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State of Tennessee

LAMAR ALEXANDER GOVERNOR

May 27, 1983

Mr. Frank Fahrenkopf, Jr.
Republican National Committee
310 First Street, SE
Washington, DC 20003

Dear Frank,

I enjoyed seeing you at Pete's dinner in Wilmington.

Enclosed is a package of materials about the education issues, especially the idea of testing of teachers and paying them more for good performance. It is political dynamite. Republicans would do better in state and local races if they'd focus on issues like this.

Sincerely,

Lamar Alexander

LA/cs

Enclosures

REMARKS OF GOVERNOR LAMAR ALEXANDER
TO THE CONFERENCE ON THE RECOMMENDATIONS OF
THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Michigan State University
East Lansing, Michigan
May 13, 1983

Because of what we are trying to do in Tennessee, I was asked to offer the states' response to the report of the National Commission on Excellence in Education.

I am proud that somebody in Michigan wants to hear about Tennessee's education program, especially our Master Teacher plan.

North Carolina's children were on the cover of Newsweek last week because of quality education there. My goal is to make schools so good in Tennessee that every magazine wants to put our children on its cover and learn more about what we are doing.

Tennessee has plenty of examples of good education, but we're known better for my next-door-neighbor, Minnie Pearl, for the Smoky Mountains and Jack Daniels and Elvis.

We wouldn't trade all of that for anything. But we know that we are a poor state, 44th or 45th in family incomes. We need better jobs. To get those jobs we know that we need better skills and that you get those in better schools.

The tone of the Commission's report was gloomy. It should have been. It had to talk about the problem.

My response will be upbeat.

I will be talking about what states are doing about the problem. In that respect, I am proud that Lieutenant Governor John S. Wilder is here today. Governor Wilder and his counterpart, House Speaker Ned Ray McWherter, joined with me to create the Legislature's Comprehensive Task Force on Public Education which in January defined our state agenda for educational reform.

I am biased.

But after looking around a little bit, I am convinced that Tennessee's report is the best state report in the country.

It is the basis for the 10-point Better Schools Program which before our Legislature.

It anticipated the concerns of the Commission on Excellence.

Why should we expect teachers to notice and reward students' excellence when we do not notice and reward teachers' excellence?

Is it any wonder that in Tennessee, 42 percent of the teachers leave for another profession before they have taught seven years?

Is it any wonder that the Dean of our largest College of Education (which also happens to have the highest admission and retention standards) says that the entering scores of freshman education students rank 12th of the 13 colleges on that campus. Not so long ago, the Dean says, the best female students in the university streamed into the colleges of education.

In 1940, the year I was born, most Tennessee women did not work outside the home. Most of those who did were domestic workers. Almost all the rest were teachers, nurses and social workers.

As a result, all my teachers in grades kindergarten through twelfth grade were women, except for three or four coaches. My best teachers were women.

The women worked for bargain basement prices and the schools got real value.

That doesn't work today in Tennessee or anywhere else.

In 1983, in a country where most men and women have a wide choice of jobs that pay more to people who do their jobs best, how attractive will be a profession where the best seventh-grade veteran teacher makes $3,000 or $4,000 more per year than the newest . . . and where, even worse, the best and the worst teacher are paid the same . . . or worse than that, the worst performer makes more than the best performer?

The Commission's report says we need "professionally competitive, market sensitive and performance-based" salaries for teachers.

I'll also talk today about some other exciting initiatives in education that are springing up everywhere in America: in basic skills, in computer skills, in math and science, new job skills, centers of university excellence.

But all of the high standards, big talk and long-range goals will not mean much if we cannot keep and attract to our classrooms some of the very best men and women in our society to do the real work.

And we can almost guarantee ourselves that they will not be there if we do not pay teachers more money for doing a good job and evaluate teachers every five years or so to make certain that they continue to deserve that high pay.

A state senator in Tennessee put it pretty well: if you want to get the best results, you hire the best people.

* * * * * * * * *

Winchester. The Congressman is too far away to be of any real help. He just gets in the way.

This is a national issue which cannot be solved by the national government but will be solved by a nation of states and local governments.

But wouldn't federal money be nice.

Well, yes, but here's the main problem with that.

The federal government is never just content handing over the money.

The federal government is like the friendly neighbor who brings a hot pie around just before supper and then decides to stay and tell you how to cook the beans, and wash your clothes, and raise the family and cure grandma's arthritis. When supper is served an hour late, whose fault is it?

The federal government, since 1965, has gotten busy in the public schools. It now pays about 10 percent of the bill and gives 50 percent of the advice.

It is tempting to think of all that federal money.

The 20th Century Fund's report last week suggests a federal Master Teacher program.

For five billion or so federal dollars -- we could put in a good incentive pay program in every state in America.

Washington spills $5 billion a week.

The problem is: Washington's involvement just confuses the issue. It causes taxpayers to look to Washington to figure out whom to blame.

The responsibility is somewhere else.

Courts? Their cross-town busing plans do undermine quality education so often. Until recently in Nashville, a child might be bused to five different schools in eight years.

Colleges of Education? They deserve a swift kick in the pants.

We are at an institution where some of the best research on effective schools has been done.

But try to collect a list of comprehensive plans for incentive pay for teachers and evaluation of public school teachers and see how many really good plans you get?

Teachers and principals, especially teachers' unions?

Too often they are in charge, but they should not be.

"Time" was one of the subjects that was discussed in the Commission's report. One state mandates 190 days by statute--New York. One state, Kentucky, mandates 185. One state, Ohio, mandates 182. Twenty-eight states mandate 180. Tennessee is one of those. Arkansas mandates 150. That's the fewest number of days. The Commission recommended 200. In our state, we believe we ought to make better use of the time we've got before we go to the 200 days. But as a goal, it makes sense to think about it.

"Content" was another part of the Commission's report. What are states doing about math? Nine states since 1980 have added an additional course in math. Thirty-five states require at least one course. Twenty states have taken some action to increase math requirements in the last two years.

What about science? Thirty-five states require at least one science course. Eight states are considering increases. Seven would increase the requirement from one to two courses. Since 1980, eleven states have taken some action to increase science requirements.

* * * * * * * * *

Now, what about the Better Schools Program in Tennessee? Our legislators' report believed and I strongly believe that no one solution solves much of anything in education.

Here are the 10 points of the "Better Schools Program" we are working on in Tennessee:

1. Basic Skills First. That's the name of our basics curriculum. It's in over 600 schools. It identifies, for example, 680 skills in reading which must be learned. The idea is that every child (except those severely handicapped) will learn eighth-grade skills before they finish eighth grade.

2. Computer Skills Next. That's the name of our computer program. The idea is that every child will know basic computer skills before the ninth grade.

3. Kindergarten for every child.

4. We doubled our high school math and science requirements starting this year.

5. Three five-week residential summer schools for gifted high school juniors and seniors.

6. Redefine our high school vocational education curriculum to try to tie it more closely with the rapidly changing jobs of the eighties and purchase new equipment.

7. Improve classroom discipline by using alternative schools: take some of the kids who simply make it impossible to teach and teach them together. They're eager to get back to the regular classroom after a little while. It gives the teacher one more option for maintaining a learning environment.

* * * * * * * * *

Now for my last point. Will this really happen? The idea of paying teachers more money for doing a good job has been around for a long time and it's not being done anywhere. I am convinced it will happen. Every state will consider it; most will do it. There are some compelling reasons why.

The first reason is the change of the status of women in our working force. We cannot expect in the future to buy superior female talent for our schools at cheap prices as we have in the past.

The second reason is the people will demand it. I have some hard facts on that. Peter Hart is perhaps the leading pollster in the country for Democratic candidates. In April, 1983, a Tennessee citizen group supporting our Better Schools Program commissioned a Hart poll of Tennesseans' views on education matters.

Let me give you an idea of the political dynamite Peter Hart found in Tennessee.

For example, do you feel the state should be spending more to improve public education? Sixty-seven percent, yes. Twenty-nine percent said it's adequate today.

Have you heard or read anything about Governor Alexander's Master Teacher Program? Seventy-six percent said yes. That's after only two and one half months of my talking about it. It took me five years to get that well known as a candidate in Tennessee so that I could get people to consider me seriously for Governor. In two months, 76 percent of Tennesseans hear, know and have an opinion about the Master Teacher Program.

Do you favor Master Teacher or oppose it? Fifty-eight percent favorable to twenty-six percent, and the twenty-six percent includes all those who were against it because it requires a big tax increase.

Now, let me read you three statements on the issue of salary increases for teachers. Tell me which one comes closest to your own point of view.

Statement A: I would support a tax increase in order to pay for an across-the-board increase in teacher salaries. Thirteen percent agree.

Statement B: I would support a tax increase in order to pay for a teacher salary plan that is based on merit and geared to rewarding teachers who meet high standards of competence. Fifty-seven percent agree.

Statement C: I would not support any tax increase for higher teacher salaries at this time. Twenty-six percent.

So twice as many people wouldn't support any tax increase for teacher salaries as would support it for across-the-board. And by far, most people would prefer to support a tax increase for an incentive pay plan.

Here are a couple or three more responses to the Hart poll.

TENNESSEE
STATE DEPARTMENT OF EDUCATION
OFFICE OF COMMISSIONER
NASHVILLE 37219

March 23, 1983

Dear Fellow Educators:

Immediately following the Governor's State of Education Address, I forwarded to you copies of the initial technical reports which explained the MASTER TEACHER PROGRAM and the MASTER PRINCIPAL PROGRAM. Since that time, the MASTER TEACHER—MASTER ADMINISTRATOR bill has been introduced and amendments have been negotiated and announced.

I am enclosing, for your review and information, a draft report which summarizes the MASTER TEACHER—MASTER ADMINISTRATOR PROGRAM. This draft reflects the changes announced March 17, 1983, most coming as a direct result of input by teachers across the state. The most significant changes reflected in the revised report include the following:

1. Every teacher except the beginning apprentice teacher will be eligible for a $1,000.00 professional teacher supplement under this new program. This will be phased in on a seniority basis over a three-year period beginning 1984-85.

2. With the addition of the new supplement for professional teachers joining the program, an estimated 87 percent of all teachers will be eligible for the special higher pay.

3. The Governor's four-year plan calls for a 20% increase in the state salary base. *The state incentive supplement is in addition to this 20% increase in the state salary base.*

As other changes and/or amendments are made, you will be notified.

Many of you have asked about the evaluation component of the MASTER TEACHER—MASTER ADMINISTRATOR PROGRAM. After an initial draft of the evaluation criteria, standards and procedures is developed, regional meetings will be held so that representative teachers from the various school systems may assist in finalizing these evaluation components.

The toll-free "hot-line" will continue to be available, with persons on duty between the hours of 8:00 a.m. and 4:30 p.m. Monday through Friday (Central Standard Time), to answer questions you may have regarding the program. The number is 1-800-342-5005. We welcome your comments.

Sincerely,

Robert L. McElrath

Robert L. McElrath
Commissioner

# TENNESSEE BETTER SCHOOLS PROGRAM

Better Schools will mean better jobs and higher incomes for Tennesseans. The BETTER SCHOOLS PROGRAM is designed to promote excellence in education. It includes ten points: 1) BASIC SKILLS FIRST, 2) COMPUTER SKILLS NEXT, 3) Kindergarten for Every Child, 4) More High School Math and Science, 5) Special Residential Summer Schools for Gifted Juniors and Seniors, 6) Redefinition of High School Vocational Education Curriculum, 7) Classroom Discipline, 8) Adult Job Training under one Board, 9) Centers of Excellence at Universities and 10) The Master Teacher-Master Administrator Program. This document presents an outline of the Master Teacher-Master Administrator Program.

# MASTER TEACHER MASTER ADMINISTRATOR PROGRAM

**Introduction**

The Master Teacher-Administrator Program is an incentive pay system that will improve the quality of elementary and secondary education in Tennessee by strengthening the knowledge, preparation, incentives, professionalism, and rewards of all educators. The program protects the benefits and positions of every currently employed teacher or administrator. In this document the term "teacher" includes classroom teachers and other certified building level personnel such as librarians and resource teachers. The term "administrator" is used in the generic sense to mean a building level administrator or a central office supervisor/administrator other than the superintendent. Entry into the program is optional for currently employed professionals. Any person certified and employed full-time prior to July 1, 1983, and who becomes certified and employed under this program prior to the expiration of their first certificate issued by the State Certification Commission, may elect to renew the certificate previously issued by the State Board of Education. This option, however, may be exercised only once. All employees certified after the effective date of the Better Schools Master Teacher-Master Administrator Act will be in the new program.

**Framework**

The Master Teacher-Master Administrator Program will operate under the auspices of the State Certification Commission and three Regional Commissions. The State Certification Commission will be composed of 13 members and will be responsible for standards and criteria for the certification of all educators under this program. Three Regional Commissions, composed of 9 members each, will exist in the grand divisions of the state and will review applications, assign evaluation teams, and make recommendations concerning certification to the State Certification Commission.

An Interim Commission composed of 13 members will be established for one year to select the initial participants for the program. Members of the Interim Commission will include: the Teacher of the Year for the present year and the past three years, the president and president-elect of the Tennessee Education Association, the presidents of the Tennessee Organization of School Superintendents, Tennessee School Boards Association and Tennessee Association of Supervision and Curriculum Development, the Commissioner of Education, and three lay persons. The Interim Commission will be convened immediately by the Commissioner of Education to begin work on procedures and guidelines.

Master Teachers and Master Administrators will be assigned by the Regional Commission to conduct on-site observations of candidates applying for the program. The evaluation of classroom teachers may include observation in such areas as classroom management, teacher instructional behavior, and planning. The observation of principals may include such areas as the identified goals and objectives of the school, school leadership, and school climate. Observations of special personnel and other administrators will focus on criteria related to specific job performances.

The selection and evaluation processes will include appeal rights for teachers and administrators. Due process will be accorded all candidates and participants in the Master Teacher-Master Administrator Program.

In selected instances certificates may not be renewed or a person may not wish to continue in the program at their present certification level. In such situations provisions are available for reentry at other levels.

The State Department of Education will sponsor the Tennessee Principal-Administrator Academy to instill and reinforce instructional and supervisory leadership for educational effectiveness. The Academy is not a single institution, but it is an organizational framework for a wide array of educational and training programs for school leaders. The Academy will be conducted at various locations in the state.

# CAREER PATHS FOR TEACHERS AND ADMINISTRATORS

## APPRENTICE TEACHER

**Entry Routes:**

- Completion of a teacher training program and recommendation by an approved institution of higher education
- Trade shop personnel who meet appropriate standards

**Qualifications/Requirements:**

- Student teaching
- Successful completion of the National Teacher's Examination
- Bachelor's Degree

*or*

- Employment standards required for trade shop personnel

**Certificate:**

- Three-year
- Nonrenewable

**Contract/State Salary:**

- Regular school term of 200 days
- State salary schedule based on training and experience

## PROFESSIONAL TEACHER

**Entry Routes:**

- Three (3) years as an apprentice teacher
- A currently certified teacher with three (3) or more years of experience who wishes to enter the new career paths

**Qualifications/Requirements:**

- Knowledge of subject matter
- Acceptable student achievement
- Participation in professional growth activities
- Observation by evaluation team/teacher interview

**Certificate**

- Five-year
- Renewable

**Contract/State Salary:**

- Regular school term of 200 days
- State salary schedule based on training and experience *plus* state incentive pay supplement of $1,000

## SENIOR TEACHER

**Entry Routes:**

- Three (3) to five (5) years as a professional teacher
- A currently certified teacher who has eight (8) or more years of appropriate experience

**Qualifications/Requirements:**

- Acceptable student achievement
- Participation in professional growth activities
- Observation by evaluation team/teacher interview
- Exceptional classroom practice
- Capability and willingness to assume additional duties
- Evaluations by local supervisors and administrators

**Certificate:**

- Five-year
- Renewable

**Contract/State Salary:**

- Contract for 10 months (200 days)—*current teachers only*
  -State salary schedule based on training and experience *plus* state incentive pay supplement of $2,000
- Contract for 11 months (220 days)
  -State salary schedule based on training and experience *plus* state incentive pay supplement of $4,000

## MASTER TEACHER

**Entry Routes:**

- Five (5) years as a senior teacher
- A currently certified teacher who has twelve (12) or more years of appropriate experience

**Qualifications/Requirements:**

- Acceptable student achievement
- Participation in professional growth activities
- Observation by evaluation team/teacher interview
- Classroom effectiveness
- Capability and willingness to assume additional duties
- Evaluations by local supervisors and administrators
- Skill in supervising, evaluating, and improving the performance of other teachers

**Certificate:**

- Five-year
- Renewable

**Contract/State Salary:**

- Contract for 10 months (200 days)—*current teachers only*
  -State salary schedule based on training and experience *plus* state incentive pay supplement of $3,000

- Contract for 11 months (220 days)—*current teachers only*
  -State salary schedule based on training and experience *plus* state incentive pay supplement of $5,000
- Contract for 12 months (240 days)
  -State salary schedule based on training and experience *plus* state incentive pay supplement of $7,000

## PROVISIONAL ADMINISTRATOR

**Entry Routes:**

- Successful Completion of Internship
- Master Teacher's Certificate
- Senior Teacher's Certificate *and* two years as a senior teacher
- One year as a successful administrator in a comparable position in another state
- Presently a Tennessee teaching or supervising principal or a central office supervisor/administrator
- Students enrolled prior to July 1, 1983, in educational administration/supervision programs who complete the program and enter the Master Administrator Program by July 1, 1986.

**Qualifications/Requirements:**

- A minimum of a master's degree in Educational Administration/Supervision or in appropriate specialty
- Administrative or supervisory skill assessment
- Participation in Principal-Administrator Academy
- Observation by master administrator

**Certificate:**

- Three-year
- Nonrenewable

**Contract/State Salary:**

- 11 months
- Appropriate administrator salary schedule or, if senior or master teacher, current salary

## SENIOR ADMINISTRATOR

**Entry Routes:**

- Provisional Administrator with three years successful experience
- Presently either a Tennessee supervising principal or central office supervisor/administrator with four or more years experience

**Qualifications/Requirements:**

- Four years (within the last seven years) of successful experience as an administrator
- Student building level or systemwide achievement scores
- Teacher assessment
- Successful school/community relations
- Professional growth activities
- School improvement and staff development
- Observation by master administrators
- Participation in Principal-Administrator Academy
- School climate indicators

**Certificate:**

- Five-year
- Renewable

**Contract/State Salary:**

- 11 months (minimum)
- Appropriate administrator salary schedule based on training and experience *plus* state pay supplement of $4,000.

## MASTER ADMINISTRATOR

**Entry Routes:**

- Senior Administrator with at least five years successful experience
- Presently either a Tennessee supervising principal or central office supervisor/administrator with five or more years experience

**Qualifications/Requirements:**

- Five years (within the last 8 years) of successful experience as an administrator
- Student building level or systemwide achievement scores
- Teacher assessment
- Successful school/community relations
- Professional growth activities
- School improvement and staff development
- Observation by master administrator
- Dissemination of school and systemwide policies
- Participation in Principal-Administrator Academy
- School climate indicators

**Certificate:**

- Five-year
- Renewable

**Contract/State Salary:**

- 12 months
- Appropriate administrator salary schedule based on training and experience *plus* state pay supplement of $7,000.

# IMPROVEMENTS MADE BY LEGISLATIVE SPONSORS OF THE MASTER TEACHER—MASTER ADMINISTRATOR ACT

| Concern with Original Proposal | Change |
|---|---|
| 1. Good teachers would have to wait eight or more years to receive the special incentive pay supplements. Many would not want to wait that long. | 1. Every teacher except the beginning Apprentice Teacher will be eligible for a $1,000 Professional Teacher supplement under the new program. This will be phased in on a seniority basis over a three-year period beginning 1984-85. This will be in addition to the teacher's regular salary. |
| 2. The majority of teachers would not receive an incentive pay supplement from the state. Only 35 percent would receive the special state-paid supplements. | 2. With the addition of the new supplement for Professional Teachers joining the program, an estimated 87 percent of all teachers—those with three or more years experience—will be eligible for the special higher pay. |
| 3. The 10 percent cap on state-paid Master Teachers may be too restrictive, especially for smaller school districts. | 3. The 10 percent limit on state-paid Master Teacher positions has been increased to 15 percent. The 25 percent limit for state-paid Senior Teachers remains the same. Therefore, 40 percent of all teachers in a school system could now receive one of the two higher supplements. |
| 4. Not all outstanding teachers could work year-round or even 11 months. That means they could not be Master or Senior Teachers if they must work 11 or 12 months. This is unfair for teachers with children at home or who must be away from school in the summer months for other reasons. | 4. The supplement formula has been changed so the Master Teacher will now have an option of working on a 10-, 11- or 12-month contract. The Senior Teacher could work either on a 10- or 11-month contract. State-paid supplements will vary according to the length of the contract.*<br><br>The 10-month Senior Teacher will receive a $2,000 supplement; the 11-month Senior Teacher $4,000.<br><br>The Master Teacher will receive a $3,000 supplement on a 10-month contract, $5,000 on 11 months, and $7,000 on 12 months.<br><br>***Note:** This option is available only to those persons who were certified as a teacher for the first time **and** employed as a teacher full time **prior to** July 1, 1983. Persons certified as a teacher for the first time **on** or **after** July 1, 1983, **and** employed as a senior or master teacher, will be required to enter an 11-month contract as a senior teacher and a 12-month contract as a master teacher. |
| 5. The corresponding cap on the number of state-paid Senior and Master Principals and Supervisors may also be unrealistic. | 5. The 25 percent limit on state-paid Senior Principals and Supervisors has been increased to 35 percent. The 10 percent limit for state-paid Master Principals and Supervisors has been doubled to 20 percent.<br><br>The Senior Principal and Senior Supervisor supplement will be $4,000. The Master Principal and Master Supervisor supplement will be $7,000. |
| 6. The size of the supplements eventually may need to be increased. | 6. The legislation now provides that the General Assembly will review the supplements **at least** every four years. |
| 7. The process by which teachers will be evaluated is too vague. We haven't seen the standards that will be used to judge effective performance in the classroom. | 7. The legislation has been extensively revised and expanded to spell out the evaluation criteria and process in greater detail. This change is based on the relevant portion of the bill developed by the TEA. Even further details will be developed by the Interim Commission. |
| 8. The appeal or grievance procedure called for in the bill is vague and inadequate. | 8. The section of the bill providing a review process for teachers who are denied a higher level of certification has been extensively expanded with a detailed procedure for appeal and review. For example, the Commission could now extend a certificate for an additional year while a decision is being reviewed. |

*Continued*

| Concern with Original Proposed | Change |
|---|---|
| 9. A teacher now on the job who decides to enter the new system may want to get out later and return to the old certification system. | 9. The program will now include a "toe-in-the-water" provision. Presently-employed teachers may enter the new system but return to the old system later. Entrance into the new program is strictly voluntary for any teacher now teaching. |
| 10. Master Teachers who are hired by a local school board one year might be unfairly treated if that board chose to employ someone else in the same slot the following year. | 10. Once a teacher qualifies for and receives an incentive supplement as a Professional, Senior or Master Teacher, he or she cannot be denied the supplement unless there is cause for dismissal, failure to maintain the certificate, or a personal decision not to perform the extra duties required of the Senior or Master Teacher. |
| 11. Won't the Commissioner of Education have too much discretion in regard to the cap that is placed each year on the number of state-paid Senior and Master Teachers a local system can employ? | 11. The limit on the number of state-paid incentive supplements would be reached in 1986-87. Thereafter, every school system will be guaranteed a state-paid complement of 15 percent Master Teachers and 25 percent Senior Teachers. In addition, the legislation now more clearly relates any interim limitations to the actual revenues that will be produced by the phased-in sales tax increase. |
| 12. Master Teachers should be out of the classroom as little as possible. The minimum of 65 percent of time to be spent in the classroom is too low. | 12. Master Teachers could be out of the classroom no more than 10 days out of the school year. Senior Teachers could be out of the classroom no more than five days per school year. |
| 13. The 21-member State Master Teacher Certification Commission is too cumbersome. Its large size may actually make it more vulnerable to control by the State Department of Education. | 13. The size has been cut from 21 members to 13. Appointees will be subject to confirmation by both houses of the General Assembly. They will have more authority to set standards and to certify all teachers under the new program. |
| 14. The composition of the extremely important Interim Commission is too vague. | 14. The Interim Commission's 13 members will include the current "Teacher of the Year"; the three most recent past Teachers of the Year; the president and president-elect of the TEA; the presidents of the Tennessee Organization of School Superintendents, the Tennessee School Boards Association and the Tennessee Association of Supervision and Curriculum Development; the Commissioner of Education, and three distinguished lay persons. |
| 15. No provision is made to review and ultimately increase the standards in the colleges of education that train the new teachers. | 15. The State Board of Education, the new Certification Commission, and the Tennessee Higher Education Commission over the next two years will study the adequacy of the teacher training programs—including curriculum, faculty and other factors—and report these findings to the Legislature. |

Estimated cost of Program in 1986-87: Original Program $116,427,000 Improved Program $116,024,000

This public document was promulgated at a cost of $2,536.42 or 5¢ per copy to inform educators and members of the public about significant changes in the Master Teacher-Master Administrator Act. Printing Auth. No. 2059; 50,000 copies.

# The Better Schools Program

*"No teacher in Tennessee's public school system is paid a penny more for excellence in performance."*
Lamar Alexander

### How The Plan Will Be Funded

Governor Alexander has asked for his first general tax increase in five years to fund the program. It will be implemented over four years in order to make the transition as effective and smooth as possible.

The Governor has asked the legislature to increase the sales tax by one-half cent effective January 1, 1984, and another half cent effective January 1, 1985.

This additional revenue will supply the $210 million necessary to fully implement the program.

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03-83-050M

"This public document was promulgated at a cost of $0.01 per copy, to provide an explanation of the Better Schools Program." Printing Authorization Number 2039; 50,000 copies printed.

Prepared by the Better Schools Task Force

## Newspapers Endorse Program

"We support Gov. Lamar Alexander's Master Teacher Program. . . The governor's program is the major plank in his broad program to raise the educational level of the state by a substantial increment within just the next few years—the remainder of his term. What irony if the major opposition to that so admirable broad goal came from within the educational system itself."

*The Oak Ridger*

"The governor's innovative leadership in helping Tennessee improve its education system ought to be viewed for what it is—of utmost importance in the well-being of the people and the economy of the state."

*Nashville Banner*

"Given the problem and the solution, there should be no doubt that the governor's proposals point in the right direction. Details will be debated. Some priorities will be challenged. But the concept is unassailable. . . This is Tennessee's greatest challenge. This is the time to meet it."

*Memphis Commercial-Appeal*

"When Alexander talks better schools, he's not talking about schools just for teachers or better schools for governors and legislators. He's talking about better schools for everyone. One percent of Tennessee's population has already had a lot to say about the new schools program. Just think what the 99 percent of us left could do."

*Jackson Sun*

"We have cried long and loud for better, more meaningful education. The governor has a plan to give us just that and we should support him in bringing that plan to reality."

*McMinnville Standard*

# What Is The

Tennesseans share a common concern—how can we make our state a better place to live?

Members of the legislature are considering the BETTER SCHOOLS PROGRAM, which.in the opinion of many people—including Gov. Lamar Alexander—is a very important key in opening the door to the state's brightest days.

Gov. Alexander offered the program to the General Assembly, taking many of its recommendations—including the crucial Master Teacher concept—directly from a year-long study of the state's educational structure conducted by educational leaders and members of the legislature. And now a group of Democrats and Republicans is sponsoring this legislation.

The BETTER SCHOOLS PROGRAM offers what its name implies—but there is so much more. Better and more jobs for Tennesseans, incentive pay and a more professional career for Tennessee's teachers, computer skills, kindergarten for every child and a coordinated focus for vocational education. These points and others are included in the proposal, which will be improved as it goes through the legislative process.

This is a program that you as a concerned taxpayer can—and should—help to create. **You should voice your support for these fundamental improvements by contacting your legislators.** The members of the General Assembly want to know what you think about the program.

If you have questions about the BETTER SCHOOLS PROGRAM, a toll-free hotline is being operated by the State Department of Education five days a week from 8 a.m. until 4:30 p.m., CST. The number is **1-800-342-5005.**

# BETTER SCHOOLS PROGRAM?

The program is based on 10 points:

- **Basic Skills First.** The teacher-designed new elementary curriculum is in 11,366 classrooms. It establishes 1,300 skills in reading and math, 680 of which *must* be learned. By 1990, *every* child (who is not severely handicapped) should pass the Basic Skills First eighth grade competency test before entering ninth grade.
- **Computer Skills Next.** Every child will know basic computer skills before the ninth grade.
- **Kindergarten for Every Child.** Every child must start school at the kindergarten level, even if the child does not start until age six.
- **More High School Math and Science.** Double the one credit of math and one of science we now require and pay for the extra teachers.
- **Special Residential Summer Schools for Gifted Juniors and Seniors.** Reward academic excellence, not just athletic excellence.
- **Redefine High School Vocational Education Curriculum.** Tie it more closely to the jobs of the 80's and provide equipment.
- **Classroom Discipline.** Create alternative schools for students who disrupt classrooms. State-paid liability insurance for teachers and all other school personnel costs only $2.50 per teacher. We should support teachers, not sue them in court.
- **Put Adult Job Skill Training Under the Board of Regents.** Our 40 community colleges, technical institutes and area vocational schools should have a single overall management. Most of us over 21 will be going back to school to brush up on basic skills and learn computer skills and new job skills.
- **Centers of Excellence at Universities.** Provide first-rate financing for first-rate programs and better overall support for good teaching and research. In the 1980's, good universities will spin off the ideas that spin off new jobs.
  **Music in the early grades.** With budgets so tight, this is not a top ten priority. But a small state base of support will be provided, and additional money will be raised privately to bolster Tennessee's musical heritage.
- **The Master Teacher Program and Master Principal Program.** This is the heart of the plan.

## The Master Teacher Program

Our teachers are good, but they can be better. The same holds true for our principals.

The MASTER TEACHER and MASTER PRINCIPAL PROGRAMS simply offer an opportunity for us to pay our best teachers and best principals more money for doing a top job. This is the same system under which almost all professionals operate, but it is not being done for public school teachers anywhere in the country.

Under the present system, our best teachers are paid no more than the worst, leaving little financial future for our best teachers. And so many of them leave what they enjoy doing most—teaching our children—in order to find true career opportunities, make more money and offer a better future for their families.

The MASTER TEACHER PROGRAM is an incentive pay system that will make teaching a fully professional career, draw our best young people into it, challenge our best teachers to do even better and inspire excellence in our classrooms by rewarding excellence in our teachers.

## REWARDING TENNESSEE'S TEACHERS

### A Career Ladder

The Better Schools Program will provide an opportunity for 87 percent of Tennessee's teachers to receive additional pay for excellence in performance.

The program will set up four career stages: Apprentice, Professional, Senior and Master teachers. Professional, Senior and Master teachers must all renew their licenses (or move up to a higher license) every five years. The program is optional for teachers under the present system.

### Incentive Pay

**PROFESSIONAL TEACHER.** Teachers awarded the professional status will be paid $1,000 more than a regular teacher makes today.

**SENIOR TEACHER.** A teacher awarded Senior status will be paid $2,000 more by the state for a 10-month contract and $4,000 more for an 11-month contract. This means a 10-year teacher who is earning $16,669 will get a salary increase to $20,669.

The state will pay all additional costs for about 11,500 Senior Teachers. That is 25 percent of all state teachers and about 50 percent of those who have taught over eight years.

**MASTER TEACHER.** Teachers awarded this Master status must have 13 years of experience and will accept additional responsibilities, including the evaluation of teachers in other school districts.

Master Teachers will receive $3,000 more for working under a 10-month contract; $5,000 more for an 11-month contract; and $7,000 more for a 12-month contract.

The state will pay all of the extra costs for those teachers who qualify in the Master category—about 15 percent of all teachers.

A similar incentive pay system will be established in the corresponding MASTER PRINCIPAL PROGRAM for school administrators.

---

I want to help! Please include my name among "Tennesseans for Master Teachers."

NAME _____

ADDRESS _____

CITY/STATE _____

COUNTY _____ PHONE _____

Tear off this coupon and mail to: *Tennesseans for Master Teachers* 16th Floor, James K. Polk Buildin Nashville, Tennessee 37219

CONFIDENTIAL

# A SURVEY OF VOTER ATTITUDES IN THE STATE OF TENNESSEE

April 1983

Peter D. Hart Research Associates, Inc.
1724 Connecticut Avenue, N.W.
Washington, D.C. 20009

## Introduction

This report presents the findings of a survey conducted by Peter D. Hart Research Associates, Inc., among a representative sample of registered voters in Tennessee. The survey was designed to examine voters' attitudes toward public education in Tennessee and their reactions to Governor Alexander's proposed Master Teacher program.

Between April 11 and April 13, 1983, trained members of the Hart Research field staff interviewed 502 registered voters in Tennessee. The interviews were administered by telephone, and each one lasted approximately 15 minutes. A copy of the questionnaire used in the survey can be found in the Appendix to this report.

Respondents were selected by scientific, random sampling methods that gave every registered voter in a telephone-equipped household an equal chance of being interviewed. The sample was drawn from recent election and Census data to apportion the interviews among counties and civil divisions accurately. Individual households were contacted by a random digit dialing technique geared to the distribution of telephone exchanges within geographic areas. The sampling procedures and other technical aspects of the survey are more fully described in the Appendix.

This report is divided into three parts. The first presents a narrative summary of the key survey findings. The tables presenting the results for the total electorate and key subgroups make up the second part of the report. The third part is the Appendix referred to above.

The study was commissioned by the P.A.S.S. Committee through the auspices of Walker & Associates.

## Glossary

Throughout this report, we will use special terminology in referring to key subgroups of the electorate. For the reader's benefit, those terms that may not be self-explanatory are defined below.

| | |
|---|---|
| Geographic areas | For the purposes of analysis, the state was divided into six geographic regions: Shelby County (19%), Rural West (13%), Middle Tennessee (28%), Lower East (13%), Mid East (15%), and Upper East (12%). A map in the Appendix outlines the composition of these regions. |
| Democrats (44%)<br>Independents (30%)<br>Republicans (26%) | In Q. F6a, respondents were asked to describe their point of view with regard to the political parties. These groupings reflect respondents' self-described attitudes rather than party registration. |
| Consistent supporters of program (50%) | These respondents either (1) express support for the Master Teacher program in Q. 7b, Q. 8a, and Q. 10, or (2) do not take a stand either way in Q. 7b, but express support in both Q. 8a and Q. 10. |
| Consistent opponents of program (16%) | These respondents either (1) express opposition to the Master Teacher program in Q. 7b, Q.8a, and Q. 10, or (2) do not take a stand either way in Q. 7b, but take a negative stand in both Q. 8a and Q. 10. |
| Mixed/uncertain on program (34%) | These respondents either (1) switch position on the Master Teacher program in the course of questions 7b, 8a, and 10, or (2) express uncertainty or mixed feelings about the program in Q. 8a or Q. 10. |

| | |
|---|---|
| High familiarity with program (37%) | These respondents say in Q. 7a that they have heard or read about Governor Alexander's Master Teacher program and that they know a fair amount about it. |
| Education priority (45%) | In Q. 3a,b, these respondents select "improving public education" as a top priority for state government. |

## MONITION

In accordance with its professional responsibilities and obligations, Peter D. Hart Research Associates, Inc., reserves the right to take all necessary steps to ensure that any public release of the findings contained herein is accurate and fair.

# SUMMARY OF MAJOR FINDINGS

Attitudes Toward Public Education

(1) Nearly half of all Tennessee voters consider education a top priority for state government, and the issue is high on the voters' agenda for governmental action. When selecting from a list of six alternatives the most important issues for state government to deal with, 45% name "improving public education" as their first or second choice--ranking it slightly behind "dealing with unemployment" (55%), and ahead of "fighting crime" (32%), "dealing with inflation" (28%), "holding the line on taxes" (23%), and "protecting the environment" (11%).

(2) One sign of the electorate's commitment to improving the state's education system is that fully 67% say the state should be spending more to improve public education, even if it means an increase in taxes, while just 29% feel that the current level of state government spending is adequate. Voters are somewhat more likely to support spending increases for education than for fighting crime, while only a small minority back state spending increases for protecting the environment.

| | Spend More % | Current Level Adequate % | Not Sure % |
|---|---|---|---|
| Improving public education | 67 | 29 | 4 |
| Fighting crime | 55 | 38 | 7 |
| Protecting the environment | 24 | 62 | 14 |

(3) By a margin of 52% to 42%, a majority of Tennessee voters believe the quality of their local public school system is falling short of what it should be rather than meeting expectations. Although dissatisfaction with the status quo in the public schools is not universal, the quality of public education receives substantially more criticism than either of two other public services we tested.

| | As Good As Can Be Expected % | Falling Short % | Not Sure % |
|---|---|---|---|
| Fire protection | 82 | 13 | 5 |
| Police protection | 68 | 31 | 1 |
| Public school system | 42 | 52 | 6 |

(4) When asked in an open-ended question, fully 80% of all voters can volunteer at least one change or improvement they would like to see made to provide better quality education in the public schools. The most common suggestions relate to teachers and the quality of teaching--with voters volunteering that the system needs better teachers, more dedicated teachers, and teacher evaluation procedures (26%); there should be raises in teacher pay and salary increases to attract better teachers (16%); and Governor Alexander's Master Teacher program should be implemented (7%). Secondarily, voters stress the need for improved curriculum (7% say "get back to basics," 6% volunteer the need for better and expanded curriculum generally, and 6% specify the need for more computer, technological, math, and science courses) and a more productive environment in the schools (11% call for more discipline, and 4% call for more parental guidance).

(5) When rating the current situation in the public schools on a number of specifics, large majorities indicate that the status quo is less than good and that changes are needed:

- 77% say changes are needed when it comes to attracting high quality people to the teaching profession, including 41% who believe major changes are required;
- 75% say changes must be made to give students the quality education they need to get a good job, including 45% who say major reforms are called for;
- 74% call for changes in the status quo with regard to requiring teachers to meet high standards of competence, with 36% saying major changes are needed;
- 72% want change with regard to having a system of teacher pay that encourages and rewards excellence in teaching, with 39% voicing support for major changes; and
- 72% believe the system should be changed and improved with regard to providing incentives for teachers to do a better job, including 36% who call for major reforms.

In short, there is a consensus among the electorate that on a variety of specific areas related to the quality of education, the status quo can and should be changed for the better.

Regarding competency standards for teachers, we note that by an overwhelming 81%-to-15% margin, Tennessee voters agree with the idea of requiring teachers to pass a competency test in order to keep their jobs; a majority of 55% <u>strongly</u> agree.

<u>Attitudes Toward the Master Teacher Program</u>

(1) Awareness of Governor Alexander's Master Teacher program for Tennessee public schools is widespread. Fully three-quarters of all voters (76%) say they have heard or read about the proposal, including 38% who say they know a fair amount about it.

(2) There is broad and consistent support for the Master Teacher program among the electorate, and this support tends to be strong. We probed voters' attitudes toward the Master Teacher program in a variety of ways--such as providing both positive and negative statements about the proposal--and in three separate instances voters indicate support for the program by at least a 2-to-1 margin.

(3) First, we asked voters who are aware of the proposal how they feel about the Master Teacher program. A majority of 58% favor it (including 32% who support it strongly), just 26% oppose it (with 14% strongly in opposition), and 16% are not sure. All major constituencies in the electorate indicate a preference for the proposal, including voters of all party affiliations:

| | Favor % | Oppose % | Not Sure % |
|---|---|---|---|
| All Voters | 58 | 26 | 16 |
| Democrats | 52 | 32 | 16 |
| Independents | 54 | 28 | 18 |
| Republicans | 70 | 15 | 15 |

There is especially broad support for the proposal among voters who place a high priority on improving the quality of education (67% favor, 18% oppose) and among parents whose children currently attend public school (61% favor, 25% oppose). Among voters who are most familiar with the program, 57% favor it and 35% oppose it.

(4) Next, we provided respondents with the following brief description of the Master Teacher proposal and then asked them for their opinion of the program based on the description:

> The basic philosophy behind the Master Teacher program is that all teachers should be required to have their performance evaluated every five years, and that there should be special salary incentives and merit pay for teachers who meet high standards of performance. Specifically, there would be four levels that teachers could attain--with the amount of merit pay tied to the level the teacher reaches as a result of his or her evaluation. The evaluations would be conducted by teachers who have proven themselves to be superior, and the cost of the merit pay would come from state tax revenues.

After hearing this description, 73% of the voters say they favor the Master Teacher program, just 23% say they oppose it, and 4% have ambivalent feelings. Again, support for the program occurs throughout the range of constituencies and subgroups. Strong supporters outnumber strong opponents by 42% to 13%.

(5) Finally, voters were given two statements about the Master Teacher program--one proponents might make outlining its advantages and one opponents might make about its drawbacks. Even after hearing the criticisms made by the proposal's detractors, voters favor the Master Teacher program by a margin of more than 2-to-1. The statements and the results are as follows:

Supporters say that the program is a good idea because the educational system should be designed to reward excellence in teaching and ensure that all teachers have an incentive to meet needed standards of performance and competency. Unless there are periodic evaluations and incentives, the school system cannot meet the goal of quality education. 56%

Opponents say that the program is a bad idea because there is no way to evaluate teachers fairly and this system would destroy teacher morale by keeping them under constant pressure. There should be across-the-board pay raises for all teachers who meet minimum competency standards, and we should not pass a program that undermines tenure protection for teachers. 24%

Some of both/neither (VOL) 13%

Not sure 7%

Across the full range of subgroups, voters side with the supporters of the Master Teacher program on this question--including parents with children in public schools (69% supporters, 19% opponents), voters who place a high priority on the education issue (65% supporters, 18% opponents), Democrats (49% supporters, 28% opponents), and voters in union households (56% supporters, 27% opponents).

(6) Voters have broadly positive reactions to the underlying philosophy of the Master Teacher program and broadly positive expectations for the program's impact on problems facing public education. By a margin of 83% to 13%, voters agree that "In all professions, including teaching, it makes sense for the people who do the best job to be rewarded with higher salaries." Seventy-one percent agree that the program will help attract

high quality people to teach in Tennessee's public schools. Recalling that there is widespread concern about how well the education system is preparing students for the job market and that unemployment is the top issue in the state, we note that 67% say the Master Teacher program will help a lot or a fair amount when it comes to giving students the quality education they need to get a good job.

(7) When informed that the Tennessee Education Association opposes Governor Alexander's Master Teacher program, just 13% of the voters say this fact makes them less likely to support the proposal. In responding to a question that notes the TEA's role as lobbyist and bargaining agent for teachers, 58% say that the TEA is mainly looking out for the narrow special interests of teachers in opposing the Master Teacher proposal, while just 12% say the TEA is mainly considering what is in the best interest of quality education.

By a margin of fully 62% to 26%, voters reject the contention that "The Master Teacher program is a bad idea because there is no fair way of evaluating teachers' performance."

The Tax Implications of the Proposal

(1) As already noted, 67% of the voters say the state should be spending more to deal with the need to improve public education, even if a tax increase is required. When told specifically about the price tag in tax dollars for the Master Teacher program and the Better Schools package, a large majority of voters

remain willing to pay the bill for educational improvements they believe valuable and necessary. By a margin of 61% to 32%, voters say they would be willing to "support phasing in a 1-cent increase in the sales tax to fund an educational improvement package that includes the merit pay incentives of the Master Teacher program."

(2) Our survey results indicate that the Master Teacher program and its philosophy of incentives and merit pay are the key attractions in an educational improvement package that makes voters feel a tax increase is worthwhile. By a margin of 54% to 34%, voters agree that "If the legislature passes a tax increase for education without the Master Teacher program included, Governor Alexander should veto it." Moreover, when given three options regarding taxes and teacher pay raises, few voters say they are willing to support a tax increase for across-the-board pay raises--but a majority would favor a tax hike to pay for the salary increase plan envisioned by the Master Teacher program:

| | |
|---|---|
| I would support a tax increase in order to pay for an across-the-board increase in teacher salaries. | 13% |
| I would support a tax increase in order to pay for a teacher salary plan that is based on merit and geared to rewarding teachers who meet high standards of competence. | 57% |
| I would not support any tax increase for higher teacher salaries at this time. | 26% |
| Depends/not sure | 4% |

The Political Implications of the Master Teacher Proposal

(1) Voters' support for the basic philosophy and substance of the Master Teacher proposal is reflected in their indications of how this issue would affect their willingness to support candidates for state legislative office. On the level of basic educational philosophy, 73% agree they would be "more inclined to vote for a state legislative candidate who favors evaluating teacher performance every five years and paying teachers more money for doing a better job."

(2) When specifically focusing on the role of Governor Alexander's Master Teacher program in helping them decide their votes in state legislative races, a large plurality of Tennesseans say they would be more favorably disposed to a candidate who supports the program over a candidate who opposes it. In a state legislative election between a candidate who favors Governor Alexander's Master Teacher program and a candidate who opposes it, 44% say they would be more inclined to vote for the former, just 14% say they would be more inclined to vote for the opponent of the program, and 38% say that the issue makes little difference to them or that their vote depends on other factors. Support for the program provides an advantage to candidates among voters of all parties:

| | Inclined To Vote For Supporter | Inclined To Vote For Opponent | Little Difference/ Depends |
|---|---|---|---|
| | % | % | % |
| All Voters | 44 | 14 | 38 |
| Democrats | 35 | 18 | 43 |
| Independents | 47 | 12 | 36 |
| Republicans | 59 | 7 | 31 |

* TABLES

* - Not every table included in this copy

# PERCEPTIONS OF WHETHER STATE GOVERNMENT SHOULD SPEND MORE TO DEAL WITH IMPROVING PUBLIC EDUCATION EVEN IF TAXES MUST BE INCREASED OR IF CURRENT SPENDING IS ADEQUATE

| | Should Spend More % | Current Spending Adequate % | Not Sure % |
|---|---|---|---|
| All Voters | 67 | 29 | 4 |
| Democrats | 69 | 26 | 5 |
| Independents | 62 | 35 | 3 |
| Republicans | 68 | 28 | 4 |
| Consistent supporters of program | 74 | 22 | 4 |
| Consistent opponents of program + | 50 | 46 | 4 |
| Mixed/uncertain on program | 61 | 33 | 6 |
| Education priority | 81 | 15 | 4 |
| Professionals/executives | 73 | 21 | 6 |
| White collar/sales workers + | 74 | 26 | - |
| Blue collar workers | 66 | 28 | 6 |
| Retired | 58 | 39 | 3 |
| Union households | 76 | 20 | 4 |
| Children in public school | 74 | 21 | 5 |

## ATTITUDES TOWARD A PROPOSAL REQUIRING TEACHERS TO PASS A COMPETENCY TEST IN ORDER TO KEEP THEIR JOB

| | Strongly Agree % | Partially Agree % | Partially Disagree % | Strongly Disagree % | Not Sure % |
|---|---|---|---|---|---|
| All Voters | 55 | 26 | 7 | 8 | 4 |
| Democrats | 47 | 27 | 9 | 11 | 6 |
| Independents | 63 | 24 | 4 | 6 | 3 |
| Republicans | 59 | 27 | 6 | 4 | 4 |
| Consistent supporters of program | 68 | 23 | 5 | 2 | 2 |
| Consistent opponents of program + | 35 | 23 | 9 | 29 | 4 |
| Mixed/uncertain on program | 44 | 32 | 8 | 7 | 9 |
| Education priority | 58 | 26 | 7 | 6 | 3 |
| Whites | 56 | 26 | 6 | 7 | 5 |
| Blacks + | 47 | 29 | 8 | 13 | 3 |
| Children in public school | 56 | 26 | 8 | 8 | 2 |

INDICATIONS OF WHETHER RESPONDENT HAS HEARD OF GOVERNOR ALEXANDER'S MASTER TEACHER PROGRAM AND, IF SO, EXTENT OF RESPONDENT'S KNOWLEDGE ABOUT IT

| | - - - - Heard - - - - | | | |
|---|---|---|---|---|
| | Know Fair Amount | Know Very Little | Have Not Heard | Not Sure |
| | % | % | % | % |
| All Voters | 38 | 38 | 23 | 1 |
| Shelby County | 28 | 36 | 35 | 1 |
| Rural West + | 35 | 43 | 19 | 3 |
| Middle Tennessee | 48 | 39 | 12 | 1 |
| Lower East + | 25 | 42 | 33 | - |
| Mid East | 41 | 33 | 26 | - |
| Upper East + | 38 | 45 | 17 | - |
| Democrats | 33 | 39 | 27 | 1 |
| Independents | 47 | 33 | 19 | 1 |
| Republicans | 33 | 47 | 19 | 1 |
| Age 18-34 | 32 | 36 | 31 | 1 |
| Age 35-49 | 37 | 44 | 18 | 1 |
| Age 50 and older | 41 | 39 | 20 | - |
| Professionals/executives | 53 | 34 | 13 | - |
| White collar/sales workers + | 44 | 36 | 19 | 1 |
| Blue collar workers | 22 | 40 | 36 | 2 |
| Children in public school | 35 | 37 | 26 | 2 |

## ATTITUDES TOWARD GOVERNOR ALEXANDER'S MASTER TEACHER PROGRAM[1]

| | Favor / Feel Strongly % | Favor / Do Not Feel Strongly % | Oppose / Feel Strongly % | Oppose / Do Not Feel Strongly % | Not Sure % |
|---|---|---|---|---|---|
| All Voters | 32 | 26 | 14 | 12 | 16 |
| Shelby County + | 41 | 18 | 12 | 6 | 23 |
| Rural West + | 20 | 26 | 23 | 11 | 20 |
| Middle Tennessee | 31 | 31 | 16 | 13 | 9 |
| Lower East ++ | 23 | 30 | 16 | 19 | 12 |
| Mid East + | 39 | 22 | 13 | 10 | 16 |
| Upper East + | 28 | 23 | 4 | 16 | 29 |
| Democrats | 26 | 26 | 19 | 13 | 16 |
| Independents | 32 | 22 | 13 | 15 | 18 |
| Republicans | 39 | 31 | 7 | 8 | 15 |
| High familiarity with program | 37 | 20 | 20 | 15 | 8 |
| Education priority | 39 | 28 | 10 | 8 | 15 |
| Men | 31 | 31 | 12 | 15 | 11 |
| Women | 31 | 20 | 17 | 10 | 22 |
| Whites | 30 | 28 | 13 | 12 | 17 |
| Blacks + | 33 | 16 | 23 | 13 | 15 |
| Age 18-34 | 32 | 33 | 10 | 11 | 14 |
| Age 35-49 | 29 | 28 | 12 | 14 | 17 |
| Age 50 and older | 32 | 20 | 18 | 12 | 18 |
| Professionals/executives | 34 | 25 | 15 | 11 | 15 |
| White collar/sales workers + | 39 | 21 | 17 | 7 | 16 |
| Blue collar workers | 27 | 28 | 11 | 14 | 20 |
| Retired | 28 | 30 | 14 | 14 | 14 |
| Union households + | 33 | 24 | 18 | 15 | 10 |
| Children in public school | 36 | 25 | 11 | 14 | 14 |

[1]Asked only of those who say in Q.7a that they have heard of program.

Q.14.

## REACTIONS TO A SELECTED STATEMENT

"In all professions, including teaching, it makes sense for the people who do the best job to be rewarded with higher salaries."

| | Agree % | Disagree % | Not Sure % |
|---|---|---|---|
| All Voters | 83 | 13 | 4 |
| Democrats | 79 | 16 | 5 |
| Independents | 90 | 6 | 4 |
| Republicans | 85 | 12 | 3 |
| Mixed/uncertain on program | 79 | 15 | 6 |
| Professionals/executives | 90 | 8 | 2 |
| White collar/sales workers + | 89 | 7 | 4 |
| Blue collar workers | 80 | 15 | 5 |
| Retired | 83 | 13 | 4 |
| Union households | 83 | 12 | 5 |

## REACTIONS TO A SELECTED STATEMENT

"The Master Teacher program is a bad idea because there is no fair way of evaluating teachers' performance."

| | Agree % | Disagree % | Not Sure % |
|---|---|---|---|
| All Voters | 26 | 62 | 12 |
| Democrats | 30 | 56 | 14 |
| Independents | 24 | 62 | 14 |
| Republicans | 18 | 76 | 6 |
| Mixed/uncertain on program | 28 | 53 | 19 |
| High familiarity with program | 33 | 57 | 10 |
| Education priority | 22 | 66 | 12 |
| Whites | 24 | 65 | 11 |
| Blacks + | 35 | 51 | 14 |
| Professionals/executives | 22 | 71 | 7 |
| White collar/sales workers + | 29 | 64 | 7 |
| Blue collar workers | 22 | 64 | 14 |
| Union households | 22 | 68 | 10 |

Q.9.

## STATEMENT ON THE ISSUE OF SALARY INCREASES FOR TEACHERS SELECTED AS CLOSEST TO RESPONDENT'S POINT OF VIEW

Statement A: I would support a tax increase in order to pay for an across-the-board increase in teacher salaries.

Statement B: I would support a tax increase in order to pay for a teacher salary plan that is based on merit and geared to rewarding teachers who meet high standards of competence.

Statement C: I would not support any tax increase for higher teacher salaries at this time.

| | Statement A | Statement B | Statement C | Depends (VOL.) | Not Sure |
|---|---|---|---|---|---|
| | % | % | % | % | % |
| All Voters | 13 | 57 | 26 | 2 | 2 |
| Shelby County | 11 | 64 | 21 | 2 | 2 |
| Rural West + | 19 | 43 | 37 | 1 | - |
| Middle Tennessee | 10 | 62 | 26 | 1 | 1 |
| Lower East + | 9 | 58 | 28 | 2 | 3 |
| Mid East | 13 | 67 | 18 | 1 | 1 |
| Upper East + | 17 | 48 | 30 | 3 | 2 |
| Democrats | 17 | 52 | 30 | 1 | - |
| Independents | 6 | 63 | 27 | 2 | 2 |
| Republicans | 12 | 69 | 15 | 2 | 2 |
| Consistent supporters of program | 4 | 85 | 9 | 1 | 1 |
| Consistent opponents of program + | 30 | 11 | 58 | 1 | - |
| Mixed/uncertain on program | 17 | 39 | 38 | 3 | 3 |
| Education priority | 15 | 65 | 16 | 1 | 3 |
| Professionals/executives | 13 | 65 | 16 | 2 | 4 |
| White collar/sales workers + | 13 | 60 | 24 | 3 | - |
| Blue collar workers | 11 | 57 | 30 | 1 | 1 |
| Children in public school | 15 | 64 | 17 | 2 | 2 |

## REACTIONS TO A SELECTED STATEMENT

"I would be willing to support phasing in a 1 cent increase in the sales tax to fund an educational improvement package that includes the merit pay incentives of the Master Teacher program."

| | Agree % | Disagree % | Not Sure % |
|---|---|---|---|
| All Voters | 61 | 32 | 7 |
| Shelby County | 63 | 28 | 9 |
| Rural West + | 49 | 44 | 7 |
| Middle Tennessee | 67 | 30 | 3 |
| Lower East + | 66 | 30 | 4 |
| Mid East | 66 | 28 | 6 |
| Upper East + | 56 | 32 | 12 |
| Democrats | 61 | 33 | 6 |
| Independents | 57 | 35 | 8 |
| Republicans | 72 | 22 | 6 |
| Mixed/uncertain on program | 52 | 38 | 10 |
| Education priority | 72 | 21 | 7 |
| Professionals/executives | 63 | 31 | 6 |
| White collar/sales workers + | 62 | 31 | 7 |
| Blue collar workers | 64 | 31 | 5 |
| Retired | 58 | 31 | 11 |
| Children in public school | 67 | 28 | 5 |

Q.14.

## REACTIONS TO A SELECTED STATEMENT

"If the legislature passes a tax increase for education without the Master Teacher program included, Governor Alexander should veto it."

| | Agree % | Disagree % | Not Sure % |
|---|---|---|---|
| All Voters | 54 | 34 | 12 |
| Democrats | 45 | 41 | 14 |
| Independents | 56 | 32 | 12 |
| Republicans | 68 | 23 | 9 |
| Education priority | 60 | 30 | 10 |
| Whites | 56 | 33 | 11 |
| Blacks + | 45 | 39 | 16 |
| Professionals/executives | 54 | 34 | 12 |
| White collar/sales workers + | 55 | 35 | 10 |
| Blue collar workers | 55 | 35 | 10 |
| Children in public school | 57 | 35 | 8 |

INDICATIONS OF WHETHER RESPONDENT WOULD BE MORE INCLINED TO VOTE FOR A STATE LEGISLATIVE CANDIDATE WHO SUPPORTED GOVERNOR ALEXANDER'S MASTER TEACHER PROGRAM OR MORE INCLINED TO VOTE FOR A CANDIDATE WHO OPPOSED IT

| | Inclined To Vote For Supporter % | Inclined To Vote For Opponent % | Little Difference % | Depends (VOL) % | Not Sure % |
|---|---|---|---|---|---|
| All Voters | 44 | 14 | 26 | 12 | 4 |
| Shelby County | 55 | 12 | 19 | 11 | 3 |
| Rural West + | 31 | 25 | 32 | 9 | 3 |
| Middle Tennessee | 42 | 15 | 31 | 9 | 3 |
| Lower East + | 48 | 7 | 31 | 13 | 1 |
| Mid East | 56 | 6 | 26 | 10 | 2 |
| Upper East + | 35 | 17 | 14 | 22 | 12 |
| Democrats | 35 | 18 | 31 | 12 | 4 |
| Independents | 47 | 12 | 23 | 13 | 5 |
| Republicans | 59 | 7 | 21 | 10 | 3 |
| Mixed/uncertain on program | 27 | 13 | 34 | 15 | 11 |
| High familiarity with program | 42 | 22 | 20 | 12 | 4 |
| Education priority | 53 | 11 | 25 | 7 | 4 |
| Whites | 46 | 13 | 26 | 11 | 4 |
| Blacks + | 38 | 18 | 27 | 14 | 3 |
| Professionals/executives | 52 | 12 | 18 | 15 | 3 |
| White collar/sales workers + | 53 | 15 | 19 | 7 | 6 |
| Blue collar workers | 39 | 12 | 35 | 9 | 5 |
| Union households | 50 | 11 | 29 | 7 | 3 |
| Children in public school | 48 | 11 | 27 | 10 | 4 |

## REACTIONS TO A SELECTED STATEMENT

"I would be more inclined to vote for a state legislative candidate who favors evaluating teacher performance every five years and paying teachers more money for doing a better job."

| | Agree % | Disagree % | Not Sure % |
|---|---|---|---|
| All Voters | 73 | 19 | 8 |
| Shelby County | 80 | 13 | 7 |
| Rural West + | 70 | 24 | 6 |
| Middle Tennessee | 73 | 19 | 8 |
| Lower East + | 76 | 15 | 9 |
| Mid East | 68 | 25 | 7 |
| Upper East + | 66 | 23 | 11 |
| Democrats | 70 | 21 | 9 |
| Independents | 75 | 18 | 7 |
| Republicans | 80 | 16 | 4 |
| Consistent supporters of program | 92 | 3 | 5 |
| Consistent opponents of program + | 29 | 62 | 9 |
| Mixed/uncertain on program | 63 | 24 | 13 |
| Education priority | 74 | 18 | 8 |
| Professionals/executives | 71 | 22 | 7 |
| White collar/sales workers + | 78 | 18 | 4 |
| Blue collar workers | 76 | 18 | 6 |
| Retired | 69 | 20 | 11 |
| Union households | 80 | 15 | 5 |
| Children in public school | 77 | 16 | 7 |

Q.13a.

## INDICATIONS OF THE EFFECT OF THE TENNESSEE EDUCATION ASSOCIATION'S OPPOSITION TO GOVERNOR ALEXANDER'S MASTER TEACHER PROGRAM ON RESPONDENT'S SUPPORT OF THE PROGRAM

| | More Likely To Support % | Less Likely To Support % | Little Difference % | Not Sure % |
|---|---|---|---|---|
| All Voters | 20 | 13 | 61 | 6 |
| Democrats | 20 | 17 | 57 | 6 |
| Independents | 17 | 10 | 64 | 9 |
| Republicans | 25 | 9 | 62 | 4 |
| Consistent supporters of program | 27 | 5 | 64 | 4 |
| Consistent opponents of program + | 12 | 27 | 58 | 3 |
| Mixed/uncertain on program | 15 | 18 | 57 | 10 |
| Education priority | 21 | 11 | 64 | 4 |
| Professionals/executives | 22 | 10 | 63 | 5 |
| White collar/sales workers + | 22 | 13 | 59 | 6 |
| Blue collar workers | 17 | 13 | 64 | 6 |
| Union households | 18 | 15 | 63 | 4 |
| Children in public school | 20 | 12 | 62 | 6 |

PERCEPTIONS OF WHETHER THE TENNESSEE EDUCATION ASSOCIATION IN OPPOSING THE MASTER TEACHER PROGRAM IS MAINLY CONSIDERING THE BEST INTERESTS OF QUALITY EDUCATION OR IS MAINLY LOOKING OUT FOR THE NARROW SPECIAL INTERESTS OF TEACHERS

| | Narrow Interests % | Quality Education % | Some Of Both (VOL) % | Not Sure % |
|---|---|---|---|---|
| All Voters | 58 | 12 | 10 | 20 |
| Democrats | 53 | 16 | 11 | 20 |
| Independents | 61 | 10 | 7 | 22 |
| Republicans | 62 | 8 | 11 | 19 |
| Consistent supporters of program | 66 | 11 | 7 | 16 |
| Consistent opponents of program + | 45 | 22 | 19 | 14 |
| Mixed/uncertain on program | 51 | 10 | 10 | 29 |
| Whites | 59 | 13 | 9 | 19 |
| Blacks + | 55 | 11 | 11 | 23 |
| Professionals/executives | 60 | 11 | 8 | 21 |
| White collar/sales workers + | 58 | 13 | 11 | 18 |
| Blue collar workers | 59 | 13 | 8 | 20 |
| Union households | 60 | 17 | 8 | 15 |
| Children in public school | 61 | 10 | 10 | 19 |

Peter D. Hart Research Associates, Inc.
[illegible] Connecticut Avenue, N.W.
[illegible]ington, D.C. 20009
(2) 234-5570

Judy #1949
April 1983
Tennessee Education

Interviewer: _____

County: _____

City/Town: _____

Respondent: Male ____4-1 Female _____-2

Area [ ] Sample Point [ ][ ][ ] (5 6 7 8)

April [ ][ ] (9 10), 1983

Hello, I'm from Hart Research Associates, the national public opinion research firm. We are conducting a survey here in Tennessee to find out what people are thinking on some important issues, and your help in answering a few questions will be very much appreciated.

I'm supposed to talk with the youngest man/woman in this household who is registered to vote and home right now. Would that be you? (IF "YES," PROCEED. IF "NO," ASK TO SPEAK WITH THAT PERSON.)

1. First, are you registered to vote at this address?

| | | |
|---|---|---|
| Registered | 100% 11-1 | CONTINUE |
| Not registered | _____-2 | TERMINATE AND DO NOT COUNT |
| Not sure | _____-3 | TOWARD QUOTA |

2a. We're interested in finding out how well people think their public officials are doing in office. How would you rate the performance of (READ NAME AND OFFICE)--excellent, good, fair, or poor? (REPEAT FOR EACH NAME LISTED BELOW.)

| | Excellent | Good | Fair | Poor | Not Sure |
|---|---|---|---|---|---|
| Ronald Reagan as president | 11 12-1 | 27 -2 | 34 -3 | 26 -4 | 2 -5 |
| [illegible]r Alexander [illegible]s governor. | 21 13-1 | 42 -2 | 29 -3 | 7 -4 | 1 -5 |
| [illegible]e state legislature as a whole | 2 14-1 | 28 -2 | 49 -3 | 10 -4 | 11 -5 |
| The state representative in the legislature from this district | 10 15-1 | 40 -2 | 30 -3 | 6 -4 | 14 -5 |

2c. Generally speaking, would you say you mainly approve or mainly disapprove of the stands and positions Lamar Alexander takes on the major issues facing Tennessee?

Approve . . . 71 16-1 Not sure . . 12 -3
Disapprove. . 17 -2

3a. I'm going to read you a list of issues facing Tennessee, and I'd like you to tell me which one you think is most important for state government to deal with. (READ LIST SLOWLY. ROTATE ORDER. ACCEPT ONLY ONE.)

| | 3a. | 3b. |
|---|---|---|
| Protecting the environment | 5 17-1 | 6 18-1 |
| Improving public education | 22 -2 | 23 -2 |
| Holding the line on taxes | 9 -3 | 14 -3 |
| Dealing with unemployment | 40 -4 | 16 -4 |
| Fighting crime | 10 -5 | 22 -5 |
| Dealing with inflation | 12 -6 | 16 -6 |
| None/not sure | 2 -7 | 4 -7 |

And which issue on this list would you say is the next most important one for state government to deal with? (REPEAT LIST IF NECESSARY. ACCEPT ONLY ONE. RECORD ABOVE UNDER 3b.)

3c. When it comes to (READ ITEM), do you feel the state should be spending more to deal with that problem, even if it requires an increase in taxes, or do you feel that the current level of state government spending is adequate? (REPEAT FOR EACH ITEM.)

| | Spend More | Adequate | Not Sure |
|---|---|---|---|
| Protecting the environment | 24 19-1 | 62 -2 | 14 -3 |
| Improving public education | 67 20-1 | 29 -2 | 4 -3 |
| Fighting crime | 55 21-1 | 38 -2 | 7 -3 |

4a. How would you rate the quality of police protection in your local community--would you say it is as good as can be expected or falling short of what it should be?

4b. How would you rate the quality of fire protection in your local community--as good as can be expected or falling short of what it should be? (RECORD ABOVE UNDER 4b.)

| | 4a. Police | 4b. Fire |
|---|---|---|
| As good as can be expected | 68 22-1 | 82 23-1 |
| Falling short | 31 -2 | 13 -2 |
| Not sure | 1 -3 | 5 -3 |

4c. And how would you rate the quality of the public school system in your local community--as good as can be expected or falling short of what it should be? (IF "FALLING SHORT," ASK:) Would you say the public schools are falling just somewhat short of what they should be or very far short?

As good as can be expected . 42 24-1
Falling just somewhat short. 33 -2
Falling very far short . . . 19 -3
Not sure . . . . . 6 -4

5. What changes or policies do you think are most needed to improve the quality of education in the public schools? What do you think state government should be doing to make the public schools better?

Better teachers ____ 26
Increase teacher pay ____ 16
Support 2a Proposal ____ 7
More support for teachers ____ 1
More discipline ____ 11
Stop drug abuse ____ 2
More teacher training ____ 2
Spend on schools not busing ____ 2
Stop busing ____ 5
Better facilities/bldgs ____ 3
More supplies/books ____ 2
Imp adm/Elect School Bd ____ 1
Less fed interference ____ 1x
anti-Master Teacher ____ 1 25
Parental involvement ____ 4

Computers ____
Back to basics ____
Voc Ed ____
Better Curric. ____
Math/Sci. ____
High Stds. ____
Improve Schools ____
Teacher/Stu. relations ____
Class Size ____
Cut $ waste ____
more funding ____
Satisfied ____ 4
All others ____ 8
Don't know ____ 16

28

When it comes to (READ ITEM), would you say the current situation in the public schools is good, that minor changes are needed, or that major changes are needed? (REPEAT FOR EACH ITEM.)

| | Good | Need Minor Change | Need Major Change | Not Sure |
|---|---|---|---|---|
| Attracting high quality people to the teaching profession | 15 31-1 | 36 -2 | 41 -3 | 8 -4 |
| Having a system of teacher pay that encourages and rewards excellence in teaching. | 16 32-1 | 33 -2 | 39 -3 | 12 -4 |
| Giving students the quality education they need to get a good job | 18 33-1 | 30 -2 | 45 -3 | 7 -4 |
| Requiring teachers to meet high standards of competence. | 17 34-1 | 38 -2 | 36 -3 | 9 -4 |
| Providing incentives for teachers to do a better job. | 18 35-1 | 36 -2 | 36 -3 | 10 -4 |

7a. Have you heard or read anything about Governor Alexander's Master Teacher program for the Tennessee public schools? (IF "YES," ASK:) Would you say you know a fair amount about this proposal, or only a very little?

| | | |
|---|---|---|
| Heard, know fair amount | 38 36-1 | ASK |
| Heard, know very little | 38 -2 | 7b. |
| Have not heard. | 23 -3 | SKIP |
| Not sure. | 1 -4 | TO 8a. |

b. From what you know, do you favor Governor Alexander's Master Teacher program or do you oppose it? (IF "FAVOR" OR "OPPOSE," ASK:) And do you feel strongly about that or not?

| | |
|---|---|
| Favor, feel strongly. | 32 37-1 |
| Favor, do not feel strongly | 26 -2 |
| Oppose, feel strongly | 14 -3 |
| Oppose, do not feel strongly. | 12 -4 |
| Not sure. | 16 -5 |

8a. Let me read you a brief description of Governor Alexander's Master Teacher program. (READ DESCRIPTION AND ASK:) Based on this description, how do you feel about Governor Alexander's Master Teacher program--do you strongly favor it, mildly favor it, mildly oppose it, or strongly oppose it?

"The basic philosophy behind the Master Teacher program is that all teachers should be required to have their performance evaluated every five years, and that there should be special salary incentives and merit pay for teachers who meet hign standards of performance. Specifically, there would be four levels that teachers could attain--with the amount of the merit pay tied to the level the teacher reaches as a result of his or her evaluation. The evaluations would be conducted by teachers who have proven themselves to be superior, and the cost of the merit pay would come from state tax revenues."

| | | | |
|---|---|---|---|
| Strongly favor | 42 38-1 | Strongly oppose | 13 -4 |
| Mildly favor | 31 -2 | Depends (VOL) | 2 -5 |
| Mildly oppose. | 10 -3 | Not sure. | 2 -6 |

8b. Why do you feel that way about Governor Alexander's Master Teacher program? What are the best reasons for supporting it? (PROBE.) What doubts or reservations do you have about it? (PROBE.)

All favorable, no unfavorable 53
All unfavorable, no favorable 25
Both favorable and unfavorable 16
Don't know 6

39
x
40
43
46
48
51

8c. When it comes to giving students the quality education they need to get a good job, do you think the reforms in the Master Teacher program will help a lot, help a fair amount, help just a little, or not really help much at all?

| | | | |
|---|---|---|---|
| A lot | 38 54-1 | Not much at all | 12 -4 |
| A fair amount | 29 -2 | Not sure. | 7 -5 |
| Just a little | 14 -3 | | |

9. Let me read you three statements on the issue of salary increases for teachers. Please tell me which one comes closest to your own point of view. (READ SLOWLY.)

Statement A: I would support a tax increase in order to pay for an across-the-board increase in teacher salaries.

Statement B: I would support a tax increase in order to pay for a teacher salary plan that is based on merit and geared to rewarding teachers who meet high standards of competence.

Statement C: I would not support any tax increase for higher teacher salaries at this time.

| | | | |
|---|---|---|---|
| Statement A | 13 55-1 | Depends (VOL) | 2 -4 |
| Statement B | 57 -2 | Not sure. | 2 -5 |
| Statement C | 26 -3 | | |

10. Now let me read you statements that supporters and opponents of the Master Teacher program might make about this matter. Please tell me which one comes closer to your own point of view.

Supporters say that the program is a good idea because the educational system should be designed to reward excellence in teaching and ensure that all teachers have an incentive to meet needed standards of performance and competency. Unless there are periodic evaluations and incentives, the school system cannot meet the goal of quality education.

Opponents say that the program is a bad idea because there is no way to evaluate teachers fairly and this system would destroy teacher morale by keeping them under constant pressure. There should be across-the-board pay raises for all teachers who meet minimum competency standards, and we should not pass a program that undermines tenure protection for teachers.

| | | | |
|---|---|---|---|
| Supporters | 56 56-1 | Neither (VOL) | 3 -4 |
| Opponents. | 24 -2 | Not sure. | 7 -5 |
| Some of both (VOL) | 10 -3 | | |

How would you feel about a proposal requiring teachers to pass a competency test in order to keep their jobs--do you strongly agree with that proposal, partially agree, partially disagree, or strongly disagree?

| | | |
|---|---|---|
| Strongly agree | 55 57 | -1 |
| Partially agree | 26 | -2 |
| Partially disagree | 7 | -3 |
| Strongly disagree | 8 | -4 |
| Not sure | 4 | -5 |

12. Suppose there was an election for the state legislature in your district between a candidate who favored Governor Alexander's Master Teacher program and a candidate who opposed it. Would you be more inclined to vote for the candidate who favored the program, more inclined to vote for the candidate who opposed the program, or would this issue make little difference to your vote?

| | | |
|---|---|---|
| Inclined to vote for supporter | 44 58 | -1 |
| Inclined to vote for opponent | 14 | -2 |
| Little difference | 26 | -3 |
| Depends (VOL) | 12 | -4 |
| Not sure | 4 | -5 |

13a. Governor Alexander's Master Teacher program is opposed by the Tennessee Education Association. Does this fact make you more likely to support the program, less likely to support the program, or make little difference to you either way?

| | | |
|---|---|---|
| More likely to support | 20 59 | -1 |
| Less likely to support | 13 | -2 |
| Little difference | 61 | -3 |
| Not sure | 6 | -4 |

13b. The Tennessee Education Association lobbies for public school teachers and represents teachers in contract negotiations. In opposing Governor Alexander's Master Teacher program, do you think the TEA is mainly considering what is in the best interests of quality education, or is mainly looking out for the narrow special interests of teachers?

| | | |
|---|---|---|
| Quality education | 12 60 | -1 |
| Narrow interests | 58 | -2 |
| Some of both (VOL) | 10 | -3 |
| Not sure | 20 | -4 |

14. Finally, let me read you a few statements. For each one, please tell me if you mostly agree or mostly disagree. (READ STATEMENTS AND REPEAT CHOICES.)

| | Agree | Disagree | Not Sure |
|---|---|---|---|
| "If the legislature passes a tax increase for education without the Master Teacher program included, Governor Alexander should veto it." | 54 61 -1 | 34 -2 | 12 -3 |
| "The Master Teacher program will help attract high quality people to teach in Tennessee's public schools." | 71 62 -1 | 20 -2 | 9 -3 |
| "I would be willing to support phasing in a 1 cent increase in the sales tax to fund an educational improvement package that includes the merit pay incentives of the Master Teacher program." | 61 63 -1 | 32 -2 | 7 -3 |
| "The Master Teacher program is a bad idea because there is no fair way of evaluating teachers' performance." | 26 64 -1 | 62 -2 | 12 -3 |
| "In all professions, including teaching, it makes sense for the people who do the best job to be rewarded with higher salaries." | 83 65 -1 | 13 -2 | 4 -3 |
| "I would be more inclined to vote for a state legislative candidate who favors evaluating teacher performance every five years and paying teachers more money for doing a better job." | 73 66 -1 | 19 -2 | 8 -3 |

TUAL INFORMATION: Now I'm going to ask you a few questions or statistical purposes only.

.. In what age group are you? (READ LIST.)

| | | | |
|---|---|---|---|
| 18-24 . . . | 9 67-1 | 50-64 . . . . . | 25 -4 |
| 25-34 . . . | 22 -2 | 65 and over . . | 18 -5 |
| 35-49 . . . | 26 -3 | | |

F2.. What type of work does the head of the household do? What is the job called? (BE SURE TO GET ENOUGH INFORMATION TO CLASSIFY PROPERLY. WRITE JOB DESCRIPTION IN SPACE BELOW. IF HEAD OF THE HOUSEHOLD IS UNEMPLOYED, GET USUAL OCCUPATION.)

| | |
|---|---|
| High-level professional. . . . | 6 68-1 |
| Middle-level professional. . . | 11 -2 |
| Executive, manager . . . . . | 7 -3 |
| Sales, proprietor . . . . . | 9 -4 |
| White collar . . . . . | 5 -5 |
| Skilled labor. . . . . | 29 -6 |
| Semi- and unskilled labor. . . | 6 -7 |
| Farmer . . . . . | 2 -8 |
| Housewife. . . . . | 3 -9 |
| Student. . . . . | 1 -0 |
| Retired. . . . . | 21 -A |
| Other _____ (specify) | _____ -B |

JOB DESCRIPTION: _____

F3a. Are you, or is any member of your household, a member of a labor union?

| | |
|---|---|
| Labor union household. . . . | 19 69-1 |
| Non-union household. . . . . | 80 -2 |
| Not sure . . . . . | 1 -3 |

.o. Is anyone in this household employed as a schoolteacher?

| | |
|---|---|
| Schoolteacher in household. . | 8 70-1 |
| No teacher in household. . . . | 91 -2 |
| Not sure . . . . . | 1 -3 |

F4. Are there any children under age 18 in this household? (IF "YES":) Do any of these children currently attend public schools in Tennessee?

| | |
|---|---|
| Children in household, attend public school | 30 71-1 |
| Children in household, do not attend. . . . | 16 -2 |
| No children in household. . . . . | 54 -3 |

F5. What is your religion?

| | |
|---|---|
| Baptist. . . . . | 43 72-1 |
| Other Protestant . . . | 43 -2 |
| Catholic . . . . . | 4 -3 |
| Other. . . . . | 6 -4 |
| None . . . . . | 4 -5 |

F6a. How would you describe your point of view in terms of the political parties? Would you say you are mostly Democratic, leaning Democratic, completely Independent, leaning Republican, or mostly Republican?

| | | | |
|---|---|---|---|
| Mostly Democratic. . . | 35 73-1 | Mostly Republican | 16 -5 |
| Leaning Democratic . . | 9 -2 | None (VOL). . . . | 3 -6 |
| Completely Independent | 26 -3 | Not sure. . . . . | 2 -7 |
| Leaning Republican . . | 10 -4 | | |

. Do you happen to know if the state representative in the legislature from this district is a Democrat or a Republican?

| | |
|---|---|
| Democrat. . . . . | 42 74-1 |
| Republican. . . . . | 19 -2 |
| Have both (VOL) . . . | 1 -3 |
| Not sure. . . . . | 38 -4 |

F7. Thinking about your general approach to politics, do you consider yourself to be very liberal, somewhat liberal, moderate, somewhat conservative, or very conservative?

| | |
|---|---|
| Very liberal . . . . . | 5 75-1 |
| Somewhat liberal . . . | 18 -2 |
| Moderate . . . . . | 30 -3 |
| Somewhat conservative. | 31 -4 |
| Very conservative. . . | 9 -5 |
| Not sure . . . . . | 7 -6 |

F8. For statistical purposes only, we need to know your total family income for 1982. Will you please tell me which of the following categories best represents your total family income? (READ CATEGORIES.)

| | |
|---|---|
| Under $7,000 . . . . . | 8 76-1 |
| $7,000-$10,000 . . . . | 11 -2 |
| $10,000-$15,000. . . . | 15 -3 |
| $15,000-$20,000. . . . | 10 -4 |
| $20,000-$25,000. . . . | 12 -5 |
| $25,000-$30,000. . . . | 10 -6 |
| Over $30,000 . . . . . | 18 -7 |
| Refused. . . . . | 16 -8 |

F9. What is your race?

| | |
|---|---|
| White. . . . . | 82 77-1 |
| Black. . . . . | 17 -2 |
| Other. . . . . | 1 -3 |

May we please have your name for validation purposes?

Mr. Mrs. Ms. Miss _____

RECORD THE FOLLOWING--DO NOT ASK!

Telephone Number: _____ / _____ (Area Code)

Length of Interview

| | |
|---|---|
| Less than 10 minutes . | 78-1 |
| 10 to 15 minutes . . . | -2 |
| 16 to 20 minutes . . . | -3 |
| 21 to 25 minutes . . . | -4 |
| Over 25 minutes. . . . | -5 |

THIS IS A BONA FIDE INTERVIEW AND HAS BEEN OBTAINED ACCORDING TO MY AGREEMENT WITH HART RESEARCH, INC.

Interviewer's Name (PLEASE SIGN):

_____

Interview Number: _____ Interview Date: _____

Time of Interview (o'clock, a.m./p.m.): _____

Sample Point Number: _____

Validated By: _____ Date: _____