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AUTHOR Stallings, Jane A.
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ABSTRACT

The Development and Demonstration project has trained interns to lead Effective Use of Time inservice workshops for secondary school teachers of basic reading and mathematical skills. These interns then returned to their home bases and trained teachers who could in turn train other teachers to use the Stallings Effective Use of Time methods. The Effective Use of Time/Staff Development Model was developed during a multi-phased study in secondary schools, and its goal was to help teachers learn to manage their classroom time effectively. This final report contains four sections. Section 1 outlines phase 1 and 2 of the development model, phase 3, "Training Teachers as Trainers," and phase 4, "Training Interns as Apprentices." Section 2 discusses the Effective Use of Time Intern Training Program. Section 3 describes project implementation at the four home sites: (1) West Virgina State Department of Education; (2) University of South Carolina; (3) Northern California Juvenile Court Schools; and (4) San Fernando Valley Federal Teachers Center. Appendices include: (1) letter to sponsoring agencies; (2) summary of workshops; (3) feedback letters to interns; and (4) site report from West Virgina State Department of Education. (JMK)

DEVELOPER/DEMONSTRATION PROJECT

"A program to train apprentices to lead inservice workshops for secondary teachers of basic skills"

Final Report

September 30, 1981

Jane A. Stallings

Stallings Teaching and Learning Institute
409 Poppy Place
Mountain View, California 94043

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INTRODUCTION

Purpose

The purpose of th[illegible]velopment and Demonstration project has been to train inter[illegible]o lead Effective Use of Time inservice workshops for secondary t[illegible]chers of basic reading and mathematical skills. These interns then returned to their home bases and trained teachers who could in turn train other teachers to use the Stallings Effective Use of Time methods.

Problem Statement

Never before in the history of education have we asked so many teachers to teach in so many situations for which they were not trained. Many factors contribute to this situation. A primary factor is the declining student enrollment. Fewer students mean that fewer teachers are needed. Consequently, many schools across the nation are being closed and student bodies and faculties are merged. Given the practice of keeping teachers with the most tenure, the schools remaining in the districts have faculties that were, for the most part, trained in the 1960's. During that period of unrest, educators were responding to student and public discontent with many innovative techniques, e.g., open classrooms, street schools, and individual contracts. In an effort to entice students to stay in school, more emphasis was placed upon social issues, civil rights and self awareness than upon academic skills. The populace was not yet aware of the declining test scores or the increasing number of failing children who were passed along from grade to grade and on into high schools.

The problem of illiterate high school students was brought painfully to public attention in the early 1970's when several malpractice suits were filed against school systems by parents of graduated students who could not fill out job applications or pass reading exams given by the United States Army (Saretsky, 1973). The first of these suits was in 1972 when "Peter Doe"

claimed that his fifth grade reading level at graduation was below the competency necessary for holding a job.

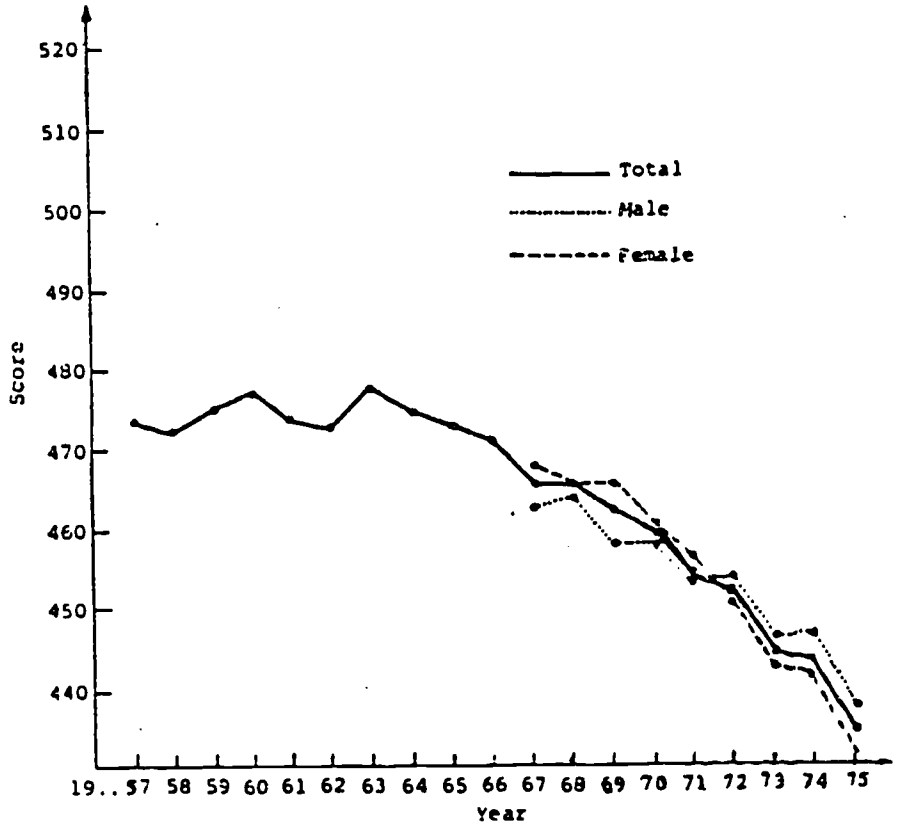
The plummeting test scores were graphically reported in 1975 by Harnischfeger and Wiley (See Figure 1). This drop since 1965 stimulated many state legislatures and school boards to draw up lists of educational standards that students in high schools should meet at various stages of their education. The movement has spread so that in 1979 all but four states had regulatory standards and 20 had a competency test for graduation.

To the dismay of many school districts and state legislatures, many more students than expected failed the competency exams. In 1977, Florida's Department of Education gave the first state-wide test and made graduation conditional on passing: 91% of the eleventh graders passed the English test but only 64% passed the mathematics test. In California, where school districts prepared their own tests, students failed at an even greater rate.

Testing students to assess deficiency in basic skills is useful only if strong remediation measures are taken. In California, the Hart Bill legislation mandates that each school district compose its own competency exam so that by 1981 no student will graduate from California schools without passing that exam. The law also mandates that all students failing the test must be provided with school programs that will make it possible for them to pass the test. The failing student and parent are required to meet with a representative from the school and all participants must take responsibility for the student's progress.

The section of the Hart Bill requiring secondary schools to provide remediation has had a great impact on school planning. To meet the requirement, remedial classes in reading are being offered whether or not credentialed reading teachers are avialable. Teachers have been reallocated to teach basic reading regardless of their backgrounds.

Other factors contributing to the rapid change in school population and requirement during the 1970's were state and federal legislation regarding desegregation and mainstreaming



Source: Annegret Harnischfeger, and David E. Wiley, *Achievement Test Score Decline: Do We Need to Worry?* (Chicago: ML Group for Policy Studies in Education, CEMREL, Inc., 1975).

Figure 1. Mean Verbal Scholastic Aptitude Test scores for college-bound seniors, 1957-1975.

handicapped children. Thus, teachers who were trained in the 1960's are presently teaching in situations very different from those for which they were trained. Extensive and intensive staff development programs are needed to help teachers meet the needs of the students in the classrooms of today.

Effective Use of Classroom Time/A Staff Development Model

Every staff development model includes a curriculum and a delivery system. Curriculum means the content, and delivery means the where, when, how, and number of participants. A good content with poor delivery, or vice versa, is not likely to be effective in bringing about change in teacher behavior.

The goal of the Teaching and Learning Institute's training program is to help teachers learn to manage their classroom time effectively. The curriculum is based upon research findings. The delivery system is personalized instruction and interactive small group problem solving.

The content of the program is derived from research funded by the National Institute of Education. The delivery system was also developed with funds from that agency.*

The model was developed during a multi-phase study in secondary schools. In Phase I, we observed 46 secondary reading classrooms selected from six Northern California school districts to examine the relationship between what teachers do and what students gain in reading. The results of this study provided some very specific guidelines for efficient instructional strategies to use with secondary remedial reading students. In Phase II, we translated these findings into a series of workshops and provided the workshops for 47 teachers in the districts where we conducted Phase I of the study plus one neighboring district. One-half of the teachers were trained and the other half were in a control group that did not receive training until the end of the experiment. The treatment teachers changed behaviors in recommended ways and their students made more reading gain than

*The early research was carried out at SRI International, in Menlo Park, California.

the students in the control group. The teachers were enthusiastic about the program and recommended the training to other teachers in their districts. To accommodate the requests which were beyond the scope of our staff, we developed a Phase III program in which we monitored our trained teachers as they trained other teachers in their districts. This three-phase effort left the districts with a cadre of teacher trainers to carry on the process of teaching secondary teachers effective instructional methods of helping students gain basic reading skills.

In each year of the study, we found that students made more gain in classrooms where the teachers spent more time instructing, discussing homework, providing considerable supportive feedback, and having students read aloud in small groups. In this environment, the teacher stayed involved with the students all of the class period. They were well-organized and made the most of the time available.

Students made less gain in classrooms where 40-50% of the time was allocated to written assignments, another 30-40% was allocated to silent reading, and where teachers graded papers or made lesson plans during class time. This structure does not provide the supportive interaction that remedial students need to make progress. Also, less gain was made by students in classrooms where there were more interactions of a social or disruptive nature.

To optimize student gain, all of these findings suggest that teachers "get the show on the road" when the bell rings and stay supportively involved during the total period.

Variables found to be significantly positively related ($p < .05$) to reading gain during Phases I and II of the study are listed below and on the next page:

Positively Related	Negatively Related
Discussing or reviewing seatwork or homework.	Teachers doing organization or management tasks during class time.
Instructing new work.	Too much time allocated to written assignment.
Drill and practice.	

(continued...)

Positively Related	Negatively Related
Students reading aloud.	Too much time allocated to silent reading.
Focusing instruction on a small group or the total group.	Too much time allocated to working with one student.
Praise and support of success.	Intrusions (loudspeakers, tardy students, etc.)
Positive corrective feedback for incorrect responses (rephrase question or probe).	Social interactions.
Short quizzes.	Misbehavior or negative interactions.

The goal of Phase II was to change teacher behavior in specific ways. It was a quasi-experimental study wherein a treatment group and a control group of teachers were observed in the fall, winter, and spring. Only the treatment teachers received the five workshops that were based on the research findings of Phase I.

The workshop sessions were conducted one week apart, usually from 3:30 to 6:00 p.m. To maximize teacher interactions and full participation, the groups were limited to five or six teachers. Although we have workshop materials, the cornerstone of the workshops is the process where teachers are encouraged to try new ideas and are supported in their efforts. Each teacher operates in a unique situation. Class size, room assignment, and school policies affect the way recommendations are carried out. The trainer must listen and respond to teachers' questions and ideas to help modify the recommendations to accommodate each teacher's situation. All recommendations must be examined and adjusted to the context of the teachers, students, classrooms and schools.

Analyses of Teacher Change

Once the workshops were delivered and the pretest and posttest data were collected, the $100,000 question was: Did the workshops make a difference in how the teachers performed in their classrooms?

Mean frequencies for each variable used on the profiles were computed for the control and treatment groups. A report of how each group performed on critical variables is displayed on Tables 1, 2, 3 and 4. Each group is compared with a grand mean. The grand mean was derived from 43 classrooms observed in spring in Phase I and 44* classrooms in spring Phase II. This mean reflects the frequency or percentage of the behaviors occurring in classrooms that were correlated with student gain. Our recommendation to teachers in fall, Phase II was to increase or decrease a particular behavior so that it was above or below the spring, Phase I mean depending on whether the variable was positively or negatively correlated with gain.+ In some cases the teachers were already performing the activity in an effective manner so the recommendation was to continue the activity as they were doing. If the treatment or control group of teachers was performing above or below the mean as recommended on a variable, they were given one point. (This is shown on Tables 1, 2, 3 and 4 in terms of a plus.) In this manner an implementation score was developed for each group. Five Minute Interaction variables (F) are reported in terms of frequency of occurrence during 300 interactions recorded per class period. Snapshot variables (S) are reported in terms of percentage of time observed during 5 snapshots per class period. This is a descriptive analysis wherein trends and meaningful differences are examined, rather than a statistical analysis.

Interactive Instruction

As previously stated, we encouraged teachers to decrease time taken to make assignments and to increase instruction time. This instruction time variable is a composite that includes instruction using any materials as well as discussions and drill

*Two classrooms did not have a complete data set and were dropped from the analysis.

+Recommendations were based upon spring, Phase I but evaluation was based upon the grand mean.

and practice activities. This total instruction time (S6, 7 and 8) was observed to have increased slightly for the treatment group from 13% to 15%. The control group went from 11% in the fall to 8% in the spring. The instruction interactions (F45) stayed above the mean for the treatment group but steadily declined for the control group (see Table 1).

An instructional method includes the presentation of new material and what the teacher does after giving instruction or presenting the new material. This procedure varies. We encouraged asking short direct questions and giving immediate supportive feedback to the student's response. Students who have a long history of failure need consistent support and many opportunities to experience success. The number of questions treatment teachers ask about reading (F17) and the students' response rate (F25) decreased slightly toward spring, but remained above the mean. Out of an average of 31 questions teachers asked per period in the spring, students responded an average of 29 times. We encouraged the teachers to distribute the questions among the students, choosing questions each student could most likely answer. We discouraged calling on volunteers since the same students are likely to always respond and get the feedback. Data from Table 1 (F136) indicates that teachers in the treatment group called on different students 23 times in the spring (a little less than in the fall). However, out of the 31 questions asked, a different student was asked 23 times. Note that all of these variables are above the grand mean in the treatment group and below the mean in the control group.

When a teacher continues to question one student, it may indicate the student gave an incorrect response and the teacher was asking probing quesions (F110). This is a supportive kind of feedback that is low in frequency but was related to student gain in Phase I. It more than doubled in the treatment group while decreasing in the control gorup. The message from the teacher to the student in this variable is: The answer isn't

Table 1

INTERACTIVE INSTRUCTION

		Spring Grand Mean	More or Less*	Treatment Teachers (N=25)				Control Teachers (N=19)			
				Treatment Group Implementation Score	Fall $\bar{X}$	Winter $\bar{X}$	Spring $\bar{X}$	Control Group Implementation Score	Fall $\bar{X}$	Winter $\bar{X}$	Spring $\bar{X}$
S6, 7,8	Instruction activities	12%	More	+	13%	15%	15%	0	11%	9%	8%
F45	Instruction interactions	54.3	More	+	66.3	44.3	58.3	0	53.6	50.0	44.4
F17	Teacher questions: reading	31.1	More	+	37.2	33.0	31.7	0	40.2	33.9	25.8
F25	Student response: reading	28.8	More	+	33.3	29.0	29.1	0	34.8	29.2	25.3
F71	Praise/support reading or task	12.9	More	+	12.6	13.8	15.2	0	13.4	12.4	11.6
F76	Corrective feedback: reading	12.7	More	+	10.4	10.8	13.0	0	16.6	12.1	12.4
F110	Probing questions	.41	More	+	1.3	2.2	3.0	+	2.8	1.5	2.0
F136	Teacher interacts: different student	21.9	More	+	26.0	20.9	23.1	0	25.8	21.0	21.9
S10	Tests or quizzes	1.2%	More	0	.2%	1.8%	1.4%	+	.4%	.8%	1.7%
F43	Students reading aloud	17.3	More	0	10.7	13.8	13.8	0	14.4	13.7	16.1
S4	Reading aloud activity	5.8	More	0	3.9%	1.9%	2.3%	0	3.4%	5.1%	5.7%
F94	All interactions: reading	202.1	More	+	218.7	208.0	199.0	0	244.1	209.0	181.7
				Total + 9				Total + 2			

S = Snapshot variables on percentage of time observed.

F = Five minute interaction variables - frequency out of 300 interactions.

*More = treatment teachers were directed to do more of these activities than the grand mean.
Less = treatment teachers were directed to do less of these activities than the grand mean.

right but I think you (the student) can get it if I (the teacher) ask the question differently. The main idea is to assist students to respond correctly so that positive supportive praise or acknowledgement can be given. There was a positive correlation between praise and support with achievement gain and attendance rate in Phase I. The treatment teachers did increase the frequency of offering praise and acknowledgement (F71) and corrective feedback (F76, F110), while the control teachers declined on these variables.

In order to give students a daily opportunity to succeed, we suggested giving short quizzes (5-10 items) that could be scored easily. The quizzes should be designed to allow the students to succeed at a rate of 80-100%. Students who have seldom received 100% need chances to succeed on this level. Success becomes a motivating factor for students who have stopped trying. Although there was a considerable increase in the number of quizzes (S10) being given in both the treatment and control groups from fall to spring, the number of quizzes observed in the treatment group in the spring was still fewer than the grand mean.

In addition to the instruction of how to teach new material through drill and practice and positive support, we suggested that the teachers have the students in the low reading groups read aloud. Hearing as well as seeing the words is helpful to these students. Many teachers were reluctant to try this since they felt the students would be embarrassed. One teacher who had been teaching 29 years tried grouping and having students read aloud. He reported that he and the students enjoyed the process -- "it seemed to break the monotony." Table 1 indicates that although the treatment did increase the number of reading aloud (F43) interactions, they were still lower than the grand mean. The percent of time (S4) went down slightly. This was a disappointment but we conclude it is difficult to get teachers to try something they have opinions against and haven't experienced previously.

The reading interactions comprise two-thirds of the 300 interactions recorded for the treatment groups (F94). We would have preferred to see this increase rather than decrease, but it is higher for treatment teachers than the control group although the control group started higher in the fall. One explanation for the lower number of reading interactions in the treatment groups may be that the number of interactions centering on other subject areas -- current events, social studies, science -- increased in the spring. These interactions are coded as task oriented when subject matter other than reading is discussed.

On eight of the twelve interactive instruction variables, the treatment group was above the grand mean and the control group. Although the reading aloud variable was not increased to the degree we might hope, we conclude this part of the treatment was effective.

Non-Interactive Instruction

In Phase I, the data suggested that the more gain was achieved in classrooms where there was more interactive instruction and where several activities occurred during one period. The no-gain classrooms in Phase I tended to have a high rate of written assignments and silent reading and not much interaction with the students. Thus we recommended a reasonable balance between these activities: encouraging more reading aloud, more discussion and reviewing, less silent reading, and fewer written assignments. The snapshot variables on Table 2 indicate that both groups were above the grand mean on silent reading (S3) in the spring. Time spent on written assignments (S9) decreased for the treatment group and stayed about the same for the control group.

In classrooms where there were high rates of silent reading and written assignments, we found there were also high rates of teachers doing tasks like grading papers or making lesson plans

Table 2

NON-INTERACTIVE INSTRUCTION

		Spring Grand Mean	More or Less *	Treatment Teachers (N=25)				Control Teachers (N=19)			
				Treatment Group Implementation Score	Fall $\bar{X}$	Winter $\bar{X}$	Spring $\bar{X}$	Control Group Implementation Score	Fall $\bar{X}$	Winter $\bar{X}$	Spring $\bar{X}$
S3	Silent reading	13.8%	Less	0	15%	13%	16%	0	11%	12%	15%
S9	Written assignments	20.9%	Less	+	24%	24%	18%	0	24%	26%	23%
F122	Teacher without students	41.0	Less	+	17	25	36	0	24	36	47
S2	Teacher: manager--no students	27.8	Less	+	21%	24%	22%	0	21%	26%	29%
				Total + 3				Total + 0			

S = Snapshot variables on percentage of time observed.

F = Five minute interaction variables--frequency out of 300 interactions.

*More = treatment teachers were directed to do more of these activities than the grand mean.

Less = treatment teachers were directed to do less of these activities than the grand mean.

during class. To change this pattern, we encouraged teachers (especially those with students in the low or medium groups) to stay involved with the students and cautioned them not to grade papers, prepare lessons, etc. during class. Results indicated that on variables describing situations where teachers were not involved with students (S2 and F122), the treatment teachers increased but were below the grand mean. The control teachers increased this behavior to considerably above the mean. By springtime, control teachers were not involved with students 29% of the time when the snapshots were recorded. The treatment group was lower than the grand mean and the control group on three of the four non-interactive instruction variables.

Off-Task Activities

In other research on teaching (Evertson, Anderson and Brophy, 1978; Stallings and Kaskowitz, 1974; and Good, 1978), the variable most often found to be related to achievement gain is the time students spend on-task. In secondary classrooms where the reading period is likely to be only 45 minutes, it is of utmost importance to reduce the off-task behavior and increase the on-task behavior. The most striking difference we found in Phase I between the no-gain classrooms and the gain classrooms was in the amount of time teachers spent talking about behavior, the number of social comments, and students or teachers not involved in the process of reading. Thus, in the workshops we focused a considerable effort on techniques for reducing off-task behavior and increasing task behavior. Table 3 suggests the workshops had an effect. In variable F56, social comments, the treatment group dropped in the winter and increased slightly in the spring, but overall was lower than the grand mean. The control group started slightly lower in the fall and increased in winter and increased dramatically in the spring. Given teenagers and springtime, the increase is not surprising, but the treatment group teachers were able to hold the socializing down.

Table 3

OFF-TASK ACTIVITIES

		Spring Grand Mean	More or Less*	Treatment Teachers (N=25)				Control Teachers (N=19)			
				Treatment Group Implementation Score	Fall $\bar{X}$	Winter $\bar{X}$	Spring $\bar{X}$	Control Group Implementation Score	Fall $\bar{X}$	Winter $\bar{X}$	Spring $\bar{X}$
F56	Social comments	5.3	Less	+	2.2	1.9	2.9	0	1.5	2.6	8.1
F96	Interactions: behavior	8.4	Less	+	9.6	5.7	5.9	+	6.7	7.6	7.5
S12,13	Students uninvolved in tasks	11.4%	Less	+	4.5%	5.3%	9.1%	0	5.1%	4.7%	13.9%
F135	Class intrusions	2.6	Less	+	2.7	3.1	2.1	0	2.6	2.4	3.3
				Total + 4				Total + 1			

S = Snapshot variables on percentage of time observed.

F = Five minute interaction variables--frequency out of 300 interactions.

*More = treatment teachers were directed to do more of these activities than the grand mean.
Less = treatment teachers were directed to do less of these activities than the grand mean.

The treatment teachers' comments on student misbehavior (F96) were reduced by one-third. In the fall the treatment teachers made an average of 9.6 statements about behavior out of 300 statements during the class period and by the spring this had dropped to 5.9. The control teachers started at 6.7 and increased slightly to 7.5.

Students' non-involvement in tasks (S-12, S-13) increased in the treatment group, but remained below the grand mean of 11%. The control group increased from 5% to nearly 14% in the spring. This means that when the spring observations were made, some student or students were either chatting or not involved in any activity (i.e., staring out of the window) 14% of the time.

Other events that take teachers and students off-task are intrusions from outside the class. There are many reasons why people enter the classroom and stop the activities: collecting absence data, taking students from class for meetings, school announcements, class photos, purchasing tickets, etc. Phase I data revealed a negative relationship between outside intruders and student gain. Limiting the number of intrusions into the teacher's instructional time is a school level issue which teachers cannot control. While we made teachers aware of the finding regarding intrusions, there was little they could do about it. However, the rate of intrusions in treatment classes diminished slightly in the spring and increased for the control group (F135).

Organizing and Grouping

The time spent in organizing and managing the classroom is time spent off the task of teaching reading. However, it is of utmost importance that the classroom is well organized, otherwise it will not function smoothly.

In our Phase I study, we found that in all three gain groups, the teacher spent less time making assignments and more time instructing the students than did the teachers of no-gain

classes. Thus, we encouraged the treatment teachers in Phase II to be efficient when making assignments: e.g., write assignments on the chalkboard before the class arrives, or have the class assignments for the week on a ditto sheet in student folders. By all means let the students know what to do when they finish an assignment. The message was, have a known agenda from the moment a student walks in the room until the period ends.

The observation data indicate that the percentage of time spent making assignments (S3) went down slightly for the treatment group and stayed the same for the control group (see Table 4). The number of interactions about assignments and organization (F120) increased somewhat for the treatment group but remained below the grand mean. The control group increased by 20 interactions from fall to spring. The number of student comments about assignments (F108) decreased for the treatment group and increased for the control group.

Data shown in Table 4 indicate that a high percentage of observed time was spent by teacher and students in management activities, i.e., passing books, collecting papers, grading papers (S2 and S15). These activities decreased for the treatment group and increased for the control group in the spring.

How the teacher organizes the classroom to keep students on-task will make a difference in how well the on-task objective is accomplished. Research findings in Phase I indicate that teachers who move around the classroom monitoring students' work had more students gain than did teachers who allowed students to move around the room, coming to the teacher for help. We encouraged our teachers to do the moving around. The treatment teachers held this behavior constant and were above the grand mean (F91) while the control teachers decreased this behavior by 50%.

Many of the classrooms had children with different reading abilities, so we encouraged the teachers to group the students by ability. Given the findings mentioned in Section I that working with one student at a time is an inefficient way to

Table 4

ORGANIZATION AND GROUPING

		Grand Mean	More or Less*	Treatment Teachers (N=25)				Control Teachers (N=19)			
				Treatment Group Implementation Score	Fall $\bar{X}$	Winter $\bar{X}$	Spring $\bar{X}$	Control Group Implementation	Fall $\bar{X}$	Winter $\bar{X}$	Spring $\bar{X}$
S5	Making assignments	4.5%	Less	+	5%	5%	3%	0	5%	4%	5%
F120	Interactions: assignments and organization	61.9	Less	+	50.7	55.0	58.1	0	57.7	78.9	78.5
F108	Student comments: assignments	8.7	Less	+	7.2	6.3	4.7	+	6.0	9.7	8.5
S2,15	Total class management	30.1%	Less	+	26%	26%	24%	0	24%	31%	31%
F91	Teacher movement	15.8	More	+	20.1	22.7	19.6	0	25.9	15.1	12.5
F48	Teacher instructs group	4.4	More	+	5.0	7.3	7.2	0	1.7	4.8	2.4
F5	Teacher individual student	78.7	Less	+	91.4	82.6	70.8	+	89.0	77.0	73.3
S119	Teacher with individual	25.0%	Less	0	23%	-	26%	+	24%	-	23%
S120	Teacher with group	16.6%	More	+	13%	-	17%	0	20%	-	16%
S121	Teacher with total class	24%	More	+	30%	-	26%	0	26%	-	22%
F105	Offer student choices	.11	Less	0	.17	.05	.16	+	.05	.12	.14
				Total + 9				Total + 4			

S = Snapshot variables on percentage of time observed.

F = Five minute interaction variables--frequency out of 300 interactions.

*More = treatment teachers were directed to do more of these activities than the grand mean.
Less = treatment teachers were directed to do less of these activities than the grand mean.

distribute the teacher's time, we recommended that teachers cut down the amount of time spent with one student and increase the time they spent working with a group. Students learn from each other in groups because the instruction time with the teacher is increased. Rather than 2 minutes of individual time, they may have 12 minutes of group time with the teacher.

The data on Table 4 indicate that speaking to groups (F48) increased slightly and working with individuals (F5) decreased in the treatment group: there were an average of 20 fewer interactions per period with individuals in the spring than in the fall. There still were many more interactions with one person than there were with groups. Teachers working with groups (S120) increased from fall to spring in the treatment group. When working with a group, teachers are most likely to ask one student at a time to answer a question so that interactions with individuals will be recorded even if the individual is within a small group. This may help explain the much higher rate of speaking to individuals (S119) rather than to groups.

Data for spring in the treatment group shows that 4% more time was spent with groups (S120). Less time was spent with the total class (S121) but it still was above the grand mean. Counter to our suggestion, slightly more time was spent with individual students (S119). The amount of time control that teachers spent with one student remained approximately the same throughout the year. The control group started in the fall by spending 7% more time with groups (S120) than did the treatment group, and this decreased somewhat in the spring. Learning to work with groups is a difficult organizational challenge for most high school teachers. Secondary teachers have not been trained to orchestrate and plan for several groups to function at the same time. Those teachers who formerly had been elementary teachers found this recommendation easier to carry out than did teachers trained only to teach in secondary classrooms. More teachers in the control group had been trained as elementary teachers, explaining in part their higher fall scores for grouping.

To encourage teachers to be in strict control of their classrooms, we suggested that they keep the number of choices students make at a minimum. Much time can be wasted while students decide whether they want to do this or that. We found students were rarely allowed to make choices in either group -- fall or spring (F105). The grand mean was only .11. Thus, we think this variable has little impact on student gain and is a small part of a larger picture.

For the most part, the treatment teachers changed behavior in the directions recommended in midwinter. A late spring observation indicated that treatment teachers maintained most of their behavior changes, whereas control teachers' classes became more lax and less task-orientated.

Student Outcomes

The first and most important question to ask of the student achievement data is: Did the treatment group's students gain more than the control group's students? To answer this question we used those classrooms that had district reading scores available from Spring 1977 and Spring 1978. This provided a sample of 15 treatment classrooms and 14 control classrooms. The attrition from fall to spring in the number of classrooms with sufficient student test data was quite high. Although we started the study with comparable groups, we found that the treatment group was considerable lower on the pretest than was the control group (see Table 5).

The average for the treatment group was the grade equivalent of 5.7, and the lowest classroom score was 4.1. This is contrasted by the control group's average pretest score of 7.2 grade equivalent and the lowest class score was 5.8. The tests given in each class were selected for appropriate reading levels so that there would not be a topping out effect on posttest scores. Data on Table 5 indicate that the treatment group averaged a 1.8 grade equivalent gain. This is impressive, given they had lower performing students with whom to work. The

Table 5

A COMPARISON OF THE READING TEST SCORES FOR
THE TREATMENT AND CONTROL GROUPS OF TEACHERS

	Pretest			Posttest			Gain	
	$\bar{X}$	S.D.	Range	$\bar{X}$	S.D.	Range	$\bar{X}$	Range
Treatment (N=15)								
Standard Scores	456.04	42.01	399.7 to 538.6	510.89	41.65	433.4 to 610.0	50.45	17.0 to 112.0
Grade Equivalent	(5.7)		(4.1 to 8.3)	(7.5)		(5.1 to 10.7)	(1.8)	(.7 to 2.2)
Control (N=14)								
Standard Scores	499.79	34.75	461.3 to 590.0	537.41	38.67	476.1 to 624.8	37.90	11.0 to 75.0
Grade Equivalent	(7.2)		(5.8 to 10.2)	(8.4)		(6.3 to 11.1)	(1.2)	(.3 to 2.2)

difference in gain between the treatment and control group is significantly different ($p < .08$). The reader is reminded that it is difficult to obtain significant differences with small samples. Nevertheless, the educational significance here is six months more gain by the treatment group than by the control group. It is very difficult to make such achievement in secondary classrooms where students have a long history of failure.

A procedure that has emerged from the work of Hedges, Gage, and Olkin (1978) suggests that it is reasonable to consider the size of effects of treatment upon a group of students. Several recent reports of experiments report their effects in this manner (Glass and Smith, 1979). An analysis of variance of the two groups provided the data shown on Table 6. The effect size is ½ standard deviation. This is considered a moderate effect on student scores attributable to the training of the treatment group. When the scores of two teachers in the treatment group who had irregular attendance and did not perform the instructional processes to the degree expected were eliminated from the data, this effect size was increased to .70 standard deviation.

Table 6

MEANS AND STANDARD DEVIATIONS OF GAIN ON CTBS SCORES

Group	$\bar{X}$	S.D.
Control (N = 14)	37.90	24.15
Treatment (N = 15)	50.45	31.94

Effect Size = $\frac{50.45 - 37.90}{24.15}$ = .52 S.D. units

Training Teachers as Trainers

The goal of Phase III was to change teacher behavior in specified ways by using teachers who had been trained by our staff to provide the training for other teachers. To do this, we assisted six teachers trained in Phase II to train other teachers to use the instructional processes found to be effective. Phase III was a quasi-experimental design where

change of teacher behavior in teacher-led groups was compared with the change in teacher behavior in groups led by the SRI project leader. The sites included Downey, Lompoc, Monterey, Milpitas, and Fresno, all in California. Change in teacher-led groups was similar to that of groups led by the project leader. This three-phase effort left the district with a cadre of teacher trainers to carry on the process of instructing secondary teachers in effective methods of helping students gain basic reading skills.

Training Interns as Apprentices

The goal of Phase IV was to train 24 teachers from a local school district to train an apprentice who could return to his district and function as a trainer of observers and leaders of workshops. During this phase, an intern came to Menlo Park from Cincinnati, Ohio, and during a two-week period observed and participated in the series of workshops. These were staggered so that he could participate in all of the workshops.

Upon his return to Cincinnati, the apprentice successfully carried out the training program in school year 1979 and 1980 and he is continuing the training program in 1980-81. He has expanded the program so that he is presently training teachers and supervisors in elementary, middle and high schools.

Chapter II

THE EFFECTIVE USE OF TIME INTERN TRAINING PROGRAM:
AN NDN DEVELOPMENT AND DISSEMINATION PROJECT

Adoption Agreements

At the time of proposal submission, four agencies had agreed to send interns. Because of the lateness of the funding date, two of these sponsors could not send interns -- they had made other funding commitments. Letters were sent to other interested parties (See Appendix A). Two other funding agencies eagerly filled their spots. Thus, the sponsoring agencies of the four interns trained in November were:

San Fernando Valley Federal Teacher Center, Encino, California

West Virginia Department of Education, Charleston, West Virginia

The Northern California Juvenile Court Schools, Mendocino, California

The University of North Carolina at Charlotte, Department of Education, Charlotte, North Carolina

Selecting Interns

To assist sponsoring agencies in selecting their apprentices, we developed a list of personal characteristics that we considered beneficial to implement our training program. The characteristics are the following:

1. Experience in teaching at the secondary level (preferably in the district to be represented).
2. Sensitive and aware of problems faced by teachers, students and administrators.
3. Commitment to problem solving -- identifying a problem in one step, seeking a solution in the next.
4. Understands the group process -- a good listener and a good leader (can refocus drifting discussions).
5. Is curious about and respectful of research on teaching and learning.
6. Can generalize from one situation to another.

7. Is willing to work long hours during the two-week training period to learn the observation system and to conduct the workshops (maybe 10-12 hours a day).

Selecting a qualified intern is crucial to the successful dissemination of the training program.

Description of Interns

The interns who were ultimately selected by the sponsors for training were quite similar although they came from different sections of the country. All were women. All were in their early thirties. All had been classroom teachers at some time during their careers. Three had masters degrees and reading credentials. One had a doctorate and conducted research on teaching effects. All were pleased about being selected for training and were eager to learn the skills required in order to provide training to others.

Intern Training

The intern training began on November 10, 1980. Three of the interns were housed at a motel located one mile from their training center. The fourth observer preferred a 50 mile commute from her home to staying at the motel. To her credit, she arrived at all of our 8:00 a.m. meetings on time.

Observation Training

Most mornings were spent explaining and practicing the secondary observation system. Videotapes and vignettes were coded. On two mornings, secondary reading classrooms were observed and coded for practice. Reliability tests were conducted at regular intervals, and the final test results indicated that the required agreement level was reached by all interns.

The rationales underlying the observation codes and the resulting classroom process variables were discussed at length. The procedures for the scheduling of observations and workshops for data management and for the general administration of the interns' on-site projects were also explained during the training. All interns passed the reliability test at our criteria of 85% correct.

Workshop Training

By November, 1980, six teachers in each of eight San Francisco Bay Area schools had been observed on three separate days and were scheduled for the five-workshop series. The schedule was staggered so that each intern was able to observe Workshop I on one day and participate in the teaching of that workshop on the following day. Margaret Needels and Jane Stallings were the workshop leaders. Each intern had an opportunity to observe and assist with both Dr. Stallings and Ms. Needels.

At the beginning and end of each day, the interns discussed the workshop conducted on that particular day with Dr. Stallings and Ms. Needels. They learned how to transform the computer-generated teacher profiles into specific training recommendations. In addition, the background research supporting the recommendations and the workshop content was reviewed. See Appendix B for a summary of the workshops.

Theoretical Training

Before and after the workshops, Dr. Stallings met with the interns to discuss why certain procedures were used. It was important for interns to understand the WHY as well as the WHAT and the HOW. Ample time was allowed for interns to question and discuss issues. Training started at 8:00 a.m. and often continued until 7:00 p.m. Theoretical and research based literature were suggested for reading. In spite of their eleven-hour days, they completed the homework and suggested readings in a timely fashion.

Quality Control

At the end of the training, all of the interns were checked for 85% accuracy in conducting the observations. They were debriefed individually and checked for their understanding of the key ideas of the Effective Use of Time Training program. Their plan for implementing the program at their home site was also discussed at this time.

General Comments

Training ended on November 26, 1980. During the two and one-half weeks of training, an esprit de corps had developed among the interns and the trainers. Each had impacted upon the others in special ways. Numerous phone calls and letters of support maintained the relationships in the following months.

Chapter III

IMPLEMENTATION AT THE HOME SITES

Several activities subsequent to intern training are necessary to accomplish implementation at the home site. The following is a prototype of the commitment the sponsoring agency must make in order for the training pyramid to work. After the intern returns from training, the following activities must occur. In this case, it was an intern from the Cincinnati Public Schools (CPS). Services offered by Stallings Teaching and Learning Institute (TALI) are also specified.

A seven-day classroom observation training session on the use of the SRI Secondary Observation Instrument (SOI) will be held in Cincinnati, Ohio. A maximum of five observers will be trained.

One professional staff member from TALI will lead the first five days of the observation training. A professional staff member of the Cincinnati Public Schools (CPS) who has previously been trained on the SOI will assist with the first five days of the training session and will lead the last two days.

CPS will provide travel and subsistence expenses incurred by the TALI staff member.

CPS will provide training facilities for the observation training session. CPS will also provide a 1/2-in. reel-to-reel videotape deck and TV monitor to be used during the training session.

TALI will provide the training materials and the videotapes to be used during the training session.

CPS agrees that all observers who conduct classroom observations will have displayed a level of competency in the use of the observation system as specified by TALI.

TALI will provide 200 observation booklets for data collection.

Observation booklets are to be edited by CPS's observers before they are returned to TALI. TALI will spot check the booklets before they are optically scanned. If a great deal of correction is required the books will be returned to CPS for the corrections.

TALI will provide for the optical scanning of the observation booklets and editing of the computer tape.

CPS will select 24 teachers to be trained in the workshop series. Incentives for teachers will be made by CPS.

TALI will provide individual teacher profiles for each of the 24 teachers who have agreed to be observed and who also attend the inservice workshops.

A CPS professional staff member who has interned with SEI will conduct the inservice workshops as specified by SEI.

SEI will provide workshop materials for 24 teachers.

SEI will monitor the teacher workshop sessions with audio tapes and questionnaires and provide CPS with feedback by telephone.

Observations will occur at the end of each semester.

Change in teacher behavior will be assessed by SEI.

Interns carried out these activities in different manners and on different time schedules.

West Virginia State Department of Education - Ms. Deborah Sullivan

In January, 1981, Dr. Stallings spent a week in Putnam County, West Virginia, assisting Ms. Sullivan to train a cadre of observers. The observers were substitute teachers who were recommended by classroom teachers. The criteria for recommendation included: (1) trustworthy, (2) intelligent, and (3) stable in the community.

Following the observations, Ms. Sullivan provided workshops to four teachers in one high school and seven teachers in another high school. Audio tapes of the workshop were sent to the Teaching and Learning Institute for monitoring. Two staff members listened to these tapes and feedback was given by phone calls or letters. See Appendix C for the feedback letters sent to interns.

The teacher behavior change and attitudes toward the training were evaluated by a research and development specialist at the Appalachian Educational Laboratory. The evaluation yielded the following information:

- Systematic observations of teachers' classroom behaviors revealed significant changes (positive direction) in the correct implementation of recommended teaching behaviors.
- Four "clusters" of teachers were identified based on their concerns profiles.
- The teachers' feelings/reactions moved positively as the project unfolded.
- Administrators stated generally favorable attitudes about the project.

A report of the training and the teachers' reactions are presented in Appendix D.

University of North Carolina - Dr. Roberta Riley

Dr. Riley returned to her site and, in December, located six elementary teachers to take part in the training program. She trained one other person to observe and they observed the teachers early in January, 1981. These data were processed and they were ready for their first workshop on February 8th. Dr. Stallings assisted Dr. Riley in interpreting the observation profiles for the teachers and providing recommendations for behavior changed. During this site visit, Dr. Stallings also provided an information session for county school administrators.

A second group of six high school teachers were selected for the training program. They were observed and given the workshop series during February and March. Audio tapes were sent to the staff at the Teaching and Learning Institute for monitoring. Appendix E describes training activities at Charlotte, North Carolina. There is ample evidence that teachers did change their behavior in the ways recommended.

Northern California Juvenile Court Schools - Ms. Linda Huntsman

The Juvenile Court schools hold classes all year-round. Ms. Huntsman felt midsummer would be a good time to initiate the training program in the Alameda Contra Costa County Juvenile Court Schools. During the summer, Dr. Stallings provided an information meeting for school administrators. There was considerable interest in the program, but funds to provide incentives for teachers were not forthcoming. Eventually, the California State Department assisted in funding the project. Dr. Stallings met with six teachers in September who were interested in receiving the training. These teachers conducted some peer observations as well as being observed by Ms. Huntsman and Dr. Stallings. Ms. Huntsman will carry out the project during the school year 1981 - '82. A report will be filed with Dr. Stallings regarding change in teacher behavior.

San Fernando Valley Federal Teachers Center - Ms. Janine Roberts

This sponsor also lacked resources to provide teachers with

release time or other incentives to take the training. Schools in the Los Angeles area had already allocated their staff development funds for the school year 1980 - '81. Dr. Stallings visited this site in the summer and plans were developed to carry out the program starting in September. An announcement was carried in their Teacher Center newsletter inviting teachers to apply for the training.

This program will be carried out during the school year of 1981 - '82.

Chapter IV
DISSEMINATION

The process started in the spring of 1981 by Ms. Sullivan in West Virginia and Dr. Riley in North Carolina is continuing in September of 1981. Both interns have new groups of teachers to train. They are being assisted by their own interns selected from those teachers they trained last spring. The pyramid process of dissemination is working. Guided by the intern, teachers are teaching each other. The second wave is being locally funded by Putnam County in West Virginia. A school district in North Carolina received an implementation grant to continue their training process.

The intern from North Carolina, Dr. Riley, will also provide training to four interns in Washington D.C. The interns will learn the observation system and learn from Dr. Riley how to conduct the workshops. These interns will then train teachers under the guidance of Dr. Riley during school year 1981 - '82.

For school year 1980 - '81 and '81 - '82, the score board for training teachers in the Effective Use of Time Program and the students they affect is as follows:

Table 7

DISSEMINATION SCORE BOARD

AREA	TEACHERS		STUDENTS*	
	80-81	81-82	80-81	81-82
San Francisco Bay Area	46	24	1,130	600
West Virginia Dept of Education	12	24	300	600
University of North Carolina	12	24	300	600
Juvenile Court Schools	0	6	0	150
San Fernando Teachers' Center		12		300
Washington, D.C.		32		800

*Approximately 25 students per class.

Other Dissemination Efforts

In addition to training teachers and interns, many informational presentations were made during the past year. There has

been a great deal of interest from teacher centers, teacher unions, school districts, state departments, school administrators and colleges of teacher education. In many cases, meetings have been followed up with requests for more specific information and assistance to implement the ideas presented.

Ms. Deborah Sullivan of the West Virginia State Department has spoken to numerous school administrators throughout the state of West Virginia. She has also delivered information sessions to other nearby State Departments of Education.

During the past year, Dr. Stallings has conducted over 30 workshops and information sessions for State Departments of Education and local school districts all over the country. The following list provides the specifics of this dissemination effort. (See pages 33, 34 and 35.)

Conferences and Workshops at Which Jane Stallings Presented and Disseminated Research Findings on Effective Teaching in Secondary Schools and on An Effective Model to Train Inservice and Preservice Teachers

Date	Conference or Workshop	Sponsor	No.	Attendees
8/18-19-20	Effective Teaching of Basic Skills in Secondary Schools	Appalachia Educational Laboratory Alabama State Department	80	State Department Staff Administrat Teachers
9/21/22	Task force on Effective Teaching in Secondary Schools	California State Department	60	Principals, Parents, Teachers, Researchers
10/3	Effective Teaching and a Model for Inservice	Mississippi State Department Department of Education	60	Teachers and Supervisors
10/4	Effective Teaching in Secondary Schools	South East Teacher Center Consortia Tallahassee, Florida	75	Teachers and Facilitators
10/24	Effective Teaching in Secondary Schools	California Court Schools	80	Teachers and Supervisors
11/6	Effective Teaching in Science/ Training Teachers	Colorado - Center for Educational Research and Evaluation	85	Teacher Educators/Researchers
11/19	Effective Teaching for Limited English Speaking Students	California Migrant Education Assoc.	70	Teachers, Supervisors, Administrat
12/5	National Study Group on Effective Teaching in Secondary Schools	JWK an Int'l. Corp. in W.D.C.	30	Researchers, Principals, Superintendents
12/10-12	Effective Teaching in Elementary & Secondary Schools	Jamaican Teacher Association	100	Teachers and Teacher Educators
1/9-23	Effective Teaching and a Model for Teacher Training	Putnam County, West Virginia	20	Principals , Teachers, Board Membe
1/4-6	Effective Teaching and a Model for Teacher Training	University of N. Carolina at Charlotte	35	Principal and Teachers
2/23/25	Planning Conference on Effective Training Models	Mid Continent Research Education Laboratory	15	Staff Members and Consultants
9/1	Effective Teaching and a Model for Inservice	Appalachia Education Laboratory Tennessee State Department	80	State Department Personnel, Administrators, Teachers
1/23-30/81	Train Obervers on TALIs' Bilingual Observation System	Puerto Rico International University		

Conferences and Workshops at which Jane Stallings Presented and Disseminated Research Findings

Date	Conference or Workshop	Sponsor	No.	Attendees
2/26	Effective Staff Training	Santa Clara Co.,Calif. Staff Development	30	Principals and Supervisors
3/4	Effective Teaching in Secondary Schools	Stanford University School of Education	28	Teaching Interns
3/6	Effective Teaching in Secondary Schools	Chico High School, California	65	Teachers, Counselors, Administrato
3/13	How Classroom Research can be used in Preservice training	Western Wa. University Teachers College	90	Teacher Educators
3/19-20	Effective Teaching Strategies and an Effective Inservice Model	Central Intermediate Unit Phillipsburg, Penn.	65	Teachers, Principals, State Dept. Staff
4/13	Effective Teaching as related to Student Proficiency Test	Santa Clara Co. Staff Development (Ca.)	25	Administrators
4/28	Effective Teaching in Secondary Schools: Model for Inservice	Institute for Educational Leadership, Santa Clara County	65	Curriculum Supervisors and Teache
4/11/17	Changing Teacher Behavior: Challenge for the '80s	American Ed. Research Association	200	Reasarchers, Teachers, Facilitato
5/12	Effective Teaching in Secondary Schools	Berkeley Teacher Corps	10	Teacher and Principals
5/14-15	Conference on Institutional Time and Student Achievement	National College of Education Evanston, Illnois	40	Researchers
5/27-28	Teacher Expectations	San Diego City Schools	25	Teachers, Administrators, Princip and Vice Principals
6/23	Basic Skills Summer Institute: Effective Use of Time When Teaching Basic Skills	California State Department of Education, Sacramento	75	Teachers and Trainers
6/25	Mississippi Council of Principals and Supervisors: Beyond Time On Task	Alabama State Department of Education, Biloxi, Alabama	125	Administrators

Conferences and Workshops at Which Jane Stallings Presented and Disseminated Research Findings

Date	Conference or Workshop	Sponsor	No.	Attendees
6/28	Effective Classroom Management for High Schools	Detroit Public Schools	50	Administrators and Supervisors
7/17	Creating Conditions for Effective Teaching	University of Oregon	100	Administrators, Teachers and Professors
7/20-22	Learning to Use Time Effectively: A Training Program	Tupulo, Mississippi, School District	30	Teachers
8/5-7	Learning to Use Time Effectively: A Training Program	Dothan, Alabama School District	30	Teachers
8/27	Effective Use of Time Program	San Diego Unified School District	25	Administrators and Principals
8/28	Helping Teachers Use Their Time Effectively	Teacher Center, Santa Clara County, California	150	Administrators and Teachers

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APPENDIX A

LETTER TO SPONSORING AGENCIES

Attachment A

Stallings Enterprises, Inc.
409 Poppy Place
Mountain View, California
August 18, 1980

Harriet Doss Willis
Director, Urban Education Program
3120 59th Street
St. Louis, Missouri 63139

Dear Harriet,

It appears that the funds from the National Diffusion Network will be forthcoming. The contracting officers have found a way to provide the funds to my newly organized company called Stallings Enterprises, Inc. The funding level offered to SRI International was so low that SRI could not accept the grant. Subsequently, I formed this corporation in order to carry on the teaching and learning research and to continue to train teachers.

Included here is a copy of the proposal that is being funded. Your letter of agreement to participate is in the appendix. A description of the type of person we think would make a successful intern accompanies this letter (Attachment A). The interns will need to be with us from November 10-26th.

The costs of the intern's time, travel and per deum is the responsibility of your sponsoring agency. The cost of our staff time and the monitoring of the intern's work as he or she puts the training pyramid into place is borne by us. The sponsoring agency would also have the responsibilities as defined in attachment B.

Sincerely,

Jane Stallings

Jane Stallings, Ph.D.
President

APPENDIX B

SUMMARY OF WORKSHOPS

DESCRIPTION OF WORKSHOPS

Workshop 1 provides each teacher with a profile of his or her observed behavior (see Figure 1). The observation variables are listed in the left column. These are variables used in the study of Teaching Basic Reading Skills in Secondary Schools (Stallings, Needels and Stayrook, 1979). They have considerable face validity which makes the findings understandable to teachers. The fact that the findings were generated from classes similar to the ones in which the teachers were working lends credibility to the research. The variables used in the study are very specific and translating them into recommendations for teachers is not a difficult task. Each teacher receives his/her own set of recommendations for behavior change based upon three days of observation in a class of his/her choice. For example, we observed Sam Jones' period No. 3 prior to a series of inservice workshops. He received the behavior profile shown in Figure 1. The X indicates Sam's pre-training observation. The line down the middle is the mean for approximately 100 classes. Sam Jones was spending 46% of the classtime in management tasks (see pretest score for the first variable). This indicates that Sam was spending approximately one half of the class time not being involved with students; e.g., grading papers or keeping records. The mean for all teachers on this variable was 28%. After interpreting the study findings to Sam we made the recommendations shown in the left column. Our recommendation was to provide more instruction, more interaction, more feedback and do less paper grading and record keeping during class time.

More and less are defined in terms of percent of time spent in specific activities or in terms of frequencies of interactions. These recommendations

are guided by the level of student achievement. To succeed, lower achieving students require more auditory input and more oral expression than do higher achieving students. Teachers with students achieving below the fourth grade level are encouraged to provide oral reading approximately 20% of the time and oral instruction approximately 16% of the time. Teachers with students achieving from the fourth to the sixth grade level would not be encouraged to do as much oral reading but the amount of instruction should be about the same.

The remaining workshops in the series provide the assistance teachers need to carry out the recommendations.

In Workshop 2 the achievement level of the students in the class chosen for study is used to determine more exactly how reading should be approached. Methods to develop vocabulary and word concepts are described for each achievement group. Science, math and social studies teachers are given practical suggestions of how to help low achieving students develop a vocabulary to understand the key concepts of the course content. Recommendations for assessing student reading ability are provided.. Some schools have very little easily accessed information for secondary students.

Workshop 3 focuses upon making good use of the total class period. Efficient means of making assignments and making clear expectations for quality and quantity of work are discussed. If classrooms have students of different achievement levels, teachers are guided to teach two or three groups to accommodate these differences. Lesson plans for several groups or models of group instruction are provided and teachers are guided to plan two or three activities for each group rather than just reading silently or doing workbooks all period.

Workshop 4 Because so many behavior variables were found to be negatively correlated with reading achievement, this workshop provides specific recommendations for behavior management. Each teacher receives a packet to

read before the session. During the session, the leader asks the teachers what was the most difficult behavior problem they had to handle the past week. In each of the prior sessions, the teachers have eventually mentioned the same problems: tardiness, absenteeism, arguments, shouting out demeaning remarks, and physical fights. The leaders ask how each teacher handled such situations. Some of these incidents are role played. Ways of handling such situations are suggested by the teachers and the trainers. Teachers then formulate recommendations based on the research findings and group suggestions. Techniques for motivating students toward good behavior and achievement are also discussed in the fourth session.

Workshop 5 provides instruction and practice in a direct method of providing instruction, questioning and feedback. Teachers are encouraged to provide some verbal instruction and ask students (by name--not by volunteers) to respond. If the response is correct the teachers provide some praise or acknowledgement feedback to the student that the answer is correct. This needs to be specific and clear. If the response is incorrect the teachers are trained to provide some form of positive corrective feedback. Such feedback might be to probe by asking the question differently or to provide some more information and re-ask the question.

Workshops 6 and 7 are conducted after observations at the end of each semester to see whether recommendations from the earlier workshops were followed. New profiles are prepared for each teacher in the form of transparencies so that the second and third profiles can be laid over the first profile to examine changes in teacher behavior. Feedback based on these profiles of teacher behavior is given to each teacher individually. Recommendations for continued behavior change are made.

TEACHER NAME: SAM JONES

LAKEWOOD HIGH SCHOOL

WASHINGTON UNIFIED SCHOOL DISTRICT

STANDARD DEVIATIONS FROM THE MEAN

Mean for All Classes

Less Frequent ‹ ·· › More Frequent

Snapshot Variables	Recommend Doing It:	-2 S.D.	-1 S.D.	0	+1 S.D.	+2 S.D.	All Classes	Sam's Class Pre	Sam's Class Post	Correct Implementation
Teacher class manage/no students	Less			0 ←		X	15.	46.	07.	/
Total silent reading	Less			0 ←	X		08.	09.	05.	/
Total reading aloud	More			X		→ 0	09.	06.	29.	/
Total making assignments	OK		0 ←·	X			06.	04.	00.	/
Total instruction	More			0←X			10.	18.	13.	
Total discussion	More				X	→ 0	02.	04.	18.	/
Total practice drill	More			X0			01.	00.	00.	
Total written assignments	OK			X→0			27.	17.	21.	/
Total test taking	More			X0			02.	00.	00.	
Total social interaction	Less				0 ←	X	04.	15.	07.	/
Total student uninvolved	Less			0 ←		X	05.	15.	01.	/
Total discipline	OK			X0			00.3	00.	00.	/
Interaction Variables										
Teacher to individual student	More	X	→	0			89.	48.	113.	
Teacher to groups	More		X	→	0		13.	01.	38.	/
Teacher to class	OK			0 ←		X	44.	137	37.	
Teacher direct question, reading	More		X	→	0		41.	23.	50.	/
Student response, reading	More		X	→	0		42.	19.	43.	/
Teacher praise, support	More		X	→	0		19.	08.	34.	/
Teacher corrective feedback	More				X	→ 0	13.	19.	53.	/
All interactions/reading	More				X	→ 0	208.	230.	304.	/
All interactions/behavior	OK			X	→	0	06.	01.	11.	/
All interactions/positive	More			X	→	0	04.	00.	04.	
All interactions/negative	OK			X0			00.	00.	00.	/
Student comments, assignment	OK		X→0				09.	01.	13.!	/
All interactions/class assignment	Less			0 ←		X	69.	144.	17.	/
Teacher manage class, no student	Less			0 ←		X	33.	73.	05.	/

X = Pre-Training Observation

0 = Post-Training Observation

→ = Direction of change

/ = Correctly Implemented

Figure 1 PROFILE OF SAM JONES' PRE- AND POST-TRAINING OBSERVATIONS

APPENDIX C

FEEDBACK LETTERS TO THE INTERNS

April 3, 1981

Ms. Lindy Huntsman
Boys Center
204 Glacier Drive
Martinez, California 94553

Dear Lindy:

Things are going well for Deborah and Roberta. Enclosed are some reports from Deborah. They are a good model to follow when reporting. I have to keep records for NDN and this helps.

We need to make plans for the program in your area. There is enough money in my budget to pay for my expenses to help train observers and process the data. The center or some school district needs to come up with the money to pay observers and for teachers' release time. Schools may have SIP funds or could perhaps write adapter grants to do this. Now that I am no longer at SRI, my time is not so fractionated, and I can be of more help to set a pyramid in motion.

The teachers at Balboa changed their scores remarkably - even Mr. Jones and Mrs. Sullivan. They have asked to continue meeting. George asked if he could help run workshops for the teachers. I have received some additional State funds to do an in-depth study of Balboa.

At Santa Theresa, Olivia is to have a baby in April, Laura had her baby in February, Carol has become engaged, Rick won the long distance City running race, Chris is willing to go observe other math teachers and admits to some of his problems, and Dennis has asked for three general math classes so that he can really try some of these ideas next fall. He hopes to break away from being so curriculum-bound. All three of those math classes (Rick, Chris and Dennis) still have a lot of off-task students as the teachers pass from one student to the other. Very little instruction and many call outs for help to get through those programmed books. Remember they removed all the story problems - just numbers for 50 minutes every day. Oh, Chris asked me to send him some "Smelly Stickers and Funny Praise sayings. Wonders never cease.

I look forward to hearing from you. Call me in the evenings if you wish.

Sincerely,

Jane Stallings

April 3, 1981

Roberta Riley
University of No. Carolina
UNCC Station
Charlotte, North Carolina 28223

Dear Roberta,

It was really interesting add fun listening to your tapes. It's so nice to hear the teachers helping each other with their problems. You've created a nice, warm supportive atmosphere in which they, apparently, feel comfortable, valued,and competent. Congratulations!

Attached are some notes Gigi made as we listened to one of the tapes. We were impressed! In the elementary group, especially, one teacher seemed to dominate the discussion. At times it sounded like the conversation got a little "off the track" in both groups. Most of the time, however, you seemed to be able to bring the teachers back to a constructive, problem solving mode.

Some of the things to try to model during the workshops are listed here, just as a reminder: As far as a formal analysis of the tapes is concerned, you could use a modification of the observation system for coding some of the interactions, as was done on the Teacher Corps evaluation. It would ultimately depend on your research questions.

We're looking forward to seeing you at AERA. Our reservations are at the Wilshire Royal Hotel. Give us a call!

Sincerely,

Jane Stallings
Director

JS:js
Enc.

April 3, 1981

Debra Sullivan
Division of Instructional Learning Systems
Bureau of Learning Systems
West Virginia Dept. of Education
Capitol Complex Building 6,
Charleston, West Virginia 25305

Dear Debra,

We just listened to your tapes of Workshop #2 --- we are both getting southern accents from listening to your and Roberta's teachers! It sounds like things are going well --- you seem to have created a nice supportive atmosphere for the teachers to learn about some of the good ideas from research.

One interaction that was especially impressive was the one in which the teacher asked how to probe and you asked the group, "What are some of your ideas?" Four teachers offerred good ideas and you praised them with, "There are a lot of good ideas here." Nicely done! We hope you've been able to use this kind of strategy in your other workshops.

We've enclosed a list of things to try to model during the workshops, just as a reminder. We hope you find it helpful.

We're working on the Putnam County proposal this week and next. We look forward to seeing you soon. Keep up the good work with the teachers!

Sincerely,

Jane Stallings
Director

JS:js

April 3, 1981

Ms. Janine Roberts
San Fernando Teachers Center
Lanai Road School
4241 Lanai Road
Encino, California 91436

Dear Janine:

Things are going well with Deborah and Roberta. Enclosed are some reports from Deborah. They are a good model to follow in reporting. I have to keep records for NDN and this helps.

I will be in Los Angeles for AERA during the week of April 12-17th. I would like to stop and see you on Friday, the 17th, if possible.

We need to make plans for the program in your area. There is enough money in my budget to pay for my expenses to help train observers and process the data. The center or some school district needs to come up with the money to pay observers and for teachers' release time. Schools may have SIP funds, or could perhaps write adapter grants to do this. Now that I am no longer at SRI, my time is not so fractionated, and I can be of more help to set a pyramid in motion.

The teachers at Balboa changed their scores remarkably -- They have asked to continue meeting. George asked if he could help run workshops for other teachers. I have received some additional State funds to do an in-depth study of Balboa.

At Santa Theresa, Olivia is to have a baby in April, Laura had her baby in February, Carol has become engaged, Rick won the long distance City running race, Chris is willing to go observe other math teachers and admits to some of his problems, and Dennis has asked for three general math classes so that he can really try some of these ideas next Fall. He hopes to break away from being so curriculum-bound. All three of those math classes (Rick, Chris and Dennis) still have a lot of off-task students as the teachers pass from one student to the other. Very little instruction and many call outs for help to get through those programmed books. Remember they removed all the

story problems - just numbers for 50 minutes every day. Oh, Chris asked me to send him some "Smelly Stickers and Funny Praise sayings - wonders never cease.

I hope your life is good and I look forward to hearing from you. Call me in the evenings if you wish.

Sincerely,

Jane Stallings

Enc.

JS:ajg

APPENDIX D

SITE REPORT FROM DEBORAH SULLIVAN
WEST VIRGINIA STATE DEPARTMENT OF EDUCATION

REPORT

IMPLEMENTATION OF THE STALLINGS CLASSROOM MANAGEMENT STAFF DEVELOPMENT PROCESS IN A DEMONSTRATION PROJECT IN PUTNAM COUNTY, WEST VIRGINIA

The Putnam County Classroom Management Staff Development Project is an outgrowth of the teacher effects research and research-based staff development process developed by Dr. Jane Stallings, formerly associated with SRI, and now president and founder of the Teaching and Learning Institute in Mountain View, California. The purpose of the staff development process is to increase student achievement through data-based, systematic change in teaching behaviors.

The West Virginia Department of Education, through Dr. Joseph C. Basile, II, Director of the Division of Instructional Learning Systems and Dr. Nicholas Hobar, Director of Professional Development Systems, endorsed the Stallings classroom management staff development project in 1979. When funds were granted by the National Diffusion Network for expansion of the JDRP-approved program in 1980, a West Virginia Department of Education staff person, Debra Sullivan, trained under Dr. Stallings, thereby ensuring that that process could be transplanted to West Virginia. Prior to sending an apprentice, an agreement was reached between the SEA and an LEA, Putnam County, to serve as a demonstration site. A calendar of events detailing the chronology of the project is included in Attachment A.

Following the training of observers (Attachment B) in January 1981 in collecting data using the Secondary Observation Instrument, a low inference tool relating to specific teaching variables, eleven secondary Language Arts teachers from two schools were involved in the demonstration project, having been chosen because of the diverse natures

of the schools in which they were teaching: a rural, small, low to middle SES high school contrasted to a more urban, large, middle to high SES high school. A series of teacher training sessions was conducted following the Stallings' model, with content focusing upon teacher effectiveness and classroom management research findings, pariticularly as related to the teacher profiles; classroom management; reading problems; behavior and discipline; and direct instruction and student motivation.

Prior to the end of the school term, a refresher course was conducted for the observers (Attachment C). Then follow-up data was collected using the SOI, the resultant profiles being shared with the teachers involved. A final project meeting on June 8, 1981 with the county superintendent, Director of the Division of Instructional Learning Systems (SEA), teacher trainer, and teachers provided information relative to the continuation and expansion of the project.

At the request of the county superintendent, an outside evaluator, a 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 observations in the "correct" implementation of specific classroom teaching behaviors; and teachers' pre-posttest changes in their perceived responsibility for student achievement in the classroom.

The evaluation yielded the following findings:

- Systematic observations of teachers' classroom behaviors revealed significant changes (positive direction) in the correct implementation of recommended teaching behaviors.
- Four "clusters" of teachers were identified based on their concerns profiles.
- The teachers' feelings/reactions moved positively as the project unfolded.
- Administrators stated generally favorable attitudes about the project.

The Putnam County Classroom Management Staff Development Project will be continued and expanded during the 1981-82 school year. Plans are being made in the following areas:

- the training of at least four additional observers to supplement the cadre of already trained observers.
- the lengthening of the classroom data collection process from three days to five days each at the beginning, middle, and end of the school year.
- the training of at least one apprentice to work with teachers in the teacher training sessions.
- the collection of follow-up data on the eleven teachers involved in the 1980-81 demonstration project.
- the expansion of the number of teachers involved from eleven to a possible eighteen.

Attachment A

CALENDAR OF EVENTS

PUTNAM COUNTY BASIC SKILLS/CLASSROOM MANAGEMENT PROJECT

January 14, 1981	Meeting with teachers and observers
January 19-27	Observer training sessions
February 2-4	Classroom observations
February 26	Visit Buffalo and Hurricane to meet informally with principals to tour schools
March 11	Workshop 1
March 16	Visit Buffalo High School to observe informally 4 teachers involved in project
March 19	Workshop 2
March 31	Visit Hurricane High School to observe informally 1 teacher in project
April 1	Workshop 3
April 8	Workshop 4
April 9	Visit Buffalo High School to meet with principal and to meet informally with 2 teachers in project
April 22	Workshop 5
May 6	Observer retraining session
May 11-13	Classroom observations
Week of June 1	Meet with teachers in project to review pre- and post-profiles
June 8	Debriefing session with teachers

G5/4

ATTACHMENT B

SUMMARY
OBSERVER TRAINING WORKSHOPS AND CLASSROOM OBSERVATIONS

I. Overview of Putnam County Basic Skills/Classroom Management Project--Phase I (Observer Training and Classroom Observations)

Background Information

The first phase of the project is essentially concerned with the training of observers and their subsequent observations in the classroom. The data collected by the observers will be analyzed and will serve as the framework around which the Spring 1981 teacher workshops will be structured. Following the series of teacher workshops, the observers will once again collect data in the same teachers' classrooms, the new data will be analyzed, and the teachers will once again be presented with their profiles.

Selection of Observers

Observers were chosen by a selection committee comprised of the principal and two teacher representatives from each high school taking part in the project. Mr. Kenneth Rucker, Director of Adolescent Curriculum, chaired the committee. The committee adopted the following criteria for the selection of observers from the substitute teacher list:

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 and that four observers be selected for Hurricane High School.

The following observer trainees were selected:

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

School/Teacher Participation

In choosing Buffalo High School and Hurricane High School as the project demonstration sites, Mr. Higginbotham expressed the desire that two contrasting schools be involved in the initial phase of the project. Buffalo High School has the smallest student population of Putnam County secondary schools, while Hurricane High School has the greatest number of students. The area from which Buffalo High School students are drawn is basically rural, while Hurricane students live in a more suburban part of the county.

The teachers participating in the project teach English-Language Arts. They are:

Elizabeth Caldwell (BHS)
Linda Hoffman (BHS)
Karen Peck (BHS)
Sarah Welch (BHS)
Cathy Clay (HHS)
Roscoe Lafferty (HHS)
Sharon Lewis (HHS)
Pam Lusher (HHS)
Kent Runyan (HHS)
Glenda Tracy (HHS)
Judy Whaley (HHS)

Project Meeting

A meeting was held on January 14, 1981, at the Putnam County Schools central office. People attending the meeting included: Kenneth Higginbotham, Superintendent, Putnam County Schools; Kenneth Rucker, Director of Adolescent Curriculum; James Melton, Principal, Buffalo High School; teachers and observers who would be involved in the project; Joseph C. Basile, II, Director, Division of Instructional Learning Systems, West Virginia Department of Education; and Debra Sullivan, Reading Coordinator, Division of Instructional Learning Systems, West Virginia Department of Education. During the course of the meeting the Basic Skills/Classroom Management Project was outlined as well as the project's place in the Putnam County Plan for Comprehensive Education.

II. 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.

On the first day of the workshop, participants were greeted by Mr. Higginbotham and Dr. Basile, each of whom made opening remarks detailing the scope of the Putnam County Basic Skills/Classroom Management Project and the crucial role the observers would play throughout the project. Dr. Merrill Meehan, Appalachia Educational Laboratory State Consultant, was present, as was Mr. Rucker.

The observer training sessions included four classroom observations by each observer trainee. The observations were conducted at Winfield High School. The teacher volunteers were Miss Bonnie Henson, Mrs. Joan Giles and Mrs. Jean Pitzer, all teachers of English-Language Arts.

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.

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) a reliability check, based on coding videotape sequences and oral vignettes

3) a reliability check between partners based on that day's practice classroom observation, including completion of the classroom log

Observers' comments concerning the training session are included in the appendix.

III. Classroom Observations

Before leaving the final observer training session, the observers were given their observation assignments in their respective high schools and the materials needed to complete the observations. They were told that the teachers involved would be informed that classroom observations would be conducted on February 2, 3 and 4, 1981.

The following observation schedule was developed:

February 2, 1981

Buffalo High School

Teacher	Observer
Hoffman	Johnson
Caldwell	Johnson
Peck	Sayre
Welch	Sayre

Hurricane High School

Teacher	Observer
Lewis	Blankenship
Whaley	Keadle
Runyan	Blankenship
Lusher	Keadle
Tracy	Roach
Clay	Christian
Lafferty	Christian

February 3, 1981

Buffalo High School

Teacher	Observer
Hoffman	Johnson
Caldwell	Johnson
Peck	Sayre
Welch	Sayre

Hurricane High School

Teacher	Observer
Lewis	Blankenship
Whaley	Keadle
Runyan	Blankenship
Lusher	Keadle
Tracy	Christian
Clay	Roach
Lafferty	Christian

February 4, 1981

Buffalo High School

Teacher	Observer
Hoffman	Johnson
Caldwell	Johnson
Peck	Sayre
Welch	Sayre

Hurricane High School

Teacher	Observer
Lewis	Blankenship
Whaley	Keadle
Runyan	Blankenship
Lusher	Roach
Tracy	Christian
Clay	Keadle
Lafferty	Christian

The observers met with Debra Sullivan following their observations on February 2 to review and edit their observation booklets. At the subsequent meeting held on February 4, the observers completed editing their booklets and prepared their observation booklets for submission for analysis. Classroom logs were also collected.

IV. Projected Timeline

Date	Task	Product
2/6/81	submit completed observation booklets to Intram Corporation for data analysis	teacher profiles
2/16/8-2/27/81	analyze teacher profiles; prepare materials for first teacher workshops	workshop packets
week of 3/2/81	conduct first teacher workshops; prepare materials for second workshop	workshop packets
week of 3/9/81	conduct second teacher workshops; prepare material for third workshop	workshop packets
week of 3/16/81	conduct third teacher workshops; prepare material for 4th workshop	workshop packets
week of 3/23/81	conduct fourth teacher workshops; prepare material for 5th workshop	workshop packets
week of 3/30/81	conduct fifth teacher workshops; conduct observer retraining session	workshop packets
4/6/81-4/8/81	conduct classroom observations; edit observation booklets	completed observation booklets

Date	Task	Product
4/10/81	submit completed observation booklets to Intram Corporation for data analysis	teacher profiles
4/13/81-4/24/81	analyze teacher profiles; prepare materials for final teacher workshops	workshop packets
week of 4/27/81	conduct final teacher workshops	
week of 5/4/81	conduct meeting with persons involved in project	
week of 5/11/81	write project report	final report

C1-7/3

Lela Johnson

Subject: Secondary Observation System Training Program

Instructors: Jane Stallings, Debra Sullivan

To: Debra Sullivan Copy to: Kenneth Higginbotham

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 could 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.

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 it 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 been 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. Stollings, 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 needed more correction, 9's. Dr. Stollings 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 priviledge and an honor. I sincerely wish the best for the project and to everyone who has 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

-Lillian Roach

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.

ATTACHMENT C

EVALUATION REPORT

On May 6, 1981, as part of the Putnam County Basic Skills/Classroom Project, an observer review session was conducted at Winfield High School in the Cultural Center. The purpose of the session was to prepare observers, who have not had occasion to use their observation skills for three months, for their classroom observations to be conducted May 11, 12, and 13, 1981. During the day-long meeting, observers participated in a variety of activities aimed at building their speed and accuracy in using the observation instrument. Through discussion, coding videotapes, completing written tasks, review of formats, and other group interactive assignments, the participants strengthened and refined their observation skills.

Observers who participated in the review session and their school observation sites were:

Lela Johnson	Buffalo High School
Janice Sayre	Buffalo High School
Helen Blankenship	Hurricane High School
Jean Keadle	Hurricane High School
Lillian Roach	Hurricane High School

Glenn Christian, the sixth trained observer, was unable to attend and will be unable to participate in the upcoming observations due to illness in his family.

The review session trainer was Debra Sullivan, Division of Instructional Learning Systems, West Virginia Department of Education. Throughout the session, the observers were evaluated and deemed to be reliable. A copy of the compiled results of an Observer Survey (Appendix), completed by each observer, is attached.

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 Educaton (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 like 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

B5/4

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? _____

APPENDIX E

SITE REPORT FROM ROBERTA RILEY
UNIVERSITY OF NORTH CAROLINA

Appendix E

SUMMARY OF SPRING, 1981 PILOT OF
STALLINGS EFFECTIVE USE OF TIME TRAINING PROGRAM IN
NORTH CAROLINA

At the North Carolina site in the spring of 1981, two groups of teachers volunteered to participate in the Stallings program. Each group numbered six teachers, all of which were female. One group was composed of elementary teachers (1st grade: 2; 2nd grade: 2; 6th grade: 1) and an elementary librarian. Five participants were white, one was black. Their experience ranged from 3 to 15 years. The other group was drawn from secondary personnel (high school social studies: 1; high school English: 1; high school math: 1; high school science: 1; high school science: 1; and high school special education: 1). Their experience ranged from 5 to 20 years. Three were black and three were white.

The program was described in a ten minute presentation to the teachers at morning and/or afternoon faculty meetings.

Four observers participated in an intensive, week-long training. Two were Teacher Center staff and two were graduate students.

The elementary workshop sessions were co-led by a Temple University graduate student, whose dissertation area was teacher effectiveness, and by an intern from the Stallings training program. In the first session, the group discussed the observation process and the resulting profiles. Teachers were impressed and slightly overwhelmed by the data received. They remarked that they needed <u>much</u> improvement. Some stated that there seemed to be <u>many</u> items to work on. Leaders noted that they should select a few significant variables to pursue each week. The second session focused on classroom management; in particular, making assignments, distributing materials and individualization and grouping were discussed. One teacher noted that the ideas the group shared were positive things she <u>used to do</u>. At various times, other members of the group indicated similar experiences, which suggests that the training process and materials offer trainees opportunity to renew teacher behaviors they value. Such comments further indicate that staff development needs to be a continuous, on-going option to maintain quality teaching.

Discipline, prevention and coping directed the discussion in the third session. Clarity of expectations, use of minimal discipline (e.g., control through nonverbal means and proximity), and listing of strategies to try with specific students were ideas developed during the meeting. Each teacher observed another teacher in the group using the form below:

METHOD OF INFORMING STUDENTS OF ACTIVITIES:
NUMBER OF GROUPS:
NUMBER OF ACTIVITIES:
NUMBER OF STUDENTS OFF-TASK:
NUMBER OF DIFFERENT STUDENTS WHO RECEIVE FEEDBACK (praise, acknowledgement, response to a question, correction of work):
NUMBER OF TIMES TEACHER ATTEMPTS TO CONTROL BEHAVIOR:
NUMBER OF TIMES TEACHER IS ENGAGED IN CLASSROOM MANAGEMENT:

Results of this observation were discussed in the fourth session which focused on Instruction. Which students received feedback and for what behaviors was examined. Brophy and Good's Looking in Classrooms section on "praise" was discussed. Guiding students to correct responses was explored as was probing.

In the fifth workshop, Instruction continued as a topic. Questioning strategies were a topic. Balance among discussion, practice drill, test taking and written assignments were examined.

In North Carolina, K-3 teachers have aides in their classrooms. One meeting was held with three aides to discuss several ideas teachers wished assistance from aides on.

The secondary teachers followed a similar agenda. "Reading aloud" (its importance) was debated by the math teacher in the group. Motivation of disinterested and "drugged" was a major concern. This group devoted more time to Behavior Management than Instruction as a topic. Reading scores were difficult to obtain and teachers were surprised at the results for several students in their selected class. In this group, all attended every session. In the elementary group, one teacher dropped out and was not observed during the post-observations.

The sixth workshop for both groups will be held this Fall (1981) as an "opener" for school. Post-observations will be compared with pre-observations and directions for the new year will be discussed.

Spin-off from this initial project in North Carolina:

- Two teachers assisted the intern in writing an article about this experience and submitted the manuscript this Fall to a state education journal.

- Two teachers will co-present (with the intern) at the North Carolina Awareness Conference, September 21-23. The purpose of this meeting is to present the Stallings project to potentially interested Central Office staff across the state so they may adapt the program. One county submitted an Adaptor grant for $10,500.00 to develop and continue the Stallings project in the area, and this grant was funded.

- This year, a team of principals and curriculum coordinators will be trained as observers. One of the coordinators and several teachers will also be trained as workshop leaders.