeville, and Miller, 1996).

Haberman's Selection Process

Haberman (1995) goes one step further by declaring that "selection is the heart of the matter where teachers for the urban poor are concerned." Since 1959, Haberman has been comparing the behaviors and ideologies of outstanding urban teachers with those of quitters and failures and has identified fourteen functions of successful teachers of the urban poor. However, the actual assessment deals with only seven of these functions. The functions are categorized as: persistence; response to authority; application of ideas to practice; approach to at-risk students; the basis of teacher-student rapport; response to bureaucracy; and fallibility (Haberman, 1993). These functions are neither specific behaviors nor personality attributes but instead "represent chunks of teaching behavior that encompass a number of interrelated actions and simultaneously represent beliefs or commitments that predispose these teachers to act" (Haberman, 1995).

The Chicago Public Schools use Haberman's Urban Teacher Interview Selection Process as part of a program designed to select, train, and retain talented and dedicated teachers for their schools (Gallegos, 1995). The program is a graduate-

level preparation program which includes recruitment, education, and on-site training. Candidates must have a bachelor's degree, complete an application, and undergo a rigorous interview process including Haberman's Urban Teacher Interview Selection Process. During the first two years of internship and three consecutive summers, the interns earn a master's degree in education after completing coursework. They receive a stipend to cover tuition for their coursework, as well as a salary and health benefits for their teaching. Upon completion of the program they are guaranteed a full-time position for at least two years. The program began in the summer of 1992 with eighty interns and increased to one hundred and eighty-five in 1993 and to three hundred and fifteen in 1994. A comprehensive evaluation of the program revealed clear successes in the system's ability to select and retain talented and dedicated recruits. The interns exhibited enthusiasm, commitment, and creativity while working with mentor teachers who provided opportunities for the interns to observe exemplary teaching practices (Gallegos, 1995).

Haberman (1993) conducted a study called the Milwaukee Trials in 1993 to test whether the Urban Teacher Selection Interview can predict the success of urban teachers. The interview requires approximately thirty-five minutes for two interviewers to administer it to each candidate. Subject matter knowledge or basic skill competence is not assessed in the interview. Instead, questions are asked which require applicants to respond as if they were teachers in an urban

classroom. A continuum is used for evaluating responses. One extreme represents the answers of previously identified excellent teachers and the other extreme represents the responses of quitters and failures. The study consists of two groups of teachers in the Milwaukee Public Schools who were interviewed using the Urban Teacher Selection Interview. Group A consists of nineteen people who were selected from a pool of forty-three applicants. Group B consists of nineteen people selected from a pool of one hundred and sixty-two applicants. Both groups are comprised primarily of people over thirty years of age, women, and non-whites. The main differences between the two groups of teachers is their training program for teaching and the fact that Group B was selected from a larger pool of applicants (Haberman, 1993).

Using The Urban Teacher Selection Interview the teachers were ranked in their own group in terms of two interviewers' predictions of their success in the classroom. The two interviewers came to consensus on one ranking for each individual. Then the teachers were ranked in their own groups based on their teaching practice. The practice rankings were then compared to the prediction rankings to see how well the interviews could predict success in practice. The results for Group A showed a rank order correlation of $R=.87$. With the exception of two individuals, those who were ranked in the top fifty percent on the interview were ranked in the top half in their teaching and those ranked in the bottom half on the interview were ranked in the bottom fifty percent on practice. A comparison of the rankings for Group

B indicated a rank order correlation of $R=.79$. Again, with the exception of two teachers, the individuals ranked in the top half of the group according to the interview were ranked in the top half on their teaching practice. The trials indicated that The Urban Teacher Selection Interview can be used to predict the future success of teachers who have been identified as "stars," "high," or "average" (Haberman, 1993).

Later, in November 1993, O'Bannon conducted a study to determine the perceptions of urban teachers and university faculty regarding the role of an effective urban teacher and to compare these perceptions to the natural behavioral styles of teacher candidates for an alternative licensure program. Additionally, the study included a comparison of these findings with the prediction for success of these teachers as indicated by the Urban Teacher Selection Interview. There were three groups of participants in the study: 1) twenty urban teachers from the Memphis City School System in Memphis, Tennessee; 2) eleven faculty members from Memphis State University; and, 3) thirty-four candidates who were seeking admission to an alternative licensure program similar to the Metropolitan Multicultural Teacher Education Program at the University of Wisconsin in Milwaukee. An instrument called The Role Behavior Analysis (RBA) designed by the Carlson Learning Company in 1991 was administered to the urban teachers and the urban university professors to define the role of an effective urban teacher. The Personal Profile System (PPS) designed by Performax Systems International in 1986 was administered to the candidates to determine their

natural behavioral styles (O'Bannon, 1993). The researcher then compared the prediction for success of these candidates as indicated by the Urban Teacher Selection Interview with the perceptions of the urban teachers and the urban university faculty. The study indicated similarities between expectations of urban teachers and university faculty members regarding the behaviors of effective teachers in urban schools. However, this study showed no relationship between the expectations of urban teachers and urban university professors and the Urban Teacher Selection Interview's predictions for success (O'Bannon, 1993).

Another study regarding the Urban Teacher Selection Interview conducted in 1993 by Baskin showed that the interview has some "reasonable internal validity" (Baskin, 1993). The primary purpose of the research was to determine to what extent the interviewers ranked and categorized candidates on the basis of the data collected during the interview. The subjects included thirty-three candidates for an alternative licensure program at Memphis State University in Memphis, Tennessee who had been recommended by administrators from four local school systems. The interviews were completed by trained interviewers who worked in pairs. Candidates were scored on fourteen items in seven functions using the rating form which accompanies the Urban Teacher Selection Interview. Multiple regression was used to identify the items which best predicted the final rankings and Pearson product-moment correlations were calculated to indicate the degree to which each dependent variable

correlated with final ranking. Eight of the fourteen items on the interview correlated significantly with the final ranking but only one item surfaced as a significant predictor of final ranking (Baskin, 1993).

Baskin (1993) also points out that there are several structured interviews which have been constructed by consultants, universities, and personnel departments to assist school districts in selecting teachers with the potential for success in the classroom. In addition to Haberman's interview instrument, she mentions the Minnesota Teacher Attitude Inventory, the Omaha Teacher Interview, and the Teacher Perceiver Interview developed by Selection Research Incorporated of Lincoln, Nebraska (Baskin, 1993). Each of these interviews attempts to identify certain desirable characteristics of effective teachers and then to design questions to determine if the candidate has those qualities. Baskin emphasizes that according to research, criterion-related validity is critical to the success of virtually all personnel selection techniques. However, the validity question remains unanswered with regard to most structured interviews being used to predict the success of teachers (Baskin, 1993).

The SRI Teacher Perceiver Interview

The development of the Selection Research Incorporated (SRI) Teacher Perceiver Interview can be tracked back to the work of Donald Clifton and William Hall in the 1950's at the University of Nebraska (SRI Teacher Perceiver Executive

Summary, 1990). These two professors began trying to identify the characteristics of effective teachers while working with students who were serving as counselors for other students. Even though the criteria they used for determining effective teachers are unclear, the behaviors they perceived for distinguishing effective from ineffective teachers all share a common bond. The behaviors are all related to attitudes about students, human interactions, motivation and intentions, and commitment to teaching (Wise & others, 1987). The research and ideas of Clifton and Hall laid the foundation for a teacher selection interview instrument developed commercially by Selection Research Institute (SRI) in Lincoln, Nebraska. The first Teacher Perceiver Interview was designed and utilized in 1971 (SRI Teacher Perceiver Executive Summary, 1990).

Since the early 1970's, the SRI Teacher Perceiver Interview has been used in many school districts. Beginning in 1972, Teacher Perceiver Academies were established to train interviewers at the local system level. According to Wise (1987) thousands of educators have been trained and certified in the administration of this standardized interview procedure; however, the SRI Teacher Perceiver Executive Summary (1990) says that 1,788 educators had been certified as teacher perceiver interview specialists as of 1981. From 1973 until 1978, Victor Cottrell, Ed.D., was directly responsible for promoting the use of this instrument across America while he served as executive director of the training academies. When Dr. Cottrell left

SRI, he began his own consulting firm and designed an interview instrument called Ventures for Excellence. By the late 1980's the SRI instrument and the Ventures for Excellence interview schedule were being used in 500 to 700 school districts in the country. According to Cottrell, these instruments were based on a belief system that values children, lifelong learning, and human relationships (Wise & others, 1987).

The most recent SRI interview instrument is "an objective interview process composed of sixty (60) dichotomously scored items spread equally across twelve (12) life themes" (SRI Teacher Perceiver Executive Summary, 1990). The themes identified to characterize highly talented teachers are: Mission, Empathy, Rapport Drive, Individualized Perception, Listening, Investment, Input Drive, Activation, Innovation, Gestalt, Objectivity, and Focus. Theme scores range from 0 to 5 raw score points and the sum of five items compose each theme. The total interview score could range from 0 to 60 raw score points resulting from the sum of all twelve themes (SRI Teacher Perceiver Executive Summary, 1990).

The SRI Teacher Perceiver Executive Summary (1990) provides updated information regarding the efficacy of the SRI Teacher Perceiver. The study conducted for this report included one hundred and seventy-three teachers, each of whom was administered the SRI Teacher Perceiver, from private and public school districts across America. The average number of years of teaching experience was 11.9 years. The sample

consisted of 84.3 percent female, 15.7 percent male, 90.7 percent Caucasian, and 9.3 percent minority. A quartile rating provided by administrators from the schools of participating teachers was the main criterion variable used in the study. Principals were asked the following question about each teacher: "Of all the teachers you have come across in the United States, in which quartile would you consider this one in terms of overall teaching talent?" The quartile ratings placed 46.9 percent into the top quartile, 34 percent into the second quartile, 14.8 percent into the third quartile, and 4.3 percent into the bottom quartile. The quartile rating was correlated to the themes and total scores. The results indicated that quartile rating was correlated in the positive direction for all twelve themes and the quartile rating was significantly correlated to six of the twelve themes. The relationship between the quartile rating variable and total score on the interview was the most important statistic with a magnitude of .38, beyond the .05 level of probability. Overall, the study showed that teachers scoring higher on the SRI Teacher Perceiver were also inclined to be perceived more favorably by school administrators in regard to teaching ability. The report concluded with a statement that justified that the SRI interview process has an acceptable degree of criterion-related validity and that the process "continues to provide important information in understanding whether a prospective teacher has the inherent qualities necessary to develop positive, supportive, and meaningful growth-related

experiences with students" (SRI Teacher Perceiver Executive Summary, 1990).

The Urban Teacher Perceiver Interview

The Knox County School System in Knoxville, Tennessee is one of those districts which has attempted to improve teacher selection by using a specialized interview instrument. In 1990 the Knox County Human Resources Department began using the SRI Teacher Perceiver Interview. The "SRI" was used in Knox County until 1993 when Selection Research Incorporated renamed its company The Gallup Organization and introduced its new instrument, The Urban Teacher Perceiver Interview. This instrument is presently being used in the Knox County School System in Knoxville, Tennessee to screen prospective teachers with regard to their talents and potential for success in the classroom. The interview is not a test and teachers are not hired solely based on the perceiver; rather, the perceiver has become part of the process for teacher selection in this system.

An interesting point to note is that regardless of the procedures used to select new teachers, all of the writers agree that the most important aspect of teacher selection is to find the "best" or the "right" teacher. This premise of finding the best teacher is what led the Management Research Group of Gallup, Incorporated (Gallup) to pursue the mission of helping schools understand and recognize the talents of its best teachers and select more like them (Urban Teacher Research Interview Development Study, 1993). Gallup

conducted research designed to identify attributes that describe outstanding teachers. A structured interview was constructed in an effort to measure the psychological characteristics among outstanding urban teachers. Researchers with Gallup believe that when objectively interviewed and asked appropriate questions, successful teachers respond differently than do other teachers. The report by Gallup, The Urban Teacher Research Interview Development Study (1993), is the first concentrated study of the "unique themes of the successful urban teacher." This claim, however, could possibly be disputed by Haberman who has studied the characteristics of effective urban teachers since 1959 and developed the Urban Teacher Selection Interview.

The interview process developed by Gallup and called The Urban Teacher Perceiver Interview consists of the measurement of eleven (11) life themes. A theme is a "recurring and consistent pattern of thought, feeling, or behavior" (Urban Teacher Research Interview Development Study, 1993). Every person is a combination of several themes with certain themes being dominant. The dominant themes are the ones that help in understanding and predicting a person's behavior. The themes used in the Urban Teacher Perceiver Interview are: Commitment, Dedication, Individualized Perception, Caring, Involver, Empathy, Positivity, Initiator, Stimulator, Input, and Concept. Five items for each theme are included in the interview and each theme score ranges from 0 to 5. The total score for the interview is the sum of all eleven themes and

ranges from 0 to 55 (Urban Teacher Research Interview Development Study, 1993).

The study conducted by Gallup indicates that two basic types of assessment were utilized in creating the Urban Perceiver, construct assessments and criterion-related assessment. Additionally, the study compared the total interview score with principal and student ratings of the teachers (Urban Teacher Research Interview Development Study, 1993). A sample of one hundred teachers from five different school districts was used. The sample included fifty-three Caucasian and forty-seven minority teachers, seventy-five females and twenty-five males, sixty-three who were forty years of age or older and thirty-seven under forty years of age, and fifty-three elementary, twenty-four middle school, and twenty-three high school teachers. The teachers were placed into two groups based on the principals' judgments of whether the teacher was one that the principal would want "more like" (Study group) or was one that the principal said was representative of his/her teachers (Contrast group). The Study group consisted of sixty teachers and the Contrast group included forty teachers. All teachers were administered the Urban Teacher Perceiver Interview and were rated by their students.

Total scores and themes from the interview were studied in relation to the principal grouping. The average total interview score for the Study group was 28.20 (out of a possible score of 55) compared to an average of 24.60 for the Contrast group. According to the Gallup report, the

difference between the two groups was statistically significant; however, the statistical results were not provided. It was pointed out that the Study group scored significantly higher than the Contrast group on the Input, Involver, and Dedication themes (Urban Teacher Research Interview Development Study, 1993). Total scores and themes were also compared with the overall student evaluation of the teacher. The results were statistically significant at a magnitude of .57. Each of the themes correlated in a positive direction with the overall student ratings and in ten of the eleven themes the correlation was statistically significant. The report also states that the total scores significantly correlated with eighty-seven percent of the student evaluation items. Additionally, the study includes a brief description of several other analyses of the differences between theme and total score with regard to the grade level taught, age, gender, race of the teachers and/or the socioeconomic level of the students (Urban Teacher Research Interview Development Study, 1993).

The report concludes by saying that The Gallup Organization recommends that the Urban Perceiver should not be used as the sole source of information in the selection process. Rather, the interview instrument is a useful and applicable tool which can aid in the understanding of talent regarding both prospective and currently employed teachers.

Characteristics of Effective Teachers

Using a process such as the Urban Teacher Perceiver Interview for identifying potentially successful teachers leads to consideration of the meaning of effective teaching. More specifically, there seems a need to define what is meant by an effective teacher. Research indicates that effective teachers are described in a variety of ways. Nicholson and McInerney (1988) proclaim that the characteristics of an effective teacher include academic success, intelligence, empathy, appearance, emotional maturity, listening skills, individualized perception, oral expression, and the ability to verbalize teaching decisions. They also emphasize that teachers should be able to write clearly and correctly, have knowledge of successful teaching practices, and be sensitive to the needs of different students (Nicholson and McInerney, 1988).

A study by Bain (1989) indicates that effective teachers have high expectations for student learning and behavior, provide clear instructions, monitor student progress closely, use a variety of reteaching methods, use reward systems, and develop a positive relationship with their students. Langlois and Zales (1991) claim they have developed a basic profile of the effective teacher. Similar to Bain, they describe the effective teacher as one who takes full advantage of available learning time, involves students in the instruction, utilizes routines to keep the class running smoothly, displays a positive attitude and develops a rapport with students, relates lessons to students' needs and

interests, and uses praise extensively. They add that effective teachers are good at monitoring their students. This is essential not only for controlling behavior and assessing learning but also for knowing how to plan instruction so that the lesson is at the appropriate level of difficulty. The effective teacher goes one step further and broadens questioning techniques that teach students to think abstractly, use higher order thinking skills, and understand complex concepts. Effective teachers produce independent learners (Langlois and Zales, 1991).

Feeney and Chun (1985) list some of the personal skills and qualities claimed to be characteristic of an effective teacher according to earlier writers. The list includes "warmth, sensitivity, flexibility, honesty, integrity, naturalness, sense of humor, acceptance of individual differences, ability to support growth without being overly protective, physical strength, vitality, compassion, self-assurance, emotional stability, self-confidence, ability to sustain effort, and the ability to learn from experience" (Feeney and Chun, 1985). They add that some educators believe that effective teachers are those who clearly perceive their own values and understand the pedagogical basis for teaching. They cite other research which emphasizes certain teacher behaviors as criteria for an effective teacher. These behaviors include those that encourage independent activities, provide a variety of activities, and show involvement with the students.

A study conducted by Bain (1991) found some similarities

which characterized state winners of the Teacher of the Year awards in 1989 and 1990. Data from the candidate's application were analyzed along with information gathered from a telephone interview with each teacher winner. The most prevalent attitude toward teaching was more concerned with students than with content or subject matter. Most teachers were aware of the deterioration of the family unit and its effects on education. These teachers were involved in two or more community-based activities and were actively pursuing their own professional growth. Another commonality was the teachers' commitment to growth of young people along with their enjoyment of teaching (Bain, 1991).

Weigand (1971) believes that an effective teacher is one who 1) knows the intellectual development stages, 2) writes performance objectives, 3) has good questioning skills, 4) can sequence instruction appropriately, 5) evaluates student progress, 6) develops creativity in students, and 7) displays positive behavioral skills. He says that these competencies can be learned and developed through pre-service and in-service training using programmed instruction. Likewise, in an article written by Linda Darling-Hammond in Soltis' book (1987), it is stressed that teacher competencies can and should be developed "through careful and disciplined inquiry, practice and reflection." Hammond says that good teaching includes insight into the minds of students and that effective teachers are able to use their own imaginations to help students make connections that promote understanding (Soltis, 1987).

Prawat (1989) sees the effective teacher as one who can lead students to conceptual understanding rather than focusing on facts and procedures. He says that teachers should know how students analyze key ideas in subject matter and be able to assist students in negotiating obstacles that interfere with understanding. This requires the teacher to be able to "get in touch with the informal knowledge and figure out how to connect it with the new knowledge that we want students to acquire" (Prawat, 1989).

However, Coladarci (1988) says that "master teachers" and "effective teachers" are not necessarily the same and that effectiveness can be an "undemanding criterion for identifying master teachers." He says that a master teacher is one who is recognized by co-workers as having demonstrated excellence in teaching beyond competence. He defines the effective teacher as one who facilitates student growth and insists that all teachers should be expected to be effective (Coladarci, 1988). According to Coladarci (1988) the purpose of research on teaching is not to identify exemplary teachers but rather to provide information to teachers for use in making decisions about their own actions in the classroom and in thinking about the relationships between teaching processes and student results.

Campbell (1990) uses the term "experienced expert teachers" when referring to effective teachers. According to the results of a study conducted by Campbell in 1988, experienced expert teachers 1) showed a strong sense of mission, 2) were constantly seeking ways to improve their

teaching, 3) had a holistic view of teaching, 4) showed a high level of personal and professional efficacy, 5) established a peer network to support and reinforce their own sense of mission, 6) had the support of their friends and family in their career choices, 7) possessed a strong sense of professional autonomy, and 8) did not allow outside activities to interfere with their teaching mission (Campbell, 1990).

Behaviors of Effective Teachers

Labonty and Danielson (1988) discuss teacher behaviors that affect classroom management when they speak of effective teachers. In their study they analyzed the actions of teacher characters in a sample of picture books and surveyed third and sixth graders about their perceptions of teacher characters in eight storybooks. The results indicated that even though some students liked the teachers who lacked "effective teaching characteristics," they did not want these people to be their teachers. In this study the students perceived effective teachers as the ones they would most like to have as teachers themselves. Teachers who lacked effective teaching behaviors were rated low by the students. When describing the teachers they liked, the children used phrases like she "is very kind," "can make you understand," "likes all kinds of kids," "never gives up on you," and "knows good ways to teach kids" (Labonty and Danielson, 1988).

Observable behaviors of effective teachers in the

classroom which are linked to positive student outcomes can be classified into seven categories according to O'Bannon (1993). The seven teacher behaviors are: 1) active teaching, 2) positive classroom environment, 3) variety of methods, 4) planning and sequencing, 5) interpersonal skills, 6) efficacy and expectation, and 7) applicability (O'Bannon, 1993). Some of these same teacher behaviors are described by Bellon, Bellon and Blank (1992) using terms like "withitness, overlapping, and group alerting." The terms are used to describe managerial behaviors of effective teachers. "Withitness" is apparent when a teacher is aware of what is happening in the classroom at all times. It is called "overlapping" when a teacher is able to do several things at one time. For example, an effective teacher can attend to an individual student's needs and tend to routine tasks while keeping the focal activity moving without disruption. "Group alerting" is the skill of being able to hold students' attention during a presentation and hold them accountable for their own learning. Effective teachers use good interpersonal skills to establish positive classroom climates and to deal with diverse student needs. In order to establish and maintain order, the effective teacher plans, organizes, implements, and reacts to the needs of students (Bellon, Bellon, and Blank, 1992).

As a result of extensive review of existing research regarding the effective teacher, Zales (1990) groups behaviors into four categories: Planning, Class Climate, Management Skills, and the Teaching Act. According to Zales,

the effective teacher is a careful planner so as to use all available teaching time with a minimum of interruptions. Students and activities are managed by using specific rules and expectations along with procedures that promote efficient instructional routines. The effective teacher structures lessons into a variety of activities which meet the needs and interests of the students. Active teaching accompanied by careful monitoring, varied questioning techniques and diagnostic measures, and appropriate feedback are expected behaviors of the effective teacher (Zales, 1990).

Personalities of Effective Teachers

The relationship between personality and profession is an interesting approach to looking at the effective teacher. Clark and Guest (1995) suggest that certain personality characteristics will help teachers of tomorrow to be more effective in the classroom. They further suggest that the rather large attrition rate of new teachers may be caused by "a poor fit between the personality traits and personal needs of teachers and the needs of students" (Clark and Guest, 1995). The Myers-Briggs Type Indicator (MBTI), a personality self-assessment tool, can be utilized in matching personality characteristics to the teaching profession. The MBTI defines personality on the basis of sixteen types from four major temperament categories. The four temperaments are: Sensing Judgers (SJ), Sensing Perceivers (SP), Intuitive Feelers (NF), and Intuitive Thinkers (NT). Research conducted by Keirsey and Bates showed a comparison of teacher

personalities with the general population. The biggest proportion of teachers at all grade levels are the SJ personality type (Clark and Guest, 1995). The SJs are "stabilizers" who hold tight to tradition and value stability. They are hard workers who are committed to service, to preserving standards, and to maintaining institutions. Intuitive feelers (NF) are the second largest temperament type among teachers, making seventy-five percent of all teachers at all grade levels either SJs or NFs. Intuitive feelers search for meaning in life, want to be appreciated and recognized, and want to make a difference in the world. Among teachers there is a low percentage of Intuitive Thinkers (NT) and Sensing Perceivers (SP). The NTs are the visionaries and the SPs are the troubleshooters (Clark and Guest, 1995).

It is suggested by Clark and Guest that there are not enough NTs and SPs in our schools to prepare for the twenty-first century. As the curriculum continues to stress process skills instead of facts and figures, there will be a need for different kinds of teachers. Future teachers will need to be mentors, counselors, and motivators instead of dispensers of information. Even though a solid foundation in academics will still be necessary, teachers will need to learn how to access new information and how to teach students to become life-long learners. Research conducted by Nidds and McGerald (1996) confirms that principals are looking for teachers with computer skills, especially regarding the internet. Clark and Guest (1995) insist that the effective teacher of the

future must be visionary and adaptable. Additionally, the ideal future teacher will possess the following characteristics: "an entrepreneurial spirit, a risk-taking style, a sense of mission, an excitement about participating in change, a commitment to strong leadership, a strength of character in refusing to accept defeat, and an ability to delegate responsibility" (Clark and Guest, 1995). According to Nidds and McGerald (1996), the future teacher should also be sensitive to ethnic and cultural differences, possess conflict management skills, be able to communicate well and handle parent concerns, and be reliable.

Likewise, Young (1989-90) looked at personality of teachers in determining potential for success in the classroom. In a study of ten first-year certified secondary teachers, data were gathered from the National Teachers Exam (NTE), the Strong-Campbell Interest Inventory (SCII), and a state department of education (Nevada) classroom performance assessment called the Six Competencies Instrument (Young, 1989-90). The data from these three sources were analyzed at the end of the teachers' first year of teaching. Based on the results of the Six Competencies Instrument, the ten teachers were categorized into either High Potential (HP) or At Risk (AR) groups. Seven were determined to be HP and three were categorized as AR based on their success in the classroom. The three AR teachers scored higher on the "Academic Comfort Scale" portion of the SCII; however, all three of the AR teachers taught in a low socio-economic school. This indicates that strong academic orientation

may not be as essential as previously thought, especially in a school where the teacher's expectations do not match the students' needs and experience. Regarding Introvert/Extrovert tendencies, Young (1989-90) suggests that a balance between introversion and extroversion is needed when a teacher is dealing with over one hundred students in a multi-class situation. A teacher with extreme introversion or extreme extroversion would probably not be an effective teacher.

Young (1989-90) says that this study indicates that personality traits and interest factors may be more important in predicting teacher success than has been previously thought. She also points out that intellectual and/or academic ability are not sufficient as a primary predictor of teacher success (Young, 1989-90).

Creative Descriptions of Effective Teachers

For over thirty years, William Glasser has been an advocate for students and a prominent teacher of educators. His ideas and approach to teaching require teachers to be creative and resourceful in the classroom. Glasser (1992) believes that an effective teacher is one who can get all of his/her students to do quality work in the classroom. He describes six conditions of quality schoolwork: 1) a warm and supportive classroom; 2) useful work for students; 3) encouragement of students to do their best; 4) student evaluation and improvement of their own work; 5) feeling good because of success in the classroom; and 6) discour-

agement of destructive behavior (Glasser, 1993). It is the job of the teacher to teach students what quality is and then to prove to them that they can do quality work. Doing quality work will make students feel good and they will become aware that quality is what they want (Glasser, 1993).

A creative approach to describing an effective teacher is credited to James Ferguson, executive director of curriculum for the Iowa City (Iowa) School District (Caldwell, 1993).

A giver versus taker
Goal-oriented versus task
Enthusiastic versus bored
People-oriented versus paper
Articulate versus inarticulate
Knowledgeable versus void of content
Intrinsically motivated versus extrinsically
Operates from instructional framework versus "wings" it
Kid-centered versus teacher oriented
Career-oriented versus job-holder
Empathetic versus insensitive
Competent versus incompetent
Caring versus indifferent
Flexible versus rigid
Possessing verve
Versus bland.

Another creative approach to defining an effective teacher is Bogue's (1991) declaration that "teaching is a journey of the heart." Without using the word "effective," he describes many teachers he has seen and known in the classroom. To Bogue the effective teachers are the ones who teach because they have "a love for learning, a love for learners, and a gift to give" (Bogue, 1991).

Conclusion

This literature review reveals the diverse thinking of researchers and educators regarding the teacher selection process. They agree that teacher selection should be a priority for a school administrator; however, they do not agree on the procedures and/or process used in selecting teachers. The teacher selection process in America differs from state to state, from district to district, and from principal to principal. Likewise, the definition of an effective teacher varies among the writers. It would be reasonable, however, to assume at this point that research on effective teachers could provide educators with guidelines for teacher selection.

CHAPTER III.

Methodology

Introduction

Research regarding teacher selection in the Knox County School System is very limited. Traditional methods of teacher selection have been supplemented and modified in this district by inclusion of The Urban Teacher Perceiver Interview. Perceptions of building principals concerning the effectiveness of teachers hired after being screened through the perceiver interview process provide additional information. The purpose of this study is to show the statistical relationship between teachers' Urban Perceiver scores and principals' ratings of teachers.

Selection of Subjects

Since 1993 the Knox County School System's Human Resources Department has interviewed one thousand three hundred and eight (1308) applicants using the Urban Perceiver. From this group of prospective teachers, two hundred seventy-eight (278) were hired between July 1993 and December 1995. However, for the purposes of this study the sample is two hundred thirty-nine (239) and is assumed to be a sample from a hypothetical population of present and future teachers in the Knox County Schools. The original number of two hundred seventy-eight (278) was reduced because fifteen (15) teachers were eliminated since they were hired in

system-wide positions rather than in regular teaching positions under the supervision of a building administrator. Another seventeen (17) were excluded from this study because they have been hired since January 1996 which provided very little time for a principal to evaluate adequately the overall effectiveness of the teacher by May 1996. The researcher also eliminated six (6) teachers who are teachers at the school where she was the principal.

Specific Procedures for Data Collection

There were two primary sources of data for this study. First, results from the Urban Teacher Perceiver Interview were recorded for each of the teachers (see Appendix A). There was a total interview score for each teacher as well as an individual score for each of the eleven life themes included in the interview. The total score for the interview was the sum of all eleven themes and ranges from 0 to 55 with each theme score ranging from 0 to 5. This information was made available to the researcher through the Knox County School's Human Resources Department. Second, a questionnaire was sent to the building principals of all subjects (see Appendix B). The questionnaire created by this researcher consisted of eleven statements with a Likert-type scale ranging from 1 to 5 for responses. Each of the questions on the survey was designed by the researcher to inquire about a teacher's level of effectiveness with regard to the same eleven life themes represented in the perceiver interview. The questionnaire also requested that the principal provide

an overall rating of the teacher's effectiveness based on the same 1 to 5 Likert scale. In addition to the questionnaire, the principals were requested to provide demographic information about each teacher including gender, race, age, and the grade level taught by the teacher. Regarding these categories, the gender of the teachers was, of course, classified as male and female and the race was classified as minority and Caucasian. The age groups were divided as follows: Ages 21-30, Ages 31-40, Ages 41-50, and Ages 51 and older. The grade level taught by the teacher was categorized as elementary (grades K-5), middle school (grades 6-8), and high school (grades 9-12).

Of the original two hundred thirty-nine (239) subjects, two hundred thirty-three (233) were included in the final analysis of data. Six (6) teachers were eliminated because incomplete information was provided. Therefore, for two hundred thirty-three (233) teachers, twenty-eight (28) items of data were entered into the computer: eleven individual life theme scores (ranging from 0 to 5), one total Urban Perceiver score (ranging from 0 to 55), eleven individual ratings on a principal questionnaire (ranging from 1 to 5), one score representing the principal's overall perception of the teacher's effectiveness (ranging from 1 to 5), and four codes to indicate the teacher's gender, race, age, and grade level taught (see Appendix C).

The LOTUS 1-2-3 software program (Lotus Development Corporation, 1991) was used to derive mean and standard deviation scores for the data. Then the formula for

calculating the Pearson-product moment correlation coefficient was used (see Appendix D). The program then calculated the correlation of data with alpha set at the .05 level of significance. All of the results which indicated a significant correlation except one were verified by using STAT-STAR (MacDougall and Stevens, 1994), another software program. The STAT-STAR program cannot analyze data for more than 150 subjects; therefore, since this study included two hundred thirty-three (233) teachers, STAT-STAR could not be used to calculate the correlation coefficient for the total sample (see Appendix E).

Data Analysis

The data collected in this study were analyzed to determine the correlations between variables and among categories of teachers. The Pearson product-moment correlation coefficient was used in measuring the relationships between the two major variables (the overall interview scores and the principals' overall ratings for effectiveness). Likewise, the Pearson product-moment correlation coefficient was used in measuring the relationships between the teachers' eleven talent scores and the principals' perception of effectiveness in these same areas. In this treatment of interval data, the results were reported statistically using a correlation coefficient to describe the magnitude of the relation between the two variables. A correlation coefficient ranges from +1.00 to -1.00 indicating the relationship of the variables.

Conclusion

By comparing the principals' ratings of teacher effectiveness with the Urban Perceiver scores, a determination will be made as to whether the Urban Perceiver is a predictor of teacher success in the classroom. At the very least, the above described methodology will be used to ascertain the answers to the three questions posed in this research study.

CHAPTER IV.

Findings

Introduction

The three questions in this study were answered by collecting and analyzing quantitative data using principals' ratings and Urban Perceiver scores. The perceptions of building administrators regarding teachers' effectiveness were compared with the teachers' overall scores as indicated by the Urban Perceiver. The two variables also were compared for each of the eleven life themes for all teachers included in this study. Additionally, the statistical analysis revealed whether the correlations between the above stated variables differ as a function of gender, race, age, or grade level taught by the teacher.

The data were collected at a 97.4 percent rate of completion. Urban Perceiver scores were available for all subjects except one. Questionnaires were sent to sixty-eight (68) building principals and all sixty-eight (68) principals responded for a response rate of 100 percent; however, the questionnaires of five teachers were not completed because they were reported as no longer employed at a particular principal's school. Therefore, of the original two hundred and thirty-nine (239) teachers, two hundred thirty-three (233) were included in the final analysis of data. The sample of two hundred thirty-three (233) teachers includes eleven (11) categories as shown in Table 1.

Table 1. Categories for 233 Teachers
Used in the Study

<u>Categories</u>	<u>Number</u>	<u>Percent</u>
Elementary Teachers	100	(43%)
Middle School Teachers	61	(26%)
High School Teachers	72	(31%)
Female	179	(77%)
Male	54	(23%)
Minority	29	(12%)
Caucasian	204	(88%)
Age 21-30	126	(54%)
Age 31-40	61	(27%)
Age 41-50	40	(18%)
Age Above 50	6	(01%)

The results of this study were reported using the above categories. Correlations of the two variables (principals' ratings and Urban Perceiver scores) for each category were presented as well as the correlations of the two variables for the eleven themes within each category. Before discussing the correlations of these life themes, however, a brief description of the individual themes is necessary.

The Urban Perceiver measures eleven life themes: Commitment, Dedication, Individualized Perception, Caring, Involver, Empathy, Positivity, Initiator, Stimulator, Input, and Concept. The "Commitment" theme is the most distinguishing theme in regard to urban versus non-urban teachers. In this theme the teacher knows the importance of diversity in our world is and wants to teach the more difficult students who have a higher level of needs. The "Dedication" theme is about taking care of others and getting satisfaction from seeing students achieve. Dedicated

teachers see increments of growth in students and give lots of acknowledgement to students who make progress. A teacher with the "Individualized Perception" theme sees students as individuals and personalizes their learning experiences. This teacher responds to students' needs and interests. The "Caring" theme applies to the teacher who communicates warmth, caring and affection. Caring also includes building positive, personal relationships with each student. The "Involver" theme is about all kinds of involvement including interaction with teachers, parents, and students. Teachers with this theme make things happen through relationships (Urban Teacher Research Interview Development Study, 1993).

The "Empathy" theme deals with teachers who understand and acknowledge feelings and can manage the feelings of students in a positive manner. This teacher can anticipate and identify students' moods and can put into words what another person is feeling. The "Positivity" theme describes people who can see the good in other people and regard them with optimism. These teachers have a hopeful attitude toward students and toward others in general. The "Initiator" theme emphasizes supporting causes and taking risks. The teacher who is an initiator is one who is willing to speak up for students and be their advocate. The "Stimulator" theme involves making learning fun and creating excitement and good feelings in the classroom. This teacher stimulates students to learn while the teacher's own excitement about learning is transferred to students. The "Input" theme emphasizes the importance for a teacher to learn new information and share

that learning with others. A teacher with this theme looks for new ways to do things and is intrigued with ideas and activities which can enhance learning in the classroom. The "Concept" theme reveals that a teacher has developed a philosophy about best teaching practices and about positive learning concepts (Urban Teacher Research Interview Development Study, 1993).

Correlation of Variables for the Total Sample

A comparison of the overall Urban Perceiver scores and the overall effectiveness ratings of the building principals for all two hundred and thirty-three teachers showed a correlation in the positive direction but not at a level of significance (see Table 2). This means that overall the principals' ratings were not significantly similar to the teachers' scores on the Urban Perceiver. Likewise, the two variables were compared for each of the eleven life themes for all two hundred thirty-three (233) teachers. Of the eleven themes for the total number of teachers in the study, there was little or no correlation for the Commitment, Dedication, Individualized Perception, Caring, Positivity, and Initiator themes. There was a correlation in the positive direction for the Involver, Empathy, Input, and Concept themes with a positive correlation at the significant level for the Stimulator theme (see Table 2). This indicates that of the total number of teachers hired in the Knox County Schools during a two year period of time from 1993 until 1995, a significant positive relationship emerged; teachers

Table 2

Summary of Correlations of Principals' Ratings and Urban Perceiver Scores

CATEGORIES	n	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT	r _{9.05}
Total sample	233	0.00	0.01	0.02	0.03	0.10	0.08	0.04	0.03	0.18	0.09	0.07	0.10	0.13
Elementary School	100	0.18	0.05	-0.06	0.03	0.16	0.06	0.06	0.12	0.27	0.18	0.17	0.17	0.20
Middle School	61	-0.22	-0.13	0.00	0.00	0.08	0.10	-0.04	-0.03	0.01	-0.12	-0.08	-0.07	0.25
High School	72	-0.08	0.07	0.20	-0.04	-0.01	0.07	0.11	-0.07	0.17	0.11	0.06	0.14	0.22
Female Teachers	179	0.01	0.10	-0.03	-0.01	0.08	0.10	0.04	0.07	0.13	0.08	0.06	0.11	0.15
Male Teachers	54	-0.35	-0.32	0.03	0.09	0.06	-0.04	0.04	-0.10	0.28	0.02	0.02	-0.01	0.25
Minority Teachers	29	0.18	-0.08	-0.12	0.01	0.25	0.30	-0.02	0.33	0.37	0.35	0.26	0.39	0.38
Caucasian Teachers	204	-0.01	0.04	0.04	0.02	0.07	0.03	0.04	-0.01	0.12	0.03	0.03	0.04	0.14
Teachers, Age 21-30	126	-0.11	-0.05	-0.05	-0.11	0.03	0.04	0.01	-0.09	0.14	0.17	0.04	0.02	0.18
Teachers, Age 31-40	61	0.17	0.16	0.09	0.22	0.25	0.19	0.11	0.27	0.24	0.15	0.11	0.33	0.26
Teachers, Age 41-50	40	0.02	-0.08	0.05	0.20	0.13	-0.02	0.05	-0.08	0.19	-0.18	-0.06	-0.07	0.31
Teachers, Age 51-+	6	0.77	0.55	0.35	-0.56	0.51	0.00	0.24	0.35	0.77	0.00	0.64	0.41	0.81

THEME	CODE	THEME	CODE	THEME	CODE
Commitment	COM	Involver	INV	Stimulator	STI
Dedication	DED	Empathy	EMP	Input	INP
Individualized Perception	IND	Positivity	POS	Concept	CON
Caring	CAR	Initiator	INI		

* Indicates Categories with Significant Correlations, $p < .05$.

were perceived by their principals and by the Urban Perceiver as being teachers who make learning fun and who stimulate students to learn while demonstrating their own excitement about learning. Table 3a and Table 3b show the frequency distribution of scores for the entire sample regarding the Stimulator theme. These tables indicate that even though most scores tend to fall in the three to five range in both the principals' ratings and the Urban Perceiver scores, the principals gave higher ratings than did the Urban Perceiver.

Table 3a. Frequency Distribution of Principals' Ratings for Stimulator Theme for Entire Sample

<u>Score</u>	<u>Frequency</u>	<u>Percent</u>
5	71	30%
4	75	32%
3	58	25%
2	20	9%
1	9	4%
<u>Total</u>	<u>233</u>	<u>100%</u>

Table 3b. Frequency Distribution of Urban Perceiver Scores for Stimulator Theme for Entire Sample

<u>Score</u>	<u>Frequency</u>	<u>Percent</u>
5	47	20%
4	51	22%
3	73	31%
2	41	18%
1	19	8%
0	2	1%
<u>Total</u>	<u>233</u>	<u>100%</u>

Correlations for the Grade Level Category

A comparison of the Urban Perceiver scores and the effectiveness ratings of the building principal of the one hundred (100) elementary school teachers showed an overall correlation of .17 in the positive direction but not at the level of significance; however, there was a significant positive correlation of .27 for elementary teachers for the Stimulator theme (see Table 2). Tables 4a and 4b show the frequency distribution of scores for the elementary teachers regarding the Stimulator theme. Even though there is a positive correlation between the two variables, a comparison of the two tables (4a and 4b) indicates that principals' ratings were higher than Urban Perceiver scores.

Table 4a. Frequency Distribution of
Principals' Ratings for Stimulator Theme
for Elementary Teachers

<u>Score</u>	<u>Frequency</u>	<u>Percent</u>
5	38	38%
4	24	24%
3	25	25%
2	9	9%
1	4	4%
Total	100	100%

Table 4b. Frequency Distribution of
Urban Perceiver Scores for Stimulator
Theme for Elementary Teachers

Score	Frequency	Percent
5	29	29%
4	20	20%
3	28	28%
2	17	17%
1	6	6%
0	0	0%
Total	100	100%

A comparison of the Stimulator theme correlation for elementary teachers with the same theme for middle school teachers and high school teachers should be noted. The middle school category consisting of sixty-one (61) teachers had almost no correlation in the Stimulator theme while the high school category with seventy-two (72) teachers had a correlation in the positive direction but not at a level of significance. It appeared that elementary teachers were perceived both by their principals and by the Urban Perceiver to be stimulators of learning much more than are other grade level teachers, especially middle school teachers.

Of the eleven life themes, there was a correlation in the negative direction in six of the themes for middle school teachers (see Table 2). This indicates that the building principals were seeing the opposite of what was indicated by the Urban Perceiver. Perhaps because it is so difficult to teach middle school aged children, it is also difficult for principals to see the accomplishments and effectiveness of the teachers. Furthermore, three other themes had little or

no positive correlation. Only for the themes of Involver and Empathy were there correlations in the positive direction.

The overall correlation of the two variables for the high school group of teachers was in the positive direction but not at a level of significance; however, four themes (Commitment, Caring, Involver, and Initiator) correlated in the negative direction but not at the significant level (see Table 2). Five themes were correlated slightly in the positive direction and two others, the Individualized Perception and Stimulator themes, were correlated in the positive direction more strongly but not at the level of significance.

Correlations for the Gender Category

A comparison of the Urban Perceiver scores and the principals' ratings differed for females and males. For the one hundred seventy-nine (179) females, the overall correlation was in the positive direction but not at a level of significance (see Table 2). Nine of the eleven themes correlated in the positive direction but not at a significant level. Two themes, Individualized Perception and Caring, correlated slightly in the negative direction.

For the fifty-four (54) males, the overall correlation of the two variables leaned in the negative direction (see Table 2). There was a low positive correlation for six of the themes and a positive correlation at a level of significance for the Stimulator theme. On the other hand, two themes (Empathy and Initiator) had a low negative correlation

and two themes (Commitment and Dedication) had a negative correlation at the significant level. The Commitment theme was significantly correlated in the negative direction at a magnitude of $-.35$. It is important to note that the highest correlation involving themes was a negative correlation. This means that the Urban Perceiver scores were opposite of the principals' ratings at a significant level. Tables 5a and 5b show the frequency distribution of scores for the Commitment theme for the male teachers. It should be noted that the frequency distribution does not reveal whether the numbers for a particular score are the same people in both tables. In other words, the four (4) teachers who received a "5" score on the Urban Perceiver are not necessarily among the nine (9) people who received a "5" rating from the principals. As a matter of fact, it is because of the frequency of this occurrence that there is a negative correlation.

Table 5a. Frequency Distribution of
Principals' Ratings for Commitment
Theme for Male Teachers

<u>Score</u>	<u>Frequency</u>	<u>Percent</u>
5	9	17%
4	22	41%
3	17	31%
2	4	7%
1	2	4%
<u>Total</u>	<u>54</u>	<u>100%</u>

Table 5b. Frequency Distribution of
Urban Perceiver Scores for Commitment
Theme for Male Teachers

Score	Frequency	Percent
5	4	7%
4	13	24%
3	13	24%
2	14	26%
1	10	19%
0	0	0%
Total	54	100%

Tables 6a and 6b show the frequency distribution of scores for the male teachers regarding the Dedication theme. The Dedication theme was significantly correlated in the negative direction at a magnitude of $-.32$. This strong inverse correlation for male teachers in this theme is a notable finding. Even though the distributions look similar, it is important to remember that this correlation was negative, which means that again the numbers for the individual scores do not necessarily represent the same people in both tables. For example, the nine (9) teachers who received a "5" rating by the principals may not necessarily be among the twelve (12) teachers who scored a "5" on the Urban Perceiver.

Table 6a. Frequency Distribution of
Principals' Ratings for Dedication
Theme for Male Teachers

Score	Frequency	Percent
5	9	17%
4	26	48%
3	14	26%
2	5	9%
1	0	0%
Total	54	100%

Table 6b. Frequency Distribution of
Urban Perceiver Scores for Dedication
Theme for Male Teachers

Score	Frequency	Percent
5	12	22%
4	22	41%
3	13	24%
2	6	11%
1	1	2%
0	0	0%
Total	54	100%

Apparently the males expressed commitment and dedication when interviewed but in actual performance they either did not demonstrate these life themes or they did not let others see them doing and/or saying things that show their level of commitment and dedication. However, the positive correlation at a significant level in the Stimulator theme indicates that males tend to make learning fun and allow their students to see them as learners also. Tables 7a and 7b show the frequency distribution of scores for the male teachers regarding the Stimulator theme.

Table 7a. Frequency Distribution of
Principals' Ratings for Stimulator
Theme for Male Teachers

Score	Frequency	Percent
5	14	26%
4	17	32%
3	13	24%
2	5	9%
1	5	9%
Total	54	100%

Table 7b. Frequency Distribution of
Urban Perceiver Scores for Stimulator
Theme for Male Teachers

Score	Frequency	Percent
5	8	15%
4	11	20%
3	14	26%
2	13	24%
1	7	13%
0	1	2%
Total	54	100%

It should be noted that the male category was the only category which had three themes to correlate at the significant level, one positively and two negatively. This category also had the widest range of theme correlations from $r=+.28$ to $r=-.35$.

Correlations for the Race Category

When analyzing the data to determine whether correlations between the Urban Perceiver scores and the building principals' perceptions of teacher effectiveness differ as a function of race, the results indicated that the minority category had the highest overall correlation of all the categories with $r=.39$ (see Table 2). Of the eleven themes for the twenty-nine (29) minority teachers in the study, there was little or no correlation for the Caring theme with a slight correlation in the negative direction in the Dedication, Individualized Perception, and Positivity themes. However, there was a correlation in the positive direction for the Commitment, Involver, Empathy, Initiator, Stimulator, Input, and Concept themes. These results suggested that the Urban Perceiver and principals' ratings tend to correlate highest when dealing with minority teachers or when dealing with small groups of teachers.

When comparing the two variables for the two hundred and four (204) Caucasian teachers, there was a low correlation in the positive direction (see Table 2). The Stimulator theme had the highest positive correlation for this category but not at the significant level. The other ten themes had low correlations with the Commitment and Initiator themes correlated in the negative direction.

Correlations for the Age Category

When comparing the two variables the teachers were also categorized into four age groups: Ages 21-30, Ages 31-40,

Ages 41-50, and Ages 51 and older. The results showed that correlations do differ with regard to the age of the teachers. For the one hundred twenty-six (126) teachers between the ages of 21 and 30, there was an overall low positive correlation (see Table 2). The Stimulator and Input themes correlated in the positive direction but not at the significant level. Four other themes (Involver, Empathy, Positivity, and Concept) had low positive correlations. The Commitment, Dedication, Individualized Perception, Caring, and Initiator themes correlated in the negative direction but not at a level of significance.

For the sixty-one (61) teachers between the ages of 31 and 40, there was an overall positive correlation at the significant level at a magnitude of .33 when comparing the two variables (see Table 2). Additionally, all themes were correlated in a positive direction with a positive correlation at the significant level for the Initiator theme. This indicated that teachers in this age group were more willing to be advocates for children than were other teachers. This category was the only category other than the total sample that had no negative correlations for the eleven themes. Tables 8a and 8b show the frequency distribution of scores for the teachers between the ages of 31 and 40 for the Initiator theme.

Table 8a. Frequency Distribution of Principals' Ratings for Initiator Theme for the Age Group 31-40

<u>Score</u>	<u>Frequency</u>	<u>Percent</u>
5	19	31%
4	17	28%
3	17	28%
2	8	13%
1	0	0%
<u>Total</u>	<u>61</u>	<u>100%</u>

Table 8b. Frequency Distribution of Urban Perceiver Scores for Initiator Theme for the Age Group 31-40

<u>Score</u>	<u>Frequency</u>	<u>Percent</u>
5	9	15%
4	14	23%
3	12	20%
2	18	30%
1	7	11%
0	1	1%
<u>Total</u>	<u>61</u>	<u>100%</u>

The results for the next age group (Ages 41-50) looked very different from the previous one. For this age group there was an overall negative correlation for the two variables (see Table 2). Five themes correlated in the negative direction but not at the level of significance and six themes correlated in the positive direction but not at a significant level. For the six (6) teachers in the 51 and over age category, the overall correlation was positive but not at the significant level. Likewise, eight of the themes had a positive correlation but not at the level of signi-

ficance. The Caring theme had a negative correlation and two themes, Empathy and Input, showed no correlation. This indicates these older teachers show little warmth and sensitivity and have no interest in trying or sharing new ideas. On the other hand, it should be noted that this age group had more positive correlations than two other age groups, Ages 21-30 and Ages 41-50.

Summary of Results

The three research questions investigated in this study can be answered in the following manner.

The first question asked, "What is the correlation between teachers' overall Urban Perceiver scores and their overall effectiveness rating by their building principals?" The answer is that a comparison of these two variables for two hundred thirty-three (233) teachers showed a correlation in the positive direction but not at a level of significance. This means that overall the principals' ratings of effectiveness were not significantly similar to the teachers' scores on the Urban Perceiver.

The second question asked, "What are the correlations between the teachers' eleven life theme scores on the Urban Perceiver and the building principal's perceptions of effectiveness in these same areas?" The answer is that a comparison of the two variables for each of the eleven life themes for all two hundred thirty-three (233) teachers indicated a positive correlation in only one theme, the Stimulator theme. There was little or no correlation for the

Commitment, Dedication, Individualized Perception, Caring, Positivity, and Initiator themes. There was a correlation in the positive direction for the Involver, Empathy, Input, and Concept themes. This indicates that of the total number of teachers hired in the Knox County Schools during a two year period of time, there was no real correlation between the talents perceived by the Urban Perceiver and the perception of effectiveness in those talents by the building principals.

The third question asked, "Do the correlations between the Urban Perceiver scores and the building principals' perceptions of teacher effectiveness differ as a function of gender, race, age, or grade level taught?" The answer to this question is that this research did show some differences between correlations based on gender, race, age, and grade level taught. The highest correlation for the two variables was for the minority group of teachers with a magnitude of .39. The second highest overall correlation for the two variables was for the age group 31-40 with a magnitude of .33. These two groups were the only categories of teachers which had a correlation at the significant level when comparing the two variables. Based on a comparison of the variables with regard to the themes, there were five other significant correlations. Three were positive correlations and two were negative correlations. Positive correlations were determined for elementary teachers for the Stimulator theme, for male teachers for the Stimulator theme, and for teachers between the ages of 31 and 40 for the Initiator theme. Negative correlations were identified for male

teachers for both the Commitment theme and the Dedication theme.

Chapter V.

Summary, Conclusions, and Recommendations

Summary

"The selection of those who will teach our students is among the most important and difficult decisions that educators face." This quote from Huling (1996) is a reminder to all educators that school districts have the responsibility for recruiting and selecting the best possible teachers for their students. Thus, the school system must strive to find an efficient and successful means for identifying effective teachers.

The literature in the area of teacher selection emphasizes the importance of teacher interviews and reveals the diverse thinking of researchers and educators regarding the teacher selection process. They agree that teacher selection should be a priority for a school administrator; however, they do not agree on the procedures and/or process used in selecting effective teachers. Likewise, the definition of an effective teacher varies among the writers.

The Knox County School System in Knoxville, Tennessee has attempted to meet the challenge of improving teacher selection by using a specialized teacher interview process designed and developed by the The Gallup Organization. The intent of this study was to compare the perceptions of building principals regarding teachers' effectiveness with the teachers' scores on The Urban Teacher Perceiver

Interview. Another purpose was to determine whether the correlation between the two variables differs as a function of gender, race, age, or grade level taught by the teacher.

There were two primary sources of data for this study: 1) a total interview score for each teacher as well as an individual score for each of the eleven life themes was obtained from records from the Human Resources Department of the Knox County School system; and 2) a questionnaire was sent to the building principal of each teacher to inquire about the teacher's level of effectiveness with regard to the same eleven life themes represented in the perceiver interview. The questionnaire also requested that the principal provide an overall rating of the teacher's effectiveness. The principals were asked to provide demographic information about each teacher including gender, race, age, and the grade level taught by the teacher.

For the purposes of this study, the sample was two hundred thirty-three (233) teachers and was assumed to be a sample from a hypothetical population of present and future teachers in the school district. From July 1993 until December 1995, the Knox County School System's Human Resources Department interviewed one thousand three hundred eight (1308) applicants using the Urban Perceiver. From this group of prospective teachers, two hundred seventy-eight (278) were hired between July 1993 and December 1995. The original number in the sample was reduced because fifteen (15) teachers were eliminated since they were hired in system-wide positions rather than in regular teaching

positions under the supervision of a building administrator. Another seventeen (17) were excluded because they were hired since January 1996 which provided very little time for a principal to evaluate adequately the overall effectiveness of the teacher by May 1996. The researcher also eliminated six (6) teachers who are teachers at the school where she was the principal. This provided an initial sample of two hundred thirty-nine (239) which was further reduced to two hundred thirty-three (233) because of incomplete data. The data were collected at a 97.4 percent rate of completion. Urban Perceiver scores were available for all subjects except one. Questionnaires were sent to sixty-eight (68) principals and all responded giving a 100 percent response rate. However, the questionnaires of five teachers were not completed because they were reported as no longer employed at a particular principal's school.

The Urban Perceiver scores and the principals' ratings for each of the two hundred thirty-three (233) teachers were correlated using The Lotus 1-2-3 software program to calculate correlations. The formula for the Pearson-product moment correlation coefficient was utilized with alpha set at the .05 level of significance. STAT-STAR, another software program, was used to verify the correlation results. The data were analyzed to determine the correlations between variables and among categories of teachers. (The teachers were sorted into categories based on gender, age, race, and grade level taught.)

In this study the perceptions of principals regarding

teachers' effectiveness were compared with the teachers' overall scores as indicated by the Urban Perceiver. The two variables also were compared for each of the eleven life themes for all teachers included in the study. Additionally, the statistical analysis revealed whether correlations between the above stated variables differ as a function of gender, age, race, or grade level taught by the teacher.

A comparison of the two variables for the two hundred thirty-three (233) teachers showed a correlation in the positive direction but not at a level of significance. A comparison of the two variables for each of the eleven themes for all two hundred thirty-three (233) teachers indicated a positive correlation in only one theme, the Stimulator theme. There was a correlation in the positive direction for the Involver, Empathy, Input, and Concept themes. There was little or no correlation for the Commitment, Dedication, Individualized Perception, Caring, Positivity, and Initiator themes.

The research showed some differences among correlations based on gender, age, race, and grade level taught. The highest correlation for the two variables was for the minority category of teachers with a magnitude of .39. The second highest overall correlation for the two variables was for the age group 31-40 with a magnitude of .33. These two groups were the only categories of teachers which had a correlation at the significant level when comparing the two variables. Based on a comparison of the variables with regard to the themes, there were five other significant

correlations. Three were positive correlations and two were negative correlations. Positive correlations were determined for elementary teachers for the Stimulator theme, for male teachers for the Stimulator theme, and for teachers between the ages of 31 and 40 for the Initiator theme. Negative correlations were identified for male teachers for both the Commitment theme and the Dedication theme.

Conclusions

Based on this study, three important conclusions can be derived: 1) A teacher's overall Urban Perceiver score does not provide adequate information to predict success in the classroom; 2) A teacher's individual talent scores do not necessarily coincide with the principal's perceptions of effectiveness in specific areas; and, 3) The Urban Perceiver may be more predictive of teacher success in the classroom when dealing with minority teachers and with teachers between the ages of thirty-one and forty.

A teacher's overall Urban Perceiver score does not provide adequate information to predict success in the classroom. (For the purposes of this study success in the classroom is defined as whether the principal perceives the teacher as an effective teacher.) This conclusion can be drawn because of the lack of correlation between the two variables used in this study, the principals' ratings and the Urban Perceiver scores. The raw data in this study indicated that there were teachers with high Urban Perceiver scores who were not perceived as effective teachers by their principals;

likewise, there were teachers with low Urban Perceiver scores who were perceived as effective teachers by their principals (see Appendix D).

A teacher's individual talent scores do not necessarily coincide with the principal's perceptions of effectiveness in specific areas. This conclusion can be made because of the lack of consistent positive correlation between the Urban Perceiver scores in the eleven individual life themes and the perceptions of the principals in the same areas. According to this study a teacher's talents in a particular life theme as indicated by the Urban Perceiver are not necessarily recognized by the principal as an area of effectiveness. Conversely, a teacher's lack of talent in a particular life theme based on the Urban Perceiver is not necessarily obvious to a principal when determining teacher effectiveness (see Appendix D).

According to this study the Urban Perceiver is more predictive of teacher success in the classroom when dealing with minority teachers and with teachers between the ages of thirty-one and forty. This conclusion can be derived because of the results in the study which showed an overall significant positive correlation for these two categories of teachers. The minority group of teachers had a positive correlation with a magnitude of .39 and the teachers in the age group 31-40 had a positive correlation with a magnitude of .33 (see Table 2). If this conclusion is accurate, then this study also indicates that the Urban Perceiver is not predictive of teacher success in the classroom when dealing

with middle school teachers. Results for the middle school teachers show that for the eleven themes, three themes had little or no positive correlation, two themes had correlations in the low positive direction, and six themes had low negative correlations.

Recommendations

This study definitely lends itself to further research in school systems where Gallup's Urban Teacher Perceiver Interview is being used currently. This study could be duplicated in other school systems for the purpose of comparing results. No research on the Urban Perceiver was found by this researcher other than the pilot studies conducted by The Gallup Organization while developing the instrument. The lack of available research is because The Urban Teacher Perceiver Interview is a relatively new instrument.

Further research in the Knox County School System could include a study which compares the Urban Perceiver results with another variable such as students' test scores, student evaluations of the teacher, or a different kind of principal evaluation. Another type of research could be a parallel study which compares principals' perceptions of teacher effectiveness with Selection Research Incorporated (SRI) interview scores of teachers in the Knox County School System who were interviewed using the SRI interview before the school system began using the Urban Perceiver. It might also be interesting to compare correlations of the two variables

for teachers who have been teaching since 1990 with those hired more recently.

This researcher suggests that if the Knox County School System continues to use the Urban Perceiver, it should be utilized as a screener for teacher applicants but not as the sole determiner for employment. The Gallup Organization itself encourages school systems to use the Urban Perceiver along with other information when selecting teachers. The Urban Perceiver should be used primarily for identifying teacher talents.

If the Knox County School System continues to use the Urban Perceiver, it is also recommended that all principals be informed concerning the instrument and how it is being used in the school system. The principals should have a knowledge of the eleven life themes. With this knowledge base in place, it would be useful to building principals if they were then told which teacher applicants have specific talents according to the Urban Perceiver. This information could be helpful in two ways: 1) to assist principals in selecting teachers with certain talents who are needed in a particular school, and 2) to provide principals with information about newly hired teachers which can be used as a tool for understanding the talents of the teacher and/or for developing the teacher's plan for professional growth.

The Gallup Organization may consider redesigning and/or expanding some of the interview questions. Perhaps information from principals could be beneficial in bridging the gap between what principals perceive as an effective

teacher and what teachers think an effective teacher is.

Since some applicants are screened out as a result of this interview, it would be interesting to do a follow-up study of those prospective teachers who were screened out and not hired by the Knox County School System. A study to find out whether those applicants are teaching in some other location and whether they are perceived by their building principals as being effective would be helpful and interesting information as educators continue to discuss teacher selection procedures. Another interesting follow-up study would be one which looks at whether there is a difference in the way teachers are perceived by principals who have been trained as an Urban Perceiver interviewer or "perceiver" and those who have not been trained in administering the interview.

Educators and researchers alike should continue to pursue the best possible procedure/process for selecting effective teachers. It is reasonable to assume that research and the continued study of the characteristics of effective teachers can provide educators with guidelines for teacher selection.

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BIBLIOGRAPHY

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APPENDICES

APPENDIX A

Teacher's Name _____ School _____

To Be Completed By Researcher

I. TEACHER'S TOTAL URBAN PERCEIVER INTERVIEW SCORE: _____

II. TEACHER'S URBAN PERCEIVER THEME SCORES:

- (1) Commitment _____
- (2) Dedication _____
- (3) Individualized Perception _____
- (4) Caring _____
- (5) Involver _____
- (6) Empathy _____
- (7) Positivity _____
- (8) Initiator _____
- (9) Stimulator _____
- (10) Input _____
- (11) Concept _____

APPENDIX B

May 3, 1996

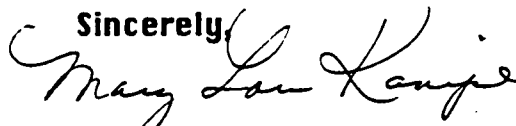
Dear

I am a Danforth doctoral student in the Leadership Studies Unit at The University of Tennessee. My dissertation concerns the study of the correlation between Knox County teachers' individual Urban Teacher Perceiver talents (as indicated by the Urban Teacher Perceiver taped interview administered through the Human Resources Department) and teacher effectiveness as perceived by their building administrators.

Since 1993 over 1300 applicants have been interviewed using the Urban Teacher Perceiver and almost 300 of these applicants have been hired after being recommended by a building principal. Some of these teachers are now employed at your school. I very much need input from you regarding the effectiveness of specific teacher(s) in your school. The survey was designed to be brief because I know this is a busy time of the year for you. It will take less than ten minutes to complete each questionnaire. All information will be kept confidential and no names of individual teachers, principals, or schools will be identified in the text of the study. Your participation in this research is voluntary. There will be no penalty or consequence to you or your teacher(s) if you choose not to participate.

Enclosed is an address label for your use when returning the completed questionnaire(s) to me in the same envelope as received. I am interested in gaining this information before the end of the school year. Please return the completed surveys by May 31. If you have any questions, do not hesitate to call me at 539-7839 during the day or at 922-7021 in the evening.

Thank you for your assistance with this study. It is my desire that this study be beneficial to the Knox County School System as well as fulfill the requirements for my doctoral dissertation. I will be looking forward to your response to my request.

Sincerely,

Mary Lou Kanipe

PRINCIPALS' PERCEPTIONS QUESTIONNAIRE

I. Demographics-General Information

Please circle the response that best describes the following designated teacher in your school:

1. GENDER: Male Female

2. RACE: Black White Other _____

3. AGE: 21-30 31-40 41-50 51 or Above

4. PRESENT GRADE LEVEL TAUGHT BY TEACHER:

Elementary Middle High

II. General Effectiveness of Designated Teachers

The following statements relate to the effectiveness of a specifically designated teacher in your school. Please circle the response that best reflects your perception of the following teacher's level of effectiveness:

Key:

- 1 = I - Ineffective
- 2 = SI - Somewhat Ineffective
- 3 = E - Effective
- 4 = UE - Very Effective
- 5 = EE - Exceptionally Effective

	I	SI	E	UE	EE
	1	2	3	4	5
1. How effective is this teacher in demonstrating a commitment to teaching students where there is the greatest need?	1	2	3	4	5
2. How effective is this teacher in finding satisfaction from student progress and achievement?	1	2	3	4	5
3. How effective is this teacher in providing for the needs of individual students?	1	2	3	4	5
4. How effective is this teacher in developing a positive rapport and/or caring relationship with students?	1	2	3	4	5

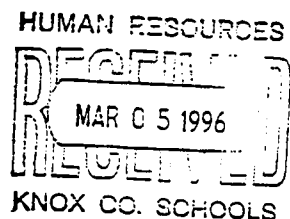
- | | | | | | | |
|-----|--|---|---|---|---|---|
| 5. | How effective is this teacher in getting involved with teachers, parents, and students in order to enhance the learning/growing process? | 1 | 2 | 3 | 4 | 5 |
| 6. | How effective is this teacher in expressing empathy when dealing with students? | 1 | 2 | 3 | 4 | 5 |
| 7. | How effective is this teacher in showing a positive attitude about teaching, about students, and about life in general? | 1 | 2 | 3 | 4 | 5 |
| 8. | How effective is this teacher in being an advocate for students? | 1 | 2 | 3 | 4 | 5 |
| 9. | How effective is this teacher in stimulating learning through enthusiastic delivery? | 1 | 2 | 3 | 4 | 5 |
| 10. | How effective is this teacher both in trying new ideas and innovative teaching techniques and in sharing them with other teachers? | 1 | 2 | 3 | 4 | 5 |
| 11. | How effective is this teacher in developing a philosophy about what is best for students? | 1 | 2 | 3 | 4 | 5 |
| 12. | Overall, how effective is this teacher as a staff member? | 1 | 2 | 3 | 4 | 5 |

APPENDIX C

3405 Fountaincrest Drive
Knoxville, Tennessee
March 4, 1996

approved
3/25/96 *John Staley*

Mr. John Staley, Director of Personnel
Knox County Schools
Andrew Johnson Building, 15th Floor
Knoxville, TN 37901-2188



Dear Mr. Staley:

On several occasions we have discussed my plans regarding a dissertation study involving a follow-up of some of the teachers in the Knox County School System who were hired after using the SRI screener to determine teacher talents. Originally I planned to study the correlation between teachers' individual SRI talents and teacher effectiveness as perceived by their building administrators. I have now decided to use results from the Urban Perceiver instead of the SRI screener. Therefore, my dissertation will study the correlation between teachers' individual Urban Perceiver talents and teacher effectiveness as perceived by their building administrators.

I am officially requesting permission to conduct a research project using data collected both from the records of the Knox County Schools Human Resources Department and from survey information obtained from Knox County principals. For the purposes of this study, I wish to identify those teachers who have been interviewed and hired since 1993 when our system began using the Urban Perceiver. After identifying these teachers, I will record their designated Urban Perceiver talents. Using a survey instrument, I then plan to determine each teacher's level of effectiveness as perceived by the building administrator. The data will be tested to determine whether there is a correlation between the teachers' Urban Perceiver talents and their perceived effectiveness by their principals.

I am very grateful for the interest you have shown in my project. I hope the topic and the procedures receive your approval. It is my desire that this study be beneficial to the Knox County School System as well as fulfilling the requirements for my doctoral dissertation. If you need any additional information or if you have any suggestions, please do not hesitate to call.

Sincerely,

Mary Lou Kanipe
Mary Lou Kanipe

Enclosures

KNOX COUNTY SCHOOLS
ANDREW JOHNSON BUILDING

Allen Morgan, Superintendent

March 14, 1996



Ms. Mary Lou Kanipe
3405 Fountaincrest Drive
Knoxville, Tennessee 37918

Dear Ms. Kanipe:

You are granted permission to contact appropriate building-level administrators concerning the conduct of your proposed research study entitled, "A Study to Determine the Correlation between Individual Teachers' Urban Perceiver Talents and Teacher Effectiveness as Perceived by the Building Administrators." In the Knox County Schools final approval of any research study is contingent upon acceptance by the principals at the sites where the study will be conducted.

In all research studies names of individuals, groups, or schools may not appear in the text of the study unless specific permission has been granted through this office. The principal researcher is required to furnish this office with one copy of the completed research document.

Good luck with your study. Do not hesitate to contact me if you need further assistance or clarification.

Yours truly,

Samuel E. Bratton, Jr.

Samuel E. Bratton, Jr., Ed.D.
Coordinator of Research and Evaluation
Telephone: (423) 594-1740
Fax: (423) 594-1709

Project No. 517

3405 Fountaincrest Drive
Knoxville, TN 37918
April 19, 1996

Dr. Sam Bratton
Knox County Schools
Andrew Johnson Building
Knoxville, TN 37901-2188

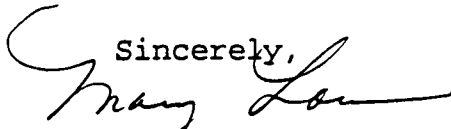
Dear Dr. Bratton:

The purpose of this letter is to inform you that the official title of my dissertation has been changed to "A Study of the Predictive Validity of the Urban Teacher Perceiver Interview in the Knox County School System." My prospectus has been approved and I am now ready to proceed with data gathering.

Enclosed is a list of principals who will be requested to participate in my research. A total of sixty-eight (68) principals need to be contacted by your office informing them of your approval of my research in the Knox County Schools. For your convenience, I am including mailing labels.

Thank you for your support and assistance.

Sincerely,



Mary Lou Kanipe

APPENDIX D

Calculations of Correlations for All Categories.

		Total Sample																							
		Demographics: Sex=M or F																							
I		Race: 1-Minorities, 2-Caucasian																							
I	R	Age: 1=21-30, 2=31-40, 3=41-50, 4=50 or above																							
t	S a A	Principal's Res--										UPI Score+++													
m	e e g																								
x	e e	Com	Con	Ded	Ded	Ind	Ind	Car	Car	In	In	Emp	Emp	Poe	Poe	Ini	Ini	Sti	Sti	Inp	Inp	Con	Con	TOT	Tot
=	=	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++	p=U++
1f	2 1	5	3	5	5	5	3	5	4	5	3	5	2	5	4	5	4	5	3	5	3	5	5	5	39
2f	1 1	3	1	3	4	2	4	4	2	5	2	4	2	4	2	4	2	2	1	2	3	2	4	3	27
3f	2 1	3	2	4	4	3	4	3	5	4	2	4	3	4	4	3	3	3	5	5	4	3	3	4	39
4f	2 3	5	2	5	5	5	1	5	5	5	4	5	2	5	3	5	3	5	3	5	2	5	3	5	33
5f	2 1	2	2	3	4	2	5	3	3	2	3	2	3	2	5	3	2	3	5	3	4	2	2	2	38
6f	2 1	5	3	5	1	5	5	5	4	3	4	3	5	4	5	4	5	3	4	5	4	4	4	4	39
7m	2 2	4	4	4	4	5	3	5	3	4	3	4	2	4	4	5	4	5	3	5	3	5	1	5	34
8m	2 1	5	1	5	2	5	3	5	3	4	2	5	3	5	3	4	3	5	4	4	2	5	2	5	28
9f	2 1	5	2	5	4	4	3	5	1	4	3	5	3	5	5	5	1	4	4	4	3	5	1	5	30
10f	2 2	5	2	5	4	4	3	5	4	5	5	4	3	5	5	5	2	4	3	5	3	5	2	5	36
11f	2 2	1	2	2	2	2	1	1	1	1	3	1	3	1	2	2	1	2	3	2	4	2	3	1	25
12m	2 3	2	2	2	5	1	1	1	3	1	3	2	1	2	5	1	2	1	1	1	3	1	2	1	26
13f	2 1	5	1	4	4	5	0	4	2	4	3	4	4	4	2	4	3	4	4	4	2	4	1	4	26
14m	2 1	2	5	3	4	2	2	3	2	2	2	2	3	2	4	3	2	1	4	1	2	1	4	2	34
15f	2 1	1	1	1	3	1	4	1	4	3	3	1	3	1	4	1	3	1	2	1	2	1	4	1	33
16m	2 1	5	5	5	3	4	3	4	4	4	5	4	3	4	5	4	5	5	5	4	5	4	4	4	47
17f	2 1	4	3	5	5	4	3	4	4	5	3	3	3	4	2	4	2	4	1	4	2	4	5	4	33
18f	2 1	4	1	5	4	4	0	5	4	5	2	4	1	5	3	4	2	5	5	5	3	4	1	5	26
19f	1 1	3	3	4	1	5	1	4	2	3	3	3	1	4	3	4	2	4	2	4	2	3	1	4	21
20f	2 1	3	4	3	5	3	2	2	5	2	4	2	4	2	5	2	4	3	4	3	3	3	4	3	44
21f	1 2	5	5	5	5	4	5	4	5	4	5	3	5	4	5	5	5	5	5	4	5	4	5</		

Total Sample

Demographics: Sex=M or F

Race: 1-Minorities, 2-Caucasian

Age: 1-21-30, 2-31-40, 3-41-50, 4-50 or above

Principal's Res== UPI Score+++

I	R	S	A	A	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Imp	Imp	Con	Con	TOT	Pot
m	f	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e
91m	2	1	3	4	3	4	3	3	3	3	3	3	2	3	4	3	2	3	2	3	5	2	3	3	2	3	33	
92m	1	1	4	1	4	2	5	0	5	3	5	3	4	5	5	4	4	3	5	3	5	4	4	1	5	29		
93f	2	2	4	4	4	4	4	5	4	4	5	3	5	3	5	4	5	1	5	2	5	3	5	2	5	35		
94f	2	1	4	3	4	4	4	4	4	3	5	3	4	3	4	5	3	2	4	2	5	3	4	2	4	34		
95f	2	1	3	4	3	5	3	4	3	4	3	2	3	2	3	4	3	5	3	3	3	4	3	2	3	39		
96f	2	1	3	4	2	4	2	4	2	4	3	3	2	3	2	4	2	3	2	2	3	5	2	2	2	38		
97m	2	2	4	2	4	3	4	3	5	3	4	3	4	2	4	4	4	2	4	2	4	3	4	2	4	29		
98f	2	1	3	3	3	5	3	1	5	3	4	4	4	3	5	4	4	3	4	3	3	4	3	2	3	35		
99f	2	3	3	5	3	5	3	5	3	4	3	2	3	4	3	4	3	3	3	5	3	5	3	4	3	46		
100f	2	1	5	1	5	4	5	3	5	2	4	3	5	5	5	4	5	3	5	3	5	4	5	2	5	34		
101f	1	1	3	3	3	4	3	4	3	4	3	3	2	2	4	2	3	1	3	4	3	4	3	3	3	34		
102f	2	2	4	4	4	5	4	5	4	5	4	4	4	3	4	5	4	5	5	5	5	5	4	4	4	50		
103f	2	3	5	3	5	3	5	3	5	5	5	3	5	2	5	5	5	4	5	3	5	3	5	3	5	37		
104m	1	1	1	5	2	3	1	2	1	4	2	1	1	3	1	3	1	1	2	2	1	4	1	1	1	29		
105f	2	2	3	4	3	3	3	3	4	4	3	3	4	1	3	4	3	0	4	2	3	3	3	4	3	31		
106f	2	1	4	2	4	3	4	1	4	2	3	2	4	4	4	4	4	5	2	5	3	2	3	2	3	32		
107m	2	1	3	1	3	4	3	2	3	2	3	2	3	3	3	4	3	3	4	2	3	2	3	1	3	26		
108f	2	2	4	2	5	4	5	2	5	4	5	3	5	3	5	3	5	3	5	3	5	4	5	2	5	33		
109f	2	1	3	3	3	3	3	3	3	5	3	4	3	4	3	3	3	3	3	4	5	3	4	4	4	41		
110f	2	1	5	2	5	5	5	3	5	4	5	5	5	5	5	4	5	2	5	3	5	5	5	5	5	43		
111m	2	2	5	2	5	1	5	0	5	4	5	4	5	2	5	3	5	4	5	3	5	4	5	2	5	29		
112m	2	1	4	3	4	4	4	3	5	3	4	2	4	3	5	3	5	2	4	3	4	2	4	2	4	30		
113f	2	3	4	2	4	3	3	3	4	5	4	5	4	4	5	3	5	4	5	4	5	2	4	3	4	38		
114f	2	3	4	1	3	2	5	2	5	2	4	3	4	4	3	2	5	3	4	4	4	5	3	4	1	27		
115m	2	2	4	3	4	5	4	3	5	3	5	1	4	2	5	4	4	4	2	5	1	4	1	4	1	29		
116f	2	1	4	4	4	5	3	4	4	5	4	4	4	3	4	4	3	3	3	4	3	4	3	3	4	43		
117m	2	3	4	2	4	4	4	3	4	3	4	2	4	2	4	3	5	2	4	1	4	3	4	4	4	29		
118f	2	3	5	3	5	1	5	3	5	5	5	2	5	3	5	3	5	2	5	2	4	3	5	3	5	30		
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121f	2	1	5	4	5	4	5	4	5	4	5	5	5	4	5	4	5	5	5	5	4	5	4	5	4	547		
122m	2	1	4	2	4	4	4	3	5	5	5	1	4	1	5	4	5	2	4	4	4	2	4	4	4	32		
123f	2	1	4	2	4	3	5	4	5	4	3	3	3	4	4	4	4	3	5	4	4	4	4	2	5	37		
124f	2	3	5	2	5	5	5	2	5	5	5	3	5	4	5	4	5	3	5	4	4	4	5	3	5	39		
125m	2	3	3	3	4	5	4	1	3	4	4	3	3	4	3	3	4	1	3	2	2	2	3	2	3	30		
126f	2	3	2	2	3	3	2	3	2	4	1	3	2	3	3	4	1	5	1	3	1	3	1	4	2	37		
127m	2	1	3	1	3	5	4	2	3	4	3	3	3	4	3	3	3	1	3	3	3	4	2	3	3	31		
128f	2	2	4	4	3	3	3	2	4	5	4	5	4	3	4	4	3	2	4	4	4	4	4	3	4	38		
129f	2	3	3	3	3	4	4	1	4	4	4	3	3	3	4	3	4	2	3	1	3	2	4	1	4	27		
130f	2	1	3	1	3	3	3	2	3	5	3	3	3	1	3	2	3	1	3	2	3	4	3	1	3	25		
131m	2	2	4	1	4	4	3	1	4	3	4	2	4	5	3	3	4	2	4	5	4	4	4	3	4	33		
132m	2	1	3	4	4	4	4	3	4	2	4	1	4	3	5	3	3	3	5	2	3	4	3	3	4	32		
433f	2	3	4	3	5	4	4	3	5	4	4	4	5	4	5	3	4	5	4	5	4	3	4	1	4	38		
134f	2	3	4	2	4	4	4	3	4	4	4	4	3	2	4	1	4	3	4	2	4	2	3	2	4	29		
135f	2	2	4	4	4	5	4	2	4	4	4	4	4	3	4	3	4	4	4	3	4	3	4	3	4	38		

UPI Score+++

1

102

Total Sample

Demographics: Sex=M or F

Race: 1-Minorities, 2-Caucasian

Age: 1-21-30, 2-31-40, 3-41-50, 4-50 or above

Principal's Res= UPI Score+++

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m	x	e	e	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Imp	Imp	Con	Con	TOT	TOT
=	=	=	=	P	U	U	U	P	U	P	U	P	U	P	U	P	U	P	U	P	U	P	U	P	U	P	U
181	f	2	1	4	1	4	3	4	4	5	4	4	4	2	5	4	4	2	4	5	4	4	5	1	4	32	
182	f	2	1	4	3	5	4	4	4	5	5	5	2	4	4	5	4	5	3	5	5	4	4	4	3	5	
183	f	2	1	5	4	5	5	5	4	5	4	5	4	5	3	5	3	4	4	5	5	5	3	4	2	5	
184	m	1	3	3	3	3	3	4	1	2	3	1	2	2	4	2	3	1	4	2	1	4	3	5	1	5	
185	f	2	3	4	2	5	5	5	5	5	5	5	4	5	3	5	2	5	4	5	5	5	4	5	3	5	
186	f	2	1	5	3	5	4	5	1	5	4	5	4	5	3	5	4	5	1	4	3	5	3	5	3	5	
187	m	1	1	5	2	5	3	4	1	4	3	5	1	4	4	4	5	4	3	4	4	5	2	4	1	4	
188	f	2	2	5	3	4	4	4	5	4	5	4	4	4	4	5	5	4	4	3	4	3	3	3	3	4	
189	m	2	1	5	2	5	2	5	1	5	2	5	1	5	1	5	2	5	0	5	1	5	1	5	1	5	
190	f	2	1	3	3	3	3	4	3	5	4	4	4	5	3	5	3	4	3	4	3	4	3	4	3	3	
191	f	2	3	4	2	4	4	5	3	4	3	5	4	4	3	4	2	4	2	4	3	5	2	4	2	4	
192	m	2	1	5	1	4	4	5	3	5	2	5	2	4	2	5	3	4	2	4	2	4	3	5	3	5	
193	f	2	1	4	2	4	3	4	3	4	4	5	2	4	2	4	3	4	2	5	4	5	4	4	4	5	
194	f	1	1	4	2	4	4	4	4	4	3	3	2	4	5	3	3	3	1	3	1	3	4	4	2	3	
195	f	1	2	4	5	3	5	4	2	4	4	4	3	5	4	5	4	4	3	3	1	4	4	5	4	4	
196	f	2	2	3	2	3	5	3	3	3	2	4	3	3	1	4	2	3	2	3	1	4	1	3	4	3	
197	f	2	3	5	4	5	3	5	2	5	4	5	4	5	4	5	4	5	3	5	3	5	4	5	3	5	
198	m	2	1	3	4	4	3	3	4	3	4	3	4	2	4	2	4	3	4	2	3	3	2	4	3	4	
199	f	2	2	3	4	4	4	3	3	3	3	3	3	4	4	4	4	4	5	3	4	3	3	3	2	3	
200	f	1	2	5	5	5	3	5	2	5	2	5	1	5	4	5	3	5	5	5	2	5	4	5	4	5	
201	f	2	1	4	3	4	3	4	2	4	3	4	3	4	1	4	3	4	4	4	2	4	3	4	2	4	
202	f	2	3	4	3	4	2	5	3	3	5	4	3	4	4	3	3	4	4	3	5	4	4	3	4	3	
203	f	1	4	5	4	5	3	5	3	5	4	5	3	4	2	5	3	5	4	5	3	5	3	5	3	4	
204	f	2	3	5	5	5	4	5	3	5	4	5	2	4	2	5	5	5	0	5	3	5	2	5	3	5	
205	m	2	3	3	2	3	4	4	4	3	4	3	4	4	4	3	3	4	4	3	4	3	3	4	1	3	
206	m	2	2	2	3	2	5	2	1	3	2	2	1	2	1	2	4	2	4	1	1	1	3	1	0	1	
207	m	2	1	4	3	5	5	5	3	5	5	4	3	5	2	5	4	4	1	4	3	3	3	4	2	4	
208	f	1	1	3	3	3	4	3	2	3	4	3	2	4	4	3	4	3	2	3	3	3	2	4	2	3	
209	f	2	1	3	2	3	3	3	2	3	3	3	1	3	3	3	3	3	1	3	2	3	2	3	3	3	
210	f	2	3	3	4	3	5	3	2	3	5	3	3	2	3	3	3	3	0	2	2	3	3	4	3	3	
211	f	2	4	4	2	4	2	4	2	4	5	5	1	4	4	4	1	4	3	4	3	4	1	4	3	4	
212	f	2	2	3	2	4	3	3	2	2	4	2	2	3	2	3	4	3	2	3	3	4	5	3	4	3	
213	f	2	1	3	3	4	3	3	2	5	3	3	0	5	2	5	5	3	3	5	5	3	3	4	3	4	
214	f	1	1	3	3	3	5	2	3	3	4	2	3	4	1	4	3	3	2	2	3	2	2	3	3	3	
215	f	2	3	5	3	5	3	5	5	5	5	5	5	4	2	4	4	5	0	5	5	5	3	5	2	5	
216	f	2	1	4	3	4	1	5	3	3	4	3	3	3	2	4	4	3	3	4	3	4	4	2	3	3	
217	m	2	2	3	4	3	4	3	2	4	3	3	2	3	3	3	3	3	2	3	3	3	1	2	2	3	
218	m	2	2	3	4	4	3	3	1	3	4	3	1	3	3	3	4	3	5	3	3	3	2	4	0	3	
219	f	2	1	4	3	4	3	4	1	4	3	3	3	3	3	4	3	4	3	4	3	3	3	3	1	4	
220	f	2	1	3	4	3	1	3	3	3	4	4	3	4	3	4	5	3	5	4	3	4	4	3	3	4	
221	f	2	1	3	2	3	3	3	3	3	3	3	3	3	2	4	4	3	3	3	3	3	3	2	3	3	
222	f	2	1	4	2	5	1	4	4	5	4	4	2	4	2	5	2	4	0	3	5	4	1	4	3	4	
223	f	2	1	3	4	4	2	4	3	5	3	5	3	4	4	4	4	1	3	1	5	5	3	2	4	3	
224	f	2	3	3	2	2	4	3	4	2	4	2	4	3	3	2	3	3	3	3	5	3	5	3	3	4	
225	f	2	1	3	3	4	4	3	4	4	5	5	2	5	3	4	5	4	1	4	4	4	3	3	2	5	

Total Sample

Demographics: Sex=M or F
 Races: 1-Minorities, 2-Caucasian
 Ages: 1-21-30, 2-31-40, 3-41-50, 4-50 or above
 Principal's Res-- UPI Score+++

I	R	S	A	A	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Imp	Imp	Con	Con	TOT	TOT
226	f	2	2	5	4	5	3	5	3	5	4	4	1	5	3	4	4	5	5	4	5	4	5	5	3	4	40	
227	f	2	2	4	4	5	4	4	3	5	4	5	4	4	4	5	4	4	4	4	3	5	4	4	3	5	41	
228	m	2	2	3	2	3	2	3	3	4	3	3	1	3	3	3	4	4	3	3	0	3	4	4	2	3	27	
229	f	2	2	4	1	4	2	5	1	5	3	3	2	4	4	4	2	5	2	5	3	5	3	4	3	4	26	
230	m	2	3	4	4	4	4	4	2	4	4	4	3	3	4	4	5	4	3	3	5	4	4	4	3	4	41	
231	f	2	3	3	3	3	2	3	2	3	5	2	3	4	2	3	2	3	3	3	4	4	3	3	2	3	31	
232	f	2	2	4	5	4	2	5	2	4	4	4	2	4	3	5	3	5	3	4	3	4	3	4	2	4	32	
233	f	2	1	4	3	4	5	4	2	5	3	5	3	4	3	5	4	4	1	4	3	4	5	4	2	4	34	

count 233

TOTAL SAMPLE Means and Standard Deviations

M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
4	3	4	4	4	3	4	4	4	3	4	3	4	4	4	3	4	3	4	3	4	3	4	3	4	3	4	34
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6

TOTAL SAMPLE		Means and Standard Deviations																							
M	N	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
3.77	2.80	3.89	3.57	3.83	2.63	3.96	3.61	3.80	2.77	3.79	2.97	3.95	3.62	3.84	2.64	3.77	3.26	3.83	3.15	3.70	2.60	3.80	33.58		
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S		
0.91	1.15	0.87	1.00	1.01	1.24	1.01	0.99	1.08	1.20	0.94	1.13	1.08	0.94	1.02	1.27	1.09	1.24	1.03	1.00	1.01	1.15	1.01	6.32		

		TOTAL SAMPLE											
		Calculation of r .											
==	COM	DED	IND	CAR	INV	KMP	POS	INI	STI	INP	CON	TOT	
1	0.23	1.69	0.34	0.41	0.22	-1.10	0.39	1.23	-0.23	-0.18	2.69	1.02	
2	1.32	-0.41	-1.99	-0.07	-0.71	-0.19	-0.08	-0.08	2.95	0.27	-2.06	0.82	
3	0.59	0.05	-0.90	-1.33	-0.12	0.01	0.02	-0.24	-0.99	0.96	-0.24	0.17	
4	-0.94	1.69	-1.51	1.45	1.14	-1.10	-0.64	0.33	-0.23	-1.31	0.45	-0.21	
5	1.35	-0.41	-3.45	0.58	-0.32	-0.06	-2.64	0.41	-0.99	-0.68	0.88	-1.24	
6	0.23	-3.04	2.20	0.41	0.04	0.01	0.39	1.23	-0.23	0.31	0.36	0.17	
7	0.26	0.05	0.34	-0.63	0.04	-0.19	0.02	1.23	-0.23	-0.18	-1.78	0.08	
8	-2.12	-1.86	0.34	-0.63	-0.12	0.04	-0.64	0.05	0.68	-0.19	-0.67	-1.04	
9	-0.94	0.51	0.05	-2.71	0.04	0.04	1.43	-1.47	0.13	-0.03	-1.78	-0.67	
10	-0.94	0.51	0.05	0.41	2.07	0.01	1.43	-0.57	-0.04	-0.18	-0.67	0.46	
11	2.12	3.17	2.37	7.69	-0.50	-0.09	4.71	2.32	0.34	-1.50	-0.59	3.74	
12	1.35	-2.88	3.67	1.79	-0.50	3.32	-2.64	1.39	4.62	0.42	1.39	2.43	
13	-2.12	0.05	-2.44	-0.07	0.04	0.21	-0.08	0.05	0.13	-0.19	-0.41	-0.24	
14	-3.70	-0.41	0.92	1.53	1.07	-0.06	-0.72	0.41	-1.52	3.17	-3.27	-0.12	
15	4.76	1.76	-3.08	-1.16	-0.14	-0.09	-1.10	-0.80	2.57	3.17	-3.27	0.25	
16	2.58	-0.67	0.05	0.02	0.34	0.01	0.07	0.30	1.59	0.31	0.36	0.42	
17	0.04	1.69	0.05	0.02	0.22	-0.03	-0.08	-0.08	-0.39	-0.19	0.61	-0.02	
18	-0.40	0.51	-0.35	0.41	-0.71	-0.39	-0.64	-0.08	1.59	-0.18	-0.41	-1.42	
19	-0.14	-0.30	-1.51	-0.07	-0.14	1.46	-0.03	-0.08	-0.22	-0.19	0.97	-0.40	
20	-0.08	-1.36	0.42	-2.72	-1.72	-1.75	-2.64	-1.94	-0.42	0.12	-0.85	-1.30	
21	2.58	1.69	1.27	0.41	1.14	0.04	0.39	2.13	1.59	0.96	1.57	2.52	
22	0.04	0.16	0.34	0.06	0.34	0.21	-0.08	-0.57	0.68	0.96	0.10	0.20	
23	0.59	-0.07	-0.08	0.02	-0.71	0.21	0.39	-0.21	0.68	-0.18	-2.90	-0.14	
24	-0.18	0.05	-0.08	-0.63	-0.27	-0.19	-0.64	0.05	-0.04	-0.03	-0.15	-0.18	
25	-0.18	0.05	-0.59	0.02	-0.12	0.72	0.02	-0.21	-2.06	0.96	0.10	-0.14	
26	0.59	-1.36	-1.57	0.02	0.19	1.18	0.39	-0.21	0.15	-0.68	0.97	-0.43	
27	-0.14	-1.36	-0.54	1.53	-0.32	1.46	-0.72	-1.94	4.62	2.05	0.88	1.56	
28	0.23	-0.67	-0.08	-0.03	-0.71	-0.39	-0.64	-0.57	0.13	-0.03	-0.15	-1.04	
29	0.26	0.05	-0.08	1.45	1.14	-1.10	0.39	1.23	1.59	-0.03	-0.67	1.02	
30	-0.88	0.54	1.08	1.53	2.47	0.72	0.07	-1.53	0.71	0.12	0.36	0.44	
31	-2.12	-0.18	0.34	0.41	0.04	-1.10	-0.64	-1.47	-0.39	-1.31	0.45	-1.61	
32	0.04	-0.67	0.05	-0.63	0.22	0.04	0.39	-1.47	-0.23	-0.18	0.45	-0.29	
33	0.23	-0.67	-0.22	0.02	0.19	0.04	1.43	2.13	0.68	0.14	2.69	1.39	
34	0.59	0.54	1.08	-1.33	0.48	-1.52	1.19	-1.53	-0.99	-0.68	-0.24	-0.55	
35	-0.40	-0.07	0.05	-0.07	0.22	0.01	-0.08	0.05	-1.14	-1.31	0.10	-0.21	
36	0.04	0.05	0.18	-0.38	-0.12	-0.77	-1.28	-0.88	-2.28	0.12	-0.24	-2.08	
37	-0.40	-0.18	0.18	0.41	-2.57	0.01	0.39	-0.08	1.59	-1.31	0.10	-0.11	
38	-0.18	0.16	-0.22	-0.38	0.48	0.72	0.02	0.41	-0.04	-0.19	-0.41	-0.18	
39	0.23	0.51	-2.44	-1.67	-1.64	0.04	-0.64	-1.47	-0.04	-0.18	0.10	-1.42	
40	-2.02	0.54	-0.90	-0.77	1.07	1.63	-0.72	-0.24	0.34	2.05	-0.85	-0.40	
41	1.41	0.51	2.20	1.45	0.22	2.33	1.43	1.23	1.59	0.96	0.45	2.52	
42	-0.18	-1.86	0.34	-0.03	-0.77	0.41	-0.03	-0.21	-0.04	-1.31	-0.15	-0.11	
43	1.32	0.05	1.08	1.53	0.04	0.72	1.51	0.41	0.15	0.12	-0.24	-0.24	
44	0.04	0.16	0.34	1.45	1.14	-0.03	0.02	-0.57	-0.23	-0.18	0.10	0.14	
45	1.41	-0.67	1.27	-0.63	-0.71	-2.25	0.39	-1.47	0.68	-0.18	-0.15	-0.48	
46	-0.18	-0.07	0.05	0.58	-0.12	0.72	0.58	-0.24	-0.22	-0.03	0.97	-0.21	
47	0.23	-1.86	0.34	0.41	-0.27	0.01	-1.68	0.33	-2.06	-3.59	-0.67	-1.79	

		TOTAL SAMPLE											
		Calculation of r .											
m		COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
48		-0.18	-0.07	-0.22	0.58	-1.72	-0.06	-0.35	0.41	0.71	0.14	-0.24	0.32
49		-0.88	1.49	-0.08	0.02	1.72	2.33	0.39	-0.08	-0.04	-0.03	0.10	-0.05
50		0.26	0.05	0.18	-0.03	-0.12	-0.19	0.07	0.05	-0.04	-0.19	-0.41	-0.02
51		-0.14	-0.07	0.92	-0.77	-0.71	-0.03	-1.28	-0.08	0.15	-0.03	0.36	0.20
52		0.26	0.05	0.32	0.06	-0.12	0.21	0.07	0.05	1.28	0.14	0.61	0.27
53		-0.14	0.54	-0.22	-0.03	-0.32	1.63	-0.72	-0.88	-0.42	0.93	0.36	0.07
54		0.04	0.16	0.18	-0.38	0.04	-1.52	0.07	0.41	-0.22	0.14	0.36	0.23
55		0.04	0.05	-0.08	-0.03	-0.14	0.21	0.07	0.41	-0.04	0.12	0.36	0.01
56		0.26	0.16	0.18	0.41	0.04	0.21	1.43	-0.08	0.13	0.14	0.61	0.33
57		1.32	1.49	0.42	-0.03	1.10	1.46	0.58	0.41	0.71	0.12	5.10	1.57
58		-0.94	-0.67	0.34	-0.63	2.07	0.04	-0.64	-0.57	0.68	0.96	0.45	0.27
59		-0.40	0.51	0.34	-0.63	-1.64	0.04	0.39	-0.57	-2.97	-0.03	-0.15	-1.42
60		-0.40	2.45	1.08	-0.38	0.19	1.46	0.02	0.41	0.13	0.14	0.36	0.69
61		0.26	0.05	0.05	-0.07	-0.43	-0.03	0.02	0.05	0.13	0.31	-0.85	0.08
62		-0.94	-0.67	-0.22	-0.63	0.22	0.04	1.43	-1.47	0.68	-0.03	0.10	-0.48
63		0.23	-0.67	0.34	0.41	2.07	1.18	0.39	0.33	1.59	-0.18	1.57	1.39
64		-0.18	0.05	-0.08	-0.11	-0.14	-0.39	0.58	-0.24	-0.04	-0.19	-0.41	-0.27
65		1.41	-0.67	1.27	0.41	0.19	-0.19	0.39	0.05	1.59	0.96	-0.67	1.02
66		-2.12	0.05	-0.59	-0.63	-0.71	-2.25	-0.13	-0.21	-1.14	-0.18	0.36	-0.30
67		0.26	-0.07	-0.90	0.02	0.34	0.01	0.07	-0.24	0.30	0.14	0.36	0.33
68		0.26	-0.18	0.18	1.45	-0.27	2.33	0.02	-0.57	0.30	0.14	0.10	0.17
69		0.49	0.16	-0.08	0.06	0.34	0.21	0.07	0.17	0.30	-0.03	0.36	0.42
70		0.49	-0.07	-1.51	0.41	-0.71	0.04	0.39	-0.57	-0.23	-0.18	0.45	-0.11
71		1.35	3.17	-0.83	-0.38	-0.32	1.46	1.19	0.41	2.57	3.17	-0.59	1.56
72		-2.12	0.16	-0.08	-1.67	-0.14	-0.77	-0.35	0.17	-0.99	1.73	0.36	0.07
73		0.04	0.51	0.05	-1.67	-0.12	-0.39	0.39	0.33	0.15	-0.03	-0.41	-0.14
74		0.04	-0.07	2.20	0.06	-0.77	0.21	-0.08	2.13	-0.99	0.12	-0.85	0.30
75		-0.40	-0.07	-1.51	0.06	-0.71	0.01	-0.03	1.23	0.68	-0.18	-1.78	-0.67
76		1.35	-2.88	0.92	-0.38	-0.14	-0.03	-1.28	-0.52	-0.42	-0.68	-0.59	-1.24
77		-0.40	-0.18	-0.08	0.41	2.07	0.41	-1.68	0.33	1.59	0.96	-0.15	0.27
78		-0.40	-0.07	-0.59	0.58	-0.12	0.72	-1.28	1.06	0.71	-0.03	-0.24	0.82
79		0.04	0.16	2.20	0.02	-0.12	0.21	0.39	0.17	-0.04	0.31	0.61	0.30
80		-1.61	0.16	-0.24	-1.33	-1.72	-0.77	-0.72	-0.88	0.30	-0.19	0.36	-1.17
81		1.35	-0.41	-0.83	2.49	3.84	-0.06	1.80	3.74	2.95	0.93	0.88	5.05
82		-0.94	-0.67	0.34	-0.03	0.19	-1.10	0.02	0.33	0.13	-0.19	0.45	-0.02
83		0.23	1.69	-1.51	-0.03	0.22	0.21	0.39	0.33	-1.14	0.14	-0.67	0.08
84		0.04	-0.07	-0.22	-0.07	-0.12	0.04	-0.03	-1.47	1.59	0.14	-2.90	-0.21
85		-0.18	-0.07	0.42	-0.03	-0.71	-1.10	-0.08	-0.08	-0.04	-0.19	0.36	-0.27
86		1.35	1.49	-0.54	0.58	-0.32	1.46	-0.72	-0.24	-0.42	0.12	-0.24	0.72
87		0.59	1.49	-0.90	-0.38	-0.77	-0.03	-0.35	0.41	0.71	0.93	-0.24	0.20
88		-0.14	-1.36	-0.24	-1.33	-1.39	-0.77	0.02	-0.88	0.30	0.14	-1.46	-1.67
89		2.58	1.69	0.34	1.45	1.14	1.18	0.39	1.23	-1.14	2.10	1.57	2.14
90		-0.40	0.05	-0.08	-1.67	-0.12	-0.19	0.39	-0.21	0.13	-0.19	0.61	-0.14
91		-0.88	-0.41	-0.24	0.58	0.48	-0.77	1.51	0.41	-0.99	0.27	0.36	0.07
92		-0.40	-0.18	-2.44	-0.63	0.22	0.41	0.39	0.05	-0.23	0.96	-0.41	-0.86
93		0.26	0.05	0.32	0.02	0.22	0.04	0.39	-1.47	-1.14	-0.18	-0.67	0.27
94		0.04	0.05	0.18	-0.03	0.22	0.01	0.07	0.41	-0.22	-0.18	-0.15	0.01

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TOTAL SAMPLE

Calculation of r .

	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
95	-0.88	-1.36	-0.90	-0.38	0.48	0.72	-0.35	-1.53	0.15	-0.68	0.36	-0.68
96	-0.88	-0.87	-1.99	-0.77	-0.14	-0.06	-0.72	-0.52	1.64	-1.49	0.88	-1.24
97	-0.18	-0.07	0.05	-0.63	0.04	-0.19	0.02	-0.08	-0.22	-0.03	-0.15	-0.14
98	-0.14	-1.36	1.08	-0.63	0.19	0.01	0.39	0.05	-0.04	-0.68	0.36	-0.18
99	-1.61	-1.36	-1.57	-0.38	0.48	-0.77	-0.35	-0.24	-0.99	-1.49	-0.85	-1.55
100	-2.12	0.51	0.34	-1.67	0.04	2.33	0.39	0.33	-0.23	0.96	-0.67	0.08
101	-0.14	-0.41	-0.90	-0.38	-0.14	1.63	-0.08	1.06	-0.42	-0.68	-0.24	-0.05
102	0.26	0.16	0.32	0.06	0.19	0.01	0.07	0.30	1.59	2.10	0.36	0.52
103	0.23	-0.67	0.34	1.45	0.22	-1.10	1.43	1.23	-0.23	-0.18	0.45	0.64
104	-5.80	1.15	1.42	-1.16	2.47	-0.09	1.80	3.59	1.64	-2.32	3.72	1.99
105	-0.88	0.54	-0.24	0.02	-0.14	-0.39	-0.35	1.70	-0.22	0.12	-0.85	0.32
106	-0.18	-0.07	-0.22	-0.07	0.48	0.21	0.02	0.30	-2.28	0.93	0.36	0.20
107	1.32	-0.41	0.42	1.53	0.48	-0.03	-0.35	-0.24	-0.22	0.93	0.97	0.94
108	-0.18	0.51	-0.59	0.41	0.22	0.04	-0.64	0.33	-0.23	0.96	-0.67	-0.11
109	-0.14	0.54	-0.24	-1.33	-0.77	-0.77	0.58	-0.24	0.30	-0.68	0.36	-0.93
110	-0.94	1.69	0.34	0.41	2.07	2.33	0.39	-0.57	-0.23	2.10	2.69	1.77
111	-0.94	-3.04	-2.44	0.41	1.14	-1.10	-0.64	1.23	-0.23	0.96	-0.67	-0.86
112	0.04	0.05	0.05	-0.63	-0.12	0.01	-0.64	-0.57	-0.04	-0.19	-0.15	-0.11
113	-0.18	-0.07	-0.24	0.06	0.34	0.21	-0.64	1.23	0.68	-1.31	0.10	0.14
114	-0.40	1.49	-0.59	-1.67	0.04	0.21	1.51	0.33	0.13	-0.18	-0.41	-1.23
115	0.04	0.16	0.05	-0.63	-1.64	-0.19	0.39	0.17	-0.22	-2.45	-0.41	-0.14
116	0.26	0.16	-0.90	0.06	0.19	0.01	0.02	-0.24	-0.42	-0.68	-0.24	0.30
117	-0.18	0.05	0.05	-0.03	-0.12	-0.19	-0.03	-0.57	-0.39	-0.03	0.36	-0.14
118	0.23	-3.04	0.34	1.45	-0.71	0.04	-0.64	-0.57	-1.14	-0.03	0.45	-0.67
119	0.04	1.69	0.32	-0.38	0.19	-0.19	-0.64	1.23	0.13	0.14	1.57	0.27
120	-5.80	-2.88	-1.99	-1.16	-0.32	-3.44	-4.00	-1.94	-2.28	-1.49	-0.24	-4.05
121	1.41	0.51	1.27	0.41	2.07	1.18	0.39	2.13	1.59	0.96	1.57	2.52
122	-0.18	0.05	0.05	1.45	-1.64	-0.39	0.39	-0.57	0.13	-0.19	0.36	-0.05
123	-0.18	-0.07	1.27	0.41	-0.14	-0.77	0.02	0.05	0.68	0.14	-0.15	0.64
124	-0.94	1.69	-0.59	1.45	0.22	1.18	0.39	0.33	0.68	0.14	0.45	1.02
125	-0.14	0.16	-0.22	-0.38	0.04	-0.77	0.58	-0.21	0.71	2.05	0.36	0.44
126	1.35	0.54	-0.54	-0.77	-0.50	-0.06	-0.35	-5.19	0.53	0.42	-3.27	-0.96
127	1.32	-1.36	-0.08	-0.38	-0.14	-0.77	0.58	1.06	0.15	0.12	-0.15	0.32
128	0.26	0.54	0.42	0.06	1.14	0.01	0.02	0.41	0.13	0.14	0.10	0.14
129	-0.14	-0.41	-0.22	0.02	0.04	-0.03	-0.03	-0.08	1.28	0.93	-0.41	-0.21
130	1.32	0.54	0.42	-1.33	-0.14	1.46	1.51	1.06	0.71	-0.68	0.97	1.07
131	-0.40	0.05	1.08	-0.03	-0.12	0.41	0.58	-0.08	0.30	0.14	0.10	-0.02
132	-0.88	0.05	0.05	-0.07	-0.27	0.01	-0.64	-0.24	-1.14	-0.68	-0.24	-0.05
133	0.04	0.51	0.05	0.41	0.19	1.18	0.39	0.33	0.30	-0.03	-0.41	0.14
134	-0.18	0.05	0.05	0.02	0.19	0.72	-0.13	0.05	-0.22	-0.19	0.36	-0.14
135	0.26	0.16	-0.08	0.02	0.19	0.01	-0.03	0.17	-0.04	-0.03	0.10	0.14
136	1.41	-0.67	0.34	-0.63	-2.57	-2.25	0.39	-2.37	-0.23	-1.31	0.10	-1.42
137	1.41	0.05	-0.59	0.41	-0.12	-1.10	0.02	0.33	-0.23	-0.03	0.10	0.01
138	-0.18	0.16	-1.57	0.41	1.14	0.41	1.43	-0.21	1.59	0.96	-0.15	0.27
139	0.26	0.51	-0.35	-0.63	1.14	0.01	0.39	2.13	0.13	0.14	0.36	0.14
140	0.04	1.69	0.05	0.41	0.04	0.41	0.39	-0.08	0.13	-0.03	0.36	0.20
141	0.23	0.05	0.34	0.41	2.07	0.21	0.39	-0.08	0.13	-0.19	-0.67	0.64

		TOTAL SAMPLE											
		Calculation of r .											
m		COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
142		-0.14	0.54	1.08	0.58	1.72	-0.03	-1.28	-0.24	-0.42	0.12	0.36	0.44
143		0.26	-0.18	0.05	0.02	-0.12	0.41	-0.08	0.17	0.13	-0.03	0.10	0.08
144		0.26	0.05	0.05	-1.67	-0.71	-0.19	-0.64	0.33	-1.14	2.10	0.36	0.08
145		-0.18	0.16	1.27	0.02	0.19	0.21	0.39	-0.08	-0.99	0.31	0.10	0.27
146		0.04	0.05	-0.22	0.41	0.04	0.41	0.02	0.05	0.68	2.10	-0.41	0.11
147		-0.18	-0.07	0.34	0.02	-0.12	0.21	0.02	-0.57	0.13	-0.03	-0.15	-0.08
148		0.26	0.05	0.32	0.06	-1.64	2.33	1.43	0.05	-0.99	-0.68	0.36	0.30
149		-0.18	0.05	0.05	0.06	0.48	0.21	-0.64	-0.21	-0.04	-0.03	1.58	-0.11
150		0.26	-0.07	-0.59	1.45	0.04	0.21	0.07	-0.08	-0.04	-0.18	-0.15	0.08
151		0.26	-1.36	-0.90	-0.38	0.34	0.01	-0.03	-0.08	0.30	-0.19	-0.85	0.23
152		-1.61	-1.36	0.42	-1.33	0.48	0.72	-0.35	-0.24	0.15	0.93	-0.24	-0.30
153		-0.88	-0.41	0.42	0.02	1.10	-0.03	-0.08	-0.08	0.34	-0.68	0.97	0.44
154		-0.18	-0.07	0.42	0.41	0.19	-0.19	0.02	1.23	0.13	-0.03	0.45	0.27
155		-0.88	-0.41	-0.90	0.58	-0.14	-0.03	-0.35	0.41	0.15	0.93	-0.24	-0.18
156		0.26	-0.67	-0.35	0.06	0.22	0.21	0.39	0.05	-0.23	-0.03	0.36	0.01
157		-0.88	-1.36	0.42	-0.38	0.48	-0.77	-0.35	-3.36	0.71	-0.68	-1.46	-0.93
158		1.35	-0.87	1.42	-0.38	3.84	-0.06	0.58	-0.80	0.53	0.42	3.72	1.99
159		0.04	1.69	-0.08	-0.07	0.04	-0.39	1.43	-0.08	0.13	-0.36	0.36	-0.08
160		0.59	0.54	-0.24	1.18	-0.50	-0.06	-1.10	0.90	-0.97	-1.50	0.88	0.16
161		1.32	0.54	1.08	1.53	-0.32	2.21	0.58	0.90	1.64	0.12	0.97	1.57
162		0.04	-0.18	2.20	-0.38	-0.77	0.01	-0.08	-0.21	0.71	0.93	1.58	-0.18
163		0.26	0.05	-1.51	0.02	0.19	1.18	0.02	0.17	-0.22	0.14	-0.41	0.08
164		-0.18	0.05	0.05	-0.63	-1.64	-0.39	1.43	-0.33	-0.23	-0.18	-0.41	-1.42
165		0.04	0.16	-1.51	0.41	0.19	0.21	1.43	1.23	-0.23	0.96	-0.67	1.02
166		-0.18	-0.67	-0.22	-0.63	1.14	-0.39	-0.03	-0.21	-0.23	-0.18	0.97	-0.27
167		1.35	5.19	0.42	0.58	-1.72	-0.06	-0.72	-0.24	0.34	0.12	0.88	1.00
168		0.26	-0.07	0.18	0.02	0.19	0.01	0.07	0.05	0.15	0.14	0.36	0.23
169		-0.33	-2.88	0.92	2.49	1.07	0.72	-1.10	1.39	2.57	5.92	-0.94	1.84
170		0.04	0.05	0.42	0.02	-0.12	-0.19	-0.03	0.17	-2.06	-1.31	-0.15	-0.11
171		-2.12	-0.67	-0.59	-1.67	-2.57	-1.10	-0.64	0.33	1.59	-0.18	-0.67	-1.42
172		-1.61	-0.41	-1.99	-0.77	-3.12	-3.44	-0.35	-3.36	-2.28	-3.28	-2.06	-4.61
173		-0.14	1.49	3.83	-0.03	0.48	0.21	-0.03	1.06	0.34	-3.28	0.36	0.44
174		-0.94	0.51	-0.08	-0.63	1.14	0.04	-1.68	-0.57	-1.14	-0.18	0.45	-0.67
175		-0.14	1.49	-0.08	1.18	0.48	-0.77	1.19	-0.24	-0.42	2.05	-0.85	0.20
176		1.32	0.54	0.42	-0.38	1.10	-0.77	0.58	1.06	0.15	0.12	0.36	0.82
177		3.04	3.17	-0.24	1.18	-0.77	-0.03	0.58	2.32	-0.97	-0.03	0.36	0.57
178		-0.40	-0.07	-0.35	-0.07	0.48	-0.19	-0.08	0.05	-0.22	-0.19	0.10	-0.36
179		1.41	0.51	2.20	1.45	1.14	2.33	-0.64	2.13	0.68	-0.18	1.57	2.33
180		1.32	0.05	-0.24	-0.77	1.07	-0.06	-1.10	2.32	1.64	0.12	-2.06	0.72
181		-0.40	-0.07	0.18	0.41	0.19	-0.19	0.39	-0.08	0.30	0.14	-1.78	-0.05
182		0.04	0.51	0.18	1.45	-0.71	0.21	0.39	0.33	1.59	0.14	0.10	1.58
183		1.41	1.69	1.27	0.41	1.14	0.04	-0.64	0.17	1.59	-0.18	-0.15	1.39
184		-0.14	0.54	-0.22	1.18	1.67	-1.75	1.19	-2.99	2.95	-0.03	-1.78	-1.04
185		-0.18	1.69	2.20	1.45	1.14	0.04	-1.68	1.23	1.59	0.96	0.45	1.58
186		0.23	0.51	-1.51	0.41	1.14	0.04	0.39	-1.47	-0.04	-0.18	0.45	-0.11
187		-0.94	-0.67	-0.22	-0.03	-1.64	0.21	0.07	0.05	0.13	-1.31	-0.41	-0.14
188		0.23	0.05	0.32	0.06	0.19	0.21	1.43	0.17	-0.42	0.12	-0.24	-1.30

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TOTAL SAMPLE

Calculation of r .

	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	IMP	CON	TOT
189	-0.94	-1.86	-1.51	-1.67	-1.64	-2.25	-1.68	-2.37	-2.06	-2.45	-1.78	-3.67
190	-0.14	0.54	0.05	0.41	0.19	0.04	-0.64	0.05	0.13	-0.68	0.36	-0.30
191	-0.18	0.05	0.34	-0.03	1.14	0.01	-0.08	-0.08	-0.04	-1.31	-0.15	-0.11
192	-2.12	0.05	0.34	-1.67	-0.71	-0.19	-0.64	-0.08	-0.22	-0.03	0.45	-1.23
193	-0.18	-0.07	0.05	0.02	-0.71	-0.19	-0.03	-0.08	0.68	0.96	0.36	-0.11
194	-0.18	0.05	0.18	-0.03	0.48	0.41	0.58	1.06	1.28	-0.68	-0.15	0.32
195	0.49	-1.36	-0.08	0.02	0.04	1.18	0.39	0.05	1.28	0.14	1.57	0.17
196	0.59	-1.36	-0.24	1.53	0.04	1.46	-0.08	0.41	1.28	-0.36	-0.85	0.94
197	1.41	-0.67	-0.59	0.41	1.14	1.18	0.39	0.33	-0.23	0.96	0.45	0.83
198	-0.88	-0.07	-0.24	-0.03	-0.12	-0.19	-0.03	-0.08	0.15	0.93	0.10	-0.14
199	-0.88	0.05	-0.24	0.58	-0.14	0.21	0.02	0.30	-0.42	0.12	0.36	-0.68
200	2.58	-0.67	-0.59	-1.67	-1.64	1.18	-0.64	2.13	-1.14	0.96	1.57	0.27
201	0.04	-0.07	-0.08	-0.03	0.04	-0.39	-0.03	0.17	-0.22	-0.03	-0.15	-0.14
202	0.04	-0.18	0.34	-1.33	0.04	0.21	0.58	0.17	-0.99	0.14	0.10	0.17
203	1.41	-0.67	0.34	0.41	0.22	-0.19	-0.64	1.23	-0.23	-0.18	0.45	0.04
204	2.58	0.51	0.34	0.41	-0.71	-0.19	1.43	-2.37	-0.23	-1.31	0.45	-0.11
205	0.59	-0.41	0.18	-0.38	-0.77	0.21	0.58	0.17	-0.42	0.12	-0.41	-0.43
206	-0.33	-2.88	2.37	1.53	2.47	3.32	-0.72	-1.94	4.62	0.42	6.05	3.74
207	0.04	1.69	0.34	1.45	0.04	-1.10	0.39	-0.21	-0.04	0.12	-0.15	0.01
208	-0.14	-0.41	0.42	-0.38	0.48	0.21	-0.35	0.41	0.15	0.93	-0.15	0.20
209	0.59	0.54	0.42	0.58	1.10	-0.03	0.58	1.06	0.71	0.93	-0.24	1.07
210	-0.88	-1.36	0.42	-1.33	-0.14	0.72	0.58	1.70	1.64	0.12	-0.85	0.07
211	-0.18	-0.18	-0.08	0.06	-1.64	0.21	-0.13	0.05	-0.04	-0.36	0.10	-0.21
212	0.59	-0.07	0.42	-0.77	1.07	0.72	-0.35	0.41	0.15	0.31	-0.85	0.07
213	-0.14	-0.07	0.42	-0.63	1.72	-1.10	1.43	-0.24	1.59	0.12	0.10	-0.05
214	-0.14	-1.36	-0.54	-0.38	-0.32	-0.39	-0.03	0.41	0.34	2.05	-0.24	0.20
215	0.23	-0.67	2.20	1.45	2.07	-0.19	0.02	-2.37	1.59	-0.18	-0.67	0.64
216	0.04	-0.30	0.34	-0.38	-0.14	0.72	0.02	-0.24	-0.04	0.14	-0.15	0.20
217	-0.88	-0.41	0.42	-0.03	1.10	-0.03	0.58	0.41	0.15	1.73	0.88	0.69
218	-0.88	-0.07	1.08	-0.38	1.10	-0.03	-0.35	-1.53	0.15	0.93	-0.66	0.44
219	0.04	-0.07	-0.22	-0.03	-0.14	-0.03	-0.03	0.05	-0.04	0.12	0.97	-0.14
220	-0.88	2.45	-0.24	-0.38	0.04	0.01	0.07	-1.53	-0.04	0.14	-0.24	0.14
221	0.59	0.54	-0.24	0.58	-0.14	0.72	0.02	-0.24	0.15	0.12	0.36	0.32
222	-0.18	-3.04	0.18	0.41	-0.12	-0.19	-1.68	-0.33	-0.99	-0.36	0.10	-0.24
223	-0.88	-0.18	0.05	-0.63	0.22	0.04	0.02	-0.21	1.28	2.10	0.36	-0.11
224	0.59	-0.87	-0.90	-0.77	-1.72	-0.03	1.19	-0.24	-0.99	-1.49	-0.24	-0.80
225	-0.14	0.05	-0.90	0.06	-0.71	0.04	0.07	-0.21	0.13	-0.03	0.36	0.46
226	1.41	-0.67	0.34	0.41	-0.27	0.04	0.02	2.13	0.30	0.31	0.45	0.20
227	0.26	0.51	0.05	0.41	1.14	0.21	0.39	0.17	-0.04	0.96	0.10	1.39
228	0.59	1.49	-0.24	-0.03	1.10	-0.03	-0.35	0.05	1.85	-0.68	-0.15	0.82
229	-0.40	-0.18	-1.51	-0.63	0.48	0.21	-0.08	-0.57	-0.23	-0.18	0.10	-0.24
230	0.26	0.05	-0.08	0.02	0.04	-0.77	0.07	0.05	-0.99	0.14	0.10	0.23
231	-0.14	1.49	0.42	-1.33	-0.32	-0.19	1.51	-0.24	-0.42	-0.03	0.36	0.32
232	0.49	-0.18	-0.59	0.02	-0.12	0.01	-0.64	0.33	-0.04	-0.03	-0.15	-0.05
233	0.04	0.16	-0.08	-0.63	0.22	0.01	0.39	-0.21	-0.04	0.31	-0.15	0.01
	0.00	0.01	0.02	0.03	0.10	0.08	0.04	0.03	0.18	0.09	0.07	0.10

Count = 233
 r @ .05 = .13

ELEMENTARY TEACHERS

Demographics Race: 1-Minorities, 2-Caucasian

Sex-M or F

Age: 1-21-30, 2-31-40, 3-41-50, 4-5---+

Principal's Response ---

Urban Teacher Preceiver Interview Guide+++++

	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Imp	Imp	Con	Con	Tot	Tot	
	---P	---U	++P	---U	++P	---U	++P	---U	++P	---U	++P	---U	++P	---U	++P	---U	++P	---U	++P	---U	++P	---U	++P	---U	++P
1	5	3	5	5	5	3	5	4	5	3	5	2	5	4	5	4	5	3	5	3	5	5	5	39	
2	3	1	3	4	2	4	4	2	5	2	4	2	4	2	4	2	2	1	2	3	2	4	3	27	
3	3	2	4	4	3	4	3	5	4	2	4	3	4	4	3	3	3	5	5	4	3	3	4	39	
4	5	2	5	5	5	1	5	5	5	4	5	2	5	3	5	3	5	3	5	2	5	3	5	33	
5	5	3	5	1	5	5	5	4	4	3	4	3	5	4	5	4	5	3	4	5	4	4	4	39	
6	2	2	3	4	2	5	3	3	2	3	2	3	2	5	3	2	3	5	3	4	2	2	2	38	
7	5	2	5	4	4	3	5	4	5	5	4	3	5	5	5	2	4	3	5	3	5	2	5	36	
8	1	1	1	3	1	4	1	4	3	3	1	3	1	4	1	3	1	2	1	2	1	4	1	33	
9	5	5	5	3	4	3	4	4	4	5	4	3	4	5	4	5	5	5	4	5	4	4	4	47	
10	4	1	5	4	4	0	5	4	5	2	4	1	5	3	4	2	5	5	5	3	4	1	5	26	
11	5	5	5	5	5	4	5	4	5	4	5	3	5	4	5	5	5	5	5	4	5	4	5	47	
12	4	3	4	5	5	3	4	5	4	5	4	4	4	2	5	2	5	4	5	4	4	3	4	40	
13	4	2	4	4	5	2	4	4	4	2	3	2	4	4	4	1	5	1	5	4	4	3	4	29	
14	3	2	3	5	3	5	4	4	4	4	5	4	5	4	4	1	3	3	3	4	3	1	3	37	
15	5	3	5	3	4	2	4	3	5	2	4	1	5	3	5	2	4	4	4	3	4	2	5	28	
16	5	1	4	2	5	3	5	4	4	3	5	2	5	3	5	1	4	1	5	2	5	3	5	25	
17	4	3	5	3	4	3	5	3	5	3	5	3	5	4	5	1	5	3	5	3	5	3	5	32	
18	5	4	5	4	5	5	5	5	5	3	5	5	5	5	5	4	5	5	5	4	5	3	5	47	
19	4	3	4	5	5	3	5	5	5	4	3	3	4	4	5	2	5	3	5	3	4	3	4	38	
20	4	2	4	3	4	3	3	3	4	2	3	2	3	3	3	3	4	2	4	3	3	1	4	27	
21	4	2	4	3	4	1	3	3	2	4	2	3	3	4	3	2	3	2	4	4	3	3	3	31	
22	4	4	4	5	4	4	5	4	4	3	4	4	5	5	4	2	4	4	4	4	4	5	4	44	
23	5	2	5	3	5	3	5	3	5	5	5	3	5	3	5	2	5	4	5	4	5	3	5	35	
24	5	2	5	3	4	1	5	3	5	3	5	3	5	5	5	1	5	4	4	3	4	3	5	31	
25	5	3	5	3	5	3	5	4	5	5	5	4	5	4	5	3	5	5	5	3	5	4	5	41	
26	4	4	4	3	3	4	4	4	4	5	4	3	4	5	3	3	4	5	4	4	4	4	4	44	
27	5	1	4	4	5	2	5	3	5	2	5	1	4	1	4	1	5	2	5	3	4	4	4	24	
28	4	5	4	5	4	2	4	5	4	5	4	4	4	5	4	4	4	5	4	3	4	4	4	47	
29	2	2	2	2	1	3	3	4	2	3	3	1	2	3	3	2	1	2	1	2	2	3	2	28	
30	4	3	5	4	4	3	5	2	4	2	4	1	5	4	5	3	3	3	4	3	4	1	4	29	
31	4	1	4	3	5	1	4	5	5	2	4	3	4	3	5	4	5	4	5	3	5	1	5	30	
32	4	1	4	2	4	2	5	4	5	5	4	5	5	2	5	3	5	5	5	4	4	2	5	35	
33	3	5	4	5	3	3	3	5	2	4	3	4	2	4	3	4	4	5	4	2	3	2	3	43	
34	2	2	3	4	1	3	3	1	1	1	2	3	1	3	2	0	2	1	3	2	2	2	1	22	
35	5	2	5	3	5	3	4	3	4	4	5	2	4	4	5	3	4	4	4	2	5	3	4	33	
36	2	2	3	2	2	3	3	3	2	3	3	1	2	4	3	3	3	4	3	3	3	3	2	31	
37	3	2	3	2	3	4	3	4	3	4	3	3	3	4	3	2	3	2	3	2	3	3	3	32	
38	3	3	3	5	3	3	3	5	3	5	3	4	4	4	3	4	4	5	4	4	3	5	3	47	
39	5	5	5	5	5	3	5	5	5	4	5	4	5	4	5	4	5	2	5	5	5	4	5	45	
40	3	4	2	4	2	4	2	4	3	3	2	3	2	4	2	3	2	2	3	5	2	2	2	38	

ELEMENTARY TEACHERS

Demographics Race: 1-Minorities, 2-Caucasian

Sex-M or F

Age: 1-21-30, 2-31-40, 3-41-50, 4-5---+

Principal's Response ---

Urban Teacher Preceiver Interview Guide+++++

m	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Inc	Inc	Con	Con	Tot	Tot
***	p=	U++	p=	U++	p=	U++	p=	U++	p=	U++	p=	U++	p=	U++	p=	U++	p=	U++	p=	U++	p=	U++	p=	U++
41	3	3	3	5	3	1	5	3	4	4	4	3	5	4	4	3	4	3	3	4	3	2	3	35
42	3	5	3	5	3	5	3	4	3	2	3	4	3	4	3	3	3	5	3	5	3	4	3	46
43	3	3	3	4	3	4	3	4	3	3	2	2	4	2	3	1	3	4	3	4	3	3	3	34
44	4	4	4	5	4	5	4	5	4	4	4	3	4	5	4	5	5	5	5	5	4	4	4	50
45	3	4	3	3	3	3	4	4	3	3	4	1	3	4	3	0	4	2	3	3	3	4	3	31
46	4	2	4	3	4	1	4	2	3	2	4	4	4	4	4	5	2	5	3	2	3	2	3	32
47	3	3	3	3	3	3	3	5	3	4	3	4	3	3	3	3	4	5	3	4	4	4	3	41
48	5	2	5	5	5	3	5	4	5	5	5	5	5	4	5	2	5	3	5	5	5	5	5	43
49	4	2	4	3	3	3	4	5	4	5	4	4	5	3	5	4	5	4	5	2	4	3	4	38
50	4	4	4	5	3	4	4	5	4	4	4	3	4	4	3	3	3	4	3	4	3	3	4	43
51	4	3	5	5	4	5	3	4	4	4	4	2	5	3	5	4	4	4	4	4	5	4	4	42
52	5	4	5	4	5	4	5	4	5	5	5	4	5	4	5	5	5	5	5	4	5	4	5	47
53	4	2	4	3	5	4	5	4	3	3	3	4	4	4	4	3	5	4	4	4	4	2	5	37
54	5	2	5	5	5	2	5	5	5	3	5	4	5	4	5	3	5	4	4	4	5	3	5	39
55	3	3	4	5	4	1	3	4	4	3	3	4	3	3	4	1	3	2	2	2	3	2	3	30
56	3	3	3	4	4	1	4	4	4	3	3	3	4	3	4	2	3	1	3	2	4	1	4	27
57	3	1	3	3	3	2	3	5	3	3	3	1	3	2	3	1	3	2	3	4	3	1	3	25
58	3	4	4	4	4	3	4	2	4	1	4	3	5	3	3	3	5	2	3	4	3	3	4	32
59	4	3	5	4	4	3	5	4	4	4	5	4	5	4	5	3	4	5	4	3	4	1	4	38
60	5	4	5	3	5	3	5	3	5	0	5	1	5	4	5	0	5	3	5	2	4	3	5	26
61	4	2	4	5	3	5	5	4	5	4	4	5	5	5	4	1	5	5	5	4	4	2	4	42
62	4	2	4	3	5	3	4	4	4	2	4	4	4	4	5	2	4	4	4	3	4	2	4	31
63	4	4	4	4	4	5	4	5	5	1	5	5	5	5	4	3	3	5	3	4	3	2	4	43
64	3	4	3	4	3	4	3	3	3	3	3	3	3	4	3	2	3	3	3	2	3	3	3	35
65	4	4	5	3	4	0	4	5	5	3	4	4	5	4	4	3	5	3	4	3	3	2	4	34
66	2	2	2	4	1	2	3	4	1	1	2	3	3	3	1	3	1	3	1	3	1	1	1	29
67	4	3	4	2	5	5	3	4	3	4	4	3	4	2	4	1	3	2	3	2	3	0	4	28
68	4	2	5	3	4	1	5	3	5	4	4	1	4	3	4	1	5	3	5	3	3	1	4	25
69	4	4	4	3	4	4	4	4	4	4	4	3	4	5	4	3	3	3	4	4	4	4	4	41
70	2	3	2	5	2	2	3	1	2	2	3	2	1	4	1	2	1	2	1	1	1	3	2	27
71	3	3	3	2	2	0	4	3	3	2	4	4	4	3	3	1	2	3	2	5	4	4	3	30
72	3	5	3	4	2	4	2	4	2	5	2	5	3	4	2	5	2	5	2	5	2	4	2	50
73	5	2	5	4	4	2	5	3	5	4	5	3	5	2	5	2	5	2	5	3	5	3	5	30
74	3	3	3	2	4	2	2	3	3	2	3	4	2	3	3	3	3	4	2	2	3	4	3	32
75	3	1	3	3	3	2	3	4	3	1	3	4	3	3	3	1	3	3	3	3	3	2	3	27
76	2	1	2	2	3	3	2	3	3	4	3	3	3	3	2	1	2	4	4	3	3	2	3	29
77	4	1	4	3	4	4	5	4	4	4	4	2	5	4	4	2	4	5	4	4	5	1	4	32
78	4	3	5	4	4	4	5	5	5	2	4	4	5	4	5	3	5	5	4	4	4	3	5	42
79	5	4	5	5	5	4	5	4	5	4	5	3	5	3	4	4	5	5	5	3	4	2	5	41
80	4	2	5	5	5	5	5	5	5	4	5	3	5	2	5	4	5	5	5	4	5	3	5	42

ELEMENTARY TEACHERS

Demographics Race: 1-Minorities, 2-Caucasian

Sex=M or F

Age: 1-21-30, 2-31-40, 3-41-50, 4-5--+

Principal's Response ---

Urban Teacher Preceiver Interview Guide++++

Principal Interview Guide																									
Urban Teacher Preceiver Interview Guide																									
	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Inc	Inc	Con	Con	Tot	Tot	
m	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Inc	Inc	Con	Con	Tot	Tot	
61	5	3	4	4	4	5	4	5	4	4	4	4	5	5	4	4	3	4	3	3	3	3	44		
62	5	3	5	4	5	1	5	4	5	4	5	3	5	3	4	3	4	4	3	4	3	2	3	36	
63	3	3	3	3	4	3	5	4	4	4	5	3	5	3	4	3	4	4	3	5	2	4	2	4	30
64	4	2	4	4	5	3	4	3	5	4	4	3	4	2	4	2	5	4	5	4	4	4	5	33	
65	4	2	4	3	4	3	4	4	5	2	4	2	4	3	4	2	5	5	2	5	4	5	4	5	35
66	5	5	5	3	5	2	5	2	5	1	5	4	5	3	5	5	0	5	3	5	2	5	3	5	33
67	5	5	5	4	5	3	5	4	5	2	4	2	5	5	5	0	5	3	5	2	5	3	5	32	
68	3	3	3	4	3	2	3	4	3	2	4	4	3	4	3	2	3	3	4	5	3	4	3	33	
69	3	2	4	3	3	2	2	4	2	2	3	2	3	4	3	2	3	3	4	5	3	4	3	33	
90	3	4	3	5	3	2	3	5	3	3	3	2	3	3	3	0	2	2	3	3	3	3	3	32	
91	3	3	3	5	2	3	3	4	2	3	4	1	4	3	3	2	2	3	2	2	3	3	5	2	37
92	5	3	5	3	5	5	5	5	5	5	5	4	2	4	4	5	0	5	5	5	3	5	2	4	26
93	4	2	5	1	4	4	5	4	4	2	4	2	5	2	4	0	3	5	4	1	4	3	4	30	
94	3	4	4	2	4	3	5	3	5	3	5	3	4	4	4	1	3	3	5	3	5	3	3	40	
95	3	2	2	4	3	4	2	4	2	4	3	3	2	3	3	3	3	5	4	5	5	3	4	40	
96	5	4	5	3	5	3	5	4	4	1	5	3	4	4	5	5	4	4	3	5	4	4	3	5	41
97	4	4	5	4	4	3	5	4	5	4	4	4	5	4	4	4	4	3	5	4	4	3	4	26	
98	4	1	4	2	5	1	5	3	3	2	4	4	4	2	5	2	5	3	4	3	4	3	4	32	
99	4	5	4	2	5	2	4	4	4	2	4	3	5	3	5	3	4	3	4	3	4	2	4	34	
100	4	3	4	5	4	2	5	3	5	3	4	3	5	4	4	1	4	3	4	5	4	2	4	34	

ELEMENTARY TEACHERS Means and Standard Deviations

M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
4	3	4	4	4	3	4	4	4	3	4	3	4	4	4	2	4	3	4	3	4	3	4	3	5
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	7

Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Inc	Inc	Con	Con	Tot	Tot
P--	U++	P--	U++	P--	U++	P--	U++	P--	U++	P--	U++	P--	U++	P--	U++	P--	U++	P--	U++	P--	U++	P--	U++
ELEMENTARY TEACHERS																							
M	H	M	H	M	H	M	H	M	H	M	H	M	H	M	H	M	H	M	H	M	H	M	H
3.82	2.84	3.97	3.65	3.82	2.97	4.04	3.85	3.92	3.18	3.88	3.01	4.05	3.60	3.94	2.48	3.83	3.49	3.88	3.37	3.71	2.82	3.83	35.23
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
0.94	1.16	0.95	1.05	1.09	1.27	1.00	0.90	1.07	1.19	0.92	1.06	1.07	0.89	1.03	1.34	1.15	1.24	1.10	1.02	0.99	1.07	1.02	6.69

ELEMENTARY TEACHERS

Calculation of r

Calculation of r

I Where $r = \frac{\sum(z \text{ of } X \text{ times } z \text{ of } Y)}{(n)}$
t $z \text{ of } X = (X - mX)/sX$ and $z \text{ of } Y = (Y - mY)/sY$. n = number of items.
e

m	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
1	0.17	1.39	0.03	0.16	-0.15	-1.16	0.40	1.17	-0.40	-0.37	2.65	0.65
2	1.38	-0.34	-1.35	0.08	-1.00	-0.12	0.08	-0.02	3.20	0.62	-1.90	1.00
3	0.63	0.01	-0.61	-1.33	-0.07	0.00	-0.02	-0.35	-0.88	0.63	-0.12	0.09
4	-0.91	1.39	-1.68	1.23	0.70	-1.16	-0.60	0.40	-0.40	-1.37	0.22	-0.38
5	0.17	-2.74	1.73	0.16	-0.01	0.00	0.40	1.17	-0.40	0.17	0.32	0.09
6	1.40	-0.34	-2.67	0.98	0.27	0.02	-3.01	0.33	-0.88	-0.49	1.32	-0.74
7	-0.91	0.36	0.00	0.16	1.54	0.00	1.40	-0.37	-0.06	-0.37	-1.00	0.13
8	4.76	1.94	-2.10	-0.51	0.13	0.03	-1.28	-1.11	2.96	3.52	-3.02	0.92
9	2.34	-0.67	0.00	-0.01	0.11	0.00	-0.07	0.11	1.24	0.17	0.32	0.29
10	-0.30	0.36	-0.39	0.16	-1.00	-0.25	-0.60	-0.02	1.24	-0.37	-0.50	-1.58
11	2.34	1.39	0.88	0.16	0.70	-0.01	0.40	1.94	1.24	0.63	1.44	2.02
12	0.03	0.04	0.03	-0.05	0.11	0.12	0.08	-0.37	0.42	0.63	0.05	0.12
13	-0.14	0.01	-0.83	-0.01	-0.07	0.91	-0.02	-0.06	-2.04	0.63	0.05	-0.16
14	0.63	-1.31	-1.20	-0.01	0.05	1.14	0.40	-0.06	0.29	-0.49	1.22	-0.22
15	0.17	-0.67	-0.13	0.04	-1.00	-0.25	-0.60	-0.37	0.06	-0.04	-0.22	-1.24
16	-1.99	-0.05	0.03	0.16	-0.01	-1.16	-0.60	-1.14	-0.30	-1.37	0.22	-1.75
17	0.03	-0.67	0.00	-0.91	-0.15	-0.01	0.40	-1.14	-0.40	-0.37	0.22	-0.55
18	1.26	0.36	1.73	1.23	-0.15	2.29	1.40	1.17	1.24	0.63	0.22	2.02
19	0.03	0.04	0.03	1.23	0.70	0.01	-0.02	-0.37	-0.40	-0.37	0.05	0.07
20	-0.14	-0.02	0.00	0.98	-0.07	0.91	0.66	-0.35	-0.18	-0.04	1.22	-0.21
21	-0.14	-0.02	-0.26	0.98	-1.24	0.02	-0.44	0.33	0.87	0.07	-0.12	0.51
22	0.19	0.04	0.13	0.16	-0.01	0.12	1.40	-0.02	0.06	0.07	0.60	0.22
23	-0.91	-0.67	0.03	-0.91	1.54	-0.01	-0.60	-0.37	0.42	0.63	0.22	-0.04
24	-0.91	-0.67	-0.26	-0.91	-0.15	-0.01	1.40	-1.14	0.42	-0.04	0.05	-0.73
25	0.17	-0.67	0.03	0.16	1.54	1.14	0.40	0.40	1.24	-0.37	1.44	0.99
26	0.19	-0.02	-0.61	-0.01	0.11	0.00	-0.07	-0.35	0.18	0.07	0.32	0.22
27	-1.99	0.01	-0.83	-0.91	-1.00	-2.31	0.14	-0.06	-1.22	-0.37	0.32	-0.28
28	0.36	0.04	-0.13	-0.05	0.11	0.12	-0.07	0.07	0.18	-0.04	0.32	0.29
29	1.40	3.26	-0.06	-0.17	0.27	1.81	1.29	0.33	2.96	3.52	-0.29	1.94
30	0.03	0.36	0.00	-1.97	-0.07	-0.25	0.40	0.40	0.29	-0.04	-0.50	-0.16
31	-0.30	-0.02	-1.68	-0.05	-1.00	0.00	0.03	1.17	0.42	-0.37	-2.22	-0.90
32	-0.30	-0.05	-0.13	0.16	1.54	0.24	-1.60	0.40	1.24	0.63	-0.22	-0.04
33	-1.62	0.04	-0.02	-1.33	-1.24	-0.89	-0.86	-1.04	0.18	-0.15	0.55	-0.95
34	1.40	-0.34	-0.06	3.29	5.00	0.02	1.92	3.49	3.20	1.07	1.32	5.49
35	-0.91	-0.67	0.03	0.04	0.05	-1.16	-0.02	0.40	0.06	-0.15	0.22	-0.06
36	1.40	1.60	-0.04	0.98	0.27	1.81	-0.86	-0.35	-0.30	0.29	-0.12	1.13
37	0.63	1.60	-0.61	-0.17	-0.59	0.01	-0.44	0.33	0.87	1.07	-0.12	0.39
38	-0.12	-1.31	-0.02	-1.33	-1.32	-0.89	-0.02	-1.04	0.18	0.07	-1.46	-1.43
39	2.34	1.39	0.03	1.23	0.70	1.14	0.40	1.17	-1.22	1.63	1.44	1.68
40	-0.87	-0.69	-1.35	-0.34	0.13	0.02	-0.86	-0.73	1.91	-1.28	1.32	-0.74
41	-0.12	-1.31	1.17	-0.91	0.05	0.00	0.40	0.02	-0.06	-0.49	0.55	0.03

ELEMENTARY TEACHERS

Calculation of r

Calculation of r

I Where $r = \frac{\sum(z \text{ of } X \text{ times } z \text{ of } Y)}{(n)}$
t $z \text{ of } X = (X - mX)/sX$ and $z \text{ of } Y = (Y - mY)/sY$. n = number of items.
e

m	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
42	-1.62	-1.31	-1.20	-0.17	0.85	-0.89	-0.44	-0.35	-0.88	-1.28	-0.79	-1.31
43	-0.12	-0.34	-0.61	-0.17	0.13	1.95	0.08	1.01	-0.30	-0.49	-0.12	0.15
44	0.19	0.04	0.26	-0.05	0.05	0.00	-0.07	0.11	1.24	1.63	0.32	0.37
45	-0.87	0.63	-0.02	-0.01	0.13	-0.25	-0.44	1.69	-0.18	0.29	-0.79	0.51
46	-0.14	-0.02	-0.26	0.08	0.85	0.12	-0.02	0.11	-1.94	1.07	0.55	0.39
47	-0.12	0.63	-0.02	-1.33	-0.59	-0.89	0.66	-0.35	0.18	-0.49	0.32	-0.70
48	-0.91	1.39	0.03	0.16	1.54	2.29	0.40	-0.37	-0.40	1.63	2.65	1.33
49	-0.14	-0.02	-0.02	-0.05	0.11	0.12	-0.60	1.17	0.42	-1.37	0.05	0.07
50	0.19	0.04	-0.61	-0.05	0.05	0.00	-0.02	-0.35	-0.30	-0.49	-0.12	0.19
51	0.03	1.39	0.26	-0.17	0.05	-0.12	-0.60	1.17	0.06	0.07	1.44	0.17
52	1.26	0.36	0.88	0.16	1.54	1.14	0.40	1.94	1.24	0.63	1.44	2.02
53	-0.14	-0.02	0.88	0.16	0.13	-0.89	-0.02	0.02	0.42	0.07	-0.22	0.30
54	-0.91	1.39	-0.83	1.23	-0.15	1.14	0.40	0.40	0.42	0.07	0.22	0.65
55	-0.12	0.04	-0.26	-0.17	-0.01	-0.89	0.66	-0.06	0.87	2.30	0.55	0.64
56	-0.12	-0.34	-0.26	-0.01	-0.01	0.01	0.03	-0.02	1.45	1.07	-0.50	-0.21
57	1.38	0.63	0.57	-1.33	0.13	1.81	1.76	1.01	0.87	-0.49	1.22	1.24
58	-0.87	0.01	0.00	0.08	-0.14	0.00	-0.60	-0.35	-1.22	-0.49	-0.12	-0.08
59	0.03	0.36	0.00	0.16	0.05	1.14	0.40	0.40	0.18	-0.04	-0.50	0.07
60	1.26	-0.67	0.03	-0.91	-2.70	-2.31	0.40	-1.90	-0.40	-1.37	0.05	-1.58
61	-0.14	0.04	-1.20	0.16	0.70	0.24	1.40	-0.06	1.24	0.63	-0.22	0.17
62	-0.14	-0.02	0.03	-0.01	-0.07	0.12	-0.02	-0.37	0.06	-0.04	-0.22	-0.11
63	0.19	0.01	0.26	-0.05	-1.85	2.29	1.40	0.02	-0.88	-0.49	0.55	0.19
64	-0.87	-0.34	-0.61	0.98	0.13	0.01	-0.44	0.33	0.29	1.07	-0.12	0.03
65	0.19	-0.67	-0.39	-0.05	-0.15	0.12	0.40	0.02	-0.40	-0.04	0.55	-0.03
66	1.40	-0.69	1.98	-0.17	5.00	0.02	0.66	-1.11	0.97	0.95	4.66	2.58
67	0.03	-0.05	1.73	-0.17	-0.59	0.00	0.08	-0.06	0.87	1.07	1.89	-0.18
68	-0.14	-0.67	-0.26	-0.91	0.70	-0.25	0.03	-0.06	-0.40	-0.37	1.22	-0.25
69	0.19	-0.02	0.13	-0.01	0.05	0.00	-0.07	0.02	0.29	0.07	0.32	0.14
70	-0.27	-2.67	1.28	3.29	1.78	0.91	-1.28	1.02	2.96	6.08	-0.46	2.21
71	-0.12	1.60	3.90	0.04	0.85	0.12	0.03	1.01	0.63	-2.73	0.32	0.64
72	-1.62	-0.34	-1.35	-0.34	-2.74	-3.84	-0.44	-3.54	-1.94	-2.73	-1.90	-3.96
73	-0.91	0.36	-0.13	-0.91	0.70	-0.01	-1.60	-0.37	-1.22	-0.37	0.22	-0.90
74	-0.12	1.60	-0.13	1.93	0.85	-0.89	1.29	-0.35	-0.30	2.30	-0.79	0.39
75	1.38	0.63	0.57	-0.17	1.58	-0.89	0.66	1.01	0.29	0.29	0.55	1.00
76	3.07	3.26	-0.02	1.93	-0.59	0.01	0.66	2.08	-0.65	-0.04	0.55	0.76
77	-0.30	-0.02	0.13	0.16	0.05	-0.12	0.40	-0.02	0.18	0.07	-2.22	-0.08
78	0.03	0.36	0.13	1.23	-1.00	0.12	0.40	0.40	1.24	0.07	0.05	1.16
79	1.26	1.39	0.88	0.16	0.70	-0.01	-0.60	0.07	1.24	-0.37	-0.22	0.99
80	-0.14	1.39	1.73	1.23	0.70	-0.01	-1.60	1.17	1.24	0.63	0.22	1.16
81	0.17	0.01	0.26	-0.05	0.05	0.12	1.40	0.07	-0.30	0.29	-0.12	-1.07
82	0.17	0.36	-1.68	0.16	0.70	-0.01	0.40	-1.14	-0.06	-0.37	0.22	-0.38

ELEMENTARY TEACHERS
Calculation of r

Calculation of r

I Where $r = \frac{\sum(z \text{ of } X \text{ times } z \text{ of } Y)}{(n)}$
t $z \text{ of } X = (X - mX)/sX$ and $z \text{ of } Y = (Y - mY)/sY$. $n = \text{number of items.}$
e

m	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	COM	TOT
83	-0.12	0.63	0.00	0.16	0.05	-0.01	-0.60	0.02	0.06	-0.49	0.55	-0.09
84	-0.14	0.01	0.03	0.04	0.70	0.00	0.08	-0.02	-0.06	-1.37	-0.22	-0.13
85	-0.14	-0.02	0.00	-0.01	-1.00	-0.12	0.03	-0.02	0.42	0.63	0.32	-0.38
86	2.34	-0.67	-0.83	-1.97	-1.85	1.14	-0.60	1.94	-1.22	0.63	1.44	-0.04
87	2.34	0.36	0.03	0.16	-1.00	-0.12	1.40	-1.90	-0.40	-1.37	0.22	-0.38
88	-0.12	-0.34	0.57	-0.17	0.85	0.12	-0.44	0.33	0.29	1.07	-0.22	0.39
89	0.63	-0.02	0.57	-0.34	1.78	0.91	-0.44	0.33	0.29	0.17	-0.79	0.27
90	-0.87	-1.31	0.57	-1.33	0.13	0.91	0.66	1.69	1.91	0.29	-0.79	0.27
91	-0.12	-1.31	-0.04	-0.17	0.27	-0.25	0.03	0.33	0.63	2.30	-0.12	0.39
92	0.17	-0.67	1.73	1.23	1.54	-0.12	-0.02	-1.90	1.24	-0.37	-1.00	0.30
93	-0.14	-2.74	0.13	0.16	-0.07	-0.12	-1.60	-0.11	-0.88	-0.25	0.05	-0.23
94	-0.87	-0.05	0.00	-0.91	-0.15	-0.01	-0.02	-0.06	1.45	1.63	0.55	-0.13
95	0.63	-0.69	-0.61	-0.34	-1.24	0.01	1.29	-0.35	-0.88	-1.28	-0.12	-0.58
96	1.26	-0.67	0.03	0.16	-0.14	-0.01	-0.02	1.94	0.18	0.17	0.22	0.12
97	0.19	0.36	0.00	0.16	0.70	0.12	0.40	0.07	-0.06	0.63	0.05	0.99
98	-0.30	-0.05	-1.68	-0.91	0.85	0.12	0.08	-0.37	-0.40	-0.37	0.05	-0.23
99	0.36	-0.05	-0.83	-0.01	-0.07	0.00	-0.60	0.40	-0.06	-0.04	-0.22	-0.08
100	0.03	0.04	-0.13	-0.91	-0.15	0.00	0.40	-0.06	-0.06	0.17	-0.22	-0.03
	0.18	0.05	-0.06	0.03	0.16	0.06	0.06	0.12	0.27	0.18	0.17	0.17
Count 100												$r = .05 = .20$

Demographics Sex=M or F Age: 1=21-30, 2=31-40,
Races: 1=Minorities 3=41-50, 4=51 or Above
2=Caucasian

e Principal's Response --

[illegible]118

Demographics Sex=M or F Age: 1=21-30, 2=31-40,
Race: 1=Minorities 3=41-50, 4=51 or Above
2=Caucasian

Count 61

61

[illegible]

Com	Com	Ded	Ind	Ind	Car	Inv	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Inc	Inc	Con	Tot	Tot
P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==
Middle School Teachers Means and Standard Deviation																		
61																		
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
3.6	2.7	3.7	3.6	2.4	3.6	2.6	3.6	2.9	3.8	3.7	3.5	2.7	3.6	2.9	3.6	3.0	3.6	2.4
3.6	2.7	3.7	3.6	2.4	3.6	2.6	3.6	2.9	3.8	3.7	3.5	2.7	3.6	2.9	3.6	3.0	3.6	2.4
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
1.0	1.1	0.9	1.2	1.1	1.1	1.2	1.1	1.1	1.2	1.1	1.1	1.2	1.1	1.1	1.0	0.9	1.1	1.0
1.2	1.1	1.1	1.1	1.1	1.2	1.1	1.1	1.1	1.2	1.1	1.1	1.2	1.1	1.1	1.0	0.9	1.1	1.0
5.7																		

I
t
e

MIDDLE SCHOOL
Calculation of r

m	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	COH	TOT
== ===	===	===	===	===	===	===	===	===	===	===	===	===
1	-2.10	-1.89	0.68	-0.47	-0.16	0.10	-0.64	0.39	1.21	-0.41	-0.57	-0.85
2	-0.16	-0.64	-1.63	-0.51	-0.20	0.96	-0.13	-0.27	-0.26	-0.41	0.74	-0.63
3	-0.71	-1.02	0.22	-2.39	-1.71	-1.46	-1.81	-0.51	-0.57	0.00	-0.81	-1.10
4	-0.24	0.11	-0.13	-0.47	-0.45	-0.32	-0.64	0.13	0.03	0.00	-0.17	-0.23
5	-0.71	0.40	0.77	0.74	1.85	0.46	0.26	-0.89	0.46	0.00	0.22	0.20
6	-0.59	-0.14	0.18	-0.51	0.45	0.03	-0.32	0.39	-0.97	-1.47	0.23	-0.29
7	0.10	0.11	0.49	-0.35	-0.16	-0.54	-0.78	-1.54	-2.78	0.00	-0.30	-2.15
8	0.37	0.53	-2.79	-1.76	-1.60	0.10	-0.64	-0.66	0.03	0.00	0.23	-1.27
9	-1.86	0.40	-0.86	-0.93	0.66	1.24	-0.46	-0.38	-0.15	1.70	-0.81	-0.70
10	0.45	0.11	0.49	-0.14	-0.16	-0.32	0.26	0.13	0.03	-0.41	-0.58	0.05
11	0.10	0.36	0.49	-0.35	0.13	-1.04	0.26	-0.27	-0.26	0.41	0.64	0.50
12	-0.59	0.53	0.68	-0.47	-1.60	0.10	0.33	-0.79	-3.16	0.00	-0.17	-1.27
13	1.00	-2.41	0.57	-0.35	-0.20	-0.04	-0.78	-0.13	-0.57	-0.64	-0.82	-1.42
14	0.37	1.74	-1.63	-0.14	0.45	0.38	0.33	0.39	-0.97	0.41	-0.57	0.39
15	-0.71	-0.31	-0.32	0.19	0.25	-0.54	0.96	0.26	-1.09	0.00	0.22	-0.08
16	0.10	0.11	0.49	-0.14	0.45	0.03	0.26	-0.27	-0.26	0.00	-0.17	0.11
17	-2.10	0.53	0.68	-1.76	0.13	2.49	0.33	0.39	0.12	1.47	-0.57	0.39
18	-5.35	0.94	0.92	-1.52	1.85	-0.18	1.40	1.93	1.17	-2.76	3.39	1.23
19	0.92	-0.31	0.22	0.74	0.25	-0.04	-0.20	0.13	-0.26	0.64	0.74	0.57
20	0.37	0.11	0.68	0.83	2.50	0.38	0.33	-0.27	0.32	-0.41	-0.57	1.01
21	0.45	-1.02	-0.86	-0.35	0.70	0.03	-0.13	-0.27	0.61	-0.41	-0.81	0.50
22	-0.71	-0.31	0.22	0.24	0.70	-0.04	-0.32	0.78	-0.15	-0.64	0.74	0.20
23	-0.71	-1.02	0.22	-0.35	0.25	-0.54	-0.20	-0.89	0.46	-0.64	-1.33	-0.82
24	-0.24	0.11	0.18	-0.47	-1.60	-0.67	1.29	-3.13	0.12	0.00	-0.58	-1.27
25	0.10	0.36	-1.63	0.83	0.41	0.38	1.29	1.56	0.12	1.47	-0.57	1.42
26	-0.87	-0.68	-0.43	-0.14	-1.60	0.38	0.26	0.13	0.32	-1.47	-0.58	-0.18
27	-2.10	0.11	0.68	-1.76	-0.57	-0.32	-0.64	-0.27	-0.26	0.00	0.76	-1.06
28	-0.24	0.11	0.49	-0.14	0.25	0.72	0.38	0.64	0.97	-0.64	-0.17	0.10
29	0.10	1.74	0.68	2.12	0.13	-1.10	0.33	-0.66	0.03	0.00	-0.17	0.11
30	0.38	0.40	0.22	0.19	0.70	-0.04	0.38	0.64	0.46	0.64	-0.30	0.66
31	-0.16	-0.14	0.22	-0.47	1.15	-1.10	1.29	0.39	2.31	0.00	0.23	-0.01
32	0.10	-0.14	-0.43	-0.14	-0.20	-0.04	-0.13	0.13	0.03	0.00	0.74	-0.18
33	-0.71	1.82	-0.32	-0.35	0.13	0.03	0.26	0.92	0.03	0.41	-0.30	0.33
34	0.38	0.40	-0.32	0.19	-0.20	0.46	0.07	-0.13	-0.06	0.00	0.22	0.10
35	1.63	2.61	1.97	5.61	-0.85	-0.18	3.53	1.93	-0.15	-1.70	-0.82	2.80
36	-0.16	-1.02	-0.82	0.74	-0.52	0.96	-0.46	-2.57	4.01	1.70	0.62	0.84
37	0.37	-0.68	-0.43	0.24	0.41	0.10	1.29	2.73	1.21	0.41	3.42	1.83
38	-0.24	0.36	-0.43	-0.35	0.25	0.46	0.07	-0.27	0.03	-0.41	-0.58	-0.23
39	0.92	0.11	0.77	0.74	0.13	0.46	0.96	0.26	-0.06	0.00	-0.30	-0.35
40	-0.71	1.11	-0.13	0.24	1.15	2.49	0.33	-0.27	0.03	0.00	0.23	-0.01
41	-0.16	-0.14	0.57	-0.93	-0.57	-0.04	-0.78	0.26	-0.06	0.00	0.22	0.01
42	-0.59	1.82	0.77	-0.35	0.41	0.96	0.07	-0.27	0.32	0.41	0.22	0.38
43	-0.24	0.11	-0.13	-0.89	-0.20	-0.67	0.38	0.13	0.03	-0.41	-0.58	-0.41
44	0.45	0.11	0.79	0.24	0.45	0.10	0.33	-1.96	-0.97	0.00	-0.57	0.59
45	-0.24	0.53	-0.47	0.83	0.45	0.10	-0.64	0.39	0.12	1.47	-0.57	0.18

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MIDDLE SCHOOL
Calculation of r

m	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
46	-0.87	-3.10	-2.79	0.83	1.48	-1.10	-0.64	1.56	0.12	1.47	-0.57	-0.65
47	-5.35	-2.41	-2.22	-1.52	-0.52	-2.81	-2.85	-1.54	-2.78	-1.29	-0.30	-3.85
48	0.45	0.40	0.22	0.62	1.48	0.03	0.07	-0.27	0.32	0.41	0.23	0.33
49	0.45	0.36	-0.13	0.24	0.41	0.03	-0.13	0.53	0.03	0.00	0.23	0.33
50	0.38	0.40	-0.32	0.52	-0.85	-0.11	-0.72	0.78	-1.46	-1.70	0.62	-0.21
51	0.92	0.11	-0.32	-0.93	0.66	-0.11	-0.72	1.93	1.17	0.00	-2.27	0.27
52	0.38	-1.02	-0.32	0.74	0.13	0.96	-0.32	0.26	0.97	-0.82	-0.81	0.57
53	1.00	-2.41	3.16	0.86	-0.85	2.59	-1.81	1.30	4.01	0.00	1.02	1.62
54	0.37	-1.89	0.68	0.83	-0.45	0.03	-1.60	0.39	-2.07	-4.41	-0.57	-1.66
55	-0.24	-0.14	0.22	-0.14	-0.57	-1.10	-0.32	-0.27	0.03	-0.41	0.22	-0.41
56	0.37	-3.10	0.68	2.12	-0.57	0.10	-0.64	-0.79	-0.97	0.00	0.76	-0.44
57	1.00	0.40	-0.82	-0.93	-0.85	-0.11	-0.20	-4.51	-0.23	0.00	-3.72	-1.18
58	-0.24	0.11	0.18	0.24	0.41	0.46	-0.51	0.13	-0.26	-0.41	0.22	-0.18
59	0.45	-0.39	0.18	0.24	-0.16	0.72	-0.32	0.53	0.32	0.00	0.23	0.22
60	1.61	-0.68	-0.47	0.83	1.48	1.29	0.33	0.39	0.12	1.47	0.76	1.21
61	0.38	-0.31	0.49	-0.35	-0.65	0.38	0.38	-0.51	-0.57	0.00	-0.58	-0.45

-0.22 -0.13 0.00 0.00 0.08 0.10 -0.04 -0.03 0.01 -0.12 -0.08 -0.07
 Count= 61 r @ .05 = .25

3-41-50, 4-51 or Above

Principal's Response ---

Count= 72

124

Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Ini	Ini	Sti	Sti	Imp	Imp	Con	Tot	Tot	
P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	
Means and Standard Deviations																						
HIGH SCHOOL																						
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
3.8	2.8	3.9	3.5	4.0	2.3	4.2	3.5	3.8	2.4	3.8	2.9	4.0	3.6	4.0	2.8	3.8	3.3	3.9	3.0	3.8	2.4	3.9
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
0.7	1.2	0.7	1.0	0.8	1.2	0.8	1.1	1.0	1.1	0.8	1.2	0.9	0.9	0.9	1.2	1.0	1.3	0.9	1.0	1.0	1.3	0.8
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8

HIGH SCHOOL

I t e m	Calculation of r											
	$((U-M)/(S)) * (P-M)/(S))$						then	$sum((U-M)/(S)) * (P-M)/(S)) / n$				
COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT	
== ===	===	===	===	===	===	===	===	===	===	===	===	
1	0.23	0.06	0.66	-0.47	0.09	-0.16	0.01	1.13	-0.24	0.01	-1.33	0.35
2	-1.13	0.79	-0.01	-2.48	-0.04	0.07	1.69	-1.74	0.13	0.00	-1.33	-0.58
3	-2.49	0.06	-2.39	0.26	-0.04	0.18	-0.06	0.00	0.13	-0.07	-0.20	-0.14
4	-4.61	-0.68	0.72	2.00	0.22	-0.11	-0.87	0.77	-1.69	3.35	-3.50	-0.60
5	0.03	2.29	-0.01	-0.09	0.13	-0.05	-0.06	-0.01	-0.38	-0.07	0.37	0.01
6	0.80	-0.05	0.00	-0.09	-0.08	0.18	0.46	-0.02	0.73	0.01	-2.27	-0.07
7	0.23	0.06	0.00	1.54	0.34	-1.09	0.46	1.13	1.71	0.00	-0.40	1.51
8	0.80	0.60	1.40	-2.08	0.12	-1.70	1.48	-2.04	-1.12	-1.09	-0.37	-1.04
9	-0.36	-0.16	-0.02	0.53	-0.49	0.01	0.46	-0.01	1.71	-1.21	0.08	-0.05
10	-0.16	-2.20	0.66	0.08	-0.53	0.35	-0.02	-0.02	-0.04	-1.21	-0.06	-0.05
11	1.59	-0.70	1.68	-0.47	-0.08	-2.25	0.46	-1.74	0.73	0.01	-0.06	-0.35
12	0.23	0.06	-0.03	-0.27	0.02	0.18	0.05	0.00	1.44	0.07	0.37	0.20
13	-0.16	0.60	0.01	0.08	-0.37	1.71	-0.87	-1.10	-0.48	1.07	0.22	-0.09
14	0.03	0.06	0.00	0.08	-0.20	0.18	0.05	0.77	-0.04	-0.01	0.26	0.03
15	1.76	1.88	0.36	0.08	0.45	1.60	0.73	0.77	0.80	-0.01	4.32	2.19
16	0.23	0.06	-0.01	0.26	0.14	-0.05	0.01	0.00	0.13	0.14	-1.02	0.07
17	1.59	-0.70	1.68	0.53	-0.09	-0.16	0.46	0.00	1.71	1.23	-0.40	1.51
18	0.23	-0.16	-0.02	1.54	0.08	2.39	0.01	-0.78	0.30	0.07	0.08	0.14
19	0.43	-0.05	-1.38	0.53	-0.08	0.07	0.46	-0.78	-0.24	0.01	0.53	0.11
20	-2.49	0.17	0.00	-1.48	-0.20	-0.87	-0.43	0.01	-1.12	2.15	0.28	-0.09
21	0.03	-0.05	2.70	-0.27	-0.53	0.18	-0.06	2.08	-1.12	-0.01	-1.02	0.22
22	-0.36	-0.05	-0.36	0.64	0.02	0.77	-1.59	1.70	0.80	0.00	-0.37	1.05
23	0.03	0.17	2.70	-0.09	0.02	0.18	0.46	0.01	-0.04	0.14	0.37	0.22
24	0.03	-0.05	0.01	0.26	0.02	0.07	-0.02	-1.74	1.71	0.07	-2.27	-0.12
25	-0.36	0.06	0.00	-1.48	0.02	-0.16	0.46	-0.02	0.13	-0.07	0.37	-0.07
26	-0.36	-0.16	-2.39	-0.47	0.13	0.35	0.46	0.00	-0.24	1.23	-0.20	-0.81
27	-1.13	-1.95	-1.71	-0.72	0.12	0.77	-0.43	-2.04	0.16	-1.09	0.28	-1.23
28	-0.16	-0.05	-0.01	-0.47	-0.04	-0.16	0.01	-0.01	-0.21	0.00	-0.06	-0.07
29	0.23	-0.70	0.66	1.54	0.13	-1.09	1.69	1.13	-0.24	0.01	0.53	1.04
30	0.03	0.06	-0.01	-0.47	0.02	0.01	-0.78	-0.78	-0.04	-0.07	-0.06	-0.05
31	-0.36	1.88	-0.36	-1.48	-0.04	0.18	1.89	0.17	0.13	0.01	-0.20	-1.28
32	0.03	0.17	-0.01	-0.47	-0.29	-0.16	0.46	0.01	-0.21	-2.43	-0.20	-0.07
33	-0.16	0.06	-0.01	0.08	0.02	-0.16	-0.02	-0.78	-0.38	0.00	0.22	-0.07
34	-0.16	0.06	-0.01	1.54	-0.29	-0.33	0.46	-0.78	0.13	-0.07	0.22	-0.01
35	1.76	-1.95	0.00	-0.72	-0.20	-0.87	0.73	1.70	0.16	-0.01	-0.06	0.29
36	-0.36	0.06	1.40	0.08	0.02	0.35	0.73	-0.01	0.30	0.07	0.08	0.01
37	1.59	0.06	-0.36	0.53	0.02	-1.09	0.01	0.17	-0.24	0.00	0.08	0.03
38	0.23	0.79	0.02	-0.47	0.34	0.01	0.46	2.08	0.13	0.07	0.22	0.12
39	0.03	2.29	-0.01	0.53	-0.04	0.35	0.46	-0.01	0.13	0.00	0.22	0.16
40	-0.16	0.60	1.40	0.64	0.77	-0.05	-1.59	-0.17	-0.48	-0.01	0.28	0.48
41	0.23	0.06	-0.01	-1.48	-0.08	-0.16	-0.78	0.17	-1.22	2.45	0.22	0.35
42	-0.16	0.17	1.68	-0.09	-0.09	0.18	0.46	-0.01	-1.12	0.14	0.08	0.20
43	0.03	0.06	0.01	0.53	-0.04	0.35	0.01	0.00	0.73	2.45	-0.20	0.09
44	-0.16	0.06	-0.01	-0.27	0.12	0.18	-0.78	-0.02	-0.04	0.00	1.58	-0.05
45	0.23	-0.05	-0.36	1.54	-0.04	0.18	0.05	-0.01	-0.04	0.01	-0.06	0.07

HIGH SCHOOL

I t e m	Calculation of r											TOT
	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	
== ===	===	===	===	===	===	===	===	===	===	===	===	===
46	-2.09	-1.95	0.36	-2.08	0.12	0.77	-0.43	-0.17	0.16	1.07	-0.37	-0.66
47	-0.16	-0.05	0.36	0.53	-0.09	-0.16	0.01	1.13	0.13	0.00	0.53	0.58
48	0.03	2.29	0.00	0.26	-0.04	-0.33	1.69	-0.01	0.13	-0.14	0.22	-0.03
49	1.76	0.60	1.40	2.00	-0.37	2.42	0.73	1.54	1.81	-0.01	0.93	2.19
50	0.23	0.06	-1.38	-0.09	-0.09	1.23	0.01	0.01	-0.21	0.07	-0.20	0.07
51	1.76	6.58	0.36	0.64	-0.96	-0.11	-0.87	-0.17	0.36	-0.01	0.62	1.01
52	0.03	0.06	0.36	-0.09	0.02	-0.16	-0.02	0.01	-2.20	-1.21	-0.06	-0.05
53	-2.49	-0.70	-0.36	-1.48	-0.49	-1.09	-0.78	0.17	1.71	0.01	-0.40	-1.51
54	-0.36	-0.05	0.02	0.26	0.12	-0.16	-0.06	0.00	-0.21	-0.07	0.08	-0.22
55	1.59	0.79	2.70	1.54	0.34	2.39	-0.78	2.08	0.73	0.01	1.47	3.13
56	-0.16	0.60	0.01	1.20	0.33	-1.92	1.48	-3.34	3.25	0.00	-1.33	-1.05
57	-1.13	-2.20	-1.38	-1.48	-0.29	-2.25	-2.01	-2.69	-2.20	-2.43	-1.33	-4.30
58	0.43	-1.95	0.00	-0.09	-0.04	1.23	0.46	0.00	1.44	0.07	1.47	0.14
59	-1.13	-0.05	-0.68	0.08	0.02	-0.16	-0.02	-0.01	0.16	1.07	0.08	-0.07
60	-1.13	0.06	-0.68	0.64	-0.20	0.18	0.01	0.02	-0.48	-0.01	0.28	-1.23
61	0.03	-0.05	0.00	0.08	-0.04	-0.33	-0.02	0.01	-0.21	0.00	-0.06	-0.07
62	1.59	-0.70	0.66	0.53	0.13	-0.16	-0.78	1.13	-0.24	0.01	0.53	0.05
63	0.03	-0.16	0.66	-2.08	-0.04	0.18	0.73	0.01	-1.12	0.07	0.08	0.14
64	-0.36	-4.07	2.79	2.00	0.82	3.52	-0.87	-2.22	5.07	-0.03	5.42	4.60
65	-0.16	-0.16	0.00	-0.27	-0.29	0.18	-0.09	0.00	-0.04	-0.14	0.08	-0.12
66	0.03	-0.27	0.66	-0.72	-0.20	0.77	0.01	-0.17	-0.04	0.07	-0.06	0.10
67	-1.13	-0.68	0.36	0.08	0.45	-0.05	0.73	0.77	0.16	2.15	0.62	0.86
68	-1.13	-0.05	1.40	-0.72	0.45	-0.05	-0.43	-2.04	0.16	1.07	-0.35	0.48
69	-0.16	0.06	-1.71	-0.27	-0.08	0.07	0.05	-0.02	0.13	0.00	0.28	0.81
70	0.80	1.88	-0.68	0.08	0.45	-0.05	-0.43	0.00	2.07	-1.09	-0.06	1.05
71	0.23	0.06	0.00	-0.09	-0.04	-0.87	0.05	0.00	-1.12	0.07	0.08	0.18
72	-0.16	1.88	0.36	-2.08	-0.37	-0.16	1.89	-0.17	-0.48	0.00	0.28	0.29
	-0.08	0.07	0.20	-0.04	-0.01	0.07	0.11	-0.07	0.17	0.11	0.06	0.14
Count=	72											
	r @ .05 = .22											

FEMALE
 Demographics Sex=M or F
 Race: 1=Minorities, 2=Caucasian
 Age: 1=21-30, 2=31-40,
 3=41-50, 4=51 or Above

I Principal's Response---
 t Urban Teacher Preceiver Interview Guide+++
 e

m	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Imp	Imp	Con	Con	Tot	Tot
-	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++	P=U++
1	5	3	5	5	5	3	5	4	5	3	5	2	5	4	5	4	5	3	5	3	5	5	5	39
2	3	1	3	4	2	4	4	2	5	2	4	2	4	2	4	2	2	1	2	3	2	4	3	27
3	3	2	4	4	3	4	3	5	4	2	4	3	4	4	3	3	3	5	5	4	3	3	4	39
4	5	2	5	5	5	1	5	5	5	4	5	2	5	3	5	3	5	3	5	2	5	3	5	33
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6	2	2	3	4	2	5	3	3	2	3	2	3	2	5	3	2	3	5	3	4	2	2	2	38
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8	5	2	5	4	4	3	5	4	5	5	4	3	5	5	5	2	4	3	5	3	5	2	5	36
9	1	2	2	2	2	1	1	1	1	3	1	3	1	2	2	1	2	3	2	4	2	3	1	25
10	5	1	4	4	5	0	4	2	4	3	4	4	4	2	4	3	4	4	4	2	4	1	4	26
11	1	1	1	3	1	4	1	4	3	3	1	3	1	4	1	3	1	2	1	2	1	4	1	33
12	4	3	5	5	4	3	4	4	5	3	3	3	4	2	4	2	4	1	4	2	4	5	4	33
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14	3	3	4	1	5	1	4	2	3	3	3	1	4	3	4	2	4	2	4	2	3	1	4	21
15	3	4	3	5	3	2	2	5	2	4	2	4	2	5	2	4	3	4	3	3	4	3	4	44
16	5	5	5	5	5	4	5	4	5	4	5	3	5	4	5	5	5	5	5	4	5	4	5	47
17	4	3	4	5	5	3	4	5	4	5	4	4	4	2	5	2	5	4	5	4	4	3	4	40
18	3	2	4	3	4	2	4	4	5	2	4	4	5	4	4	1	5	4	5	3	5	0	4	29
19	4	2	4	4	4	2	5	3	4	1	4	2	5	3	4	3	4	3	4	3	4	2	4	28
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22	5	3	5	3	4	2	4	3	5	2	4	1	5	3	5	2	4	4	4	3	4	2	5	26
23	4	4	4	4	4	2	5	5	5	4	5	2	5	4	5	4	5	5	4	3	5	2	5	39
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25	3	2	3	3	3	1	3	5	3	2	3	5	2	3	3	5	3	5	3	4	3	3	3	38
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31	2	4	3	3	3	4	2	4	2	2	2	2	2	4	3	3	2	3	2	2	3	4	2	35
32	5	4	5	4	5	5	5	5	5	3	5	5	5	5	5	4	5	5	5	4	5	3	5	47
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36	5	4	5	3	5	4	5	3	5	2	5	1	5	4	5	1	5	4	5	3	4	2	5	31
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42	3	3	4	3	2	2	2	4	5	2	3	3	5	4	2	3	3	4	3	3	2	3	3	32

FEMALE

Demographics Sex=M or F
 Races: 1=Minorities, 2=Caucasian
 Ages: 1=21-30, 2=31-40,
 3=41-50, 4=51 or Above

I Principal's Response==
 t Urban Teacher Preceiver Interview Guide++
 e

m	Com	Com	Dad	Dad	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Imp	Imp	Con	Con	Tot	Tot
-	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++
43	4	4	4	4	4	5	4	5	4	2	4	4	4	5	4	3	3	1	4	4	4	5	4	42
44	3	3	3	3	4	1	4	3	2	3	2	2	2	4	3	4	3	4	3	2	4	4	3	33
45	4	3	4	5	4	4	3	4	4	3	3	5	4	5	3	2	4	2	4	4	4	4	4	41
46	4	4	4	5	4	4	5	4	4	3	4	4	5	4	2	4	4	4	4	4	4	5	4	44
47	4	3	4	4	4	2	4	3	3	3	4	4	4	5	3	2	4	3	3	3	3	2	4	34
48	5	2	5	3	5	3	5	3	5	5	5	3	5	3	5	2	5	4	5	4	5	3	5	35
49	4	1	5	4	5	3	5	3	5	1	5	3	5	4	5	2	5	0	4	3	4	2	5	26
50	4	1	3	1	3	1	3	4	4	4	3	1	4	4	3	2	4	4	4	4	3	2	3	28
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52	5	3	5	3	5	3	5	4	5	5	5	4	5	4	5	3	5	5	5	3	5	4	5	41
53	5	4	5	3	5	4	5	4	4	4	4	2	5	4	4	3	5	5	5	4	5	2	5	39
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57	4	5	4	5	4	2	4	5	4	5	4	4	5	4	4	4	5	4	4	3	4	4	4	47
58	4	5	4	3	5	1	5	4	5	2	5	3	5	4	5	2	5	3	5	3	5	3	5	33
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60	4	3	5	4	4	3	5	2	4	2	4	1	5	4	5	3	3	3	4	3	4	1	4	29
61	5	1	4	5	4	2	5	2	3	3	3	4	3	4	4	4	3	5	3	1	3	2	3	33
62	4	3	4	3	5	5	4	5	3	4	4	4	4	2	5	5	3	5	3	3	3	4	4	43
63	4	1	4	3	5	1	4	5	5	2	4	3	4	3	5	4	5	4	5	3	5	1	5	30
64	2	2	2	5	2	2	3	4	3	3	3	3	3	5	2	3	3	4	3	4	2	3	2	38
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67	4	3	4	5	5	5	4	4	4	2	4	4	5	4	4	4	4	3	4	5	4	5	4	43
68	3	5	4	5	3	3	3	5	2	4	3	4	2	4	3	4	4	5	4	2	3	2	3	43
69	2	2	3	4	1	3	3	1	1	1	2	3	1	3	2	0	2	1	3	2	2	2	1	22
70	5	2	5	3	5	3	4	3	4	4	5	2	4	4	5	3	4	4	4	2	5	3	4	33
71	5	3	5	5	5	1	4	3	5	3	4	4	5	4	5	3	5	2	4	4	5	2	5	34
72	4	2	4	3	3	2	4	3	5	2	5	2	4	2	4	2	4	3	4	2	3	2	4	25
73	2	2	3	2	2	3	3	3	2	3	3	1	2	4	3	3	3	4	3	3	3	3	2	31
74	3	2	3	2	3	4	3	4	3	4	3	3	3	4	3	2	3	2	3	2	3	3	3	32
75	3	3	3	5	3	3	3	5	3	5	3	4	4	4	3	4	4	5	4	4	3	5	3	47
76	5	5	5	5	5	3	5	5	5	4	5	4	5	4	5	4	5	2	5	5	5	4	5	45
77	4	1	4	4	4	2	5	2	4	2	4	2	5	4	4	1	4	4	4	2	4	5	4	29
78	4	3	4	4	4	4	4	3	5	3	4	3	4	5	3	2	4	2	5	3	4	2	4	34
79	4	4	4	4	4	5	4	4	5	3	5	3	5	4	5	1	5	2	5	3	5	2	5	35
80	3	4	3	5	3	4	3	4	3	2	3	2	3	4	3	5	3	3	3	4	3	2	3	39
81	3	4	2	4	2	4	2	4	3	3	2	3	2	4	2	3	2	2	3	5	2	2	2	38
82	3	3	3	5	3	1	5	3	4	4	4	3	5	4	4	3	4	3	3	4	3	2	3	35
83	3	5	3	5	3	5	3	4	3	2	3	4	3	4	3	3	3	5	3	5	3	4	3	46
84	5	1	5	4	5	3	5	2	4	3	5	5	5	4	5	3	5	3	5	4	5	2	5	34

FEMALE
 Demographics Sex=M or F
 Race: 1-Minorities, 2-Caucasian
 Age: 1-21-30, 2-31-40,
 3-41-50, 4-51 or Above

I Principal's Response==
 t Urban Teacher Preceiver Interview Guide++
 e
 m ComComDedDedIndIndCarCarInvInvEmpEmpPosPosIniIniStiStiInpInpConConTotTot
 =| P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++
 85 3 3 3 4 3 4 3 4 3 3 2 2 4 2 3 1 3 4 3 4 3 3 3 34
 86 4 4 4 5 4 5 4 5 4 4 4 3 4 5 4 5 5 5 5 5 4 4 4 50
 87 3 4 3 3 3 3 4 4 3 3 4 1 3 4 3 0 4 2 3 3 3 4 3 31
 88 5 3 5 3 5 3 5 5 5 5 3 5 2 5 5 5 4 5 3 5 3 5 3 37
 89 4 2 4 3 4 1 4 2 3 2 4 4 4 4 4 5 2 5 3 2 3 2 3 32
 90 3 3 3 3 3 3 3 3 5 3 4 3 4 3 3 3 3 4 5 3 4 4 4 41
 91 4 2 5 4 5 2 5 4 5 3 5 3 5 3 5 3 5 3 5 4 5 2 5 33
 92 5 2 5 5 5 3 5 4 5 5 5 5 5 4 5 2 5 3 5 5 5 5 5 43
 93 4 2 4 3 3 3 4 5 4 5 4 4 5 3 5 4 5 4 5 2 4 3 4 38
 94 4 1 3 2 5 2 5 2 4 3 4 4 3 2 5 3 4 4 5 3 4 1 5 27
 95 4 4 4 5 3 4 4 5 4 4 4 3 4 4 3 3 3 4 3 4 3 3 4 43
 96 5 3 5 1 5 3 5 5 5 2 5 3 5 3 5 2 5 2 4 3 5 3 5 30
 97 4 3 5 5 4 5 3 4 4 4 4 2 5 3 5 4 4 4 4 4 5 4 4 42
 98 5 4 5 4 5 4 5 4 5 5 5 4 5 4 5 5 5 5 5 4 5 4 5 47
 99 4 2 4 3 5 4 5 4 3 3 3 4 4 4 4 3 5 4 4 4 4 2 5 37
 100 5 2 5 5 5 2 5 5 5 3 5 3 5 4 5 3 5 4 4 4 5 3 5 39
 101 2 2 3 3 2 3 2 4 1 3 2 3 3 4 1 5 1 3 1 3 1 4 2 37
 102 4 4 3 3 3 2 4 5 5 4 4 3 4 4 3 2 4 4 4 4 4 3 4 38
 103 3 3 3 4 4 1 4 4 4 3 3 3 4 3 4 2 3 1 3 2 4 1 4 27
 104 3 1 3 3 3 2 3 5 3 3 3 1 3 2 3 1 3 2 3 4 3 1 3 25
 105 4 3 5 4 4 3 5 4 4 4 5 4 5 4 5 3 4 5 4 3 4 1 4 38
 106 4 2 4 4 4 3 4 4 4 4 3 2 4 1 4 3 4 2 4 2 3 2 4 29
 107 4 4 4 5 4 2 4 4 4 4 4 3 4 3 4 4 4 3 4 3 4 3 4 38
 108 5 4 5 3 5 3 5 3 5 0 5 1 5 4 5 0 5 3 5 2 4 3 5 26
 109 4 2 4 5 3 5 5 4 5 4 4 5 5 5 4 1 5 5 5 4 4 2 4 42
 110 4 3 5 5 4 3 5 4 4 3 4 5 5 4 4 2 4 4 4 3 4 4 4 40
 111 3 3 3 3 3 1 3 3 3 0 3 3 3 3 3 3 3 3 3 3 3 2 3 30
 112 4 4 4 2 4 3 4 4 4 2 4 5 4 2 4 4 4 4 4 3 4 3 4 36
 113 4 4 4 4 4 3 5 2 5 2 4 2 5 3 5 3 5 2 5 5 4 4 5 34
 114 4 2 4 5 5 4 4 4 4 4 4 4 5 4 4 2 3 5 4 5 4 3 4 42
 115 4 2 4 3 5 3 4 4 4 2 4 4 4 4 5 2 4 4 4 3 4 2 4 31
 116 4 2 4 4 4 3 4 5 3 2 4 4 5 3 4 1 4 3 4 3 3 0 4 30
 117 4 4 4 3 5 2 5 5 4 3 4 4 4 5 4 2 4 3 5 3 4 2 4 36
 118 4 4 3 5 3 4 3 4 4 5 4 3 4 3 4 2 4 5 4 2 3 4 4 41
 119 3 5 3 5 3 2 3 5 3 2 3 2 3 4 3 3 3 3 3 2 3 3 3 36
 120 3 4 3 4 3 4 3 3 3 3 3 3 3 3 4 3 2 3 3 2 3 3 3 35
 121 4 4 5 3 4 0 4 5 5 3 4 4 5 4 4 3 5 3 4 3 3 2 4 34
 122 2 2 2 4 1 2 3 4 1 1 2 3 3 3 1 3 1 3 1 3 1 1 1 29
 123 3 2 3 3 3 3 2 3 1 3 2 3 1 4 2 2 2 4 2 4 2 2 2 33
 124 4 3 4 2 5 5 3 4 3 4 4 3 4 2 4 1 3 2 3 2 3 0 4 28
 125 4 4 4 4 5 1 4 4 4 4 5 4 4 4 4 4 4 2 4 4 4 1 4 36
 126 4 3 4 5 5 1 5 4 4 4 4 4 5 5 5 4 5 3 5 4 5 2 5 39

FEMALE
Demographics Sex=M or F
Race: 1=Minorities, 2=Caucasian
Age: 1-21-30, 2-31-40,
3-41-50, 4-51 or Above

I Principal's Response---
t Urban Teacher Preceiver Interview Guide+++
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m	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Imp	Imp	Con	Con	Tot	Tot
=	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++
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130	5	1	5	3	5	2	5	2	5	0	5	2	5	3	5	3	5	5	5	3	5	2	5	26
131	3	5	3	4	2	4	2	4	2	5	2	5	3	4	2	5	2	5	2	5	2	4	2	50
132	3	3	3	2	2	0	4	3	3	2	4	4	4	3	3	1	2	3	2	5	4	4	3	30
133	5	2	5	4	4	2	5	3	5	4	5	3	5	2	5	2	5	2	5	3	5	3	5	30
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136	2	1	2	2	3	3	2	3	3	4	3	3	3	3	2	1	2	4	4	3	3	2	3	29
137	5	4	5	4	5	5	5	5	5	4	5	5	5	3	5	5	5	4	5	3	5	4	5	46
138	3	1	4	4	3	3	2	4	2	2	2	3	1	4	2	1	2	2	3	3	2	4	2	31
139	4	1	4	3	4	4	5	4	4	4	4	2	5	4	4	2	4	5	4	4	5	1	4	32
140	4	3	5	4	4	4	5	5	5	2	4	4	5	4	5	3	5	5	4	4	4	3	5	42
141	5	4	5	5	5	4	5	4	5	4	5	3	5	3	4	4	5	5	5	3	4	2	5	41
142	4	2	5	5	5	5	5	5	5	4	5	3	5	2	5	4	5	5	5	4	5	3	5	42
143	5	3	4	4	4	5	4	5	4	4	4	5	5	4	4	3	4	3	3	3	3	3	3	44
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145	3	3	3	3	4	3	5	4	4	4	5	3	5	3	4	3	4	4	3	4	3	2	3	36
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149	4	5	3	5	4	2	4	4	4	3	5	4	5	4	4	3	3	1	4	4	5	4	4	39
150	3	2	3	5	3	3	3	2	4	3	3	1	4	2	3	2	3	1	4	1	3	4	3	26
151	5	4	5	3	5	2	5	4	5	4	5	4	5	4	5	3	5	3	5	4	5	3	5	38
152	3	4	4	4	3	3	3	3	3	3	4	4	4	4	4	5	3	4	3	3	3	2	3	39
153	5	5	5	3	5	2	5	2	5	1	5	4	5	3	5	5	5	2	5	4	5	4	5	35
154	4	3	4	3	4	2	4	3	4	3	4	1	4	3	4	4	4	2	4	3	4	2	4	29
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157	5	5	5	4	5	3	5	4	5	2	4	2	5	5	5	0	5	3	5	2	5	3	5	33
158	3	3	3	4	3	2	3	4	3	2	4	4	3	4	3	2	3	3	3	2	4	2	3	32
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161	3	2	4	3	3	2	2	4	2	2	3	2	3	4	3	2	3	3	4	5	3	4	3	33
162	4	2	4	2	4	2	4	5	5	1	4	4	4	1	4	3	4	3	4	1	4	3	4	27
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165	5	3	5	3	5	5	5	5	5	4	2	4	4	5	0	5	5	5	5	3	5	2	5	37
166	4	3	4	1	5	3	3	4	3	3	3	2	4	4	3	3	4	3	4	4	4	2	3	32
167	4	3	4	3	4	1	4	3	3	3	3	3	4	3	4	3	4	3	3	3	3	1	4	29
168	3	4	3	1	3	3	3	4	4	3	4	3	4	5	3	5	4	3	4	4	3	3	4	38

FEMALE
Demographics Sex=M or F
 Race: 1-Minorities, 2-Caucasian
 Age: 1-21-30, 2-31-40,
 3-41-50, 4-51 or Above

I Principal's Response---
t Urban Teacher Preceiver Interview Guide++
e

m	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Imp	Imp	Con	Con	Tot	Tot
=	P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U	+P==U
169	3	2	3	3	3	3	3	3	3	3	3	2	4	4	3	3	3	3	3	3	3	2	3	31
170	4	2	5	1	4	4	5	4	4	2	4	2	5	2	4	0	3	5	4	1	4	3	4	26
171	3	2	2	4	3	4	2	4	2	4	3	3	2	3	3	3	3	5	3	5	3	3	4	40
172	3	4	4	2	4	3	5	3	5	3	5	3	4	4	4	1	3	1	5	5	3	2	4	30
173	3	3	4	4	3	4	4	5	5	2	5	3	4	5	4	1	4	4	4	3	3	2	5	36
174	5	4	5	3	5	3	5	4	4	1	5	3	4	4	5	5	4	5	4	5	5	3	4	40
175	4	4	5	4	4	3	5	4	5	4	4	4	5	4	4	4	4	3	5	4	4	3	5	41
176	4	1	4	2	5	1	5	3	3	2	4	4	4	2	5	2	5	3	5	3	4	3	4	26
177	3	3	3	2	3	2	3	5	2	3	4	2	3	2	3	3	3	4	4	3	3	2	3	31
178	4	5	4	2	5	2	4	4	4	2	4	3	5	3	5	3	4	3	4	3	4	2	4	32
179	4	3	4	5	4	2	5	3	5	3	4	3	5	4	4	1	4	3	4	5	4	2	4	34
Count = 179																								

FEMALE Means and Standard Deviation

M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
4	3	4	4	4	3	4	4	4	3	4	3	4	4	4	3	4	3	4	3	4	3	4	34
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6

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Com Com Ded Ded Ind Ind Car Car Inv Inv Emp Emp Pos Pos Ini Ini Sti Sti Inp Inp Con Con Tot Tot
P== U++ P== U++ P== U++ P== U++ P== U++ P== U++ P== U++ P== U++ P== U++ P== U++ P== U++ P== U++
FEMALE
Means and Standard Deviation
=====
M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M M
=====
3.8 2.8 3.9 3.5 3.9 2.8 4.0 3.7 3.9 2.9 3.8 3.1 4.0 3.6 3.9 2.6 3.8 3.4 3.9 3.2 3.7 2.7 3.8 34.4
=====
S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S
=====
0.9 1.1 0.9 1.1 1.0 1.2 1.0 1.0 1.1 1.2 0.9 1.1 1.0 1.0 1.0 1.3 1.0 1.2 1.0 1.0 0.9 1.1 1.0 6.2
=====

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FEMALE

This is the calculation of r from the formula $r = \text{Sum}(z \text{ of } X * z \text{ of } Y) / N$

I Where: $z \text{ of } X = (X - \text{Mean of } X) / (\text{Std of } X)$ X here is the UP Score.

t $z \text{ of } Y = (Y - \text{Mean of } Y) / (\text{Std of } Y)$ Y here is P rating.

e

m

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	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	IMP	CON	TOT
	***	***	***	***	***	***	***	***	***	***	***	***
1	0.02	1.63	0.18	0.28	0.06	-1.20	0.39	0.61	-0.33	-0.28	2.72	0.87
2	0.12	-0.46	-1.84	-0.04	-0.84	-0.17	0.03	1.98	3.45	0.51	-2.12	1.04
3	0.05	0.03	-0.87	-1.30	-0.10	-0.01	-0.01	0.23	-1.10	0.85	-0.18	0.11
4	-0.08	1.63	-1.59	1.35	0.97	-1.20	-0.58	-0.33	-0.33	-1.42	0.30	-0.27
5	0.02	-2.80	1.95	0.28	0.01	-0.01	0.39	0.61	-0.33	0.13	0.30	0.11
6	0.12	-0.46	-3.35	0.76	-0.10	0.09	-2.80	0.90	-1.10	-0.74	1.27	-1.09
7	-0.08	0.52	0.02	-2.94	0.01	-0.06	1.36	-0.32	0.09	-0.02	-2.12	-0.84
8	-0.08	0.52	0.02	0.28	1.87	-0.01	1.36	-0.18	-0.05	-0.28	-0.91	0.30
9	0.18	3.10	2.75	8.59	-0.16	0.14	4.79	3.45	0.51	-1.54	-0.42	4.43
10	-0.17	0.03	-2.48	-0.04	0.01	0.15	0.03	-0.05	0.09	-0.09	-0.42	-0.21
11	0.41	1.63	-2.80	-0.82	-0.05	0.14	-1.20	0.79	3.06	3.89	-3.32	0.67
12	0.00	1.63	0.02	0.01	0.06	0.04	0.03	-0.18	-0.32	-0.09	0.54	-0.04
13	-0.03	0.52	-0.23	0.28	-0.84	-0.32	-0.58	-1.27	1.55	-0.28	-0.42	-1.60
14	-0.01	-0.16	-1.59	-0.04	-0.05	1.70	0.01	-0.18	-0.18	-0.09	1.27	-0.33
15	-0.08	-1.44	0.58	-2.63	-1.60	-1.72	-2.80	-0.43	-0.43	0.25	-0.91	-1.34
16	0.20	1.63	1.06	0.28	0.97	-0.06	0.39	1.55	1.55	0.85	1.51	2.39
17	0.00	0.09	0.18	0.03	0.22	0.15	0.03	-1.27	0.61	0.85	0.06	0.14
18	0.05	-0.03	-0.06	0.01	-0.84	0.15	0.39	-2.20	0.61	-0.28	-3.32	-0.13
19	-0.01	0.03	-0.06	-0.79	-0.20	-0.17	-0.58	-0.05	-0.05	-0.02	-0.18	-0.16
20	-0.01	0.03	-0.71	0.01	-0.10	0.87	-0.01	-2.20	-2.20	0.85	0.06	-0.13
21	0.05	-1.44	-1.59	0.01	0.11	1.09	0.39	1.56	0.23	-0.74	1.27	-0.36
22	0.02	-0.59	-0.06	-0.02	-0.84	-0.32	-0.58	-0.18	0.09	-0.02	-0.18	-1.22
23	0.02	0.03	-0.06	1.35	0.97	-1.20	0.39	0.61	1.55	-0.02	-0.91	0.87
24	-0.17	-0.10	0.18	0.28	0.01	-1.20	-0.58	-0.32	-0.32	-1.42	0.30	-1.79
25	0.05	0.52	1.30	-1.30	0.65	-1.61	1.20	-1.10	-1.10	-0.74	-0.18	-0.50
26	0.02	-0.59	-0.14	0.01	0.11	-0.06	1.36	1.55	0.61	0.06	2.72	1.25
27	-0.03	-0.03	0.02	-0.04	0.06	-0.01	0.03	-0.33	-1.27	-1.42	0.06	-0.18
28	0.00	-0.59	0.02	-0.79	0.06	-0.06	0.39	-2.20	-0.33	-0.28	0.30	-0.46
29	0.00	0.03	0.10	-0.27	-0.10	-0.79	-1.42	-0.95	-2.42	0.25	-0.18	-2.01
30	0.02	0.52	-2.48	-1.87	-1.74	-0.06	-0.58	-0.32	-0.05	-0.28	0.06	-1.60
31	-0.17	0.52	-0.87	-0.54	1.39	1.90	-0.80	0.51	0.51	2.56	-0.91	-0.18
32	0.11	0.52	1.95	1.35	0.06	2.23	1.36	0.61	1.55	0.85	0.30	2.39
33	-0.01	-1.69	0.18	-0.02	-0.74	0.31	0.01	-0.32	-0.05	-1.42	-0.18	-0.11
34	0.12	0.03	1.30	1.79	0.01	0.87	1.62	0.90	0.23	0.25	-0.18	-0.21
35	0.00	0.09	0.18	1.35	0.97	0.04	-0.01	-1.27	-0.33	-0.28	0.06	0.09
36	0.11	-0.59	1.06	-0.79	-0.84	-2.34	0.39	-2.20	0.61	-0.28	-0.18	-0.65
37	-0.01	-0.03	0.02	0.76	-0.10	0.87	0.61	-0.05	-0.18	-0.02	1.27	-0.18
38	0.02	-1.69	0.18	0.28	-0.20	-0.01	-1.55	-0.33	-2.20	-3.70	-0.91	-1.98
39	-0.01	-0.03	-0.14	0.76	-1.60	0.09	-0.40	0.90	0.90	0.06	-0.18	0.48
40	-0.08	1.50	-0.06	0.01	2.04	2.23	0.39	-0.18	-0.05	-0.02	0.06	-0.06
41	0.02	0.03	0.10	-0.02	-0.10	-0.17	-0.03	-0.05	-0.05	-0.09	-0.42	-0.04
42	-0.01	-0.03	1.22	-0.54	-0.84	0.04	-1.42	0.90	0.23	-0.02	0.54	0.34

FEMALE

This is the calculation of r from the formula $r = \text{Sum}(z \text{ of } X * z \text{ of } Y) / N$

I Where: $z \text{ of } X = (X - \text{Mean of } X) / (\text{Std of } X)$ X here is the UP Score.
t $z \text{ of } Y = (Y - \text{Mean of } Y) / (\text{Std of } Y)$ Y here is P rating.
e
m

	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
	---	---	---	---	---	---	---	---	---	---	---	---
43	0.02	0.03	0.18	0.03	-0.10	0.15	-0.03	0.23	1.56	0.06	0.54	0.19
44	-0.01	0.52	-0.14	-0.02	-0.10	1.90	-0.80	-0.43	-0.43	1.24	0.30	0.20
45	0.00	0.09	0.10	-0.27	0.01	-1.61	-0.03	-0.18	-0.18	0.06	0.30	0.16
46	0.02	0.09	0.10	0.28	0.01	0.15	1.36	-0.18	0.09	0.06	0.54	0.24
47	0.00	0.03	-0.06	-0.02	-0.05	0.15	-0.03	-0.18	-0.05	0.25	0.54	-0.01
48	-0.08	-0.59	0.18	-0.79	1.87	-0.06	-0.58	-1.27	0.61	0.85	0.30	0.11
49	-0.03	0.52	0.18	-0.79	-1.74	-0.06	0.39	-1.27	-3.14	-0.02	-0.18	-1.60
50	-0.03	2.49	1.30	-0.27	0.11	1.70	-0.01	-0.18	0.09	0.06	0.54	0.90
51	0.02	0.03	0.02	-0.04	-0.30	0.04	-0.01	-0.05	0.09	0.13	-0.91	0.04
52	0.02	-0.59	0.18	0.28	1.87	1.09	0.39	-0.33	1.55	-0.28	1.51	1.25
53	0.11	-0.59	1.06	0.28	0.11	-0.17	0.39	-0.33	1.55	0.85	-0.91	0.87
54	-0.17	0.03	-0.71	-0.79	-0.84	-2.34	0.05	-2.20	-1.27	-0.28	0.30	-0.26
55	0.02	-0.03	-0.87	0.01	0.22	-0.01	-0.03	-0.05	0.22	0.06	0.30	0.24
56	0.02	-0.10	0.10	1.35	-0.20	2.23	-0.01	-0.18	0.22	0.06	0.06	0.11
57	0.03	0.09	-0.06	0.03	0.22	0.15	-0.03	0.09	0.22	-0.02	0.30	0.31
58	0.03	-0.03	-1.59	0.28	-0.84	-0.06	0.39	-1.27	-0.33	-0.28	0.30	-0.27
59	0.12	3.10	-0.47	-0.27	-0.10	1.70	1.20	3.06	3.06	3.89	-0.42	1.96
60	0.00	0.52	0.02	-1.87	-0.10	-0.32	0.39	0.23	0.23	-0.02	-0.42	-0.13
61	-0.17	0.09	-0.06	-1.87	-0.05	-0.79	-0.40	-0.43	-1.10	2.22	0.54	0.20
62	0.00	-0.03	1.95	0.03	-0.74	0.15	0.03	-1.10	-1.10	0.25	-0.91	0.21
63	-0.03	-0.03	-1.59	0.03	-0.84	-0.01	0.01	0.61	0.61	-0.28	-2.12	-0.84
64	0.12	-2.98	1.22	-0.27	-0.05	0.04	-1.42	0.23	-0.43	-0.74	-0.42	-1.09
65	-0.03	-0.10	-0.06	0.28	1.87	0.31	-1.55	-0.33	1.55	0.85	-0.18	0.11
66	-0.03	-0.03	-0.71	0.76	-0.10	0.87	-1.42	1.56	0.90	-0.02	-0.18	1.04
67	0.00	0.09	1.95	0.01	-0.10	0.15	0.39	0.09	-0.05	0.13	0.54	0.21
68	-0.14	0.09	-0.14	-1.30	-1.60	-0.79	-0.80	0.09	0.22	-0.09	0.54	-1.20
69	0.12	-0.46	-0.47	2.83	4.43	0.09	1.80	4.91	3.45	1.24	1.27	5.84
70	-0.08	-0.59	0.18	-0.02	0.11	-1.20	-0.01	-0.05	0.09	-0.09	0.30	-0.04
71	0.02	1.63	-1.59	-0.02	0.06	0.15	0.39	-0.33	-1.27	0.06	-0.91	-0.08
72	-0.01	-0.03	0.58	-0.02	-0.84	-1.20	0.03	-0.18	-0.05	-0.09	0.54	-0.23
73	0.12	1.50	-0.31	0.76	-0.10	1.70	-0.80	0.23	-0.43	0.25	-0.18	1.04
74	0.05	1.50	-0.87	-0.27	-0.74	0.04	-0.40	0.90	0.90	1.24	-0.18	0.34
75	-0.01	-1.44	-0.14	-1.30	-1.44	-0.79	-0.01	0.09	0.22	0.06	-1.63	-1.77
76	0.20	1.63	0.18	1.35	0.97	1.09	0.39	0.61	-1.27	1.99	1.51	2.01
77	-0.03	0.03	-0.06	-1.87	-0.10	-0.17	0.39	-0.32	0.09	-0.09	0.54	-0.13
78	0.00	0.03	0.10	-0.02	0.06	-0.01	-0.03	-0.18	-0.18	-0.28	-0.18	-0.01
79	0.02	0.03	0.18	0.01	0.06	-0.06	0.39	-2.20	-1.27	-0.28	-0.91	0.11
80	-0.08	-1.44	-0.87	-0.27	0.65	0.87	-0.40	-1.10	0.23	-0.74	0.54	-0.64
81	-0.08	-0.95	-1.84	-0.54	-0.05	0.09	-0.80	0.51	1.98	-1.73	1.27	-1.09
82	-0.01	-1.44	1.30	-0.79	0.11	-0.01	0.39	-0.05	-0.05	-0.74	0.54	-0.08
83	-0.14	-1.44	-1.59	-0.27	0.65	-0.79	-0.40	0.23	-1.10	-1.73	-0.91	-1.63
84	-0.17	0.52	0.18	-1.87	0.01	2.23	0.39	-0.33	-0.33	0.85	-0.91	-0.08

FEMALE

This is the calculation of r from the formula $r = \text{Sum}(z \text{ of } X * z \text{ of } Y) / N$
 I Where: $z \text{ of } X = (X - \text{Mean of } X) / (\text{Std of } X)$ X here is the UP Score.
 t $z \text{ of } Y = (Y - \text{Mean of } Y) / (\text{Std of } Y)$ Y here is P rating.

e	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
m	---	---	---	---	---	---	---	---	---	---	---	---
85	-0.01	-0.46	-0.87	-0.27	-0.05	1.90	0.03	1.56	-0.43	-0.74	-0.18	0.06
86	0.02	0.09	0.18	0.03	0.11	-0.01	-0.03	1.55	1.55	1.99	0.30	0.39
87	-0.08	0.52	-0.14	0.01	-0.05	-0.32	-0.40	-0.46	-0.18	0.25	-0.91	0.48
88	0.02	-0.59	0.18	1.35	0.06	-1.20	1.36	0.61	-0.33	-0.28	0.30	0.49
89	-0.01	-0.03	-0.14	-0.04	0.65	0.15	-0.01	-2.42	-2.42	1.24	0.54	0.34
90	-0.01	0.52	-0.14	-1.30	-0.74	-0.79	0.61	-0.05	0.22	-0.74	0.30	-0.92
91	-0.01	0.52	-0.71	0.28	0.06	-0.06	-0.58	-0.33	-0.33	0.85	-0.91	-0.27
92	-0.08	1.63	0.18	0.28	1.87	2.23	0.39	-1.27	-0.33	1.99	2.72	1.63
93	-0.01	-0.03	-0.14	0.03	0.22	0.15	-0.58	0.61	0.61	-1.42	0.06	0.09
94	-0.03	1.50	-0.71	-1.87	0.01	0.15	1.62	-0.05	0.09	-0.28	-0.42	-1.41
95	0.02	0.09	-0.87	0.03	0.11	-0.01	-0.01	0.23	-0.43	-0.74	-0.18	0.21
96	0.02	-2.80	0.18	1.35	-0.84	-0.06	-0.58	-1.27	-1.27	-0.02	0.30	-0.84
97	0.00	1.63	0.18	-0.27	0.11	-0.17	-0.58	0.09	0.09	0.06	1.51	0.19
98	0.11	0.52	1.06	0.28	1.87	1.09	0.39	1.55	1.55	0.85	1.51	2.39
99	-0.01	-0.03	1.06	0.28	-0.05	-0.79	-0.01	-0.33	0.61	0.06	-0.18	0.49
100	-0.08	1.63	-0.71	1.35	0.06	1.09	0.39	-0.33	0.61	0.06	0.30	0.87
101	0.12	0.52	-0.31	-0.54	-0.16	0.09	-0.40	-3.74	0.79	0.78	-3.32	-0.79
102	0.02	0.52	0.58	0.03	0.97	-0.01	-0.01	-0.18	0.09	0.06	0.06	0.09
103	-0.01	-0.46	-0.14	0.01	0.01	0.04	0.01	0.90	1.56	1.24	-0.42	-0.18
104	0.12	0.52	0.58	-1.30	-0.05	1.70	1.62	1.56	0.90	-0.74	1.27	1.32
105	0.00	0.52	0.02	0.28	0.11	1.09	0.39	-0.05	0.22	-0.02	-0.42	0.09
106	-0.01	0.03	0.02	0.01	0.11	0.87	0.05	-0.05	-0.18	-0.09	0.54	-0.13
107	0.02	0.09	-0.06	0.01	0.11	-0.01	0.01	0.09	-0.05	-0.02	0.06	0.09
108	0.11	-0.59	0.18	-0.79	-2.65	-2.34	0.39	-3.14	-0.33	-1.42	0.06	-1.60
109	-0.01	0.09	-1.59	0.28	0.97	0.31	1.36	-2.20	1.55	0.85	-0.18	0.19
110	0.00	1.63	0.02	0.28	0.01	0.31	0.39	-0.18	0.09	-0.02	0.30	0.14
111	-0.01	0.52	1.30	0.76	2.04	0.04	-1.42	0.23	-0.43	0.25	0.54	0.62
112	0.02	-0.10	0.02	0.01	-0.10	0.31	0.03	0.09	0.09	-0.02	0.06	0.04
113	0.02	0.03	0.02	-1.87	-0.84	-0.17	-0.58	-0.33	-1.27	1.99	0.30	-0.08
114	-0.01	0.09	1.06	0.01	0.11	0.15	0.39	0.90	-1.10	0.13	0.06	0.19
115	-0.01	-0.03	0.18	0.01	-0.10	0.15	-0.01	-0.18	0.09	-0.02	-0.18	-0.08
116	-0.01	0.03	0.02	0.03	0.65	0.15	-0.58	-0.32	-0.05	-0.02	1.99	-0.11
117	0.02	-0.03	-0.71	1.35	0.01	0.15	-0.03	-0.18	-0.05	-0.28	-0.18	0.04
118	0.02	-1.44	-0.87	-0.27	0.22	-0.01	0.01	-0.18	0.22	-0.09	-0.91	0.16
119	-0.14	-1.44	0.58	-1.30	0.65	0.87	-0.40	0.23	0.23	1.24	-0.18	-0.22
120	-0.08	-0.46	-0.87	0.76	-0.05	0.04	-0.40	0.90	0.23	1.24	-0.18	-0.08
121	0.02	-0.59	-0.23	0.03	0.06	0.15	0.39	-0.33	-0.33	-0.02	0.54	-0.01
122	0.12	-0.95	1.87	-0.27	4.43	0.09	0.61	0.79	0.79	0.78	4.65	2.55
123	0.05	0.52	-0.14	1.54	-0.16	0.09	-1.20	1.98	-0.95	-1.54	1.27	0.43
124	0.00	-0.10	1.95	-0.27	-0.74	-0.01	0.03	1.56	0.90	1.24	1.99	-0.16
125	0.02	0.03	-1.59	0.01	0.11	1.09	-0.01	0.09	-0.18	0.06	-0.42	0.04
126	0.00	0.09	-1.59	0.28	0.11	0.15	1.36	0.61	-0.33	0.85	-0.91	0.87

FEMALE

This is the calculation of r from the formula $r = \text{Sum}(z \text{ of } X * z \text{ of } Y) / N$

I Where: $z \text{ of } X = (X - \text{Mean of } X) / (\text{Std of } X)$ X here is the UP Score.

t $z \text{ of } Y = (Y - \text{Mean of } Y) / (\text{Std of } Y)$ Y here is P rating.

e	m	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
=		---	---	---	---	---	---	---	---	---	---	---	---
	127	-0.01	-0.59	-0.14	-0.79	0.97	-0.32	0.01	-2.20	-0.33	-0.28	1.27	-0.23
	128	0.12	5.13	0.58	0.76	-1.60	0.09	-0.80	0.51	0.51	0.25	1.27	1.35
	129	0.02	-0.03	0.10	0.01	0.11	-0.01	-0.03	0.23	0.23	0.06	0.30	0.16
	130	-0.17	-0.59	-0.71	-1.87	-2.65	-1.20	-0.58	-0.33	1.55	-0.28	-0.91	-1.60
	131	-0.14	-0.46	-1.84	-0.54	-3.09	-3.53	-0.40	-2.42	-2.42	-3.59	-2.12	-4.76
	132	-0.01	1.50	4.28	-0.02	0.65	0.15	0.01	3.45	0.51	-3.59	0.30	0.62
	133	-0.08	0.52	-0.06	-0.79	0.97	-0.06	-1.55	-1.27	-1.27	-0.28	0.30	-0.84
	134	-0.01	1.50	-0.06	1.54	0.65	-0.79	1.20	0.23	-0.43	2.56	-0.91	0.34
	135	0.12	0.52	0.58	-0.27	1.34	-0.79	0.61	1.56	0.23	0.25	0.54	1.04
	136	0.26	3.10	-0.14	1.54	-0.74	0.04	0.61	3.45	-0.95	-0.02	0.54	0.76
	137	0.11	0.52	1.95	1.35	0.97	2.23	-0.58	1.55	0.61	-0.28	1.51	2.20
	138	0.12	0.03	-0.14	-0.54	1.39	0.09	-1.20	3.45	1.98	0.25	-2.12	1.04
	139	-0.03	-0.03	0.10	0.28	0.11	-0.17	0.39	-0.18	0.22	0.06	-2.12	-0.06
	140	0.00	0.52	0.10	1.35	-0.84	0.15	0.39	-0.33	1.55	0.06	0.06	1.44
	141	0.11	1.63	1.06	0.28	0.97	-0.06	-0.58	0.61	1.55	-0.28	-0.18	1.25
	142	-0.01	1.63	1.95	1.35	0.97	-0.06	-1.55	0.61	1.55	0.85	0.30	1.44
	143	0.02	0.03	0.18	0.03	0.11	0.15	1.36	-0.43	-0.43	0.25	-0.18	-1.34
	144	0.02	0.52	-1.59	0.28	0.97	-0.06	0.39	-0.32	-0.05	-0.28	0.30	-0.27
	145	-0.01	0.52	0.02	0.28	0.11	-0.06	-0.58	-0.05	0.09	-0.74	0.54	-0.22
	146	-0.01	0.03	0.18	-0.02	0.97	-0.01	0.03	-0.18	-0.05	-1.42	-0.18	-0.11
	147	-0.01	-0.03	0.02	0.01	-0.84	-0.17	0.01	-1.27	0.61	0.85	0.30	-0.27
	148	-0.01	0.03	0.10	-0.02	0.65	0.31	0.61	1.56	1.56	-0.74	-0.18	0.48
	149	0.03	-1.44	-0.06	0.01	0.01	1.09	0.39	0.23	1.56	0.06	1.51	0.11
	150	0.05	-1.44	-0.14	1.79	0.01	1.70	0.03	0.90	1.56	-0.17	-0.91	1.18
	151	0.11	-0.59	-0.71	0.28	0.97	1.09	0.39	-0.33	-0.33	0.85	0.30	0.68
	152	-0.08	0.03	-0.14	0.76	-0.05	0.15	-0.01	-1.10	-0.43	0.25	0.54	-0.64
	153	0.20	-0.59	-0.71	-1.87	-1.74	1.09	-0.58	1.55	-1.27	0.85	1.51	0.11
	154	0.00	-0.03	-0.06	-0.02	0.01	-0.32	0.01	0.09	-0.18	-0.02	-0.18	-0.13
	155	0.11	-0.59	0.18	0.28	0.06	-0.17	-0.58	0.61	-0.33	-0.28	0.30	0.01
	156	0.00	-0.10	0.18	-1.30	0.01	0.15	0.61	-0.43	-1.10	0.06	0.06	0.11
	157	0.20	0.52	0.18	0.28	-0.84	-0.17	1.36	-3.14	-0.33	-1.42	0.30	-0.27
	158	-0.01	-0.46	0.58	-0.27	0.65	0.15	-0.40	0.90	0.23	1.24	-0.18	0.34
	159	0.05	0.52	0.58	0.76	1.34	0.04	0.61	1.56	0.90	1.24	-0.18	1.32
	160	-0.08	-1.44	0.58	-1.30	-0.05	0.87	0.61	4.91	1.98	0.25	-0.91	0.20
	161	0.05	-0.03	0.58	-0.54	1.39	0.87	-0.40	0.90	0.23	0.13	-0.91	0.20
	162	-0.01	-0.10	-0.06	0.03	-1.74	0.15	0.05	-0.05	-0.05	-0.17	0.06	-0.18
	163	-0.01	-0.03	0.58	-0.79	2.04	-1.20	1.36	-0.33	1.55	0.25	0.06	-0.06
	164	-0.01	-1.44	-0.31	-0.27	-0.10	-0.32	0.01	1.98	0.51	2.56	-0.18	0.34
	165	0.02	-0.59	1.95	1.35	1.87	-0.17	-0.01	-3.14	1.55	-0.28	-0.91	0.49
	166	0.00	-0.16	0.18	-0.27	-0.05	0.87	-0.01	-0.05	-0.05	0.06	-0.18	0.34
	167	0.00	-0.03	-0.14	-0.02	-0.05	0.04	0.01	-0.05	-0.05	0.25	1.27	-0.13
	168	-0.08	2.49	-0.14	-0.27	0.01	-0.01	-0.03	0.22	-0.05	0.06	-0.18	0.09

FEMALE

This is the calculation of r from the formula $r = \frac{\text{Sum}(z \text{ of } X * z \text{ of } Y)}{N}$

Where: $s \text{ of } X = (X\text{-Mean of } X) / (\text{Std of } X)$ X here is the UP Score.
 $s \text{ of } Y = (Y\text{-Mean of } Y) / (\text{Std of } Y)$ Y here is P rating.

e	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
m	---	---	---	---	---	---	---	---	---	---	---	---
169	0.05	0.52	-0.14	0.76	-0.05	0.87	-0.01	0.23	0.23	0.25	0.54	0.48
170	-0.01	-2.80	0.10	0.28	-0.10	-0.17	-1.55	2.23	-1.10	-0.17	0.06	-0.21
171	0.05	-0.95	-0.87	-0.54	-1.60	0.04	1.20	0.23	-1.10	-1.73	-0.18	-0.78
172	-0.08	-0.10	0.02	-0.79	0.06	-0.06	-0.01	1.56	1.56	1.99	0.54	-0.11
173	-0.01	0.03	-0.87	0.03	-0.84	-0.06	-0.03	-0.32	0.09	-0.02	0.54	0.30
174	0.11	-0.59	0.18	0.28	-0.20	-0.06	-0.01	0.22	0.22	0.13	0.30	0.14
175	0.02	0.52	0.02	0.28	0.97	0.15	0.39	0.09	-0.05	0.85	0.06	1.25
176	-0.03	-0.10	-1.59	-0.79	0.65	0.15	0.03	-1.27	-0.33	-0.28	0.06	-0.21
177	-0.01	1.50	0.56	-1.30	-0.10	-0.17	1.62	0.23	-0.43	-0.02	0.54	0.48
178	0.03	-0.10	-0.71	0.01	-0.10	-0.01	-0.58	-0.05	-0.05	-0.02	-0.18	-0.06
179	0.00	0.09	-0.06	-0.79	0.06	-0.01	0.39	-0.32	-0.05	0.13	-0.18	-0.01
	0.01	0.10	-0.03	-0.01	0.08	0.10	0.04	0.07	0.13	0.08	0.06	0.11

Count 179

$r @ .05 = .15$

Demographics Sex=M or F
 Race: 1-Minorities, 2-Caucasian
 Age: 1-21-30, 2-31-40.

1

m ComComDedDedIndIndCarCarInvInvEmpEmpPosPosIniIniStiStiInpInpConConTotTot

1	4	4	4	4	5	3	5	3	4	3	4	2	4	4	5	4	5	3	5	3	5	1	5	34
2	5	1	5	2	5	3	5	3	4	2	5	3	5	3	4	3	5	4	4	2	5	2	5	28
3	2	2	2	5	1	1	1	3	1	3	2	1	2	5	1	2	1	1	1	3	1	2	1	28
4	2	5	3	4	2	2	3	2	2	2	2	3	2	4	3	2	1	4	1	2	1	4	2	34
5	5	5	5	5	3	4	3	4	4	4	5	4	3	4	5	4	5	5	5	4	5	4	4	47
6	3	3	3	5	2	3	3	2	2	3	3	1	2	4	2	4	1	1	2	2	2	2	1	30
7	3	4	3	3	3	1	3	2	2	1	3	2	4	5	3	5	3	2	3	3	3	2	3	30
8	4	1	4	2	4	4	5	4	5	0	4	3	5	4	4	2	5	5	5	2	4	3	4	30
9	4	2	4	5	4	1	3	4	3	2	3	2	4	4	3	2	4	3	4	2	4	1	4	28
10	3	1	3	2	3	4	3	3	1	3	1	3	3	3	2	3	2	3	3	0	1	3	21	
11	5	2	5	3	4	1	5	3	5	3	5	3	5	5	5	1	5	4	4	3	4	3	5	31
12	4	2	4	4	4	2	4	1	3	3	4	1	3	3	3	3	4	3	4	2	4	1	4	25
13	4	3	4	3	4	1	4	2	4	2	5	3	4	3	5	1	5	5	4	4	5	0	4	27
14	3	4	3	4	3	3	3	3	3	2	3	4	3	2	3	2	3	5	2	3	3	2	3	33
15	4	1	4	2	5	0	5	3	5	3	4	5	5	4	4	3	5	3	5	4	4	1	5	29
16	4	2	4	3	4	3	5	3	4	3	4	2	4	4	4	2	4	2	4	3	4	2	4	29
17	1	5	2	3	1	2	1	4	2	1	1	3	1	3	1	1	2	2	1	4	1	1	1	29
18	3	1	3	4	3	2	3	2	3	2	3	3	3	4	3	3	4	2	3	2	3	1	3	26
19	5	2	5	1	5	0	5	4	5	4	5	2	5	3	5	4	5	3	5	4	5	2	5	29
20	4	3	4	4	4	3	5	3	4	2	4	3	5	3	5	2	4	3	4	2	4	2	4	30
21	4	3	4	5	4	3	5	3	5	1	4	2	5	4	4	4	4	2	5	1	4	1	4	29
22	4	2	4	4	4	3	4	3	4	2	4	2	4	3	5	2	4	1	4	3	4	4	4	29
23	1	5	2	5	2	4	1	4	2	3	2	5	1	5	2	4	2	5	3	5	3	3	2	48
24	4	2	4	4	4	3	5	5	5	1	4	1	5	4	5	2	4	4	4	2	4	4	4	32
25	3	3	4	5	4	1	3	4	4	3	3	4	3	3	4	1	3	2	2	2	3	2	3	30
26	3	1	3	5	4	2	3	4	3	3	3	4	3	3	3	1	3	3	3	3	4	2	3	31
27	4	1	4	4	3	1	4																	

Demographics Sex: M or F
 Race: 1-Minorities, 2-Caucasian
 Age: 1-21-30, 2-31-40,
 3-41-50, 4-51 or Above

Principal's Response---										Urban Teacher Preceiver Interview Guide---														
m	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Imp	Imp	Con	Con	Tot	Tot
=	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++
35	4	2	4	3	3	2	5	4	4	4	4	2	4	4	5	4	4	4	4	3	5	3	5	35
36	3	4	3	5	3	2	3	4	3	2	3	4	3	4	2	5	3	2	3	4	3	5	3	41
37	4	3	5	5	4	2	4	2	4	3	4	1	5	5	4	2	4	4	4	1	4	4	4	31
38	3	1	3	3	3	1	3	2	2	3	3	0	3	3	2	2	2	2	3	3	3	1	3	21
39	4	2	4	4	4	3	5	3	5	1	4	1	5	5	4	0	5	3	5	3	4	1	5	26
40	4	3	4	4	3	2	4	4	4	2	4	2	4	3	4	4	5	1	5	2	4	2	4	30
41	2	3	2	5	2	2	3	1	2	2	3	2	1	4	1	2	1	2	1	1	1	3	2	27
42	4	1	4	3	4	0	4	2	3	2	4	2	4	2	4	3	4	2	4	2	4	3	4	22
43	3	3	3	3	4	1	2	3	1	2	2	4	2	3	1	4	2	1	4	3	5	1	5	28
44	5	2	5	2	5	1	5	2	5	1	5	1	5	2	5	0	5	1	5	1	5	1	5	14
45	5	2	5	3	4	1	4	3	5	1	4	4	4	5	4	3	4	4	5	2	4	1	4	29
46	5	1	4	4	5	3	5	2	5	2	4	2	5	3	4	2	4	2	4	3	5	3	5	27
47	3	4	4	3	3	3	4	3	4	2	4	2	4	3	4	2	3	3	3	2	4	3	4	29
48	3	2	3	4	4	4	3	4	3	4	4	4	3	3	4	4	3	4	3	3	4	1	3	37
49	2	3	2	5	2	1	3	2	2	1	2	1	2	4	2	4	1	1	1	3	1	0	1	25
50	4	3	5	5	5	3	5	5	4	3	5	2	5	4	4	1	4	3	3	3	4	2	4	34
51	3	4	3	4	3	2	4	3	3	1	3	3	3	3	3	2	3	3	3	1	2	2	3	28
52	3	4	4	3	3	1	3	4	3	1	3	3	3	4	3	5	3	3	3	2	4	0	3	30
53	3	2	3	2	3	3	4	3	3	1	3	3	3	4	4	3	3	0	3	4	4	2	3	27
54	4	4	4	4	4	2	4	4	4	3	3	4	4	5	4	3	3	5	4	4	4	3	4	41

Means and Standard Deviation

```
M M M M M M M M M M M M M M M M M M M M M M M  
- - - - -  
4 3 4 4 4 2 4 3 4 2 4 3 4 4 4 3 4 3 4 3 4 2 4 3 1  
- - - - -  
S S S S S S S S S S S S S S S S S S S S S S S  
- - - - -  
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 6
```

Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Ini	Ini	Con	Con	Tot	Tot
P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++	P==	U++
Means and Standard Deviation																							
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
3.59	2.76	3.72	3.70	3.61	2.07	3.89	3.15	3.59	2.22	3.61	2.69	3.72	3.69	3.59	2.69	3.56	2.94	3.50	2.85	3.56	2.09	3.63	30.80
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
0.97	1.22	0.85	0.99	0.99	1.12	1.08	0.95	1.11	1.10	0.91	1.24	1.16	0.86	1.13	1.26	1.23	1.31	1.13	1.04	1.20	1.16	1.09	6.00

MALE

I This is the calculation of r from the formula $r = \text{Sum}(z \text{ of } X * z \text{ of } Y) / N$
 t Where: $z \text{ of } X = (X - \text{Mean of } X) / (\text{Std of } X)$ X here is the UP Score.

e $z \text{ of } Y = (Y - \text{Mean of } Y) / (\text{Std of } Y)$ Y here is the P Rating.

m	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
-	---	---	---	---	---	---	---	---	---	---	---	---
1	0.43	0.10	1.16	-0.16	0.26	-0.23	0.09	1.30	0.05	0.19	-1.14	0.67
2	-2.09	-2.59	1.16	-0.16	-0.07	0.39	-0.88	0.09	0.95	-0.36	-0.10	-0.58
3	1.02	-2.65	2.53	0.42	-1.65	2.39	-2.28	1.25	3.09	-0.31	0.17	1.12
4	-3.02	-0.25	0.11	0.99	0.29	-0.45	-0.55	0.29	-1.68	1.80	-3.51	-0.80
5	2.67	-1.07	0.33	0.09	0.92	0.11	0.37	0.66	1.85	0.91	0.61	0.91
6	-0.12	-1.11	-1.35	0.99	-1.01	0.91	-0.55	-1.47	3.09	1.08	0.10	0.32
7	-0.62	0.60	0.59	0.99	1.59	0.37	0.37	-0.96	0.33	-0.06	0.04	0.08
8	-0.61	-0.56	0.66	0.92	-2.55	0.11	0.40	-0.20	1.85	-1.08	0.29	-0.04
9	-0.26	0.43	-0.38	-0.74	0.11	0.37	0.09	0.29	0.02	-0.36	-0.35	-0.16
10	0.88	1.46	0.04	-0.02	0.59	0.91	0.50	0.29	0.33	-0.06	2.80	0.94
11	-0.90	-1.07	-0.38	-0.16	0.89	0.39	1.69	-1.66	0.95	0.06	0.29	0.04
12	-0.26	0.10	-0.03	-0.23	-0.38	-0.58	0.50	-0.13	0.02	-0.36	-0.35	-0.33
13	0.08	-0.23	-0.38	-0.12	-0.07	0.39	-0.19	-1.66	1.85	0.48	-2.18	-0.21
14	-0.62	-0.25	-0.51	0.13	0.11	-0.71	1.22	0.29	-0.71	-0.19	0.04	-0.21
15	-0.61	-0.56	-2.60	-0.16	0.89	0.79	0.40	0.09	0.05	1.45	-0.35	-0.37
16	-0.26	-0.23	0.33	-0.16	0.26	-0.23	0.09	-0.20	-0.26	0.06	-0.03	-0.10
17	-4.92	1.44	0.17	-2.39	1.59	-0.73	1.87	3.07	0.91	-2.42	2.01	0.72
18	0.88	-0.25	0.04	0.99	0.11	-0.17	-0.23	-0.13	-0.26	0.36	0.44	0.46
19	-0.90	-4.10	-2.60	0.92	2.04	-0.84	-0.88	1.30	0.05	1.45	-0.10	-0.37
20	0.08	0.10	0.33	-0.16	-0.07	0.11	-0.88	-0.68	0.02	-0.36	-0.03	-0.04
21	0.08	0.43	0.33	-0.16	-1.40	-0.23	0.40	0.38	-0.26	-2.35	-0.35	-0.10
22	-0.26	0.10	0.33	-0.02	-0.07	-0.23	-0.19	-0.68	-0.54	0.06	0.61	-0.10
23	-4.92	-2.65	-2.80	-2.39	-1.01	-3.29	-3.60	-1.47	-1.99	-0.91	-0.36	-4.27
24	-0.26	0.10	0.33	2.00	-1.40	-0.58	0.40	-0.68	0.29	-0.36	0.61	0.07
25	-0.12	0.43	-0.38	-0.74	0.26	-0.71	0.50	-0.48	0.33	1.08	0.04	0.08
26	0.88	-1.11	-0.03	-0.74	-0.38	-0.71	0.50	0.70	-0.02	-0.06	-0.03	-0.02
27	-0.61	0.10	0.59	-0.02	-0.07	0.79	0.50	-0.20	0.57	0.48	0.29	0.12
28	-0.62	0.10	0.33	-0.12	-0.41	0.11	-0.88	-0.13	-0.85	-0.48	-0.36	0.07
29	1.48	0.10	-0.09	0.92	-0.07	-0.84	0.09	0.31	0.05	0.06	0.29	0.18
30	0.43	0.45	-0.73	-0.16	2.04	0.11	0.40	2.29	0.29	0.48	0.61	0.41
31	0.29	0.10	1.16	0.92	3.19	0.45	0.40	-0.20	0.29	-0.36	-0.10	1.29
32	0.08	0.10	-0.38	0.92	0.26	0.79	0.09	0.09	0.95	2.72	-0.35	0.35
33	0.43	0.10	1.03	0.20	-1.40	2.84	1.69	0.09	-0.71	-0.48	0.04	0.69
34	-0.62	-0.25	0.04	0.09	0.59	-0.17	-0.47	-0.20	-0.05	-0.48	0.44	0.08
35	-0.26	-0.23	0.04	0.92	0.59	-0.23	0.09	1.30	0.29	0.06	0.94	0.88
36	-0.62	-1.11	0.04	-0.74	0.11	-0.71	-0.23	-2.59	0.33	-0.48	-1.17	-0.98
37	0.08	1.97	-0.03	-0.12	0.26	-0.58	1.69	-0.20	0.29	-0.78	0.61	0.01

MALE

I This is the calculation of r from the formula $r = \text{Sum}(z \text{ of } X * z \text{ of } Y) / N$

t Where: $z \text{ of } X = (X - \text{Mean of } X) / (\text{Std of } X)$ X here is the UP Score.

e $z \text{ of } Y = (Y - \text{Mean of } Y) / (\text{Std of } Y)$ Y here is the P Rating.

m	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
-	---	---	---	---	---	---	---	---	---	---	---	---
38	0.88	0.60	0.59	0.99	-1.01	1.45	0.50	0.77	0.91	-0.06	0.44	0.94
39	-0.26	0.10	0.33	-0.16	-1.40	-0.58	1.69	-0.77	0.05	0.19	-0.35	-1.00
40	0.08	0.10	0.04	0.09	-0.07	-0.23	-0.19	0.38	-1.75	-1.08	-0.03	-0.04
41	-0.32	-2.65	0.11	1.85	0.29	0.37	-0.86	1.25	1.50	3.91	-1.67	0.94
42	-0.61	-0.23	-0.73	-0.12	0.11	-0.23	-0.47	0.09	-0.26	-0.36	0.29	-0.50
43	-0.12	0.60	-0.38	0.27	0.47	-1.87	1.19	-2.39	1.88	0.06	-1.14	-0.58
44	-0.90	-2.59	-1.35	-1.24	-1.40	-2.06	-2.16	-2.65	-1.75	-2.35	-1.14	-3.50
45	-0.90	-1.07	-0.38	-0.02	-1.40	0.45	0.37	0.09	0.29	-1.08	-0.35	-0.10
46	-2.09	0.10	1.16	-1.24	-0.25	-0.23	-0.88	-0.20	-0.26	0.06	0.94	-0.79
47	-0.62	-0.23	-0.51	-0.02	-0.07	-0.23	-0.19	-0.20	-0.02	0.36	0.29	-0.10
48	0.38	-0.25	0.68	-0.74	-0.86	0.45	0.50	0.38	-0.36	-0.06	-0.35	-0.60
49	-0.32	-2.65	1.56	0.99	1.59	2.39	-0.55	-1.47	3.09	-0.31	3.86	2.32
50	0.08	1.97	1.16	2.00	0.26	-0.84	0.40	-0.48	0.02	-0.06	-0.03	0.16
51	-0.62	-0.25	0.04	-0.02	0.59	-0.17	0.50	0.29	-0.02	0.78	0.10	0.27
52	-0.62	-0.23	0.59	-0.74	0.59	-0.17	-0.23	-0.96	-0.02	0.36	-0.67	0.06
53	0.36	1.46	-0.51	-0.02	0.59	-0.17	-0.23	0.09	1.02	-0.48	-0.03	0.36
54	0.43	0.10	-0.03	0.09	0.26	-0.71	0.37	0.09	-0.71	0.48	0.29	0.57
	-0.35	-0.32	0.03	0.09	0.06	-0.04	0.04	-0.10	0.28	0.02	0.02	-0.01
Count = 54												
r @ .05 = .25												

MINORTIES

MLDB_R1.WK1

Demographics Sex=M or F

Age: 1=21-30, 2=31-40,
3=41-50, 4=51 or Above

Race: 1=Minorities, 2=Caucasian

Principal's Response ===

Urban Teacher Preceiver Interview Guide+++++

e	m	Con	Cor	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Imp	Imp	Con	Con	Tot	Tot
-	-	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U	P=U
		3	1	3	4	2	4	4	2	5	2	4	2	4	2	4	2	2	1	2	3	2	4	3	27
1		3																							21
2		3	3	4	1	5	1	4	2	3	3	3	1	4	3	4	2	4	2	4	2	3	1	4	47
3		5	5	5	5	5	4	5	4	5	4	5	3	5	4	5	5	5	5	5	4	5	4	5	30
4		3	3	3	5	2	3	3	2	2	3	3	1	2	4	2	4	1	1	2	2	2	2	1	33
5		4	4	4	4	4	4	4	3	4	2	4	2	4	5	4	3	4	3	4	2	4	1	4	33
6		4	5	4	3	5	1	5	4	5	2	5	3	5	4	5	2	5	3	5	3	5	3	5	33
7		2	2	2	2	1	3	3	4	2	3	3	1	2	3	3	2	1	2	1	2	2	3	2	26
8		4	3	4	5	5	5	4	4	4	2	4	4	5	4	4	4	4	3	4	5	4	5	4	43
9		2	2	3	2	2	3	3	3	2	3	3	1	2	4	3	3	3	4	3	3	3	3	2	31
10		5	5	5	5	5	3	5	5	5	4	5	4	5	4	5	4	5	2	5	5	5	4	5	45
11		4	1	4	2	5	0	5	3	5	3	4	5	5	4	4	3	5	3	5	4	4	1	5	29
12		3	3	3	4	3	4	3	4	3	3	2	2	4	2	3	1	3	4	3	4	3	3	3	34
13		1	5	2	3	1	2	1	4	2	1	1	3	1	3	1	1	2	2	1	4	1	1	1	29
14		4	4	3	5	3	4	3	4	4	5	4	3	4	3	4	2	4	5	4	2	3	4	4	41
15		3	5	3	5	3	2	3	5	3	2	3	2	3	4	3	3	3	3	2	3	3	3	3	36
16		3	4	3	4	3	2	4	4	3	1	3	3	4	2	4	2	2	3	3	4	3	1	3	30
17		3	4	3	4	3	4	3	3	3	3	3	3	3	4	3	2	3	3	3	2	3	3	3	35
18		4	2	4	3	3	2	5	4	4	4	4	2	4	4	5	4	4	4	4	3	5	3	5	35
19		2	2	2	4	1	2	3	4	1	1	2	3	3	3	1	3	1	3	1	3	1	1	1	29
20		2	3	2	5	2	2	3	1	2	2	3	2	1	4	1	2	1	2	1	1	1	3	2	27
21		5	2	5	4	4	2	5	3	5	4	5	3	5	2	5	2	5	2	5	3	5	3	5	30
22		3	3	3	3	4	1	2	3	1	2	2	4	2	3	1	4	2	1	4	3	5	1	5	28
23		5	2	5	3	4	1	4	3	5	1	4	4	4	5	4	3	4	4	5	2	4	1	4	29
24		4	2	4	4	4	4	4	3	3	2	4	5	3	3	3	1	3	1	3	4	4	2	3	31
25		4	5	3	5	4	2	4	4	4	3	5	4	5	4	4	3	3	1	4	4	5	4	4	39
26		5	5	5	3	5	2	5	2	5	1	5	4	5	3	5	5	5	2	5	4	5	4	5	35
27		5	4	5	3	5	3	5	4	5	3	4	2	5	3	5	4	5	3	5	3	5	3	4	35
28		3	3	3	4	3	2	3	4	3	2	4	4	3	4	3	2	3	3	3	2	4	2	3	32
29		3	3	3	5	2	3	3	4	2	3	4	1	4	3	3	2	2	3	2	2	3	3	3	32

Count 29

Minorities

Means and Standard Deviations

Minorities																							
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
3.	3.	3.	3.	3.	2.	3.	3.	3.	2.	3.	2.	3.	3.	3.	2.	3.	2.	3.	3	3.	2.	3.	32
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
1.	1.	0.	1.	1.	1.	1.	0.	1.	1.	1.	1.	1.	0.	1.	1.	1.	1.	1.	1.	1.	1.	1.	5.

Com p== U++	Com p== U++	Dad p== U++	Dad p== U++	IND p== U++	IND p== U++	Car p== U++	Car p== U++	Inv p== U++	Inv p== U++	Emp p== U++	Emp p== U++	Poe p== U++	Poe p== U++	Ini p== U++	Ini p== U++	Sli p== U++	Sli p== U++	Inp p== U++	Inp p== U++	Con p== U++	Con p== U++	Tot p== U++	Tot p== U++																							
																								Means and standard Deviations																						
																								Minorities																						
N	H	N	H	N	H	N	H	N	H	N	H	N	H	N	H	N	H	N	H	N	H	N	H																							
3.48	3.27	3.51	3.75	3.37	2.58	3.72	3.41	3.44	2.55	3.62	2.79	3.65	3.44	3.48	2.75	3.24	2.68	3.41	3	3.51	2.62	3.48	32.8																							
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S																							
1.07	1.25	0.96	1.10	1.32	1.18	1.01	0.92	1.30	1.03	1.03	1.18	1.23	0.81	1.27	1.10	1.35	1.11	1.35	1.01	1.30	1.18	1.27	5.67																							

MINORITIES													
m								Calculation of r					
	COM	DED	IND	CAR	INV	EMP		POS	INI	STI	INP	CON	TOT
	---	---	---	---	---	---		---	---	---	---	---	---
1	0.82	-0.12	-1.24	-0.30	-0.63	-0.25		-0.50	-0.28	1.38	0.00	-1.35	0.39
2	0.10	-1.25	-1.63	-0.30	-0.15	0.91		-0.15	-0.28	-0.35	-0.43	0.54	-0.85
9	1.95	1.72	1.46	0.53	1.67	0.23		0.74	2.42	2.69	1.15	1.32	2.96
4	0.10	-0.60	-0.36	0.79	-0.48	0.91		-0.91	-1.31	2.50	1.03	0.61	0.99
5	0.28	0.11	0.56	-0.09	-0.23	-0.25		0.53	0.09	0.16	-0.43	-0.51	0.01
6	0.66	-0.34	-1.63	0.53	-0.63	0.23		0.74	-0.82	0.36	0.00	0.36	0.02
7	1.41	2.50	-0.63	-0.30	-0.48	0.91		0.74	0.26	1.02	1.76	-0.37	1.00
8	-0.11	0.56	2.49	0.12	-0.23	0.38		0.74	0.46	0.16	0.85	0.74	0.72
9	1.41	0.85	-0.36	0.25	-0.48	0.91		-0.91	-0.08	-0.21	0.00	-0.13	0.39
10	1.95	1.72	0.43	1.50	1.67	1.36		0.74	1.34	-0.80	2.31	1.32	2.54
11	-0.88	-0.79	-2.66	-0.43	0.52	0.69		0.74	0.09	0.36	1.15	-0.51	-0.82
12	0.10	-0.12	-0.34	-0.30	-0.15	1.05		-0.50	0.60	-0.21	-0.30	-0.13	-0.07
13	-3.19	1.08	0.89	-1.14	1.66	-0.44		1.18	3.10	0.56	-1.76	2.64	1.33
14	0.28	-0.60	-0.34	-0.30	1.00	0.06		-0.15	-0.28	1.16	-0.43	-0.46	0.58
15	-0.62	-0.60	0.14	-0.85	0.18	0.40		-0.36	-0.08	-0.05	0.30	-0.13	-0.21
16	-0.26	-0.12	0.14	0.12	0.52	-0.11		-0.50	-0.28	-0.25	-0.30	0.54	0.19
17	-0.28	-0.12	-0.34	0.25	-0.15	-0.11		-0.36	0.26	-0.05	0.30	-0.13	-0.14
18	-0.49	-0.34	0.14	0.53	0.59	-0.25		0.19	1.34	0.66	0.00	0.36	0.44
19	1.41	-0.34	0.89	-0.30	2.81	-0.27		0.29	-0.43	-0.46	0.00	2.64	1.23
20	0.30	-1.76	0.51	1.34	0.59	0.40		-1.45	1.34	1.02	3.51	-0.62	1.21
21	-1.44	0.34	-0.23	-0.43	1.67	0.23		-1.93	-0.82	-0.80	0.00	0.36	-0.61
22	0.10	0.37	-0.63	0.59	1.00	-1.60		0.74	-2.19	1.38	0.00	-1.55	-1.03
23	-1.44	-1.05	-0.63	-0.09	-1.78	0.38		0.53	0.09	0.66	-1.15	-0.51	-0.28
24	-0.49	0.11	0.56	-0.09	0.18	0.69		0.29	0.60	0.27	-0.30	-0.19	0.13
25	0.66	-0.60	-0.23	0.12	0.18	1.36		0.74	0.09	0.27	0.43	1.32	0.44
26	1.95	-1.05	-0.60	-1.40	-1.78	1.36		-0.60	2.42	-0.80	1.15	1.32	0.44
27	0.82	-1.05	0.43	0.53	0.52	-0.25		-0.60	1.34	0.36	0.00	0.36	0.15
28	0.10	-0.12	0.14	-0.30	0.18	0.38		-0.36	0.26	-0.05	0.30	-0.19	0.06
29	0.10	-0.60	-0.36	-0.30	-0.48	-0.56		-0.15	0.26	-0.25	1.03	-0.13	0.06
	0.18	-0.08	-0.12	0.01	0.25	0.30		-0.02	0.33	0.37	0.35	0.26	0.39
	Count 29							r @ .05 = .36					

CAUCASIAN
MLDB_R2.WK1

Demographics

Sex=M or F

Race: 1=Minorities, 2=Caucasian

Age: 1=21-30, 2=31-40,

3=41-50, 4=51 or Above

Principal=---

Urban Teacher P++

Item	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Inc	Inc	Con	Con	Tot	Tot
^^	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=
1	5	3	5	5	5	3	5	4	5	3	5	2	5	4	5	4	5	3	5	3	5	5	5	39
2	3	2	4	4	3	4	3	5	4	2	4	3	4	4	3	3	3	5	5	4	3	3	4	39
3	5	2	5	5	5	1	5	5	5	4	5	2	5	3	5	3	5	3	5	2	5	3	5	33
4	5	3	5	1	5	5	5	4	4	3	4	3	5	4	5	4	5	3	4	5	4	4	4	39
5	2	2	3	4	2	5	3	3	2	3	2	3	2	5	3	2	3	5	3	4	2	2	2	38
6	4	4	4	4	5	3	5	3	4	3	4	2	4	4	5	4	5	3	5	3	5	1	5	34
7	5	1	5	2	5	3	5	3	4	2	5	3	5	3	4	3	5	4	4	2	5	2	5	26
8	5	2	5	4	4	3	5	1	4	3	5	3	5	5	5	1	4	4	4	3	5	1	5	30
9	5	2	5	4	4	3	5	4	5	5	4	3	5	5	5	2	4	3	5	3	5	2	5	36
10	1	2	2	2	2	1	1	1	1	3	1	3	1	2	2	1	2	3	2	4	2	3	1	25
11	2	2	2	5	1	1	1	3	1	3	2	1	2	5	1	2	1	1	1	3	1	2	1	28
12	5	1	4	4	5	0	4	2	4	3	4	4	4	2	4	3	4	4	4	2	4	1	4	26
13	2	5	3	4	2	2	3	2	2	2	2	3	2	4	3	2	1	4	1	2	1	4	2	34
14	1	1	1	3	1	4	1	4	3	3	1	3	1	4	1	3	1	2	1	2	1	4	1	33
15	5	5	5	3	4	3	4	4	4	5	4	3	4	5	4	5	5	5	4	5	4	4	4	47
16	4	3	5	5	4	3	4	4	5	3	3	3	4	2	4	2	4	1	4	2	4	5	4	33
17	4	1	5	4	4	0	5	4	5	2	4	1	5	3	4	2	5	5	5	3	4	1	5	26
18	3	4	3	5	3	2	2	5	2	4	2	4	2	5	2	4	3	4	3	3	3	4	3	44
19	4	3	4	5	5	3	4	5	4	5	4	4	4	2	5	2	5	4	5	4	4	3	4	40
20	3	2	4	3	4	2	4	4	5	2	4	4	5	4	4	1	5	4	5	3	5	0	4	29
21	4	2	4	4	4	2	5	3	4	1	4	2	5	3	4	3	4	3	4	3	4	2	4	28
22	4	2	4	4	5	2	4	4	4	2	3	2	4	4	4	1	5	1	5	4	4	3	4	29
23	3	2	3	5	3	5	4	4	4	4	5	4	5	4	4	1	3	3	3	4	3	1	3	37
24	5	3	5	3	4	2	4	3	5	2	4	1	5	3	5	2	4	4	4	3	4	2	5	28
25	4	4	4	4	4	2	5	5	5	4	5	2	5	4	5	4	5	5	4	3	5	2	5	39
26	3	4	3	3	3	1	3	2	2	1	3	2	4	5	3	5	3	2	3	3	3	2	3	30
27	5	1	4	2	5	3	5	4	4	3	5	2	5	3	5	1	4	1	5	2	5	3	5	25
28	3	2	3	3	3	1	3	5	3	2	3	5	2	3	3	5	3	5	3	4	3	3	3	38
29	4	1	4	3	4	3	4	2	5	3	4	3	4	2	4	3	5	2	5	2	4	3	4	27
30	4	3	5	3	4	3	5	3	5	3	5	3	5	4	5	1	5	3	5	3	5	3	5	32
31	5	3	5	3	4	1	4	4	4	4	5	3	5	5	5	5	5	4	4	4	5	5	5	41
32	4	3	4	4	4	4	4	3	4	2	3	4	3	5	3	4	2	5	3	3	3	3	4	41
33	4	1	4	2	4	4	5	4	5	0	4	3	5	4	4	2	5	5	5	2	4	3	4	30
34	4	2	4	5	4	1	3	4	3	2	3	2	4	4	3	2	4	3	4	2	4	1	4	28
35	5	3	5	4	5	0	5	2	5	1	5	3	5	3	5	1	4	3	5	3	4	3	5	26
36	2	4	3	3	3	4	2	4	2	2	2	2	2	4	3	3	2	3	2	2	3	4	2	35
37	5	4	5	4	5	5	5	5	5	3	5	5	5	5	5	4	5	5	5	4	5	3	5	47
38	4	2	5	2	5	3	4	3	3	4	4	5	4	3	4	1	4	3	5	2	4	2	4	30
39	3	1	4	4	3	1	3	2	4	3	3	2	3	2	3	2	3	3	3	3	3	3	4	26
40	4	3	4	5	5	3	5	5	5	4	3	3	4	4	5	2	5	3	5	3	4	3	4	38
41	5	4	5	3	5	4	5	3	5	2	5	1	5	4	5	1	5	4	5	3	4	2	5	31
42	4	2	4	3	4	3	3	3	4	2	3	2	3	3	3	3	4	2	4	3	3	1	4	27
43	5	3	5	2	5	3	5	4	4	1	4	3	5	2	5	3	5	1	5	0	5	2	5	24

CAUCASIAN
MLDB_R2.WK1
Demographics Sex=M or F
Races 1=Minorities, 2=Caucasian
Ages 1=21-30, 2=31-40,
3=41-50, 4=51 or Above
Principal==== Urban Teacher P+++

Item	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Imp	Imp	Con	Con	Tot	Tot	
^^^	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	
44	4	4	2	4	3	4	1	3	3	2	4	2	3	3	4	3	2	3	2	4	4	3	3	31	
45	3	4	3	2	4	2	4	4	3	0	5	5	5	4	4	2	4	3	4	3	4	3	4	32	
46	3	3	4	3	2	2	2	4	5	2	3	3	3	5	4	2	3	3	4	3	3	2	3	32	
47	4	4	4	4	4	5	4	5	4	2	4	4	4	5	4	3	3	1	4	4	4	5	4	42	
48	3	3	3	3	4	1	4	3	2	3	2	2	2	4	3	4	3	4	3	2	4	4	3	33	
49	4	3	4	5	4	4	3	4	4	3	3	5	4	5	3	2	4	2	4	4	4	4	4	41	
50	4	3	4	4	4	2	4	3	3	3	4	4	4	5	3	2	4	3	3	3	3	2	4	34	
51	4	4	4	5	4	4	5	4	4	3	4	4	5	5	4	2	4	4	4	4	4	5	4	44	
52	3	1	3	2	3	2	4	3	3	1	3	1	3	3	3	2	3	2	3	3	0	1	3	21	
53	5	2	5	3	5	3	5	3	5	5	5	3	5	3	5	2	5	4	5	4	5	3	5	35	
54	4	1	5	4	5	3	5	3	5	1	5	3	5	4	5	2	5	0	4	3	4	2	5	26	
55	4	1	3	1	3	1	3	4	4	4	3	1	4	4	3	2	4	4	4	4	3	2	3	28	
56	4	4	4	4	4	3	4	2	4	0	3	3	4	4	4	3	4	4	4	5	3	4	4	36	
57	5	2	5	3	4	1	5	3	5	3	5	3	5	5	1	5	4	4	3	4	3	5	31	41	
58	5	3	5	3	5	3	5	4	5	5	5	4	5	4	5	3	5	5	5	3	5	4	5	41	
59	4	2	4	4	4	2	4	1	3	3	4	1	3	3	3	3	4	3	4	2	4	1	4	25	
60	5	4	5	3	5	4	5	4	4	4	4	2	5	4	4	3	5	5	5	4	5	2	5	39	
61	5	1	4	4	5	2	5	3	5	2	5	1	4	1	4	1	5	2	5	3	4	4	4	24	
62	4	4	4	3	3	4	4	4	4	5	4	3	4	5	3	3	4	5	4	4	4	4	4	44	
63	4	4	4	2	4	4	5	5	4	1	5	5	4	4	5	2	4	5	4	4	4	3	4	39	
64	4	5	4	5	4	2	4	5	4	5	4	4	4	5	4	4	4	5	4	3	4	4	4	47	
65	5	1	4	5	4	2	5	2	3	3	3	4	3	4	4	4	3	5	3	1	3	2	3	33	
66	4	3	5	4	4	3	5	2	4	2	4	1	5	4	5	3	3	4	3	4	3	1	4	29	
67	4	3	4	3	5	5	4	5	3	4	4	4	4	4	2	5	5	3	5	3	3	4	4	43	
68	4	1	4	3	5	1	4	5	5	2	4	3	4	3	5	4	5	4	5	3	5	1	5	30	
69	2	2	2	5	2	2	3	4	3	3	3	3	3	5	2	3	3	4	3	4	2	3	2	38	
70	4	1	4	2	4	2	5	4	5	5	4	5	5	2	5	3	5	5	5	4	4	2	5	35	
71	4	1	4	3	5	2	3	3	4	2	3	2	3	5	3	1	3	2	4	3	3	3	3	27	
72	3	5	4	5	3	3	3	5	2	4	3	4	2	4	3	4	4	5	4	2	3	2	3	43	
73	2	2	3	4	1	3	3	1	1	1	2	3	1	3	2	0	2	1	3	2	2	2	1	22	
74	5	2	5	3	5	3	4	3	4	4	5	2	4	4	5	3	4	4	4	2	5	3	4	33	
75	5	3	5	5	5	1	4	3	5	3	4	4	5	4	5	3	5	2	4	4	4	5	0	4	27
76	4	3	4	3	4	1	4	2	4	2	5	3	4	3	5	1	5	5	4	4	5	0	4	25	
77	4	2	4	3	3	2	4	3	5	2	5	2	4	2	4	2	4	3	4	2	3	2	4	32	
78	3	2	3	2	3	4	3	4	3	4	3	3	3	4	3	2	3	2	3	2	3	3	3	47	
79	3	3	3	5	3	3	3	5	3	5	3	4	4	4	3	4	4	5	4	4	3	5	3	29	
80	4	1	4	4	4	2	5	2	4	2	4	2	5	4	4	1	4	4	4	2	4	5	4	33	
81	3	4	3	4	3	3	3	3	3	2	3	4	3	2	3	2	3	5	2	3	3	2	3	34	
82	4	3	4	4	4	4	4	3	5	3	4	3	4	5	3	2	4	2	5	3	5	2	5	35	
83	4	4	4	4	4	5	4	4	5	3	5	3	5	4	5	1	5	2	5	3	4	3	2	39	
84	3	4	3	5	3	4	3	4	3	2	3	2	3	4	3	5	3	3	3	4	3	2	3	38	
85	3	4	2	4	2	4	2	4	3	3	2	3	2	4	2	3	2	2	3	5	2	2	2	29	
86	4	2	4	3	4	3	5	3	4	3	4	2	4	4	4	2	4	2	4	3	4	2	4	29	

CAUCASIAN
MLDB_R2.WK1

Demographics

Sex=M or F

Race: 1=Minorities, 2=Caucasian

Age: 1=21-30, 2=31-40,

3=41-50, 4=51 or Above

Principal=====

Urban Teacher P++

Item	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Inc	Inc	Con	Con	Tot	Tot
^^^	P	U	+	P	U	+	P	U	+	P	U	+	P	U	+	P	U	+	P	U	+	P	U	+
87	3	3	3	5	3	1	5	3	4	4	4	3	5	4	4	3	4	3	3	4	3	2	3	35
88	3	5	3	5	3	5	3	4	3	2	3	4	3	4	3	3	3	5	3	5	3	4	3	46
89	5	1	5	4	5	3	5	2	4	3	5	5	5	4	5	3	5	3	5	4	5	2	5	34
90	4	4	4	5	4	5	4	5	4	4	4	3	4	5	4	5	5	5	5	5	4	4	4	50
91	5	3	5	3	5	3	5	5	5	4	3	5	2	5	5	5	5	3	5	3	5	3	5	37
92	3	4	3	3	3	3	4	4	3	3	4	1	3	4	3	0	4	2	3	3	3	4	3	31
93	4	2	4	3	4	1	4	2	3	2	4	4	4	4	4	5	2	5	3	2	3	2	3	32
94	3	1	3	4	3	2	3	2	3	2	3	3	3	4	3	3	4	2	3	2	3	1	3	26
95	3	3	3	3	3	3	3	5	3	4	3	4	3	3	3	3	4	5	3	4	4	4	3	41
96	4	2	5	4	5	2	5	4	5	3	5	3	5	3	5	3	5	3	5	4	5	2	5	33
97	5	2	5	5	5	3	5	4	5	5	5	5	5	4	5	2	5	3	5	5	5	5	5	43
98	5	2	5	1	5	0	5	4	5	4	5	2	5	3	5	4	5	3	5	4	5	2	5	29
99	4	3	4	4	4	3	5	3	4	2	4	3	5	3	5	2	4	3	4	2	4	2	4	30
100	4	2	4	3	3	3	4	5	4	5	4	4	5	3	5	4	5	4	5	2	4	3	4	38
101	4	1	3	2	5	2	5	2	4	3	4	4	3	2	5	3	4	4	5	3	4	1	5	27
102	4	3	4	5	4	3	5	3	5	1	4	2	5	4	4	4	4	2	5	1	4	1	4	29
103	4	4	4	5	3	4	4	5	4	4	4	3	4	4	3	3	3	4	3	4	3	3	4	43
104	4	2	4	4	4	3	4	3	4	2	4	2	4	3	5	2	4	1	4	3	4	4	4	29
105	5	3	5	1	5	3	5	5	5	2	5	3	5	3	5	2	5	2	4	3	5	3	5	30
106	4	3	5	5	4	5	3	4	4	4	4	2	5	3	5	4	4	4	4	4	5	4	4	42
107	1	5	2	5	2	4	1	4	2	3	2	5	1	5	2	4	2	5	3	5	3	3	2	48
108	5	4	5	4	5	4	5	4	5	5	5	4	5	4	5	5	5	5	5	4	5	4	5	47
109	4	2	4	4	4	3	5	5	5	1	4	1	5	4	5	2	4	4	4	2	4	4	4	32
110	4	2	4	3	5	4	5	4	3	3	4	4	4	4	3	5	4	4	4	4	4	2	5	37
111	5	2	5	5	5	2	5	5	5	3	5	4	5	4	5	3	5	4	4	4	5	3	5	39
112	3	3	4	5	4	1	3	4	4	3	3	4	3	3	4	1	3	2	2	2	3	2	3	30
113	2	2	3	3	2	3	2	4	1	3	2	3	3	4	1	5	1	3	1	3	1	4	2	37
114	3	1	3	5	4	2	3	4	3	3	3	4	3	3	3	1	3	3	3	3	4	2	3	31
115	4	4	3	3	3	2	4	5	5	4	4	3	4	4	3	2	4	4	4	4	3	4	38	
116	3	3	3	4	4	1	4	4	4	3	3	3	4	3	4	2	3	1	3	2	4	1	4	27
117	3	1	3	3	3	2	3	5	3	3	3	1	3	2	3	1	3	2	3	4	3	1	3	25
118	4	1	4	4	3	1	4	3	4	2	4	5	3	3	4	2	4	5	4	4	4	3	4	33
119	3	4	4	4	4	3	4	2	4	1	4	3	5	3	3	3	5	2	3	4	3	3	4	32
120	4	3	5	4	4	3	5	4	4	4	5	4	5	4	5	3	4	5	4	3	4	1	4	38
121	4	2	4	4	4	3	4	4	4	4	3	2	4	1	4	3	4	2	4	2	3	2	4	29
122	4	4	4	5	4	2	4	4	4	4	4	3	4	3	4	4	4	3	4	3	4	3	4	38
123	5	4	5	3	5	3	5	3	5	0	5	1	5	4	5	0	5	3	5	2	4	3	5	26
124	5	4	4	4	5	2	5	4	4	2	5	2	4	4	5	3	5	3	4	3	4	3	4	34
125	4	2	4	5	3	5	5	4	5	4	4	5	5	5	4	1	5	5	5	4	4	2	4	42
126	4	4	5	4	4	0	5	3	5	4	4	3	5	4	5	5	4	4	4	4	4	4	4	38
127	4	3	5	5	4	3	5	4	4	3	4	5	5	4	4	2	4	4	4	3	4	4	4	40
128	5	3	4	4	5	3	5	4	5	5	4	4	5	4	4	2	4	4	4	2	5	2	5	37
129	3	3	3	3	3	1	3	3	3	0	3	3	3	5	3	3	3	4	3	3	3	2	3	30

Demographics

Race: 1-Minorities, 2-Caucasian

Age: 1-21-30, 2-31-40.

3-41-50, 4-51 or Above

Principal-----

Urban Teacher P+++

150

CAUCASIAN
MLDB_R2.WK1
Demographics

Sex=M or F
Race: 1=Minorities, 2=Caucasian
Age: 1=21-30, 2=31-40,
3=41-50, 4=51 or Above

Principal----- Urban Teacher P+++

Item	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Imp	Imp	Con	Con	Tot	Tot
^^^	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=	P=	U=
173	3	4	4	3	3	3	4	3	4	2	4	2	4	3	4	2	3	3	3	2	4	3	4	29
174	3	4	4	4	3	3	3	3	3	3	4	4	4	4	4	5	3	4	3	3	3	2	3	39
175	4	3	4	3	4	2	4	3	4	3	4	1	4	3	4	4	4	2	4	3	4	2	4	29
176	4	3	4	2	5	3	3	5	4	3	4	4	3	3	4	4	3	5	4	4	4	3	4	39
177	5	5	5	4	5	3	5	4	5	2	4	2	5	5	5	0	5	3	5	2	5	3	5	33
178	3	2	3	4	4	4	3	4	3	4	4	4	3	3	4	4	3	4	3	3	4	1	3	37
179	2	3	2	5	2	1	3	2	2	1	2	1	2	4	2	4	1	1	1	3	1	0	1	25
180	4	3	5	5	5	3	5	5	4	3	5	2	5	4	4	1	4	3	3	3	4	2	4	34
181	3	2	3	3	3	2	3	3	3	1	3	3	3	3	3	1	3	2	3	2	3	3	3	25
182	3	2	4	3	3	2	2	4	2	2	3	2	3	4	3	2	3	3	4	5	3	4	3	33
183	4	2	4	2	4	2	4	5	5	1	4	4	4	1	4	3	4	3	4	1	4	3	4	27
184	3	4	3	5	3	2	3	5	3	3	3	2	3	3	3	0	2	2	3	3	3	4	3	33
185	3	3	4	3	3	2	5	3	3	0	5	2	5	5	3	3	5	5	3	3	4	3	4	32
186	5	3	5	3	5	5	5	5	5	5	4	2	4	4	5	0	5	5	5	3	5	2	5	37
187	4	3	4	1	5	3	3	4	3	3	3	2	4	4	3	3	4	3	4	4	4	2	3	32
188	3	4	3	4	3	2	4	3	3	1	3	3	3	3	3	2	3	3	3	1	2	2	3	28
189	3	4	4	3	3	1	3	4	3	1	3	3	3	4	3	5	3	3	3	2	4	0	3	30
190	4	3	4	3	4	1	4	3	3	3	3	3	4	3	4	3	4	3	3	3	3	1	4	29
191	3	4	3	1	3	3	3	4	4	3	4	3	4	5	3	5	4	3	4	4	3	3	4	38
192	3	2	3	3	3	3	3	3	3	3	3	2	4	4	3	3	3	3	3	3	3	2	3	31
193	4	2	5	1	4	4	5	4	4	2	4	2	5	2	4	0	3	5	4	1	4	3	4	26
194	3	2	2	4	3	4	2	4	2	4	3	3	2	3	3	3	3	5	3	5	3	3	3	40
195	3	4	4	2	4	3	5	3	5	3	5	3	4	4	4	1	3	1	5	5	3	2	4	30
196	3	3	4	4	3	4	4	5	5	2	5	3	4	5	4	1	4	4	4	3	3	2	5	36
197	5	4	5	3	5	3	5	4	4	1	5	3	4	4	5	5	4	5	4	5	5	3	4	40
198	4	4	5	4	4	3	5	4	5	4	4	4	5	4	4	4	4	3	5	4	4	3	5	41
199	3	2	3	2	3	3	4	3	3	1	3	3	3	4	4	3	3	0	3	4	4	2	3	27
200	4	1	4	2	5	1	5	3	3	2	4	4	4	2	5	2	5	3	5	3	4	3	4	26
201	4	4	4	4	4	2	4	4	4	3	3	4	4	5	4	3	3	5	4	4	4	3	4	41
202	3	3	3	2	3	2	3	5	2	3	4	2	3	2	3	3	3	4	4	3	3	2	3	31
203	4	5	4	2	5	2	4	4	4	2	4	3	5	3	5	3	4	3	4	3	4	2	4	32
204	4	3	4	5	4	2	5	3	5	3	4	3	5	4	4	1	4	3	4	5	4	2	4	34
Count 204																						204		

CAUCASIAN Means and Standard Deviations

M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
3.	2.	3.	3.	3.	2.	3.	3.	3.	2.	3.	2.	4	3.	3.	2.	3.	3.	3.	3.	3.	2.	3.	33.
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S

CAUCASIAN
MLDB_R2.WK1

Demographics

Sex=M or F

Race: 1-Minorities, 2-Caucasian

Age: 1-21-30, 2-31-40,

3-41-50, 4-51 or Above

Principal----

Urban Teacher P++

Item	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Inc	Inc	Con	Con	Tot	Tot
^^^	P	U	+	P	U	+	P	U	+	P	U	+	P	U	+	P	U	+	P	U	+	P	U	+
	0.	1.	0.	1.	0.	1.	1.	1.	1.	1.	0.	1.	1.	0.	0.	1.	1.	1.	0.	0.	0.	1.	0.	6.5

CAUCASIAN
calculation of r

Item	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA
1	0.35	1.65	0.32	0.36	0.15	-1.03	0.34	1.22	-0.30	-0.18	2.60	0.94
2	0.58	0.02	-1.01	-1.32	-0.08	0.00	0.00	-0.28	-1.11	0.99	-0.24	0.12
3	-0.81	1.65	-1.48	1.33	1.03	-1.03	-0.64	0.35	-0.30	-1.34	0.41	-0.13
4	0.35	-3.12	2.11	0.36	0.02	0.00	0.34	1.22	-0.30	0.21	0.30	0.12
5	1.27	-0.42	-3.69	0.60	-0.24	-0.01	-2.64	0.43	-1.11	-0.80	0.96	-1.23
6	0.22	0.02	0.32	-0.60	0.02	-0.11	0.00	1.22	-0.30	-0.18	-1.79	0.04
7	-1.97	-1.93	0.32	-0.60	-0.08	0.01	-0.64	0.03	0.57	-0.13	-0.69	-1.02
8	-0.81	0.46	0.03	-2.54	0.02	0.01	1.32	-1.40	0.07	-0.02	-1.79	-0.67
9	-0.81	0.46	0.03	0.36	1.91	0.00	1.32	-0.53	-0.03	-0.18	-0.69	0.40
10	1.96	3.65	2.58	7.56	-0.38	-0.01	4.85	2.41	0.90	-1.69	-0.57	3.89
11	1.27	-3.11	3.93	1.80	-0.38	3.47	-2.64	1.38	5.18	0.46	1.51	2.55
12	-1.97	0.02	-2.37	-0.01	0.02	0.11	0.00	0.03	0.07	-0.13	-0.36	-0.18
13	-4.20	-0.42	1.01	1.55	1.22	-0.01	-0.68	0.43	-1.45	3.50	-3.30	-0.07
14	4.78	2.10	-3.24	-1.08	-0.11	-0.01	-1.03	-0.91	2.97	3.50	-3.30	0.33
15	2.67	-0.74	0.03	0.00	0.21	0.00	0.00	0.20	1.44	0.21	0.30	0.30
16	0.05	1.65	0.03	0.00	0.15	0.00	0.00	-0.05	-0.23	-0.13	0.53	-0.02
17	-0.28	0.46	-0.20	0.36	-0.73	-0.22	-0.64	-0.05	1.44	-0.18	-0.36	-1.38
18	-1.08	-1.53	0.48	-2.64	-1.71	-1.75	-2.64	-2.10	-0.44	0.14	-0.90	-1.36
19	0.05	0.06	0.32	0.01	0.21	0.11	0.00	-0.53	0.57	0.99	0.08	0.14
20	0.58	-0.03	-0.05	0.00	-0.73	0.11	0.34	-0.13	0.57	-0.18	-2.89	-0.11
21	-0.12	0.02	-0.05	-0.60	-0.18	-0.11	-0.64	0.03	-0.03	-0.02	-0.14	-0.13
22	-0.12	0.02	-0.58	0.00	-0.08	0.81	0.00	-0.13	-2.04	0.99	0.08	-0.11
23	0.58	-1.53	-1.76	0.00	0.11	1.04	0.34	-0.13	0.23	-0.80	1.07	-0.43
24	0.35	-0.74	-0.05	0.00	-0.73	-0.22	-0.64	-0.53	0.07	-0.02	-0.14	-1.02
25	0.22	0.02	-0.05	1.33	1.03	-1.03	0.34	1.22	1.44	-0.02	-0.69	0.94
26	-1.08	0.68	1.23	1.55	2.69	0.81	0.00	-1.70	0.90	0.14	0.41	0.90
27	-1.97	-0.07	0.32	0.36	0.02	-1.03	-0.64	-1.40	-0.23	-1.34	0.41	-1.56
28	0.58	0.68	1.23	-1.32	0.57	-1.63	1.27	-1.70	-1.11	-0.80	-0.24	-0.57
29	-0.28	-0.03	0.03	-0.01	0.15	0.00	0.00	0.03	-1.17	-1.34	0.08	-0.15
30	0.05	-0.74	0.03	-0.60	0.15	0.01	0.34	-1.40	-0.30	-0.18	0.41	-0.31
31	0.35	-0.74	-0.12	0.00	0.11	0.01	1.32	2.10	0.57	0.10	2.60	1.29
32	0.05	0.02	0.10	-0.36	-0.08	-0.82	-1.32	-0.99	-2.39	0.14	-0.24	-2.09
33	-0.28	-0.07	0.10	0.36	-2.49	0.00	0.34	-0.05	1.44	-1.34	0.08	-0.08
34	-0.12	0.06	-0.12	-0.36	0.57	0.81	0.00	0.43	-0.03	-0.13	-0.36	-0.13
35	0.35	0.46	-2.37	-1.57	-1.61	0.01	-0.64	-1.40	-0.03	-0.18	0.08	-1.38
36	-2.38	0.68	-1.01	-0.72	1.22	1.73	-0.68	-0.28	0.50	2.29	-0.90	-0.36
37	1.51	0.46	2.11	1.33	0.15	2.07	1.32	1.22	1.44	0.99	0.41	2.36
38	-0.12	-1.93	0.32	0.00	-0.80	0.22	0.00	-0.13	-0.03	-1.34	-0.14	-0.08
39	1.41	0.02	1.23	1.55	0.02	0.81	1.62	0.43	0.23	0.14	-0.24	-0.18
40	0.05	0.06	0.32	1.33	1.03	0.00	0.00	-0.53	-0.30	-0.18	0.08	0.10
41	1.51	-0.74	1.22	-0.60	-0.73	-2.06	0.34	-1.40	0.57	-0.18	-0.14	-0.49
42	-0.12	-0.03	0.03	0.60	-0.08	0.81	0.64	-0.28	-0.13	-0.02	1.07	-0.15
43	0.35	-1.93	0.32	0.36	-0.18	0.00	-1.62	0.35	-2.04	-3.67	-0.69	-1.74
44	-0.12	-0.03	-0.12	0.60	-1.71	-0.01	-0.34	0.43	0.90	0.10	-0.24	0.37
45	-1.08	1.79	-0.05	0.00	1.94	2.07	0.34	-0.05	-0.03	-0.02	0.08	-0.04
46	-0.25	-0.03	1.01	-0.72	-0.73	0.00	-1.32	-0.05	0.23	-0.02	0.41	0.23
47	0.22	0.02	0.18	0.01	-0.08	0.11	0.00	0.03	1.57	0.10	0.53	0.19
48	-0.25	0.68	-0.12	0.00	-0.24	1.73	-0.68	-0.99	-0.44	1.08	0.30	0.10
49	0.05	0.06	0.10	-0.36	0.02	-1.63	0.00	0.43	-0.13	0.10	0.30	0.16

CAUCASIAN
Calculation of r

Item	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA
50	0.05	0.02	-0.05	0.00	-0.11	0.11	0.00	0.43	-0.03	0.14	0.41	0.01
51	0.22	0.06	0.10	0.36	0.02	0.11	1.32	-0.05	0.07	0.10	0.53	0.23
52	1.41	1.79	0.48	0.00	1.26	1.62	0.64	0.43	0.90	0.14	5.35	1.70
53	-0.81	-0.74	0.32	-0.60	1.91	0.01	-0.64	-0.53	0.57	0.99	0.41	0.22
54	-0.28	0.46	0.32	-0.60	-1.61	0.01	0.34	-0.53	-2.91	-0.02	-0.14	-1.38
55	-0.28	2.89	1.23	-0.36	0.11	1.62	0.00	0.43	0.07	0.10	0.41	0.76
56	0.22	0.02	0.03	-0.01	-0.28	0.00	0.00	0.03	0.07	0.21	-0.90	0.05
57	-0.81	-0.74	-0.12	-0.60	0.15	0.01	1.32	-1.40	0.57	-0.02	0.08	-0.49
58	0.35	-0.74	0.32	0.36	1.91	1.04	0.34	0.35	1.44	-0.18	1.51	1.29
59	-0.12	0.02	-0.05	-0.02	-0.11	-0.22	0.64	-0.28	-0.03	-0.13	-0.36	-0.20
60	1.51	-0.74	1.22	0.36	0.11	-0.11	0.34	0.03	1.44	0.99	-0.69	0.94
61	-1.97	0.02	-0.58	-0.60	-0.73	-2.06	0.00	-0.13	-1.17	-0.18	0.30	-0.22
62	0.22	-0.03	-1.01	0.00	0.21	0.00	0.00	-0.28	0.17	0.10	0.30	0.23
63	0.22	-0.07	0.10	1.33	-0.18	2.07	0.00	-0.53	0.17	0.10	0.08	0.12
64	0.38	0.06	-0.05	0.01	0.21	0.11	0.00	0.11	0.17	-0.02	0.30	0.30
65	-1.97	0.06	-0.05	-1.57	-0.11	-0.82	-0.34	0.11	-1.11	2.02	0.41	0.10
66	0.05	0.46	0.03	-1.57	-0.08	-0.22	0.34	0.35	0.23	-0.02	-0.36	-0.11
67	0.05	-0.03	2.11	0.01	-0.80	0.11	0.00	2.10	-1.11	0.14	-0.90	0.21
68	-0.28	-0.03	-1.48	0.01	-0.73	0.00	0.00	1.22	0.57	-0.18	-1.79	-0.67
69	1.27	-3.11	1.01	-0.36	-0.11	0.00	-1.32	-0.60	-0.44	-0.80	-0.57	-1.23
70	-0.28	-0.07	-0.05	0.36	1.91	0.22	-1.62	0.35	1.44	0.99	-0.14	0.22
71	-0.28	-0.03	-0.58	0.60	-0.08	0.81	-1.32	1.14	0.90	-0.02	-0.24	0.90
72	-1.91	0.06	-0.26	-1.32	-1.71	-0.82	-0.68	-0.99	0.17	-0.13	0.41	-1.23
73	1.27	-0.42	-0.85	2.51	4.13	-0.01	1.91	3.91	3.38	1.08	0.96	5.22
74	-0.81	-0.74	0.32	0.00	0.11	-1.03	0.00	0.35	0.07	-0.13	0.41	-0.02
75	0.35	1.65	-1.48	0.00	0.15	0.11	0.34	0.35	-1.17	0.10	-0.69	0.04
76	0.05	-0.03	-0.12	-0.01	-0.08	0.01	0.00	-1.40	1.44	0.10	-2.89	-0.15
77	-0.12	-0.03	0.48	0.00	-0.73	-1.03	0.00	-0.05	-0.03	-0.13	0.41	-0.20
78	0.58	1.79	-1.01	-0.36	-0.80	0.00	-0.34	0.43	0.90	1.08	-0.24	0.23
79	-0.25	-1.53	-0.26	-1.32	-1.49	-0.82	0.00	-0.99	0.17	0.10	-1.55	-1.76
80	-0.28	0.02	-0.05	-1.57	-0.08	-0.11	0.34	-0.13	0.07	-0.13	0.53	-0.11
81	-1.08	-0.42	-0.26	0.60	0.57	-0.82	1.62	0.43	-1.11	0.30	0.41	0.10
82	0.05	0.02	0.10	0.00	0.15	0.00	0.00	0.43	-0.13	-0.18	-0.14	0.01
83	0.22	0.02	0.18	0.00	0.15	0.01	0.34	-1.40	-1.17	-0.18	-0.69	0.22
84	-1.08	-1.53	-1.01	-0.36	0.57	0.81	-0.34	-1.70	0.23	-0.80	0.41	-0.70
85	-1.08	-0.86	-2.12	-0.72	-0.11	-0.01	-0.68	-0.60	1.94	-1.74	0.96	-1.23
86	-0.12	-0.03	0.03	-0.60	0.02	-0.11	0.00	-0.05	-0.13	-0.02	-0.14	-0.11
87	-0.25	-1.53	1.23	-0.60	0.11	0.00	0.34	0.03	-0.03	-0.80	0.41	-0.17
88	-1.91	-1.53	-1.76	-0.36	0.57	-0.82	-0.34	-0.28	-1.11	-1.74	-0.90	-1.63
89	-1.97	0.46	0.32	-1.57	0.02	2.07	0.34	0.35	-0.30	0.99	-0.69	0.04
90	0.22	0.06	0.18	0.01	0.11	0.00	0.00	0.20	1.44	2.15	0.30	0.37
91	0.35	-0.74	0.32	1.33	0.15	-1.03	1.32	1.22	-0.30	-0.18	0.41	0.58
92	-1.08	0.68	-0.26	0.00	-0.11	-0.22	-0.34	1.85	-0.13	0.14	-0.90	0.37
93	-0.12	-0.03	-0.12	-0.01	0.57	0.11	0.00	0.20	-2.39	1.08	0.41	0.23
94	1.41	-0.42	0.48	1.55	0.57	0.00	-0.34	-0.28	-0.13	1.08	1.07	1.03
95	-0.25	0.68	-0.26	-1.32	-0.80	-0.82	0.64	-0.28	0.17	-0.80	0.30	-0.96
96	-0.12	0.46	-0.58	0.36	0.15	0.01	-0.64	0.35	-0.30	0.99	-0.69	-0.13
97	-0.81	1.65	0.32	0.36	1.91	2.07	0.34	-0.53	-0.30	2.15	2.60	1.65
98	-0.81	-3.12	-2.37	0.36	1.03	-1.03	-0.64	1.22	-0.30	0.99	-0.69	-0.85

CAUCASIAN
Calculation of r

Item	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
***	***	***	***	***	***	***	***	***	***	***	***	***
99	0.05	0.02	0.03	-0.60	-0.08	0.00	-0.64	-0.53	-0.03	-0.13	-0.14	-0.08
100	-0.12	-0.03	-0.26	0.01	0.21	0.11	-0.64	1.22	0.57	-1.34	0.08	0.10
101	-0.28	1.79	-0.58	-1.57	0.02	0.11	1.62	0.35	0.07	-0.18	-0.36	-1.20
102	0.05	0.06	0.03	-0.60	-1.61	-0.11	0.34	0.11	-0.13	-2.51	-0.36	-0.11
103	0.22	0.06	-1.01	0.01	0.11	0.00	0.00	-0.28	-0.44	-0.80	-0.24	0.21
104	-0.12	0.02	0.03	0.00	-0.08	-0.11	0.00	-0.53	-0.23	-0.02	0.30	-0.11
105	0.35	-3.12	0.32	1.33	-0.73	0.01	-0.64	-0.53	-1.17	-0.02	0.41	-0.67
106	0.05	1.65	0.18	-0.36	0.11	-0.11	-0.64	1.22	0.07	0.10	1.51	0.19
107	-6.49	-3.11	-2.12	-1.08	-0.24	-3.48	-3.97	-2.10	-2.39	-1.74	-0.24	-4.11
108	1.51	0.46	1.22	0.36	1.91	1.04	0.34	2.10	1.44	0.99	1.51	2.36
109	-0.12	0.02	0.03	1.33	-1.61	-0.22	0.34	-0.53	0.07	-0.13	0.30	-0.04
110	-0.12	-0.03	1.22	0.36	-0.11	-0.82	0.00	0.03	0.57	0.10	-0.14	0.58
111	-0.81	1.65	-0.58	1.33	0.15	1.04	0.34	0.35	0.57	0.10	0.41	0.94
112	-0.25	0.06	-0.12	-0.36	0.02	-0.82	0.64	-0.13	0.90	2.29	0.41	0.50
113	1.27	0.68	-0.56	-0.72	-0.38	-0.01	-0.34	-5.51	0.76	0.46	-3.30	-0.94
114	1.41	-1.53	-0.05	-0.36	-0.11	-0.82	0.64	1.14	0.23	0.14	-0.14	0.37
115	0.22	0.68	0.48	0.01	1.03	0.00	0.00	0.43	0.07	0.10	0.08	0.10
116	-0.25	-0.42	-0.12	0.00	0.02	0.00	0.00	-0.05	1.57	1.08	-0.36	-0.15
117	1.41	0.68	0.48	-1.32	-0.11	1.62	1.62	1.14	0.90	-0.80	1.07	1.16
118	-0.28	0.02	1.23	0.00	-0.08	0.22	0.64	-0.05	0.17	0.10	0.08	-0.02
119	-1.08	0.02	0.03	-0.01	-0.18	0.00	-0.64	-0.28	-1.17	-0.80	-0.24	-0.04
120	0.05	0.46	0.03	0.36	0.11	1.04	0.34	0.35	0.17	-0.02	-0.36	0.10
121	-0.12	0.02	0.03	0.00	0.11	0.81	0.00	0.03	-0.13	-0.13	0.41	-0.11
122	0.22	0.06	-0.05	0.00	0.11	0.00	0.00	0.11	-0.03	-0.02	0.08	0.10
123	1.51	-0.74	0.32	-0.60	-2.49	-2.06	0.34	-2.27	-0.30	-1.34	0.08	-1.38
124	1.51	0.02	-0.58	0.36	-0.08	-1.03	0.00	0.35	-0.30	-0.02	0.08	0.01
125	-0.12	0.06	-1.76	0.36	1.03	0.22	1.32	-0.13	1.44	0.99	-0.14	0.19
126	0.22	0.46	-0.20	-0.60	1.03	0.00	0.34	2.10	0.07	0.10	0.30	0.10
127	0.05	1.65	0.03	0.36	0.02	0.22	0.34	-0.05	0.07	-0.02	0.30	0.14
128	0.35	0.02	0.32	0.36	1.91	0.11	0.34	-0.05	0.07	-0.13	-0.69	0.58
129	-0.25	0.68	1.23	0.60	1.94	0.00	-1.32	-0.28	-0.44	0.14	0.41	0.50
130	0.22	-0.07	0.03	0.00	-0.08	0.22	0.00	0.11	0.07	-0.02	0.08	0.05
131	0.22	0.02	0.03	-1.57	-0.73	-0.11	-0.64	0.35	-1.17	2.15	0.30	0.04
132	-0.12	0.06	1.22	0.00	0.11	0.11	0.34	-0.05	-1.11	0.21	0.08	0.19
133	0.05	0.02	-0.12	0.36	0.02	0.22	0.00	0.03	0.57	2.15	-0.36	0.07
134	-0.12	-0.03	0.32	0.00	-0.08	0.11	0.00	-0.53	0.07	-0.02	-0.14	-0.06
135	0.22	0.02	0.18	0.01	-1.61	2.07	1.32	0.03	-1.11	-0.80	0.41	0.21
136	-0.12	0.02	0.03	0.01	0.57	0.11	-0.64	-0.13	-0.03	-0.02	1.72	-0.08
137	0.22	-0.03	-0.58	1.33	0.02	0.11	0.00	-0.05	-0.03	-0.18	-0.14	0.05
138	0.22	-0.74	-0.20	0.01	0.15	0.11	0.34	0.03	-0.30	-0.02	0.41	0.01
139	-1.08	-1.53	0.48	-0.36	0.57	-0.82	-0.34	-3.61	0.90	-0.80	-1.55	-0.96
140	0.05	1.65	-0.05	-0.01	0.02	-0.22	1.32	-0.05	0.07	-0.24	0.30	-0.06
141	0.58	0.68	-0.26	1.20	-0.38	-0.01	-1.03	0.91	-0.95	-1.69	0.96	0.22
142	1.41	0.68	1.23	1.55	-0.24	2.44	0.64	0.91	1.94	0.14	1.07	1.70
143	0.05	-0.07	2.11	-0.36	-0.80	0.00	0.00	-0.13	0.90	1.08	1.72	-0.13
144	0.22	0.02	-1.48	0.00	0.11	1.04	0.00	0.11	-0.13	0.10	-0.36	0.05
145	-0.12	0.02	0.03	-0.60	-1.61	-0.22	1.32	-0.21	-0.30	-0.18	-0.36	-1.38
146	0.05	0.06	-1.48	0.36	0.11	0.11	1.32	1.22	-0.30	0.99	-0.69	0.94
147	-0.12	-0.74	-0.12	-0.60	1.03	-0.22	0.00	-0.13	-0.30	-0.18	1.07	-0.20

CAUCASIAN
Calculation of r

Item	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	IMP	CON	TOT
AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA
148	1.27	5.90	0.48	0.60	-1.71	-0.01	-0.68	-0.28	0.50	0.14	0.96	1.08
149	0.22	-0.03	0.10	0.00	0.11	0.00	0.00	0.03	0.23	0.10	0.30	0.16
150	0.05	0.02	0.48	0.00	-0.08	-0.11	0.00	0.11	-2.04	-1.34	-0.14	-0.08
151	-1.97	-0.74	-0.58	-1.57	-2.49	-1.03	-0.64	0.35	1.44	-0.18	-0.69	-1.38
152	-1.91	-0.42	-2.12	-0.72	-3.18	-3.48	-0.34	-3.61	-2.39	-3.68	-2.10	-4.69
153	-0.25	1.79	4.15	0.00	0.57	0.11	0.00	1.14	0.50	-3.68	0.30	0.50
154	-0.25	1.79	-0.05	1.20	0.57	-0.82	1.27	-0.28	-0.44	2.29	-0.90	0.23
155	1.41	0.68	0.48	-0.36	1.26	-0.82	0.64	1.14	0.23	0.14	0.41	0.90
156	3.09	3.65	-0.26	1.20	-0.80	0.00	0.64	2.41	-0.95	-0.02	0.41	0.63
157	-0.28	-0.03	-0.20	-0.01	0.57	-0.11	0.00	0.03	-0.13	-0.13	0.08	-0.27
158	1.51	0.46	2.11	1.33	1.03	2.07	-0.64	2.10	0.57	-0.18	1.51	2.18
159	-0.28	-0.03	0.10	0.36	0.11	-0.11	0.34	-0.05	0.17	0.10	-1.79	-0.04
160	1.41	0.02	-0.26	-0.72	1.22	-0.01	-1.03	2.41	1.94	0.14	-2.10	0.79
161	0.05	0.46	0.10	1.33	-0.73	0.11	0.34	0.35	1.44	0.10	0.08	1.47
162	1.51	1.65	1.22	0.36	1.03	0.01	-0.64	0.11	1.44	-0.18	-0.14	1.29
163	-0.12	1.65	2.11	1.33	1.03	0.01	-1.62	1.22	1.44	0.99	0.41	1.47
164	0.35	0.46	-1.48	0.36	1.03	0.01	0.34	-1.40	-0.03	-0.18	0.41	-0.13
165	-0.81	-1.93	-1.48	-1.57	-1.61	-2.06	-1.62	-2.27	-2.04	-2.51	-1.79	-3.52
166	0.35	0.02	0.18	0.01	0.11	0.11	1.32	0.11	-0.44	0.14	-0.24	-1.36
167	-0.25	0.68	0.03	0.36	0.11	0.01	-0.64	0.03	0.07	-0.80	0.41	-0.30
168	-0.12	0.02	0.32	0.00	1.03	0.00	0.00	-0.05	-0.03	-1.34	-0.14	-0.08
169	-1.97	0.02	0.32	-1.57	-0.73	-0.11	-0.64	-0.05	-0.13	-0.02	0.41	-1.20
170	-0.12	-0.03	0.03	0.00	-0.73	-0.11	0.00	-0.05	0.57	0.99	0.30	-0.13
171	0.58	-1.53	-0.26	1.55	0.02	1.62	0.00	0.43	1.57	-0.24	-0.90	1.03
172	1.51	-0.74	-0.58	0.36	1.03	1.04	0.34	0.35	-0.30	0.99	0.41	0.76
173	-1.08	-0.03	-0.26	0.00	-0.08	-0.11	0.00	-0.05	0.23	1.08	0.08	-0.11
174	-1.08	0.02	-0.26	0.60	-0.11	0.11	0.00	0.20	-0.44	0.14	0.41	-0.70
175	0.05	-0.03	-0.05	0.00	0.02	-0.22	0.00	0.11	-0.13	-0.02	-0.14	-0.11
176	0.05	-0.07	0.32	-1.32	0.02	0.11	0.64	0.11	-1.11	0.10	0.08	0.12
177	2.67	0.46	0.32	0.36	-0.73	-0.11	1.32	-2.27	-0.30	-1.34	0.41	-0.13
178	0.58	-0.42	0.10	-0.36	-0.80	0.11	0.64	0.11	-0.44	0.14	-0.36	-0.43
179	-0.55	-3.11	2.58	1.55	2.69	3.47	-0.68	-2.10	5.18	0.46	6.33	3.89
180	0.05	1.65	0.32	1.33	0.02	-1.03	0.34	-0.13	-0.03	0.14	-0.14	0.01
181	0.58	0.68	0.48	0.60	1.26	0.00	0.64	1.14	0.90	1.08	-0.24	1.16
182	0.58	-0.03	0.48	-0.72	1.22	0.81	-0.34	0.43	0.23	0.21	-0.90	0.10
183	-0.12	-0.07	-0.05	0.01	-1.61	0.11	0.00	0.03	-0.03	-0.24	0.08	-0.15
184	-1.08	-1.53	0.48	-1.32	-0.11	0.81	0.64	1.85	1.94	0.14	-0.90	0.10
185	-0.25	-0.03	0.48	-0.60	1.94	-1.03	1.32	-0.28	1.44	0.14	0.08	-0.04
186	0.35	-0.74	2.11	1.33	1.91	-0.11	0.00	-2.27	1.44	-0.18	-0.69	0.58
187	0.05	-0.11	0.32	-0.36	-0.11	0.81	0.00	-0.28	-0.03	0.10	-0.14	0.23
188	-1.08	-0.42	0.48	0.00	1.26	0.00	0.64	0.43	0.23	2.02	0.96	0.76
189	-1.08	-0.03	1.23	-0.36	1.26	0.00	-0.34	-1.70	0.23	1.08	-0.58	0.50
190	0.05	-0.03	-0.12	0.00	-0.11	0.00	0.00	0.03	-0.03	0.14	1.07	-0.11
191	-1.08	2.89	-0.26	-0.36	0.02	0.00	0.00	-1.70	-0.03	0.10	-0.24	0.10
192	0.58	0.68	-0.26	0.60	-0.11	0.81	0.00	-0.28	0.23	0.14	0.41	0.37
193	-0.12	-3.12	0.10	0.36	-0.08	-0.11	-1.62	-0.21	-1.11	-0.24	0.08	-0.18
194	0.58	-0.86	-1.01	-0.72	-1.71	0.00	1.27	-0.28	-1.11	-1.74	-0.24	-0.83
195	-1.08	-0.07	0.03	-0.60	0.15	0.01	0.00	-0.13	1.57	2.15	0.41	-0.08
196	-0.25	0.02	-1.01	0.01	-0.73	0.01	0.00	-0.13	0.07	-0.02	0.41	0.40

CAUCASIAN
Calculation of r

Item	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
***	***	***	***	***	***	***	***	***	***	***	***	***
197	1.51	-0.74	0.32	0.36	-0.18	0.01	0.00	2.10	0.17	0.21	0.41	0.14
198	0.22	0.46	0.03	0.36	1.03	0.11	0.34	0.11	-0.03	0.99	0.08	1.29
199	0.58	1.79	-0.26	0.00	1.26	0.00	-0.34	0.03	2.24	-0.80	-0.14	0.90
200	-0.28	-0.07	-1.48	-0.60	0.57	0.11	0.00	-0.53	-0.30	-0.18	0.08	-0.18
201	0.22	0.02	-0.05	0.00	0.02	-0.82	0.00	0.03	-1.11	0.10	0.08	0.16
202	-0.25	1.79	0.48	-1.32	-0.24	-0.11	1.62	-0.28	-0.44	-0.02	0.41	0.37
203	0.38	-0.07	-0.58	0.00	-0.08	0.00	-0.64	0.35	-0.03	-0.02	-0.14	-0.04
204	0.05	0.06	-0.05	-0.60	0.15	0.00	0.34	-0.13	-0.03	0.21	-0.14	0.01
	-0.01	0.04	0.04	0.02	0.07	0.03	0.04	-0.01	0.12	0.03	0.03	<u>0.04</u>
Count = 204								r @ .05 = .14				

AGE 21-30
 Demographics Sex=M or F
 Race: 1=Minorities, 2=Caucasian
 Age: 1-21-30, 2-31-40,
 3-41-50, 4-51 or Above

I t e m	Principal's Response---										UPI Score +++													
	Com	Com	Dad	Dad	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Inc	Inc	Con	Con	Tot	Tot
	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++	p==U++
1	5	3	5	5	5	3	5	4	5	3	5	2	5	4	5	4	5	3	5	3	5	5	5	39
2	3	1	3	4	2	4	4	2	5	2	4	2	4	2	4	2	2	1	2	3	2	4	3	27
3	3	2	4	4	3	4	3	5	4	2	4	3	4	4	3	3	3	5	5	4	3	3	4	39
4	2	2	3	4	2	5	3	3	2	3	2	3	2	5	3	2	3	5	3	4	2	2	2	38
5	5	3	5	1	5	5	5	4	4	3	4	3	5	4	5	4	5	3	4	5	4	4	4	39
6	5	1	5	2	5	3	5	3	4	2	5	3	5	3	4	3	5	4	4	2	5	2	5	28
7	5	2	5	4	4	3	5	1	4	3	5	3	5	5	5	1	4	4	4	3	5	1	5	30
8	5	1	4	4	5	0	4	2	4	3	4	4	4	2	4	3	4	4	4	2	4	1	4	26
9	2	5	3	4	2	2	3	2	2	2	2	3	2	4	3	2	1	4	1	2	1	4	2	34
10	1	1	1	3	1	4	1	4	3	3	1	3	1	4	1	3	1	2	1	2	1	4	1	33
11	5	5	5	3	4	3	4	4	4	5	4	3	4	5	4	5	5	5	4	5	4	4	4	47
12	4	3	5	5	4	3	4	4	5	3	3	3	4	2	4	2	4	1	4	2	4	5	4	33
13	4	1	5	4	4	0	5	4	5	2	4	1	5	3	4	2	5	5	5	3	4	1	5	26
14	3	3	4	1	5	1	4	2	3	3	3	1	4	3	4	2	4	2	4	2	3	1	4	21
15	3	4	3	5	3	2	2	5	2	4	2	4	2	5	2	4	3	4	3	3	3	4	3	44
16	4	3	4	5	5	3	4	5	4	5	4	4	4	2	5	2	5	4	5	4	4	3	4	40
17	3	2	4	3	4	2	4	4	5	2	4	4	5	4	4	1	5	4	5	3	5	0	4	29
18	4	2	4	4	4	2	5	3	4	1	4	2	5	3	4	3	4	3	4	3	4	2	4	28
19	4	2	4	4	5	2	4	4	4	2	3	2	4	4	4	1	5	1	5	4	4	3	4	29
20	3	2	3	5	3	5	4	4	4	4	5	4	5	4	4	1	3	3	3	4	3	1	3	37
21	5	3	5	3	4	2	4	3	5	2	4	1	5	3	5	2	4	4	4	3	4	2	5	28
22	3	4	3	3	3	1	3	2	2	1	3	2	4	5	3	5	3	2	3	3	3	2	3	30
23	4	1	4	3	4	3	4	2	5	3	4	3	4	2	4	3	5	2	5	2	4	3	4	27
24	4	3	5	3	4	3	5	3	5	3	5	3	5	4	5	1	5	3	5	3	5	3	5	32
25	4	3	4	4	4	4	3	4	4	2	3	4	3	5	3	4	2	5	3	3	3	3	2	41
26	4	1	4	2	4	4	5	4	5	0	4	3	5	4	4	2	5	5	5	2	4	3	4	30
27	5	3	5	4	5	0	5	2	5	1	5	3	5	3	5	1	4	3	5	3	4	3	5	26
28	2	4	3	3	3	4	2	4	2	2	2	2	2	4	3	3	2	3	2	2	3	4	2	35
29	5	4	5	4	5	5	5	5	5	3	5	5	5	5	5	4	5	5	5	4	5	3	5	47
30	4	3	4	5	5	3	5	5	5	4	3	3	4	4	5	2	5	3	5	3	4	3	4	38
31	4	2	4	3	4	3	3	3	4	2	3	2	3	3	3	3	4	2	4	3	3	1	4	27
32	4	2	4	3	4	1	3	3	2	4	2	3	3	4	3	2	3	2	4	4	3	3	3	31
33	4	4	4	4	4	4	4	3	4	2	4	2	4	5	4	3	4	3	4	2	4	1	4	33
34	4	3	4	5	4	4	3	4	4	3	3	5	4	5	3	2	4	2	4	4	4	4	4	41
35	4	3	4	4	4	2	4	3	3	3	4	4	4	5	3	2	4	3	3	3	3	2	4	34
36	4	4	4	5	4	4	5	4	4	3	4	4	5	5	4	2	4	4	4	4	4	5	4	44
37	5	2	5	3	5	3	5	3	5	5	5	3	5	3	5	2	5	4	5	4	5	3	5	35
38	4	1	5	4	5	3	5	3	5	1	5	3	5	4	5	2	5	0	4	3	4	2	5	26
39	4	4	4	4	4	3	4	2	4	0	3	3	4	4	4	3	4	4	4	5	3	4	4	36
40	5	2	5	3	4	1	5	3	5	3	5	3	5	5	5	1	5	4	4	3	4	3	5	31
41	5	3	5	3	5	3	5	4	5	5	5	4	5	4	5	3	5	5	5	3	5	4	5	41
42	5	4	5	3	5	4	5	4	4	4	4	2	5	4	4	3	5	5	5	4	5	2	5	39

AGE 21-30
 Demographics Sex=M or F
 Races: 1=Minorities, 2=Caucasian
 Ages: 1-21-30, 2-31-40,
 3-41-50, 4-51 or Above

I	Principal's Response---																			UPI Score +++				
t																								
e																								
m	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Inc	Inc	Con	Con	Tot	Tot
==	P==	U==	++	P==	U==	++	P==	U==	++	P==	U==	++	P==	U==	++	P==	U==	++	P==	U==	++	P==	U==	++
43	5	1	4	4	5	2	5	3	5	2	5	1	4	1	4	1	5	2	5	3	4	4	4	24
44	4	4	4	3	3	4	4	4	4	5	4	3	4	5	3	3	4	5	4	4	4	4	4	44
45	4	4	4	2	4	4	5	5	4	1	5	5	4	4	5	2	4	5	4	4	4	3	4	39
46	2	2	2	2	1	3	3	4	2	3	3	1	2	3	3	2	1	2	1	2	2	3	2	28
47	5	1	4	5	4	2	5	2	3	3	3	4	3	4	4	4	3	5	3	1	3	2	3	33
48	4	3	4	3	5	5	4	5	3	4	4	4	4	2	5	5	3	5	3	3	3	4	4	43
49	2	2	2	5	2	2	3	4	3	3	3	3	3	5	2	3	3	4	3	4	2	3	2	38
50	4	1	4	2	4	2	5	4	5	5	4	5	5	2	5	3	5	5	5	4	4	2	5	35
51	4	3	4	5	5	5	4	4	4	2	4	4	5	4	4	4	4	3	4	5	4	5	4	43
52	3	5	4	5	3	3	3	5	2	4	3	4	2	4	3	4	4	5	4	2	3	2	3	43
53	2	2	3	4	1	3	3	1	1	1	2	3	1	3	2	0	2	1	3	2	2	2	1	22
54	5	3	5	5	5	1	4	3	5	3	4	4	5	4	5	3	5	2	4	4	5	2	5	34
55	2	2	3	2	2	3	3	3	2	3	3	1	2	4	3	3	3	4	3	3	3	3	2	31
56	3	2	3	2	3	4	3	4	3	4	3	3	3	4	3	2	3	2	3	2	3	3	3	32
57	3	3	3	5	3	3	3	5	3	5	3	4	4	4	3	4	4	5	4	4	3	5	3	47
58	5	5	5	5	5	3	5	5	5	4	5	4	5	4	5	4	5	2	5	5	5	4	5	45
59	4	1	4	4	4	2	5	2	4	2	4	2	5	4	4	1	4	4	4	2	4	5	4	29
60	3	4	3	4	3	3	3	3	3	2	3	4	3	2	3	2	3	5	2	3	3	2	3	33
61	4	1	4	2	5	0	5	3	5	3	4	5	5	4	4	3	5	3	5	4	4	1	5	29
62	4	3	4	4	4	4	4	3	5	3	4	3	4	5	3	2	4	2	5	3	4	2	4	34
63	3	4	3	5	3	4	3	4	3	2	3	2	3	4	3	5	3	3	3	4	3	2	3	39
64	3	4	2	4	2	4	2	4	3	3	2	3	2	4	2	3	2	2	3	5	2	2	2	38
65	3	3	3	5	3	1	5	3	4	4	4	3	5	4	4	3	4	3	3	4	3	2	3	35
66	5	1	5	4	5	3	5	2	4	3	5	5	5	4	5	3	5	3	5	4	5	2	5	34
67	3	3	3	4	3	4	3	4	3	3	2	2	4	2	3	1	3	4	3	4	3	3	3	34
68	1	5	2	3	1	2	1	4	2	1	1	3	1	3	1	1	2	2	1	4	1	1	1	29
69	4	2	4	3	4	1	4	2	3	2	4	4	4	4	4	5	2	5	3	2	3	2	3	32
70	3	1	3	4	3	2	3	2	3	2	3	3	3	4	3	3	4	2	3	2	3	1	3	26
71	3	3	3	3	3	3	3	5	3	4	3	4	3	3	3	3	4	5	3	4	4	4	3	41
72	5	2	5	5	5	3	5	4	5	5	5	5	5	4	5	2	5	3	5	5	5	5	5	43
73	4	3	4	4	4	3	5	3	4	2	4	3	5	3	5	2	4	3	4	2	4	2	4	30
74	4	4	4	5	3	4	4	5	4	4	4	3	4	4	3	3	3	4	3	4	3	4	4	43
75	5	4	5	4	5	4	5	4	5	5	5	4	5	4	5	5	5	5	5	4	5	4	5	47
76	4	2	4	4	4	3	5	5	5	1	4	1	5	4	5	2	4	4	4	2	4	4	4	32
77	4	2	4	3	5	4	5	4	3	3	3	4	4	4	4	3	5	4	4	4	4	2	5	37
78	3	1	3	5	4	2	3	4	3	3	3	4	3	3	3	1	3	3	3	3	4	2	3	31
79	3	1	3	3	3	2	3	5	3	3	3	1	3	2	3	1	3	2	3	4	3	1	3	25
80	3	4	4	4	4	3	4	2	4	1	4	3	5	3	3	3	5	2	3	4	3	3	4	32
81	5	4	5	3	5	3	5	3	5	0	5	1	5	4	5	0	5	3	5	2	4	3	5	26
82	5	3	4	4	5	3	5	4	5	5	4	4	5	4	4	2	4	4	4	2	5	2	5	37
83	4	4	4	4	4	3	5	2	5	2	4	2	5	3	5	3	5	2	5	5	4	4	5	34
84	4	3	4	4	4	1	5	4	4	3	4	5	4	4	4	3	5	4	5	5	4	1	4	37

AGE 21-30
 Demographics Sex=M or F
 Races 1-Minorities, 2-Caucasian
 Ages 1-21-30, 2-31-40,
 3-41-50, 4-51 or Above

I t e m	Principal's Response---										UPI Score +++													
	Com P==U++	Com P==U++	Ded P==U++	Ded P==U++	Ind P==U++	Ind P==U++	Car P==U++	Car P==U++	Inv P==U++	Inv P==U++	Emp P==U++	Emp P==U++	Pos P==U++	Pos P==U++	Ini P==U++	Ini P==U++	Sti P==U++	Sti P==U++	Inc P==U++	Inc P==U++		Con P==U++	Con P==U++	Tot P==U++
85	4	4	4	4	4	5	4	5	5	1	5	5	5	5	4	3	3	5	3	4	3	2	4	43
86	4	2	4	4	4	3	4	5	3	2	4	4	5	3	4	1	4	3	4	3	3	0	4	30
87	4	4	4	3	5	2	5	5	4	3	4	4	4	5	4	2	4	3	5	3	4	2	4	36
88	4	4	3	5	3	4	3	4	4	5	4	3	4	3	4	2	4	5	4	2	3	4	4	41
89	3	4	3	4	3	2	4	4	3	1	3	3	4	2	4	2	2	3	3	4	3	1	3	30
90	3	4	3	5	3	2	3	4	3	2	3	4	3	4	2	5	3	2	3	4	3	5	3	41
91	2	2	2	4	1	2	3	4	1	1	2	3	3	3	1	3	1	3	1	3	1	1	1	29
92	4	3	5	5	4	2	4	2	4	3	4	1	5	5	4	2	4	4	4	1	4	4	4	31
93	4	3	4	2	5	5	3	4	3	4	4	3	4	2	4	1	3	2	3	2	3	0	4	28
94	4	2	4	4	4	3	5	3	5	1	4	1	5	5	4	0	5	3	5	3	4	1	5	26
95	4	3	4	5	5	1	5	4	4	4	4	4	5	5	5	4	5	3	5	4	5	2	5	39
96	4	2	5	3	4	1	5	3	5	4	4	1	4	3	4	1	5	3	5	3	3	1	4	25
97	2	3	2	5	2	2	3	1	2	2	3	2	1	4	1	2	1	2	1	1	1	3	2	27
98	5	1	5	3	5	2	5	2	5	0	5	2	5	3	5	3	5	5	5	3	5	2	5	26
99	3	3	3	2	2	0	4	3	3	2	4	4	4	3	3	1	2	3	2	5	4	4	3	30
100	3	5	3	4	2	4	2	4	2	5	2	5	3	4	2	5	2	5	2	5	2	4	2	50
101	5	2	5	4	4	2	5	3	5	4	5	3	5	2	5	2	5	2	5	3	5	3	5	30
102	4	1	4	3	4	4	5	4	4	4	4	2	5	4	4	2	4	5	4	4	5	1	4	32
103	4	3	5	4	4	4	5	5	5	2	4	4	5	4	5	3	5	5	4	4	4	3	5	42
104	5	4	5	5	5	4	5	4	5	4	5	3	5	3	4	4	5	5	5	3	4	2	5	41
105	5	2	5	3	4	1	4	3	5	1	4	4	4	5	4	3	4	4	5	2	4	1	4	29
106	5	2	5	2	5	1	5	2	5	1	5	1	5	2	5	0	5	1	5	1	5	1	5	14
107	5	3	5	4	5	1	5	4	5	4	5	3	5	4	5	1	4	3	5	3	5	3	5	33
108	3	3	3	3	4	3	5	4	4	4	5	3	5	3	4	3	4	4	3	4	3	2	3	36
109	4	2	4	3	4	3	4	4	5	2	4	2	4	3	4	2	5	4	5	4	4	4	5	33
110	5	1	4	4	5	3	5	2	5	2	4	2	5	3	4	2	4	2	4	3	5	3	5	27
111	4	2	4	4	4	4	4	3	3	2	4	5	3	3	3	1	3	1	3	4	4	2	3	31
112	3	4	4	3	3	3	4	3	4	2	4	2	4	3	4	2	3	3	3	2	4	3	4	29
113	4	3	4	3	4	2	4	3	4	3	4	1	4	3	4	4	4	2	4	3	4	2	4	29
114	4	3	5	5	5	3	5	5	4	3	5	2	5	4	4	1	4	3	3	3	4	2	4	34
115	3	3	3	4	3	2	3	4	3	2	4	4	3	4	3	2	3	3	3	2	4	2	3	32
116	3	2	3	3	3	2	3	3	3	1	3	3	3	3	3	1	3	2	3	2	3	3	3	25
117	3	3	4	3	3	2	5	3	3	0	5	2	5	5	3	3	5	5	3	3	4	3	4	32
118	3	3	3	5	2	3	3	4	2	3	4	1	4	3	3	2	2	3	2	2	3	3	3	32
119	4	3	4	1	5	3	3	4	3	3	3	2	4	4	3	3	4	3	4	4	4	2	3	32
120	4	3	4	3	4	1	4	3	3	3	3	3	4	3	4	3	4	3	3	3	3	1	4	29
121	3	4	3	1	3	3	3	4	4	3	4	3	4	5	3	5	4	3	4	4	3	3	4	38
122	3	2	3	3	3	3	3	3	3	3	3	2	4	4	3	3	3	3	3	3	3	2	3	31
123	4	2	5	1	4	4	5	4	4	2	4	2	5	2	4	0	3	5	4	1	4	3	4	26
124	3	3	4	4	3	4	4	5	5	2	5	3	4	5	4	1	4	4	4	3	3	2	5	36
125	3	4	4	2	4	3	5	3	5	3	5	3	4	4	4	1	3	1	5	5	3	2	4	30
126	4	3	4	5	4	2	5	3	5	3	4	3	5	4	4	1	4	3	4	5	4	2	4	34

AGE 21-30
 Demographic Sex=M or F
 Race: 1-Minorities, 2-Caucasian
 Age: 1-21-30, 2-31-40,
 3-41-50, 4-51 or Above

I
 t Principal's Response--- UPI Score +++
 e
 m ComComDedDedIndIndCarCarInvInvEmpEmpPosPosIniIniStiStiInpInpConConTotTot
 --- P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++P==U++
 Count = 126

AGE 21-30										Means and Standard Deviations									
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
4	3	4	4	4	3	4	4	4	3	4	3	4	4	4	2	4	3	4	34
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6

AGE 21-30

This is the calculation of r from the formula $r = \text{Sum}(z \text{ of } X * z \text{ of } Y) / N$

I Where: $z \text{ of } X = (X - \text{Mean of } X) / (\text{Std of } X)$. X here is the UPI Score

t $z \text{ of } Y = (Y - \text{Mean of } Y) / (\text{Std of } Y)$. Y here is the P rating.

e

m	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	IN[	COM	TOT
---	---	---	---	---	---	---	---	---	---	---	---	---
1	0.31	1.62	0.21	0.48	0.25	-1.14	0.31	1.58	-0.28	-0.24	2.84	0.98
2	1.29	-0.35	-1.71	0.07	-0.62	-0.20	0.10	-0.08	3.11	0.36	-1.93	0.81
3	0.55	0.04	-0.75	-1.59	-0.08	0.00	-0.02	-0.36	-1.01	0.86	-0.21	0.16
4	1.26	-0.35	-3.10	0.54	-0.40	-0.01	-2.76	0.29	-1.01	-0.55	0.85	-1.20
5	0.31	-3.15	2.08	0.48	0.03	0.00	0.31	1.58	-0.28	0.36	0.46	0.16
6	-2.06	-1.96	0.21	-0.49	-0.08	0.01	-0.65	0.10	0.59	-0.24	-0.73	-1.02
7	-0.88	0.43	0.04	-2.43	0.03	0.01	1.27	-1.49	0.09	-0.04	-1.91	-0.66
8	-2.06	0.04	-2.61	0.07	0.03	0.20	0.10	0.10	0.09	-0.24	-0.53	-0.23
9	-3.86	-0.35	1.09	1.61	0.99	-0.01	-0.68	0.29	-1.40	3.06	-3.13	-0.10
10	4.65	2.03	-2.66	-1.53	-0.18	-0.02	-1.01	-1.27	2.75	3.06	-3.13	0.26
11	2.69	-0.77	0.04	-0.02	0.26	0.00	-0.08	0.47	1.46	0.36	0.46	0.40
12	0.06	1.62	0.04	-0.02	0.25	-0.01	0.10	-0.08	-0.31	-0.24	0.78	-0.02
13	-0.39	0.43	-0.45	0.48	-0.62	-0.40	-0.65	-0.08	1.46	-0.24	-0.53	-1.39
14	-0.19	-0.27	-1.67	0.07	-0.18	1.48	0.04	-0.08	-0.18	-0.24	0.86	-0.38
15	-0.94	-1.34	0.48	-3.12	-1.79	-1.71	-2.76	-2.30	-0.41	0.16	-0.74	-1.26
16	0.06	0.14	0.21	-0.07	0.26	0.20	0.10	-0.46	0.59	0.86	0.13	0.19
17	0.55	-0.07	-0.12	-0.02	-0.62	0.20	0.31	-0.27	0.59	-0.24	-3.10	-0.14
18	-0.16	0.04	-0.12	-0.49	-0.19	-0.20	-0.65	0.10	-0.04	-0.04	-0.20	-0.17
19	-0.16	0.04	-0.73	-0.02	-0.08	0.74	-0.02	-0.27	-2.03	0.86	0.13	-0.14
20	0.55	-1.34	-1.37	-0.02	0.15	1.16	0.31	-0.27	0.20	-0.55	0.86	-0.41
21	0.31	-0.77	-0.12	0.02	-0.62	-0.40	-0.65	-0.46	0.09	-0.04	-0.20	-1.02
22	-0.94	0.63	1.10	1.61	2.39	0.74	-0.08	-1.66	0.80	0.16	0.33	0.44
23	-0.39	-0.07	0.04	0.07	0.25	0.00	0.10	0.10	-1.15	-1.35	0.13	-0.20
24	0.06	-0.77	0.04	-0.49	0.25	0.01	0.31	-1.49	-0.28	-0.24	0.46	-0.29
25	0.06	0.04	0.20	-0.53	-0.08	-0.75	-1.42	-1.01	-2.24	0.16	-0.21	-2.02
26	-0.39	-0.17	0.20	0.48	-2.35	0.00	0.31	-0.08	1.46	-1.35	0.13	-0.11
27	0.31	0.43	-2.61	-1.46	-1.49	0.01	-0.65	-1.49	-0.04	-0.24	0.13	-1.39
28	-2.16	0.63	-0.75	-1.03	0.99	1.68	-0.68	-0.36	0.43	1.96	-0.74	-0.38
29	1.50	0.43	2.08	1.45	0.25	2.31	1.27	1.58	1.46	0.86	0.46	2.44
30	0.06	0.14	0.21	1.45	1.11	-0.01	-0.02	-0.46	-0.28	-0.24	0.13	0.13
31	-0.16	-0.07	0.04	0.54	-0.08	0.74	0.72	-0.36	-0.18	-0.04	0.86	-0.20
32	-0.16	-0.07	-0.28	0.54	-1.79	-0.01	-0.35	0.29	0.80	0.16	-0.21	0.32
33	0.28	0.04	0.20	0.02	-0.08	-0.20	-0.08	0.10	-0.04	-0.24	-0.53	-0.02
34	0.06	0.14	0.20	-0.53	0.03	-1.50	-0.08	0.29	-0.18	0.16	0.46	0.22
35	0.06	0.04	-0.12	0.02	-0.18	0.20	-0.08	0.29	-0.04	0.16	0.33	0.01
36	0.28	0.14	0.20	0.48	0.03	0.20	1.27	-0.08	0.09	0.16	0.78	0.31
37	-0.88	-0.77	0.21	-0.49	1.98	0.01	-0.65	-0.46	0.59	0.86	0.46	0.25
38	-0.39	0.43	0.21	-0.49	-1.49	0.01	0.31	-0.46	-2.90	-0.04	-0.20	-1.39
39	0.28	0.04	0.04	0.07	-0.31	-0.01	-0.02	0.10	0.09	0.36	-0.74	0.07
40	-0.88	-0.77	-0.28	-0.49	0.25	0.01	1.27	-1.49	0.59	-0.04	0.13	-0.48
41	0.31	-0.77	0.21	0.48	1.98	1.16	0.31	0.56	1.46	-0.24	1.65	1.34
42	1.50	-0.77	1.15	0.48	0.15	-0.20	0.31	0.10	1.46	0.86	-0.73	0.98
43	-2.06	0.04	-0.73	-0.49	-0.62	-2.29	0.15	-0.27	-1.15	-0.24	0.46	-0.29
44	0.28	-0.07	-0.75	-0.02	0.26	0.00	-0.08	-0.36	0.23	0.16	0.46	0.31
45	0.28	-0.17	0.20	1.45	-0.19	2.31	-0.02	-0.46	0.23	0.16	0.13	0.16

AGE 21-30

This is the calculation of r from the formula $r = \text{Sum}(z \text{ of } X * z \text{ of } Y) / N$

Where: $z \text{ of } X = (X - \text{Mean of } X) / (\text{Std of } X)$. X here is the UPI Score
 $z \text{ of } Y = (Y - \text{Mean of } Y) / (\text{Std of } Y)$. Y here is the P rating.

	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	IN[	CON	TOT
	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA
46	1.26	3.41	-0.48	-0.53	-0.40	1.48	1.41	0.29	2.75	3.06	-0.54	1.54
47	-2.06	0.14	-0.12	-1.46	-0.18	-0.75	-0.35	0.29	-1.01	1.56	0.33	0.08
48	0.06	-0.07	2.08	-0.07	-0.82	0.20	0.10	2.61	-1.01	0.16	-0.74	0.28
49	1.26	-2.81	1.09	-0.53	-0.18	-0.01	-1.42	-0.82	-0.41	-0.55	-0.54	-1.20
50	-0.39	-0.17	-0.12	0.48	1.98	0.41	-1.60	0.56	1.46	0.86	-0.20	0.25
51	0.06	0.14	2.08	-0.02	-0.08	0.20	0.31	0.29	-0.04	0.36	0.78	0.28
52	-1.68	0.14	-0.14	-1.59	-1.79	-0.75	-0.68	-1.01	0.23	-0.24	0.33	-1.14
53	1.26	-0.35	-0.48	2.68	3.68	-0.01	2.09	3.65	3.11	0.86	0.85	4.95
54	0.31	1.62	-1.67	0.02	0.25	0.20	0.31	0.56	-1.15	0.16	-0.73	0.07
55	1.26	1.62	-0.31	0.54	-0.40	1.48	-0.68	-0.36	-0.41	0.16	-0.21	0.72
56	0.55	1.62	-0.75	-0.53	-0.82	-0.01	-0.35	0.29	0.80	0.86	-0.21	0.20
57	-0.19	-1.34	-0.14	-1.59	-1.46	-0.75	-0.02	-1.01	0.23	0.16	-1.27	-1.63
58	2.69	1.62	0.21	1.45	1.11	1.16	0.31	1.58	-1.15	1.96	1.65	2.07
59	-0.39	0.04	-0.12	-1.46	-0.08	-0.20	0.31	-0.27	0.09	-0.24	0.78	-0.14
60	-0.94	-0.35	-0.14	0.54	0.46	-0.75	1.79	0.29	-1.01	0.36	0.33	0.08
61	-0.39	-0.17	-2.61	-0.49	0.25	0.41	0.31	0.10	-0.28	0.86	-0.53	-0.84
62	0.06	0.04	0.20	0.02	0.25	0.00	-0.08	0.29	-0.18	-0.24	-0.20	0.01
63	-0.94	-1.34	-0.75	-0.53	0.46	0.74	-0.35	-1.66	0.20	-0.55	0.33	-0.66
64	-0.94	-0.74	-1.71	-1.03	-0.18	-0.01	-0.68	-0.82	1.77	-1.25	0.85	-1.20
65	-0.19	-1.34	1.10	-0.49	0.15	0.00	0.31	0.10	-0.04	-0.55	0.33	-0.17
66	-2.06	0.43	0.21	-1.46	0.03	2.31	0.31	0.56	-0.28	0.86	-0.73	0.07
67	-0.19	-0.35	-0.75	-0.53	-0.18	1.68	0.10	0.95	-0.41	-0.55	-0.21	-0.05
68	-6.05	1.33	1.69	-1.53	2.39	-0.02	2.09	3.38	1.77	-1.95	3.63	1.97
69	-0.16	-0.07	-0.28	0.07	0.46	0.20	-0.02	0.47	-2.24	0.86	0.33	0.20
70	1.29	-0.35	0.48	1.61	0.46	-0.01	-0.35	-0.36	-0.18	0.86	0.86	0.93
71	-0.19	0.63	-0.14	-1.59	-0.82	-0.75	0.72	-0.36	0.23	-0.55	0.46	-0.90
72	-0.88	1.62	0.21	0.48	1.98	2.31	0.31	-0.46	-0.28	1.96	2.84	1.71
73	0.06	0.04	0.04	-0.49	-0.08	0.00	-0.65	-0.46	-0.04	-0.24	-0.20	-0.11
74	0.28	0.14	-0.75	-0.07	0.15	0.00	-0.02	-0.36	-0.41	-0.55	-0.21	0.28
75	1.50	0.43	1.15	0.48	1.98	1.16	0.31	2.61	1.46	0.86	1.65	2.44
76	-0.16	0.04	0.04	1.45	-1.49	-0.40	0.31	-0.46	0.09	-0.24	0.46	-0.05
77	-0.16	-0.07	1.15	0.48	-0.18	-0.75	-0.02	0.10	0.59	0.16	-0.20	0.62
78	1.29	-1.34	-0.12	-0.53	-0.18	-0.75	0.72	0.95	0.20	0.16	-0.20	0.32
79	1.29	0.63	0.48	-1.59	-0.18	1.48	1.79	0.95	0.80	-0.55	0.86	1.05
80	-0.94	0.04	0.04	0.07	-0.19	0.00	-0.65	-0.36	-1.15	-0.55	-0.21	-0.05
81	1.50	-0.77	0.21	-0.49	-2.35	-2.29	0.31	-2.51	-0.28	-1.35	0.13	-1.39
82	0.31	0.04	0.21	0.48	1.98	0.20	0.31	-0.08	0.09	-0.24	-0.73	0.62
83	0.28	0.04	0.04	-1.46	-0.62	-0.20	-0.65	0.56	-1.15	1.96	0.46	0.07
84	0.06	0.04	-0.28	0.48	0.03	0.41	-0.02	0.10	0.59	1.96	-0.53	0.10
85	0.28	0.04	0.36	-0.07	-1.49	2.31	1.27	0.10	-1.01	-0.55	0.33	0.28
86	-0.16	0.04	0.04	-0.07	0.46	0.20	-0.65	-0.27	-0.04	-0.04	1.39	-0.11
87	0.28	-0.07	-0.73	1.45	0.03	0.20	-0.08	-0.08	-0.04	-0.24	-0.20	0.07
88	0.28	-1.34	-0.75	-0.53	0.26	0.00	0.04	-0.08	0.23	-0.24	-0.74	0.22
89	-0.94	-0.35	0.48	-0.02	1.10	-0.01	0.10	-0.08	0.43	-0.55	0.86	0.44
90	-0.94	-1.34	0.48	-0.53	0.46	-0.75	-0.35	-3.79	0.80	-0.55	-1.27	-0.90

AGE 21-30

This is the calculation of r from the formula $r = \text{Sum}(z \text{ of } X * z \text{ of } Y) / N$

I Where: $z \text{ of } X = (X - \text{Mean of } X) / (\text{Std of } X)$. X here is the UPI Score
t $z \text{ of } Y = (Y - \text{Mean of } Y) / (\text{Std of } Y)$. Y here is the P rating.

e	m	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	IN[	CON	TOT
		AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA	AAA
	91	1.26	-0.74	1.69	-0.53	3.68	-0.01	0.72	-1.27	0.67	0.56	3.63	1.97
	92	0.06	1.62	-0.12	0.07	0.03	-0.40	1.27	-0.08	0.09	-0.45	0.46	-0.08
	93	0.06	-0.17	2.08	-0.53	-0.82	0.00	0.10	-0.27	0.80	0.86	1.39	-0.17
	94	-0.16	0.04	0.04	-0.49	-1.49	-0.40	1.27	-0.46	-0.28	-0.24	-0.53	-1.39
	95	0.06	0.14	-1.67	0.48	0.15	0.20	1.27	1.58	-0.28	0.86	-0.73	0.98
	96	-0.16	-0.77	-0.28	-0.49	1.11	-0.40	0.04	-0.27	-0.28	-0.24	0.86	-0.26
	97	-0.45	-2.81	1.09	2.68	0.99	0.74	-1.01	1.05	2.75	5.57	-0.88	1.81
	98	-2.06	-0.77	-0.73	-1.46	-2.35	-1.14	-0.65	0.56	1.46	-0.24	-0.73	-1.39
	99	-0.19	1.62	3.88	0.02	0.46	0.20	0.04	0.95	0.43	-2.85	0.46	0.44
	100	-1.68	-0.35	-1.71	-1.03	-3.18	-3.40	-0.35	-3.79	-2.24	-2.85	-1.93	-4.48
	101	-0.88	0.43	-0.12	-0.49	1.11	0.01	-1.60	-0.46	-1.15	-0.24	0.46	-0.66
	102	-0.39	-0.07	0.20	0.48	0.15	-0.20	0.31	-0.08	0.23	0.16	-1.91	-0.05
	103	0.06	0.43	0.20	1.45	-0.62	0.20	0.31	0.56	1.46	0.16	0.13	1.53
	104	1.50	1.62	1.15	0.48	1.11	0.01	-0.65	0.29	1.46	-0.24	-0.20	1.34
	105	-0.88	-0.77	-0.28	0.02	-1.49	0.20	-0.08	0.10	0.09	-1.35	-0.53	-0.14
	106	-0.88	-1.96	-1.67	-1.46	-1.49	-2.29	-1.60	-2.51	-2.03	-2.45	-1.91	-3.57
	107	0.31	0.43	-1.67	0.48	1.11	0.01	0.31	-1.49	-0.04	-0.24	0.46	-0.11
	108	-0.19	0.63	0.04	0.48	0.15	0.01	-0.65	0.10	0.09	-0.55	0.33	-0.29
	109	-0.16	-0.07	0.04	-0.02	-0.62	-0.20	0.04	-0.08	0.59	0.86	0.46	-0.11
	110	-2.06	0.04	0.21	-1.46	-0.62	-0.20	-0.65	-0.08	-0.18	-0.04	0.46	-1.20
	111	-0.16	0.04	0.20	0.02	0.46	0.41	0.72	0.95	1.40	-0.55	-0.20	0.32
	112	-0.94	-0.07	-0.14	0.02	-0.08	-0.20	0.04	-0.08	0.20	0.86	0.13	-0.14
	113	0.06	-0.07	-0.12	0.02	0.03	-0.40	0.04	0.29	-0.18	-0.04	-0.20	-0.14
	114	0.06	1.62	0.21	1.45	0.03	-1.14	0.31	-0.27	-0.04	0.16	-0.20	0.01
	115	-0.19	-0.35	0.48	-0.53	0.46	0.20	-0.35	0.29	0.20	0.86	-0.20	0.20
	116	0.55	0.63	0.48	0.54	1.10	-0.01	0.72	0.95	0.80	0.86	-0.21	1.05
	117	-0.19	-0.07	0.48	-0.49	1.73	-1.14	1.27	-0.36	1.46	0.16	0.13	-0.05
	118	-0.19	-1.34	-0.31	-0.53	-0.40	-0.40	0.04	0.29	0.43	1.96	-0.21	0.20
	119	0.06	-0.27	0.21	-0.53	-0.18	0.74	-0.02	-0.36	-0.04	0.16	-0.20	0.20
	120	0.06	-0.07	-0.28	0.02	-0.18	-0.01	0.04	0.10	-0.04	0.16	0.86	-0.14
	121	-0.94	2.60	-0.14	-0.53	0.03	0.00	-0.08	-1.66	-0.04	0.16	-0.21	0.13
	122	0.55	0.63	-0.14	0.54	-0.18	0.74	-0.02	-0.36	0.20	0.16	0.33	0.32
	123	-0.16	-3.15	0.20	0.48	-0.08	-0.20	-1.60	-0.46	-1.01	-0.45	0.13	-0.23
	124	-0.19	0.04	-0.75	-0.07	-0.62	0.01	-0.08	-0.27	0.09	-0.04	0.33	0.43
	125	-0.94	-0.17	0.04	-0.49	0.25	0.01	-0.02	-0.27	1.40	1.96	0.33	-0.11
	126	0.06	0.14	-0.12	-0.49	0.25	0.00	0.31	-0.27	-0.04	0.36	-0.20	0.01
		-0.11	-0.05	-0.05	-0.11	0.03	0.04	0.01	-0.09	0.14	0.17	0.04	0.02
		Count 126											
		r @ .05 = .18											

AGE 31-40

Demographics

Sex=M or F

Race: 1-Minorities, 2-Caucasian

Age: 1-21-30, 2-31-40,

3-41-50, 4-51 or Above

Principal's Response---

UPI Score + + +

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e

m	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Inc	Inc	Con	Con	Tot	Tot
1	4	4	4	4	5	3	5	3	4	3	4	2	4	4	5	4	5	3	5	3	5	1	5	34
2	5	2	5	4	4	3	5	4	5	5	4	3	5	5	5	2	4	3	5	3	5	2	5	36
3	1	2	2	2	2	1	1	1	1	3	1	3	1	2	2	1	2	3	2	4	2	3	1	25
4	5	5	5	5	5	4	5	4	5	4	5	3	5	4	5	5	5	5	5	4	5	4	5	47
5	3	3	3	5	2	3	3	2	2	3	3	1	2	4	2	4	1	1	2	2	2	2	1	30
6	4	4	4	4	4	2	5	5	5	4	5	2	5	4	5	4	5	5	4	3	5	2	5	39
7	5	3	5	3	4	1	4	4	4	4	5	3	5	5	5	5	5	4	4	4	5	5	5	41
8	3	2	3	3	3	1	3	5	3	2	3	5	2	3	3	5	3	5	3	4	3	3	3	38
9	4	2	4	5	4	1	3	4	3	2	3	2	4	4	3	2	4	3	4	2	4	1	4	28
10	3	1	4	4	3	1	3	2	4	3	3	2	3	2	3	2	3	3	3	3	3	3	4	26
11	3	4	3	2	4	2	4	4	3	0	5	5	5	4	4	2	4	3	4	3	4	3	4	32
12	3	3	4	3	2	2	2	4	5	2	3	3	3	5	4	2	3	3	4	3	3	2	3	32
13	3	3	3	3	4	1	4	3	2	3	2	2	2	4	3	4	3	4	3	2	4	4	3	33
14	4	1	3	1	3	1	3	4	4	4	3	1	4	4	3	2	4	4	4	4	3	2	3	28
15	4	2	4	4	4	2	4	1	3	3	4	1	3	3	3	3	4	3	4	2	4	1	4	25
16	4	5	4	5	4	2	4	5	4	5	4	4	4	5	4	4	4	5	4	3	4	4	4	47
17	4	5	4	3	5	1	5	4	5	2	5	3	5	4	5	2	5	3	5	3	5	3	5	33
18	4	3	5	4	4	3	5	2	4	2	4	1	5	4	5	3	3	3	4	3	4	1	4	29
19	4	1	4	3	5	2	3	3	4	2	3	2	3	5	3	1	3	2	4	3	3	3	3	27
20	4	3	4	3	4	1	4	2	4	2	5	3	4	3	5	1	5	5	4	4	5	0	4	27
21	4	4	4	4	4	5	4	4	5	3	5	3	5	4	5	1	5	2	5	3	5	2	5	35
22	4	2	4	3	4	3	5	3	4	3	4	2	4	4	4	2	4	2	4	3	4	2	4	29
23	4	4	4	5	4	5	4	5	4	4	4	3	4	5	4	5	5	5	5	5	4	4	4	50
24	3	4	3	3	3	3	4	4	3	3	4	1	3	4	3	0	4	2	3	3	3	4	3	31
25	4	2	5	4	5	2	5	4	5	3	5	3	5	3	5	3	5	3	5	4	5	2	5	33
26	5	2	5	1	5	0	5	4	5	4	5	2	5	3	5	4	5	3	5	4	5	2	5	29
27	4	3	4	5	4	3	5	3	5	1	4	2	5	4	4	4	4	2	5	1	4	1	4	29
28	1	5	2	5	2	4	1	4	2	3	2	5	1	5	2	4	2	5	3	5	3	3	2	48
29	4	4	3	3	3	2	4	5	5	4	4	3	4	4	3	2	4	4	4	4	4	3	4	36
30	4	1	4	4	3	1	4	3	4	2	4	5	3	3	4	2	4	5	4	4	4	3	4	33
31	4	4	4	5	4	2	4	4	4	4	4	3	4	4	4	4	4	3	4	3	4	3	4	38
32	5	4	4	4	5	2	5	4	4	2	5	2	4	4	5	3	5	3	4	3	4	3	4	34
33	4	2	4	5	3	5	5	4	5	4	4	5	5	5	4	1	5	5	5	4	4	2	4	42
34	3	3	3	3	3	1	3	3	3	0	3	3	3	5	3	3	3	4	3	3	3	2	3	30
35	4	2	4	5	5	4	4	4	4	4	4	4	5	4	4	2	3	5	4	5	4	3	4	42
36	4	2	4	3	5	3	4	4	4	2	4	4	4	4	5	2	4	4	4	3	4	2	4	31
37	3	5	3	5	3	2	3	5	3	2	3	2	3	4	3	3	3	3	3	2	3	3	3	36
38	4	2	4	3	3	2	5	4	4	4	4	2	4	4	5	4	4	4	4	3	5	3	5	35
39	4	4	5	3	4	0	4	5	5	3	4	4	5	4	4	3	5	3	4	3	3	2	4	34
40	3	2	3	3	3	3	2	3	1	3	2	3	1	4	2	2	2	4	2	4	2	2	2	33
41	3	1	3	3	3	1	3	2	2	3	3	0	3	3	2	2	2	2	3	3	3	1	3	21

AGE 31-40

Demographics Sex=M or F

Race: 1=Minorities, 2=Caucasian

Age: 1-21-30, 2-31-40,

3-41-50, 4-51 or Above

Principal's Response---

UPI Score +---

	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Imp	Imp	Con	Con	Tot	Tot
42	2	2	2	1	3	2	3	3	2	4	2	3	2	4	3	3	2	3	3	3	2	2	2	30
43	4	3	4	4	3	2	4	4	4	2	4	2	4	3	4	4	5	1	5	2	4	2	4	30
44	3	3	3	2	4	2	2	3	3	2	3	4	2	3	3	3	3	4	2	2	3	4	3	32
45	2	1	2	2	3	3	2	3	3	4	3	3	3	3	2	1	2	4	4	3	3	2	3	29
46	5	4	5	4	5	5	5	5	5	4	5	5	5	3	5	5	5	4	5	3	5	4	5	46
47	3	1	4	4	3	3	2	4	2	2	2	3	1	4	2	1	2	2	3	3	2	4	2	31
48	5	3	4	4	4	5	4	5	4	4	4	4	5	5	4	4	3	4	3	3	3	3	3	44
49	4	5	3	5	4	2	4	4	4	3	5	4	5	4	4	3	3	1	4	4	5	4	4	39
50	3	2	3	5	3	3	3	2	4	3	3	1	4	2	3	2	3	1	4	1	3	4	3	26
51	3	4	4	4	3	3	3	3	3	3	4	4	4	4	4	5	3	4	3	3	3	2	3	39
52	5	5	5	3	5	2	5	2	5	1	5	4	5	3	5	5	5	2	5	4	5	4	5	35
53	2	3	2	5	2	1	3	2	2	1	2	1	2	4	2	4	1	1	1	3	1	0	1	25
54	3	2	4	3	3	2	2	4	2	2	3	2	3	4	3	2	3	3	4	5	3	4	3	33
55	3	4	3	4	3	2	4	3	3	1	3	3	3	3	3	2	3	3	3	1	2	2	3	28
56	3	4	4	3	3	1	3	4	3	1	3	3	3	4	3	5	3	3	3	2	4	0	3	30
57	5	4	5	3	5	3	5	4	4	1	5	3	4	4	5	5	4	5	4	5	5	3	4	40
58	4	4	5	4	4	3	5	4	5	4	4	4	5	4	4	4	4	3	5	4	4	3	5	41
59	3	2	3	2	3	3	4	3	3	1	3	3	3	4	4	3	3	0	3	4	4	2	3	27
60	4	1	4	2	5	1	5	3	3	2	4	4	4	2	5	2	5	3	5	3	4	3	4	26
61	4	5	4	2	5	2	4	4	4	2	4	3	5	3	5	3	4	3	4	3	4	2	4	32
Count=																							61	
																							count 61	

AGE 31-40

Means and Standard Deviations

M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
4	3	4	4	4	2	4	4	4	4	3	4	3	4	4	4	3	4	3	4	3	4	3	4
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6

Com	Com	Dea	Dea	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Inl	Inl	Stl	Stl	Inp	Inp	Con	Con	Tot	Tot
U++	U++	U++	U++	U++	U++	U++	U++	U++	U++	U++	U++	U++	U++	U++	U++	U++	U++	U++	U++	U++	U++	U++	U++
P--	P--	P--	P--	P--	P--	P--	P--	P--	P--	P--	P--	P--	P--	P--	P--	P--	P--	P--	P--	P--	P--	P--	P--
Means and Standard Deviations																							
AGE 31-40																							
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
3.64	2.98	3.75	3.52	3.70	2.30	3.77	3.54	3.66	2.72	3.70	2.87	3.70	3.79	3.77	2.95	3.66	3.23	3.82	3.20	3.72	2.54	3.64	33.62
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
0.91	1.26	0.84	1.11	0.91	1.22	1.08	1.00	1.08	1.16	0.98	1.18	1.21	0.79	1.03	1.31	1.10	1.22	0.93	0.94	0.99	1.11	1.04	6.45

AGE 31-40

This is the calculation of r from the formula $r = \text{Sum}(z \text{ of } X * z \text{ of } Y) / N$

I Where: $z \text{ of } X = (X - \text{Mean of } X) / (\text{Std of } X)$. X here is the UPI Score.

T $z \text{ of } Y = (Y - \text{Mean of } Y) / (\text{Std of } Y)$. Y here is the P Rating.

e

M	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
1	0.32	0.12	0.82	-0.62	0.06	-0.22	0.07	0.95	-0.23	-0.27	-1.79	0.08
2	-1.17	0.63	0.19	0.52	2.43	0.03	1.64	-0.87	-0.06	-0.27	-0.63	0.48
3	2.27	2.86	1.99	6.53	-0.59	-0.31	5.06	2.55	0.26	-1.67	-0.72	3.39
4	2.40	1.96	1.99	0.52	1.36	0.15	0.29	1.86	1.77	1.08	1.69	2.71
5	-0.01	-1.19	-1.08	1.10	-0.37	1.14	-0.38	-1.37	4.41	2.49	0.84	1.42
6	0.32	0.12	-0.08	1.66	1.36	-0.97	0.29	0.95	1.77	-0.04	-0.63	1.09
7	0.02	-0.70	-0.34	0.10	0.35	0.15	1.64	1.86	0.77	0.17	2.85	1.50
8	0.55	0.42	0.82	-1.04	0.38	-1.30	1.40	-1.17	-0.87	-0.75	-0.30	-0.42
9	-0.31	0.39	-0.34	-0.33	0.38	0.53	0.07	0.54	-0.06	-0.25	-0.39	-0.30
10	1.11	0.12	0.82	1.10	0.08	0.53	1.32	0.54	0.11	0.18	-0.30	-0.41
11	-0.57	1.23	-0.08	0.10	1.42	2.38	0.29	-0.16	-0.06	-0.04	0.12	-0.09
12	-0.01	-0.14	0.45	-0.75	-0.77	-0.08	-0.90	-0.16	0.11	-0.04	0.35	0.15
13	-0.01	0.42	-0.34	-0.12	-0.37	1.28	-0.38	-0.60	-0.38	1.12	0.37	0.06
14	-0.63	2.03	0.82	-0.33	0.35	1.14	0.07	0.54	0.20	0.17	0.35	0.54
15	-0.31	0.12	-0.08	-0.54	-0.15	-0.48	0.58	-0.03	-0.06	-0.25	-0.39	-0.46
16	0.64	0.39	-0.08	0.31	0.62	0.29	0.37	0.18	0.45	-0.04	0.37	0.72
17	0.64	-0.14	-1.51	0.52	-0.77	0.15	0.29	-0.87	-0.23	-0.27	0.53	-0.13
18	0.01	0.63	0.19	-1.76	-0.20	-0.48	0.29	0.04	0.11	-0.04	-0.39	-0.25
19	-0.63	-0.14	-0.34	0.39	-0.20	0.53	-0.90	1.11	0.60	-0.04	-0.30	0.63
20	0.01	-0.14	-0.34	-0.33	-0.20	0.15	-0.24	-1.78	1.77	0.17	-2.95	-0.36
21	0.32	0.12	0.72	0.10	0.30	0.15	0.29	-1.78	-1.23	-0.27	-0.63	0.28
22	-0.31	-0.14	0.19	-0.62	0.08	-0.22	0.07	-0.16	-0.32	-0.04	-0.14	-0.25
23	0.32	0.39	0.72	0.31	0.35	0.03	0.37	0.35	1.77	2.43	0.37	0.88
24	-0.57	0.42	-0.45	0.10	-0.15	-0.48	-0.16	1.68	-0.32	0.18	-0.95	0.25
25	-0.31	0.63	-0.34	0.52	0.30	0.15	-1.07	0.04	-0.23	1.08	-0.63	-0.13
26	-1.17	-3.36	-2.67	0.52	1.36	-0.97	-1.07	0.95	-0.23	1.08	-0.63	-0.94
27	0.01	0.39	0.19	-0.62	-1.84	-0.22	0.29	0.18	-0.32	-2.97	-0.39	-0.25
28	-4.66	-2.76	-2.61	-1.18	-0.37	-3.14	-3.44	-1.37	-2.18	-1.69	-0.30	-3.51
29	0.32	0.42	0.19	0.31	1.36	0.03	0.07	0.54	0.20	0.17	0.12	0.24
30	-0.63	0.12	0.82	-0.12	-0.20	0.54	0.58	-0.16	0.45	0.17	0.12	-0.03
31	0.32	0.39	-0.08	0.10	0.35	0.03	-0.24	0.18	-0.06	-0.04	0.12	0.24
32	1.21	0.12	-0.34	0.52	-0.20	-0.97	0.07	0.04	-0.23	-0.04	0.12	0.02
33	-0.31	0.39	-1.72	0.52	1.36	0.54	1.64	-0.33	1.77	1.08	-0.14	0.45
34	-0.01	0.42	0.82	0.39	1.42	-0.08	-0.90	-0.03	-0.38	0.18	0.35	0.35
35	-0.31	0.39	1.99	0.10	0.35	0.29	0.29	-0.16	-0.87	0.37	0.12	0.45
36	-0.31	-0.14	0.82	0.10	-0.20	0.29	0.07	-0.87	0.20	-0.04	-0.14	-0.14
37	-1.13	-1.19	0.19	-1.04	0.38	0.53	-0.16	-0.03	0.11	1.12	-0.30	-0.23
38	-0.31	-0.14	0.19	0.52	0.35	-0.22	0.07	0.95	0.20	-0.04	0.53	0.28
39	0.32	-0.70	-0.61	0.31	0.30	0.29	0.29	0.01	-0.23	-0.04	0.35	0.02
40	0.55	0.42	-0.45	0.89	-0.59	-0.19	-0.60	1.25	-0.95	-1.67	0.84	0.15
41	1.11	0.42	0.82	1.10	-0.37	1.75	0.58	1.25	1.52	0.18	1.01	1.20

AGE 31-40

This is the calculation of r from the formula $r = \text{Sum}(z \text{ of } X * z \text{ of } Y) / N$

1 Where: z of X = (X-Mean of X) / (Std of X). X here is the UPI Score.

2 z of Y = (Y-Mean of Y) / (Std of Y). Y here is the P Rating.

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N	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
42	1.41	4.73	0.19	0.39	-1.68	-0.19	-0.38	-0.03	0.28	0.18	0.84	0.88
43	0.01	0.12	0.19	0.10	-0.20	-0.22	-0.24	0.18	-2.23	-1.62	-0.14	-0.19
44	-0.01	1.23	-0.08	0.89	0.38	-0.69	1.40	-0.03	-0.38	2.49	-0.95	0.15
45	2.85	2.86	-0.45	0.89	-0.67	-0.08	0.58	2.55	-0.95	-0.04	0.35	0.44
46	1.21	0.63	3.15	1.66	1.36	2.38	-1.07	1.86	0.77	-0.27	1.69	2.51
47	1.11	0.12	-0.45	-0.75	0.95	-0.19	-0.60	2.55	1.52	0.18	-2.28	0.64
48	0.02	0.12	0.72	0.31	0.35	0.29	1.64	0.18	-0.38	0.18	-0.30	-0.99
49	0.64	-1.19	-0.08	0.10	0.08	1.27	0.29	0.01	1.09	0.17	1.69	0.29
50	0.55	-1.19	-0.45	1.10	0.08	1.14	-0.55	0.54	1.09	-0.45	-0.95	0.73
51	-0.57	0.12	-0.45	0.39	-0.15	0.29	0.07	0.35	-0.38	0.18	0.35	-0.51
52	2.40	-0.70	-0.34	-1.76	-1.84	1.27	-1.07	1.86	-1.23	1.08	1.69	0.28
53	-0.02	-2.76	1.99	1.10	2.26	2.75	-0.38	-1.37	4.41	0.64	6.27	3.39
54	0.55	-0.14	0.19	-0.75	0.95	0.53	-0.16	0.54	0.11	0.37	-0.95	0.06
55	-0.57	-0.38	0.19	-0.12	0.90	-0.08	0.58	0.54	0.11	2.06	0.84	0.54
56	-0.57	-0.14	0.82	-0.33	0.90	-0.08	-0.16	-1.17	0.11	1.12	-0.64	0.35
57	1.21	-0.70	0.82	0.52	-0.47	0.15	0.07	1.86	0.45	0.37	0.53	0.34
58	0.32	0.63	0.19	0.52	1.36	0.29	0.29	0.18	-0.06	1.08	0.12	1.50
59	0.55	1.23	-0.45	-0.12	0.90	-0.08	-0.16	0.01	1.58	-0.75	-0.14	0.63
60	-0.63	-0.40	-1.51	-0.62	0.38	0.29	-0.55	-0.87	-0.23	-0.27	0.12	-0.41
61	0.64	-0.40	-0.34	0.10	-0.20	0.03	-1.07	0.04	-0.06	-0.04	-0.14	-0.09
	0.17	0.16	0.09	0.22	0.25	0.19	0.11	0.27	0.24	0.15	0.11	<u>0.33</u>
Count = 61												
r @ .05 = .26												

Sex-M or F
Races: 1-Minorities, 2-Caucasian
Ages: 1-21-30, 2-31-40,
3-41-50, 4-51 or Above

Principal's Response ---
UPI Score +++

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172

Sex=M or F
Race: 1-Minorities, 2-Caucasian
Age: 1-21-30, 2-31-40,
3-41-50, 4-51 or Above
Principal's Response ---
UPI Score + + +

```

e
m ComComDedDedIndIndCarCarInvInvEmpEmpPosPosIniIniStiStiInpInpConConTotTot
--p==U++p==U++p==U++p==U++p==U++p==U++p==U++p==U++p==U++p==U++p==U++p==U++

```

[illegible]

```

Com Com Ded Ind Car Inv Emp Pos Ini Ini Sti Inp Con Con Tot Tot
P== U++ P== U++ P== U++ P== U++ P== U++ P== U++ P== U++ P== U++
AGE 41-50      Means and Standard Deviations
=====
M  M  M  M  M  M  M  M  M  M  M  M  M  M  M  M  M
=====
3.9 2.7 4.0 3.5 4.1 2.7 3.9 4.0 3.8 3.1 3.9 3.1 3.9 3.3 4.1 2.7 3.8 3.2 4.0 2.9 4.0 2.6 4.0 33.6
=====
S  S  S  S  S  S  S  S  S  S  S  S  S  S  S  S  S  S  S  S  S  S  S
=====
0.8 1.1 0.9 1.1 1.0 1.2 1.0 0.8 1.1 1.0 0.9 1.0 0.9 1.0 1.1 1.2 1.1 1.3 1.0 1.0 1.0 1.0 0.9 5.8
=====

```

AGE 41-50

This is the calculation of r from the formula $r = \text{Sum}(z \text{ of } X * z \text{ of } Y) / N$
 I Where $z \text{ of } X = (X - \text{Mean of } X) / (\text{Std of } X)$. X here is the UPI Score.
 t $z \text{ of } Y = (Y - \text{Mean of } Y) / (\text{Std of } Y)$. Y here is the P Rating.

e	m	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
	---	---	---	---	---	---	---	---	---	---	---	---	---
1		-0.84	1.53	-1.26	1.36	1.01	-1.33	-0.29	0.22	-0.14	-0.95	0.44	-0.11
2		1.46	-3.06	4.34	3.32	0.25	4.40	-3.64	1.49	4.28	-0.30	1.74	3.13
3		-2.10	0.00	0.24	0.03	-0.02	-1.33	-0.29	-1.16	-0.39	-0.95	0.44	-1.60
4		-0.08	-1.53	0.24	-0.14	-0.64	0.21	-0.02	0.06	-0.03	-0.95	-0.01	0.00
5		0.41	-1.53	0.24	0.03	-0.43	-0.01	-1.45	0.22	-1.94	-3.07	-0.60	-1.79
6		-0.19	0.00	-1.26	0.15	-1.23	-0.01	-0.02	0.91	0.77	0.11	-1.64	-0.67
7		-0.84	-0.51	0.24	-0.14	0.18	-1.33	0.06	0.22	0.15	-0.05	0.44	0.00
8		-0.08	0.00	0.62	-0.14	-1.23	-1.33	-0.10	0.02	-0.03	-0.05	0.57	0.00
9		-2.38	-1.53	-2.14	-0.03	0.78	-0.89	-0.75	-0.25	-1.00	-2.01	-1.41	-2.32
10		0.41	-0.51	0.24	1.36	-0.11	-1.33	2.03	0.91	-0.14	0.11	0.44	0.64
11		-0.08	0.00	-0.30	0.15	0.39	0.10	-0.29	0.91	0.77	-0.95	0.01	0.00
12		-0.19	1.53	-0.51	-2.63	-0.02	0.10	1.25	0.22	0.15	0.11	-0.04	-1.23
13		-0.08	0.00	-0.03	-0.14	-0.23	-0.12	-0.02	-0.47	-0.39	0.01	0.04	0.00
14		0.41	-2.55	0.24	1.36	-1.23	-0.12	-0.29	-0.47	-1.04	0.01	0.44	-0.67
15		0.04	1.53	-0.19	-0.03	0.18	-0.12	-0.29	0.91	0.15	0.06	1.48	0.00
16		-0.84	1.53	-0.51	1.36	-0.11	1.09	0.87	0.22	0.77	0.06	0.44	1.01
17		-0.33	0.00	0.14	-0.03	-0.02	-0.89	0.25	0.06	0.62	1.77	0.57	0.67
18		1.46	0.51	-0.57	-0.06	0.25	0.21	-0.75	-5.15	0.30	-0.30	-4.31	-1.28
19		-0.33	-0.51	0.14	0.00	-0.02	0.10	-0.02	0.02	1.17	0.86	-0.04	0.00
20		0.04	0.51	-0.03	0.03	0.18	1.09	0.87	0.22	0.33	0.01	-0.04	0.00
21		-0.08	0.00	-0.03	0.00	0.18	1.09	-0.18	-0.01	-0.21	-0.05	0.57	0.00
22		0.04	1.53	-0.03	0.03	-0.02	0.21	0.87	0.02	0.15	0.01	0.04	0.00
23		0.15	0.00	-0.03	0.00	-0.23	0.21	-0.10	-0.05	0.15	0.01	0.01	0.00
24		-1.36	-0.51	-1.22	1.01	0.07	0.10	-0.75	0.51	0.08	0.86	-0.42	-0.27
25		0.15	0.00	-1.26	0.00	0.18	1.09	0.06	-0.05	-0.21	0.06	-0.04	0.00
26		0.15	0.00	-0.11	0.00	0.18	-0.01	0.14	-0.01	0.08	0.06	0.04	0.00
27		1.71	0.51	0.62	-0.03	1.49	-0.89	0.25	1.28	0.08	-0.10	0.57	1.23
28		-0.19	0.00	0.22	-0.29	0.78	-0.12	-0.10	-0.01	-0.21	-0.05	0.01	0.00
29		-0.33	0.51	0.14	2.16	2.79	-1.89	0.52	-2.93	2.72	0.01	-1.64	-1.04
30		-0.08	1.53	1.75	1.36	1.01	-0.12	-1.45	0.91	1.67	1.16	0.44	1.58
31		-0.08	0.00	0.24	-0.14	1.01	-0.01	-0.10	0.02	-0.03	-0.95	-0.01	0.00
32		1.66	-0.51	-0.51	0.03	1.01	1.09	0.87	0.22	-0.14	1.16	0.44	0.83
33		0.04	0.00	0.24	-1.06	-0.02	0.10	0.25	-0.05	-1.00	0.06	0.01	0.00
34		2.91	0.51	0.24	0.03	-1.23	-0.12	2.03	-1.85	-0.14	-0.95	0.44	-0.11
35		0.69	-0.51	-0.11	-0.03	-0.64	0.10	0.25	-0.05	-0.46	-0.10	-0.04	-0.64
36		-1.36	-1.53	0.62	-1.06	0.07	1.09	0.25	2.04	1.46	-0.10	-1.41	0.11
37		0.41	-0.51	1.75	1.36	2.13	-0.12	0.06	-1.85	1.67	0.11	-0.60	0.64
38		0.69	-1.02	-1.22	-0.06	-1.46	0.10	0.52	-0.25	-1.00	-2.01	-0.42	-1.20
39		0.15	0.00	0.06	0.00	-0.02	-0.89	0.14	-0.01	-1.00	0.06	0.01	0.00
40		-0.33	1.53	0.62	-1.06	0.16	-0.12	1.25	-0.25	-0.46	0.01	0.57	0.48
		0.02	-0.08	0.05	0.20	0.13	-0.02	0.05	-0.08	0.19	-0.18	-0.06	-0.07
		Count = 40											
		$r @ .05 = .31$											

AGE 51--

Demographics

Sex=M or F

Race: 1=Minorities, 2=Caucasian

Age: 1=21-30, 2=31-40,

3=41-50, 4=51 or Above

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Principal's Response=== UPI Score+++

m	Com	Com	Ded	Ded	Ind	Ind	Car	Car	Inv	Inv	Emp	Emp	Pos	Pos	Ini	Ini	Sti	Sti	Inc	Inc	Con	Con	Tot	Tot
	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++	P==U++
1	5	4	5	3	5	4	5	3	5	2	5	1	5	4	5	1	5	4	5	3	4	2	5	31
2	4	4	4	4	4	5	4	5	4	2	4	4	4	5	4	3	3	1	4	4	4	5	4	42
3	3	1	3	2	3	2	4	3	3	1	3	1	3	3	3	2	3	2	3	3	0	1	3	21
4	4	4	5	4	4	0	5	3	5	4	4	3	5	4	5	5	4	4	4	4	4	4	4	38
5	5	4	5	3	5	3	5	4	5	3	4	2	5	3	5	4	5	3	5	3	5	3	4	35
6	4	2	4	2	4	2	4	5	5	1	4	4	4	1	4	3	4	3	4	1	4	3	4	27
Count	6																							6

AGE 51-- Means and Standard Deviations

pr

M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
4	3	4	3	4	3	5	4	5	2	4	3	4	3	4	3	4	3	4	3	4	3	4	32
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	7

AGE 51-+

This is the calculation of r from the formula $r = \text{Sum}(z \text{ of } X * z \text{ of } Y) / N$
 I Where: z of X = (X-Mean of X) / (Std of X). X here is the UPI Score.
 t z of Y = (Y-Mean of Y) / (Std of Y). Y here is the P Rating.

e	m	COM	DED	IND	CAR	INV	EMP	POS	INI	STI	INP	CON	TOT
		***	***	***	***	***	***	***	***	***	***	***	***
	1	0.83	0.00	1.01	-0.93	-0.10	-2.07	0.48	-1.39	1.34	0.00	-0.24	-0.33
	2	-0.17	-0.55	-0.35	-1.30	0.10	0.00	-0.60	0.00	2.11	-0.24	0.48	0.00
	3	3.03	2.19	0.71	0.93	2.15	2.07	0.48	1.39	0.96	0.00	3.37	2.82
	4	-0.17	1.10	0.41	-0.93	1.12	0.00	0.48	1.39	0.00	-0.24	0.24	0.00
	5	0.83	0.00	0.25	0.19	0.51	0.00	-0.24	0.69	0.19	0.00	0.00	0.00
	6	0.23	0.55	0.10	-1.30	-0.72	0.00	0.84	0.00	0.00	0.49	0.00	0.00
		0.77	0.55	0.35	-0.56	0.51	0.00	0.24	0.35	0.77	0.00	0.64	0.41
		Count 6.00					r @ .05 = .81						

APPENDIX E

STAT-STAR Verification of Significant Correlations

STAT-STAR Data Elementary School Stimulator

Datafile: EL_1.SS0 Procedure: Pearson Correl

Elementary	Teacher	Sti
	Princ	UP
Value # 1	5	3
Value # 2	2	1
Value # 3	3	5
Value # 4	5	3
Value # 5	5	3
Value # 6	3	5
Value # 7	4	3
Value # 8	1	2
Value # 9	5	5
Value # 10	5	5
Value # 11	5	5
Value # 12	5	4
Value # 13	5	1
Value # 14	3	3
Value # 15	4	4
Value # 16	4	1
Value # 17	5	3
Value # 18	5	5
Value # 19	5	3
Value # 20	4	2
Value # 21	3	2
Value # 22	4	4
Value # 23	5	4
Value # 24	5	4
Value # 25	5	5
Value # 26	4	5
Value # 27	5	2
Value # 28	4	5
Value # 29	1	2
Value # 30	3	3
Value # 31	5	4
Value # 32	5	5
Value # 33	4	5
Value # 34	2	1
Value # 35	4	4
Value # 36	3	4
Value # 37	3	2
Value # 38	4	5
Value # 39	5	2
Value # 40	2	2
Value # 41	4	3
Value # 42	3	5
Value # 43	3	4
Value # 44	5	5
Value # 45	4	2
Value # 46	2	5
Value # 47	4	5
Value # 48	5	3
Value # 49	5	4
Value # 50	3	4

STAT-STAR Data (page 2)

Datafile: EL_1.SS0 Procedure: Pearson Correl

Elementry	Teacher Princ	Sti UP
Value # 51	4	4
Value # 52	5	5
Value # 53	5	4
Value # 54	5	4
Value # 55	3	2
Value # 56	3	1
Value # 57	3	2
Value # 58	5	2
Value # 59	4	5
Value # 60	5	3
Value # 61	5	5
Value # 62	4	4
Value # 63	3	5
Value # 64	3	3
Value # 65	5	3
Value # 66	1	3
Value # 67	3	2
Value # 68	5	3
Value # 69	3	3
Value # 70	1	2
Value # 71	2	3
Value # 72	2	5
Value # 73	5	2
Value # 74	3	4
Value # 75	3	3
Value # 76	2	4
Value # 77	4	5
Value # 78	5	5
Value # 79	5	5
Value # 80	5	5
Value # 81	3	4
Value # 82	4	3
Value # 83	4	4
Value # 84	4	3
Value # 85	5	4
Value # 86	5	2
Value # 87	5	3
Value # 88	3	3
Value # 89	3	3
Value # 90	2	2
Value # 91	2	3
Value # 92	5	5
Value # 93	3	5
Value # 94	3	1
Value # 95	3	5
Value # 96	4	5
Value # 97	4	3
Value # 98	5	3
Value # 99	4	3
Value #100	4	3

STAT-STAR Data Analysis

Datafile: EL_1.SS0 Procedure: Pearson Correl

MATRIX OF r (UPPER) AND r^{sq} (LOWER) VALUES:

```

UP
Princ    0.27* Princ
        0.07

```

UP

* = p-value < .05 (2-tail)

TABLE OF MEANS AND STANDARD DEVIATIONS:

	N	MEAN	SD	estSD
Princ	100	3.33	1.15	1.16
UP	100	3.49	1.24	1.24

STAT-STAR Explanation

Datafile: EL_1.SS0 Procedure: Pearson Correl

Explanation of Operators		
* = Multiply	SUM = Summation	SQRT = Square root
/ = Divide	² SQ = Quantity squared	

The PEARSON CORRELATION COEFFICIENT (r) between variables Princ and UP is computed using the formula:

$$\begin{aligned}
 r &= \text{SUM} [(X-M_x) * (Y-M_y)] / (N * S_x * S_y) \\
 &= 38.33 / (100 * 1.15 * 1.24) \\
 &= 38.33 / 142.17 \\
 &= 0.27
 \end{aligned}$$

The COEFFICIENT OF DETERMINATION (r^{sq}) is obtained by squaring r, yielding 0.07

STAT-STAR Data
Male Teachers Commitment

Datafile: MALE_COM.SS0 Procedure: Pearson Correl

TEACHERS	COMMITMENT T/M	PRINC.	UP
Value # 1	4		4
Value # 2	5		1
Value # 3	2		2
Value # 4	2		5
Value # 5	5		5
Value # 6	3		3
Value # 7	3		4
Value # 8	4		1
Value # 9	4		2
Value # 10	3		1
Value # 11	5		2
Value # 12	4		2
Value # 13	4		3
Value # 14	3		4
Value # 15	4		1
Value # 16	4		2
Value # 17	1		5
Value # 18	3		1
Value # 19	5		2
Value # 20	4		3
Value # 21	4		3
Value # 22	4		2
Value # 23	1		5
Value # 24	4		2
Value # 25	3		3
Value # 26	3		1
Value # 27	4		1
Value # 28	3		4
Value # 29	5		4
Value # 30	4		4
Value # 31	5		3
Value # 32	4		3
Value # 33	4		4
Value # 34	3		4
Value # 35	4		2
Value # 36	3		4
Value # 37	4		3
Value # 38	3		1
Value # 39	4		2
Value # 40	4		3
Value # 41	2		3
Value # 42	4		1
Value # 43	3		3
Value # 44	5		2
Value # 45	5		2
Value # 46	5		1
Value # 47	3		4
Value # 48	3		2
Value # 49	2		3
Value # 50	4		3

STAT-STAR Data (page 2)

Datafile: MALE_COM.SS0 Procedure: Pearson Correl

TEACHERS	COMMITMENT T/M	
	PRINC.	UP
Value # 51	3	4
Value # 52	3	4
Value # 53	3	2
Value # 54	4	4

STAT-STAR Data Analysis

Datafile: MALE_COM.SS0 Procedure: Pearson Correl
 MATRIX OF r (UPPER) AND r² (LOWER) VALUES:

UP
 PRINC. -0.35* PRINC.
 0.12

UP
 * = p-value < .05 (2-tail)

TABLE OF MEANS AND STANDARD DEVIATIONS:

	N	MEAN	SD	estSD
PRINC.	54	3.59	0.97	0.98
UP	54	2.76	1.22	1.23

STAT-STAR Explanation

Datafile: MALE_COM.SS0 Procedure: Pearson Correl

Explanation of Operators		
* = Multiply	SUM = Summation	SQRT = Square root
/ = Divide	² SQ = Quantity squared	

The PEARSON CORRELATION COEFFICIENT (r) between variables PRINC. and UP is computed using the formula:

$$\begin{aligned}
 r &= \text{SUM} [(X-M_x) * (Y-M_y)] / (N * S_x * S_y) \\
 &= -22.30 / (54 * 0.97 * 1.22) \\
 &= -22.30 / 63.85 \\
 &= -0.35
 \end{aligned}$$

The COEFFICIENT OF DETERMINATION (r²) is obtained by squaring r, yielding 0.12

STAT-STAR Data
Male Teachers Dedication

Datafile: MALE_DED.SS0 Procedure: Pearson Correl

TEACHERS	DEDICATION T/M
PRINC.	UP
Value # 1	4
Value # 2	2
Value # 3	5
Value # 4	4
Value # 5	3
Value # 6	5
Value # 7	3
Value # 8	2
Value # 9	5
Value # 10	2
Value # 11	3
Value # 12	4
Value # 13	3
Value # 14	4
Value # 15	2
Value # 16	3
Value # 17	3
Value # 18	4
Value # 19	1
Value # 20	4
Value # 21	5
Value # 22	4
Value # 23	5
Value # 24	4
Value # 25	5
Value # 26	5
Value # 27	4
Value # 28	4
Value # 29	4
Value # 30	4
Value # 31	4
Value # 32	4
Value # 33	4
Value # 34	4
Value # 35	3
Value # 36	5
Value # 37	5
Value # 38	3
Value # 39	4
Value # 40	4
Value # 41	5
Value # 42	3
Value # 43	3
Value # 44	2
Value # 45	3
Value # 46	4
Value # 47	3
Value # 48	4
Value # 49	5
Value # 50	5

STAT-STAR Data (page 2)

Datafile: MALE_DED.SS0 Procedure: Pearson Correl

TEACHERS	DEDICATION T/M	
	PRINC.	UP
Value # 51	3	4
Value # 52	4	3
Value # 53	3	2
Value # 54	4	4

STAT-STAR Data Analysis

Datafile: MALE_DED.SS0 Procedure: Pearson Correl

MATRIX OF r (UPPER) AND r^{sq} (LOWER) VALUES:

```

UP
PRINC.    -0.32* PRINC.
          0.10

```

UP

* = p-value < .05 (2-tail)

TABLE OF MEANS AND STANDARD DEVIATIONS:

	N	MEAN	SD	estSD
PRINC.	54	3.72	0.85	0.86
UP	54	3.70	0.99	1.00

STAT-STAR Explanation

Datafile: MALE_DED.SS0 Procedure: Pearson Correl

```

+----- Explanation of Operators -----+
| * = Multiply      SUM = Summation      SQRT = Square root |
| / = Divide       ^SQ = Quantity squared |
+-----+

```

The PEARSON CORRELATION COEFFICIENT (r) between variables PRINC. and UP is computed using the formula:

$$\begin{aligned}
 r &= \text{SUM} [(X-Mx) * (Y-My)] / (N * Sx * Sy) \\
 &= -14.44 / (54 * 0.85 * 0.99) \\
 &= -14.44 / 45.48 \\
 &= -0.32
 \end{aligned}$$

The COEFFICIENT OF DETERMINATION (r^{sq}) is obtained by squaring r, yielding 0.10

STAT-STAR Data
Male Teachers Stimulator

Datafile: MALE-STI.SS0 Procedure: Pearson Correl

TEACHERS	STIMULTOR T/M
PRINC.	UP
Value # 1	5 3
Value # 2	5 4
Value # 3	1 1
Value # 4	1 4
Value # 5	5 5
Value # 6	1 1
Value # 7	3 2
Value # 8	5 5
Value # 9	4 3
Value # 10	3 2
Value # 11	5 4
Value # 12	4 3
Value # 13	5 5
Value # 14	3 5
Value # 15	5 3
Value # 16	4 2
Value # 17	2 2
Value # 18	4 2
Value # 19	5 3
Value # 20	4 3
Value # 21	4 2
Value # 22	4 1
Value # 23	2 5
Value # 24	4 4
Value # 25	3 2
Value # 26	3 3
Value # 27	4 5
Value # 28	5 2
Value # 29	5 3
Value # 30	4 4
Value # 31	4 4
Value # 32	5 4
Value # 33	3 5
Value # 34	2 3
Value # 35	4 4
Value # 36	3 2
Value # 37	4 4
Value # 38	2 2
Value # 39	5 3
Value # 40	5 1
Value # 41	1 2
Value # 42	4 2
Value # 43	2 1
Value # 44	5 1
Value # 45	4 4
Value # 46	4 2
Value # 47	3 3
Value # 48	3 4
Value # 49	1 1
Value # 50	4 3

STAT-STAR Data (page 2)

Datafile: MALE-STI.SS0 Procedure: Pearson Correl

TEACHERS	STIMULTOR T/M	
	PRINC.	UP
Value # 51	3	3
Value # 52	3	3
Value # 53	3	0
Value # 54	3	5

STAT-STAR Data Analysis

Datafile: MALE-STI.SS0 Procedure: Pearson Correl

MATRIX OF r (UPPER) AND r^{sq} (LOWER) VALUES:

UP
PRINC. 0.28* PRINC.
0.08

UP

* = p-value < .05 (2-tail)

TABLE OF MEANS AND STANDARD DEVIATIONS:

	N	MEAN	SD	estSD
PRINC.	54	3.56	1.23	1.24
UP	54	2.94	1.31	1.32

STAT-STAR Explanation

Datafile: MALE-STI.SS0 Procedure: Pearson Correl

Explanation of Operators -----		
* = Multiply	SUM = Summation	SQRT = Square root
/ = Divide	² SQ = Quantity squared	

The PEARSON CORRELATION COEFFICIENT (r) between variables PRINC. and UP is computed using the formula:

$$\begin{aligned}
 r &= \text{SUM} [(X-Mx) * (Y-My)] / (N * Sx * Sy) \\
 &= 24.67 / (54 * 1.23 * 1.31) \\
 &= 24.67 / 86.89 \\
 &= 0.28
 \end{aligned}$$

The COEFFICIENT OF DETERMINATION (r^{sq}) is obtained by squaring r, yielding 0.08

STAT-STAR Data
Minority Teachers Total

Name: Donald J. Dessart, Ph.D.

Date: 10/27/1996 Time: 6:46

Datafile: MIN-TOT.SS0 Procedure: Pearson Correl

TEACHERS	TOTALS	MNRTY
	PRINC.	UP
Value # 1	3	27
Value # 2	4	21
Value # 3	5	47
Value # 4	1	30
Value # 5	4	33
Value # 6	5	33
Value # 7	2	28
Value # 8	4	43
Value # 9	2	31
Value # 10	5	45
Value # 11	5	29
Value # 12	3	34
Value # 13	1	29
Value # 14	4	41
Value # 15	3	36
Value # 16	3	30
Value # 17	3	35
Value # 18	5	35
Value # 19	1	29
Value # 20	2	27
Value # 21	5	30
Value # 22	5	28
Value # 23	4	29
Value # 24	3	31
Value # 25	4	39
Value # 26	5	35
Value # 27	4	35
Value # 28	3	32
Value # 29	3	32

STAT-STAR Data Analysis

Datafile: MIN-TOT.SS0 Procedure: Pearson Correl

MATRIX OF r (UPPER) AND r²sq (LOWER) VALUES:

UP
 PRINC. 0.39* PRINC.
 0.15

UP

* = p-value < .05 (2-tail)

TABLE OF MEANS AND STANDARD DEVIATIONS:

	N	MEAN	SD	estSD
PRINC.	29	3.48	1.28	1.30
UP	29	32.90	5.67	5.77

STAT-STAR Data Analysis

Datafile: MIN-TOT.SS0 Procedure: Pearson Correl

MATRIX OF r (UPPER) AND r²sq (LOWER) VALUES:

UP
 PRINC. 0.39* PRINC.
 0.15

UP

* = p-value < .05 (2-tail)

TABLE OF MEANS AND STANDARD DEVIATIONS:

	N	MEAN	SD	estSD
PRINC.	29	3.48	1.28	1.30
UP	29	32.90	5.67	5.77

STAT-STAR Data
Teachers Age 31-40 Initiator

Datafile: T31_40IN.SS0 Procedure: Pearson Correl

TEACHERS	INI	A31-40
	PRINC.	UP
Value # 1	5	4
Value # 2	5	2
Value # 3	2	1
Value # 4	5	5
Value # 5	2	4
Value # 6	5	4
Value # 7	5	5
Value # 8	3	5
Value # 9	3	2
Value # 10	3	2
Value # 11	4	2
Value # 12	4	2
Value # 13	3	4
Value # 14	3	2
Value # 15	3	3
Value # 16	4	4
Value # 17	5	2
Value # 18	5	3
Value # 19	3	1
Value # 20	5	1
Value # 21	5	1
Value # 22	4	2
Value # 23	4	5
Value # 24	3	0
Value # 25	5	3
Value # 26	5	4
Value # 27	4	4
Value # 28	2	4
Value # 29	3	2
Value # 30	4	2
Value # 31	4	4
Value # 32	5	3
Value # 33	4	1
Value # 34	3	3
Value # 35	4	2
Value # 36	5	2
Value # 37	3	3
Value # 38	5	4
Value # 39	4	3
Value # 40	2	2
Value # 41	2	2
Value # 42	3	3
Value # 43	4	4
Value # 44	3	3
Value # 45	2	1
Value # 46	5	5
Value # 47	2	1
Value # 48	4	4
Value # 49	4	3
Value # 50	3	2

Datafile: T31_40IN.SS0 Procedure: Pearson Correl

TEACHERS	INI	A31-40
	PRINC.	UP
Value # 51	4	5
Value # 52	5	5
Value # 53	2	4
Value # 54	3	2
Value # 55	3	2
Value # 56	3	5
Value # 57	5	5
Value # 58	4	4
Value # 59	4	3
Value # 60	5	2
Value # 61	5	3

STAT-STAR Data Analysis

Datafile: T31_40IN.SS0 Procedure: Pearson Correl

MATRIX OF r (UPPER) AND r^{sq} (LOWER) VALUES:

```

      UP
PRINC.    0.27* PRINC.
          0.07

```

UP

* = p-value < .05 (2-tail)

TABLE OF MEANS AND STANDARD DEVIATIONS:

	N	MEAN	SD	estSD
PRINC.	61	3.77	1.03	1.04
UP	61	2.95	1.31	1.32

STAT-STAR Explanation

Datafile: T31_40IN.SS0 Procedure: Pearson Correl

```

+----- Explanation of Operators -----+
| * = Multiply      SUM = Summation      SQRT = Square root |
| / = Divide       ^SQ = Quantity squared |
+-----+

```

The PEARSON CORRELATION COEFFICIENT (r) between variables PRINC. and UP is computed using the formula:

$$\begin{aligned}
 r &= \text{SUM} [(X-M_x) * (Y-M_y)] / (N * S_x * S_y) \\
 &= 22.31 / (61 * 1.03 * 1.31) \\
 &= 22.31 / 82.42 \\
 &= 0.27
 \end{aligned}$$

The COEFFICIENT OF DETERMINATION (r^{sq}) is obtained by squaring r, yielding 0.07

STAT-STAR Data
Teachers Age 31-40 Total

Datafile: T31-40TO.SS0 Procedure: Pearson Correl

TEACHERS	TOT AGE 31-40	PRINC. UP
Value # 1	5	34
Value # 2	5	36
Value # 3	1	25
Value # 4	5	47
Value # 5	1	30
Value # 6	5	39
Value # 7	5	41
Value # 8	3	38
Value # 9	4	28
Value # 10	4	26
Value # 11	4	32
Value # 12	3	32
Value # 13	3	33
Value # 14	3	28
Value # 15	4	25
Value # 16	4	47
Value # 17	5	33
Value # 18	4	29
Value # 19	3	27
Value # 20	4	27
Value # 21	5	35
Value # 22	4	29
Value # 23	4	50
Value # 24	3	31
Value # 25	5	33
Value # 26	5	29
Value # 27	4	29
Value # 28	2	48
Value # 29	4	38
Value # 30	4	33
Value # 31	4	38
Value # 32	4	34
Value # 33	4	42
Value # 34	3	30
Value # 35	4	42
Value # 36	4	31
Value # 37	3	36
Value # 38	5	35
Value # 39	4	34
Value # 40	2	33
Value # 41	3	21
Value # 42	2	30
Value # 43	4	30
Value # 44	3	32
Value # 45	3	29
Value # 46	5	46
Value # 47	2	31
Value # 48	3	44
Value # 49	4	39
Value # 50	3	26

STAT-STAR Data (page 2)

Datafile: T31-40TO.SS0 Procedure: Pearson Correl

TEACHERS	TOT AGE 31-40
	PRINC. UP
Value # 51	3 39
Value # 52	5 35
Value # 53	1 25
Value # 54	3 33
Value # 55	3 28
Value # 56	3 30
Value # 57	4 40
Value # 58	5 41
Value # 59	3 27
Value # 60	4 26
Value # 61	4 32

STAT-STAR Data Analysis

Datafile: T31-40TO.SS0 Procedure: Pearson Correl

MATRIX OF r (UPPER) AND r^{sq} (LOWER) VALUES:

```

      UP
PRINC. 0.33* PRINC.
      0.11

```

UP

* = p-value < .05 (2-tail)

TABLE OF MEANS AND STANDARD DEVIATIONS:

	N	MEAN	SD	estSD
PRINC.	61	3.64	1.04	1.05
UP	61	33.62	6.45	6.50

STAT-STAR Explanation

Datafile: T31-40TO.SS0 Procedure: Pearson Correl

```

+----- Explanation of Operators -----+
| * = Multiply      SUM = Summation      SQRT = Square root |
| / = Divide       ^SQ = Quantity squared |
+-----+

```

The PEARSON CORRELATION COEFFICIENT (r) between variables PRINC. and UP is computed using the formula:

$$\begin{aligned}
 r &= \text{SUM} [(X-M_x) * (Y-M_y)] / (N * S_x * S_y) \\
 &= 135.70 / (61 * 1.04 * 6.45) \\
 &= 135.70 / 409.18 \\
 &= 0.33
 \end{aligned}$$

The COEFFICIENT OF DETERMINATION (r^{sq}) is obtained by squaring r, yielding 0.11

VITA

Mary Lou Smith Kanipe was born May 15, 1944 in Santa Barbara, California. She attended kindergarten and first grade in California and then moved to Tennessee with her family. She attended elementary schools in Carter, Loudon, and Knox Counties and graduated from East High School in Knoxville in 1962. She attended The University of Tennessee (Knoxville) beginning in 1962 and graduated in 1966 with a Bachelor of Science degree in Education.

From 1967 until 1981 she taught English and reading in three different schools and taught all grades sixth through twelfth except ninth and eleventh grades. She received her Master of Science degree in Curriculum and Instruction as well as a Reading Specialist's Certificate from The University of Tennessee in 1976. She continued her studies and acquired an endorsement in Educational Administration and Supervision in 1979.

In 1981 she became the first female high school administrator in the Knoxville City Schools. After serving as the assistant principal at Bearden High School for two years, she was appointed the principal of Bearden Middle School. In 1996 after thirteen years at Bearden Middle School, she became the principal of Bearden High School. She is a member of numerous professional organizations.

She is married to Vincent Kanipe, a police officer. She has two daughters, Deborah Denise Monhollan and Tamela Teresa Kanipe. She has one grandson, Joshua Monhollan.