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ABSTRACT

Besides spotlighting education and influencing agencies' intervention in the educational processes, the recent reform movement has focused attention on all educational actors and called for increased accountability for teachers and administrative staff, including principals. While researchers disagree on the degree of instructional leadership required of principals, even the harshest critics of school effectiveness research conclude that staff development is a vital dimension of effective schools. This study focuses on staff development aspects of building principals' instructional leadership and addresses (1) whether training session content could cut across all school levels; (2) whether this content could be taught to principals; (3) whether principals would use the content in training sessions; and (4) how well they could teach it. (The expectation was that all of this was possible.) In fact, all the principals in two school districts in two different school years were taught to be the change facilitators of classroom organization and management content, using materials developed by the University of Texas (Austin). When tested, principals showed significant gains in their knowledge of classroom management principles and proficiency in facilitating use of new materials. Teachers also showed significant gains in their classroom management knowledge. Included are numerous figures and tables, a summary, 18 references, and 2 appendices describing workshop training activities and the project's phases. (MLH)

Building Level Staff Development Led by the Principals

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Training Principals to be Classroom Management Trainers:
Yes, You Can Teach an Old Dog New Tricks

ABSTRACT

All the building principals in two school districts in two different school years were taught to be the change facilitators (instructional leaders) of classroom organization and management content using materials developed at the R & D Center for Teacher Education, University of Texas at Austin. Data were collected in the cognitive and affective domains on both the principals and their teachers on a pre-posttest basis. Principals showed significant gains in their knowledge of classroom management principles. Further, the principals moved from nonfacilitators to facilitators of the classroom management materials. The teachers showed significant gains in their knowledge of classroom management. This study showed that using the content selected for this study principals can be change facilitators in their buildings.

INTRODUCTION

In the United States of America, the great educational reform movement of the 1980's has produced several major results already. First, it has caused a tremendous amount of attention, discussion, and debate on the educational field. Given the lack of interest and attention on the part of the public to education previously, this new interest could be viewed as a positive result. Second, the educational reform movement has caused a variety of agencies to intervene in the educational processes--sometimes in new and different ways. Governors, legislatures, courts, and state boards of education have written, passed, and mandated numerous changes in the ways schools operate. Third, the reform movement has focused attention on all the actors in the educational process. Much of this attention calls for increased levels of accountability. Principals have received some of the attention and interest in this new call for accountability.

Much of the new interest in school building principals is derived from the growing body of knowledge evolving from the research on effective schools. Effective schools' researchers conclude that the principal can and should be the instructional leader in the school building. Research findings from Edmonds (1979); Brookover and Lezotte (1979); Edmonds and Frederiksen (1979); and Rutter, Maughan, Mortimore, Ousten, and Smith (1979) conclude that the effective school principal engineers the school culture, climate, personnel, and facilities to raise student achievement levels. Effective schools' researchers conclude that these principals believe in student achievement as the mission of the school and supports--through his/her job--the establishment of an orderly, safe environment;

sets policies; allocates resources; and manages time, material, and space such that staff and students can meet the school's high expectations for academic achievement. Thus, effective schools' researchers say that principals should develop and practice the skills necessary to directly supervise teachers about instructional matters.

A distinctly different school of thought about principals as instructional leaders has been developed at the University of Oregon. Here researchers claim that the building principal may not want to be involved in teachers' instructional activities. In fact, Pitner and Charter (1984) and Gersten, Carnine, and Green (1982) state that many of the principal's instructional supervision duties can be performed just as well, if not better, by others. These Oregon researchers have concluded that other school personnel and certain functions in schools may influence the instructional process more than the building principal. Griffin (1982) agrees that staff development has not been a major factor in school effectiveness research. But even the strongest critics of school effectiveness research (Purkey and Smith, 1983) conclude that schoolwide staff velopment is one of the important dimensions of effective schools.

So, if school building principals are to be the instructional leaders in their schools--what, specifically, do they lead in the instructional program? Kean, Summers, Raivetz, and Farber (1979) concluded that elementary principals should be the leaders of the reading program in their buildings. A study of high achieving elementary schools in Maryland (1979) concluded that the principals exercised strong leadership, participated in the classrooms, and had high expectations of teacher and student performance. Greer (1970) reported on one urban elementary school with

unusually high reading achievement scores. Here, the principal actually developed the reading program. But it may not be practical or reasonable to expect every building principal to be an expert on one or more content areas. The emerging question is one of whether or not there is material that cuts across all content areas that the building principal could learn and then train his/her building staff to implement. One of the purposes of the present study was to locate such viable instructional material to be used by principals in building-level training sessions. This study sought to help answer the question of whether or not principals could be the instructional leaders in their buildings.

A second major purpose of the present study has to do with the grade levels within school buildings. One of the most often cited criticisms of the effective schools research has to do with the fact that it was done mainly at the elementary level (Purkey and Smith, 1983). Cohen (1983), among other reviewers, cautions against the simplistic, wholesale adoption of the effective schools "theory" to secondary schools. Firestone and Herriott (1984) found that high schools had: (1) less consensus about goals, (2) fewer formal roles, (3) greater teacher autonomy, (4) less influence by principals over policy, (5) less communication among staff members, and (6) more administration-teacher conflict. Corcoran (1985) concludes that there is little likelihood of ever reaching consensus on what would be satisfactory indicators of effective schools at the secondary schools. The problem, then, related to this study becomes one of finding instructional materials and testing whether or not they work at the secondary level. Put another way, are there any differences across school levels in the implementation of a principal-led training program? Would there by any differences in the knowledge or attitude domains?

The chief focus of this study was on the instructional leadership of the building principal. Closely allied with the chief focus were several key questions. First, could the training session content cut across all levels of schools--elementary, middle, and high school? Second, could this content be taught to building principals? Could they learn it? Third, would they use it in building-level training sessions? Fourth, how well would they teach it? Would their teachers learn it as a result of the training sessions?

The expectations of this study were that content for instructional leadership training for all teachers at all building levels could be located, that it could be taught to groups of principals in very different settings, that they could teach it to their faculties, and that their teachers would learn it.

STUDY NUMBER ONE

Method

Subjects

The subjects of this study were all the principals and central office staff of a large rural school district located in a state east of the Mississippi River. Two facts about the subjects should be noted. First, the principals of the two vocational-technical schools were excused from participating. Also, the central office administrators were heavily engaged in the first training session for the principals, but their participatior dropped off markedly after that. The number of principals and assistant principals involved in the study was 25. Adding the central office staff in the first session brought the number up to 42.

Materials

Selection criteria for the principals' training materials were established by the researcher. The materials selected to be the content had to meet these criteria:

1. The content had to be on a popular topic.
2. The content had to be research-based.
3. The content had to be packaged conveniently.
4. The content had to be timely.
5. The content had to be easy-to-use.
6. The content had to be transportable.
7. The content had to be susceptible to measurement.
8. The content had to be applicable across all grade levels.
9. The content had to be usable in all classrooms (i.e., not subject specific).

A review of potential training materials was made by the author at the employing agency. Fortunately, the Appalachia Educational Laboratory (AEL) maintains a Resource Center with descriptions of most such training materials, and, in many cases, copies of the materials themselves. Being a former National Institute of Education (NIE) agency, AEL regularly received all the materials developed and disseminated by all the other regional educational laboratories and the network of NIE-funded research and development centers.

The only teacher training materials meeting all of the above criteria were the classroom organization and management materials developed by the Classroom Organization and Effective Teaching (COET) project at the R & D Center for Teacher Education at The University of Texas at Austin. These classroom management training materials were the result of a six-year effort by the COET project. Starting with a large process-product study, the COET researchers were able to identify more effective classroom managers from less effective classroom managers. Through careful study of teacher and student data, the COET researchers isolated those behaviors practiced by the more effective classroom managers. Next, they developed teacher-training manuals based on the teaching behaviors of the more effective classroom managers. Then, they field tested the manuals in a series of quasi-experiments. Results of the manuals' field tests showed the manuals to be effective in helping teachers become better classroom managers. These manuals were revised for wider distribution and use and two supplementary training resources were developed.

The COET project developed four teacher training resource items on classroom management. All four COET classroom management training resources were used in this study. Specifically, they were:

1. Organizing and Managing the Elementary School Classroom, a teachers manual,

2. Organizing and Managing the Junior High Classroom, a teachers manual,

3. Helping Teachers with Classroom Management: Selected Workshop Activities, a trainers guidebook, and

4. "The First Day of School: Effective Classroom Management in the Elementary School," a 30-minute instructional videotape.

Procedures

The purpose of this study was to train principals and selected administrators to be change facilitators of classroom management using four COET-produced training materials and then to assess the impact of the training on both themselves and their building staff. Study activities were completed in several phases.

The first phase was the initial COET training for the participants conducted by the author. A group of 39 local education agency principals and central office staff participated in the first training session at their facilities at the end of the 1983-84 school year. Each participant completed the Change Facilitators Stages of Concern Questionnaire (CFSoC) and the Classroom Organization and Management Questionnaire (COMQ). The former was developed by the R & D Center for Teacher Education and the latter was developed at AEL. The COMQ is a 24-item knowledge test based on the COET principles; it has an internal consistency coefficient of .77.

After an extensive overview of the COET project, each trainee was given a set of the three training manuals described above. Next, using the 12 "regular" COET workshop activities from the COET trainers manual as a guide, each activity was explained in detail by the workshop leader. Appendix A is the 12 workshop activities, as copied from the COET training

manual. Each trainee read appropriate chapters in the COET manuals as part of this step. Alternative training designs for their faculties were discussed at length with the group. Later, the trainees requested a "booster" workshop before the 1984-85 school year started.

The second phase of the project involved "booster" workshops. In late August of 1984, the author conducted two "booster" workshops of two hours each for (1) the middle and senior high school principals, and (2) the elementary school principals. The full 30-minute instructional videotape was shown to the elementary school principals to help them decide for or against its use in their own building-level training on classroom management. Each principal took enough COET teachers manuals for his/her staff. Also, each principal took sufficient copies of the two data collection instruments for teachers on his/her faculty.

In the third phase in the project, each building principal conducted a "before-the-school-year" workshop on classroom management. As part of the principal's training to his/her staff, each teacher completed the two data collection instruments (Stages of Concern [SoC] and COMQ). Also, each teacher received a copy of the COET teachers manual to keep. The principals, using different time configurations per their own selection, completed all of the activities in the trainer's manual suggested to be completed before the school year starts.

The fourth phase was completed in late October 1984. In this part of the project, the researcher traveled to the local agency site, picked up the teachers' pretests, and left sufficient copies of the teachers' posttests. Also, 12 volunteer elementary and secondary principals requested another "booster" workshop from the leader. The researcher conducted another two-hour "booster" workshop for these 12 building

principals. The contents of the workshop leader's guidebook were the foci of attention again. However, more detailed discussions and more specific examples about each of the 12 COET workshop activities were given and trainees asked more indepth, detailed questions. Still, the focus was on the 12 "regular" workshop activities in the trainers guidebook, it's just that more detailed discussions were held and examples provided.

The principals completed their building-level "booster" workshops for teachers which constituted the fifth phase. No strict timelines were established, thinking that it was a building-level decision--best made by each principal. However, general suggestions for completing the "booster" workshops were given to the principals. There was no strict monitoring of this phase, just the reliance on the honesty and integrity of the principals involved. Principals passed out the two posttest instruments for teachers as the last activity in their building-level "booster" workshops.

The researcher mailed a set of the principals' posttest instruments to the local agency contact person. She distributed them to the principals via school mail routes. She collected these principals' posttests and mailed them to the researcher. Also, the local contact person collected the teachers' posttests from the buildings, boxed them, and mailed the box to the researcher at AEL. This constituted the sixth phase in the project.

The seventh and last phase was the data analysis portion. Data were rostered, keypunched, input to a mainframe computer, and analyzed using a standard statistical package. The CFSoC and SoC instruments' data were analyzed by a special program designed by the instrument developers at The University of Texas at Austin.

Appendix B is a graphic depiction of the project activities, timelines, and data collection instruments for Study Number One.

Results

Principals

The principal and central office staff attending classroom management workshops provided by the Appalachia Educational Laboratory were to function in the role of a change facilitator (CF). This section summarizes the data gathered by the CF group. Initially, limited background data are presented. Then, evaluation results for the CFs are grouped by instrument subheadings: CFSoCQ and CONQ. Within each subheading, a comparison is drawn between elementary CFs and secondary CFs.

Background Information

Background information, gathered in two relevant areas, Job Title and Years on Job, is displayed in Table 1. From this cumulative group, a few statistics are noteworthy. Over 75% of the CFs had building-level assignments. The range of Years on Job was 38. Mean (18.97) and median (17.50) years indicate individuals in the CF group were experienced in their positions.

Table 2 presents the same information separated by elementary and secondary positions. Again, some statistics seem noteworthy. The elementary CFs were primarily principals (75.0%). Such a dominant CF role group is not as easily identifiable on the secondary level. Rather, principals (42.1%) and Central Office Staff (36.8%) seem to predominate. Further, Central Office Staff in the CF role only identify themselves with the secondary level.

The mean number of years on the job was approximately three years apart. However, if the one extreme tally (41-45) in the elementary group was eliminated, the means show approximately five years difference

Table 1

Change Facilitators (CFs)

All Levels

Background Information

Item	Number	Relative Percent	Adjusted Percent
Job Title			
Principal	21	50.0	53.8
Assistant Principal	3	7.1	7.7
Central Office Staff	9	21.4	23.1
Other[a]	2	4.8	5.1
Instructional Leader[b]	3	7.1	7.7
Counselor	1	2.4	2.6
Not Given, Unknown	3	7.1	Missing
Total	42	99.9[c]	100.0
Years on Job[d]			
0-5	1	2.4	2.5
6-10	7	16.7	17.5
11-15	10	23.8	25.0
16-20	7	16.7	17.5
21-25	7	16.7	17.5
26-30	3	7.1	7.5
31-35	3	7.1	7.5
36-40	1	2.4	2.5
41-45	1	2.4	2.5
Not Given, Unknown	2	4.7	Missing
Total	42	100.0	100.0

a May include Librarian, Therapist, Speech Clinician, Band Director, etc.

b At a building.

c Does not total to 100.0 due to rounding.

d Mean = 18.97, median = 17.50, range = 38.00.

Table 2

Change Facilitators (CFs)

Elementary and Secondary

Background Information

Item	Elementary Number	Elementary Percent	Secondary Number	Secondary Percent
Job Title				
Principal	12	75.0	8	42.1
Assistant Principal	--	--	3	15.8
Central Office Staff	--	--	7	36.8
Other[a]	1	6.3	1	5.3
Instructional Leader[b]	2	12.5	--	--
Counselor	1	6.3	--	--
Total	16	100.1[c]	19	100.0
Years on Job[d]				
0-5	1	6.3	--	--
6-10	3	18.8	3	15.8
11-15	4	25.0	4	21.1
16-20	2	12.5	4	21.1
21-25	4	25.0	3	15.8
26-30	1	6.3	1	5.3
31-35	--	--	3	15.8
36-40	--	--	1	5.3
41-45	1	6.3	--	--
Total	16	100.2[c]	19	100.2[c]

a May include Librarian, Therapist, Speech Clinician, Band Director, etc.

b At a building.

c Does not total to 100.0 due to rounding.

d Elementary - mean = 17.75, median = 15.50, range = 38.00.
Secondary - mean = 20.68, median = 19.00, range = 32.00.

(adjusted elementary mean = 15.56 years). It does appear that secondary CFs had more job experience (mean = 20.68 years) than elementary CFs.

Change Facilitator Stages of Concern Questionnaire (CFSoC)

Stages of Concern data are commonly displayed as a graph and referred to as a profile. The CFSoC are on the horizontal axis and labeled at the top of the profile. The vertical axis presents the relative intensity of the CFs' concerns about the innovation in percentiles. The innovation was the COET classroom organization and management materials.

Figure 1 shows the pretest and posttest profiles for the entire change facilitator group. The pretest profile suggests that the CF group was composed primarily of nonfacilitators with high information concerns. That is, the people in this group probably had not yet used the innovation but were becoming aware of it and wanted more information. Further, the moderate intensity of the management stage suggests that the CFs were concerned about logistics, time, and other management issues. Generally, this profile "fits" that of the nonfacilitator.

The posttest profile shows that information concerns lowered drastically. In fact, the intensity of most concerns lowered. Since, at the posttest data gathering, the CFs were probably facilitators, the high relative intensity of State 0 (awareness) suggests intense involvement with the innovation.

In considering the data of elementary and secondary CFs, Figure 2 and Figure 3 show numerous statistically significant changes between the pretest and posttest measures. Figure 2 depicts the Stages of Concern of the elementary CFs. Generally, as is expected after some experience with the innovation, the profile changes from that of a nonfacilitator with

Figure 1

CFSoCQ - All Levels

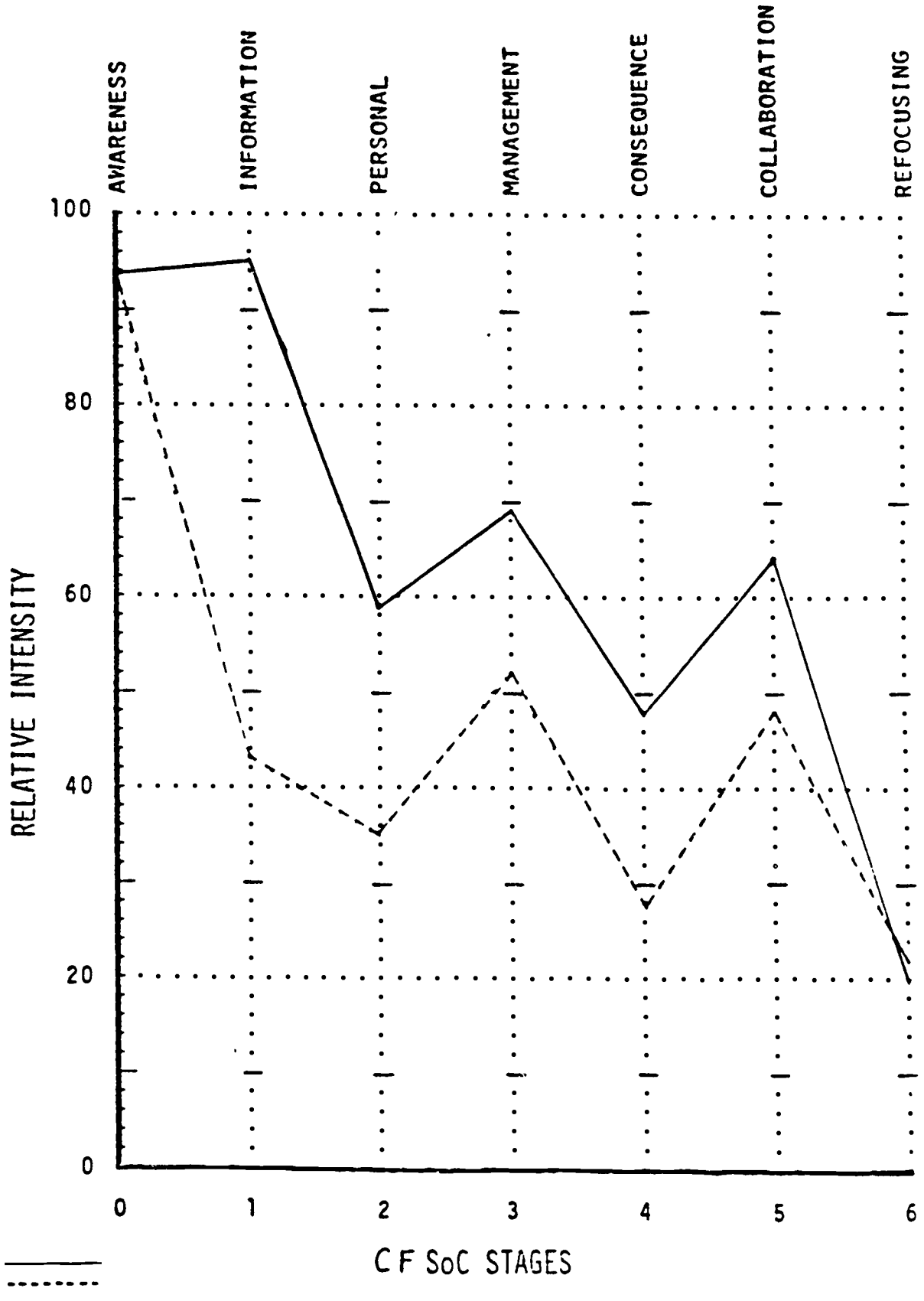


Figure 2

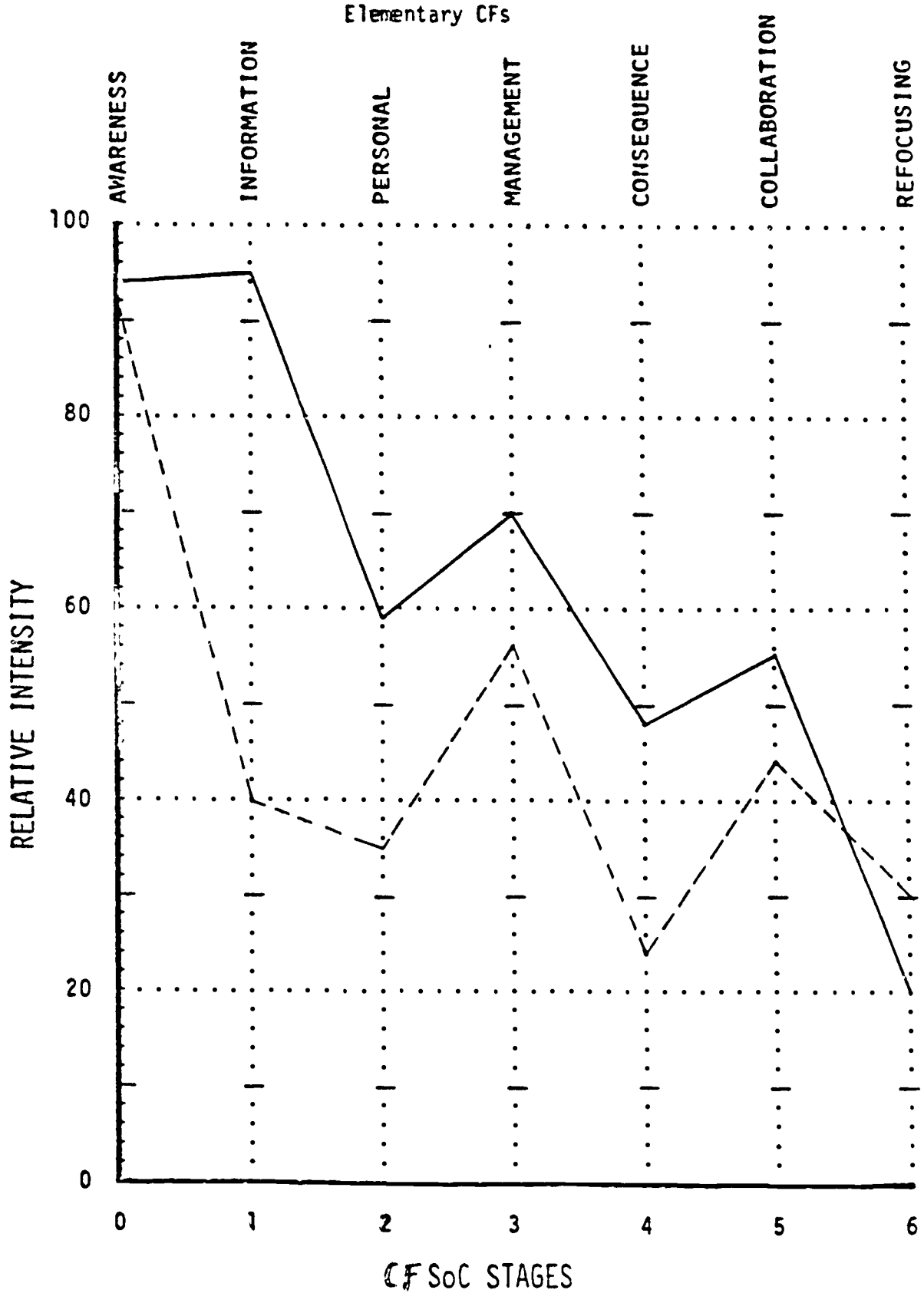
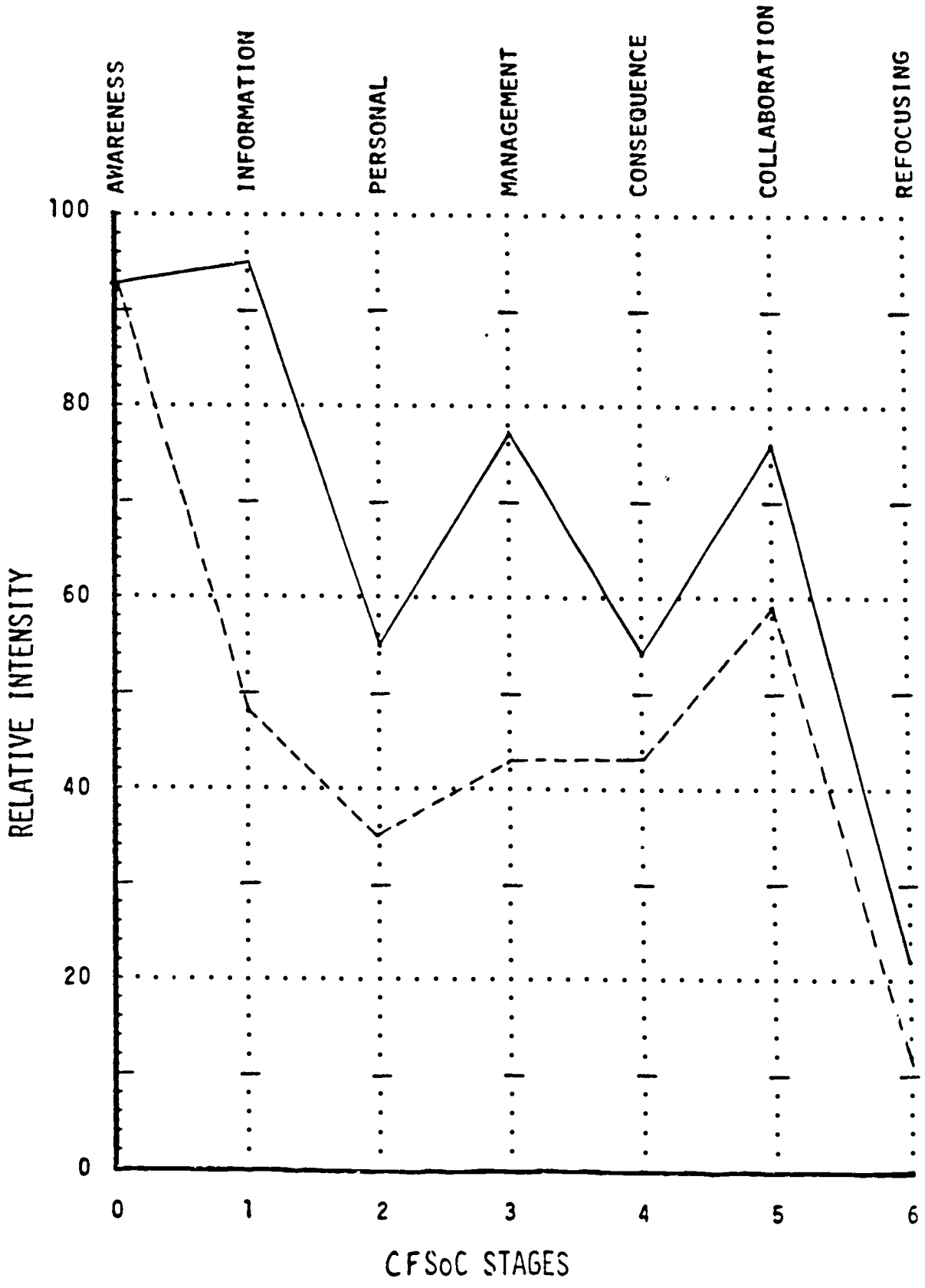

Elementary CFs
AWARENESS
INFORMATION
PERSONAL
MANAGEMENT
CONSEQUENCE
COLLABORATION
REFOCUSING
RELATIVE INTENSITY
100
80
60
40
20
0
0
1
2
3
4
5
6
CF SoC STAGES
Pre
Post

Figure 3

Secondary CFs



high information concerns to that of a group with concerns about management issues. The high Stage 0 may indicate high involvement with the innovation. Figure 3 suggests that the secondary CFs seemed initially to have several intense concerns particularly related to Information, Management, and Collaboration. However, the posttest measure shows a statistically significant change in Stage 1 and Stage 3. The continued intensity of Stages 0 and 5 suggests that secondary CFs were concerned about knowing what others are doing with the innovation.

Figure 4 and Figure 5 show the pre and post measure profiles of the elementary and secondary principals. The profiles differ slightly due to the lower number of cases necessary to complete the paired t-test. Figure 4 shows that the pretest profiles of the two groups were relatively the same--that of nonfacilitators. The only area of statistically significant difference is in Stage 5, Collaboration. Because Stage 1, Information, was also high, the secondary CFs appeared to have concerns about looking for ideas from others. The high intensity of Stage 5 probably reflects a desire to learn what others were doing.

On Figure 5, the posttest measure of the elementary and secondary principals, again one stage shows a statistically significant difference--Stage 1, Information. Apparently, the secondary CFs had a more intense concern about additional information than the elementary CFs. However, neither group's concerns were of high intensity. On the posttest measure, there was no statistically significant difference between elementary and secondary CFs in Stage 5.

Classroom Organization and Management Questionnaire (COMQ)

In testing the knowledge of the CFs about the information presented in the workshops, Table 3 shows a significant gain in scores for all CFs

Figure 4
CFs
Pretest
Elementary and Secondary

Figure 5


CFs
Posttest
Elementary and Secondary
AWARENESS
INFORMATION
PERSONAL
MANAGEMENT
CONSEQUENCE
COLLABORATION
REFOCUSING
100
80
60
40
20
0
RELATIVE INTENSITY
0
1
2
3
4
5
6
CF SoC STAGES
Elem
Sec

Table 3

Classroom Organization and Management Questionnaire (COMQ)

Pretest and Posttest Comparison of CFs

	Pretest				Posttest				
Group	N	$\bar{X}^1$	SD	%[2]	$\bar{X}^1$	SD	%[2]	t	Significance Level
All	20	14.90	3.24	62.80	18.45	3.18	76.87	6.45	.01
Elementary	15	14.60	3.54	60.83	18.40	3.68	76.66	5.55	.01
Secondary	5	15.80	2.16	65.83	18.60	0.89	77.50	3.50	.05

1 Scores could range from 0-24.

2 Percentage of correct responses.

at the .01 level of significance. When considered by elementary and secondary CFs, the data continues to support significant gains from the pretest to the posttest. The elementary scores show difference at the .01 level of significance and the secondary scores at the .05 level of significance. All of the scores were over a 10% gain.

Table 4 shows that there was no sigificant difference between the elementary and secondary CF groups in their pretest scores nor posttest scores. The consistent gain in scores suggests that the instruction received from the AEL trainer was consistent between the two groups.

Teachers

This section summarizes data gathered from teachers who participated in workshops led by AEL-trained change facilitators. First, background data are discussed. Then evaluation results for the teachers are examined. Two quantitative instruments, SoCQ and COMQ, provide the framework for analysis. Within each topic, a comparison is drawn between elementary and secondary teachers.

Because of missing data, paired t-tests were able to access from approximately 83% to 38% of the total database. The higher percentage of data available measured background information. Only low percentages were available for pretest and posttest comparisons on the quantitative measures. Because of the high attrition rate, these data must be viewed cautiously. There was no readily identifiable means to determine the characteristics of the large drop-out group.

Background Information

Gathered in the early stages of the project, comparative background data are available from a large portion (over 82%) of the participants.

Table 4

Classroom Organization and Management Questionnaire (COMQ)

Comparison of Elementary and Secondary CFs
Pretest and Posttest Scores

	Elementary				Secondary					
	N	$\bar{X}$[1]	SD	%[2]	N	$\bar{X}$[1]	SD	%[2]	t	Significance Level
Pretest	16	14.18	3.79	59.08	16	14.31	2.84	59.62	-.11	NS
Posttest	15	18.40	3.68	76.66	8	17.62	1.84	73.41	.67	NS

1 Scores could range from 0-24.

2 Percentage of correct responses.

Table 5 displays cumulative data from two areas: Job Title and Years on Job. (Job Title was included in this analysis to provide parallel structure between CF and teacher data.) As expected, most of the people in this group (92.57%) identified themselves as teachers. No other Job Title was reported in double-digits. Years on Job shows over 50% of the teachers with ten or less years of teaching experience. The total rises to approximately 80% when 15 years or less is the division point.

Table 6 presents the data separated by elementary and secondary teachers. The Years on Job data shows a slightly higher level of experience for secondary teachers. The mean and range data suggest that most of the secondary teachers participating in the project tended to have been on the job slightly longer than the elementary participants. However, the two groups appeared to have the same general characteristics.

Stages of Concern Questionnaire (SoCQ)

Stage of Concern (SoC) data are commonly displayed as a graph and referred to as a profile. The SoC are on the horizontal axis and labeled at the top of the profile. The vertical axis presents the relative intensity of the teachers' concerns about the innovation in percentiles. The innovation was the COET classroom management materials. As with Change Facilitators Stages of Concern, it is the overall picture that is of interest rather than isolated comparisons. Additionally, SoC data interpretations must be treated as hypotheses until confirmed by the respondents.

SoC profiles for all teachers on pre and post-project measures are shown in Figure 6. The pretest profile suggests the group was composed primarily of nonusers with high information and personal concerns. Generally, this profile is "typical" of nonusers of an innovation.

Table 5

Teachers

All Levels

Background Information

Item	Number	Relative Percent	Adjusted Percent
Job Title			
Teacher	536	77.23	92.57
Teacher's Aide	10	1.44	1.72
Other[a]	20	2.88	3.45
Instructional Leader[b]	1	0.14	0.17
Counselor	12	1.72	2.07
Not Given, Unknown	115	16.57	Missing
Total	694	99.98[c]	99.98[c]
Years on Job[c]			
0-5	127	18.29	22.08
6-10	177	25.50	30.78
11-15	159	22.91	27.65
16-20	64	9.22	11.13
21-25	27	3.89	4.69
26-30	15	2.16	2.60
31-35	6	0.86	1.04
Not Given, Unknown	119	17.14	Missing
Total	694	99.97[c]	99.97[c]

a May include Librarian, Therapist, Speech Clinician, Band Director, etc.

b At a building.

c Does not equal 100.00 due to rounding.

d Mean = 10.96, median = 10.17, range = 35.00.

Table 6

Teachers

Elementary and Secondary

Background Information

Item	Elementary Number	Elementary Percent[a]	Secondary Number	Secondary Percent[a]
Job Title				
Teacher	239	91.57	295	93.35
Teacher's Aide	7	2.68	3	0.94
Other[b]	11	4.21	9	2.84
Instructional Leader[c]	1	0.38	--	--
Counselor	3	1.14	9	2.84
Not Given, Unknown	69	Missing	40	Missing
Total	330	99.98[d]	356	99.97[d]
Years on Job[e]				
0-5	58	22.56	67	21.20
6-10	84	32.68	93	29.43
11-15	76	29.57	82	25.94
16-20	23	8.94	40	12.65
21-25	8	3.11	19	6.01
26-30	4	1.55	11	3.48
31-35	4	1.55	2	0.63
Not Given, Unknown	73	Missing	42	Missing
Total	330	99.96[d]	356	99.34[d]

a Actually, adjusted percent = N/(T-Unknown).

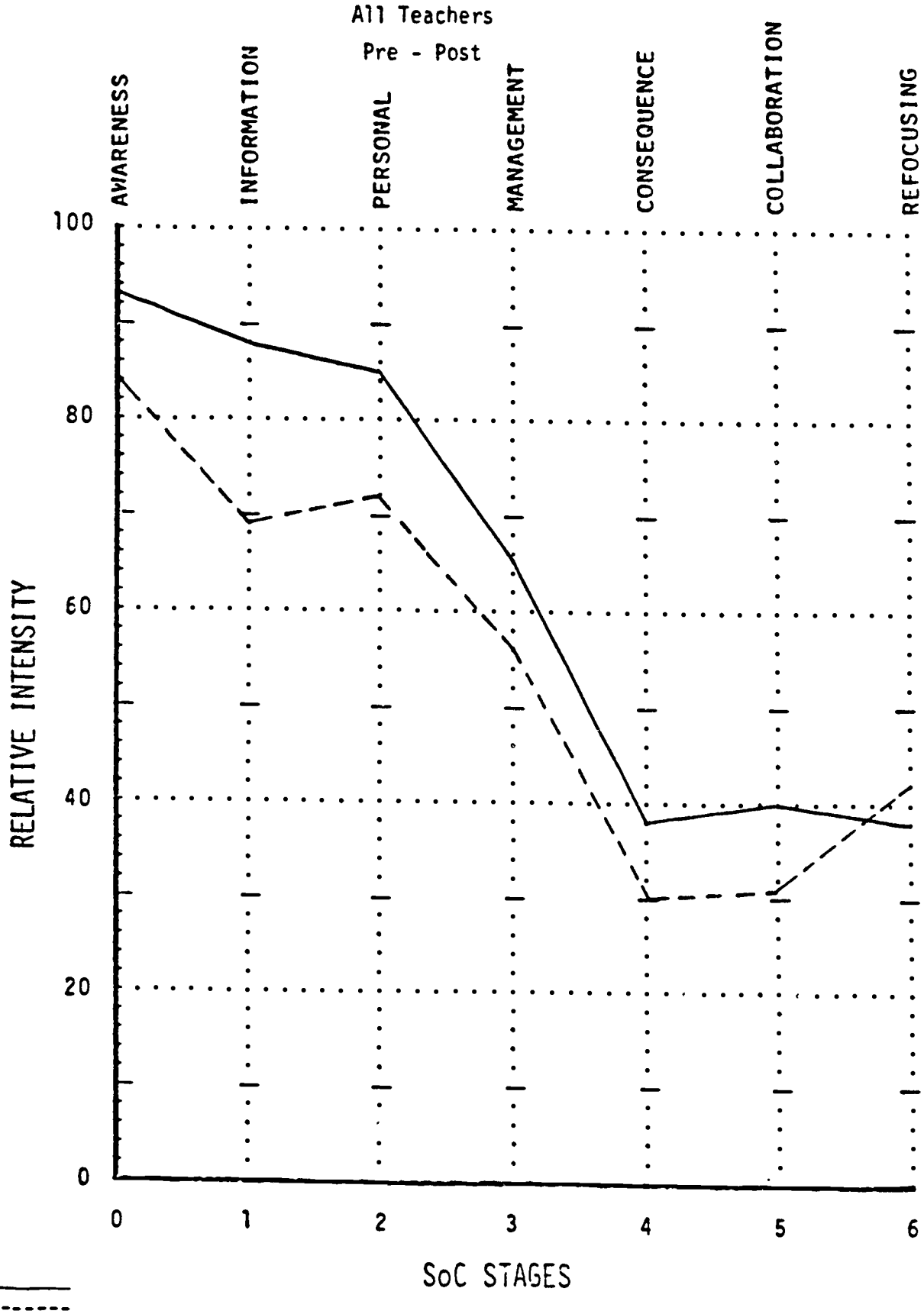
b May include Librarian, Therapist, Speech Clinician, Band Director, etc.

c At a building.

d Does not total to 100.00 due to rounding.

e Elementary - mean = 10.30, median = 10.00, range = 35.00.
Secondary - mean = 11.35, median = 10.32, range = 33.00.

Figure 6


All Teachers
Pre - Post
AWARENESS
INFORMATION
PERSONAL
MANAGEMENT
CONSEQUENCE
COLLABORATION
REFOCUSING
100
80
60
40
20
0
RELATIVE INTENSITY
0
1
2
3
4
5
6
SoC STAGES
Pre
Post

The posttest profile suggests that there were degrees of doubt about and potential resistance to the innovation. Because Stage 2 concerns were more intense than Stage 1 concerns, personal concerns tended to dominate concerns of learning more about the innovation. This negative one/two split shows the group tended to be more concerned about their personal well-being in relation to change than with gathering more substantive information about the innovation. Research and experience have shown that Stage 2 concerns must be reduced before information about the innovation can be received in an objective manner.

The tailing-up of Stage 6 on this nonfacilitator profile provides further information about the group. It can be inferred that the respondents had other ideas they saw as having more merit than the proposed innovation. Further, a tailing-up on Stage 6 serves as a warning that there may have been resistance to the innovation.

Figures 7 and 8 follow the same general patterns noted in Figure 6. Apparently, according to SoC data, neither elementary nor secondary teachers implemented the innovation to a great degree. The one/two negative split and tail-up on Stage 6 act as warnings that neither group really accepted the innovation as presented.

Figure 9 identifies an interesting phenomenon. The secondary group shows a minor tailing-up on Stage 6 before the presentation of the innovation. Generally, a 7-10% increase is necessary to be considered a warning. This Stage 6 tailing-up is minor (3%), but, knowing post-project results, seems to indicate that resistance from secondary teachers to the innovation existed prior to the classroom management training.

Figure 7

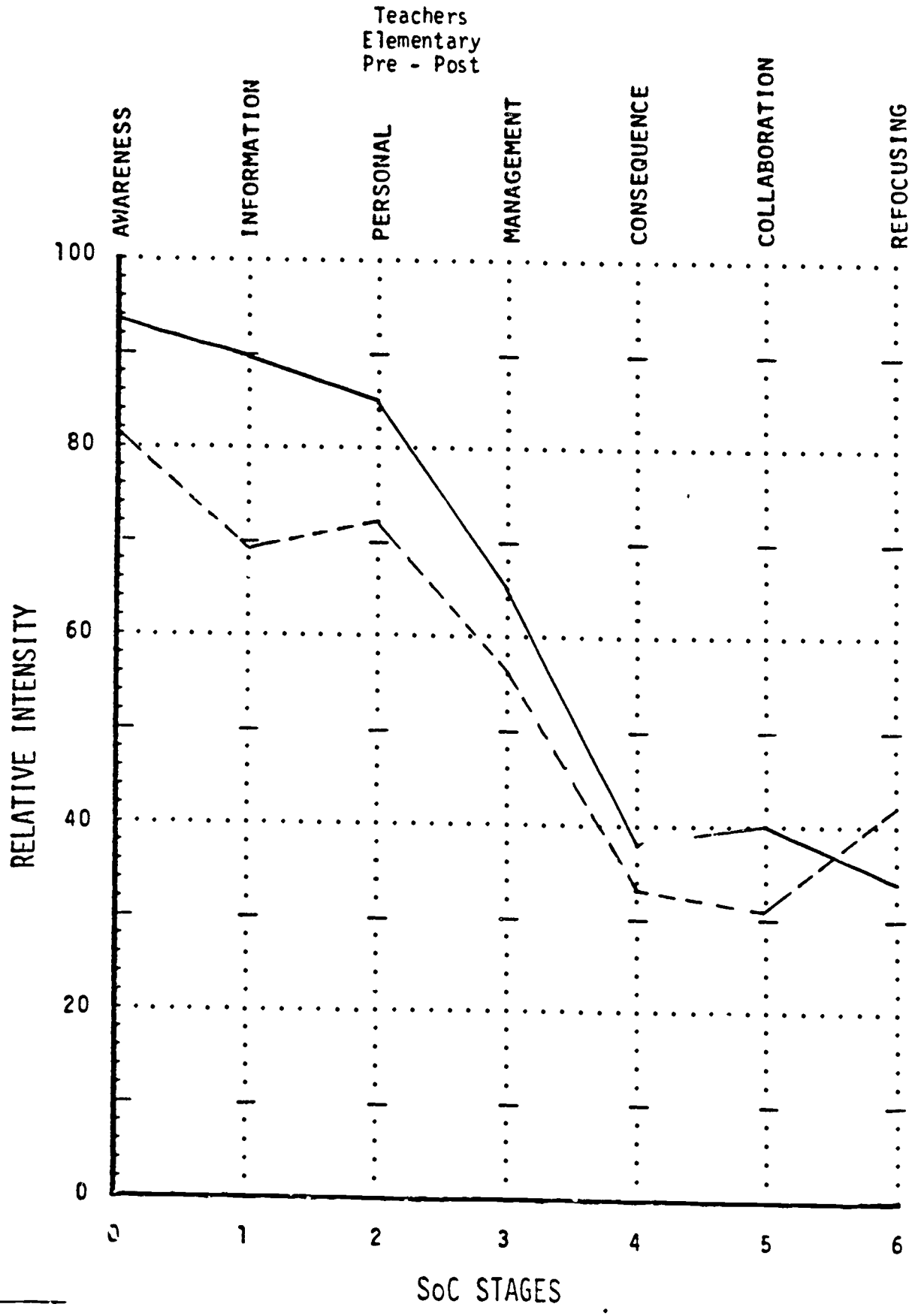

Teachers
Elementary
Pre - Post
AWARENESS
INFORMATION
PERSONAL
MANAGEMENT
CONSEQUENCE
COLLABORATION
REFOCUSING
100
80
60
40
20
0
RELATIVE INTENSITY
0
1
2
3
4
5
6
SoC STAGES
Pre
Post

Figure 8

Teachers
Secondary
Pre - Post

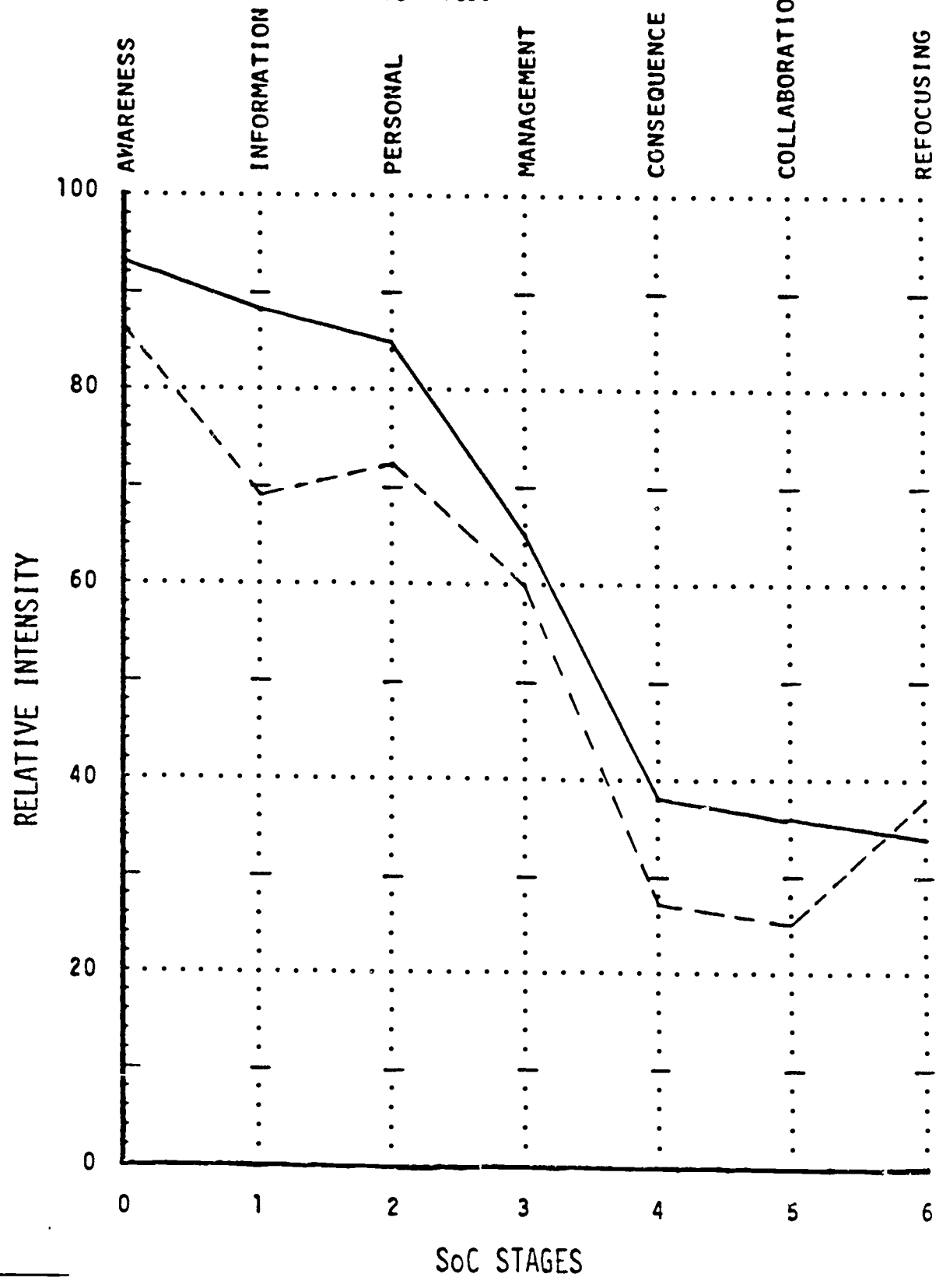


Figure 9

Teachers
Pretest
Elementary - Secondary

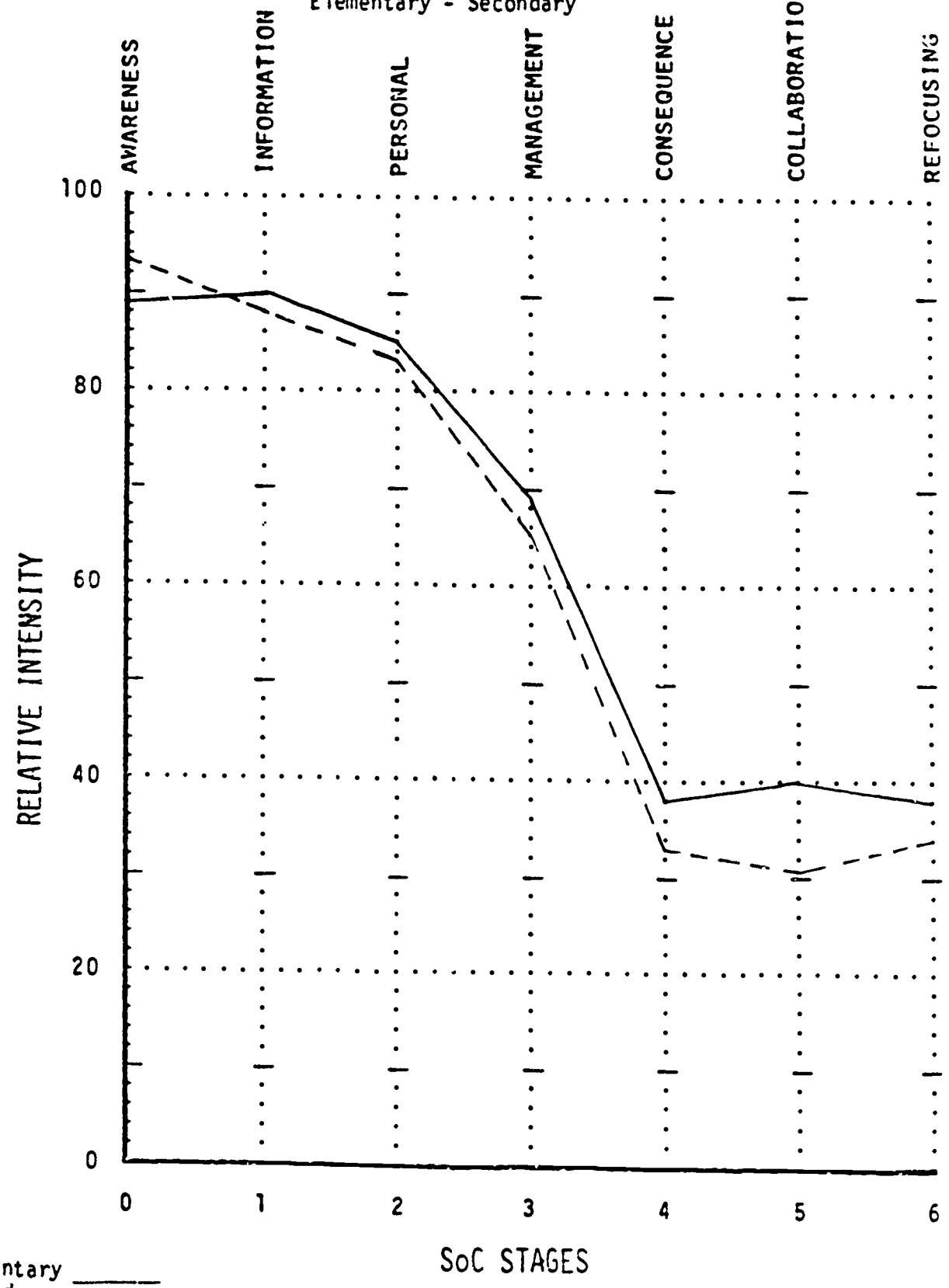


Figure 10 compares Stages of Concern posttest results between elementary and secondary teachers. The profiles are very similar which seems to indicate similar concerns about the innovation evolved from the initial pretest Stages of Concern profile (Figure 9).

Classroom Organization and Management Questionnaire (COMQ)

Table 7 shows a significant gain in scores, at the .01 level, for all teachers. When shown by elementary and secondary groups, the data continues to show gains at the .01 level of significance. It may be worth noting that the elementary group had a larger actual gain in score (6.42%) than did the secondary group (4.25%). However, neither group averaged above 68% correct on the classroom management knowledge measure.

Table 8 shows no statistically significant difference between the elementary and secondary groups on the COMQ pretest. However, there was a significant difference, at the .05 level, on the posttest. The gain in scores between the two groups may indicate that variables existed in the secondary training which affected learning. Those same variables apparently were not present on the elementary level or the impact was not the same. Again, it should be noted that none of the scores reached above the mid 60% range.

Figure 10

Teachers
Posttest
Elementary - Secondary

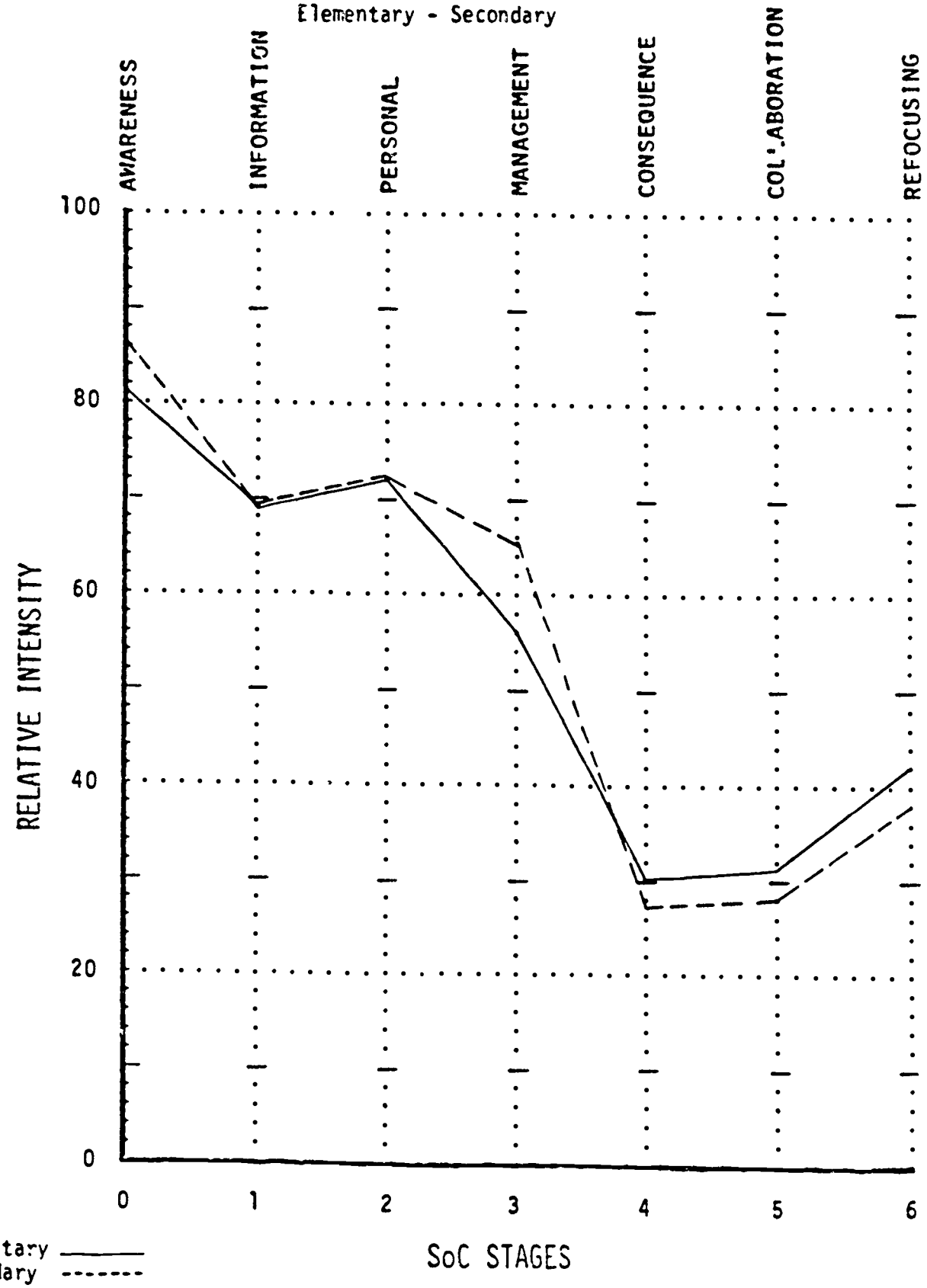


Table 7

Classroom Organization and Management Questionnaire (COMQ)

Pretest and Posttest Comparison of Teachers

Group	Pretest				Posttest			t	Significance Level
	N	$\bar{X}$[1]	SD	%[2]	$\bar{X}$[1]	SD	%[2]		
All	267	14.82	5.25	61.75	15.90	3.82	66.25	3.31	.01
Elementary	138	14.60	3.34	60.08	16.20	3.82	67.50	5.47	.01
Secondary	129	14.55	3.36	60.62	15.57	3.83	64.87	3.21	.01

1 Scores could range from 0-24.

2 Percentage of correct responses.

Table 8

Classroom Organization and Management Questionnaire (COMQ)

Comparison of Elementary and Secondary Teachers
Pretest and Posttest Scores

	Elementary				Secondary					
	N	$\bar{X}$[1]	SD	%[2]	N	$\bar{X}$[1]	SD	%[2]	t	Significance Level
Pretest	240	14.59	3.51	60.79	262	14.52	3.32	60.50	.24	NS
Posttest	178	16.01	3.88	66.70	191	15.02	3.99	62.58	2.40	.05

1 Scores could range from 0-24.

2 Percentage of correct responses.

STUDY NUMBER TWO

Method

Subjects

The subjects of this study were all the principals and central office staff of a small, rural school district located in a state east of the Mississippi River. In fact, the school district in Study Number Two was located in the same state as the school district in Study Number One. The number of principals in Study Number Two was eight while the number of central office staff numbered three. All three central office staff, including the superintendent of schools, were heavily involved in the project from beginning to end.

Materials

The materials selected to be the content were classroom organization and management training materials developed by the Classroom Organization and Effective Teaching (COET) project at the R & D Center for Teacher Education at the University of Texas at Austin. The criteria for the selection of these training materials are described in detail on pages five and six of the paper. A description of the COET materials is given on pages six and seven of this paper.

Procedures

Basically, this was a replication of Study Number One, but one year later and in a small, rural school district. Study activities were completed in several phases. These study phases were parallel to those in Study Number One and will be described briefly below. The reader is referred to pages seven through ten of this paper for a fuller description of the phases.

The first phase was the initial COET training for the eight building principals and three central office staff administrators. This took place on May 6, 1985. Each participant completed the two pretests (CFSoC and COMQ). Each trainee was given a set of the three COET training manuals and then the 12 "regular" COET training activities from the trainers manual were explained in great detail. Appendix A is a list of the 12 regular COET training activities. In phase two, the "booster" workshop was held for the 11 trainees. This took place on August 19-20, 1985. In addition to more COET training, the principal took sufficient copies of the COET materials and the two AEL pretests for their faculties. Each building principal conducted a "before-the-school-year" workshop as phase three. During this phase, each teacher completed two data collection instruments. The fourth phase involved the trainer conducting a "booster" workshop for the principals and central office staff. Also, the teachers' pretests were picked up. The fifth phase consisted of the principals conducting "booster" workshops for their faculties. The teachers' post-tests were distributed in this phase. The sixth phase was mainly data collection. The completed teachers' posttests were collected and the principals' posttests were collected also. Next, all the completed post-tests were mailed to AEL for processing. The seventh and last phase was the data analysis portion. Data were rostered, keypunched, input to a mainframe computer, and analyzed using a standard statistical package. The CFSoC and the SoC instruments' data were analyzed by a special program designed by the instrument developers at the University of Texas at Austin.

Results

Principals

Principals participating in the Study Number Two classroom management study by the Appalachia Educational Laboratory (AEL) were to function in the role of change facilitator (CF). In this section, the terms principal and CF will be used interchangeably to identify this group. This section summarizes the data gathered from the CF group. Initially, limited background data are presented. Evaluation results are then submitted by instrument headings: CFSoCQ and COMQ.

The reader should note that the data in this section is based on only 11 cases. Because of missing data, the sample, at times, is as small as nine subjects. The reader is cautioned that the generalizability of the data may be limited because of the small sample size.

Background Information

Of the 11 subjects included in the CF sample, eight identified themselves as principals and three as central office staff. Grade level identification was split fairly evenly among elementary (N=3), middle school (N=4), high school (N=2), and all levels (N=2). These descriptive data are presented in Table 9.

Another demographic factor, years on the job, indicates the sample is experienced in the field. Only two persons have less than ten years of experience. The mean number of years of experience is 14. More than 35 percent of the sample have more than 15 years on the job. The years on the job data are presented in detail in Table 10.

Table 9

Change Facilitators (Principals)
Job Title and Grade Level Percentiles

Item	N	%
Job Title		
Principal	8	72.7
Central Office Staff	3	27.3
TOTAL	11	100.0
Grade Level		
Elementary	3	27.3
Middle School	4	36.4
High School	2	18.2
All Levels	2	18.2
TOTAL	11	100.0

Table 10

Change Facilitators (Principals)
Years on the Job*

Years	N	%
0 - 5	0	0.0
6 - 10	2	18.1
11 - 15	5	45.5
16 - 20	3	27.3
21 - 25	1	9.1
TOTAL	11	100.0

*Mean = 14.0, median = 13.0, mode = 12.0, range = 14.0.

Change Facilitator Stages of Concern Questionnaire (CFSoCQ)

Change Facilitator Stages of Concern data are usually displayed on a graph and referred to as a profile. The CFSoC are on the horizontal axis and labeled at the top of the profile. The vertical axis presents the relative intensity of the subjects' concerns about the innovation in percentiles.

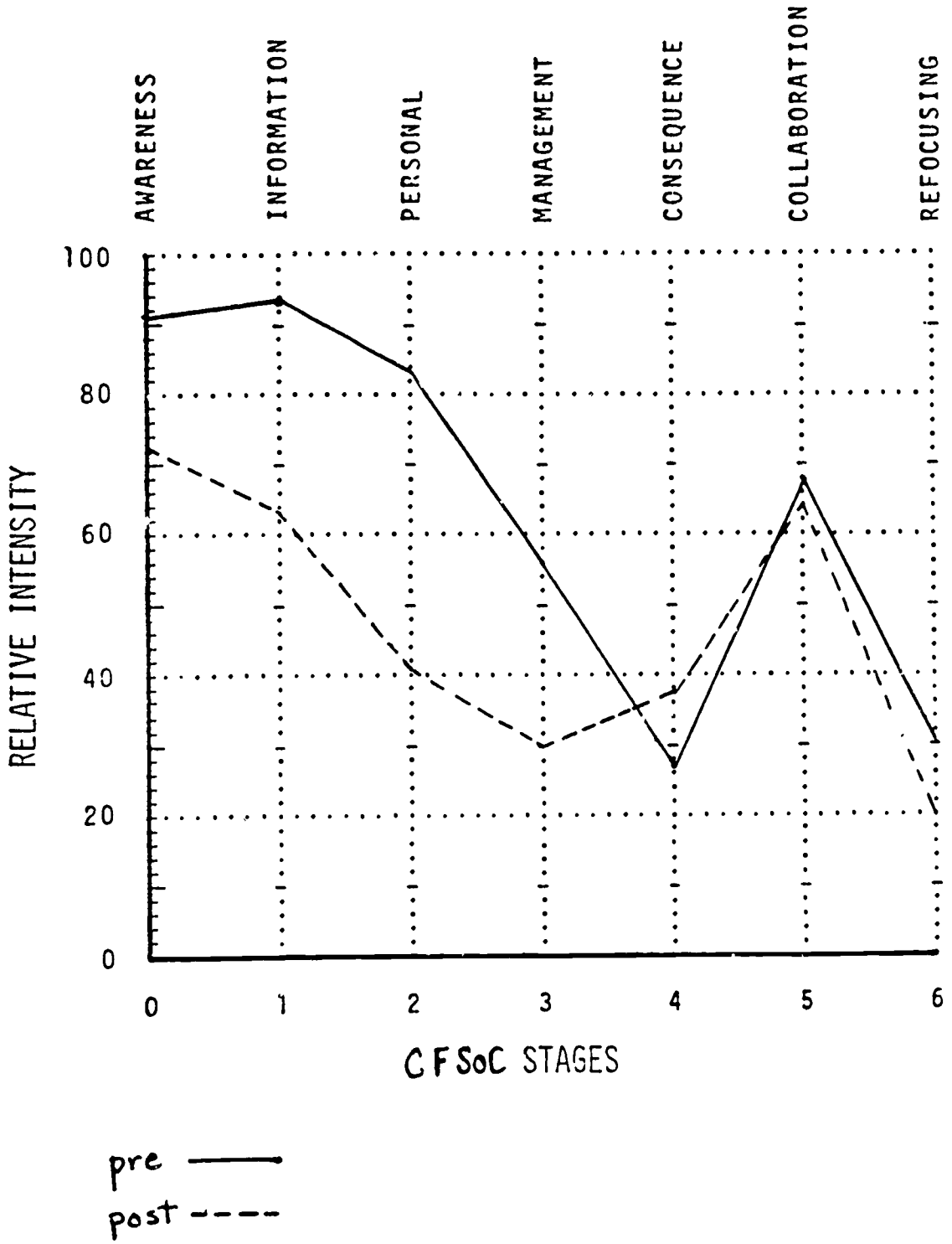
Interpretation of the CFSoC profile initially involves an assessment of the overall picture rather than emphasis on the isolated stages. Individual stages are available for interpretation but are meaningful only in comparison with the entire profile. Interpretations of CFSoC profiles are considered hypotheses until confirmed by the respondents.

Figure 11 shows the pretreatment and posttreatment CFSoC profiles for the CF group. Generally, the pretreatment profile is fairly typical for a group of nonfacilitators who have high informational concerns. However, the peak at Stage 5, collaboration, differs from the most standard nonfacilitator profile.

A high Stage 5 indicates the group is highly concerned about working with colleagues. From repeated administrations of the CFSoCQ, the peak at Stage 5 is fairly typical of persons in leadership positions who are primarily responsible for coordination with others. Further, this profile follows another trend noted among leadership personnel, a low intensity in Stage 4, consequence.

The posttreatment profile of the CF group maintains the low Stage 4 and high Stage 5 intensities which are relatively typical for administrators of an innovation. The posttreatment profile shows a marked drop in intensity of Stages 0-3 from the pretreatment CFSoC profile.

Figure 11
CFs



In comparing the pretreatment and posttreatment CFSoC profiles, it can be seen that the nonfacilitator profile evident in the pretreatment phase alters significantly in the posttreatment phase. Additionally, the Stage 5 peak, usually seen in profiles of leaders or coordinators, remains consistent. The t-test reveals statistically significant changes in Stages 0, 1, 2, and 6. Table 11 presents the t-test results.

Classroom Organization and Management Questionnaire (COMQ)

Pretreatment and posttreatment administrations of the COMQ are included in the data base. The instrument is a 24-item questionnaire which assesses participants' knowledge about classroom organization and management. The COMQ has an internal consistency reliability of .77.

Table 12 compares the pretest and posttest scores on the COMQ by the CF group. The gain in the total COMQ score is significant at the .01 level. In practical terms, the pretest scores were in a percentage range generally accepted as academically failing. However, the posttest percentage falls into the range generally accepted as academically passing. Further, measures of central tendency, as shown in the footnotes on Table 12, indicate a skewing of the score curve toward the upper range.

Teachers

This section summarizes data gathered from teachers in Study Number Two who participated in workshops led by AEL-trained change facilitators. Background data are examined first. The presentation of results from the two quantitative instruments, the Stages of Concern Questionnaire (SoCQ) and the COMQ, follows.

Table 11

Change Facilitators (Principals) (N=9)
Comparison of Pre- and Posttreatment CFSoC Stages*

Stage	Pretreatment Mean	SD	Posttreatment Mean	SD	t	Significance Level
0	13.78	5.31	8.00	3.71	2.[illegible]	.05
1	27.11	5.18	17.33	8.99	3.77	.01
2	24.33	5.29	10.44	6.20	5.93	.01
3	15.67	7.67	9.11	5.73	2.01	NS
4	19.33	5.92	21.78	7.33	-.85	NS
5	25.44	5.64	23.67	5.45	.55	NS
6	12.22	4.94	9.22	4.92	2.71	.05

*Raw scores used rather than percentile conversions.

Table 12

Change Facilitators (Principals) (N=9)
Comparison of COMQ Pretest and Posttest Scores

Pretest*			Posttest**				
Mean	SD	%***	Mean	SD	%***	t	Sig. Level
13.22	3.27	55.08	17.56	2.24	73.17	-5.10	.01

*Mean = 14.00, mode = 14.00, min = 8.00, max = 18.00.

**Median = 17.83, mode = 16.00, min - 14.00, max = 21.00.

***Percentage of correct responses.

Background Information

The sample used for analyses of background information included all of the 142 subjects identified as being part of the teacher group. The subjects identified themselves as follows: teachers (N=124) and other, including librarian, therapist, speech clinician, and band director (N=16). There were two missing cases from this variable pool. For the sake of clarity, the entire sample of 142 will be referred to as teachers in this report.

The teachers were fairly evenly assigned among the grade levels of the sample: elementary (N=51), middle school (N=39), high school (N=37), and all levels (N=8). A more complete analysis of job title and grade level assignment can be found in Table 13.

Table 14 presents data related to the years on the job. Approximately 25 percent of the teachers have five or less years of teaching experience. However, the largest grouping (6-10 years) encompasses nearly 40 percent of the sample.

Stages of Concern Questionnaire (SoCQ)

Stages of Concern data are commonly displayed in a graphic form known as a profile. The SoC are on the horizontal axis and labeled at the top of the profile. The vertical axis shows, in percentiles, the relative intensity of the subjects' concerns about the innovation.

Interpretation of the SoC profile follows the same guidelines as interpretation of the CFSoC profile. Initially, the overall profile is assessed and general hypotheses are formulated. Individual stages are examined in relation to the entire profile. Note that interpretations of SoC data are considered hypotheses until confirmed by the respondents.

Table 13

Teachers
Job Title and Grade Level Percentiles

Item	N*	%*
Job Title		
Teacher	124	88.6
Other**	16	11.4
TOTAL	140	100.0
Grade Level		
Elementary	51	37.8
Middle School	39	28.9
High School	37	27.4
All Levels	8	5.9
TOTAL	135	100.0

*Does not include missing cases.

**May include librarian, therapist, speech clinician, band director, etc.

Table 14

Teachers
Years on the Job*

Years	N**	%**
0 - 5	34	25.0
6 - 10	53	38.9
11 - 15	38	28.0
16 - 20	2	5.2
21 - 25	1	1.5
26 - 30	1	.7
31 - 35	1	.7
TOTAL	130	100.0

*Mean = 8.9, median = 8.4, mode = 6.0, range = 31.0.

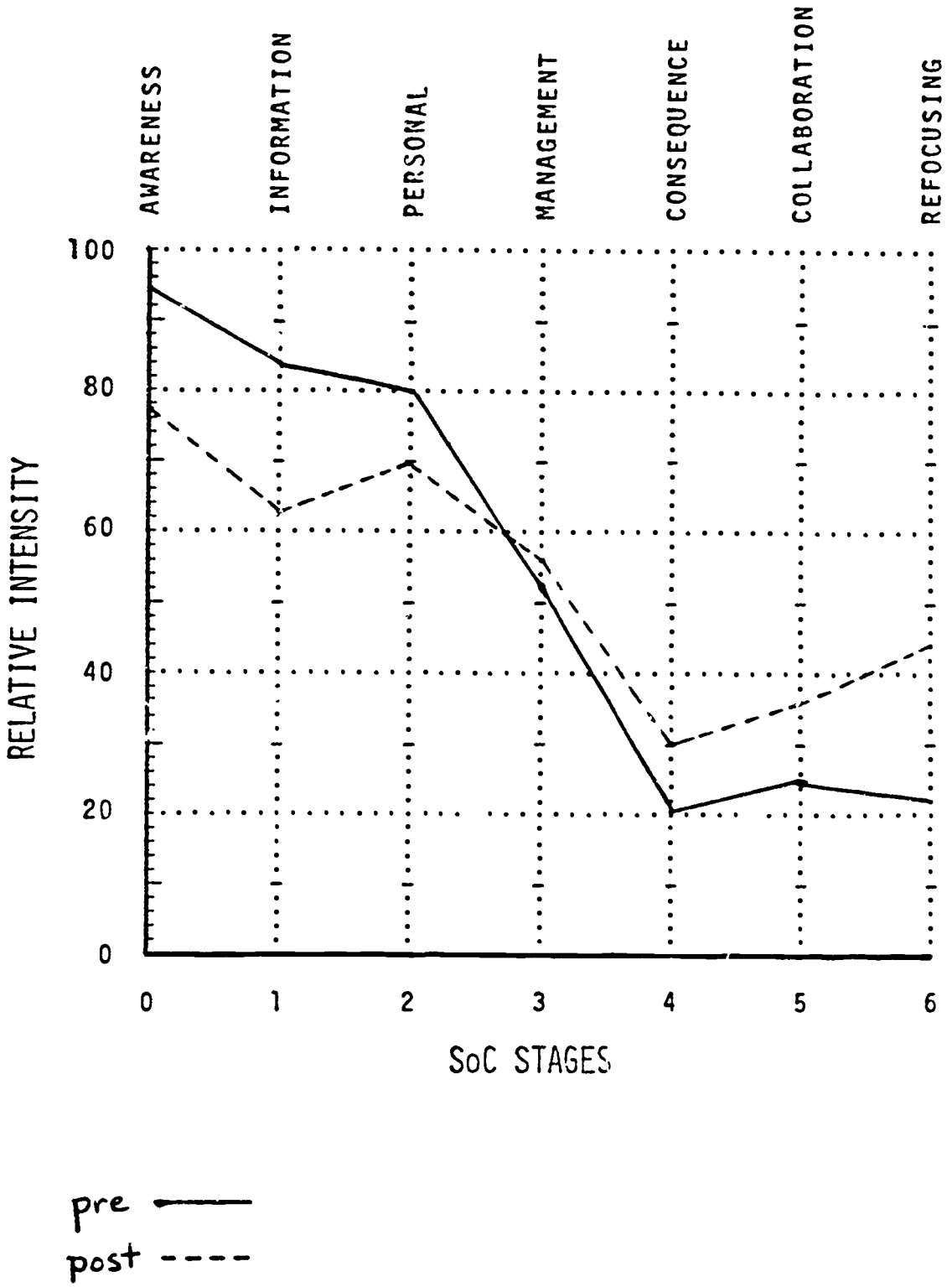
**Does not include missing cases.

Of the 142 teachers in the original sample, 118 were included in the SoC profile analyses. The subjects not used because of missing data had no identifying traits. That is, no trends were found among grade level assignment, school assignment, or years on the job. Therefore, it is hypothesized that the subjects excluded from the SoC analyses did not alter significantly the findings.

Figure 12 shows the pretreatment and posttreatment SoC profiles for the teacher group. The pretreatment profile is an almost classic example of a nonfacilitator profile. The profile suggests the group is somewhat aware of the innovation (Stage 0). Because Stage 1, informational, is slightly higher than Stage 2, personal, it implies that the group is interested in learning more about the innovation from a positive proactive perspective. The low intensity of Stage 3, management, and Stages 4 and 5, consequence and collaboration, signify that the group is not concerned about managing the innovation nor are they particularly concerned about its impact on students. The low tailing-off of Stage 6, refocusing, indicates the group does not have ideas about changing the innovation. Overall, the pretreatment SoC profile is very typical of a positively disposed group of nonusers.

The posttreatment SoC profile is described as a negative one/two split with a slight tailing-up of six. A negative one/two split is indicated when Stage 2, personal, is higher than Stage 1, informational. This suggests that personal concerns take precedence over concerns about learning more about the innovation. In this instance, as a group, teachers are more concerned about their personal well-being in relation to the innovation than in gathering substantive information about the

Figure12
Teachers



innovation. The slight tailing-up of Stage 6, refocusing, may act as a signal that the group harbors other ideas they perceive as having more value than the innovation. A tailing-up of Stage 6 should be acknowledged when the rise from Stage 5 is as little as seven to ten percentile points. On this posttreatment SoC profile, the tail-up occurs across seven percentile points.

The t-test confirms that the pretreatment and posttreatment SoC profiles have changed significantly. Only Stage 3, management, measures a statistically nonsignificant change. Table 15 presents the results of the t-test comparison.

Classroom Organization and Management Questionnaire (COMQ)

Comparative pretest and posttest data of the COMQ are available from 119 subjects in the teacher group. No trends are identifiable among the subjects excluded from this phase of analysis. Table 16 displays the quantitative findings of the COMQ data.

There is a statistically significant gain in total COMQ scores from the pretest to the posttest. The pretest mean score converts to 65.04 percent correct responses on the 24-item test. The posttest mean score converts to 71.50 percent correct responses. Generally, the pretest 65.04 percent is considered academically failing while the posttest 71.50 percent is considered an academically passing score. It is also interesting to note the positive shift in measures of central tendency, found in the footnotes on Table 16, from pretest to posttest. On the pretest COMQ the scores of 22 and 23, which convert to over 90 percent correct, are achieved by only one person each. However, on the posttest administration of the COMQ 11 subjects scored a 22 and two subjects scored a 23.

Table 15

Teachers (N=118)
Comparison of Pre- and Posttreatment SoC Stages*

Stage	Pretreatment Mean	SD	Posttreatment Mean	SD	t	Significance Level
0	15.74	5.91	9.39	5.48	9.85	.01
1	22.78	7.79	17.20	6.54	6.43	.01
2	23.25	8.29	18.79	8.65	4.69	.01
3	13.91	7.78	14.45	6.71	-.75	NS
4	16.81	8.05	20.08	7.30	-3.98	.01
5	14.06	7.78	16.75	7.23	-3.71	.01
6	10.10	7.44	15.14	5.66	-7.08	.01

*Raw scores used rather than percentile conversions.

Table 16

Teachers (N=119)
Comparison of COMQ Pretest and Posttest Scores

Pretest*			Posttest**				Sig.
Mean	SD	%***	Mean	SD	%***	t	Level
15.61	2.94	65.04	17.16	3.48	71.50	-5.68	.01

*Median = 15.56, mode = 17.00, min = 6.00, max = 23.00.

**Median = 17.56, mode = 18.00, min = 6.00, max = 23.00.

***Percentage of correct responses.

DISCUSSION

First, the way in which the principals actually implemented the Classroom Organization and Effective Teaching (COET) materials may have effected the results substantially. Some principals may have implemented all the COET materials in the manner described in the 12 "regular" COET training activities while other principals may have implemented only some of the 12 COET training activities, or--worse yet--only selected parts of the training activities. No hard data were collected on what the principals actually did regarding the innovation. The collection of CBAM Levels of Use (LoU) data from the principals would have strengthened the study considerably.

Second, it can be said that the COET innovation itself, especially when compared to other educational innovations, was simple and easy to install. The principals' training time was relatively short and the principals' 12 training activities were not very complex. Placed into school organizations with many other mandates, policies, and new programs, it is reasonable to assume that the COET training materials could have become "lost" in a sea of activities. Also, it is quite possible that both the simplicity and common sense approach of the COET materials could have helped them to become lost in the milieu of the classroom. For example, during the school year in question, teachers were concerned about and/or reacting to the following new programs/policies: (1) state learning outcomes; (2) state-mandated teacher, principal, administrator, and superintendent evaluation systems; (3) state required lesson plans; and (4) new graduation standards. This list does not include any local education agency mandates and/or programs which may have helped to hide

or bury the COET innovation. Thus, given these various other programs going on at the same time, the COET innovation may have been forgotten by the teachers--especially by the time the two post- test instruments were administered.

Third, there is a possibility that the COET innovation "took" so well that the shared rules, procedures, and consequences became the new organizational norm within the building. This line of thinking provides additional support for the hypothesis that the teachers' non-use of the COET innovation, as measured by the SoC instrument, may not be as real as the data indicate. If the new rules and consequences became regularized, especially by posttest time, it may be that the SoC was not asking questions about a "new" innovation, but, by now, a rather well established organizational norm.

Fourth, this paper focused almost entirely on the summative evaluation of an innovation and the use of SoC for diagnostic purposes was not mentioned. The reply is that, yes, this paper focused on the evaluation of the principals' training in classroom management and that no mention of the diagnostic use of the SoC was made in this paper. However, the SoC data were used in the diagnostic mode. The principals' pretest SoCs were analyzed quickly using an Apple microcomputer and a special scoring program written especially for the Appalachia Educational Laboratory. An analysis of the principals' pretest SoC profiles was made by the author and they were discussed with the local school district contact person via the telephone. One elementary principal had a particularly noteworthy SoC pretest profile (a very big negative one/two split) and this was discussed with the local contact person. At the teacher

level, the SoCs were analyzed quickly and building level profiles were produced. Each principal was given the opportunity to discuss his/her teachers' SoC profile after they were aggregated. As a result of this invitation, the author made a special visit to one school to discuss the building level SoC from her teachers. In this one-on-one session, the SoC profile was explained in detail and suggestions for next steps by the principal were made. The principal did, in fact, follow up on several of the suggestions. In sum, the diagnostic uses of the SoC were made during the project--they just weren't reported in this one particular paper.

Fifth, the data seemingly contradicts themselves when they say that teachers did not use the innovation at posttest time but then goes on to say that principals can be the instructional leaders in their buildings. This latter statement was made because the results of three out of four instruments were favorable or "positive." Further discussion, recalling points made earlier (and written above), could lead one to conclude that perhaps there was not so much of a contradiction as actually thought. The thinking here is that the teachers actually may have been users of the COET innovation but that the SoC did not capture this use as well as might have been expected. The collection of LoU data would have helped clarify this issue. If the teachers actually were using the COET materials, then all indications point to the conclusion that the principals can be instructional leaders.

Finally, suggestions for next steps and future research in this area are made. If similar research on principals as instructional leaders is conducted in the future, there was a strong call for more "rich" descriptions of what the principals actually did do (via LoU interviews, for

example) as well as more detailed breakdown of the data for participating principals. In this study the only breakdown was by level (elementary or secondary) and much valuable data for interpretation were lost. What is needed in future studies is information on how each principal did his/her training in classroom management. Similarly, more detailed information on what the teachers actually did with the COET innovation in their classrooms is needed in future studies of this sort.

SUMMARY

This study identified materials suitable for building principals to use as instructional content in staff development sessions. The COET classroom management training materials met all of the criteria established, including content which cut across all subject areas and across all grade levels.

Implementation data were presented for change facilitators (CFs) and teachers. Both groups were examined across elementary and secondary differences. Both groups completed Stages of Concern (SoC) measures and the Classroom Organization and Management Questionnaire (COMQ): both on a pre-posttest basis.

Generally, the CFs Stages of Concern profile showed a change from nonfacilitators to facilitators of the innovation. The COMQ revealed significant gains from pretest to posttest. This study showed that principals <u>can</u> be instructional leaders in their buildings, at least using the content selected for this study.

The Stages of Concern profiles of teachers wer similar across elementary and secondary levels. One might speculate that the teachers remained nonfacilitators, at least at the time of this data collection. COMQ data indicated significant gains in scores from pretest to posttest. The scores remained below 70% correct. Because of the large attrition rate of the teachers involved in the project, the teacher data must be considered with caution.

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APPENDIX A:

The 12 COET Workshop Training Activities

activities according to local needs and interests and available time. Minimum time allocations for all activities are estimated for use in planning.

Suggested activities are clustered into three topical areas, as follows:

RCLT Research on Classroom Management

Activity 1 Describing the Research Background for This Workshop

Organizing Classrooms at the Beginning of the Year

Activity 2 Evaluating Classroom Arrangements

Activity 3 Discussing Guidelines for Classroom Procedures and Rules

Activity 4 Sharing Accountability Procedures

Activity 5 Small Group Discussion of Procedural Problems

Activity 6 Sharing Rules, Rewards, and Penalties

Activity 7 Planning Activities for the First Days of School

Activity 8 Case Studies of Teaching Procedures

Activity 9 Videotape of the First Day of School (Elementary)

Activity 10 Critique of a First Day (Secondary)

Maintaining Good Learning Environments

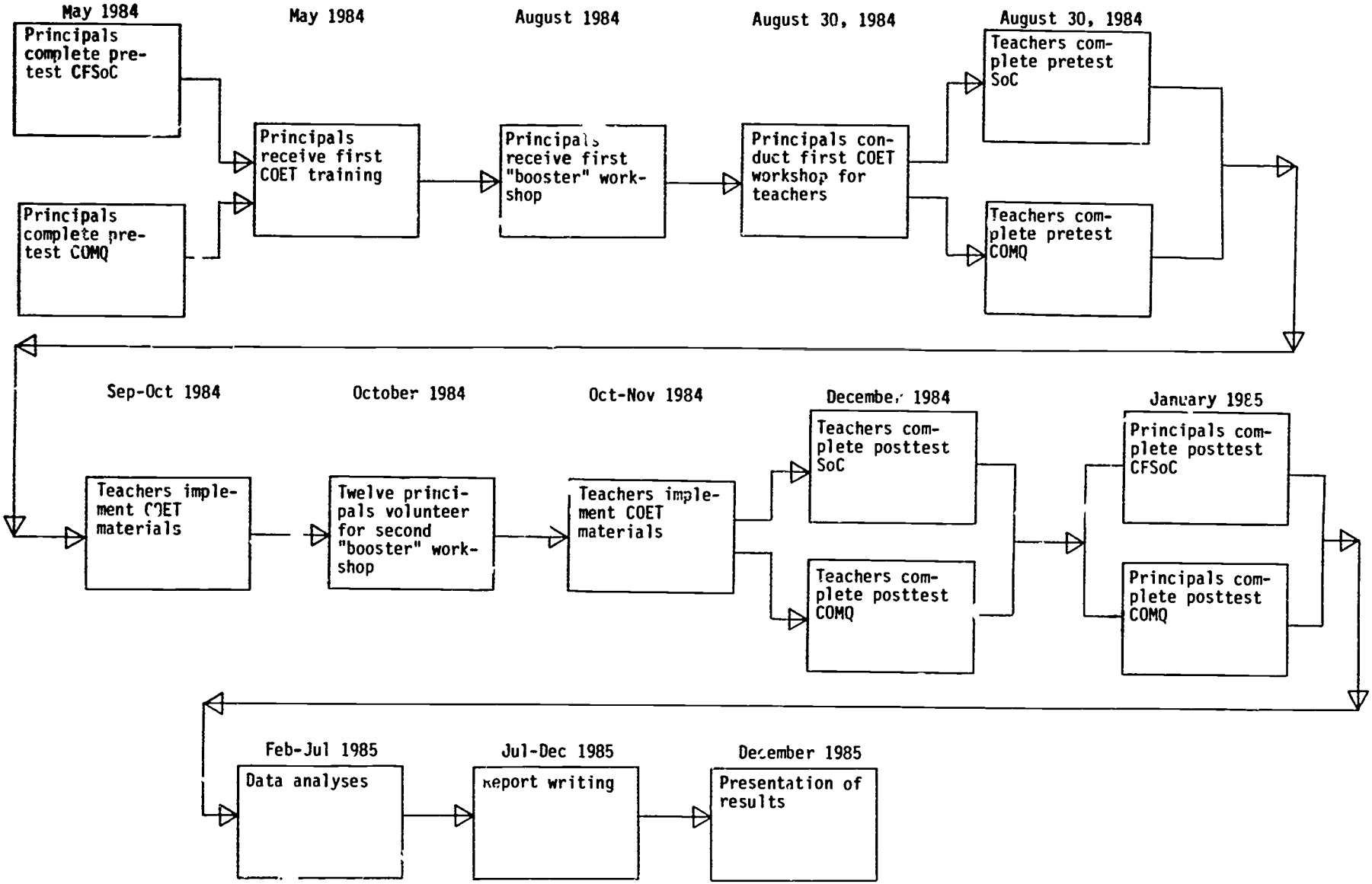
Activity 11 Discussing Guidelines for Maintaining Good Learning Environments

Activity 12 Small Group Problem Discussions

It should be noted that while activities in the "Organizing Classrooms at the Beginning of the Year" cluster are particularly useful for teacher inservice workshops before school begins, many are also useful for teacher workshops later in the year. For example,

APPENDIX B:

Graphic Depiction of the Project - Study Number One



GRAPHIC DEPICTION OF PROJECT