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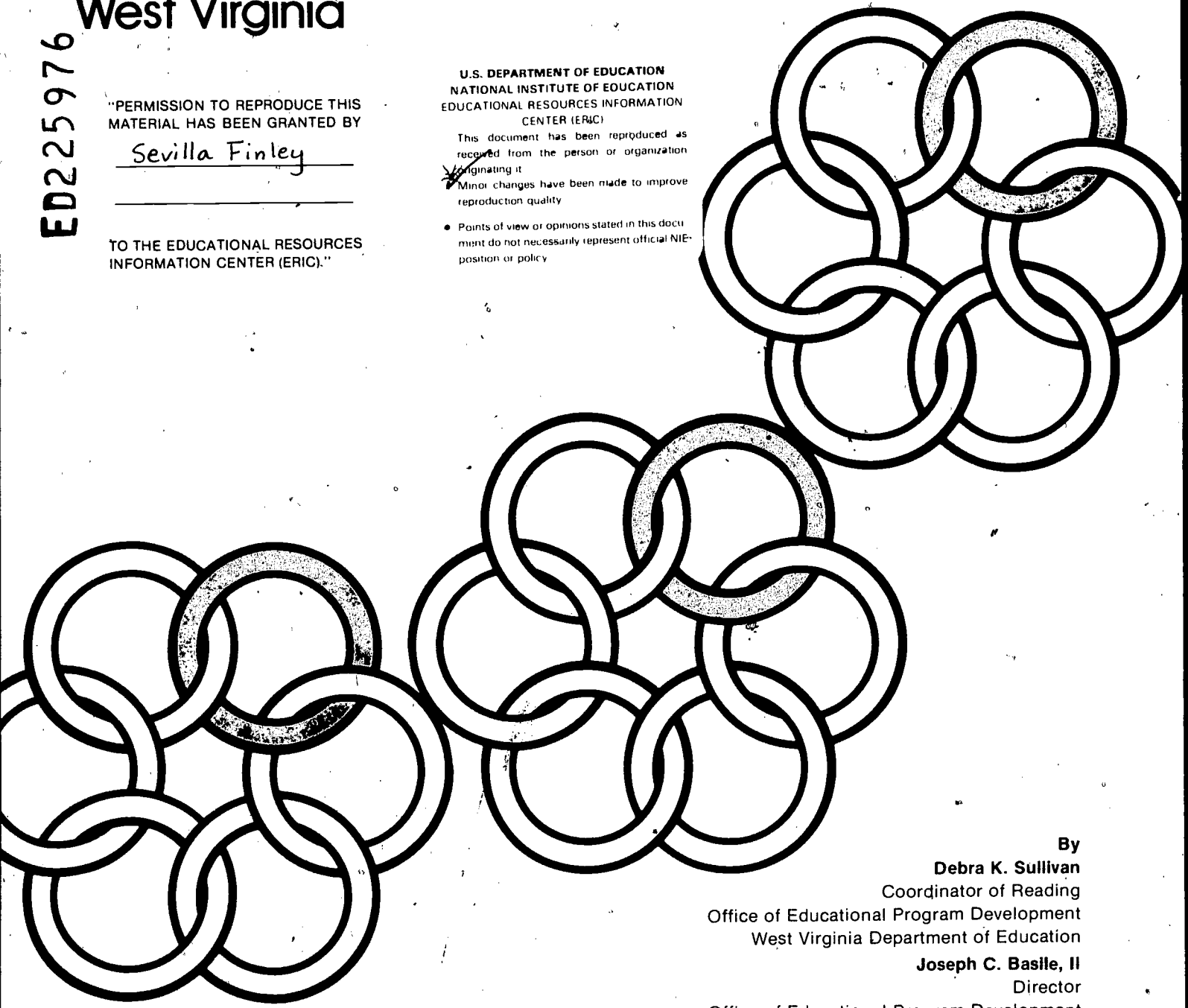
ABSTRACT

The primary objective of the Stallings Classroom Management Staff Development Model is to help teachers change so that they can manage their classrooms more effectively. In this model, classroom observations and specific recommendations for teaching behaviors are made for each teacher, and a series of teacher training sessions helps them to change their behaviors. Classroom observation data are collected at the conclusion of the training sessions, and teachers receive profiles showing results of their efforts at changing. This model uses the Secondary Observation Instrument (SOI), which collects information on the teacher and other classroom data, records information about the classroom environment and participants as in a photo "snapshot," and records the interactions and activities taking place each 5 minutes. In this report, an in-depth overview of the implementation of this model is presented. Included is information on: (1) the data collection process; (2) data analysis and interpretation; (3) teacher training processes; (4) project objectives, rationale, and history; (5) characteristics of the schools involved in the project; (6) demonstration project methods and procedures; and (7) project evaluation. Included in the appendixes are a sample observer survey, comments from project observers, and demonstration project pre/post profile summation forms. (JD)

Implementation of the Stallings Classroom Management Staff Development Demonstration Project in Putnam County, West Virginia



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CHAPTER I
INTRODUCTION

The Putnam County Classroom Management Staff Development Demonstration Project was the result of long term systematic planning and goal-directed program development by personnel within and without the State of West Virginia, who came together from time to time to collaborate on various instructional design, program development, and staff development projects. In retrospect, the Putnam County project represents the uniting of various key actors with the shared intent of designing, developing, implementing, evaluating and reconceptualizing a staff development project that would impact a school district, central office staff, classroom teachers, and students, and provide data-based insights into instruction and learning in general.

During the period 1971 through 1979, individuals representing the University of Houston (competency-based teacher education), University of Texas (research and development in teacher education), SRI International (systematic observation and teacher effects research), MLM Educational Consultant (educational program development and evaluation), and the West Virginia Department of Education (instructional design and competency-based staff development) collaborated on several educational development and research projects. In 1975 personnel representing the West Virginia Department of Education and MLM Educational Consultant collaborated on the development and implementation of a statewide competency-based staff development project in reading which generated cognitive, performance, affective and consequence data from various levels of learners. As a result of earlier efforts, personnel in the West Virginia Department of Education endorsed and agreed to participate in a teacher effects study being initiated in 1979 by the founder and president of the Teaching and Learning Institute

(TALI). This proposed 1979 developer/demonstrator project, which was not funded until 1980, and the evolving collaborative was a spinoff of earlier independent collaborative efforts by previously mentioned key actors and agencies. Then, in 1980 Appalachia Educational Laboratory (AEL) sponsored a conference, "Classroom Management: Improving Basic Skills," in Montgomery, Alabama. Ironically, this conference brought together several "old friends" who had worked together on various projects, and added a county school system superintendent interested in improving instruction in his schools.

Previous to the conference, the founder and president of the Teaching and Learning Institute had informed personnel in the West Virginia Department of Education that the 1979 proposed study had been funded by the National Diffusion Network (NDN). By that time, the West Virginia SEA representative had, in addition to his other responsibilities, assumed the role of Title II Basic Skills Director, affording him the opportunity to apply new resources to meet targeted goals. Thus, the AEL Conference indirectly provided the opportunity for "old friends" to finalize commitments and begin planning in earnest.

The Putnam County Classroom Management Staff Development Demonstration Project was an example of educational decision-makers working in a collaborative mode to benefit initially teachers and ultimately students. Four educational agencies and carefully selected staff at various levels formed a consortia to help teachers help themselves to become more effective. The educational agencies and personnel forming the consortia were: (1) Putnam County Schools (County Superintendent); (2) West Virginia Department of Education (the Director of Educational Program Development and the Coordinator of Reading); (3) Teaching and Learning Institute (President) (4) Appalachia Educational Laboratory (Educational Research and Development Specialist).

Realizing the challenges involved in a far-reaching study of this nature, members of the consortia formulated a written plan that attended to all project phases: design, development, implementation, evaluation and reconceptualization. Enhancing the written commitment and potential for project success was the knowledge that consortia personnel held common beliefs about teaching and learning, respected each other's opinions and had proven track records of sustained, dedicated commitment to the challenge of improving teaching and learning. The capacity and ability of consortia personnel to work together effectively was never in question. Additionally, agencies and personnel involved were willing to commit the necessary resources--human, physical and fiscal--to assure the success of the demonstration project and the resulting collaborative.

The Putnam County Classroom Management Staff Development Demonstration Project was an outgrowth of the teacher effects research and research-based effective teaching practices model developed by Dr. Jane Stallings, formerly associated with SRI, and now president and founder of the Teaching and Learning Institute (TALI) in Mountain View, California. The purpose of this particular staff development model is to increase student achievement through data-based, systematic change in teaching behaviors. In deciding to utilize the Stallings model, demonstration project planners chose to integrate and test the latest, relevant educational research and development (R & D) technology into the demonstration schools and the subsequent training of teachers.

The implementation of the Putnam County Classroom Management Staff Development Demonstration Project and the evolving collaboration, with the various phases in the entire process, are detailed in the following chapters of this report. Appropriate graphics related to the demonstration project and

the resulting collaborative effort, as well as the overall flow of the project, are referenced in the narrative and then provided for the reviewer's perusal in the appendices.

Essentially, the Putnam County Classroom Management Staff Development Demonstration Project is the result of common beliefs, respect for those beliefs and dedication to improving teaching and learning for the benefit of students. The knowledge gained through the implementation and evaluation of this project will be used to develop and disseminate a statewide model for staff development in the areas of classroom and instructional management.

CHAPTER II
THE STALLINGS CLASSROOM MANAGEMENT STAFF DEVELOPMENT MODEL

I. Research Perspectives

Significant new knowledge about the teaching/learning process in public schools has resulted from educational research undertaken in the past 20 years. During the late 1960's and the 1970's, process-product research studies (classroom processes-educational products) identified specific classroom teaching practices and variables related to increased student achievement in low and medium skilled children and youth. The consistency of findings across several investigations has produced steady progress in identifying effective teaching practices.

First, large-scale correlational studies were conducted at the elementary education level (Stallings and Kaskowitz, 1974; Soar and Soar, 1972; McDonald and Elias, 1976; Brophy and Evertson, 1976; and Good and Grouws, 1977) to examine actual classroom teaching practices and to determine these practices influence upon student achievement outcomes. Although these studies varied in several ways, there was sufficient commonality so that data resulting from these studies, most of which were conducted in the basic skills areas, provided relatively dependable knowledge regarding relationships between teacher behaviors and student learning of reading and mathematics in the elementary grades. Two of the most widely known and utilized results of these studies are the concepts of students time-on-task and the direct instruction model (Rosenshine, 1979).

Similar studies were conducted at the secondary education level (Stallings, Needels, and Stayrook, 1979; McConnell, 1977; and Anderson, Evertson, and Brophy, 1978) and generally supported the direct instruc-

tion model of teaching. Furthermore, Stallings (1980) extended and improved the time-on-task concept by dividing it further into interactive instructional activities and non-interactive instructional activities.

Next, a series of field studies, conducted by basically the same teams of researchers, were conducted in order to investigate using the research findings as a basis for designing teachers' inservice training. Conducted in regular classrooms over an extended period of time, the teachers in these studies were practicing ones rather than specially-hired or preservice teachers. Generally, the results of these studies (1) showed statistically significant changes in key teaching behaviors, and (2) favored the trained (i.e., treatment teachers) over the untrained or control teachers in producing student learning gains on standardized achievement tests. Results from these quasi-experiments supported previous correlational outcomes and gave stronger evidence of a possible causal linkage, as opposed to mere association, between classroom variables and student learning.

Several of these researchers (Evertson and Emmer, 1980, 1981; Sanford, Clements, and Emmer, 1981; and Stallings, 1980) are now disseminating and diffusing their research. Different dissemination/diffusion strategies are being used. For example, the University of Texas R & D Center for Teacher Education researchers have produced a series of reports, several training manuals, and a training videotape and have conducted numerous dissemination workshops across the country. Stallings has designed a system of awareness sessions followed by an appreciceship system. Apprentices are trained in both the Stallings coding system and her staff development workshops. After a three week rigorous training system, apprentices return to their home agencies and implement the system for staff development.

Stallings' findings, based on a fourty-four school study (1980), indicate that students make more gains in classrooms where teachers spend more time instructing, discussing homework, providing considerable supportive feedback, and having students read aloud in small groups. In this environment, the teacher is well organized and interacts with students during the entire class period.

Her findings (1980) also indicate that in classrooms where students are not registering achievement gains, a major portion of class time is allocated to silent reading and written assignments, with teachers performing organizational and management activities during the bulk of the class period. A basically noninteractive environment is apparent.

The Stallings research-based staff development model has been implemented by an apprentice in the Cincinnati Public Schools. Although the model was necessarily modified to suit the peculiarities of the school system, it was a close replication of the original process. Ghory and Cash (1981) report these findings:

1. As a total group, sample teachers improved in the recommended direction on 25 of 31 variables related to five project educational priorities.
2. For the total group the degree of teacher improvement was estimated to be statistically significant in the recommended direction on 9 of 31 variables.
3. On the average, teachers with the greatest need showed improvement across all selected variables.
4. Teachers with the greatest need showed statistically significant improvement on 18 of 28 variables.

The research findings of Stallings and Ghory and Cash indicate that this particular staff development model is a successful strategy used to alter urban teacher's performance on key variables related to student achievement. The Putnam County Demonstration Project was designed to determine the model's applicability and success or failure in a rural setting. The Putnam County demonstration project sought to determine if rural teachers' performances on key variables related to student achievement could be altered through the same process.

II. Description of the Stallings Classroom Management Staff Development Model

The primary objective of the Stallings Classroom Management Staff Development Model, based on the need to increase learners' basic skills achievement, is to help teachers change their classroom behavioral processes in order to organize and manage their classrooms more efficiently and more effectively. To this end, classroom observations are performed and specific recommendations for teaching behaviors are made for each teacher based on research findings and systematic classroom observations of each teacher. A series of teacher training sessions is conducted to help teachers try to change their classroom behaviors and to support them in their attempts. Finally, classroom observation data is collected sometime after the conclusion of the teacher training sessions and teachers receive profiles which show the results of their efforts at changing.

The Stallings Classroom Management Staff Development Model follows a distinct sequence of activities related to data collection and teacher training. The essential steps in the coordinated process are as follows:

DATA COLLECTION PROCESS	TEACHER TRAINING PROCESS
recruiting observers	recruiting teachers
training observers	
conducting classroom observations	
processing data by computer	
analyzing and interpreting data	planning sessions based on data
	conducting teacher training sessions
conducting classroom observations	
processing data by computer	
analyzing and interpreting data	planning final session based on data
	conducting final teacher training session

A. Data Collection Process

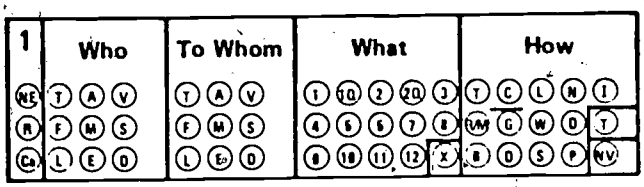
The Secondary Observation Instrument (SOI) is the cornerstone of the data collection process. Developed under a continuing National Institute of Education Grant by Stallings and Margaret Needels during their tenure at SRI, the SOI is a low inference tool designed to collect reliable data on classroom activities and teacher-student interactions. The SOI, a teacher-focus type of observation system, is the most recent instrument developed by Stallings and is based on the earlier, elementary level version. The SOI is recommended for use in all classroom levels and, thus, the secondary in the title should not be taken literally.

The SOI consists of three major parts: Identification and Classroom Information, Classroom Snapshot, and Five-Minute Interactions. Information is recorded in each section related to student grouping, teacher behaviors, and interactions between teachers and students.

The Identification and Classroom Information section located on the front of the SOI provides information necessary for data processing and analysis. In addition to information about the teacher, such as the assigned teacher number, spaces are provided to collect other classroom data: number of students enrolled in the class, grade level(s), length of class period, and number of adults present. Information on the observation itself is also required in this section: name and number of the observer, date of the observation, and the chronological order of booklets used for observations on a specific teacher. The Identification and Classroom Information section sets the stage for data processing and analysis of the completed SOI. This section is coded only once during a class period.

The Classroom Snapshot is a one page form completed five times during each observation session. This Classroom Snapshot records information about the classroom environment and the participants as if they were being photographed at one instant--a "mental Polaroid." Completed immediately before the coding of each Five-Minute Interaction, it records every person's whereabouts and involvement. Essentially, the Snapshot, as it is commonly called, yields data about materials being used, activities occurring, grouping patterns, and involvement of teacher, other adults, and students.

The final part of the SOI is the Five-Minute Interaction (FMI). This component that records two different types of information. First, the chronological order of the particular FMI being coded and the FMI's starting and stopping times are indicated. Second, the interactions and activities in the classroom are recorded with information falling into four columns: who, to whom, what and how. Approximately 300 verbal interactions are recorded per observation session.



The who column contains codes pertaining to a person or a group of persons. These codes are used to identify the initiator of the action.

The to whom column contains the same codes found in the who column. However, in this case, it refers to the person(s) to whom the initiator (the who) is directing a comment or action.

The what column contains the categories of observed statements or behaviors. The codes detail the essence of the comments or actions, such as open-ended questions or commands.

The how column gives information about the action and describes its content or effect. Examples of codes in this column are reading, organization, and behavior.

In completing the SOI, the observer follows this sequence of activities:

1. Complete Identification and Classroom Information Section on cover of SOI prior to start of class period.
2. Divide the class period into five equal segments, noting the starting time for each Snapshot.
3. Complete Snapshots and Five-Minute Interactions during the class period.

A graphic display of this sequence follows.

	CLASS PERIOD									
Complete SOI Booklet Cover	SNAPSHOT #1	FMI #1	SNAPSHOT #2	FMI #2	SNAPSHOT #3	FMI #3	SNAPSHOT #4	FMI #4	SNAPSHOT #5	FMI #5

Data are collected on the SOI for teachers during the same class period on three consecutive days. Therefore, a total of fifteen classroom Snapshots and approximately 900 verbal interactions are recorded.

The observers are trained by Stallings, Needels, or one of their apprentice trainers. Seven full days are devoted to the training including practice in simulated and real-life situations. At the end of that time, observers are "licensed" only if they have met or exceeded an eighty percent reliability level for each separate code.

B. Data Analysis and Interpretation

Once the data has been collected using the SOI, the data collection instruments, printed in booklet form, are forwarded to INTRAN, Inc. in Minneapolis for optical scanning and processing. At the completion of this process, INTRAN sends a computer tape to Stallings for the final step, the computer-generation of teacher profiles.

The teacher profiles generated by the classroom observation data include forty-five teaching variables which, for the purpose of the Putnam County Demonstration Project, may be listed by two grouping schemes. One scheme classifies the variables as being related to interactive instruction, non-interactive instruction, and off-task (Stallings, 1980). The other manner of grouping the variables is by their relationship to instruction, classroom management, and feedback and discipline. Table 1 depicts the complete categorization of the forty-five variables from the computer-produced teacher Classroom Snapshot and Five-Minute Interaction profiles.

Table 1

Stallings Staff Development Model Teaching Variables
(N=45) Listed by Two Major Grouping Schemes

Variables Grouped by Three Classification Types	Variables Grouped by Three Categories
Interactive Instruction Variables (N=28)	**Instruction Variables (N=20)**
F5 Adult to Individual Student F6 Adult to Groups F7 Adult to Class F8 Student Direct Question/Reading F17 Adult Direct Question/Reading F25 Student Response/Reading F43 Student Reading Aloud F45 Adult Instructing Group F48 Adult Instructing Groups/Reading F49 Adult Instructing Everyone/Reading F61 Adult Acknowledgement/Reading F71 Adult Praise/Support F94 All Interactions/Reading F95 All Interactions/Task F99 All Interactions/Positive F108 Student Comments Assignments F120 All Interactions/Class Assignment F136 Adult/Different Student Starts Interaction F137 Different Student/Adult Starts Interaction F138 All Instruction F139 All Supportive Corrections F141 Making Assignments S4 Total Reading Aloud S5 Total Making Assignments S6 Total Instruction S7 Total Discussion S8 Total Practice Drill S11 Total non-Math or Reading Instruction	F8 Student Direct Question/Reading F17 Adult Direct Question/Reading F25 Student Response/Reading F43 Student Reading Aloud F45 Adult Instructing Reading F48 Adult Instructing Groups/Reading F49 Adult Instructing Everyone/Reading F50 Machine Instructing F94 All Interactions/Reading F95 All Interactions/Task F108 Student Comments Assignment F138 All Instruction S3 Total Silent Reading S4 Total Reading Aloud S6 Total Instruction S7 Total Discussion S8 Total Practice Drill S9 Total Written Assignments S10 Total Test Taking S11 Total non-Math or Reading Instruction
Non-Interactive Instruction Variables (N=8)	**Classroom Management Variables (N=17)**
F50 Machine Instruction F91 All Adult Movement F122 Adult Manage Class/No Student S2 Teacher Class Manage/No Students S3 Total Silent Reading S9 Total Written Assignments S10 Total Test Taking S15 Total Classroom Management	F5 Adult to Individual Student F6 Adult to Groups F7 Adult to Class F56 All Social Comments F91 All Adult Movement F120 All Interactions/Class Assignment F122 Adult Manage Class/No Student F135 Adult with Outside Intruder F136 Adult/Different Student Starts Interaction F137 Different Student/Adult Starts Interaction F141 Making Assignments F142 All Intrusions S2 Teacher Class Manage/No Students S5 Total Making Assignments S12 Total Social Intervention S13 Total Student Uninvolved S15 Total Classroom Management
Off-Task Variables (N=9)	**Feedback and Discipline Variables (N=8)**
F56 All Social Comments F96 All Interactions/Behavior F102 All Interactions/Negative F135 Adult with Outside Intruder F140 All Correctives F142 All Intrusions S12 Total Social Interaction S13 Total Student Uninvolved S14 Total Discipline	F61 Adult Acknowledgement/Reading F71 Adult Praise/Support F96 All Interactions/Behavior F99 All Interactions/Positive F102 All Interactions/Negative F139 All Supportive Corrections F140 All Correctives S14 Total Discipline

Examples of the teacher profiles follow. Figure 1 is a sample profile generated by data related to the Snapshot, and Figure 2 is a sample profile generated from data from the Five-Minute Interactions.

BASIC SKILLS TEACHER PROFILE
SNAPSHOT

TEACHER NAME:
TEACHER NUMBER:

% STUDENTS INVOLVED

VARIABLES		STANDARD DEVIATIONS FROM THE MEAN (LESS FREQ. ... MORE FREQ.)	ALL CLASSES	YOUR CLASS
		< 2111111111 1000000000 0 0000000001 1111111112 >		
		< .... >		
		< 0987654321 0987654321 0 1234567890 1234567890 >		
52	TEACHER CLASS MANAGE/NO STUDENTS: PROPORTION OF TIME	X	15.965	13.333
53	TOTAL SILENT READING	X	08.612	00.000
54	TOTAL READING ALOUD	X	09.204	00.000
55	TOTAL MAKING ASSIGNMENTS	X	06.643	07.382
56	TOTAL INSTRUCTION	X	19.792	23.489
57	TOTAL DISCUSSION	X	02.642	28.187
58	TOTAL PRACTICE DRILL	X	01.737	00.000
59	TOTAL WRITTEN ASSIGNMENTS	X	27.193	00.000
510	TOTAL TEST TAKING	X	02.379	12.416
511	TOTAL NON-MATH OR READING INSTRUCTION	X	00.425	00.000
512	TOTAL SOCIAL INTERACTION	X	04.316	12.416
513	TOTAL STUDENT UNINVOLVED	X	05.893	02.684
514	TOTAL DISCIPLINE	X	00.308	00.000
515	TOTAL CLASSROOM MANAGEMENT	X	05.949	05.704

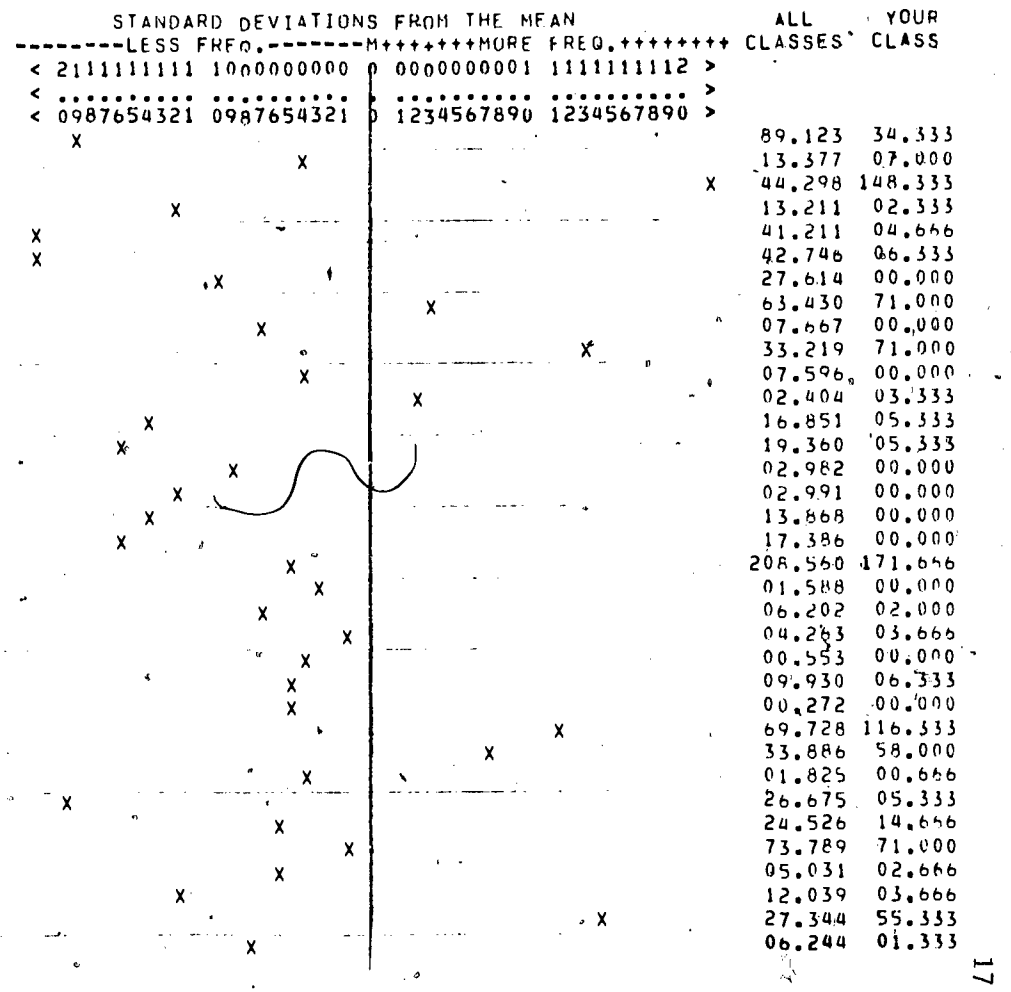
TEACHER ACTIVITY BY GROUP - COUNTS FOR YOUR CLASS

1 SINGLE	S SMALL	L LARGE	S+L SMALL+LARGE	E EVERYONE
2	2	0	2	8

FIGURE 1

BASIC SKILLS TEACHER PROFILE
FIVE MINUTE INTERACTION

TEACHER NAME:
TEACHER NUMBER:



VARIABLES		ALL CLASSES	YOUR CLASS
F5	ADULT TO IND. STUDENT	89.123	34.333
F6	ADULT TO GROUPS	13.377	07.000
F7	ADULT TO CLASS	44.298	148.333
F8	STUDENT DIRECT QUESTION,READING	13.211	02.333
F17	ADULT DIRECT QUESTION,READING	41.211	04.666
F25	STUDENT RESPONSE,READING	42.746	06.333
F43	STUDENT READING ALOUD	27.614	00.000
F45	ADULT INSTRUCTING READING	63.430	71.000
F48	ADULT INSTRUCTING GROUPS/READING	07.667	00.000
F49	ADULT INSTRUCTING EVERYONE/READING	33.219	71.000
F50	MACHINE INSTRUCTING	07.596	00.000
F56	ALL SOCIAL COMMENTS	02.404	03.333
F61	ADULT ACKNOWLEDGEMENT/READING	16.851	05.333
F71	ADULT PRAISE/SUPPORT	19.360	05.333
F73	ADULT CORRECTIVE FEEDBACK/PROBING	02.982	00.000
F75	ADULT FEEDBACK/GUIDANCE	02.991	00.000
F76	ADULT CORRECTIVE FEEDBACK	13.868	00.000
F91	ALL ADULT MOVEMENT	17.386	00.000
F94	ALL INTERACTIONS/READING	208.560	171.666
F95	ALL INTERACTIONS/TASK	01.588	00.000
F96	ALL INTERACTIONS/BEHAVIOR	06.202	02.000
F99	ALL INTERACTIONS/POSITIVE	04.263	03.666
F102	ALL INTERACTIONS/NEGATIVE	00.553	00.000
F108	STUDENT COMMENTS, ASSIGNMENT	09.930	06.333
F110	STUDENT DON'T KNOW,ADULT PROBES	00.272	00.000
F120	ALL INTERACTIONS/CLASS ASSIGNMENT	69.728	116.333
F122	ADULT MANAGE CLASS,NO STUDENT	33.886	58.000
F135	ADULT WITH OUTSIDE INTRUDER	01.825	00.666
F136	ADULT/DIFFERENT STUDENT STARTS INTERACTION	26.675	05.333
F137	DIFFERENT STUDENT/ADULT STARTS INTERACTION	24.526	14.666
F138	ALL INSTRUCTION	73.789	71.000
F139	ALL SUPPORTIVE CORRECTIONS	05.031	02.666
F140	ALL CORRECTIVES	12.039	03.666
F141	MAKING ASSIGNMENTS	27.344	55.333
F142	ALL INTRUSIONS	06.244	01.333

17

FIGURE 2

C. Teacher Training Process

In the Stallings Classroom Management Staff Development Model, a small group of teachers attends a series of five workshops conducted by a Stallings-trained apprentice. Each workshop, while focusing upon a specific topic and content, is implemented in such a way that fosters a supportive, problem-solving environment. The purpose of the small-group approach is to help teachers attempt to alter their own teaching performance based on identified individual needs. Each teacher is provided with a packet of materials to read prior to each workshop.

Workshop 1 sets the framework for the remaining four sessions and puts the entire staff development process within a research context. The Stallings et al. research and findings are explained and discussed. Teachers are then provided with their individual teaching profiles and each variable is explained in detail. Each teacher receives his/her own set of recommendations for behavior change based upon the results of the profile and a comparison to effective teaching behaviors determined through Stallings' research. At the end of the session, teachers select a limited number of teaching behaviors they intend to alter.

Workshop 2 focuses upon student achievement levels, grouping, time allocation, and teaching strategies. Methods to informally assess student reading ability are presented as are methods to develop vocabulary for students achieving at various levels.

In Workshop 3 classroom management is the focal point. Teachers are acquainted with efficient ways to make assignments and to make their expectations clear to students.

Workshop 4 is devoted to behavior management. Techniques for motivating students toward good behavior and achievement are discussed as well as ways to handle behavior problems.

Workshop 5 provides information concerning direct instruction, questioning, and feedback. The need for and importance of supportive corrective feedback is emphasized.

The data collection procedure described earlier is duplicated to collect post-workshop data on teachers involved in the teacher training sessions. This data collection process, and the subsequent data analysis and interpretation, is performed sometime prior to the end of the school year. A final follow-up workshop is then conducted and teachers are able to compare their two profiles to see whether recommendations from the workshops were followed.

CHAPTER III
PUTNAM COUNTY DEMONSTRATION PROJECT

I. Objectives and Rationale

The Putnam County School system was involved in a demonstration project of the Stallings Classroom Management Staff Development Model during the 1980-81 school year. The objectives of the demonstration project were to:

1.0 Install, monitor, evaluate, and reconceptualize a demonstration site in Putnam County for the Stallings Classroom Management Staff Development Model.

2.0 Establish a framework around which a comprehensive instructional improvement program in Putnam County could be expanded.

3.0 Build among Putnam County educators an awareness of, and the need for, the projected comprehensive instructional improvement program.

This demonstration project was preceded by an extensive community-based needs assessment completed in 1979. The resultant 1979 Comprehensive Needs Assessment of Putnam County Schools was presented to and accepted by the Putnam County Board of Education. This extensive needs assessment highlighted the need for a continued emphasis on basic skills instruction in the early childhood, middle childhood, and adolescent years of the educational program.

An examination of student achievement data for the county emphasizes the need for intervention in the school system. The West Virginia State Department of Education (WVDOE) administers a statewide testing system for all students in the third, sixth, ninth, and eleventh grades. The

norm-referenced test used in this assessment is the Comprehensive Tests of Basic Skills (CTBS) Form S. Table 2 presents the results of the lastest administration of the CTBS for grades three and six. Shown are the results, in terms of mean percentile scores, for the nation, West Virginia as a whole, the five counties surrounding Putnam County, and Putnam County.

Inspection of Table 2, at grade three, reveals that out of 14 CTBS subscale scores and their totals, West Virginia students as a whole tied or "beat" Putnam County students a total of nine times. Inspecting grade three in Table 2 in terms of comparing Putnam County students to students in the five surrounding counties is even more revealing. In 52 out of a possible 70 cases of CTBS subscale scores, the five surrounding counties' students "bettered" Putnam County students. Put another way, the Putnam County third grade students "beat" their surrounding county students only 18 out of 70 times on grade three CTBS subscale scores.

Table 2 also presents grade level six results of the administration of the CTBS for the nation, the state, five counties surrounding Putnam County, and Putnam County. This table shows that in every instance of comparing Putnam County students to West Virginia students as a whole on the subscales of the CTBS, the West Virginia students out-performed the Putnam County students. When comparing Putnam County sixth graders in five surrounding counties on the subscale scores of the CTBS, in every possible case the surrounding counties' students tied (a single case) or outperformed Putnam County students.

Table 3 presents student achievement data for grades nine and eleven on the CTBS in a manner much like that presented in the previous table. When comparing the West Virginia students in general to Putnam County

Table 2

Mean Percentile Scores on Comprehensive Tests of Basic Skills, Grades Three and Six, as Reported May, 1981*

Locale	Reading			Language Arts				Mathematics				Total Basic Skills	Science	Social Studies
	Vocabulary	Comprehension	Total Reading	Spelling	Mechanics	Expression	Total Language Arts	Computation	Concepts	Applications	Total Mathematics			
Grade Three														
National	50	50	50	50	50	50	50	50	50	50	50	50	50	50
West Virginia	59	57	59	54	62	57	58	60	55	49	55	57	57	60
Cabell Co.	61	57	60	56	67	60	61	63	59	52	58	59	60	61
Jackson Co.	65	60	63	62	63	60	62	59	57	52	56	60	62	61
Kanawha Co.	65	61	64	59	68	62	63	64	58	50	58	62	62	66
Mason Co.	60	55	57	53	64	57	58	59	57	50	55	56	57	59
Wayne Co.	60	56	58	53	64	59	59	60	54	50	55	57	56	58
Putnam Co.	63	57	60	53	62	61	58	55	52	47	50	55	59	61
Grade Six														
National	50	50	50	50	50	50	50	50	50	50	50	50	50	50
West Virginia	56	57	56	55	58	59	58	59	51	49	54	55	57	57
Cabell Co.	59	60	60	59	58	63	62	60	55	50	56	59	62	61
Jackson Co.	62	67	65	59	62	67	65	66	55	52	58	63	65	65
Kanawha Co.	63	62	62	56	61	63	61	65	52	51	57	60	61	62
Mason Co.	55	59	57	58	59	62	61	62	51	48	54	57	56	58
Wayne Co.	57	57	57	52	63	60	59	62	51	53	56	57	57	56
Putnam Co.	55	52	53	48	50	55	51	52	41	39	44	48	53	53

Source: Charleston Daily Mail, Wednesday, May 20, 1981, pg. 5F.

Table 3

Mean Percentile Scores on Comprehensive Tests of Basic Skills,
Grades Nine and Eleven, as Reported May, 1981

Locale	Reading			Language Arts				Mathematics				Total Basic Skills	Science	Social Studies
	Vocabulary	Comprehension	Total Reading	Spelling	Mechanics	Expression	Total Language Arts	Computation	Concepts	Applications	Total Mathematics			
Grade Nine														
National	50	50	50	50	50	50	50	50	50	50	50	50	50	50
West Virginia	50	54	53	54	55	56	55	62	47	49	49	50	54	54
Cabell Co.	54	58	57	56	57	61	59	53	50	51	51	54	59	57
Jackson Co.	52	58	56	56	54	59	57	58	54	54	55	54	56	55
Kanawha Co.	57	60	60	59	59	62	61	59	54	55	56	57	59	60
Mason Co.	46	54	51	52	59	54	54	55	47	51	52	50	54	51
Wayne Co.	52	55	54	54	56	57	56	55	49	51	52	52	55	57
Putnam Co.	47	49	48	46	45	53	48	47	44	45	45	45	50	49
Grade Eleven														
National	50	50	50	50	50	50	50	50	50	50	50	50	50	50
West Virginia	47	51	49	49	54	53	52	49	47	48	46	46	52	52
Cabell Co.	57	59	59	57	59	61	60	54	50	52	51	54	58	59
Jackson Co.	50	53	52	48	56	55	52	47	42	48	44	47	52	49
Kanawha Co.	51	55	53	52	54	58	55	54	51	52	51	51	56	58
Mason Co.	41	45	43	45	53	48	47	47	46	50	45	43	54	51
Wayne Co.	47	51	49	47	55	50	49	49	44	47	45	45	48	51
Putnam Co.	50	50	51	46	55	56	52	44	45	47	42	45	53	50

ce: West Virginia State-County Testing Program

students at the ninth grade level, in every single case the West Virginia students had higher mean percentile scores on the 14 reported CTBS scores. County-level analysis is even more revealing. Table 3 shows that, in every possible cell of comparing CTBS scores between the five surrounding counties' students to Putnam County Students, the Putnam County students were outperformed.

Student achievement data does not get much better at the eleventh grade level as shown in Table 3. Again on the 14 CTBS subscale scores, West Virginia students as a whole either tie or "beat" Putnam County Schools a total of nine times. When looking at Table 3 in terms of comparing scores from students in five surrounding counties to Putnam County students on CTBS, it is revealed that in 49 out of 70 possible cases, the five surrounding counties' students bettered the Putnam County students.

Although student achievement scores on a norm-referenced test cannot be considered an accurate reflection of students' knowledge, they do give some indication of the degree to which programs are effective. The superintendent and the Putnam County School Board were not satisfied that "all was right" in the county's educational program.

It is not enough, however, to realize that a problem exists. A specific plan must be developed and implemented which addresses the problem and leads toward an amelioration of it. After considering various strategies, the Superintendent of Putnam County Schools, with the support of the Putnam County School Board, decided to implement and test the Stallings Classroom Management Staff Development Model in a select number of schools in the county, involving a select group of teachers.

II. Demonstration Project History

The Putnam County Classroom Management Staff Development Demonstration Project sprang from the shared commitment of key project personnel to study and learn more about the teaching and learning process, and subsequently to apply this knowledge to increase student achievement. Dr. Joseph C. Basile, II, Director of the Office of Educational Program Development, and Mr. Kenneth Higginbotham, Superintendent of Putnam County Schools, were sponsored to the 1980 series of Regional Exchange (Rx) workshops conducted by Appalachia Educational Laboratory (AEL), with the initial contact having been made by Dr. Merrill L. Meehan, Education Research and Development Specialist and the AEL state consultant to West Virginia. At the first awareness workshop, Stallings presented her model for improving basic skills instruction. Prior to this, the West Virginia Department of Education, through Basile and Dr. Nicholas Hobar, at that time the Director of the Division of Professional Development Systems, had endorsed the Stallings project in 1979 in a support letter included in Stallings' application to the National Diffusion Network (NDN) to become a developer/ demonstrator.

Because of the initial interest generated by the first AEL-Rx workshop, an in-depth follow-up workshop was scheduled and was attended by Basile, Higginbotham, and Meehan. At this time, Higginbotham took the lead in organizing overtime sessions with various key actors relating to involving the Stallings Classroom Management Staff Development project in his schools. As a result of these meetings, the staff development project was begun in Putnam County as a demonstration project.

In order to implement the project in Putnam County, the West Virginia Department of Education funded the training of an apprentice by

Stallings in November 1980. The apprentice-candidate was chosen directly from the staff under Basile's direction. The Stallings-trained "apprentice," Ms. Debra Sullivan, was then "loaned" to Putnam County Schools in order to implement the National Diffusion Network (NDN) demonstration project.

A graphic display of the processes and procedures illustrating the Putnam County Classroom Management Staff Development Demonstration Project is included in Appendix A. A calendar of events detailing the chronology of the project is included in Appendix B.

III. Description of the Demonstration Site

Putnam County is situated in the west-central part of West Virginia. Winfield, the county seat, is located near the Kanawha River, approximately 25 miles northwest of Charleston, the State Capital. The general terrain of the county is hilly except for the broad lowlands of the Kanawha Valley and the rolling land of Teays Valley. According to the 1980 census, 38,181 persons live in Putnam County. This number reflects a 38.2 percent increase in population since the 1970 census was taken. A ten year population prediction projects 56,324 persons in 1990 or a 47.5 percent increase over the 1980 total.

There are fifteen elementary schools, four middle schools, four high schools, and one vocational technical school in Putnam County serving a population of 8,261 students (1980-81 figures). Four hundred and sixty-four teachers and thirty-four principals and assistant principals were employed by the school system during the 1980-81 school year.

Two secondary schools were selected to be sites for the demonstration project. Buffalo High School, housing 356 students and a faculty including four full- and part-time language arts teachers (1980-81

figures), is the smallest secondary school in the county. It is located in a very rural area and, according to school records, draws its student group from a low to middle SES citizenry. Hurricane High School is the largest (923 students) secondary school in the county, supporting a language arts faculty of seven teachers (1980-81 figures). School records for Hurricane High School, which is located near a major interstate highway and is situated approximately half way between the two largest cities in the State, indicate that the student population has a middle to high SES.

A map of Putnam County is included as Figure 3. The names and locations of all schools in the county are included on the map, with the schools involved in the demonstration project being designated by asterisks.

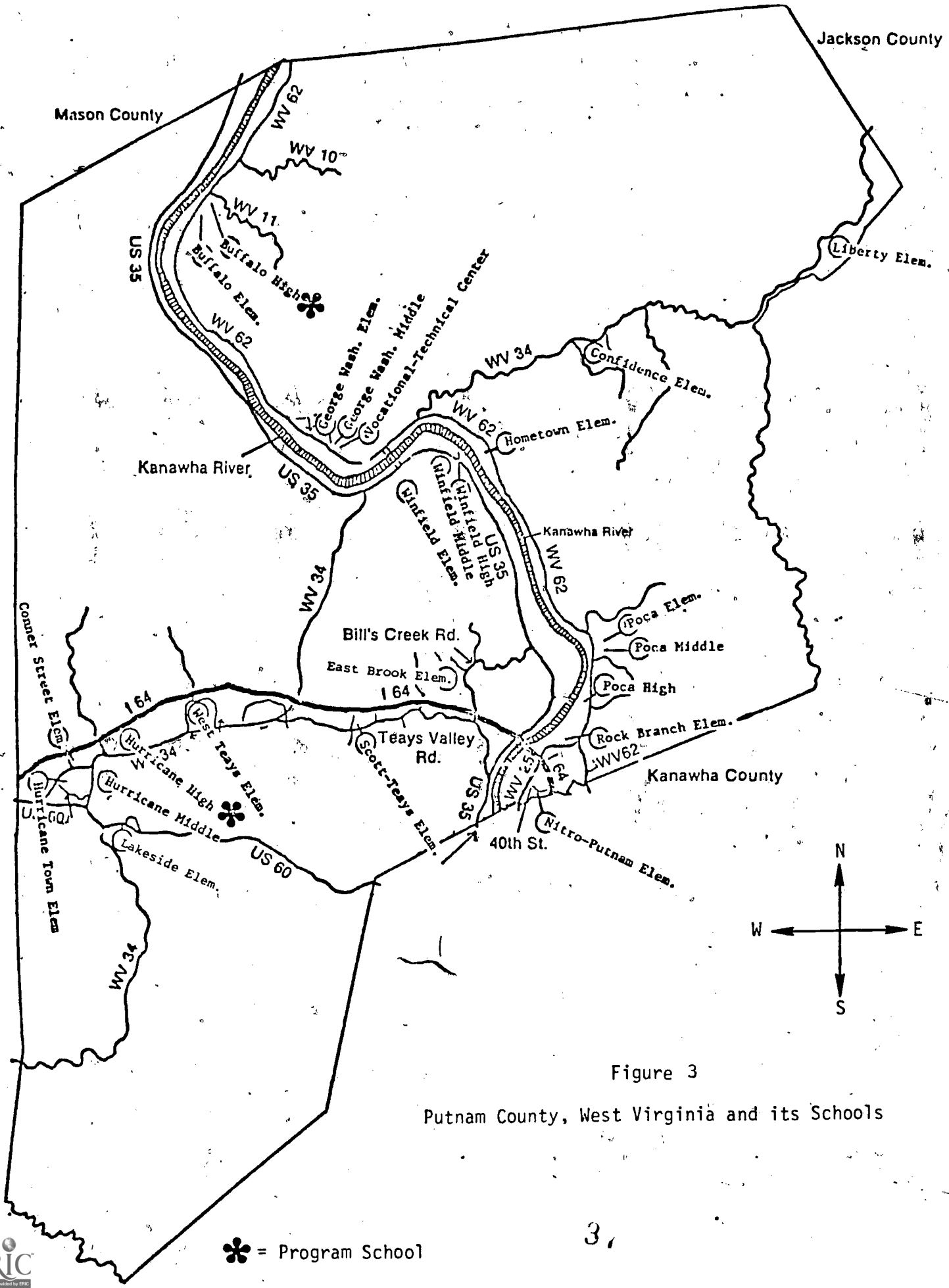


Figure 3

Putnam County, West Virginia and its Schools

✽ = Program School

IV. Methods and Procedures in Demonstration Project

A. Demonstration Project Awareness Meeting

A project awareness meeting was held on January 14, 1981, at the Putnam County Schools central office in Winfield. The purpose of the awareness meeting was to acquaint the participants in the demonstration project with one another and with the scope of the Putnam County Classroom Management Staff Development Demonstration Project. The roles various individuals would play in the project were discussed as well as the project's position in the total Putnam County Comprehensive Education Plan. Kenneth Higginbotham, Superintendent of Putnam County Schools; Joseph C. Basile, II, Director, Office of Educational Program Development, West Virginia Department of Education; and Debra Sullivan, Reading Coordinator, West Virginia Department of Education, each spoke to the group, relating their perceptions of the roles in the project. Attending the meeting were the six observer trainees; the eleven language arts teachers from Buffalo and Hurricane High Schools; Kenneth Rucker, Director of Adolescent Curriculum for Putnam County Schools; and James Melton, principal of Buffalo High School.

The Superintendent of Putnam County Schools addressed the group and explained his concept of a comprehension instructional improvement progam for the county. Such a plan would have three discrete but interrelated components: curriculum alignment and articulation, classroom and school management, and student assessment. He indicated that while the county school system had many factors in its favor (e.g., well-paid teachers, large number of teachers with degrees beyond the Bachelor's level, a booming population) that these were offset by relatively low student achievement scores and feedback from a number of Putnam County-educated

students who had dropped out of college, citing their perceived inability to compete academically with other students. He told the teachers that their schools had been selected by him to participate in the demonstration project because he wanted to determine the effects of the project in two very different settings.

The Director of the Office of Educational Program Development (WVDOE) presented the State perspective and informed the group where this demonstration fit within the scope of the statewide educational system. He stated that the project would perhaps be a model other counties could use in developing their own instructional improvement programs.

The Reading Coordinator (WVDOE), who would train observers and teachers, spoke of the project as being a time to learn; both from the successes and failures that would occur. In addition, she collected personal information on the teachers and observers at this time, using a simple survey form.

B. Data Collection: Pre-intervention

The Secondary Observation Instrument (SOI), was administered at the start of the project (pre-intervention) and again at its conclusion (post-intervention). Teacher training sessions (i.e., the intervention) were structured around SOI-generated individual teacher profiles and teacher effects/classroom management research findings.

1. Selection of Observers

In December 1980, the superintendent appointed a committee for the purpose of choosing persons who would be involved in collecting classroom observation data for the project. This observer selection committee was comprised of the director of adolescent education for the county, the principal and two teacher representatives from each high school involved

in the project. The teacher representatives were from the language-arts department and would, therefore, be involved in the subsequent teacher training sessions and data collection process.

Although Stallings primarily used trained graduate students to collect classroom observation data in her projects, the superintendent directed the committee to make its selections from the county's substitute teacher list. This course was chosen because it was felt that the Putnam County teachers involved in the project would:

1. feel more comfortable with peers (i.e., teachers) collecting data in their classrooms;
2. feel more comfortable with the data collection process if they knew and chose the observers; and
3. feel more committed to the project if they had a voice in selecting observer trainees.

The committee adopted the following criteria for the selection of observers from the substitute teacher list:

general intelligence
professionalism
experience
academic major
stability in the community

Based upon the number of teachers from each high school who would be involved in the project, the committee recommended that two observers be chosen for Buffalo High School (BHS) and that four observers be selected for Hurricane High School (HHS).

The following observer trainees were selected:

Janice Sayre (BHS)
Lela Johnson (BHS)
Helen Blankenship (HHS)
Jean Keadle (HHS)
Glenn Christian (HHS)
Lillian Roach (HHS)

A brief self-reporting survey was used in the project to collect background data on the observers. The majority (5) of the observers held Bachelor's Degrees in Education, with the most experienced observer holding a Master's Degree plus fifty-three hours. Five of the six observers were females and the extent of teaching experience ranged from two years as a substitute teacher to forty-one years as a teacher and counselor. All of the observers' primary experience had been at the adolescent education level. A copy of the results of the survey are included in Appendix C.

2. Observer Training

The observer training was conducted by Dr. Jane Stallings, Teaching and Learning Institute, Mountain View, California, and Debra Sullivan, West Virginia Department of Education. The group met at Winfield High School Cultural Center from 8:30 a.m. to 4:00 p.m. daily for seven working days between January 19 and January 27, 1981. Trainees were paid full-day substitute rates based on the county formula.

On the first day of the workshop, participants were greeted by the Superintendent of Putnam County Schools, and the Director of Educational Program Development, West Virginia Department of Education, each of whom made opening remarks detailing the scope of the Putnam County Classroom Management Staff Development Demonstration Project and the crucial role the observers would play throughout the project. The County Director for Adolescent Curriculum was present also.

In an effort to model certain teacher behaviors, the workshop leaders used teaching strategies which utilized the various learning modalities. Furthermore, throughout the training, observer trainees received continuous oral and written feedback on their progress.

The observer training sessions included four actual classroom practice observation periods by each observer trainee. The observations were conducted at Winfield High School, using three volunteer language arts teachers as the subjects, with trainees being paired in a daily rotation. This pairing and rotating facilitated the trainees' learning by providing them with opportunities to have real life observation experiences, to discuss codes in light of what they experienced in the classroom, and to compare their codes with another trainee who witnessed the identical classroom situation. The West Virginia trainer accompanied trainee pairs to check on their progress and reliability. After each classroom practice session, she met with the trainee pairs to discuss their observations and to do reliability counts and comparisons on each code.

During the final session, the observer trainees were evaluated. This evaluation was accomplished in several ways:

1) a written exam, covering the meanings of the various codes, coding of common interactions, completion of several "snapshots" from the observation booklet, and determining/ completing simple incomplete interactions
2) an intrarater reliability check, based on coding videotape sequences and oral vignettes
3) an interrater reliability check between partners based on that day's practice classroom observation, including completion of the classroom log

Each trainee was expected to exhibit an eighty percent intrarater and interrater reliability rating for the codes. The ratings for the six trained observers ranged from eighty-one to ninety-seven percent, with an average of ninety-one percent.

Observers provided both informal and written feedback about the sessions. Although the trainees' comments were quite favorable about the training sessions, one area surfaced consistently as being a problem; namely, the quality of the videotapes used in the sessions. The videotapes were second generation copies of Stallings' tapes and the auditory quality of the copies was poor. A complete copy of each observer's comments concerning the training sessions is included in Appendix D.

3. Pre-intervention Classroom Observations

Before leaving the final observer training session, the observers were given their classroom observation assignments in their respective high schools and the materials needed to complete the observations. Once again, the observers were paid substitute rates for their involvement. The teachers involved were informed that classroom observations would be conducted on February 2, 3 and 4, 1981.

Each observer coded two or three of the teachers involved in the study per day, one class period per teacher, over the three day data collection period. Following data collection on the first and third days, the observers met with Sullivan, the observation trainer, to "clean up" the observation booklets (e.g., deleting stray marks). These informal meetings also served as a check on the coders' reliability in that the trainer scanned the booklets, looking for complete interaction sequences and proper use of the various codes.

The data collection materials were boxed for mailing to INTRAN, Inc. in Minneapolis, Minnesota, where they were computer scanned. Following this process, INTRAN forwarded the materials to Stallings for the final computer operation, generation of teacher profiles. The turn-around time for sending the classroom observation materials and receiving the teacher profiles was 30 calendar days.

C. Teacher Training Sessions

A series of five teacher training sessions (i.e., the intervention) was conducted by Sullivan, teacher trainer, following the Stallings' model. The sessions were held weekly at Winfield High School Cultural Center for two and one-half hours per session. Teachers from the schools met in separate sessions, with the four Buffalo High School teachers being scheduled in the morning and the seven Hurricane High School teachers meeting in the afternoon. Because the sessions were held during class time, the teachers involved were granted release time and their classes were covered by substitute teachers. It is interesting to note here that many of the project trained observers served as substitutes during the teacher training sessions. After the first teacher training session, teachers completed a Teacher Responsibility for Student Achievement Questionnaire (see companion document on evaluation of the project).

The structure of the teacher training sessions facilitated the building of a support system among teachers present. This was accomplished through group sharing of ideas, successes, and failures related to teaching and learning. The session leader guided the teachers through certain processes and content, but called upon the teacher participants to focus upon certain teaching variables weekly and to attempt to implement associated teaching behaviors in the direction of research findings. At the beginning of each session, they reported back to the group, explaining what they had attempted to do during the preceding week, and mentioning the problems, insights, successes, and failures they experienced as a result. The teacher trainer visited with some of the teachers at various times during the course of the training session, coming at the teachers' invitations.

D. Data Collection: Post-intervention

Prior to the end of the school term, a short "refresher" course was conducted for the observers. The purpose of the one day session on May 6, 1981, was to overcome "coder drift", any movement away from correct completion of the observation instrument. Observers' knowledge about the codes, their speed and accuracy, and their reliabilities were verified by the observer trainer. Five observers attended the session, one having withdrawn from the project for personal reasons. At the end of the session, observers received their data collection materials and post-intervention classroom observation schedules.

Follow-up data was collected using the SOI on May 11, 12, and 13, 1981. Once again, observers "cleaned up" their booklets, three per teacher, and the trainer scanned their booklets for internal reliability. Observation materials were mailed to INTRAN for scanning and were forwarded to Stallings for generation of teacher profiles, with turn-around time being 18 calendar days.

E. Teacher Training Follow-up Sessions

The teacher trainer met individually with teachers at their schools on June 3 and 4, 1981. At this time, teachers were given their post-intervention teacher profiles. The profiles were organized in such a way that teachers could compare their pre- and post-intervention teaching behaviors. (See sample profile summation forms, Appendix E.) Teachers were given a second Teacher Responsibility for Student Achievement Questionnaire, to be used as a post-intervention evaluation instrument.

V. Project Evaluation

A. Outside Evaluation

At the request of the county superintendent, an outside evaluator,

Dr. Merrill L. Meehan, Educational Research and Development Specialist from the Appalachia Educational Laboratory, evaluated the demonstration project. This evaluation utilized both process and product evaluation methods. Process evaluation focused on the evaluative comments made by teachers during taped interviews upon completion of the demonstration project; open-ended interviews conducted with the two building principals, the superintendent of schools, and the trainer; teachers' concerns about the project, and teachers' expressed feelings/reactions as the demonstration project unfolded. Product evaluation focused on ratings of the teachers' Levels of Use (Hall and Loucks, 1976) of the project; teachers' pre-post-intervention changes in the "correct" implementation of specific classroom teaching behaviors; and teachers' pre- post-intervention changes in their perceived responsibility for student achievement in the classroom. The results of this evaluation may be found in the companion document on the evaluation of the project.

B. Final Project Meeting

A final project meeting was held on June 8, 1981, with Higginbotham, Superintendent; Basile, West Virginia Department of Education; Sullivan, West Virginia Department of Education; and teachers involved in the demonstration project. The purpose of the meeting was to provide the teachers with the opportunity to voice their reactions, opinions, and recommendations with regard to the continuation and expansion of the project. In addition to participating in small group discussions, teachers completed a written reaction survey which was designed to gather information relative to their feelings/perceptions as the project unfolded.

VI. Reconceptualization

Reconceptualization has been an integral part of the demonstration project since the beginning, with the results of the evaluation component to be integrated into decisions regarding the expansion and revision of the project. Since the final project meeting on June 8, 1981, biweekly meetings have been held biweekly for key actors in the demonstration project. The purpose of the meetings, attended by Higginbotham, Basile, Meehan, and Sullivan, has been threefold:

1.0 To consider the degree of success of the project based upon the results of the project evaluation and to share these results statewide and with a broader national audience.

2.0 To design and implement an expanded classroom and instructional management component of the Putnam County Comprehensive Instructional Improvement Program, based on recommendations made in the project evaluation and others suggested by the project management team.

3.0 To design and implement the overall Putnam County Comprehensive Instructional Improvement Program as it relates to curriculum alignment and articulation, classroom and school management, and student assessment.

At this time, in the area of classroom and instructional management, plans are being made to expand the staff development process to include teachers from nine elementary, middle, and secondary Putnam County Schools. Promotional materials are being prepared in readiness for

teacher awareness meetings which will be held in late October and early November 1981. Plans are underway to conduct observer retraining sessions and to collect classroom observation data in November 1981, with teacher training sessions to be started in December 1981.

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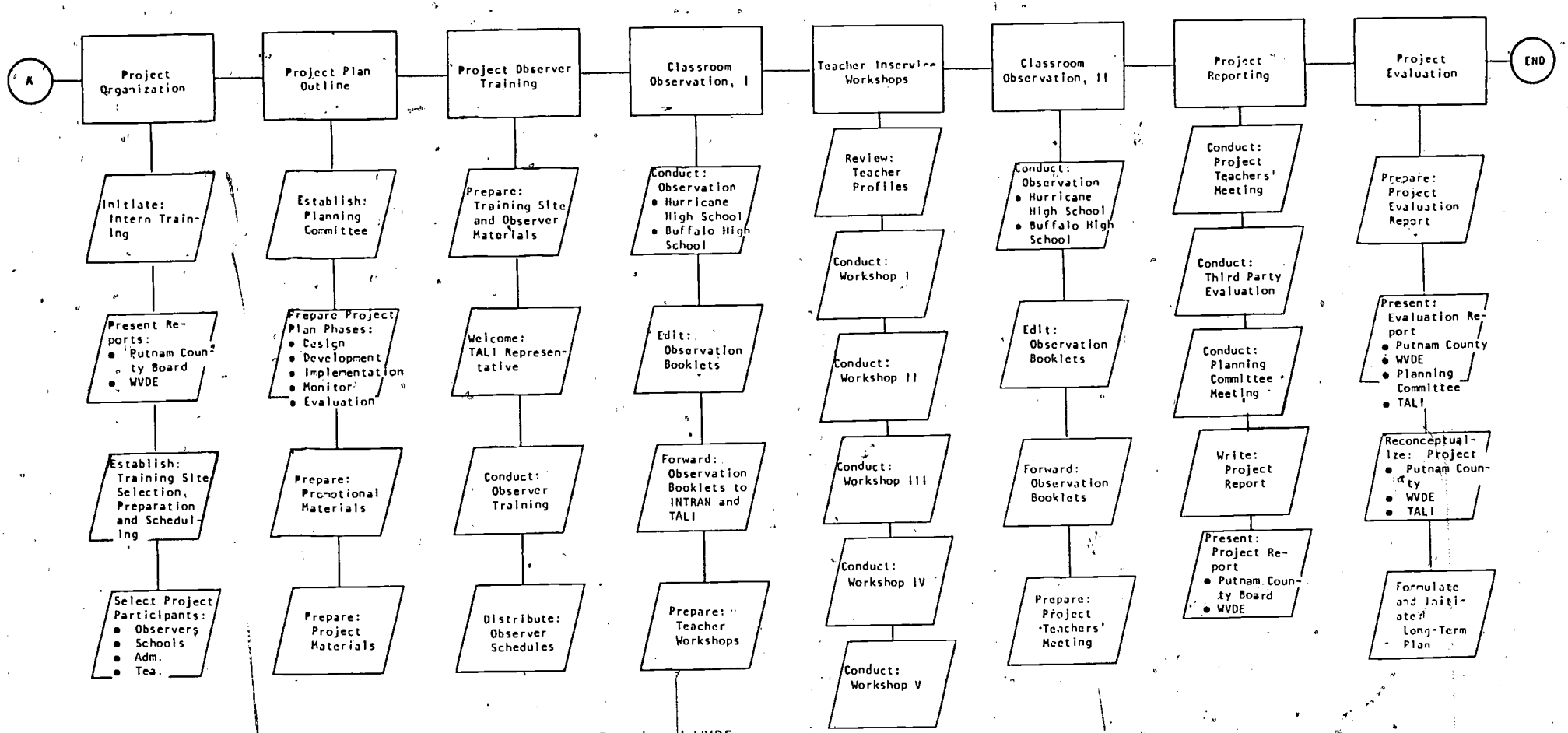
APPENDIX A

Graphic

Putnam County Demonstration Project

PUTNAM COUNTY

STALLINGS DEMONSTRATION PROJECT



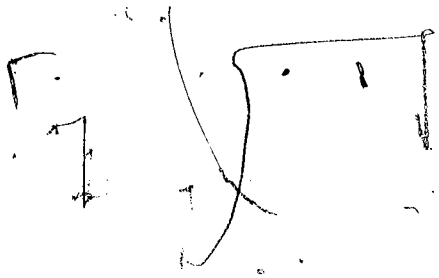
Note: Schedule of Progress Reports to Putnam County Board and WVDE.

BEGIN — PROJECT TIMELINE — END

APPENDIX B

Demonstration Project

Calendar of Events



CALENDAR OF EVENTS

Putnam County Classroom Management
Staff Development Demonstration Project

1979	West Virginia Department of Education endorsement of Stallings project
Summer 1980	Appalachia Educational Laboratory Rx Workshops
November 10-26, 1980	Apprentice training at TALI
December 1980	Observer trainee selection process
January 14, 1981	Project awareness meeting with administrators, teachers and observers
January 19-27, 1981	Observer training sessions
February 2-4, 1981	Classroom observations
February 5, 1981	Classroom observation data sent to INTRAN, Inc. for-processing
February 26, 1981	Teacher trainer visit to demonstration sites
March 3, 1981	Superintendent's decision to seek outside evaluation
March 9, 1981	Receipt of teacher profiles
March 11, 1981	Teacher training workshop #1
March 16, 1981	Teacher trainer visit to demonstration sites
March 19, 1981	Teacher training workshop #2
March 31, 1981	Teacher trainer visit to demonstration sites
April 1, 1981	Teacher training workshop #3
April 8, 1981	Teacher training workshop #4
April 9, 1981	Teacher trainer visit to demonstration sites
April 22, 1981	Teacher training workshop #5
May 6, 1981	Observer retraining session
May 11-13, 1981	Classroom observations
May 13, 1981	Classroom observation data sent to INTRAN, Inc.
May 27-28, 1981	Outside evaluator conducts interviews

June 1, 1981	Receipt of teacher profiles
June 3-4, 1981	Teacher training workshops to review final profiles
June 8, 1981	Final project meeting with teachers involved in project
June 1981 - present	Biweekly Putnam County Comprehensive Instructional Improvement Program on-site management team meetings

APPENDIX C

1. Demonstration Project Observer Survey

2. Compilation of Results of Demonstration Project Observer Survey

OBSERVER SURVEY

Grade levels taught _____

Subject areas taught _____

Number of years experience as a teacher _____

Highest degree attained _____

1. On what basis do you feel that observers should be selected? _____

2. Do you feel that observers should be: (check one)
   _____ volunteers
   _____ selected by teachers involved in the study
   _____ selected by administrators
   _____ selected by SEA

3. How do you feel that the fact that observers are volunteers might affect their participation in this program? _____

4. How do you feel that the fact that observers are paid might affect their participation in this program? _____

5. How do you think your teaching style will be affected by your participation in this program? _____

6. How do you think the ways in which you work with other teachers will be affected by your participation in this program? _____

7. What did you like most about the observer training sessions? _____

8. What did you like least about the observer training sessions? _____

OBSERVER SURVEY

Grade levels taught

- 7-12 (3)
- 9-12 (1)
- 6 and 8 (1)

Subject areas taught

- English (3)
- Social Studies (1)
- Band (1)
- American Studies (1)
- Biology (1)
- Math (2)
- Typing (1)
- Science (1)
- Latin (1)
- Guidance Counselor (1)
- Business Education (1)
- Library Science (1)

Number of years experience as a teacher

- 3 (2)
- Substitute - 2 years (1)
- 41 (1)
- 4 + 10 years as substitute (1)

Highest degree attained

- B.S. (3)
- B.A. (1)
- M.A. + 53 hours (1)

1. On what basis do you feel that observers should be selected?
   - Should be teachers (1)
   - According to teaching field (1)
   - Experience in classroom (3)
   - Personal qualities (e.g., good judgment) (1)
   - Characteristics they exhibited as teachers (1)
   - Belief in the program (1)

2. Do you feel that observers should be: (check one)
   (0) volunteers
   (4) selected by teachers involved in the study
   (1) selected by administrators
   (0) selected by SEA

3. How do you feel that the fact that observers are volunteers might affect their participation in this program?
   - May not be as concerned with accuracy
   - May not realize importance of task
   - Dedication to doing a good job might not be as great, unless they are really very interested in project
   - Volunteers would definitely be interested before participating
   - Not sure this would make any difference
   - Volunteers may not take program as seriously as paid observers

4. How do you feel that the fact that observers are paid might affect their participation in this program?
   - When pay is received, observers would feel that they were doing a job that requires skill and that they are accountable for the results.
   - They would have a greater incentive to do a good job and to continue with the project.
   - It is a lot of work - I'm not sure how motivated one would be without some end results. Volunteers would have to be very interested in education improvement.
   - I do not know that it would affect participation other than the fact that some might not be able to take part without some pay.
   - Paid observers would take the program seriously and try to be accurate and fair.

5. How do you think your teaching style will be affected by your participation in this program?
   - It is impossible to participate in the program without absorbing the ways a teacher can become better at his/her job.
   - As a substitute, I have already stopped wasting so much time in non-task duties and have changed my attitude toward some of the students.
   - I have been made aware of the necessity to encourage students.
   - No answer - I am retired.
   - This program will greatly improve my teaching style. I will waste less time and will have more student participation.

6. How do you think the ways in which you work with other teachers will be affected by your participation in this program?
   - Get along with others, be more tactful, learn to collaborate with others.
   - Other teachers have ideas that are valuable, and I know that by asking I can gain ideas to use.
   - I have become aware of the importance of teachers communicating with each other.
   - I have a feeling that some teachers resent "observation."
   - I think I will understand other methods of teachers better than I did before my observations.

7. What did you like most about the observer training session?
   - practice in classrooms
   - informal, well-organized, packed with good information
   - opportunity to work with others in project and to be in the classroom as an observer (2)
   - similarity to classroom situations (I always have liked school.)

8. What did you like least about the observer training sessions?
   - coding videotapes (3) - necessary but tedious
   - nothing - it was all good
   - length of the day

APPENDIX D

Demonstration Project Observers' Comments:

Observation Training Sessions

M E M O R A N D U M

TO: Debra Sullivan

FROM: Lela Johnson

SUBJECT: Secondary Observation System Training Program

INSTRUCTORS: Jane Stallings, Debra Sullivan

Because the Secondary Observation System Training Program is a key factor in the Comprehensive Educational Development Program in Putnam County, it necessarily must be thorough and effective. The data used to implement the program must be as accurate as possible; therefore, the observers or data collectors must have a training program to allow for individual learning differences and yet get the material across in a limited amount of time.

I was initially involved in the program when Mr. Melton, principal of Buffalo High School, spoke to me briefly and asked if I would be interested. Because he took the time to speak to me personally and let me know it was a project of importance and something that he felt I should seriously consider, my interest was aroused and I decided to participate. During the first meeting held at the Board Office, I became convinced that the project was worthwhile and that my choice to participate had been the right one.

Since the training program was to last only seven days, the codes had to be learned before coming to the first session. Everyone came prepared allowing us to get down to business immediately. We were very fortunate to have two very competent instructors, who not only taught us the difficult observation system, but also taught us to be better teachers. The program was difficult and involved a mastery of the coding system, being able to judge which codes to use in each different situation, and accomplishing all this with quickness and accuracy. Our teachers were very effective and gave us a number of different experiences using a variety of teaching techniques. We not only had practice in our class using video tapes and written vignettes, but we were given four English classes to code. It must also be noted that when Jane Stallings had to leave, Debra Sullivan took over alone with confidence and professionalism. We were drilled, guided, taught, and tested with purpose and constant positive reinforcement.

I feel that the training program is thorough and adaptable to the needs of each individual learner. I would suggest that some different video tapes be used--perhaps to be made by the county or state education departments. In my own particular case, I would have benefited from several more practice sessions in actual classrooms. Aside from these few suggestions, the training program, in my estimation, is all that it should be.

The entire project has taken on a new significance for me in a very short period of time. In seven days I feel that I have learned as much about being a good teacher as I have about the coding system. The implications for our county are beneficial and important to students and educators alike. After being exposed to the dedication of Ken Higginbotham, Joe Basile, Jane Stallings, and Debra Sullivan, it would be very difficult to avoid viewing the project with enthusiasm and hope.

cc: Kenneth Higginbotham

The observer training session that I just completed was one of the most educational experiences I believe I could have ever had. Truly, the things I learned about teaching, and how to better manage classroom time was indeed helpful, and I just want to say "thank you" for being allowed to participate in the program. Altogether I felt if was very successful.

There were, however, some areas which were a little weak, but I know from being with the proposers of this endeavor, not intentional.

(1) I felt the observers chosen for this project should have been notified and better informed by the principals of the schools selected or by the Superintendent's office, and not by the teachers involved at the selected schools.

(2) Several times there was a conflict as to how to correctly code a specific interaction. The manual had several mistakes pertaining to this type of situation.

(3) The snapshot was skipped over too lightly at the beginning of the session, I felt, and then covered more extensively at the end. In my opinion it should have be n the other way around.

(4) There should have been at least two more practice sessions of coding in an actual classroom situation.

(5) The video tapes that the observers had to watch for practice were terrible. They were difficult to understand, and at times one could not tell exactly who was speaking.

The teachers for the observers training session were absolutely unbeatable. Dr. Stallings and Mrs. Sullivan were always positive in their approach, which came through to everyone in the group. The instructors were always handing out praise, 7's, where as I felt perhaps I need more correction, 9's. Dr. Stallings and Mrs. Sullivan did a great job with all the material they had to cover.

I hope I have not come across as negative about the training session, or the project, because I feel quite the opposite. I feel this project will benefit any teacher who participates with a wealth of knowledge about teaching and classroom management, I know I sure did.

I am really grateful to the people who chose me to be a part of the project. It was a privilege and an honor. I sincerely wish the best for the project and to everyone who made it possible.

Thank you,

Janice Sayre

February 2, 1981

CRITIQUE

CLASSROOM OBSERVATION TRAINING - PUTNAM COUNTY

(Debra Sullivan - Instructor)

The Secondary Classroom Observation Training recently completed was effective to a high degree considering the time and materials available. The instruction, the exercises and assignments were excellent.

One recommendation I would like to make is that a "Classroom Activity" film of professional quality be made utilizing actors who enunciate clearly, and using high quality lighting and sound recording equipment. This investment, I believe, would pay off in shorter training time, greater observer reliability and trainee confidence.

GLENN T. CHRISTIAN

CRITIQUE

1. The class was very well taught. Both Jane and Debra were wonderful instructors.

2. The informality was conducive to learning.

3. A smaller room might be better, for heating, etc.

4. Observers need more information well in advance of the training. Several observers said they would like to know more about the project.

5. Tapes would be an excellent method of learning, but those we had were inferior in quality.

6. Schedules need to be firmed, whenever possible, to avoid conflicts with previously scheduled happenings.

7. Homework assignments were well organized and very helpful.

LILLIAN ROACH

APPENDIX E

Demonstration Project

Pre/Post Profile Summation Forms

DEMONSTRATION PROJECT
PRE (FEBRUARY)/POST (MAY) PROFILE SUMMATION

✓ = Correctly Implemented

TEACHER: _____
SCHOOL: _____

	Interaction Variables (Frequency of occurrence per class period)	Recommend Doing It:	Pre	Post	Implementation
F5	ADULT TO INDIVIDUAL STUDENT				
F6	ADULT TO GROUPS				
F7	ADULT TO CLASS				
F8	STUDENT DIRECT QUESTION READING				
F17	ADULT DIRECT QUESTION READING				
F25	STUDENT RESPONSE READING				
F43	STUDENT READING ALOUD				
F45	ADULT INSTRUCTING READING				
F48	ADULT INSTRUCTING GROUPS/READING				
F49	ADULT INSTRUCTING EVERYONE/READING				
F50	MACHINE INSTRUCTING				
F56	ALL SOCIAL COMMENTS				
F61	ADULT ACKNOWLEDGEMENT/READING				
F71	ADULT PRAISE/SUPPORT				
F73	ADULT CORRECTIVE FEEDBACK/PROBING	[redacted]			
F75	ADULT FEEDBACK/GUIDANCE				
F76	ADULT CORRECTIVE FEEDBACK				
F91	ALL ADULT MOVEMENT				
F94	ALL INTERACTIONS/READING				
F95	ALL INTERACTIONS/TASK				
F96	ALL INTERACTIONS/BEHAVIOR				
F99	ALL INTERACTIONS/POSITIVE				
F102	ALL INTERACTIONS/NEGATIVE				
F108	STUDENT COMMENTS ASSIGNMENT				
F110	STUDENT DON'T KNOW ADULT PROBES	[redacted]			
F120	ALL INTERACTIONS/CLASS ASSIGNMENT				
F122	ADULT MANAGE CLASS NO STUDENT				
F135	ADULT WITH OUTSIDE INTRUDER				
F136	ADULT/DIFFERENT STUDENT STARTS INTERACTION				
F137	DIFFERENT STUDENT/ADULT STARTS INTERACTION				
F138	ALL INSTRUCTION				
F139	ALL SUPPORTIVE CORRECTIONS				
F140	ALL CORRECTIVES				
F141	MAKING ASSIGNMENTS				
F142	ALL INTRUSIONS				

COMBINED

DEMONSTRATION PROJECT
PRE (FEBRUARY)/POST (MAY) PROFILE SUMMATION

= Correctly Implemented

TEACHER: _____
SCHOOL: _____

Snapshot Variables (Reported in % of observed time)		Recommend Doing It:	Pre	Post	Correct Implementation
S2	TEACHER CLASS MANAGE/NO STUDENTS PROPORTION OF TIME				
S3	TOTAL SILENT READING				
S4	TOTAL READING ALOUD				
S5	TOTAL MAKING ASSIGNMENTS				
S6	TOTAL INSTRUCTION				
S7	TOTAL DISCUSSION				
S8	TOTAL PRACTICE DRILL				
S9	TOTAL WRITTEN ASSIGNMENTS				
S10	TOTAL TEST TAKING				
S11	TOTAL NON-MATH OR READING INSTRUCTION				
S12	TOTAL SOCIAL INTERACTION				
S13	TOTAL STUDENT UNINVOLVED				
S14	TOTAL DISCIPLINE				
S15	TOTAL CLASSROOM MANAGEMENT				

AA1/4