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ABSTRACT

This presentation offers a design for developing a long term staff improvement program using the talents available in a small or rural school district with low financial resources, limited personnel time, and difficulty in obtaining outside training. The plan focuses on improving teaching skills through a participatory structure involving peer coaching and trainer team building. Details of the project design are described. Discussion of the plan focuses on research findings on teaching skills and teaching models to which components of effective teaching are applied. Ways of providing training on these models are discussed with emphasis on the effectiveness of peer coaching and trainer teams. Each of these techniques is considered in the light of its impact on teachers, students and school districts. Supplementary materials on building support teams for school improvement include a model and outline of steps in a basic practice model as well as a coaching guide and lesson design for effective teaching and a checklist for implementing an innovation. (JD)

BUILDING SUPPORT TEAMS FOR SCHOOL IMPROVEMENT

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Small rural school districts are often at a disadvantage when trying to develop long term staff development programs. Lack of money, limited personnel time, and difficulty in obtaining training are all inhibiting factors. But I think the most critical factor for any size district is having a plan. Without a plan, you have no way to coordinate the resources you do have or to attack the problem of how to get more.

This presentation poses a project design that has been developed through work with several small rural school districts. This is a story of trial and error with the message that you really don't have to reinvent the wheel but you do have to make your own wheel.

(H1) The project design synthesizes a number of the currently popular focuses of staff development. It provides a continuum for development of teaching skills that goes beyond "Effective Teaching" and into "Models of Teaching". It develops peer coaching relationships as part of a larger picture. It fosters building level staff development support teams. It links staff development to changes in teachers, students, and schools.

As I present this plan, I hope you will think about your own school district staff development goals and how these ideas might fit your vision of success.

THE PLAN

(T1) Futurists such as Naisbitt (1982) tell us that organizations such as schools will have to change in a number of ways related to their use of human resources. (T2) Smart school districts are preparing now for the inevitable. They are building participatory structures for implementing innovation so that productivity and quality are increased. This project design helps small rural school districts do just that. (H2) It starts with a vision of successful change.

(T3) The Innovation can be teaching skills, curriculum or other issues of concern to a district. This plan focuses on Teaching Skills because they are generic processes that apply to teaching at most levels and in most areas. Right now, in most states, the emphasis is developing teaching skills for direct instruction of

student basic skills. But we need to expand the vision with teaching skills for the information age such as collaboration, thinking and problem solving, and personal development.

(T4) Partic patory Structures means Peer Coaching and Trainer Team Building. These are ways to involve teachers and administrators together at building and district levels to take part in and to lead their own development. This project design focuses on Peer Coaching because it gives a way to promote one-on-one staff development relationships. The emphasis in most states now is on fostering teachers' basic teaching skills. In our state, it appears in the Beginning Teacher Internship Program and in the widespread inservice focus on Effective Teaching. But we need to extend this vision to include ideas such as collaborative work groups that make the work place more enjoyable and productive; thinking teachers who teach thinking; self esteem that breeds a climate of success.

Another part of this project design is developing trainer teams and networking them among schools. Across many states, much money is spent on hiring outside experts to deliver training. But a more productive idea is to create an organizational philosophy that empowers the employees of the organization to be part of their own staff development and then to use the outside experts to develop local resource people.

(T6) Productivity and quality may be new words on educators tongues. But they simply mean we must see the effect of the time and money spent on staff development. Now, in many states, the impact of staff development is measured in hours spent and indirectly in the test scores of students. We need more meaningful and more immediate ways to link staff development to changes in teachers, in students and in schools. In this project design, a variety of options are available for measuring impact.

(T7) The goal of this project design is to build participatory structures for implementing innovation so that productivity and quality are increased. We have learned that making those words come alive is not simple and quick. It requires translation into a strategic action plan that is multiyear and multi level, that is developed by and is supported by the main players in the plan, and that is known to the recipients of all this effort.

The rest of this paper describes the details of the project design. It also mentions how several different school districts are beginning to implement components of this plan.

TEACHING SKILLS

(T8) At the heart of this plan is the idea of "teacher as decision maker". American education values flexibility in meeting individual learning needs of students. We believe there is no one best way to teach but rather that teachers must make conscious decisions to select and combine components that are likely to be effective in a given situation. However, research on teaching indicates that most teachers teach in about the same way and that many lack knowledge of or proficiency in using other approaches.

Beginning teachers can be expected to be recipe followers but skilled professional teachers should have developed the expertise to vary from the pattern. Teacher decision making about teaching process is a high level skill based on knowledge of many facts, concepts, principles and procedures and on proficiency in many skilled behaviors. Training on teaching skills is for the purpose of helping more teachers become expert decision makers by adding more options to their teaching repertoires.

(T9) The Teaching Skills may be thought of as a continuum of Teaching Models to which components of Effective Teaching are applied. None of these Teaching Skills are new. We first found them in Models of Teaching (Joyce & Weil, 1986). Now, they are the current topics of the popular conferences, workshops and journal articles. This means they are very available to anyone who wants to take the time to be trained upon them. We have tried to put them into a framework and to show how they are related to and build upon one another.

(T10) The set of Teaching Skills starts with Effective Teaching. Madeline Hunter and others have identified these basic skills of teaching. They include components of lesson design and principles of learning. Effective Teaching components are not tied to any one way of teaching or to any particular learning outcomes. They are the basic parts we mix and match to construct lesson designs for all sorts of learning. The way these parts are applied depends on the goals to be accomplished by the instruction. Many school districts have provided training on Effective Teaching but have not considered the next step. In our opinion, they have just begun and to stop there is a real disservice to those professional teachers and administrators who are ready to grow beyond the basic skills.

Models of Teaching, the classic text by Joyce and Weil (1986), provides a continuum of teaching strategies derived from studies of curriculum and instruction. The Behavioral Systems Family is the most teacher directed set of strategies. From this family, we selected the Basic Practice Model, a direct instruction strategy whose lesson design gives a familiar context for applying the parts

of Effective Teaching. (H3) When most of us think of the application of Effective Teaching in a lesson, we are thinking of a Basic Practice Model lesson. This is the way most teachers teach. It is an important strategy for its purpose but it is not necessarily more effective than other strategies (Joyce & Showers, 1988).

With the Basic Practice Model under their belts, teachers can swing right into the Social or Cooperative Learning Family. Student Team Learning (Slavin, 1987) starts with a direct instruction lesson and adds cooperative, structured groups to accomplish the functions of guided and independent practice. Cooperative interactions are expanded through the work of Johnson and Johnson (1987). Strategies for effective group work are added and participants are involved in problem solving and reflection about experiential activities.

Having focused on thinking and problem solving, a natural extension is into the Information Processing family. We selected from many options, five models that made sense to our teachers. These were taken from Tactics for Teaching Thinking (Marzanno & Arredondo, 1986) and from Models of Teaching. We decided not to try strategies in the Personal family for the time being although Joyce and Showers recommend Synectics.

With each of the selected teaching models, Effective Teaching parts are applied as lessons are designed. But the learning processes and the teacher-student relationships are very different for the various Families. For all models, we emphasize the linkage of observable teacher behaviors with the behavior labels and with the reasons the model parts are effective in helping students learn. We want teachers to be able to describe what they are doing and why. (H4)

(T11) Part of the Strategic Action Plan concerns how to provide training on these teaching models. One aspect we considered was how much training it would take to get the participants to the desired level of proficiency. The modified chart from Joyce and Showers (1987) indicates that different outcomes for training on content require different levels of intensity and duration of training. For most of the outcomes we are after, one workshop will not produce the desired impact. This situation builds a rationale for Peer Coaching and for School Based Trainer Teams.

The districts using this project design have identified Teaching Skills they will develop over a five year period. They have allowed more time for the more complex and new models and are planning to reach transfer.

PEER COACHING

(T12) Peer Coaching is another Joyce and Showers invention though others have also described it and related strategies under a variety of labels. Peer Coaching programs are organized and implemented at the school level. The focus is an individual's application and generalization of new skills learned in a training program. (T13) But, the major purpose of peer coaching is implementation of innovations to the extent that determination of effects on students is possible. This means, the individual's application and generalization of a teaching skill should result in measurable impact on students.

Other purposes are met through Peer Coaching programs as well. They build communities of teachers who continuously engage in the study of their craft; teachers develop shared language and common understandings necessary for the collegial study of new knowledge and skills; they provide a structure for follow up of training that is essential for acquiring new teaching skills and strategies.

We perceive Peer Coaching to be a fairly informal relationship between and among coaching partners. The major interaction is giving positive and direct technical feedback and analysis about use of a teaching model. This is not a Clinical Supervision type of relationship in that the balance of power is very equal and long term problem solving relationships are being built.

(T15) There are steps that structure the coaching interaction. These steps are planning, observation, and feedback. Planning includes three parts: preobservation conference, goal setting and technique selection. Preobservation conference is a large phrase that merely means having a chat about what will be observed. Usually, the objective of the lesson is stated and any characteristics of the learners or the setting that have a bearing on the teaching segment are shared.

Goal setting means that a focus of observation is selected which is usually some aspect of using the model that the teacher wishes the coach to particularly pay attention to. It is best to limit the things looked at during any one observation. Given the type of model and a focus for the observation, an appropriate technique is then selected. A Coaching Guide specially designed for that teaching model is used to collect data about the teacher's use of the parts of the strategy. (H5)

Observation may be done in the classroom or using video taped segments. We have found video tape to be most satisfactory because it reduces the teacher's stress level and lets the teacher select the segment to be shared with others. When video tapes are shared,

each teacher gets feedback on how s/he is applying the model and gets to see another teacher dealing with the same application. The Coaching Guide is used to record verbatim comments and actions related to the various parts of the model being observed.

Feedback Conference is an opportunity to chat about what happened. The coach uses the Coaching Guide and the notes taken to provide objective feedback using a specified format. This format provides a jumping off point for discussing application of the parts of the teaching strategy and the next steps.

(T16) The format is this: "You said/did....", "That's called .....", "It's effective in helping students learn because....." This format links teacher behavior with the label and with the reason for using it to increase student learning. The teacher and coach may then analyze the application together. The emphasis is on positive feedback on behaviors consistent with the model. As the coaching relationship develops, the partners may work on deeper analysis and on joint lesson planning. Conferences may take as little as five minutes or may be longer especially at the beginning.

The impact of the coaching process on use of the teaching models should be:
1. increased skillful use of the teaching model,
2. moving toward consistent use
3. and then appropriate use in a variety of types of lessons.

We have found that the structured observation form helps the coaches give appropriate feedback. The teachers value such specific feedback and the opportunity to analyze their performance with a colleague. The level of professionally oriented conversation really does increase. As one teacher observed, "Look at us, we're all talking about teaching."

The major problem is where to find the time to do Peer Coaching. Joyce and Showers (1988) offer some suggestions, but the real answer is that it is not easy and/or it is not cheap. Even when time is bought with substitute teachers, participants become anxious about the amount of time spent out of the classroom. The Strategic Plan needs to carefully address the time available as well as the other time commitments of the participants.

The districts using this project design are developing the peer coaching relationships along with the Effective Teaching Training. As they add other models they will extend the sophistocation of the coaching interactions by incorporating group communication skills and cognitive coaching ideas.

TRAINER TEAM BUILDING

(T17) The purposes of this phase are to empower teachers to own their own professional development and to use experts to develop the local resource people. There are five major activities in development of Trainer Teams.

(T18) Team building and networking is the first. The role definition of a team member is flexible at this point and varies by district. We began by selecting a small group and sending them in subgroups to national level training sessions conducted by experts. We realized that it makes a difference when you hear it from the horses mouth. Participants were charged to share their learnings with the whole trainer group and to discuss ways to use the new strategies. One of the needs of the participants of such a project is to network with others who are trying new teaching models and coahcing strategies. Opportunities for team building and networking let them share insights, fears and frustrations. The district began to collect resources to support use of the models. A team spirit developed that became energy for driving and expanding this core group.

(T19) Each trained person was asked to practice the new teaching model in their classroom with the help of their coach, to become "expert" on it, and to offer their classroom as a Demonstration Classroom for that model. These people may also observe and do demonstration teaching of the model in other classrooms. These teachers are accountable for becoming skillful and for transferring the model into their repertoire so that they can share it with others.

(T20) As the "expert" teachers become skillful and consistent in their use of the teaching model, they are asked to write a lesson and video tape it. A Coaching Guide is also prepared. This critiqued material becomes part of the staff development resource collection for use in training others on the model. This is further accountability and also visibility for the effort and expertise of the "expert".

(T21) For those who wish to become trainers on a model, a workshop on adult training design will be offered. Modules will be developed and practiced. Several participants are eager to share their expertise with teachers in other districts. We envision a future trainers network that links and supports "experts" and training materials across districts.

(T22) Another skill we plan to develop with the Trainer Team is how to measure and affect change. Whether they demonstrate teaching models, develop model lessons or teach workshops, the team members are in positions to discuss problems and advise on solutions with

other teachers who are learning. They can be more effective if they understand adult growth and change and how to facilitate it. Concerns Based Adoption Model is very helpful here (Hord, Rutherford, Huling-Austin, Hall, 1987).

The last phase of the project addresses that topic. The district's strategic plan must expecially address how to handle Trainer Team Building. This part particularly can be incorporated into a district career ladder.

The districts using this project design have begun to develop a Trainer Team. The levels of participation vary from merely being trained to training others.

IMPACT

If staff development enhances the productivity and quality of a districts efforts, we want to demonstrate it. In this plan, we are looking at impact on teachers, on students, and on districts.

(T23) Impact of staff development on teachers can be measured in several areas. Knowledge can be assessed by content post tests during trairing sessions. Teachers are generally unused to being evaluated on their learning in inservice sessions and may be threatened by this. Use of self checking tests may be the way to start. Skill can be assessed during and after training sessions through use of coaching guides and self evaluations.

Data on the transfer of training to routine and consistent use can be gathered via Innovation Configuration as an observer's opinion, (H6) participant Action Plans that predict transfer, Teaching and Coaching Logs kept by participants to document transfer attempts, Coaching Guides as in-process data, Levels of Use Interviews as a way to interpret comments of users or nonusers (H7). Attitude about the changes indicates progress through a change process and is assessed via Stages of Concerns Questionnaire.

(T24) Student impact data can be collected in the classroom by the teachers as they use the models. Content post test merely documents how well students learned the subject matter taught while teacher was using the teaching model. Research studies document sometimes large differences in the learning effects for different models. Teachers can work at recreating these effect levels

Students can also provide feedback on the teacher's use of the teaching process. (H8) Alerting students to the steps of the model has two benefits. It identifies a learning strategy appropriate for use with this content and one the students may use again. It

also lets the students give feedback on how the teacher used the steps. Many teachers play back their video taped lessons for the students and they critique them together. The students are often interested in seeing how they responded.

By tabulating the data on teacher and student change, district profiles can be developed. Such profiles are good feedback to the Strategic Action Plan.

The danger, of course, is that teachers will see this as evaluation rather than collection of data on the impact of the staff development activities. The strategic plan must relate this data in a way that suggests further opportunities for participants.

The districts using this project design have experimented with measurement of impact but are not collecting data in a systematic way.

SUMMARY

Our purpose in this project design is to build participatory structures for implementing innovation so that productivity and quality are increased. The innovation is teaching skills. The participatory structure includes peer coaching and trainer team building. Productivity and quality are implied by measures of the impact of staff development activities on teachers, students and schools. We found that having a project design that synthesizes the parts of our vision was critical. Then molding that design to the individuality of a school district was essential. They have to design their own wheel or Strategic Action Plan.

Now I'd like you to think about your districts staff development program goals and expected outcomes.
Is there an innovation you are attempting to implement?
Is there a logical sequential approach to the innovation?
Do participatory structures exist that empower teachers and administrators to become involved in their own professional development?
Are there opportuintities for one on one support in implementing new skills?
Are there opportunities for further, more sophistocated involvement of groups of participants?
How do you measure the impact of staff development?
Is the impact of staff developement related to changes in teachers, students, schools
How does all this fit into an overall long term school improvement plan?

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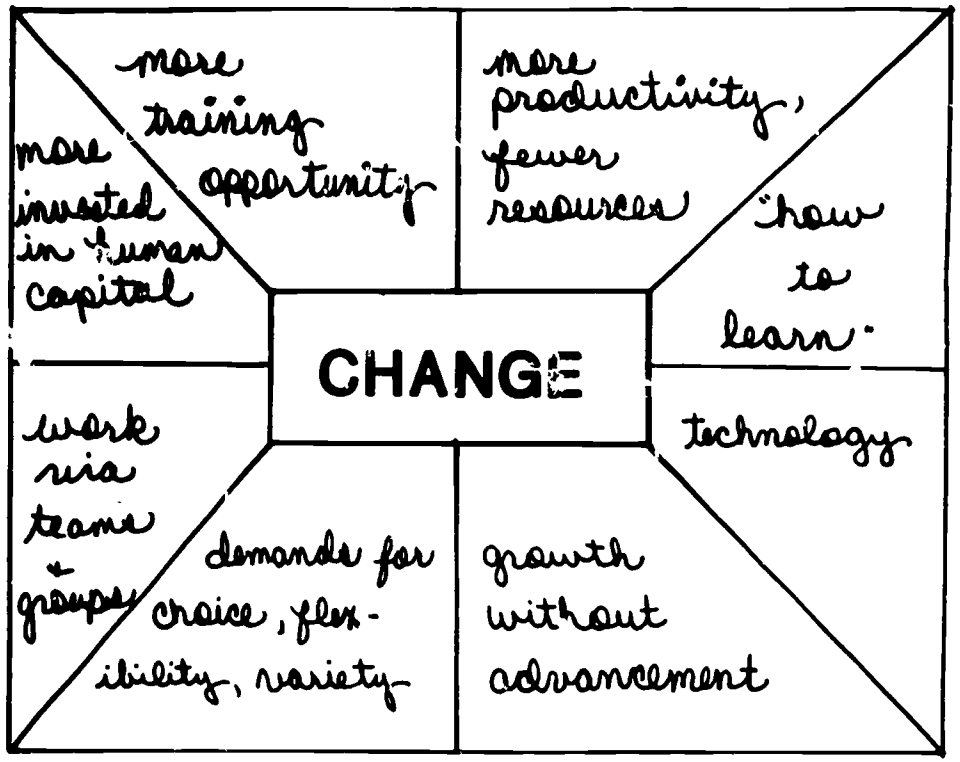
T1



T4

PARTICIPATORY STRUCTURES:

COACHING SKILLS

now -teacher's basic skills

need -collaborative work groups

- self esteem
- thinking teachers

T2

PARTICIPATORY structures for implementing INNOVATION so that PRODUCTIVITY and QUALITY are increased.

T3

INNOVATION:

TEACHING SKILLS

now - basic skills

need - collaboration

- thinking
- personal development

T5

PARTICIPATORY STRUCTURES:

TRAINER TEAM BUILDING SKILLS

now – outside experts to deliver training

need – empowered employees

– experts tc develop local resources

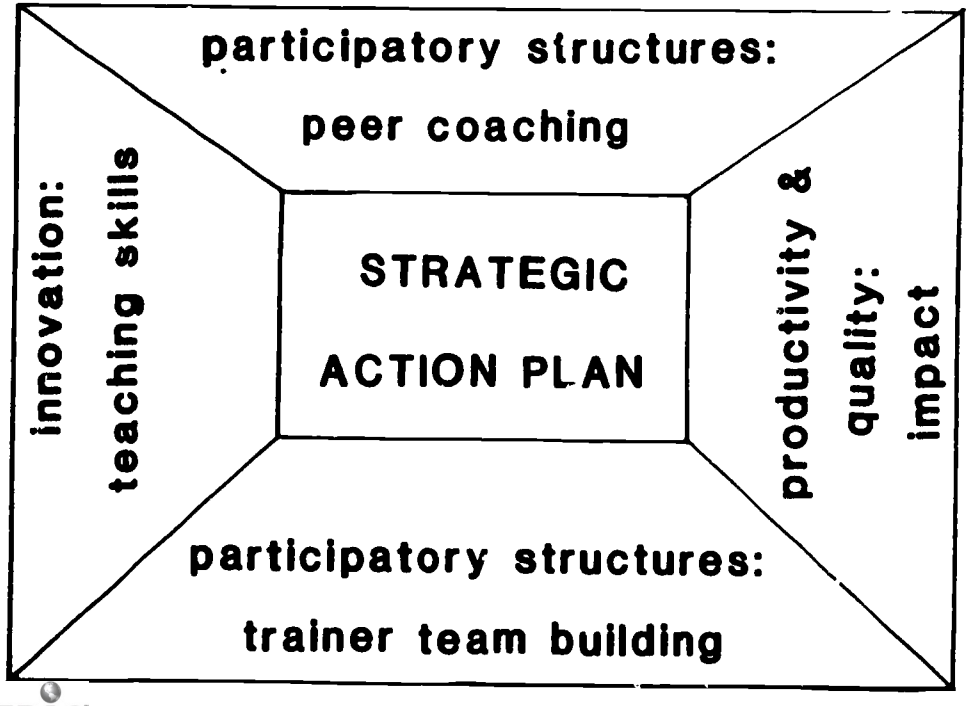
T8

TEACHING SKILLS

TEACHER = DECISION MAKER

- CONSCIOUS DECISION MAKING
- FLEXIBLE REPERTOIRE

T7



T6

PRODUCTIVITY& QUALITY:

IMPACT

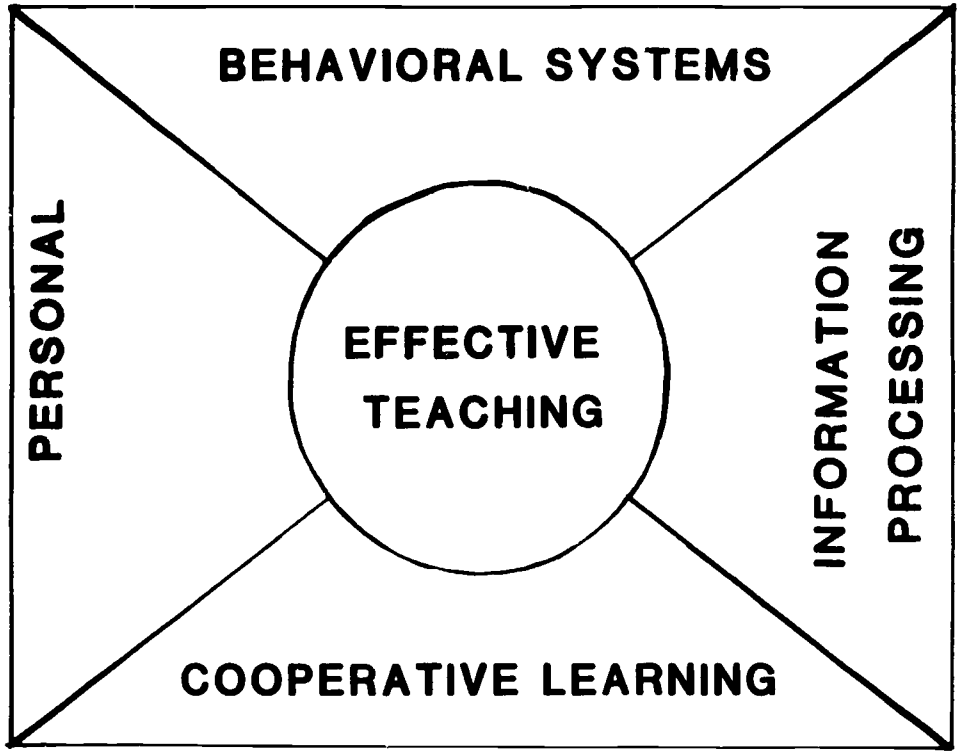
now – counted by hours

need – link to changes in teachers,

students, schools

TEACHING SKILLS

T9



T11

possibilities for selecting training outcomes

CONTENT	OUTCOME: knowledge	skill	transfer	attitude
refine existing: • Simple • Complex	Outcome = more appropriate use of existing behaviors Intensity + duration determined by group needs and complexity of behavior			
addition: Simple Complex	Outcome = mastery of new strategies. more complex strategies require more intense and longer training.			

T10

Teaching Skills

Effective Teaching
- Lesson Design
- Principles of Learning

Behavioral Systems Family
- Basic Practice Model

Cooperative Learning Family
- Student Team Learning
- Cooperative Learning

Information Processing Family
- Memory Models
- Goal Setting
- Concept Attainment
- Inductive Teaching
- Examination of Values

Personal Family

T12

PEER COACHING

CONTEXT: school level organization & implementation

FOCUS: application & generalization of new skills from training

T13

MAJOR PURPOSE: implementation of innovation to the extent that determination of effects on students is possible

T14

OTHER PURPOSE:
- communities of learners
- shared language & common understandings
- follow up

T15

PEER COACHING

PLANNING	•CONFERENCE
	•GOAL SETTING
	•TECHNIQUE
OBSERVATION	•DATA GATHERING
FEEDBACK	•FEEDBACK
	•ANALYZE APPLICATION
	•DISCUSS NEXT STEP

T16

FEEDBACK FORMAT

you said...

that's called...

it is effective in helping students learn because...

T17

TRAINER TEAM BUILDING

- team building & networking
- demonstration classrooms
- expert models
- adult training design
- measuring and affecting change

T18

Team Building and Networking:

- Role as part of trainer team
- Trained by experts
- Group sharing and problem solving
- Resource collection

T19

Demonstration Classrooms:

- Practice model with coaching
- Available to be observed, to observe, and to do exchange teaching.

T20

Expert Models:

- Written lesson design
- Video tape of lesson
- Critiqued package in resource centre

T21

Adult Training Design:

- Develop short workshops
- Present workshops
- Packaged in resource center

T22

Measuring and Affecting Change:

- Adult growth and change
- Facilitating change

T23

IMPACT:

TEACHER IMPACT

KNOWLEDGE - content post test

SKILL - coaching guide, self evaluation

TRANSFER-configuration, action plan, logs, guide, use

ATTITUDE-stages of concern

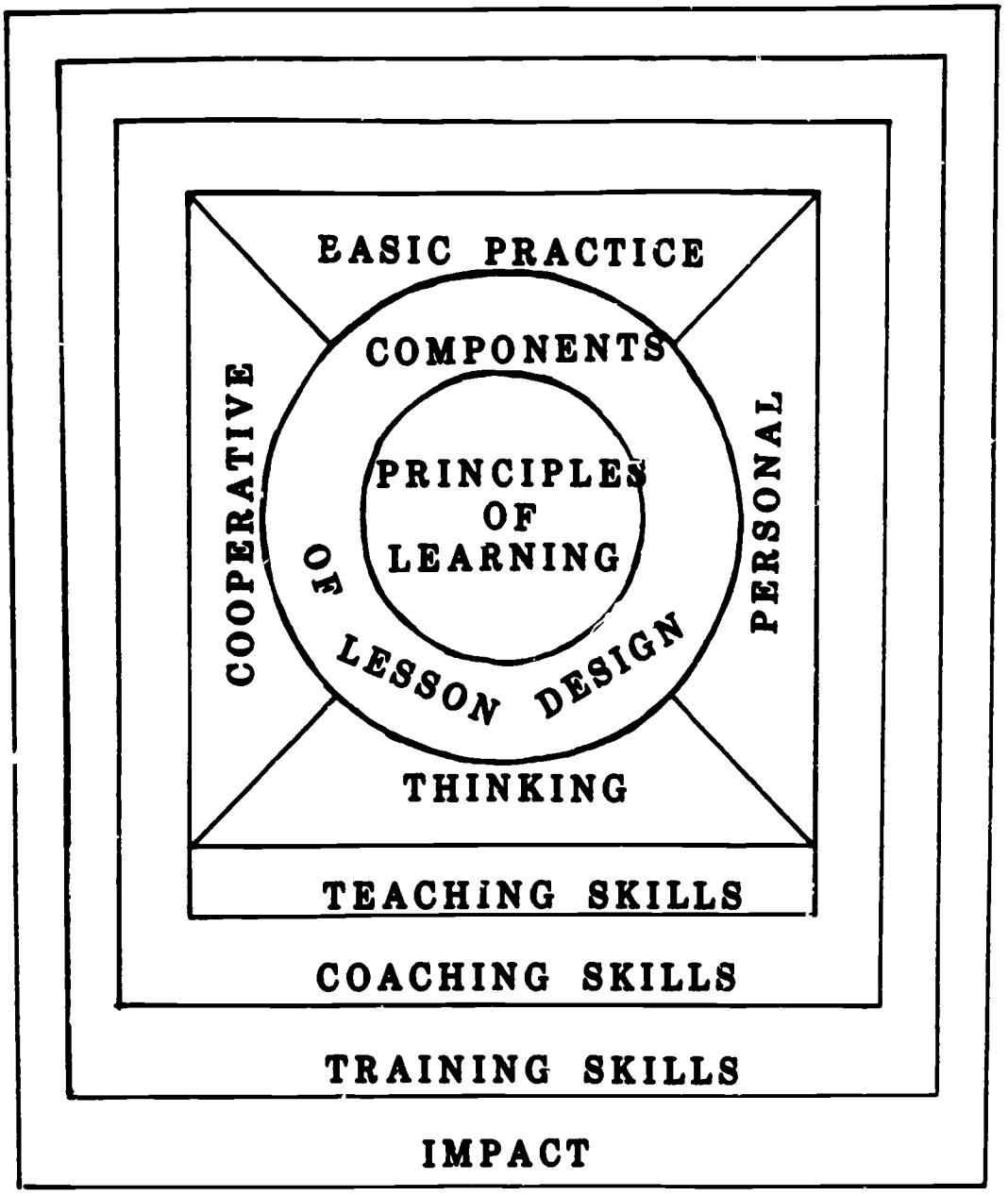
T24

STUDENT IMPACT

CONTENT-post test

PROCESS-questionnaire

BUILDING SUPPORT TEAMS FOR SCHOOL IMPROVEMENT



BUILDING SUPPORT TEAMS

FOR SCHOOL IMPROVEMENT

BASIC PRACTICE MODEL - STEPS

I. SET. Establish framework for lesson, orient students to materials and expectations.

1. state the purpose/procedure of the lesson

2. review and relate to previous learning

3. establish lesson objectives and performance level

4. establish expected outcomes/behaviors during the lesson, as they use materials/activities

II. INSTRUCTION. Thoroughly explain and demonstrate new learning.

5. give clear, explicit presentation of concept/skill

6. demonstrate or give examples of concept/skill

7. provide visual representation of task (VRT)

8. check for understanding (sample, signal, private)

III. STRUCTURED PRACTICE. Recitation to check student understanding

9. lead group through practice examples in lock step, using questioning strategies

10. elicit student responses to questions, achieving 90% accuracy

11. provide corrective academic feedback for errors and reinforce correct practice

12. refer to VRT as cue, prompt to aid correct response

IV. GUIDED PRACTICE. Active engagement in seatwork/activity.

13. students practice semiindependently, achieving 85% to 90% accuracy

14. circulate and monitor student practice

15. provide corrective feedback for errors and reinforce correct practice - "praise, prompt, leave"

16. refer student to VRT as cue/prompt to aid correct response

V. CLOSURE. Group review of learning.

17. Review objective and elicit student comments

VI. INDEPENDENT PRACTICE. Mastery level performance of skill with minimal error (homework).

18. students practice independently at home or in class (start when 85 - 90% mastery)

19. give delayed feedback

20. provide periodic independent practice five or six times over a month

(BPM)

BASIC PRACTICE MODEL LESSON PLAN

Objective_____

I. Set

II. Instruction

Input	Model/VRT	Check
TA		

III. Structured Practice

IV. Guided Practice

V. Closure

VI. Independent Practice

(BPMLESS)

EFFECTIVE TEACHING - LESSON DESIGN
SELF EVALUATION

DATE_____

DIRECTIONS: Evaluate your understanding and application of the following principles of Effective Teaching. This self assessment should help you identify areas your peer coach could help you develop.

CODE U = you IDENTIFY & UNDERSTAND the principle
A = you APPLY the principle routinely and consistently
C = your COACH could help you transfer to routine & consistent use

INSTRUCTIONAL OBJECTIVE - overt behavior matches learning.
1. Lessons are based on an instructional objective U A C
2. With a specific learning U A C
3. And an overt behavior U A C

TASK ANALYSIS - objective is broken into substeps of learning.
4. Use to select objective for lesson U A C
5. Use to structure input U A C
6. Use to diagnose level U A C

ANTICIPATORY SET - gets students ready for the learning.
7. Label learning (Learning) U A C
8. Establish purpose (Purpose) U A C
9. Relate to past learning (Transfer) U A C
10. Involve ALL learners (Motivation) U A C

INPUT - tells information or steps of learning
11. Clearly identify and label information U A C
12. Relevant to objective U A C

MODEL - shows example / demonstration of the learning.
13. Clear and correct demonstration U A C
14. Relevant to objective U A C

CHECK FOR UNDERSTANDING - provides data to evaluate next step in lesson sequence.
15. Check with ALL students U A C
16. Elicit overt response (written/oral) U A C
17. Check throughout lesson U A C
18. Adjust when needed U A C

GUIDED PRACTICE - seatwork is performed at 85% - 90% accuracy
19. Practice is monitored by teacher U A C
20. Specific feedback given to correct mistakes U A C
21. Given before homework U A C
22. Relevant to objective U A C

CLOSURE - summary and last check of learning
23. Students summarize learning U A C
24. Everyone performs skill one more time U A C

INDEPENDENT PRACTICE - homework is performed at 85% - 90% accuracy
25. New and old learnings are practiced U A C

SPONGE / DIAGNOSE / TEST - provides data to evaluate next step
26. Level of previous learning is checked U A C

COACHING GUIDE - LESSON DESIGN
EFFECTIVE TEACHING

Objective_____
Focus of Observation_____

STEPS	NOTES (USE TEACHER WORDS/ACTIONS
Instructional Objective 1. specific learning 2. overt behavior which gives evidence of learning Sharing the objective establishes an aim for learner by which s/he can measure success.	
Task Analysis 1. select objective 2. structure input 3. diagnose level T.A. helps teacher identify the correct learning at the correct level of difficulty for the students.	
Anticipatory Set 1. involve all learners 2. label learning 3. establish purpose 4. relate to past learning Set opens the mind of the student to new learning built on prior knowledge.	
Input 1. clearly identify / label information 2. relevant to objective The information or steps of the learning give the instruction needed by all students, particularly the left brained.	

COACHING GUIDE - LESSON DESIGN (2)

STEPS	NOTES (USE TEACHER WORDS/ACTIONS)
Model 1. clear / correct demonstration 2. relevant to objective Examples, demonstrations, visual images give a picture of the learning needed by all students, particularly the right brained.	
Check 1. check with all students 2. elicit overt response (written / oral) 3. check throughout lesson 4. adjust when needed Lets student and teacher know whether the instruction has been successful so far.	
Guided Practice 1. practice is monitored by teacher 2. specific feedback given to correct mistakes / correct response is modeled 3. given before homework 4. relevant to objective / meaningful It solidifies the learning and gives opportunity to practice while immediate feedback is available.	
Closure 1. students summarize learning 2. everyone performs skill one more time if applicable Gives teacher and student opportunity to check success of instruction before they try it on their own.	
Independent Practice 1. distributes practice on old and new learnings. Promotes student mastery by reinforcing learning that is already at a high degree of success.	

COMMENTS:

INNOVATION CONFIGURATION CHECKLIST

H6

Innovation: Effective Teaching Program

	(1)	(2)	(3)	(4)	(5)
1: USING AN ANTICIPATORY SET	Teacher typically uses an anticipatory set including the elements of learning, purpose, transfer, motivation (review)	Teacher typically uses an anticipatory set that includes 1-2 appropriate elements	Teacher typically uses an anticipatory set that consists mainly of focusing attention	Teacher seldom uses an anticipatory set	Teacher never uses an anticipatory set
*2: SELECTING AND STATING OBJECTIVES	Teacher typically uses an objective that is relevant to students and states it in student terms	Teacher typically uses an objective that is relevant to students but seldom states it	Teacher typically states objectives, but not in student terms	Teacher seldom uses an objective	Teacher never uses an objective
*3: INPUT AND MODELING/LEARNING SETS	Teacher typically explains and models so that students see and understand	Teacher typically explains so that students understand but does not model	Teacher typically gives explanations that are not on the student's level	Teacher typically makes assignments with no explanation or modeling	(5)
4: CHECKING FOR UNDERSTANDING/CLOSURE	Teacher typically checks for understanding and gives immediate feedback after each section of the lesson	Teacher occasionally checks for understanding and gives feedback during the lesson	Teacher typically checks for understanding at the end of the lesson and gives feedback	Teacher occasionally checks for understanding at end of lesson	Teacher typically assigns work without checking for understanding
5: USING COGNITIVE TAXONOMY AND QUESTIONING STRATEGIES	Teacher typically uses appropriate form to ask questions that extend student thinking	Teacher occasionally uses appropriate questioning form and extends thinking	Teacher typically asks questions at knowledge and comprehension levels	Teacher asks questions but does not use appropriate form	Teacher does not use questioning strategies
*6: PROVIDING GUIDED PRACTICE	Teacher typically monitors work as students practice	Teacher occasionally monitors work as students practice	Teacher does not monitor work as students practice	Teacher typically does not provide practice for students	(5)
*7: PROVIDING INDEPENDENT PRACTICE	Teacher typically assigns independent practice that is appropriate for all students in length, type, difficulty	Teacher typically assigns independent practice that is appropriate for most students, but inappropriate for a few	Teacher typically does not provide for independent practice	(4)	(5)
8: USING ACTIVE PARTICIPATION	Teacher routinely uses wait time and active responding techniques to involve all students in learning	Teacher routinely uses active responding techniques but not wait time	Teacher seldom uses techniques to involve all students	(4)	(5)
9: USING MOTIVATION	Teacher routinely incorporates variables of reward, feeling tone, interest, success, & knowledge of results, level of concern	Teacher routinely incorporates 1-3 appropriate variables	Teacher seldom incorporates appropriate variables	(4)	(5)
10: USING RETENTION	Teacher routinely incorporates variables of degree of original learning, meaning, feeling tone, practice, transfer	Teacher routinely incorporates 1-3 appropriate variables	Teacher seldom incorporates appropriate variables	(4)	(5)
11: USING REINFORCEMENT	Teacher routinely uses and/or schedules reinforcement to change behavior	Teacher sometimes uses reinforcement to change behavior	Teacher seldom uses reinforcement to change behavior	(4)	(5)
12: USING TRANSFER	Teacher routinely identifies similarities and differences in present and past learning to assist transfer	Teacher sometimes uses transfer to assist learning	Teacher seldom uses transfer to assist learning	(4)	(5)

*Denotes critical component

Concerns Questionnaire

Innovation: Effective Teaching Program

Name _____

In order to identify these data, please give us the last four digits of your Social Security number:

_____ _____ _____ _____

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years experience in using them. Therefore, *a good part of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time.* For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degree of intensity, and should be marked higher on the scale. For example:

This statement is very true of me at this time	0	1	2	3	4	5	6	(7)
This statement is somewhat true of me now	0	1	2	3	(4)	5	6	7
This statement is not at all true of of me at this time	0	(1)	2	3	4	5	6	7
This statement seems irrelevant to me.	(0)	1	2	3	4	5	6	7

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with Effective Teaching (please specify the innovation). We do not hold to any one definition of this program, so please think of it in terms of your own perceptions of what it involves. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with the above named innovation.

Thank you for taking time to complete this task.

0 Irrelevant 1 2 Not true of me now 3 4 Somewhat true of me now 5 6 Very true 7

1	I am concerned about student attitudes toward this innovation.	0	1	2	3	4	5	6	7
2	I now know of some other approaches that might work better.	0	1	2	3	4	5	6	7
3	I don't even know what the innovation is	0	1	2	3	4	5	6	7
4	I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
5	I would like to help other faculty in their use of the innovation.	0	1	2	3	4	5	6	7
6	I have a very limited knowledge about the innovation.	0	1	2	3	4	5	6	7
7	I would like to know the effect of reorganization on my professional status.	0	1	2	3	4	5	6	7
8	I am concerned about conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7
9	I am concerned about revising my use of the innovation.	0	1	2	3	4	5	6	7
10	I would like to develop working relationships with both our faculty and outside faculty using this innovation.	0	1	2	3	4	5	6	7
11	I am concerned about how the innovation affects students.	0	1	2	3	4	5	6	7
12	I am not concerned about this innovation	0	1	2	3	4	5	6	7

13	I would like to know who will make the decisions in the new system	0	1	2	3	4	5	6	7
14	I would like to discuss the possibility of using the innovation	0	1	2	3	4	5	6	7
15	I would like to know what resources are available if we decide to adopt this innovation	0	1	2	3	4	5	6	7
16	I am concerned about my inability to manage all the innovation requires.	0	1	2	3	4	5	6	7
17	I would like to know how my teaching or administration is supposed to change	0	1	2	3	4	5	6	7
18	I would like to familiarize other departments or persons with the progress of this new approach	0	1	2	3	4	5	6	7
19	I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
20.	I would like to revise the innovation's instructional approach	0	1	2	3	4	5	6	7
21	I am completely occupied with other things	0	1	2	3	4	5	6	7
22	I would like to modify our use of the innovation based on the experiences of our students	0	1	2	3	4	5	6	7
23	Although I don't know about this innovation, I am concerned about things in the area	0	1	2	3	4	5	6	7
24	I would like to excite my students about their part in this approach	0	1	2	3	4	5	6	7
25	I am concerned about time spent working with nonacademic problems related to this innovation	0	1	2	3	4	5	6	7
26	I would like to know what the use of the innovation will require in the immediate future	0	1	2	3	4	5	6	7
27	I would like to coordinate my effort with others to maximize the innovation's effects.	0	1	2	3	4	5	6	7
28.	I would like to have more information on time and energy commitments required by this innovation	0	1	2	3	4	5	6	7
29	I would like to know what other faculty are doing in this area.	0	1	2	3	4	5	6	7
30.	At this time, I am not interested in learning about this innovation.	0	1	2	3	4	5	6	7
31	I would like to determine how to supplement, enhance, or replace the innovation	0	1	2	3	4	5	6	7
32.	I would like to use feedback from students to change the program.	0	1	2	3	4	5	6	7
33	I would like to know how my role will change when I am using the innovation.	0	1	2	3	4	5	6	7
34.	Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35	I would like to know how this innovation is better than what we have now	0	1	2	3	4	5	6	7

LH

LESSON DESIGN
TEACHING PROCESS QUESTIONNAIRE

1. Did I tell you the objective for today's lesson?	yes	no
2. Was it at the correct level of difficulty for you?	yes	no
3. Did I tell you why the learning was important?	yes	no
4. Did I identify what you already knew that would help you learn it?	yes	no
5. Did I prepare you to participate in the lesson?	yes	no
6. Did I tell you clearly the information or steps of the learning?	yes	no
7. Did I show you a demonstration or steps of the learning?	yes	no
8. Did I check your understanding of each step?	yes	no
9. Did I adjust the lesson when you didn't understand?	yes	no
10. Did I give practice activities that let you try out the learning?	yes	no
11. Did I ask for a summary of learning in your own words?	yes	no
12. Did I give homework that helped you master the learning?	yes	no