

Draft of University  
Staff Development Funds  
9/15/05



REQUIRED Cover Page

## APPLICATION FOR PROFESSIONAL DEVELOPMENT GRANT

\*\*All applicants please complete this cover page.

<b>Choose one:</b> <input type="checkbox"/> Creative Project <input type="checkbox"/> Research Project <input checked="" type="checkbox"/> Professional Enhancement Event	<b>Date of Last PDG Award</b> (Semester and Year awarded): <u>None Awarded</u> <b>Date of ATU Faculty Appointment</b> (Semester and Year): <u>Fall, 2003</u>
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1. Project Title: Stress in Teaching: Myths and Methods for Designs in Reducing Stress  
2. Name of Principal Investigator/Project Director: Byra Ramsey - Kevin C. Costley  
3. School (abbrev): Education 4. Department: Curriculum and Instruction  
5. Campus Mail Address: Crabaugh 204 6. PI/PD Campus Phone: 479-964-3256  
7. Amount Requested: \$ 943.00 8. Total Cost of Project: \$ \_\_\_\_\_  
9. Does this project involve: 10. Duration of Project: 4 day conference

Yes No

- ☒ ☐ human subjects?  
☐ ☒ animals/animal care facility?  
☐ ☒ radioactive materials?  
☐ ☒ hazardous materials?  
☐ ☒ biological agents or toxins restricted by the USA Patriot Act?  
☐ ☒ copyright or patent potential?  
☐ ☒ utilization of space not currently available to the PI/PD?  
☐ ☒ the purchase of equipment/instrumentation/software currently available to the PI/PD?

NOTE: If the answer is "yes" to any of the above questions, the investigator must attach appropriate documentation of approval or justification for use/purchase.

SIGNATURES

David Bell 10-12-05  
Department Head Date  
Dean Shultz 10-12-05  
Dean Date

This Section to be completed by the Office of Academic Affairs

PDC Committee Award Recommendation: Yes \_\_\_\_\_ No \_\_\_\_\_  
PDC Committee Proposal Rank: \_\_\_\_\_ of \_\_\_\_\_ Total Proposals.  
Recommendation of VPAA: Yes \_\_\_\_\_ No \_\_\_\_\_  
Recommendation of President: Yes \_\_\_\_\_ No \_\_\_\_\_  
Award Date: \_\_\_\_\_

## **Association of Teacher Educators 2006**

### **PRESENTER**

1. Byra Ramsey
2. David Bell
3. Timothy Leggett
4. Sammie Stephenson
5. Kevin Costley

### **TITLE**

Stress in Teaching: Myths and Methods for Designs in Reducing Stress

**Session Type:** Clinic

### **DESCRIPTION**

Recent research shows that stress in the classroom can contribute to teacher burnout. There are many things that teachers cannot change about their environments, but they can constructive methods for dealing with the stress that their jobs produce.

A booklet will be distrusted to participants. The booklet will include a test for evaluating stress and exercise methods to aid in reducing stress.

The Audience will participate in practicing exercise methods and they will receive various exercise equipment.

## RESEARCH RELATED TO TEACHER CANDIDATES WHEN ENTERING THE FIELD OF TEACHING

Institutions of higher learning have focused on preparing candidates in “best teaching practices” to demonstrate what they know and are able to do. The U.S. Secretary of Education, Rod Page (2003) noted that in order to improve teacher quality in teacher preparation programs, we must look for significant knowledge gaps.

A possible “knowledge gap” recognized by Ryan and Alcock (2002) came with a recommendation for teacher preparation programs to examine four teacher assessment instruments developed to select teachers based on professional attitudes and personal attributes. The instruments were the Teacher Perceiver Instrument (SRI/Gallup, 1987) which has become the Gallup solution: TeacherInsight (2004); STAR Teacher Interview (Haberman, 1995) is now the Star Teacher Evaluation on-line screener (2004); Praxis III Teacher Performance Assessment (Education Testing Service, 1994), and National Board for Professional Teaching Standards (1999).

In 2003, the Arkansas Tech University (ATU) Early Childhood faculty conducted research using the Haberman Star Teacher Evaluation (2003) to measure candidates’ dispositions. In examining the data, it became evident that the candidates were in the process of preparing to teach the “whole child”, but candidates were sorely weak in areas related to learning to survive in a teaching environment. After analyzing the results of the Haberman Star Teacher Evaluation, the faculty looked for answers to resolve the question of why candidates scored as they did on the Haberman Star Teacher Evaluation.

The 25 ATU candidates who took the Haberman Star Teacher Evaluation exhibited high to average characteristics in five of the 10 characteristics of star teachers: (a) 92 percent exhibited high to average scores in Persistence, (b) 92 percent exhibited high to average scores in Theory to Practice, (c) 80 percent exhibited high to average scores in Explains Student Success, (d) 60 percent exhibited average scores in Value Student Learning, and (e) 56 percent exhibited high to average scores in Approach to Students. The 25 ATU candidates exhibited low characteristics in five of the 10 Haberman characteristics of star teachers: (a) 100 percent exhibited low scores in Organization and Planning, (b) 72 percent exhibited low scores in working with At-Risk Students, (c) 60 percent exhibited low scores in Fallibility, (d) 56 percent exhibited low scores in Explains Teacher Success, and (e) 52 percent exhibited low scores in Survive in Bureaucracy.

The five characteristics where candidates exhibited low scores were related to possible anxiety factors in the workplace that could result in stress leading to teacher burnout. In research conducted by the Harris Research Group (2004), a total of 611 public school principals in the United States were interviewed to discover what they deemed as the most critical problems confronting new teachers. The Peter Harris Research Group found that:

Principals are really struggling to retain their new teachers, and this survey provides firsthand insight from principals about what new teachers need in order to make it through those first few critical years . . . new teachers suffer from high levels of stress on the job. . . the vast majority of principals (85 percent) say that

stress from the demands of teaching in classrooms today is a serious issue for first-year teachers in their schools. (§ 3)

High levels of stress can be found in all professions and occupations. Our society is permeated with stress factors, so much so that stress in the work place is a national issue. The National Institute for Occupational Safety and Health [NIOSH] (1999), which is part of the U.S. Department of Health and Human Services. NIOSH reported that:

The nature of work is changing at whirlwind speed. Perhaps now more than ever before, job stress poses a threat to the health of workers and, in turn, to the health organizations. . . low morale, health and job complaints, and employee turnover are the first signs of job stress. (§ 1)

The faculty analyzed questions on the Haberman evaluation and conducted mentoring sessions with candidates to discover their understanding of the questions on the evaluation. This procedure revealed that the candidates were steeped in theories for working with children; they did not have an understanding of the teaching environment. These factors can contribute to stress that in turn can contribute to high attrition rates and lower student achievement. Stronge (2002) found "much of the recent research on teacher effectiveness focuses on relating teacher behaviors to student achievement" (p. 14). High teacher stress rates can feasibly lower student achievement. According to Arehart-Treichel (2000), stress has been found to be much more destructive than was first thought. Not only does stress cause various chemical reactions that signal for "fight or flight"; however, severe stress can cause long-term brain and chemical changes resulting in alterations of the way the brain functions.

By analyzing the results of the Haberman evaluation and meeting with candidates, the faculty made the following program changes (see Table 2).

Table 2  
Early Childhood Program Changes

STRESS MANAGEMENT	Sophomore Semesters	Junior Semesters	Senior Semesters
Expert Speakers: <ul style="list-style-type: none"> <li>• Principals</li> <li>• School Counselors</li> <li>• Specialist</li> <li>• Recent graduates</li> <li>• Teachers</li> <li>• National Board Certified Teachers</li> </ul>	X	X	X
Candidates Research Articles: Importance of Stress Management	X	X	X
Gestwicki (2003). Helping Teachers Change to More Appropriate Practice; Change is Difficult; <i>Developmentally Appropriate Practice</i>		X	X
Pane, R. and Krabill, D. (2004) Consultants: Hidden Rules of Class at Work	X	X	X
Partnership with ATU Counseling Services		X	X
Materials by NIOSH (2004)			
Bailey, B. (2000) Choices, Positive Intent, Empathy, Consequences; <i>Conscious Discipline</i>			X
Stronge, J. (20002) <i>Qualities of Effective Teachers</i>		X	X
Marquies. N. and Sylwester, R. (1998) Emotion and Attention; How our Brain Determines What's Important	X		

The Haberman STAR evaluation was a wake-up call for the ATU Early Childhood faculty. Conducting research by using the Haberman Star Teacher Evaluation changed the way the ATU Early Childhood faculty viewed teacher preparation programs. ATU teacher candidates had been taught to help children deal with stress, but they had not been taught how to deal with stress themselves. For classroom environments to be

safe and nurturing there must be a relatively stress free environment for the teacher and the students. Teacher preparation and new teacher induction programs may not be able to remove the stress factors in the teaching profession. However, changing the way that teachers deal with stress is one of the elements that may help to close the gap on new teacher attrition rates.

If programs provide methods for identifying and dealing with stress, hopefully the problem reported by The National Commission on Teaching and America's Future (2003) of increases of graduates not being able to keep up with high teacher attrition rates will become known as a problem of the past.

## Eldon Clary

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**From:** Eldon Clary [eldon.clary@mail.atu.edu]  
**Sent:** Thursday, September 25, 2003 4:04 PM  
**To:** 'byra.ramsey@mail.atu.edu'  
**Subject:** Human subjects committee

The study "Measuring dispositions of teacher candidates" has been approved by expedited review on Sept. 25, 2003.

Eldon Clary

Eldon Clary, Jr.  
Dean of Graduate Studies  
Arkansas Tech University  
Tomlinson, Room 104  
Russellville, AR 72801



## MEASURING DISPOSITIONS OF TEACHER CANDIDATES USING THE HABERMAN STAR TEACHER EVALUATION

- 1) Purpose
  - a) Instrument to Measure Candidate Disposition
    - i) Valid and Reliable
    - ii) Expedited
  - b) NCATE Standard 1 (Dispositions)
- 2) History
  - a) Haberman Research
- 3) Methodology
  - a) Arkansas Tech University
    - i) Participants
  - b) Northwest Community College
    - i) Participants
  - c) Instruments
    - (1) Haberman Star Teacher Evaluation
    - (2) Student Surveys
  - d) Interviews
    - i) Three meetings
      - (1) Review test results
      - (2) Three questions to generate student reflections
      - (3) Reflect on what has been learned

There is not any risk to participants.

**PROPOSED BUDGET**  
**Professional Development Grant**  
(include budget categories as appropriate)

1. Graduate assistant stipend \$ \_\_\_\_\_  
Fringe benefits @ .4% (4/10 percent) of graduate assistant stipend \_\_\_\_\_

2. Non-work study stipend \_\_\_\_\_  
Fringe benefits @ .4% (4/10 percent) of non-work study stipend \_\_\_\_\_

3. \*Supplies (please list items to be purchased and estimated price per item including taxes and shipping, if appropriate):

Item No. 1 (e.g., software)	Estimated Price	_____
Item No. 2 (e.g., copying costs)	Estimated Price	_____
Item No. 3	Estimated Price	_____
(additional lines as needed)		

Total estimated supplies \_\_\_\_\_

4. Travel (please list travel expenditures by date and estimated costs):

Travel No. 1	Estimated Price	<i>Lodging</i>	<u>616.00</u>
Travel No. 2	Estimated Price	<i>meals</i>	<u>112.00</u>
Travel No. 3	Estimated Price		_____
(additional lines as needed)			

Total estimated travel \_\_\_\_\_

5. \*Capital Outlay (please list items to be purchased and estimated price per item including taxes and shipping, if appropriate):

Item No. 1	Estimated Price	<i>Registration Fee</i>	<u>215.00</u>
Item No. 2	Estimated Price		_____
Item No. 3	Estimated Price		_____
(additional lines as needed)			

Total estimated capital outlay 943.00

TOTAL PROPOSED BUDGET \$ 943.00

\*Items purchased under \$2,500 (including taxes and shipping) are considered supply items. Capital Outlay items are those which cost \$2,500 or more (including taxes and shipping). Please contact the Purchasing Office for questionable items.