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ABSTRACT
                During the spring of 1972 training workshops for 88
elementary and secondary teachers of the Great Neck Public Schools
held to examine four hypotheses: 1) workshops in training teachers to
observe classroom behavior would significantly increase these same
teachers' positive classroom interactive behaviors consisting of
teacher, pupil-pupil, teacher-pupil, and total behavior; 2) secondary
teachers would show significantly more gain than elementary school
teachers; 3) as the time between training sessions and
post-observations increased, the total positive classroom behaviors
would also increase; 4) teachers would continue to independently
train themselves after the conclusions of the workshop. Pre-training
and post-training observations were made, and a questionnaire
distributed. Findings supported hypotheses one and two. Other
findings are that secondary teachers caught up to the elementary
teachers as a result of the training, and that teachers will not
independently train themselves. A questionnaire revealed that
teachers considered classroom visitations as the most useful aspect
and films as the least useful aspect of the workshop; that public
-elations need to be improved; and that the workshop was better than
 ther typical workshops and should be continued with a number of
changes. (Author/SJM)

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INCREASING POSITIVE INTERACTIVE

CLASSROOM BEHAVIOR

by

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This paper reports the increase of
teachers' positive interactive
behaviors as a result of training
in systematic classroom observation
techniques.

Presented at NERA Conference, November 1972

INCREASING POSITIVE INTERACTIVE CLASSROOM BEHAVIOR

1. INTRODUCTION

Studies by Jacobs[1] and Roland[2], indicated that teachers who have been trained to use observation instruments will have their own experience modified as a result of these experiences. The question examined in this study was: Do teachers increase their positive classroom interactive behaviors as a result of training in systematic classroom observation techniques?

Workshops in training elementary and secondary teachers in the Great Neck Public Schools were instituted, pre-training and post-training observations were made, and a questionnaire distributed.

The following hypotheses were proposed.[3]

1) Workshops in training teachers to observe classroom behavior would significantly increase these same teachers' positive classroom interactive behaviors, for both elementary and secondary teachers. Positive classroom behaviors were measured in three parts and the total, and defined as: 1) teacher behavior, 2) pupil-pupil behavior, 3) teacher-pupil behavior, and 4) total.

2) Secondary teachers would show significantly more gain than elementary school teachers in positive classroom interactive behaviors, which were measured in three parts and the total, and defined as: 1) teacher behavior, 2) pupil-pupil behavior, 3) teacher-pupil behavior, and 4) total.

3) As the time between training sessions and post-observations increased the total positive classroom behaviors would also increase.

4) Teachers would continue to independently train themselves at the conclusion of the workshop, as measured by the questionnaire.

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[1] Jacobs, Joseph H., _An Investigation of Structured Observation Experiences as a Staff Improvement Technique for Modifying Teachers' Verbal Behavior._ Unpublished, Ph.D. Dissertation, New York University, N.Y., 1970.

[2] Roland, Mark V. _Modification of Teacher and Pupil Classroom Behavior Through Training with a. Instrument for Classroom An.lysis, Indicators of Qualit_. Unpublished, Ed.D. Project, Teachers College, Columbia University, N.Y., 1971.

[3] The first three hypotheses were tested at $p = <.05$.

II. PROCEDURE

A. Workshops

During the spring semester of 1972, five workshops were conducted
in which teachers were taught to analyze the classroom process by
systematic observation. The workshop proposal was endorsed by
the Curriculum Development Council, and ninety-six faculty members
participated. The workshops were held in February, March, May (2),
and June. Each workshop lasted three days. The format of each
was substantially the same -

First morning

Background lecture
Use of films
Role playing - teacher and supervisor
Discussion groups
Analysis of films

First afternoon

Classroom visitations

Second day

9:00 - 11:00 Further analysis of films and discussion groups
11:00 - 1:30 Additional classroom visitations
1:30 - 3:30 Discussion and film analysis

Third day

Spent in visiting classrooms; the last hour was a discussion
of participants' reactions.

The instrument used for analyzing the classroom process was a form of
Indicators of Quality.

A number of changes were made in the program, the observation instrument
and the observation cards based on participants' recommendations. Thus,
the introductory lecture was reduced from forty-five to fifteen minutes,
and the observation card system was changed from a three-card check
system to a one-card plus and minus system. However, later reactions
indicate a return to a check system.

The major expense of the workshops was the cost of substitutes for the
participants. The bulk of this expenditure (60%) was approved through
cooperative area program funding from the Board of Cooperative Educa-
tional Services.

[1] Indicators of Quality, Institute of Administrative Research, Teachers College,
Columbia University, 1968.

B. Instrument

The Indicators of Quality divides classroom interactive behavior into three parts: teacher behavior, pupil-pupil interactive behavior and teacher-pupil interactive behavior. It has a total of 54 items, 18 observable in teacher behavior, 18 observable in pupil-pupil behavior, and 18 observable in behavior exhibited by teacher-pupil interaction. A quantitative measure was obtained by four sets of five-minute observations as follows: three five-minute observations, each of which concentrated on all the items within one section, and one five-minute observation which reviewed all sections. A positive or negative value was assigned to each item.[1]

C. Sample

For each workshop a random sample was chosen from among those teachers who volunteered. There was a total of 69 teachers in the four training workshops, and 19 participants in the two observer training workshops. Thus, a total of 88 teachers were involved in the study.

D. Data Collection

1) Reaction Sheet

All participants were asked to fill out a reaction sheet at the close of the third day.

2) Observations

Before each workshop, teachers participating in that workshop were pre-observed at the same time with the Indicators of Quality. Post-observations were done for all workshop participants within five school days after the last workshop. Observations consisted of two twenty-minute periods, made by one observer of each teacher. Observers were assigned to teachers in a random fashion for a total of five observations per observer. There was a total of 138 pre-observations and 138 post-observations scheduled.

3) Questionnaire

At the conclusion of all the workshops, a questionnaire was distributed to all the teachers to determine the teachers' perceptions of the workshop, and their subsequent use of the training.[2]

[1]
A copy of the observation schedule (including directions, items, and scoring cards) is included in Appendix A.

[2]
A copy of the questionnaire is included in Appendix B.

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III. RESULTS

A.   <u>Reaction Sheets</u>

(7 pages attached)

SUMMARY - 5 Workshops

Number Participating - 96

WORKSHOP EVALUATION

ON ANALYSIS OF CLASSROOM BEHAVIOR

I. The most useful aspect of the workshop was·

II. The least useful aspect of the workshop was:

III. The following suggestions may be helpful in improving the workshop:
(use reverse side if necessary)

IV. I would rate this workshop as:

___10___ Excellent - The most valuable workshop I have ever attended.
   9

___61___ Good   - Better than the usual workshop I attend.

___9___ Fair   - About average compared with other workshops I have at-
                                                          tended.

_____Poor   - Somewhat below the quality of workshops I have attended.

_____Useless   - Of no value whatsoever.

V. Please check the one that applies in each case:

	Excellent	Good	Fair	Poor	Very Poor
1. Organization of sub- ject matter	25	2 55	6		
2. Variety of Illustra- tive examples	9	45	25 2	2	
3. Instructor's knowledge of subject	72	1 16	1		
4. Method of delivery	26	48	1 10 1		
5. Responsiveness of instructor to questions and comments	68	1 18	1 1		1
6. Opportunities for open .discussion	65	17	4	1	

VI. I ___92___   ___-0-___   recommend future workshops on Indicators of
     (would)   (would not)
     Quality to other faculty members. (Please list reasons for your answer)

SUMMARY OF RESPONSES TO QUESTION 1

		No. of Responses
1.	Classroom visitation (with or without instrument)	48
2.	Indicators of Quality	10
3.	Insight into self as a teacher	9
4.	Exchange and discussion with other teachers	9
5.	Learning and focusing on specific behavior	8
6.	Objective observation of classrooms	7
7.	Analyzing and discussing films	4
8.	Discussion	4
9.	K-12 discussion	3
10.	Focus on and observing good teachers	3
11.	Broadened my perspective	3
12.	Becoming aware of classroom interaction	3
13.	Seeing other teachers	2
14.	Seeing Great Neck schools	1
15.	Made me feel a part of Great Neck schools	1
16.	Practice with Indicators of Quality	1
17.	Goals for education that we discussed	1
18.	Learning to look at the classroom	1
19.	Intellectual stimulation	1
20.	Better understanding of secondary problems	1
21.	Lecture	1

It is readily apparent that classroom visitations were considered by far to be the most useful aspect of the workshop. A wide variety of responses are grouped under this heading. They include the opportunity to see other teachers. other grade levels, other subjects, and other schools. Many felt that the visitation alone was valuable, while a smaller number thought that visiting with an observation tool was more valuable.

Several of the remaining responses (numbers 2, 5, 6, 7, 10, 12, 16, and 18) might be grouped under a more general heading of systematic analysis of classroom behavior.

A third group of responses (numbers 4, 8, 9, 13, 19, and 20) centered around the opportunity to meet with and discuss teaching with other teachers.

Items 3 and 11 emphasized self-growth as the most useful aspect. Although the purpose of the workshop was self-growth, the questionnaire was concerned with the question of which aspects of the workshop provided the most self-growth.

SUMMARY OF RESPONSES TO QUESTION 11

	No. of Responses
Films	20
Left blank	12
None	12
Group discussion	10
Some of the observations	5
Background lecture	4
Not enough time	3
Teachers not wanting to be visited	3
Classroom sessions	2
Role playing	2
Quibbling over signs	2

Twenty-seven respondents listed aspects which could not be combined under any heading. The major criticism was of the films. The films were criticized because they were too old and were all of the same subject (math) and teacher.

SUMMARY OF RESPONSES TO QUESTION 111

	No. of Responses
Better public relations	21
More time	20
Improve films	12
Change schedule	9
Improve signs and cards	8
Schedule visits better	7
More small group discussion	7
Eliminate negative signs	5
Send out materials in advance	5
Earlier in year	3
More time on Instrument	3
More films	2
Have follow-up	2

28 listed single items

The concern with public relations had to do with informing faculty as to the purpose of the project. A number of participants were upset over what they considered to be inhospitable treatment from teachers in some schools. Although several letters were sent out explaining the purpose of the workshop and teachers who did not wish to be visited were asked to leave their names in the office, problems were still encountered by participants. A better method of communication is obviously needed.

SUMMARY OF REMARKS MADE UNDER QUESTION VI

	No. of Responses
It sensitizes teachers to look at their own teaching	21
The opportunity to visit schools and watch the teachers and pupils	16
The opportunity to think about and talk to other teachers about teaching	7

The following were mentioned one or more times:

- Can't think of a better way to improve teaching

   A good tool

   I wish all teachers could become involved

   A great program

   Can be a valuable tool to improve teaching

   Increased sensitivity to the classroom

   Many new ideas

   Will lead teachers to open up classroom

   Leads to elementary-secondary understanding

   Very enlightening experience

   Excellent opportunity to evaluate classroom behavior

   Valuable for all teachers

   Elementary-secondary discourse

   Got to know Doremus

   Makes you want to change

   View pupils as human beings

   A provoking instrument

   See other levels

   Goals of workshop

   Will improve teaching in Great Neck

   Expanded view of teaching

   A tremendous opportunity

Criteria for good teaching

Insight into the classroom

Awareness

Humanizes the classroom

Changes behavior

Unifies system

Self-evaluation

Improves teacher-pupil behavior

Promotes common goals

Broadening experience

Opens horizons

Beneficial to teachers

Improves classroom

Improves teachers

Opportunity to visit other classrooms

In addition to the above, a number of the participants wrote personal notes expressing their satisfaction with the workshop. Several took the trouble to write lengthy critiques of the workshop which will be helpful in future planning.

The above data would seem to indicate that the participants feel that the workshops should be continued, with a number of changes. These appear to be a longer period of time (three and one-half days should be sufficient), more up-to-date films, and a more thorough discussion with all faculty as to the purpose of the workshop, perhaps using panels of former participants in each building. The practice of having mixed groups of elementary and **secondary teachers appears to be a good one and, if at all possible, should be continued.**

III. <u>RESULTS</u>

B. <u>Hypotheses 1 and 2</u>

To seek evidence for these hypotheses, four factorial analyses of variance
(ANOVA) were used; one for each segment of the instrument and one for the
total. Teachers were designated as one factor, and pre and post testing,
designed as repeated measures, the other factor. The following is a
schematic representation of the design with four replications.

		OBSERVATIONS	
		<u>Pre-Observations</u>	<u>Post-Observations</u>
	<u>Elementary</u>		
<u>TEACHERS</u>	<u>Secondary</u>		

Each hypothesis is separately reported.

1) Hypothesis I

Pre and post test main effects of each ANOVA were used to analyze
the sections of the Indicators of Quality as follows:

1) To measure change in teacher behavior, 2) To measure change in
pupil-pupil interactive behaviors, 3) To measure change in teacher-
pupil interactive behaviors, and 4) To measure the total classroom
interactive behaviors, analyzing the pre-post main effects.

Table I presents the resultant ANOVA means and $\underline{F}$ values for the
repeated measures pre-post factor for each of the four sections
of the Indicators of Quality.[1]

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1. Of the original 19 observers, 2 did not conduct their observations, and for
   some of the observations, classes were out of the building. Thus the final
   sample consisted of 45 teachers.

Table 1

Table of Pre-Post Means by
Sections and Total of Indicators of Quality and Resultant $\underline{F}$ Values

	Pre-Observations	Post Observations	$\underline{F}$
Teacher Behavior	4.66	5.21	12.80*
Pupil-pupil Behavior	3.32	4.25	28.65*
Teacher-pupil Behavior	3.00	3.91	6.17*
Total Behavior	10.98	13.37	8.54*

$* \ p = \ < .05$

For each section of the Indicators of Quality, the resultant $\underline{F}$ value was significant. These results support Hypothesis 1: Training workshops would increase teachers' positive classroom interactive behaviors.

As a result of participating in an inservice training workshop, the classroom behaviors of the teachers' classes, as measured by the Indicators of Quality, significantly increased positively in: 1) the teacher's own behavior, 2) the teacher's interactive behavior with the pupils, 3) the pupil's behavior, and 4) the total classroom behaviors.

2) Hypothesis 2

To find evidence for Hypothesis 2, the same ANOVA used for Hypothesis 1 was utilized. Table 2 presents the ANOVA means and resultant significant $\underline{F}$ values for the teacher by time interactive factors.

The teacher section had a resultant $\underline{F}$ value of 14.01 and the teacher-pupil section had a resultant $\underline{F}$ value of 70.26, both significant at $p < .05$. Both other sections, the pupil-pupil section and the total section, were not significant.

The resultant positive $\underline{F}$ values and the means of the teacher by time interactive factors called for an examination of the data.

Table 2

Table of Pre-Post Means and Resultant $\underline{F}$ Values of
Pre-Post Observations of Teacher by Time Interactive Factor

	Teacher Behavior		
	Pre-Observations	Post-Observations	$\underline{F}$
Elementary	5.30	5.33	
Secondary	3.90	5.10	14.01*

	Teacher - Pupil Behavior		
	Pre-Observations	Post-Observations	F
Elementary	4.00	4.36	
Secondary	2.00	3.46	70.26*

* $p = <.05$

    Figure 1 presents graphs of the means of each set of pre-post observations for the teacher and teacher-pupil sections.

Figure 1

Interactions of Teacher by Time Interactive Factor by Means of
Pre-Post Observations for Teacher, and Teacher-Pupil Behavior.
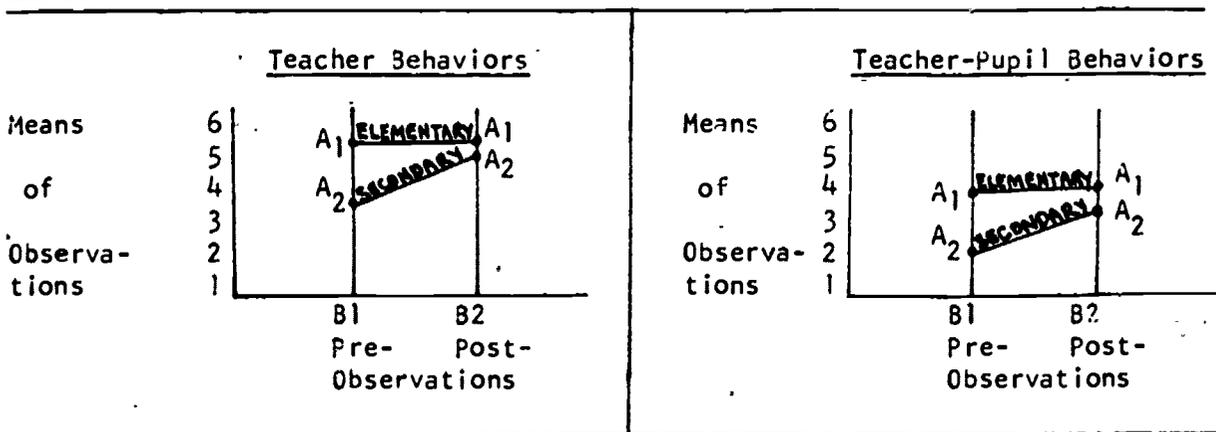
In both the teacher and teacher-pupil sections, the graphing of
the means indicates a significant interaction for the teacher by
time interactive factors. They are interpreted as follows:
1) There is a significant increase from pre to post scores for
secondary teachers, but no significant increase for elementary
school teachers, and 2) Elementary school teachers scored
significantly higher on the pre-observations than the secondary
school teachers. However, this pattern was not found for the
pupil section nor the total section. -Therefore, results for the
teacher and teacher-pupil sections support Hypothesis 2, that
secondary teachers would show significantly more gain than
elementary school teachers in positive classroom behaviors.
However, this hypothesis is not supported for the pupil section
and total.

Thus, secondary teachers caught up to the elementary teachers as
a result of the training, in the sections of teacher and teacher-
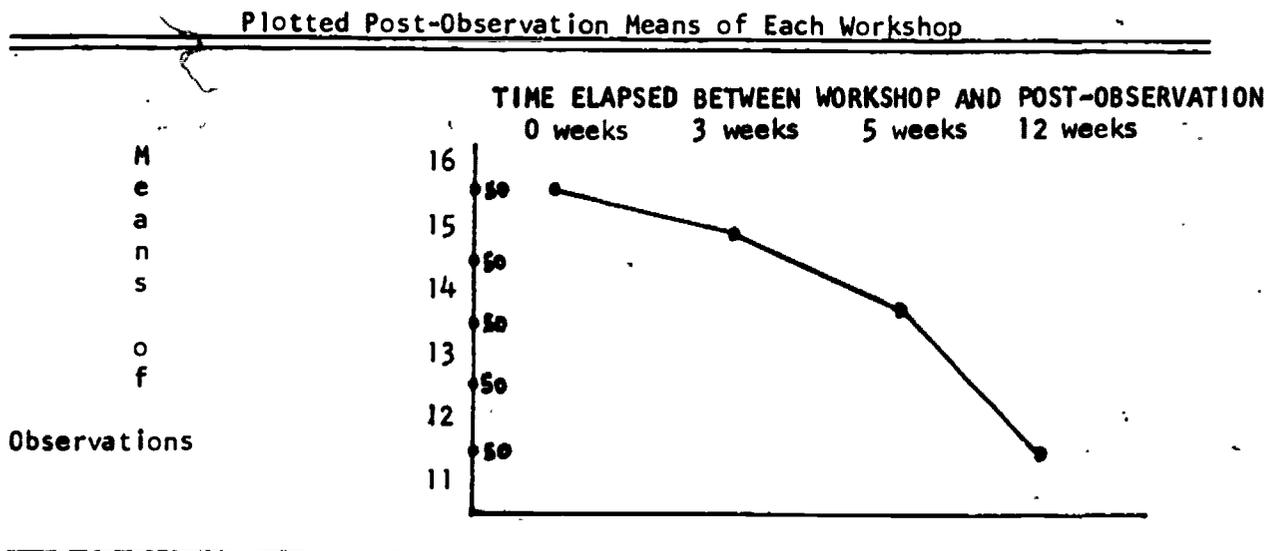pupil.

B. Hypothesis 3

A Trend Analysis follow-up on a single-factor ANOVA was used. The follow-
ing is a schematic representation of the ANOVA design.

WORKSHOPS

First   Second   Third   Fourth

Post-test observations for all teachers - Elementary
and Secondary

The F value of ANOVA for all the post-test observations was 20.2,
significant at $p < .05$, indicating that at least one group was significantly
different from one other. Therefore, the means of the workshops were
plotted. Figure 2 presents the plotted means for each workshop, which
reveals the possibility of a significant linear trend. Therefore

Figure 2

Plotted Post-Observation Means of Each Workshop

TIME ELAPSED BETWEEN WORKSHOP AND POST-OBSERVATION
0 weeks   3 weeks   5 weeks   12 weeks

a Trend Analysis test was applied to the results in order to determine whether the relationship between the post-test scores and the time of entry into the workshop was a significantly meaningful linear relationship. The obtained F value was found to be 4.2, which was significant at $p < .05$. However, dividing the variation due to the linear trend by the total between group variation indicated that only 7% of the variation in positive classroom behavior may be predicted from a linear regression equation.

The results support the hypothesis that teachers would exhibit more positive classroom interactive behaviors as the time from the workshop increased.

As a result, it can be said that the positive effects of workshop training increase with time.

D. Hypothesis 4

To find evidence for this hypothesis, percentages were calculated for those questions on the questionnaire that related to this hypothesis.[1]

Table 3

Percentage of Responses to Questions on Questionnaire

Question 4

After the workshop, which of the following methods associated with the Indicators of Quality did you use?

16% Videotaped my own lessons

26% Observed by working with another teacher

61% None of the above

Question 5

If you indicated "none of the above" in question number four, check one of the following:

86% I was not able to

16% I did not want to

1. A summary, verbatim report, and analysis of all the responses to the questionnaire are included in Appendix C.

The results indicate that 61% of the teachers did not use follow-up activities after the workshop. Of these, 86% did not do so because there was no time, equipment was not easily accessible, and/or the workshop was too close to the end of the year to allow for planning.

The results seem to indicate that the hypothesis that teachers will independently train themselves under present support systems is not supported.

IV. CONCLUSIONS AND RECOMMENDATIONS

The following recommendations are suggested as a result of the evidence presented for the four hypotheses.

1. The continuance of workshops in Great Neck to train teachers in their classroom behavior due to the evidence found to support Hypothesis 1.

2. Priority training in positive interactive behaviors be directed toward the secondary staff as a result of the evidence found to support Hypothesis 2.

3. Training workshops be started as early in the school year as possible, since evidence supporting Hypothesis 3 suggests that teachers' positive behaviors will not only increase, but will increase more with time.

4. The workshops be followed up by a series of group sessions, including videotaping, so that self-training and self-evaluation become an integral part of a continuous growth-producing process in positive interactive behaviors, since the evidence presented by the questionnaire for Hypothesis 4 found that most teachers, due to various reasons, did not follow training with independent activities. Considering the evidence for Hypotheses 3 and 4, the earlier in the year the workshops are started, with follow-up group sessions, the more the benefits will accrue in positive interactive behaviors.

5. Assuming from this study that the behavior of the teacher has changed, the important question is: How has the teacher's change been reflected in the learner? Follow-up in the following ways is recommended:

   1. Measuring pupils' assessment of classroom behaviors.

   2. Measuring pupil attitudinal change in the classroom as a result of the workshops.

   3. Measuring pupil performance on standardized achievement tests.

Better understanding of how teacher positive classroom behaviors affect learner behavior is paramount. In the final analysis, positive change in learner performance is the enterprise of the school.

APPENDIX A

Observer Directions

Observation Items

Observer Scoring Card

DIRECTIONS FOR OBSERVERS

Please try to follow the following procedures as closely as circumstances will permit:

1. After entering the room, give the class enough time to become accustomed to your presence in the room (this will probably take only a few minutes); you can use this time to put your name, the teacher's name, and the grade level on the comments section of the card you will be using for this class.

2. When you are ready to begin, check your watch and score the teacher section for exactly five (5) minutes. At the end of the five minute period, if you have not completed your scoring, take a few seconds to do so. Score a plus (+) or minus (-) on the line to the left of the item.

3. Score the pupil-pupil section in exactly the same manner, following the same procedure you used to score the teacher section. Then do the same for the teacher-pupil section.

4. At this point, take five minutes to review all sections. If evidence of any behavior that you are measuring, occurred at a time other than when you were specifically looking for it, then score it in the appropriate section during this period of review. For example, if during the time period you were scoring teacher, or pupil-pupil behavior sections, a pupil's contribution to the group's growth is rewarded by the teacher, score item 46 in the pupil and/or teacher behavior section as a plus (+). If this behavior had occurred when you were scoring the pupil and/or teacher behavior, you would already have marked it with a plus (+). If you had already placed a minus (-) next to the item, indicating that during the third observation period, the teacher ignored as irrelevant, a pupil's contribution to the group's growth, but you had observed rewarding of pupil's contribution to group's growth during one of the other two observation periods, you would put a plus (+) next to the minus(-). Thus, you would have a plus (+) and a minus (-) next to the item.

    At this point, you are finished with the three cards. Make no further marks on the left side of the items.

5. You should now score the card a second time, again observing for fifteen minutes, and using the same procedures. This time please place the plus (+) or minus (-) signs to the right of the items. When you have finished the three sections and reviewed them all, using the procedures outlined in No. 4 above, you are finished with this observation. You should then report to your second assigned teacher and observe him or her, following the above procedures and using an additional observation card. You should repeat these procedures until all of your observations are completed.

6. Make sure you have the teacher's name on all cards and send them to my office. Thanks again for your cooperation.

A final word.... don't be concerned if the number of signs you observe seems to be significantly fewer than those in the training session; this is ordinarily what happens. The lessons we saw in the films were specially staged to produce the kinds of things we are looking for.

Richard R. Doremus

OBSERVATION ITEM Richard R. Doremus

BEHAVIOR THAT WOULD BE EXHIBITED BY THE TEACHER.   THE TEACHER:

1.   Encourages Pupil Participation

I.C. Provides opportunity for and en- G.H. courages a pupil to participate or express himself (may use pupil idea).	Ignores or stifles an attempt of a pupil to express himself or to participate (e.g., does not recognize raised hand, may interrupt pupil).

2.   Open-ended Question

C. Presents an open-ended problem or question (one that has more than one answer) or a problem or question that has more than one way of arriving at the answer. Asks question which encourages pupil to speculate, (question is speculative) "What would happen if," "What do you think will happen," "Will it be possible to," (Emphasis is on divergent thinking.)	Lectures or presents a problem or question that has one, pre- determined, "correct" answer. Asks "who" "when" "where" type of question. "Tell" is understood before these words. Emphasis is on memorization of facts, names, dates, places, etc. (Emphasis is on convergent thinking).

3.   Rephrases Question

1. Rephrases question that is too difficult, adapts question to individual differences, varies questions so as to enable pupils of different ability levels to participate.	Asks a single question of pupil; if he can't answer, moves to other pupils.

4.   Reflects Pupil Answer

C.G. Responds to pupil answer by reflecting it back to pupils.	Indicates an incorrect answer by frown, looking elsewhere, calling on others, "no," etc. Indicates dissatisfaction with pupil answer.

5.   Reaction to Unusual Idea

C. Praises (rewards) a pupil's unusual idea (an unusual idea might be one which approaches the topic from an entirely different direction from that which the class has been taking.)	Ignores or belittles a pupil's unusual idea.

6.   Explores Pupil Idea

C.G. Helps pupil to explore, discuss, check or test pupil question or idea (might reflect it back to class). No early closure.	Responds to pupil question or idea with answer (role is that of authority) or refers to other authority.

7. Threat of Evaluation

C. Allows time for thinking and discovering (i.e., playing with ideas) without <u>threat</u> of im-mediate evaluation.

Presses pupil for <u>answer</u> which he quickly evaluates as "right" or "wrong"

8. Time to Think

C. Provides opportunity (time) for self-initiated learning (e.g., halts lesson and asks pupils to think for a few minutes to see what they can come up with or what they think the next step should be).

Moves quickly from <u>topic to topic</u> without providing time for contemplation on the part of the pupils.

9. Reaction to Unusual Question

C. Praises (rewards) an <u>unusual question</u> (an unusual question might be one which the teacher cannot answer).

Ignores <u>question</u> which he doesn't want to answer or belittles it as being out of the field (keeps class to the topic and the ap-proach he has selected.

10. Reaction to Mistakes

C. Uses <u>constructive or positive</u> criticism, attempts to show pupil how a contribution might be improved. Praises and en-courages pupil (e.g., may say "yes," "go on," "um hm," nod head, smile).

Treats a <u>mistake</u> as malgrowth, degrades it (e.g., "how could you say that?") Deprecates pupil behavior or uses threats.

11. Encourage Pupil Judgment

C. Encourages a pupil to make <u>own</u> judgment (e.g., may ask, "are you satisfied," "do you like it?")

Makes a value judgment about a pupil's work (not "I (don't) like it, " but "It's good (or bad)").

12. Teacher Error Behavior

H. Acknowledges his own <u>error</u> (may smile, apologize, or correct himself).

Is angry if pupils point out error, tries to cover up, becomes defensive, or ignores pupil's comment which points out error.

13. Out of Class Availability

I. Schedules extra help, special study, tutoring, and/or enrich-ment activities with an in-dividual pupil. Gives some evidence that he works after class with an individual pupil.

Refuses, paries, or ignores a pupil's request for extra help, special study, tutoring, or enrichment work beyond class time.

14. Varied Resources

    I.   Recommends various outside resources for different pupils.

Recommends the same outside resources for the entire class.

15. Varied Assignments

    I.   Gives various assignments on different levels for different pupils.

Sets a single assignment for all pupils.

16. Free of Tension

    H.   Smiles, is relaxed and cheerful. (Atmosphere free of tension)

Scowls, frowns, or shouts (Appears cross and ill-tempered).

17. Familiarity with Interests

    I.   Gives evidence that he knows something about an individual pupil's life outside the classroom (i.e., knows hobby, sport, club, father's occupation, etc.)

Ignores opportunity to relate experiences to a pupil's personal life.

18. Familiarity with Name

    H.   Addresses pupil by first name, or nickname. Recognizes individual pupil)

Addresses pupil by last name or gives evidence that he doesn't know some pupils by name (e.g., calls pupils "you," etc.)

BEHAVIOR THAT WOULD BE EXHIBITED BY THE PUPILS.   PUPILS:

19. Attentive - inattentive

> G.H. All pay close attention to (listen to, look at) teacher or other pupil.

Some whisper or show other signs of inattention.

20. Eager - Sullen

> G.H. Eagerly take part in an activity or in responding to teacher suggestion or request (may respond in unison, spontaneously).

Are surly, sullen, reluctant to recite, do not volunteer, are slow in responding to teacher suggestion or request, quarrel, are irritable.

21. Open to Hypothesis

> C. Try several solutions or ask several questions before accepting an answer. Explore or test hypothesis; no early closure.

Accept teacher, pupil or text statement without question. (Do not test; early closure)

22. Challenge Teacher

> C. Challenge or disagree with idea or statement made by the teacher in a friendly (acceptable) manner   (i.e., the teacher's idea is accepted or rejected by the group on the basis of its merit). (May ask the teacher to support his statement with facts).

Do not disagree with the teacher or question a teacher statement even if the statement is obviously in error or represents the teacher's point of view in an area in which one would expect some disagreement (i.e., the teacher's idea is treated as coming from authority and points out the approach that the class should now take).

23. Avoid Hostile Tone

> C.G. Present differing idea without the arising of hostility.

Ignore or belittle an idea which is different from those already presented or greet it with hostility or with aggression.

24. Many Resources - One Resource

> I.C. Use a variety of materials, resources,or texts.

Use only one resource.

25. Listen and React to Pupils

> G. Comment on statement by another pupil.   (May challenge, agree, disagree, be non-committal, or ask for supporting facts).

Ignore comment by other pupil. (Comment only on what the teacher says)

26. Speculate - Lack Confidence

C. Guess (Respond with confidence)   Try to anticipate the "Correct
    (Offer a variety of answers).   answer" (the one the teacher is
    Ask speculative questions (e.g.,   looking for). Appear to lack
    "What would happen if," "Will   confidence in their own ability.
    it be possible to.")

27. Consensus - Hostility

H. Respect another's right to   Attempt to force their opinion
    express an opinion.   on another (shout him down).

28. Approve Worthy Effort

H. Express approval of worthy   Ignore or ridicule a worthwhile
    effort (work or classroom   effort of another.
    oriented) of a classmate.

29. Accept Criticism

H. Accept constructive criticism.   Ignore criticism or become
                                               hostile or aggressive when
                                               criticized.

30. Admit Errors

H. Reveal errors, may ask for advice   Do not willingly reveal or admit
    and/or guidance   their own errors.

31. Help on Errors

H. Help and encourage another,   Ridicule an error, seem to take
    try to assist pupil who has   satisfaction in pointing out
    made an error in a constructive   error by another pupil.
    or positive way.

32. Propose Further Study

C. Make a suggestion for further   Make no effort beyond the
    inquiry or study.   original assignment or question,
                                               wait for the teacher to show
                                               them what to do or copy (i.e.,
                                               follow a model exactly).

33. Diversity of Tasks

I. Work on different tasks.   All work on the same task.
    (Diversity of tasks)

34. Small Groups - Audience

G. Are partitioned into one or more   Remain seated in a mass audience
    small groups (less than 20)   setting (i.e., facing in the
    which are seated or stand   same direction.
    facing each other in a circle
    or around a table.

35. Pupil Assist Pupil

1. Move about, ask for help, assist each other (are used as a resource to help other pupils)

Communicate with each other surreptitiously (i.e., it is obvious that any communication between pupils is discouraged).

36. Move Without Teacher's Permission

H. Move about the room to perform routine tasks without asking permission.

Obtain permission from the teacher to leave seat, even for routine tasks such as sharpening pencil or putting papers in basket.

BEHAVIOR THAT MIGHT BE EXHIBITED BY PUPILS, TEACHERS OR BOTH

37.   Group Cooperation

G.   A task is divided among several pupils or groups. (The teacher and pupils cooperate and work together as a team) i.e., the work of one member of the group is necessary for another to continue - not just his answer to a question).

Pupils work in isolation, by themselves, do not help each other, give separate answers or comments not related to each other's work.

38.   All Participate in Varied Activities

I..G.   The teacher provides more than one learning activity and all pupils participate in some learning experience.

The teacher provides only one learning activity and some pupils do not participate.

39.   Assignments Flexible

C.   Although an assignment may be very carefully explained, the minute details are left out and pupils have leeway in determining methods of procedure.

The teacher gives exact instructions down to the minutest details or pupils are confused and ask questions like "how many words do you want?" (Teacher prescribes exact procedure.)

40.   Group Decision on Activity

G.   The group makes a decision about what it is going to do.

The teacher overrules a decision made by the group or squelches an attempt by the group to make a decision about what it is going to do (e.g., the teacher may use phrases like, "because I say so.")

41.   Constructive Disagreement

H.   Pupils disagree with teacher or pupil statement in a constructive or positive way.

Pupils appear happy at teacher mistake.

42.   Pupil-Pupil Discussion

G.   A pupil talks to another pupil either in general class discussion or while working in small groups (without disturbing the classroom setting).

If the class is in a single group, the lesson is a lecture by the teacher or a question and answer period in which all communication is between individual pupils and teacher.

43.   Pupil Leadership

G.   A pupil directs or leads,
either in front of the group
as a whole or in a small
group.

The teacher prevents a pupil from
leading or structuring a learning
or social experience (i.e., may ask
pupil to sit down, be quiet, or may
overrule the pupil's actions). Even
if the class is in small groups,
pupils wait for the teacher's
direction before moving to the next
phase of the problem (pupils do not
direct).

44.   Group Control of Conflict

G.   The group handles a pupil
conflict or controls its
members (There must be some
conflict to score this sign).

The teacher personally handles any
conflict that arises (There must be
some conflict in order to score this
sign.)

45.   Group Evaluation

G.   The group evaluates work it
has done.

The teacher overrules an evaluation
by a pupil or the group (e.g., may
say "I'm the judge of that," or
'What do you know about it," etc.)

46.   Contribution Other Than in Subject Matter

G.   A pupil's contribution to an
individual's or the group's
growth is rewarded. (not in
subject matter)

The teacher ignores as irrelevant a
pupil's contribution to an in-
dividual's or the group's growth.
(Only subject matter mastery is
rewarded.)

47.   Courtesy - Rudeness

H.   Use compliment or make cour-
teous remark (include use of
personal amenities, 'would
you please," "thank you,"
"you're welcome," "excuse me."
"I'm sorry").

Make rude or insulting remarks.

48.   Sympathy - Ridicule

H.   Express sympathy toward
problem of a pupil.

Ridicule a problem of a pupil.

49.   Agreement - No Agreement

G.   An issue is resolved by an
uncoerced consensus (agree-
ment).

A different of opinion is met
with hostility, ridicule, or
withdrawal (no agreement)

50. "Our" Attitude

G.H. Demonstrate a feeling of inter-
dependency, "we-ness," or
cohesiveness (e.g., one manifesta-
tion would be the use of the
first-person plural; "It is our
class, we do things." Another
might be strong support for a
group member criticized by an
"outsider.") Atmosphere is that
teachers and pupils are working
on problems together.

Demonstrate a lack of "we-ness)
(e.g., one manifestation would
be the use of the first and/or
second person singular (e.g.,
"I want you to do this assignment
for me.") Atmosphere is that
pupils do tasks for the teacher
who is separate and apart from
class.

51. Teacher Comments on One-to-One Basis

I. The teacher makes comments and
criticisms to an individual
pupil while other pupils pursue
their own meaningful learning
activities.

The teacher directs instructions,
explanations, and comments to
the entire class and interrupts
all pupils even when the comment
is pertinent for but one pupil.

52. Humor - Sarcasm

H. Use joke that relieves tension,
not at the expense of another
individual (laugh with others).

Use sarcasm or joke at the
expense of others (laugh at).

53. Teacher Works with Individuals

I. Teacher moves about the room,
works with individual pupils
at their desks or tables or
individual pupils come to the
teacher's desk to work.

The teacher is on the periphery
of the room while the pupils
remain at their desks or tables
(the teacher does not work with
individual pupils).

54. Patience - Interrupt

H. Give evidence of patience
with another (accept his
feeling in a non-threatening
manner).

Interrupt another (teacher may
make statements such as "We
must move on" "We don't have
time for that now," or "tell
me about that later.")

FRONT OF SCORING CARD

COMMENTS   TEACHER BEHAVIOR

Lead-in to Discussion or Activity

_____ 1. Encourages pupil participation

_____ 2. Open-ended question

_____ 3. Rephrases question

During the Discussion or Activity

_____ 4. Reflects pupil answer

_____ 5. Reaction to unusual idea

_____ 6. Explore pupil idea

_____ 7. Threat of evaluation

_____ 8. Time to think

_____ 9. Reaction to unusual question

_____ 10. Reaction to mistakes

_____ 11. Encourage pupil judgment

_____ 12. Teacher error behavior

Beyond the Discussion or Activity

_____ 13. Out of class availability

_____ 14. Varied resources

_____ 15. Varied assignments

General

_____ 16. Free of tension

_____ 17. Familiarity with interests

_____ 18. Familiarity with name

REVERSE SIDE OF SCORING CARD

PUPIL BEHAVIOR   PUPIL and/or TEACHER BEHAVIOR

____ 19. Attentive - inattentive   ____ 37. Group cooperation

____ 20. Eager - sullen   ____ 38. All participate in varied
                                                 activities

                                        ____ 39. Assignments flexible

                                        ____ 40. Group decision on activity

____ 21. Open tc hypothesis   ____ 41. Constructive disagreement

____ 22. Challenge teacher   ____ 42. Pupil-pupil discussion

____ 23. Avoid hostile tone   ____ 43. Pupil leadership

____ 24. Many resources - one resource ____ 44. Group control of conflict

____ 25. Listen and react to pupils   ____ 45. Group evaluation

____ 26. Speculate - lack confidence   ____ 46. Contribution other than in
                                                 subject matter

____ 27. Consensus - hostility   ____ 47. Courtesy - rudeness

____ 28. Approve worthy effort   ____ 48. Sympathy - ridicule

____ 29. Accept criticism   ____ 49. Agreement - no agreement

____ 30. Admit errors

____ 31. Help on errors

____ 32. Propose further study

____ 33. Diversity of tasks   ____ 50. "Our" attitude

____ 34. Small groups - audience   ____ 51. Teacher comments on one-to-
                                                 one basis
____ 35. Pupil assist pupil
                                        ____ 52. Humor- sarcasm
____ 36. Move without teacher's
         permission   ____ 53. Teacher works with individuals

                                        ____ 54. Patience - interrupt

APPENDIX B

Questionnaire

<u>QUESTIONNAIRE</u>

Upon completion of questionnaire, please return it to Dr. Richard R. Doremus, Assistant Superintendent for Instruction, Phipps Administration Building.

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<u>ANALYZING THE CLASSROOM PROCESS</u>

(Indicators of Quality)

<u>Q U E S T I O N N A I R E</u>

In order to plan for the extent of further scheduling of Analyzing the Classroom Process Workshops, please answer the following questions. If you will return this to us immediately, as rapidly as we can collate the answers to the questions and your comments, we will send you a report of the findings.

<u>DIRECTIONS</u>: To indicate your choice in the following questions, place a check (√) on the line to the left of the appropriate answer and/or answers.

1.   In which workshop did you participate?   (check one)

_____February 7, 8, 9, 1972

_____March 13, 14, 15, 1972

_____May 3, 4, 5, 1972

_____May 17, 18, 19, 1972

_____June 5, 6, 7, 1972

2.   In which school level do you teach?   (check one)

_____ Elementary

_____ Secondary (Junior or Senior High School)

3.   Did your workshop experience have any effect on your role in the classroom? (check one)

_____ Significant effect

_____ Some effect

_____ No effect

If the workshop did have an effect, would you please list specific examples as to how your behavior in the classroom has altered:

_____

_____

4. After the workshop, which of the following methods associated with the Indicators of Quality did you use? (check those that apply)

_____ Videotaped my own lessons

_____ Observed by working with another teacher

_____ None of the above

5. If you indicated "none of the above" in question number four, check one of the following, and try to specify your reasons as carefully as possible.

_____ I was not able to

REASONS:_____

_____

_____ I did not want to

REASONS:_____

_____

6. As a follow-up this year's workshops, do you feel that any of the following activities would be of value? (Check those that apply)

_____ Analyzing the Classroom Process Workshop in your school

_____   "   "   "   "   "   for your grade

_____   "   "   "   "   "   for elementary school
                                                            teachers only

_____   "   "   "   "   "   for secondary (Jr. and
                                                            Sr. High School)
                                                            teachers only

_____   "   "   "   "   "   for your department

7. In order to provide us with the most information available to make intelligent decisions as to the impact of this program, we invite any further comments.

FURTHER COMMENTS:

APPENDIX C

Questionnaire Responses

- 19 -

QUESTIONNAIRE RESPONSES

Responses were requested of the ninety-six participants in the five workshops. Following are:

A. A numerical summary and percentage report of responses.

B. Verbal responses made to open-ended questions.

C. A discussion of the responses.

A. Numerical Summary and Percentage Report

1. In which workshop did you participate? (check one)

    __8__ - February 7, 8, 9, 1972

    __11__ - March 13, 14, 15, 1972

    __14__ - May 3, 4, 5, 1972

    __18__ - May 17, 18, 19, 1972

    __19__ - June 5, 6, 7, 1972

2. In which school level do you teach? (check one)

    __34__ - Elementary

    __34__ - Secondary (Junior or Senior High School)

3. Did your workshop experience have any effect on your role in the classroom? (check one)

    __13%__ - Significant effect

    __74%__ - Some effect

    __6%__ - No effect

If the workshop did have an effect, would you please list specific examples as to how your behavior in the classroom has altered:

    Responses listed on page 29

4. After the workshop, which of the following methods associated with the Indicators of Quality did you use? (check those that apply)

    <u>16%</u> - Videotyped my own lessons

    <u>26%</u> - Observed by working with another teacher

    <u>61%</u> - None of the above

5. If you indicated "none of the above" in question number four, check one of the following, and try to specify your reasons as carefully as possible.

    <u>86%</u> - I was not able to

      REASONS: <u> Responses listed on page 32 </u>

    <u>16%</u> - I did not want to

      REASONS: <u> Responses listed on page 33 </u>

6. As a follow-up to this year's workshops, do you feel that any of the following activities would be of value? (check those that apply)

    <u>56%</u> - Analyzing the Classroom Process Workshop in your school

    <u>24%</u> -   ' ' ' ' ' for your grade

    <u>16%</u> -   '' ' ' ' '' for elementary school teachers only

    <u>27%</u> -   '' '' '. '' '' for secondary (Jr. and Sr. High School) teachers only

    <u>36%</u> -   '' ' ' ' '' for your department

7. In order to provide us with the most information available to make intelligent decisions as to the impact of this program, we invite any further comments you may have.

Further comments:

      Responses listed on page 34

B. Verbal Responses

Question #3   Did your workshop experience have any effect on your role
               in the classroom?   (check one)

                        _____ Significant effect
                        _____ Some effect
                        _____ No effect

               If the workshop did have an effect, would you please list
               specific examples as to how your behavior in the classroom
               has altered.

Increased self-awareness."

'More aware of humanistic behavior."

'More pupil-pupil relationship. More individual and small group work.
More opportunities for choice of activity.'

'Reinforced my conclusions re: classroom atmosphere, role of teacher, role
of student and interaction.'

"Tried to deal with my students on more positive basis.'

'Make effort now to ask open-ended questions. Try to be less authoritative."

'Less lecture more class involvement changed relationship with students."

"Reaffirmed my belief in a lot of interaction in classroom - rather than
a preponderance of individual trait plans."

Recognition of negative aspects of teaching.'

"I am not in a classroom - but found experience very worthwhile and has
recommended it to others."

"Freer atmosphere, more group work."

"Greater consciousness of importance of inter-personal relations - awareness
of pupil to pupil.".

"More aware of my actions and their effect on students. Effect was
reinforcement of personal philosophy and practices."

"Aware of projecting a 'we' atmosphere in room."

"More open ended questions. More opportunities for children to lead."

Question #3 (cont.)

'Increased awareness of student-teacher and student-student interactions.''

'No threats. Avoid 'rudeness' as method of control. In evaluating own classroom on the instrument, reassured by affirmative judgments.''

''Better understanding of my behavior and my students.'

''Heightened my sensitivity to group dynamics.'

'More self-critical about attitude with children.'

'Make greater effort to involve students in directing their own work.''

Aware different kinds of classroom atmospheres. Aware - give and take of pupil-pupil and teacher-pupil.'

'Greater appreciation of what I was doing reinforced to do more. Tried to smile more.

''More aware intellectually in classroom of what I'm doing.''

'More aware interaction between students.'

Tried to listen more and talk less to students.''

''Aware of own behavior. Fascinating to observe children at different levels of development.''

'More open-endedness.'

More aware teacher-domination.''

'Aware of my classroom behavior.''

'More are of negative reactions have attempted positive approaches.''

My attitude toward what they want more relaxed and agreeable (even though I may not agree.) Listen with more openness of mind.''

''Allow students more say in terms of how they want to cover the work.''

''Revived awareness of all processes of an instructor.''

''More careful in responses to children. Observed carefully children reacting to children.'

''Alterations in class - desk arrangement.'

'I tend to dominate group - rather than share - so am trying to change this behavior.'

Question #3 (cont.)—

"Give pupils more leadership in classroom."

'Question my own procedures. Allow children to make more decisions."

"Tried to increase amount of student reflection to induce conscious thoughts in discussions."

'Using methods wherein students introduce and summarize course materials."

"More keenly responsive to student attitudes.'

'Smaller group instruction. More emphasis on individualization."

Heightened awareness of behaviors in the classroom.'

'Importance of individual differences.'

More group work and individualization.'

'Attention to rephrasing question. Letting children find own solution."

'Evaluate my own programs."

'More aware of how my behavior affected classroom climate."

'More emphasis on individualization."

'Heightened awareness of pupil and teacher behavior of my <u>own</u> class."

Stressed importance of individual differences and multi-level assignments.

"Greater attention to rephrasing questions.'

'Able to evaluate my programs more easily."

"More aware of how my behavior affected classroom climate."

'I tried to reduce my pressures on students, give them more freedom, initiative."

'I am more aware that I talk 'at' my students. Now I try to draw from them."

Questi.. 1 #5a   If you indicated "none of the above" in question number
                  four, check one of the following, and try to specify
                  your reasons as carefully as possible.

                          _____ I was not able to

                          REASONS:_____

"Attended workshop late - would "ather wait until September to videotape."

"Last workshop - no time yet."

"Lack of time."

"Pressure of year-end duties."

"No opportunity."

"Teacher not available to observer - videotape not working properly at time."

"Too late for this year. I am ordering videotape for September."

"Too close to end of year."

"Indicated interest in videotaping to principal."

"Insufficient time to plan before end of school year."

"Works mostly with individual children in classroom."

"No videotape in school - no chance or time to work with other teachers."

"Community School attitudes this year have been very demanding."

'Extremely difficult class! - time and physical factors. Need for help
 suggested to administrator - no follow through."

"Pressures of other responsibilities.'

"Time of year made it difficult to implement any of above."

"Not convenient time.'

"Hope to videotape next y ar."

"Too late in year - not enough opportunity to plan with others in building."

"On jury duty - next year interested."

"Late in year."

"Too late in term."

"Lack of time."

Question #5a (cont.)

"Quite late in year."

"No time - less than a week since workshop.

"Too late in the year."

"Not enough time left in year."

"Did not have the time."

"End of year - will use videotape in September."

Too close to the end of the year."

"Lateness of school year - would like to do above next year."

"Not enough time since workshop to plan anything."

"Department activities already scheduled and no one else in the department had taken the workshop."

Question #5o   If you indicated "none of the above" in question number four, check one of the following, and try to specify your reasons as carefully as possible.

_____ I did not want to

REASONS: _____

"At this time - due to extra pressures at year end. Intend to ask for video-tape in Fall and continue work on all indicators. This is a growing process."

"Impractical (spends little time facing entire class)."

"End of year bustle."

"Just now. (Have often videotaped classes and lessons.)

"I did not dare 'intrude' upon such a bunch of individuals as we are. But I am still having an exchange of views with participants and non-participants."

"End of year pressures - workshop scheduled too late in year."

"Did not have the proper motivation."

Question #7   In order to provide us with the most information
               available to make intelligent decisions as to the impact
               of this program, we invite any further comments you may
               have.

               Further comments:

"Learned a lot from the values of the instrument itself."

"Need for better public relations."

"More to time to 'give and take' with others re: observations and to
discuss methods."

"Workshop for 6th and 7th grade teachers   including parents."

'Would participate in similar program next year."

"Workshop increased awareness of our own mannerisms which led to a question
of their effect on children. Same person should make the 'after' observa-
tion as the 'before.'"

"The Indicators of Quality are a tool, which in the hands of an ineffective
person will be useless."

"Workshop makes one aware of desirable qualities which may be lacking in
your own classroom."

"I think the whole school system should be exposed to the process."

"Workshop could be limited to videotapes made by those within the system."

"Many secondary people do not understand elementary program - they should
be aware of others' problems."

"Should promote value of the criteria of quality. Break down the old 'saw'
of covering the material. Raise quality of experiences in school through-
out district."

"Last workshop too close to end of year. Consider: informing faculty of
each school about program observing only teachers who have participated
in program. When showing films and then asking for group discussion,
please put each group in a room where they can hear 'each other.'"

"Most valuable part was dialogue between elementary and secondary teachers.
Could be value in videotaping in cooperation with teachers within the
building. Did not improve the whole learning atmosphere, but had a
positive attitude at end of three days. Basic idea has value and could
be explored to find better way to serve needs of elementary teachers.
Too busy now - ask more ? in Fall."

"Could be used in elementary but not secondary schools as they are now."

"Schedule of observers should be monitored (so there would be no loss of
time or experience). Observing all grades in elementary level most
informative."

Question #7 (cont.)

" 'Selective' observation as a follow up - to specific area applying to teacher involved.

"Allowances and changes will have to be made concerning different subject matter."

"Less emphasis on statistical macro-ed. usage. More emphasis on micro-ed. usage. Observation of other teachers and grade levels valuable. Development of better films illustrating desirable class procedure."

"Very beneficial. Essential many teachers take part and publicize benefits."

"Emphasis might shift in part to younger teachers. They are more amenable to change perhaps."

"Proved to be a valuable way for me to evaluate my own teaching."

"The sharpened awareness was productive. Workshop prompted serious re-examination. Visitations were eye opening in the revelation of differences among teachers and lingering archaic practices, i.e., need for everyone to be sensitized by this project."

"After workshop - an additional three days away from own class was too much."

"Tremendous effect of elementary and secondary people working together on this."

"Follow up needed. Other instruments should/be investigated and brought to us to determine best what meets our particular needs."

"Concerned about time away from classroom."

"Did not like plus-minus system. Lack of follow up between teacher and observer."

"Program gave insight into own work and level. Films more relevant to the Great Neck children."

"June is not a good time for visits. More public relations about the whole process."

"It would be reasonable to extend each day til 4:30 or 5:00 p.m. to continue discussions or show good films."

"Would like workshop now in my subject area."

"Suggest more time be spent visiting schools."

Question #7 (cont.)

"Visitations increases one's feelings of working together."

"Good to observe in all grade levels. Observe in own system and elsewhere."

"Give some thought to everyday experiences in classroom."

"Eliminate observations before and after course. Better system of recording findings."

"Gained insights into my own behavior."

"Scheduled too late in year. Difficulties of observations made time involved less valuable."

"Please, not so late in the year."

"Three days, spaced about one month apart, would be more convenient and productive."

"These workshops will have significant value only if there is specified time for participants to work together afterwards on specific plans for modification in their own classroom."

"Strongest value was getting into other classrooms at scheduled times."

"More teachers should be involved - especially those who would not sign."

"Helped me gain insights into pupil expectations K-12."

"I may develop these methods slowly, but they made a deep impression on me."

"Better films for the workshops."

"I would be very interested in seeing the results of the pre-and-post visits to my classroom."

"I would like to have seen a teacher use the tape in the district as part of the workshop."

C. Discussion

An examination of the responses seem to indicate that according to teachers' perceptions:

1. Teachers' and pupils' positive interactive behaviors increased in such ways as more group work, more open-ended questions, more opportunities for children to lead, and teachers implementing positive approaches.

2. Eighty-six per cent of the respondents who did not continue to train themselves, were not able to mainly because there was no time, arrangements for videotaping and/or cooperative observing with another teacher were difficult to inaugurate, or the workshop was too close to the end of the year.

3. The reasons given by the 16% who did not want to continue to train themselves were very much the same as the 86% who were not able to.

4. While most teachers did not seem to find value in confining the workshops to a grade level, the elementary or secondary level, or their department; 56% of the respondents saw value in having the workshop in their school.

5. Among the many additional comments were suggestions for limiting the workshop to videotapes made within the Great Neck school system, exposing all the teachers in the system to the training, and development of better films illustrating desirable classroom procedures.

The teachers' perceptions seem to be in accord with the results, conclusions and recommendations in the body of this report. Furthermore, future replication of the workshop training procedure could investigate the following: 1) videotaping in the training workshops and follow-up group sessions, with the possibility that these training videotapes could be used to create a training film of positive behaviors, and 2) limiting some workshop training sessions for the faculty within one building.