

# QUESTIONNAIRE RESULTS



# Caution:

Today's educators should never feel defensive about any of the answers to the 10 questions. The problems that these questions surface were not created by today's teachers and administrators; they were inherited.

For example, no teacher I am aware of purposely discourages students creating the slide of school enthusiasm shown for question #8.

# Question #1

Name the grade level(s) you are the most familiar with. \_\_\_\_\_

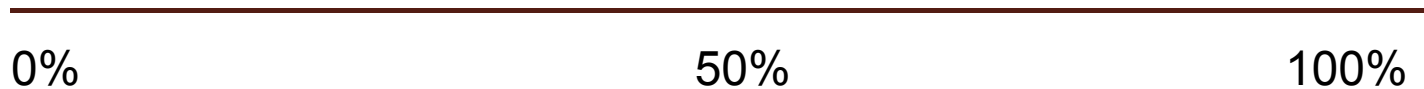
Approximately what percentage of the academic year do you spend teaching concepts students should have learned prior to attending your course/grade level?

# How Much of Year in Review?

0-20%	21-40%	40% +
10%	60%	30%

## Question #2

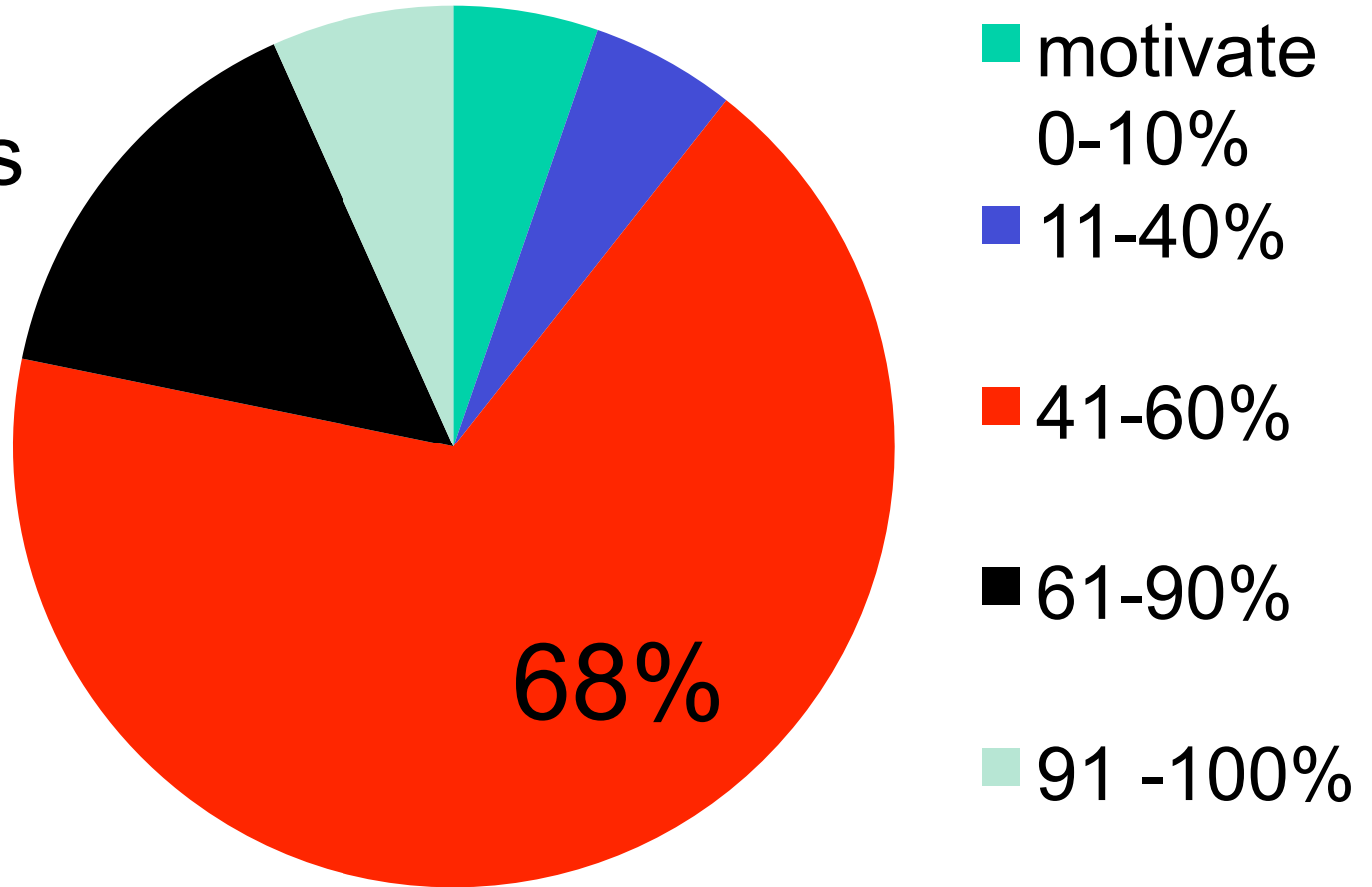
Place an “x” on the line below at the location that best describes your belief about students and grades.



Grades demotivate all. Grades motivate 50%, Grades motivate all students.

# Grade Motivate What Percent?

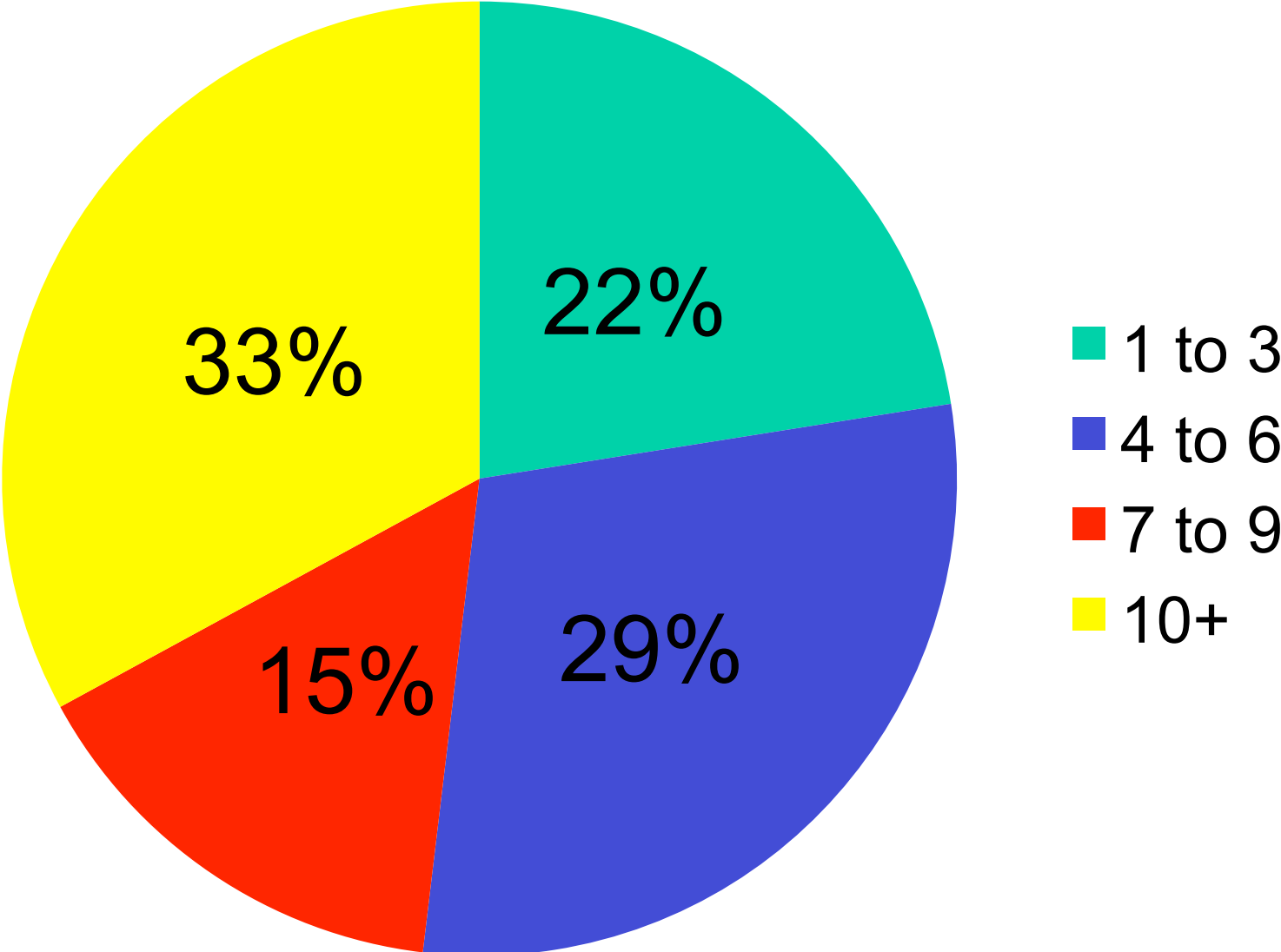
68% of seminar participants state grades motivate 41-60% of students.



## Question #3

Approximately how many years are between major swings in instructional practices (the infamous pendulum)?

# Years Between Pendulum Swings





# Question #4

Think of a current or former boss. What methods does he/she generally use?

Please rank 1,2,3.

- Use personality to get me to go along.

\_\_\_\_\_

- Use pressure to force me to change.

\_\_\_\_\_

- Increase my knowledge so I accept the change. \_\_\_\_\_

1<sup>st</sup> place = 3 points; 2<sup>nd</sup> place = 2 points, 3<sup>rd</sup> place = 1 point for next slide

# NGT Points at Seminars

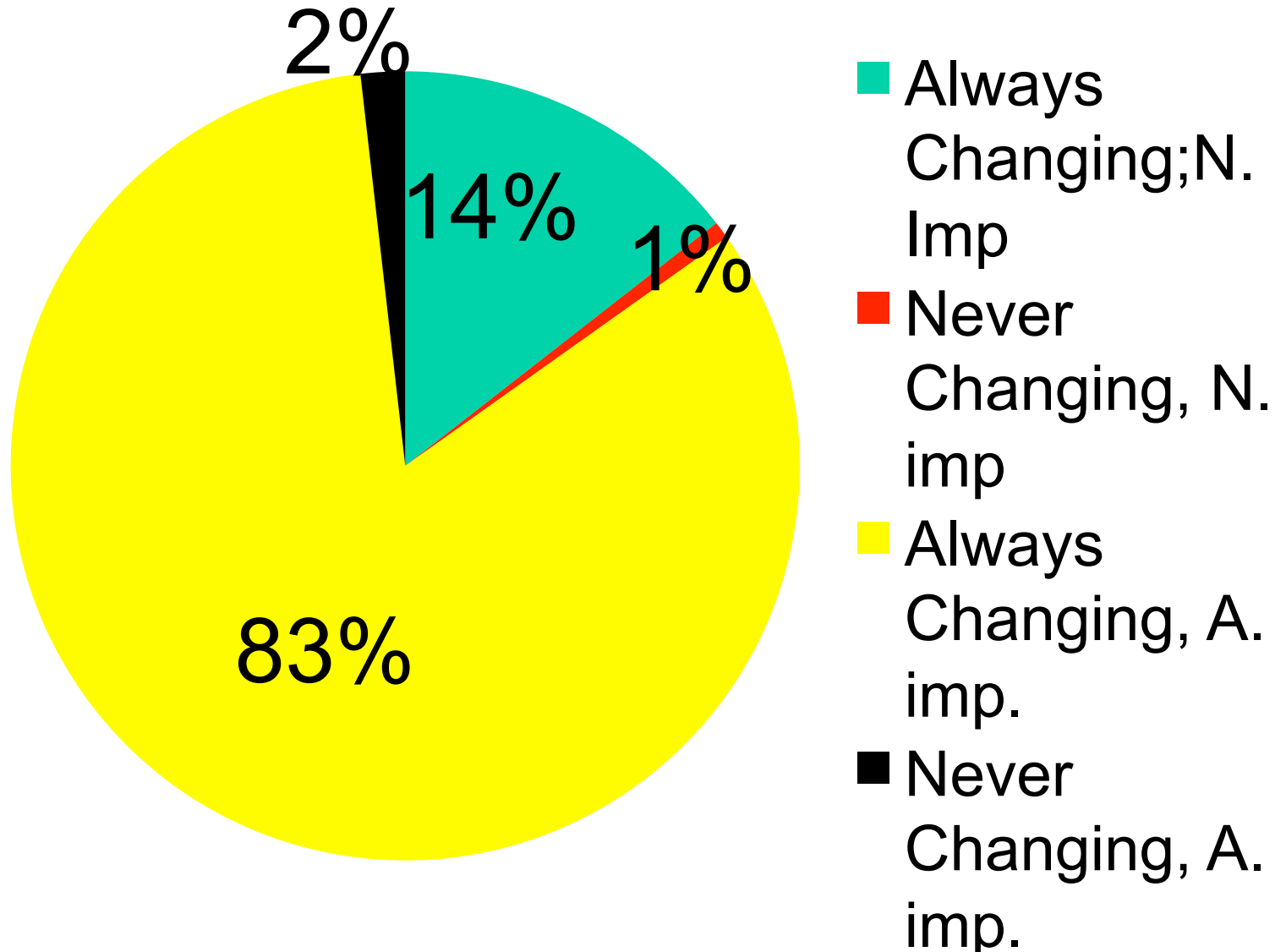
Knowledge	2404
Personality	2283
Power	1958

# Question #5

Check one of the four. Check the one that best describes your professional life.

- Always changing, but never improving
- Never changing, never improving
- Always changing, always improving
- Never changing, always improving

# Changing? Improving?



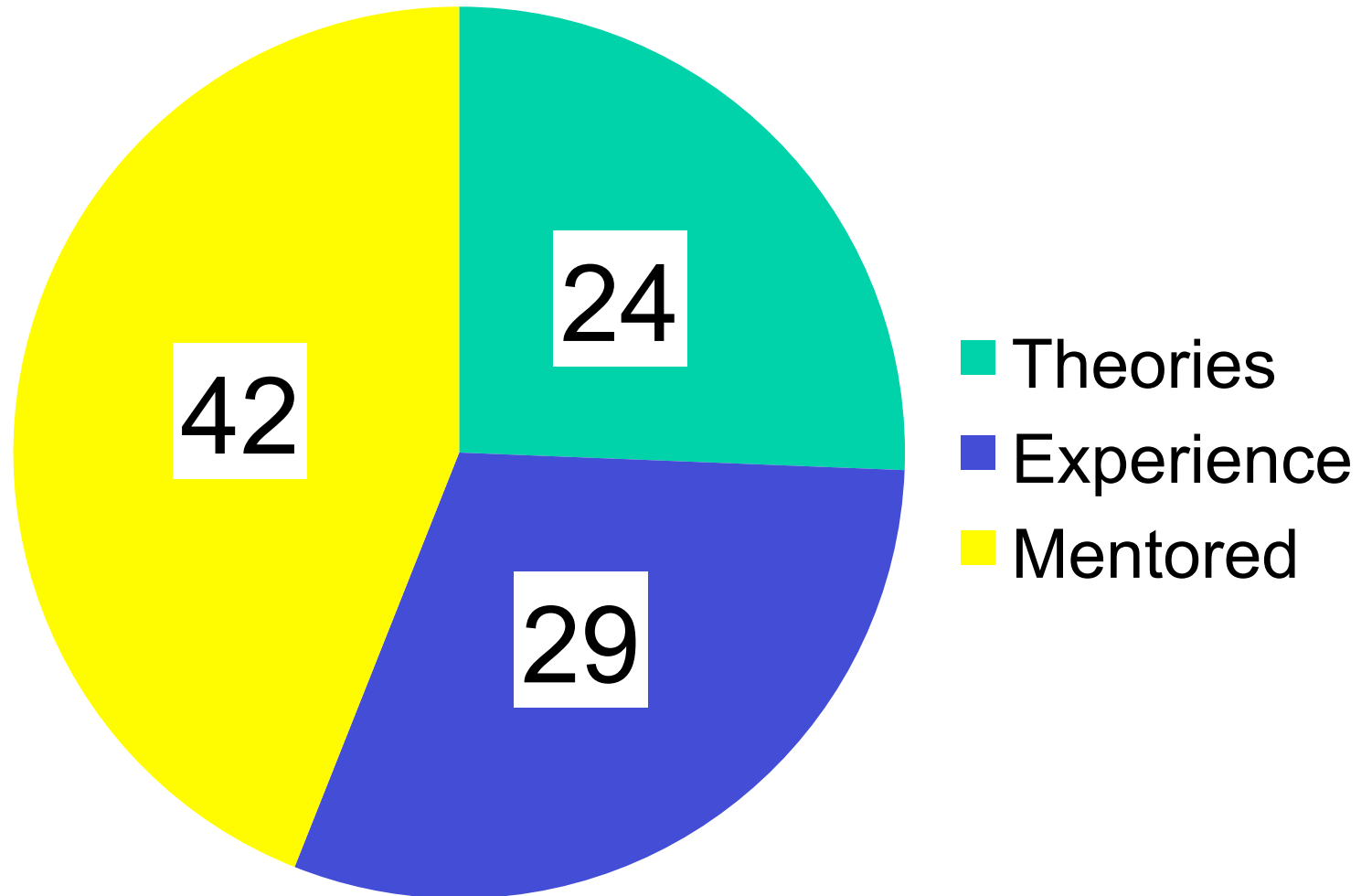
## Question #6

Rank these methods for your learning with “1” being the best: being mentored, having experience, testing hypotheses.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

(Results prior to seminar which has a focus on testing hypotheses.)

# How Best to Learn? At Start of Seminars



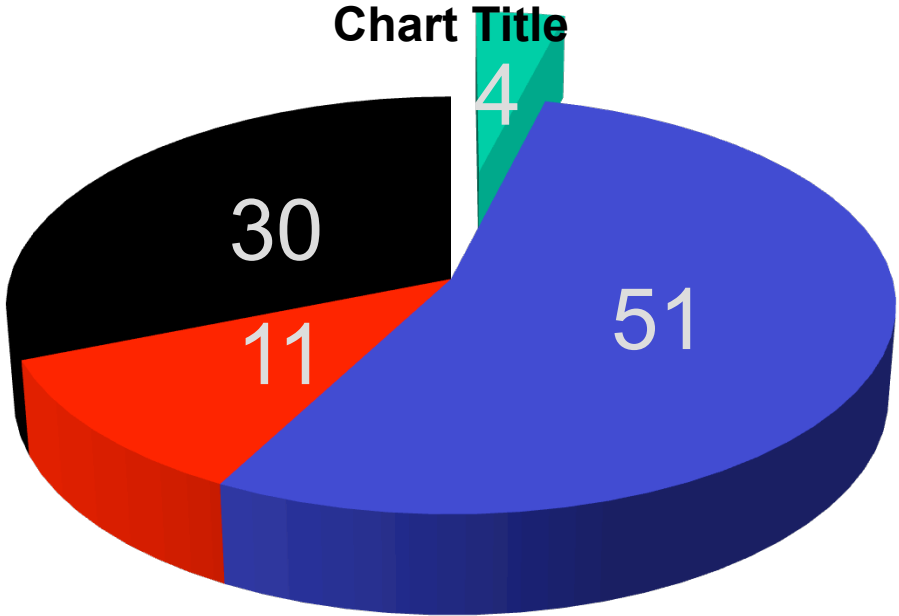
# Question #7

Place an “x” above the phrase that best describes your place of employment.

Uncommitted people, people doing their best, bowling team, orchestra.

(A bowling team is described as people who like each other, give each other advice from time to time and then add up their scores at the end of the specified time.)

# What Describes My Colleagues?



- uncommitted
- doing best
- orchestra
- bowling team

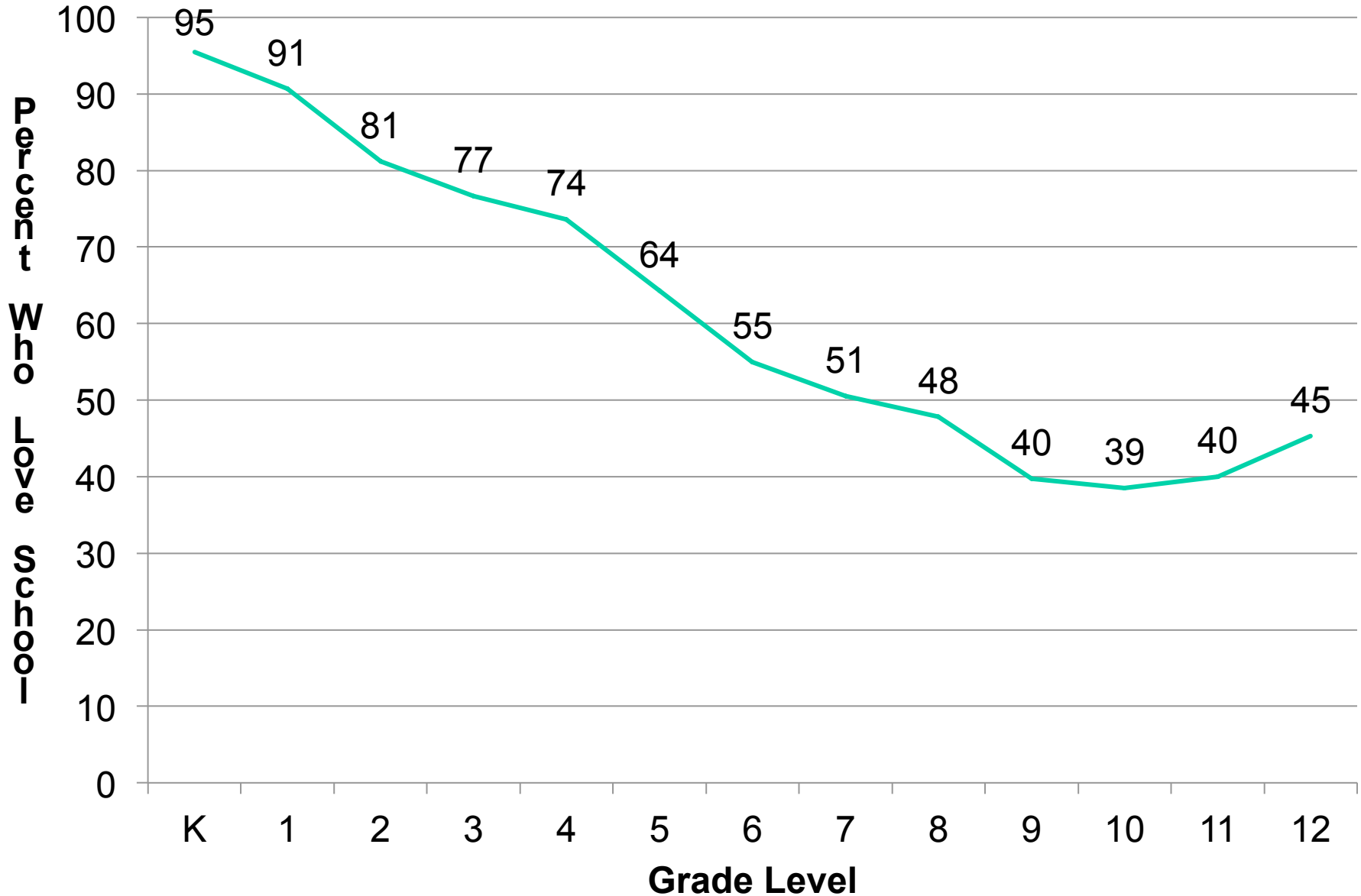


## Question #8

Name one grade level you teach (administer). \_\_\_\_\_

What percent of students love school at this grade level?

# The Loss of Student Enthusiasm



## Question #9

How many hours a week do you spend evaluating/grading student work?

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On a scale of 1-10 (ten being the best), how much do students learn from your comments, scores, etc. on the evaluations?  
1= almost no students benefit; 3= some students benefit; 5= half students benefit; 7= most students benefit; 10= all benefit.

# Correlation Between Hours Scoring Papers & Student Learning

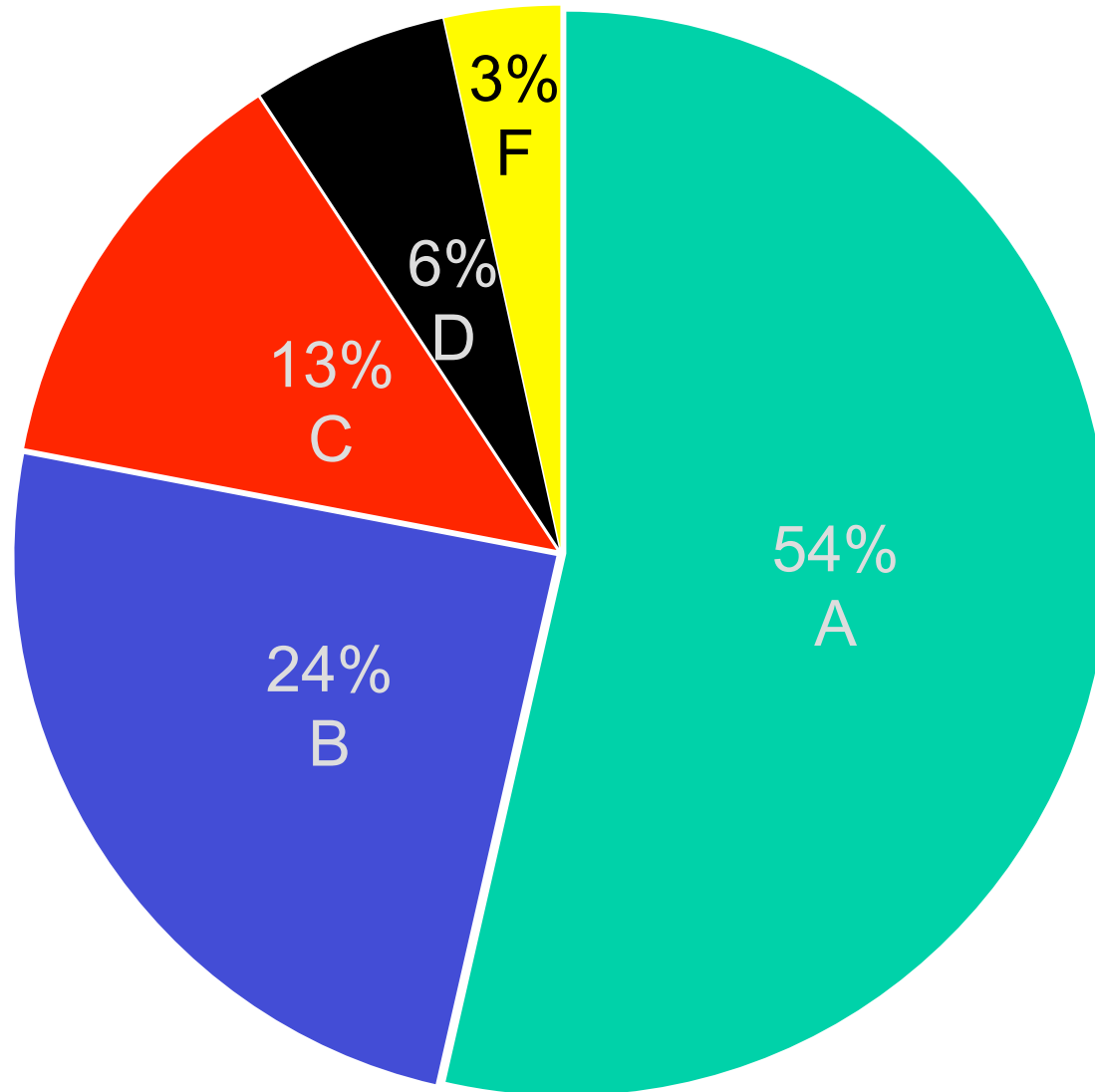
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## Question #10

If a student in your classroom earned all A's on exams and all A's on long-term, performance projects, but never turned in daily homework, what is the highest grade he/she could earn?

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**“A” Exams + “A” Projects +  
No Daily Homework = \_\_\_\_?\_\_\_\_ Grade**



# The 3 Most Pressing Problems

LtoJ Seminar participants were asked to rank the ten root causes of educational frustration.

Three of the ten were considered major problems by over 3000 educators.

# Control Chart for LtoJ Seminars: Root Causes

