Teachers' Attitudes, Behaviors & Student Achievement
2010 Report Brief

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INTRODUCTION

Alternative teacher compensation programs that seek to improve teacher quality often attach financial incentives to knowledge, skill, and instructional behaviors thought to be associated with improved student learning and achievement. This analysis examines the relationships between teacher attitudes, instructional behaviors, and student achievement. Specifically, we explore the extent to which reported changes in teachers' instructional behaviors are predicted by their attitudes about alternative teacher compensation plans and prior student achievement gains and whether such reported changes predict subsequent student achievement gains. The central question framing our analysis is: *To what extent are teachers reported behaviors predictive of student achievement gains, conditioned on prior achievement gains and beliefs about the efficacy and fairness of Denver's ProComp?* Here we expand on an earlier analysis that explored the same relationships by including an additional year of data to determine the extent to which attitudes, behaviors, and student achievement are related over time.

BACKGROUND

As a strategy to ultimately increase student achievement via higher-quality teachers and improved instructional capacity, the theory of action underlying alternative teacher compensation programs that reward teachers for knowledge, skill, and instructional behaviors is three-fold. First, teachers will respond to financial incentives and will change their behavior and the way they work in order to earn them. Second, alternative teacher compensation programs will help attract and retain higher-quality teachers who are good at the activities and tasks attached to incentives. Third, incentives will reinforce a normative vision of quality instruction that supports

teacher skill-seeking and efforts to improve instructional behaviors, which in turn contribute to increased student learning and achievement (Milanowski, 2002; Adams et al., 2009).

The conceptual framework developed for this analysis expands on the first two parts of the theory of action presented above. Considering part one, we speculate teachers who hold favorable attitudes towards alternative teacher compensation programs are *more* likely to respond to financial incentives and change their behavior accordingly. Similarly, when considering part two of the conceptual framework, we hypothesize teachers who have previously demonstrated positive student achievement gains are more likely to embrace reforms that reward teachers for improved student achievement either directly or indirectly. Furthermore, we would expect there to be a relationship between teachers' instructional behaviors and subsequent student achievement gains. Taken together, we posit teacher attitudes, instructional behaviors and student achievement have a cyclical relationship. Figure 1 (see Appendix A) illustrates this hypothesized relationship.

Review of Literature

In order to gain an understanding of how teacher attitudes and prior student achievement influence instructional behaviors and practices, we reviewed relevant extant literature. This review drew primarily on empirical studies of alternative teacher compensation programs, many of which also relied on teacher survey data. We found that the majority of extant research examining teachers' attitudes about alternative teacher compensation is detached from any exploration of subsequent changes in teachers' instructional behaviors. Furthermore, there is no research – as far as we are aware – that considers prior student achievement gains when examining the relationship between teacher attitudes and instructional behaviors within the

context of an alternative teacher compensation program. This analysis seeks to mitigate this gap in the extant research.

METHODS

Data Sources

The study draws on two primary data sources: 2007-08 and 2008-09 teacher survey data[1] and 2007-08 and 2008-09 aggregated student growth percentile data. The survey data included items about teachers' attitudes about ProComp as well as changes they had made in their instructional behaviors as a result of participating in ProComp. Student achievement gains data were generated by the Colorado Department of Education via the Colorado Growth Model (CGM). CGM is a normative measure of change in student achievement over time that relies on a quantile regression model, yielding student growth percentiles. These percentiles provide an estimate of student growth relative to students with similar achievement histories. By aggregating individual student growth percentiles to teachers, we are able to identify teachers who appear to make lower-than-average, average, or higher-than-average growth from one year to the next.[2]

Population

Although the survey was administered to all Denver Classroom Teacher Association members, this analysis explores reported changes in teachers' instructional behaviors within the context of ProComp. As such, the sample of teachers was restricted to include only those in

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[1] In May 2008 and 2009, we gathered quantitative data via a teacher survey administered to all teachers eligible to participate in ProComp (Denver Public School teachers who are members of the Denver Classroom Teachers' Association Bargaining Unit). Thus, the population of teachers who received the survey was constrained from approximately 4,500 teachers to roughly 3,900 teachers. Only teachers employed by DPS at the times of survey administration were included in the population.

[2] DPS awards the "Exceeds Expectations" incentive to teachers who have at least 50% of their students attain student growth at the 55th percentile or higher.

ProComp who responded to the survey in both 2007-08 and 2008-09. The sample was further restricted to include only those teachers who taught in a CSAP grade and subject area and for whom aggregate achievement gains data were available for 2007-08 and 2008-09. These restrictions resulted in a final sample of 164 teachers. Table 1 (see Appendix B) describes the characteristics of our sample.

Measures

The 2007-08 and 2008-09 teacher survey included questions on (a) changes in instructional behaviors, and (b) attitudes about the efficacy and fairness of ProComp. To understand changes in instructional behaviors, respondents were asked to report how ProComp has led them to:

1. change the content of what I teach.
2. change the way I teach (e.g., by using different teaching methods).
3. focus my teaching more on raising student achievement.

To ascertain teachers' beliefs about the efficacy and fairness of ProComp, teachers were asked to respond to the following:

1. ProComp can motivate participants to improve instructional practices.
2. ProComp can ultimately improve student achievement.
3. ProComp will help DPS attract and retain qualified teachers.
4. ProComp will improve teacher collaboration in DPS.
5. ProComp is aligned with the goals of our school district.
6. ProComp is aligned with my goals as an educator.
7. I feel more pressure and job stress as a result of ProComp.
8. ProComp is a fair program.

Preliminary analyses suggested responses to the above "behavioral change" items were strongly correlated with one another. Similarly, responses to "attitudinal" items were strongly correlated with one another. Prompted by these strong correlations, we preformed principal components

extraction to create two standard normal composite scores: BEHAVIOR and ATTITUDE (see

Appendix C).[3]

Analytic Approach

Our exploration of reported changes in teachers' instructional behaviors under ProComp

was divided into two methodological strands. First, we compiled descriptive statistics that

focused specifically on the distribution of responses on aforementioned behavioral change items

and attitudinal items. Second, we modeled reported changes in instructional behaviors on

attitudes and prior achievement gains and modeled subsequent achievement gains on attitudes

and reported changes in behaviors. In this strand we employed multiple linear regression and

logistic regression to determine, among the data available, the extent to which: 1) attitudes and

previously demonstrated gains in achievement influence reported changes in teachers'

instructional behaviors; and 2) attitudes and reported changes in teachers' instructional behaviors

influence subsequent achievement gains (see Appendix D for relevant equations of candidate

models).

FINDINGS

Descriptive analyses suggest teachers were most likely to agree that participating in

ProComp had led them to focus their teaching more on raising student achievement and least

likely to agree that participating in ProComp had led them to change the content of what they

teach. A majority of ProComp teachers – regardless of the way in which they entered ProComp –

reported ProComp *could motivate* participants to improve instructional practices. However,

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[3] It is interesting to note behavioral change items and attitudinal items each loaded strongly onto a single factor that explained the majority of the variation in responses to these two item strands (0966.9% 08-71.6% and 0975.1% 79.7% in 08respectively). This suggests respondents who are amendable to changing their instructional behaviors were likely to report doing so in multiple ways. Similarly, the nature of respondents' attitudes about the efficacy and fairness of ProComp was fairly consistent across a variety of items. That is, respondents with positive views of ProComp generally tended to respond positively across all attitudinal items while respondents with negative views of ProComp generally tended to respond negatively across all attitudinal items.

slightly fewer teachers agreed or strongly agreed that ProComp *would ultimately* improve student achievement (see Appendix D).

We then modeled reported changes in instructional behavior via multiple regression. Attitudes exert a powerful positive influence on reported changes in instructional behaviors: In both years examined – 2007-08 and 2008-08 – every standard deviation increase in attitudes is associated with an increase of roughly half a standard deviation on reported behavioral changes. This association also seems to hold across school years: Behavioral changes in 2007-08 have a weak but significant association with attitudes about ProComp in the following year (2008-09). Substantively, this estimate suggests there is an association between attitudes about ProComp and changes in instructional behaviors as a result of ProComp and supports our hypothesis about the positive relationship between attitudes and reported changes in instructional behaviors.

Interestingly, findings from this analysis also suggest that the receipt of the Exceeds Expectations incentive is not a significant predictor of a teacher's reported changes in his/her instructional practices, despite being so in the previous study.[4] This suggests that receipt of the Exceeds Expectations incentive, while influential within a given year, may not have a persistent effect on reported changes in instructional practices. This is especially interesting as the relationship between attitudes and reported changes in instructional practices does appear to persist over time. Furthermore, reported changes in instructional practices in the prior year is associated – although insignificantly – with reported changes in instructional practices in the current year.

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[4] When the relationship between attitudes, behaviors, and student achievement was examined previously for a single year, findings suggested receipt of the Exceeds Expectations incentive had a small but statistically significant negative impact on reported changes in instructional practices.

CONCLUSION AND DISCUSSION

Findings presented herein provide mixed evidence to support the theory of action underlying alternative teacher compensation programs that attach incentives to knowledge, skill, and instructional behaviors. As we hypothesized, teachers who reported favorable attitudes towards ProComp were more likely to report they had changed their instructional practices and behaviors. This relationship seemed to persist over time. However, while receipt of the Exceeds Expectations incentive appeared to have a negative relationship with reported changes in instructional practices within a single year, this association was not observed across multiple years. This may be due, at least in part, to the structure of the Exceeds Expectations incentive. As the incentive is an annual bonus (as opposed to a guaranteed, base-building incentive) that teachers must re-qualify for each year, it may be that teachers' behaviors are less influenced by receipt of the incentive from one year to the next. Additional data, such as interview data in which teachers are asked to explain the ways in which ProComp does or does not influence changes in their instructional practices would be necessary to more fully explore this finding.

REFERENCES

Adams, S. J., Heywood, J. S., & Rothstein, R. (20090. Teachers, performance pay, and accountability: What education should learn from other sectors. Washington, D.C.: Economic Policy Institute.

Milanowski, A. T. (2002). *The varieties of knowledge and skill-based pay design: A comparison of seven new pay systems for K-12 teachers*. Working Paper: RR-050. Philadelphia: Consortium for Policy Research in Education.

APPENDIX A: LOGIC MODEL

Figure 1. *Logic model of teachers' attitudes, behaviors, and student achievement.*
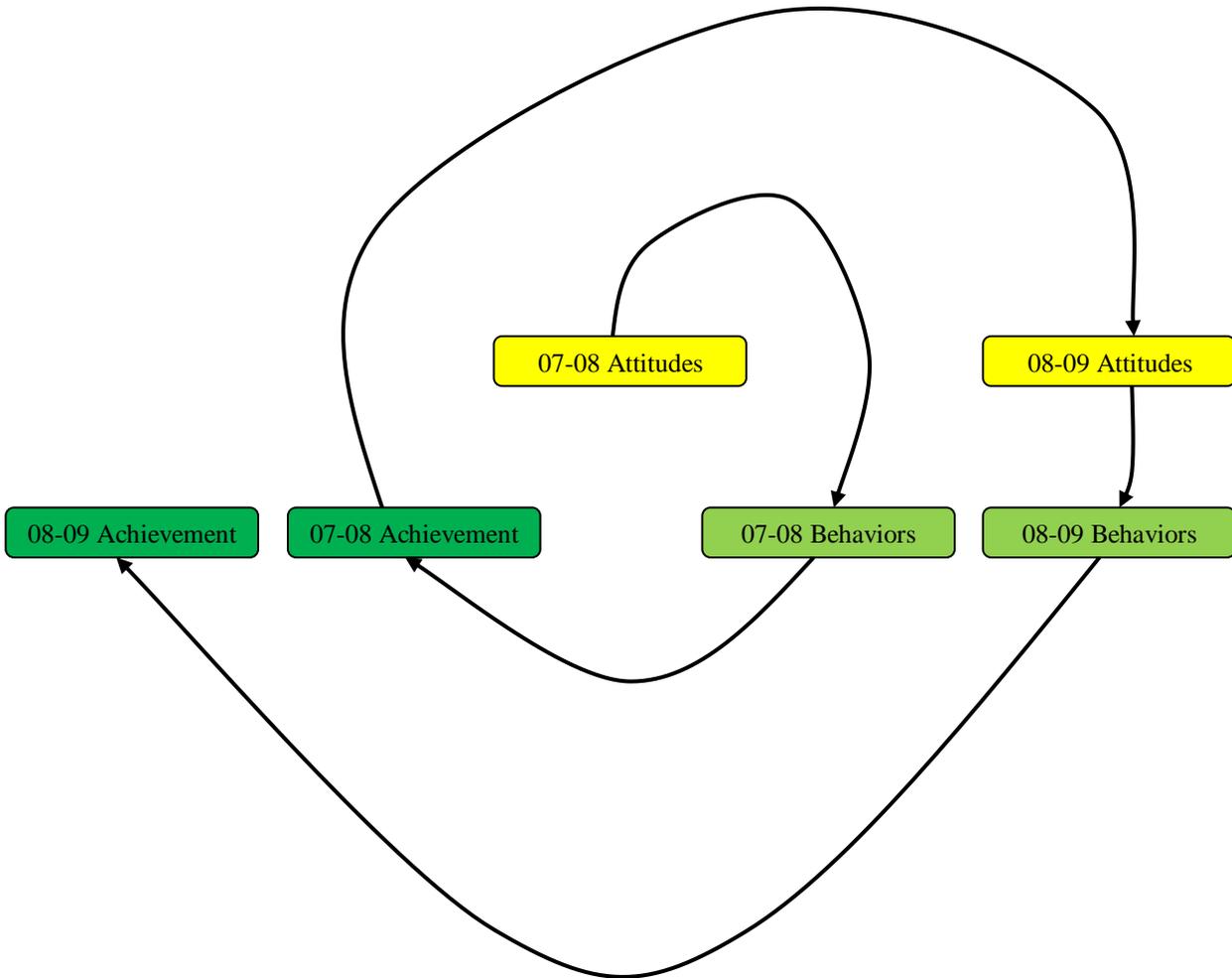
The logic model posits that teachers' reported changes in their instructional practice in 2007-08 are a function of their attitudes about the efficacy and fairness of ProComp in 2007-08. In turn, these changes may serve to predict student achievement gains in the same year. Expanded to the following year, the logic model posits that teachers reported changes in their instructional practices in 2008-09 are a function of both their attitudes in 2008-09 and their previously

demonstrated student achievement gains in 2007-08. Taken together, these then may serve to predict subsequent student achievement gains in 2008-09. Although this model depicts the cyclical relationship for two years, it could theoretically continue for the duration of a teachers' tenure.

APPENDIX B: DEMOGRAPHIC CHARACTERISTICS OF SAMPLE

Table 1. *Demographic characteristics of sample (N=164).*

Demographic Characteristic		Percentage (N)
ProComp Entry Type	Voluntary	56.7% (96)
	Compulsory	43.4% (71)
Gender	Female	68.9% (113)
	Male	31.1% (51)
School Type	Elementary	40.2% (66)
	Secondary	59.1% (97)
	Other	0.6% (1)
Educational Attainment	Bachelor's Degree	46.3% (76)
	Master's and Above	53.7% (88)
Probationary Status	Probationary	29.9% (49)
	Tenured	70.1% (115)
Race/Ethnicity	White/Not Latino	86.0% (141)
	Minority	14.0% (23)

Table 1 describes the characteristics of our sample. Although the sample was fairly evenly distributed among teachers who voluntarily entered ProComp and those who were required to enter because of their hire date, respondents were more likely to be female and White (non-Latino). Additionally, teachers in the sample were more likely to be tenured, teach in an Elementary School, and have obtained a Master's or other advanced degree.

APPENDIX C: FACTOR ANALYSIS OF BEHAVIOR AND ATTITUDES

Factor Analysis: BEHAVIOR 2008

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
Change the content of what I teach	2.48	1.217	162
Change the way I teach (e.g. by using different teaching methods)	2.72	1.268	162
Focus my teaching more on raising student achievement	3.06	1.325	162

Communalities

	Initial	Extraction
Change the content of what I teach	1.000	.755
Change the way I teach (e.g. by using different teaching methods)	1.000	.891
Focus my teaching more on raising student achievement	1.000	.746

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component		Initial Eigenvalues			Extraction Sums of Squared Loadings		
		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
dimension	1	2.392	79.729	79.729	2.392	79.729	79.729
	2	.435	14.493	94.221			
	3	.173	5.779	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix[a]

Question	Component
Change the content of what I teach	.869
Change the way I teach (e.g. by using different teaching methods)	.944
Focus my teaching more on raising student achievement	.863

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Score Coefficient Matrix

Question	Component 1
Change the content of what I teach	.363
Change the way I teach (e.g. by using different teaching methods)	.395
Focus my teaching more on raising student achievement	.361

Extraction Method: Principal Component Analysis.
 Component Scores.

Component Score Covariance Matrix

Component	1
1	1.000
dimension0	

Extraction Method: Principal Component Analysis.
 Component Scores.

Scree Plot
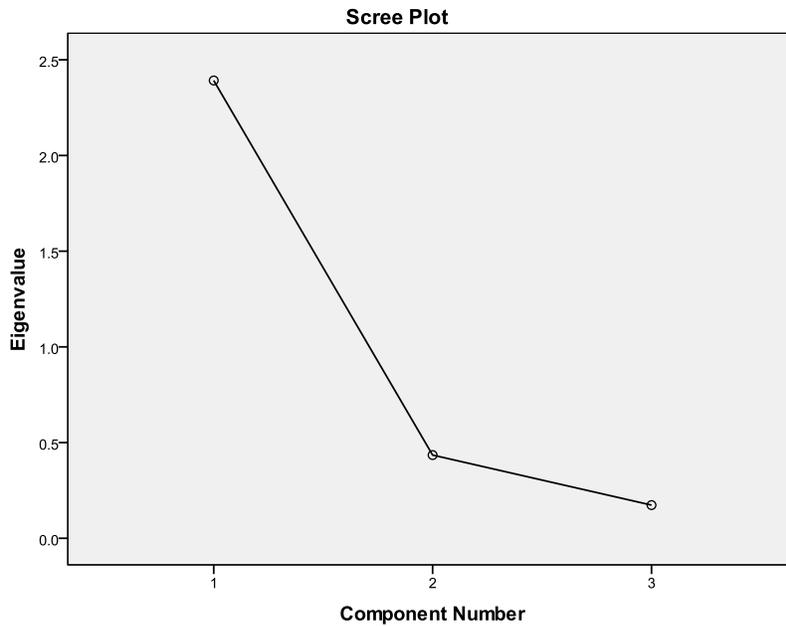
Factor Analysis: BEHAVIOR 2009

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
Change the content of what I teach	2.31	1.213	162
Change the way I teach (e.g. by using different teaching methods)	2.81	1.325	162
Focus my teaching more on raising student achievement	3.16	1.409	162

Communalities

	Initial	Extraction
Change the content of what I teach	1.000	.687
Change the way I teach (e.g. by using different teaching methods)	1.000	.845
Focus my teaching more on raising student achievement	1.000	.720

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
dimension 1	2.252	75.065	75.065	2.252	75.065	75.065
2	.501	16.701	91.765			
3	.247	8.235	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix[a]

Question	Component1
Change the content of what I teach	.829
Change the way I teach (e.g. by using different teaching methods)	.919
Focus my teaching more on raising student achievement	.849

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

Component Score Coefficient Matrix

Question	Component 1
Change the content of what I teach	.368
Change the way I teach (e.g. by using different teaching methods)	.408
Focus my teaching more on raising student achievement	.377

Component Score Coefficient Matrix

Question	Component 1
Change the content of what I teach	.368
Change the way I teach (e.g. by using different teaching methods)	.408
Focus my teaching more on raising student achievement	.377

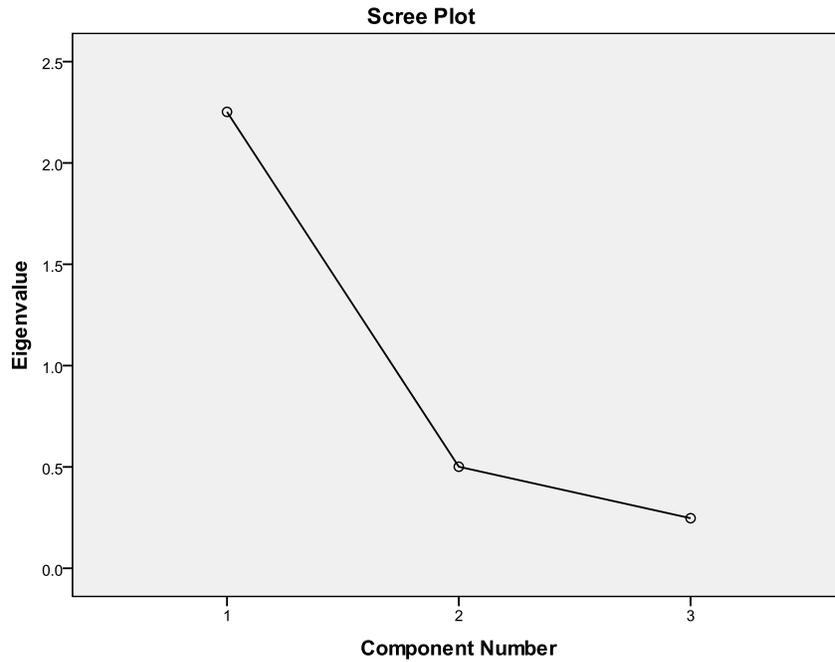Extraction Method: Principal Component Analysis.
 Component Scores.

Component Score Covariance Matrix

Component	1
dimension 1	1.000

Extraction Method: Principal Component Analysis.
 Component Scores.

Scree Plot

Factor Analysis: ATTITUDE 08

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
ProComp can motivate participants to improve teaching practices.	3.17	1.098	159
ProComp can ultimately improve student achievement.	2.97	1.096	159
ProComp will help DPS attract and retain qualified teachers.	2.77	1.217	159
ProComp will improve teacher collaboration at DPS.	2.74	1.132	159
ProComp is aligned with the goals of our school district.	3.44	.978	159
ProComp is aligned with my goals as an educator.	3.33	1.156	159
ProComp is a fair program.	2.97	1.222	159

Communalities

	Initial	Extraction
ProComp can motivate participants to improve teaching practices.	1.000	.760
ProComp can ultimately improve student achievement.	1.000	.802
ProComp will help DPS attract and retain qualified teachers.	1.000	.737
ProComp will improve teacher collaboration at DPS.	1.000	.698
ProComp is aligned with the goals of our school district.	1.000	.617
ProComp is aligned with my goals as an educator.	1.000	.733
ProComp is a fair program.	1.000	.663

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component		Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
dimension 1	5.011	71.587	71.587	5.011	71.587	71.587
2	.584	8.339	79.925			
3	.438	6.259	86.184			
4	.307	4.379	90.563			
5	.269	3.848	94.412			
6	.210	2.996	97.408			
7	.181	2.592	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix^a

Question	Component
ProComp can motivate participants to improve teaching practices.	.872
ProComp can ultimately improve student achievement.	.895
ProComp will help DPS attract and retain qualified teachers.	.859
ProComp will improve teacher collaboration at DPS.	.836
ProComp is aligned with the goals of our school district.	.786
ProComp is aligned with my goals as an educator.	.856
ProComp is a fair program.	.814

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Score Coefficient Matrix

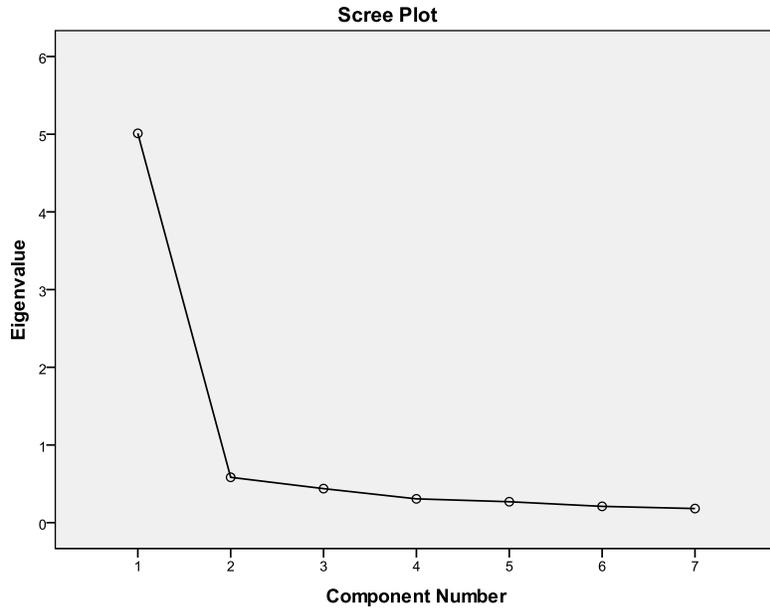| Question	Component 1
ProComp can motivate participants to improve teaching practices.	.174
ProComp can ultimately improve student achievement.	.179
ProComp will help DPS attract and retain qualified teachers.	.171
ProComp will improve teacher collaboration at DPS.	.167
ProComp is aligned with the goals of our school district.	.157
ProComp is aligned with my goals as an educator.	.171
ProComp is a fair program.	.162

Extraction Method: Principal Component Analysis.
 Component Scores.

Component Score Covariance Matrix

Component	1
dimension	1.000

Extraction Method: Principal Component Analysis.
 Component Scores.

Scree Plot

Factor Analysis: ATTITUDE 09

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
ProComp can motivate participants to improve instructional practices.	3.41	1.025	157
ProComp can ultimately improve student achievement.	3.18	1.114	157
ProComp will help DPS attract and retain qualified teachers.	3.10	1.131	157
ProComp will improve teacher collaboration in DPS.	2.95	1.085	157
ProComp is aligned with the goals of our school district.	3.56	.811	157
ProComp is aligned with my goals as an educator.	3.41	1.019	157
ProComp is a fair program.	3.07	1.122	157

Communalities

	Initial	Extraction
ProComp can motivate participants to improve instructional practices.	1.000	.706
ProComp can ultimately improve student achievement.	1.000	.757
ProComp will help DPS attract and retain qualified teachers.	1.000	.693
ProComp will improve teacher collaboration in DPS.	1.000	.657
ProComp is aligned with the goals of our school district.	1.000	.533
ProComp is aligned with my goals as an educator.	1.000	.720
ProComp is a fair program.	1.000	.621

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component		Initial Eigenvalues			Extraction Sums of Squared Loadings		
		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
dimension	1	4.688	66.968	66.968	4.688	66.968	66.968
	2	.582	8.310	75.278			
	3	.543	7.753	83.031			
	4	.398	5.686	88.717			
	5	.330	4.718	93.435			
	6	.294	4.197	97.632			
	7	.166	2.368	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix[a]

Question	Component 1
ProComp can motivate participants to improve instructional practices.	.840
ProComp can ultimately improve student achievement.	.870
ProComp will help DPS attract and retain qualified teachers.	.833
ProComp will improve teacher collaboration in DPS.	.810
ProComp is aligned with the goals of our school district.	.730
ProComp is aligned with my goals as an educator.	.849
ProComp is a fair program.	.788

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Component Score Coefficient Matrix

Question	Component 1
ProComp can motivate participants to improve instructional practices.	.179
ProComp can ultimately improve student achievement.	.186
ProComp will help DPS attract and retain qualified teachers.	.178
ProComp will improve teacher collaboration in DPS.	.173
ProComp is aligned with the goals of our school district.	.156
ProComp is aligned with my goals as an educator.	.181
Question 11: ProComp is a fair program.	.168

Extraction Method: Principal Component Analysis.
 Component Scores.

Component Score Covariance Matrix

Component	1
dimension0	1.000

Extraction Method: Principal Component Analysis.
 Component Scores.

Scree Plot
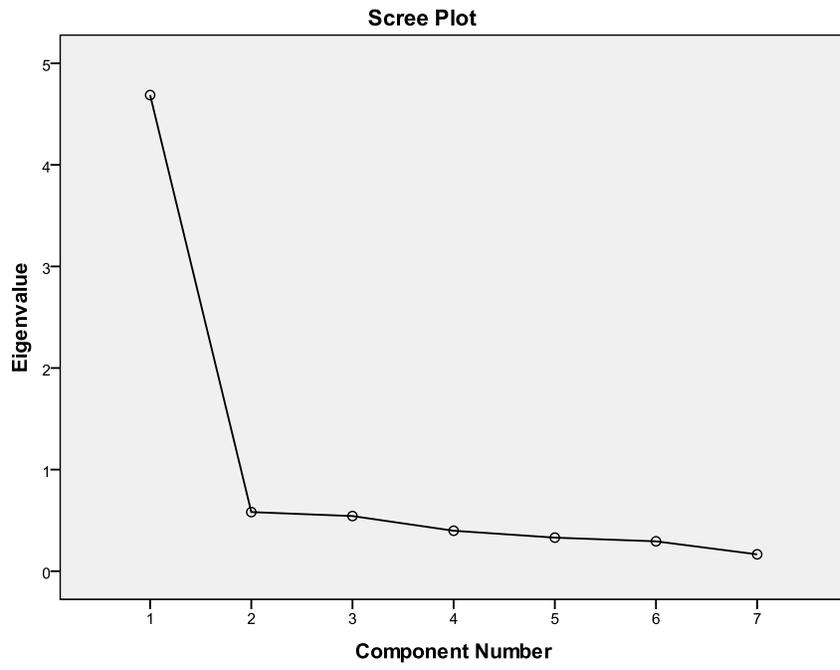
APPENDIX D: CANDIDATE MODELS

We modeled both the probability of receiving the Exceeds Expectations bonus (i.e., 50% or more of a teacher's students scored at the 55th percentile or higher on CSAP) in 2007-08 and 2008-09 and reported changes in instructional practice in 2008-09. This yielded three separate equations:

(1) $$P(EE)_{is\,2007-08} = \alpha + \beta Attitude_{i\,2007-08} + \delta Behavior_{i\,2007-08} + \varepsilon_{is}$$

(2) $$Behavior_{i\,2008-09} = \gamma + \beta Attitude_{i\,2008-09} + \pi EE_{is\,2007-08} + \varepsilon_{is}$$

(3) $$P(EE)_{is\,2008-09} = \alpha + \beta Attitude_{i\,2008-09} + \delta Behavior_{i\,2008-09} + \varepsilon_{is}$$

where the outcome *P(EE)* is the probability of individual *i* earning the Exceeds Expectations incentive in subject *s* in 2007-08 or 2008-09; outcome *Behavior* is the composite reported change in instructional behaviors for individual *i* in 2008-09; α is the mean probability of earning Exceeds Expectations; γ is the mean reported change in instructional behaviors for all individuals in the sample; *Attitude* is the composite score of attitudes towards ProComp for individual *i*; the independent variable *Behavior* is the composite reported change in instructional practices for individual *i* in 2007-08 and 2008-09; the independent variable *EE* is a binary indicator of earning the 2007-08 Exceeds Expectations incentive for individual *i* in subject *s* (an acknowledgement by the district of effective teaching) that takes on a value of 1 for teachers who earned the Exceeds Expectations incentive and a 0 otherwise; and ε is the residual error term.

APPENDIX E: DESCRIPTIVE ANALYSES

Table 2. *Influence of ProComp on reported changes in teacher behavior.*

	%Disagree		%Neutral		%Agree	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
Change the content of what I teach.						
Voluntary	53.8%	66.7%	24.7%	15.1%	18.3%	15.1%
Compulsory	56.3%	54.9%	29.6%	25.4%	7.0%	16.9%
Change the way I teach (e.g., by using different teaching methods).						
Voluntary	41.9%	44.1%	17.2%	17.2%	37.6%	35.5%
Compulsory	53.5%	42.3%	26.8%	23.9%	14.1%	31.0%
Focus my teaching more on raising student achievement.						
Voluntary	34.4%	37.6%	16.1%	15.1%	47.3%	44.1%
Compulsory	35.2%	29.6%	32.4%	19.7%	28.2%	49.3%

Table 3. *Teacher attitudes towards ProComp.*

	%Disagree		%Neutral		%Agree	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
ProComp can motivate participants to improve instructional practices.						
Voluntary	18.3%	22.6%	23.7%	16.1%	54.8%	59.1%
Compulsory	40.8%	18.3%	11.3%	25.4%	45.1%	52.1%
ProComp can ultimately improve student achievement.						
Voluntary	23.7%	28.0%	28.0%	18.3%	45.2%	50.5%
Compulsory	42.3%	25.4%	25.4%	31.0%	29.6%	39.4%
ProComp will help DPS attract and retain qualified teachers.						
Voluntary	37.6%	31.2%	20.4%	22.6%	38.7%	44.1%
Compulsory	52.1%	28.2%	25.4%	39.4%	19.7%	28.2%
ProComp will improve teacher collaboration in DPS.						
Voluntary	34.4%	37.6%	29.0%	19.4%	33.3%	40.9%
Compulsory	50.7%	31.0%	25.4%	38.0%	21.1%	26.8%
ProComp is aligned with the goals of our school district.						
Voluntary	11.8%	7.5%	23.7%	31.2%	61.3%	59.1%
Compulsory	14.1%	8.5%	38.0%	42.3%	45.1%	45.1%
ProComp is aligned with my goals as an educator.						
Voluntary	17.2%	22.6%	14.0%	16.1%	65.6%	58.1%
Compulsory	31.0%	15.5%	28.2%	39.4%	38.0%	40.8%
ProComp is a fair program.						
Voluntary	31.2%	31.2%	19.4%	18.3%	46.2%	48.4%
Compulsory	36.6%	28.2%	35.2%	42.3%	25.4%	25.4%