

DOCUMENT RESUME

ED 312 246

SP 031 598

TITLE Monitoring. Illinois Quality Schools: A Casebook.  
 INSTITUTION Illinois State Board of Education, Springfield. Dept. of School Improvement Services.  
 PUB DATE 86  
 NOTE 82p.  
 PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC04 Plus Postage.  
 DESCRIPTORS Academic Achievement; \*Classroom Techniques; \*Educational Assessment; Educational Resources; \*Educational Testing; Elementary Secondary Education; \*Evaluation Methods; Feedback; Homework; \*Student Evaluation; Test Use; Time on Task

ABSTRACT

This publication highlights resources that can increase educators' awareness of, and skill in, monitoring students' progress. The listed resources include: (1) computer search printouts of abstracts from ERIC educational journals and documents; (2) copies and summaries of excerpts from recent literature on monitoring students; (3) listings of resources available from various distributors if unavailable through library loan; (4) information on how to use the ERIC database; and (5) resources agencies in Illinois. (JD)

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**ILLINOIS QUALITY SCHOOLS: A Casebook**

# **MONITORING: A CASEBOOK**

1986

**Illinois State Board of Education  
Department of School Improvement Services**

**Walter W. Naumer, Jr., Chairman  
Illinois State Board of Education**

**Ted Sanders  
State Superintendent of Education**

**BEST COPY AVAILABLE**

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effective schools monitor homework—not just its completion, but its content and quality. Students get regular and complete feedback on their work in these schools, indicating that the work they do is important and worth the teacher's time to examine.

—Johnston, Markle, and DePerez, "What Research Says to the Practitioner—About Effective Schools"

## Introduction

Monitoring has been emphasized in the effective schools research and literature as a good teaching practice to track students' achievement or ineptness. This publication highlights resources which can increase educators' awareness of and skill in monitoring students' progress.

The key to successful monitoring is its frequency. When students receive immediate feedback, they can correct their work, avoid erroneous practice, and experience positive, constructive learning. Without proper supervision of the instructional task, the student may lose concentration, lapsing into daydreaming, socializing, or disruptive behavior and gaining only minimal understanding. In effective schools students are monitored for their ability to understand and complete a task, to follow teachers' directions, and to perform to their potential. Effective teachers know the importance of monitoring and use it to their own and their students' advantage. Monitoring requires a watchful eye and conscious, constant attention to students' academic needs and classroom learning activities. Monitoring is a continuous process; the teacher should be constantly monitoring an individual student, the whole class, or a group activity.

Monitoring occurs in various ways and at various stages. A teacher may begin and explain a lesson, immediately scan the room to see if students are working, move about the room to observe students and to keep them task-oriented, send students to the blackboard to exhibit proficiency of the task, and ultimately test students' knowledge either orally or in writing.

Monitoring may involve a dual function—checking both students' mastery of concepts and students' behavior. The two functions are interrelated. Attending to the students' academic capacities diminishes the number of and necessity for disciplinary actions. Students who are engaged in learning have less time for triviality and frivolity. Teachers who monitor students' work have classrooms with higher percentages of time on task.

Some monitoring techniques are easily established. Arranging student desks for maximum eye contact between teacher and student is one obvious solution (Wyne and Stuck 1982:71). Rather than monitoring all students at all times (an impractical, impossible task), teachers may observe a "steering group" of a few students for their understanding of the assignment. These randomly selected students include low achievers who are good predictors of the ability of the whole class to complete the task. Successful teachers monitor weak students to determine whether everyone understands the task, to reduce the number of student errors, and to encourage complete assignments (Good and Brophy 1978:346-347). When students are left on their own for seatwork, individual reading contracts and completing

ditto sheets or workbook pages (three activities shown by research to encompass about 50 percent of their classroom time), their engaged learning time significantly declines. Students perform better in classrooms where the teacher has high visibility and substantive interactions with students (Berliner 1984:62).

Monitoring students' success rate is also a method of teacher self-evaluation. If students are exhibiting high rates of failure, teachers should examine their teaching methods, introductory explanations and assignments of lessons, and appropriateness of the material to the students' ability level. It is important for teachers to review students' work early and repeatedly during a task and to reteach misunderstood concepts (Evertson and Emmer 1982:25).

This booklet *Monitoring: A Casebook* is part of a series of publications on the eight characteristics of the Illinois Quality Schools Index (IQSI): leadership, mission, expectations, time on task, monitoring, basic skills, climate, and parent and community participation. The IQSI involves a committee of school and community persons in reviewing the school's operation and identifying priorities for improvement. The *Casebook* is a useful reference for locating resources and developing an action plan after the committee has identified monitoring as a priority. The resources included in this publication are a selective, not a comprehensive, coverage and are results of computer searches of the ERIC database, contact with professional organizations, and assistance from Illinois colleges of education. School personnel may use these sources as introductory information to the topic, for staff training, and for program plans.

Much of the effective schools research has identified monitoring of student progress as an important concept. The description of monitoring, provided in the IQSI process (*Manual*, p. 4) as a basis for committee discussion and understanding, is given here for introduction and explanation of the topic of this *Casebook*.

### Monitoring

Monitoring means observing and checking student progress. In quality schools, monitoring occurs often to make sure students are learning what is being taught. Teachers monitor by observing student behavior, calling on students in class, sending students to the chalkboard, giving tests, checking homework, and other evaluative activities. Parents monitor by overseeing homework, checking test scores, asking their children about school, and talking often with teachers. Monitoring is most meaningful and relevant when it occurs frequently and provides immediate feedback. In this way, teachers, students, and parents know whether or not students are reaching educational goals.

The study of effective schools and what makes schools effective continues, and the research and literature increase. Program Planning and Development staff continue to study the effective schools movement and make information available to Illinois schools. School personnel are encouraged to send requests, comments, and suggestions to

**Department of School Improvement Services  
Illinois State Board of Education  
100 North First Street  
Springfield, IL 62777  
217/782-2826**

## References

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- Wyne, Marvin D., and Stuck, Gary B. 1982 "Time and Learning: Implications for the Classroom Teacher." *Elementary School Journal* 83:1 (September): 67-75.

**Funds to support this activity were provided by Chapter 2,  
Education Consolidation and Improvement Act (Block Grant)  
to the Illinois State Board of Education.**

## Computer Search Printouts of the ERIC Resource System

To be successful with tasks involving higher order cognitive processes, teachers must carefully structure the tasks students are to accomplish, clearly focus students' attention on the operations to be learned, provide explicit instruction and models of these processes, monitor progress and provide feedback, and hold students accountable for work.

—Walter Doyle *Effective Classroom Practices (Secondary)*

# Monitoring

## EDUCATIONAL JOURNALS

EJ330443 SE538759

*Towards Science Profiles.*

Hodson, D.; Brewster, J.

School Science Review, v67 n239 p231-40 Dec 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAY86

Target Audience: Teachers; Practitioners

Discusses the use of student profiles in recording student progress related to science processes and skills, indicating that profile reporting is a fundamentally different way of describing and monitoring academic progress. Implications for the science curriculum are considered. (JN)

EJ302891 FL515943

*Relationships between Use of the Strategy of Monitoring and Cognitive Style.*

Abraham, Roberta

Studies in Second Language Acquisition, v6 n1 p17-32 Fall 1983

Available from: UMI

Language: English

Document Type: RESEARCH REPORT (143)

Journal Announcement: CIJNOV84

Questions whether observed differences in use of strategy of monitoring is related to the following cognitive styles: field independence, reflection, flexible control, and preference for processing information by the written word. Field independence was positively related to amount of monitoring on all written tasks, and reflection was weakly but positively related to amount of monitoring on the proofreading task. (SL)

EJ300091 IR512704

*Electronic Learning's In-Service Workshop. Part VIII: Classroom Tips.*

Electronic Learning, v3 n8 p1h-8h May-Jun 1984

Language: English

Document Type: TEACHING GUIDE (052)

Journal Announcement: CIJSEP84

This final section of an eight-part series of computer literacy workshops for classroom teachers provides forms for monitoring students' computer progress and reporting to parents, tips on computer use, ready-to-reproduce badges for computer-achieving students, fun computer facts, and a list of free or inexpensive resources and materials. (MBR)

EJ293739 RC505364

*Does Your School Need to Improve?*

Cooper, Muriel

Education Canada, v23 n4 p32-35 Win 1983

Available from: UMI

Language: English

Document Type: RESEARCH REPORT (143)

Journal Announcement: CIJMAY84

Explains how Dr. Ronald R. Edmonds discovered five characteristics common to 55

(cont. next page)

United States schools exhibiting academic effectiveness. Explains the characteristics: large portion of principal's time spent in classrooms, global understanding of school's major purpose, orderly school climate, teacher behavior, and close monitoring of students through standardized tests. (SB)

EJ288558 JC503318

*When Teachers Become "Real" Teachers.*

Swick, Kevin J.

Momentum, v14 n2 p42-43 May 1983

Available from: UMI

Language: English

Document Type: POSITION PAPER (120)

Journal Announcement: CIJFEB84

Contents that teaching is wholistic--a synthesis of planning, organizing, implementing, and evaluating/assessing. Discusses qualities and conditions necessary in the development of good teachers, including factors of safety, leadership, team support, goals, and teacher renewal. Compares routine teaching and "real" teaching. (DMM)

EJ284869 TM508242

*Linking Testing and Instruction: Policy Issues.*

Airasian, Peter W.; Madaus, George F.

Journal of Educational Measurement, v20 n2 p103-18 Sum 1983

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); REVIEW LITERATURE (070)

Journal Announcement: CIJNOV83

This overview of the problem of linking testing and instruction describes two general policy areas which have focused attention on these links: studies of school effectiveness and minimum competency testing. Techniques used to investigate links between tests and instruction and policy issues that must be addressed are also discussed. (Author/CM)

EJ284309 PS512018

*School Effects on Pupil Progress: Research Findings and Policy Implications.*

Rutter, Michael

Child Development, v54 n1 p1-29 Feb 1983

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJNOV83

Argues that, in the assessment of school "effects," multiple indicators of school effectiveness are required, including scholastic attainment, classroom behavior, absenteeism, attitudes to learning, continuation in education, employment, and social functioning. Assesses empirical evidence on the extent to which schools may be effective in raising standards of pupil attendance, behavior, or achievement. (Author/RH)

EJ283850 EA516518

*Effective Schools: A Friendly but Cautionary Note.*

Cuban, Larry

Phi Delta Kappan, v64 n10 p695-96 Jun 1983

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJNOV83

Effective schools research problems (unreliable descriptions and definitions, over-dependency on tests, research limited primarily to elementary schools) result in narrow formulas leading to increased standardization, neglect of nonacademic areas, and failure to improve in schools with high test scores. Author urges using broader, more complex measures. (PB)

EJ253382 CE511443

*Social and Moral Development and Individualized Instruction.*

Herring, Mark

Educational Forum, v46 n1 p23-30 Fall 1981

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJMAR82

Sets forth a theory of social development (represented by Maslow), a theory of moral development (represented by Kohlberg), and then synthesizes these theories to develop a set of student needs and teaching techniques for each stage of social and moral development. (CT)

EJ252940 SP511193

*Educational Imagery: A Missing Link in Decision Making.*

Richardson, Glenn E.

Journal of School Health, v51 n8 p560-64 Oct 1981

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJFEB82

Educational imagery is a teaching method that guides students into decision-making situations through directed daydreaming or fantasizing. The theory is that if a decision is clearly imagined and acted out, the process will be facilitated in real life. (JN)

EJ250909 CG521251

*Inservice for Countering the Dropout Problem.*

Enger, John M.; Vaupel, Carl F., Jr.

Journal of the International Association of Pupil Personnel Workers, v25 n3 p170-73 Fall 1981

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJAN82

Describes an instruction and workshop inservice program on dropout identification, interpersonal communication and classroom management techniques provided by a consultant team for middle school personnel. Recommendations include some alternative curricula, monitoring of student participation, and administrative commitment. (JAC)

EJ245126 AA533095

*Out of the Frying Pan, Into the Fire: A Teacher's View.*

Gallent, Barbara L.

Clearing House, v54 n8 p345-48 Apr 1981

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJSEP81

Argues that regular class placement is inappropriate for the special student because (1) regular classes are too competitive; (2) rejection by other students may occur; and (3) the regular class teacher lacks the necessary special training and support. Suggests upgrading special classes and seeking other methods of integrating students. (SJL)

EJ226367 SE527471

*The Croton-Yorktown Model of Individualized Earth Science.*

Matthias, George F.; Snyder, Edward B.

Journal of Geological Education, v28 n2 p72-77 Mar 1980

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJNOV80

The individualized learning model, discussed in this article, uses an efficient feedback mechanism which incorporates an innovative student evaluation program and a unique system of classroom management. The design provides a model for monitoring student progress. (Author/SA)

EJ191524 SP507554

*Monitoring Student Achievement for Accountability: The Demonstration of a Model.*

Berry, Stewart

Journal of Educational Research, v71 n6 p308-13 Jul-Aug 1978

Available from: Reprint: UMI

Language: ENGLISH

Journal Announcement: CIJMAR79

Individual schools can assess the progress of their students using equivalent achievement test scores in subject areas at grade levels, between grade levels, and across subgroups of students. A demonstration of this procedure is presented. (Editor)

## EDUCATIONAL DOCUMENTS

ED261125 UDO24425

*Two Perspectives on School Climate: Do Staff and Students See a School the Same Way?*

Stavros, Denny; Moore, JoAnne E.  
1985

50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEJAN86

Two studies of school climate were conducted at Detroit's Boulevard High School in 1984, three years after the institution of a school improvement program. One study measured students' perceptions, the other assessed staff perceptions. Based upon the findings of this research, it became clear that in order to get a good picture of the school climate, data from both students and staff were needed. Staff and students had convergent opinions in many areas. The school's academic program was viewed positively by both groups. Students were positive about guidance and counseling, the curriculum, and the instruction. The staff were positive about related areas: frequent monitoring of student progress, and opportunity to learn and time-on-task. They viewed the department head, especially in the role of instructional leader, in a positive light. The staff did not feel safe in the school (and students did not participate in activities which would cause them to remain at school after hours). Both students and staff were generally satisfied with the school, but had negative perceptions concerning Boulevard's administration. The staff viewed the principal as accessible but as a poor instructional leader. Students felt that the administration was not accessible, and they were not involved in the decision making process. And finally, while staff tended to have low expectations of student performance, students felt they were learning almost all they could and learning a lot in most or all classes. (Following the narrative, tabulated questionnaire responses are appended). (KH)

ED261123 UDO24421

*Replicating Success: School District of Philadelphia.*

Kopple, Henry  
1 Apr 1985

14p.; Presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEJAN86

Target Audience: Policymakers; Researchers

Replicating Success, a school improvement program in Philadelphia, is designed to raise the achievement level of all students in 30 selected, racially isolated, low achieving schools. Each school undertakes an extensive needs assessment process and then develops an individualized schoolwide plan which takes into account the characteristics of effective schools and incorporates five basic components: (1) use of Philadelphia's mandated curriculum in all curriculum areas; (2) monitoring

of student performance in all curriculum areas; (3) use of a curricular component that addresses the students' self-image; (4) training of staff and administrators to support the reshaped school; and (5) training and use of parents. The most distinctive feature of the program is its focus on how the expectations of administrators, teachers, students and parents work upon one another. Other distinctive features are the program's heavy reliance on the role of the academic facilitator, and its funding basis--half private foundation, half Chapter 1. Problems encountered in implementing the program include principal resistance to the change in the principal's role from manager to instructional leader, general staff resistance to change, and the difficulties in maintaining a balance between bureaucracy, the total school, and the individual classroom. Among the lessons learned from and about the program is the fact that reasons for program effectiveness are difficult to pin down, with some participants attributing it to principals, and others to individuals, school improvement councils, monitoring, or the outside facilitator. (CG)

ED258232# CS209018

*Assessing English: Helping Students to Reflect on Their Work.*

Johnston, Brian

1983

161p.; Published by St. Clair Press, Sydney, New South Wales, Australia.

Report No.: ISBN-0-949898-08-2

Available from: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 02085, \$8.50 member, \$11.00 nonmember).

Document Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); BOOK (010)

Geographic Source: Australia; New South Wales

Journal Announcement: RIENOV85

Target Audience: Teachers; Practitioners

As a result of research showing that students are more motivated when English teachers avoid grades and marks, this book focuses on ways to involve students in the assessment process. The book covers the following topics: learning and reflection, students controlling language, the purpose of assessment, assessing students' relationship to the subject matter, helping students describe what they do when they write, monitoring the students' written products, monitoring engagement with a text, monitoring oral language, reflecting on the demands of the curriculum, organizing judgmental assessment, making records and reports, and promoting students. The appendixes contain a discussion of the motivational effects of different schemes for assessing students' writing, a transcript of the author's comments while reading a piece written by a nine year old student, and examples defining the demands of tasks in English. (EL)

ED255594 UD024142

*Instructional Leadership System Research Report.*

Davidson, Jack L.; Montgomery, Margret A.

Tyler Independent School District, Tex.

Mar 1985

50p.; Paper presented at the Annual Conference of the American Association of School Administrators (Dallas, Texas, 1985).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Texas

Journal Announcement: RIEAUG85

The Tyler (Texas) Independent School District's Instructional Leadership System, which is based on the premise that effective leadership is the basis for the success of the instructional program, is described and evaluated in this report. The system is described in terms of administrative organization; management design; the system's basis in the effective schools research; data analysis; goal setting and planning; and evaluation. Significant gains in student achievement at the fifth grade level in 1983-84 and 1984-85 are reported, and these improvements are attributed to the systematic planning and supervision of the instructional program by the building principal under the Instructional Leadership System. Data are presented showing significant student achievement gains as principals and faculties became more proficient in assessing needs, setting common goals, establishing a cooperative school climate, monitoring student progress, and evaluating instructional activities on a regular basis. (KH)

ED254543 TM850151

*Bringing the Future Into Focus.*

National Assessment of Educational Progress, Princeton, NJ.

[1984

28p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Grant No.: NIE-G-83-0011

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEJUL85

This report describes the National Assessment of Educational Progress (NAEP), a project designed to keep parents, school officials, and policy makers abreast of the educational realities. Information is collected and reported at regular intervals concerning the knowledge, skills, and attitudes of elementary and secondary school students. NAEP has developed educational objectives based upon the consensus of concerned citizens. Exercises written to fit these objectives are evaluated by educators before being administered to students. The results of each assessment are published, and total results are summarized to indicate the relative performance of specific groups. By regular monitoring of students' progress, NAEP is able to determine developing trends and potential problems. Information about young adults, ages 21 to 25, is also being compiled by NAEP, which reports useful information not only to the federal government but also to the individual states. (DWH)

ED251973 EA017384

*Effective Use of Classroom Time.*

Stallings, Jane

Sep 1984

47p.; In: Sattes, Beth D., Ed. Promoting School Excellence through the Application of Effective Schools Research: Summary and Proceedings of a 1984

Regional Exchange Workshop. See EA 017 379.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEMAY85

Target Audience: Teachers; Practitioners

Beginning with general observations on the human element in excellent teaching that often goes unnoticed by researchers, this speaker provides a wide range of suggestions for making more effective use of class time. These suggestions pertain to monitoring time on and off task, classroom organization and planning, making assignments, clarifying expectations, improving distribution of materials, assigning seats, grouping students vs. working with individuals, working with groups, rules for behavior, interactive instruction, reviewing, organizing information, checking for understanding, reteaching, oral reading, summarizing, establishing a supportive environment, and monitoring student outcomes. A summary lists the advantages and disadvantages of some major teaching strategies: lecture, discussion, drill and practice, independent study, group investigation, laboratory approach, discovery, the learning center, simulation, behavior modification, performance-based learning activity packages, and "do-look-learn" (teacher-guided, small group instruction). References and handouts are included. (TE)

ED249626 EA017191

*Secondary Student Progress Plan.*

District of Columbia Public Schools, Washington, D.C.

Apr 1984

36p.; Prepared by the Committee for the Development of a Secondary Student Progress Implementation Plan.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEMAR85

Government: State

Target Audience: Policymakers

The Secondary Student Progress Plan aims to provide uniform educational expectations for successful course completion and progress toward graduation beginning with grade 7 in school year 1984-85. Arranged in outline form, the plan shows the course or study for grades 7-12, guidelines for evaluating and reporting student progress, promotion requirements, and provisions made for special education students and for gifted and talented students. Procedures are enumerated for dealing with different student entry levels, and a building-level support system for underachievers and retainees is outlined. Other procedures to help students include provisions for summer school remediation and enrichment; steps for monitoring student progress; and general guidelines for course outlines, homework assignments, school and class rules and regulations; and suggested forms for letters to parents. A plan implementation training schema and a description of evaluation procedures conclude the report. The appendix contains a list of the task force members who designed the plan. (MLF)

ED248502 CS208276

*A Model for Evaluation in the English Classroom.*

Johnston, Brian; Watson, Ken

May 1983

13p.; Paper presented at the Invitational Seminar on English Evaluation (Montreal, Quebec, Canada, May 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); TEACHING GUIDE (052)

Geographic Source: Australia; New South Wales

Journal Announcement: R1EFEB85

Target Audience: Teachers; Practitioners

English teachers' approaches to the problems of assessment and evaluation have been characterized by uncertainty and confusion, and this uncertainty is communicated to students. It is not simply that students do not know "how" they are being judged; they do not know "when" they are being judged. They soon begin to stop taking risks and fail to articulate their difficulties. These considerations have led to a model of evaluation, to guide teachers in their day-to-day work, that can be applied to individual instructional units, or over a longer time period. In the space of a single unit, the teacher is required to undertake four quite distinct evaluative tasks: (1) monitoring and describing performance, (2) reflecting on progress, (3) appreciating or judging quality, and (4) determining accomplishments and what should be undertaken next. The model demands that teaching be so organized that students know when each of these tasks is or is not in progress. The model urges teachers to recognize that many of the students' experiments and mistakes are a necessary part of the learning process, that such experiences are confidential to the learning process and should not be the basis for judging the quality of the students' work. It reminds teachers that it is not necessary that the product of every unit be judged. It also suggests that an important part of the teacher's role is to encourage the students to develop self-evaluation skills. (HOD)

ED247649 EA017020

*Monitoring Students' Academic & Disciplinary Progression*

McDonald, Fred; Kellogg, Larry J.

Feb 1984

8p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (68th, Las Vegas, NV, February 3-7, 1984).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); LEGAL MATERIAL (090); CONFERENCE PAPER (150)

Geographic Source: U.S.; New Mexico

Journal Announcement: R1EJAN85

Target Audience: Practitioners

This document outlines the objectives and procedures of a program at a New Mexico school district whose purpose is to enable school personnel to systematically monitor students' academic and disciplinary progression. The objectives of the program are to diagnose academic or disciplinary problems and prescribe remedies, to establish an oncampus screening process, and to facilitate home-school communication. The program is based on individualized folders that consolidate each student's academic and disciplinary progression information for review by the

professional staff. The outline is subdivided as follows: (1) program objectives, (2) student progression folders (contents), (3) infractions that earn demerits, (4) action taken for demerits, (5) disciplinary referrals, (6) disciplinary flow charts, (7) prescreening committee at school level--collecting data, (8) campus screening committee--possible members, (9) district staffing committee referral procedures, and (10) a flow chart of campus screening committee activities. (TE)

ED247647 EA017016

*How to Evaluate Your School Instructional Program.*

Cipfl, Joseph J.

1984

9p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEJAN85

Target Audience: Administrators; Policymakers; Practitioners

This speech presents instructional evaluation techniques currently used in Lisle, Illinois. These are based on two criteria: (1) community opinion, and (2) performance level of students. To discover community opinions, needs, priorities, and levels of support, questionnaires are distributed, presenting a series of curricular goals and soliciting community opinions on (A) the relative importance of each goal, and (B) the success of the program in achieving that goal. Another technique is to organize school-community councils, representative of various school organizations and neighborhoods. From these, a district-wide community council is formed. Student performance is measured by both norm-referenced and criterion-referenced testing. The latter, entitled "Instructional Monitoring System," consists of three components: (a) a skills continuum, reflecting district faculty decisions about what skills should be taught at what level; (b) exit tests, measuring how much students have learned from classes; and (c) objective evaluation, depending on analysis of the exit tests to determine the effectiveness of the program for individual students, classes, schools, or the entire district. These test results can be used to earn community support and to develop responsive educational programs. (TE)

ED246936 JC840406

*Monitoring Student Progress and Publicising the Results. Information Bank Number 1270.*

Jones, D. T. L.

Further Education Staff Coll., Blagdon (England).

3 Nov 1976

11p.; Paper presented at the Study Conference of the Further Education Staff College (Blagdon, Bristol, England, November 3, 1976).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: United Kingdom; England

Journal Announcement: RIEDEC84

Arguing that assessments of student progress describe the consequences of the

interaction of the multitude of elements that make up the educational system, this paper examines the three-tiered assessment system used at Redhill Technical College (RTC), in Surrey, England, to fulfill diagnostic and motivational functions for the college as a whole. Introductory material presents the student as part of a broad system, rather than as an isolated entity; argues that changes in the educational system will lead to changes in student performance; and suggests that student assessment should diagnose the weaknesses and strengths of the system which do not attach to particular students. After discussing the purposes to be served by assessing student progress and the success with which the college is operating in relation to the student, progress monitoring is examined in terms of its role as a diagnostic tool. The argument is put forth that student assessment should include the monitoring of information about the performance of the class as a whole, enrollments, and other aspects of the educational system, and the value of this kind of information for students and educators is underscored. Next, the monitoring system used at RTC is described, followed by a review of the three main tiers for the publication of assessment data: the principal's annual report to the governing body; the presentation of departmental data to the academic board and other college bodies; and the report on departmental progress to members of the departments. (HB)

ED246548 EA017005

*Princeton's Formula for Academic Excellence.*

Denoyer, Richard A.

1984

9p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEDEC84

Target Audience: Practitioners; Community

Princeton City School District Staff and parents created a plan for monitoring student achievement. Each group--teachers, counselors, coaches and club sponsors, parents, students, and administrators--was given responsibilities; parents, for example, were asked to emphasize learning's importance in the home. Biweekly computer printouts note students' areas of study and student problems to help staff outside the classroom assist students with difficulties inside. The junior high plan focuses upon student/teacher teams and involves a computer listing of students checked by teachers and passed to "resource" persons. At intervals parents are informed of students' problems and progress. The high school plan revolves around biweekly and interim progress reports containing teachers' assessments for parents and counselors; students rated deficient are to be counseled by several staff members. That the young program is successful is shown in students' heightened level of academic concern and counselors' use of the biweekly reports to help students before it is too late. (KS)

ED245339 EA016881

*An Effective School: A Case Study.*

Poindexter, Candace

18 Nov 1983

14p.; Paper presented at the Annual Meeting of the California Educational

Research Association (Los Angeles, CA, November 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIENOV84

An elementary school principal's successful attempts to improve her inner-city school are described in this case study, which includes a diagram representing her formula for better education. The principal, a charismatic, elderly woman, takes an aggressive role in improving the school environment and student nutrition, encouraging and monitoring the improvement of teachers' skills, increasing discipline, and communicating individually with students and teachers. Her tasks are made difficult by lack of parental support, crime, high transiency rate, and the economic disadvantages of her students. Most of her students are Black and Hispanic; for the Hispanics she helped write a grant that resulted in an exemplary bilingual program. This principal emphasizes listening, taking into account the needs of the whole child, consistency in discipline, developing a staff with unified goals, team teaching, holding teachers accountable for the progress of their students, and developing independent thinking in the students. Her methods have been successful in raising performance scores and improving attitudes in the school and the community. (FWR)

ED244987 TM840310

*Teachers and Testing: Implications from a National Study. Draft.*

Herman, Joan L.; Dorr-Bremme, Donald W.

California Univ., Los Angeles. Center for the Study of Evaluation.

Apr 1984

38p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEOCT84

Target Audience: Researchers

This paper presents findings from a study of teachers' and principals' testing practices. The research included a nation-wide survey, exploratory fieldwork in preparation for the survey, and a case study inquiry on testing costs. Teachers and principals share misgivings with some of the research community about the appropriateness of required tests for some students, and about their quality and equity. Teachers seem to use test results temperately--as one of many sources of information. As a result of required testing, more time is spent in teaching basic skills and less attention can be paid to other subject areas. The survey also suggests that those in the education and testing communities have paid far too little attention to the matter of teachers' assessment skills. Teachers essentially receive neither training nor any kind of supervision nor any supporting resources in the development of their own tests. Given their frequency and importance at the elementary school level, the findings also suggest curriculum-embedded testing as another neglected area of inquiry. Finally, formal measures should have three important qualities: a close match to curriculum, immediate availability and accessibility, and feelings of ownership. (BW)

ED244970 TM840261

*Are the School Effectiveness Characteristics Alterable? A Connecticut Perspective.*

Shoemaker, Joan; Pecheone, Raymond

Apr 1984

23p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Connecticut

Journal Announcement: RIEOCT84

Target Audience: Researchers

The focus of this paper is the degree to which school effectiveness characteristics are alterable from a measurement perspective. The basis for measurement was the Connecticut School Effectiveness Questionnaire. The sample included seven schools which took the questionnaire for the first time between January and June of 1982 and for the second time in June of 1983. Five schools were elementary, one housed grades 7 and 8, and the seventh was a K-8 school. Three of the schools were in large cities, two were in small towns, and two were in rural areas. The first set of pre/post questionnaire data suggest that in schools where teachers and principals are attempting to improve in accordance with research-based school effectiveness practices: (1) changes are more likely to happen in curriculum development, home/school partnerships, principal behavior, assessing student progress, and providing safety and security; (2) changes are less likely to happen in teaching practices and teachers' attitudes; classroom-based variables may be harder to change and take more time than school-based variables; and (3) changes are more likely to happen in schools where the intensity of school improvement efforts are greater. (Author/BW)

ED244011 UD023546

*Color Our Children Carefully. A Guide to Equity and Excellence in Education.*

Denbo, Sheryl; And Others

American Univ., Washington, D.C. Mid-Atlantic Center for Sex Equity.

[1982

35p.

Sponsoring Agency: Department of Education, Washington, DC.

Grant No.: G008100820

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIESEP84

Target Audience: Practitioners; Teachers

The information in this packet has been selected for the purpose of assisting educators in their efforts to create and sustain effective schools for all students. The articles in Section 1, "Overview and Resources," contain statistical profiles assessing minority progress, research information on the effects of desegregation, and practitioner-oriented lists of resource materials and organizations. The articles in Section 2, "Issues and Strategies," contain summaries of significant research findings and practitioner-oriented strategy checklists based on the research. The topics covered are a positive school climate;

teacher expectations; issues in evaluation; monitoring student progress, testing and ability grouping; curriculum and instruction; instructional supervision and staff development; and discipline. (CMG)

ED244009 UD023544

*The Effective Principal: Achieving Equity and Excellence in Schools.*

Denbo, Sheryl; Ross, Marlene

American Univ., Washington, D.C. Mid-Atlantic Center for Sex Equity.

Jun 1983

20p.

Sponsoring Agency: Department of Education, Washington, DC.

Grant No.: G008200815

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIESEP84

Target Audience: Administrators; Practitioners

The suggestions presented in this publication are designed to assist principals in improving school effectiveness through a well-planned, well-executed program of staff supervision and curriculum development. The document is organized into four major areas. First, the need for the principal to provide strong curriculum leadership through establishing achievement as a top priority, actively participating in curriculum committees, and establishing nonbiased student evaluations is addressed. Second, suggestions are made as to how a principal can communicate high expectations for student and teacher performance through encouraging and rewarding excellence, monitoring instruction and conducting staff evaluations, and supporting staff development. Next, how to encourage equity and excellence through administrative procedures such as reviewing scheduling and grouping procedures and establishing an orderly atmosphere is discussed. And finally, ways that a principal can help to maintain a positive school climate through encouraging teachers to communicate with parents and encouraging parent participation are considered. A "self-assessment" scale and a "priority for improvement" scale for each item in the four areas facilitate use of the material for planning purposes. (CMG)

ED243941 TM840254

*Evaluating Students by Classroom Observation: Watching Students Grow. Reference & Resource Series.*

Stiggins, Richard J.

National Education Association, Washington, D.C.

1984

33p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-80-0105

Report No.: ISBN-0-8106-1525-8

Available from: NEA Professional Library; PO Box 5079, West Haven, CT 06516  
(Stock No. 1525-8, \$5.50 ea.)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIESEP84

Target Audience: Teachers; Practitioners

This is a guide to help teachers at all grade levels to improve the quality of their student assessments. It is designed for preservice and inservice teacher education to assist in conducting performance assessments to evaluate student learning. Performance assessment requires a student to analyze a problem, synthesize information, and attempt to apply acquired information to a new problem situation. It enables the teacher to measure a student's ability to transfer, not just recall, skills and knowledge. The basic aspects of a performance assessment are the decision situation, exercise, response, and rating. Performance assessments must be handled systematically to produce dependable and useful information about student achievement. The guide provides instructions for designing a performance test and guidelines for maximizing the quality of assessments. (DWH)

ED243216 EA016712

*The Literature on Social Promotion versus Retention.*

Southwest Educational Development Lab., Austin, Tex.

Sep 1981

52p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-80-0107

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; Texas

Journal Announcement: RIESEP84

Target Audience: Policymakers; Administrators; Teachers; Practitioners

This general review of the relative merits of social promotion and retention examines research on the benefits of each, describes current strategies for resolving the policy dilemma involved, and considers issues raised by abolishing social promotion and establishing remedial programs. A summary of the history of the widespread adoption of the social promotion policy precedes a literature review outlining arguments against both social promotion and retention. The review then describes studies indicating that retention appears to have a beneficial effect on elementary school students and that the self-concepts of promoted and retained elementary students are virtually the same. Some new approaches to the problem are offered in the following section, which presents guidelines for selecting children for retention, lists strategies for individualizing instruction, describes one widely publicized example of a district that abolished social promotion and reorganized its schools, and reports the experience of a teacher who decided not to follow her school's social promotion policy. A final section considers competency based education, financial concerns, and legal implications. The paper concludes that while competency testing and remedial programs are expensive and often controversial, schools appear to feel that they are serving students better through such policies. A bibliography is appended. (Author/MJL)

ED242742 TM840122

*Assessing Students: Teachers' Routine Practices and Reasoning.*

Dorr-Bremme, Donald W.

California Univ., Los Angeles. Center for the Study of Evaluation.

Evaluation Comment, v6 n4 p1-12 Oct 1983 Oct 1983  
13p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.  
EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Geographic Source: U.S.; California

Journal Announcement: R1EAUG84

Target Audience: Policymakers; Practitioners

Some of the major findings of CSE's (Center for the Study of Evaluation) Test Use in Schools Project are synthesized and interpreted. The Project incorporated fieldwork and survey techniques to answer questions about the kinds of tests teachers administer in their classrooms, the kinds of information teachers need from tests to make decisions about their students, and how teachers use test information to make decisions. Data collected during the study are described and interpreted from the standpoint of teachers' routine assessment needs and practices. The classroom teacher is seen as a practical reasoner and decision maker who makes clinical use of assessment information to diagnose, prescribe, and monitor instruction. The tests teachers use most frequently are those that fit their practical circumstances: formal and informal measures they themselves construct or seek out for the information they provide; and curriculum embedded tests that come with commercial or district materials. Policy implications germane to the development of testing programs are presented and features of a testing system that could be directly useful to teachers are described. (LC)

ED242704 SP024111

*Toward Excellence: Student and Teacher Behaviors as Predictors of School Success. Research Summary Report.*

Crohn, Leslie

Northwest Regional Educational Lab., Portland, Oreg.

Dec 1983

67p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-83-0005

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)

Geographic Source: U.S.; Oregon

Journal Announcement: R1EAUG84

Target Audience: Teachers; Administrators; Policymakers; Practitioners

Effective schools research has delivered some relatively concrete findings on important issues facing this country's educators. The result has been an extensive collection of effective schooling practices which have potential for increasing performance in young people. In reviewing effective schools literature, implications of the data were found to include a clear and direct relationship between student achievement and self-concept--the affective domain was found to be a critical component of school improvement efforts. This paper looks at the affective domain as it relates to effective schools; more specifically, it explores student self-concept and teacher expectations and attitudes as dependent variables in instructional settings. Student and teacher behaviors as predictors of school success are critically examined. Included in the analysis are factors of school and classroom climate. The paper concludes with recommendations that will move the

findings toward implementation; that is, how to improve teacher expectations and attitudes and how to build positive and realistic self-concepts in students. Four appendices are included: (1) Flanders' Interaction Analysis; (2) The Metfessel, Michael and Kirsner Instrumentation of Bloom's Taxonomy of Educational Objectives; (3) Carkhuff's Interpersonal Process Scales; and (4) some common self-report inventories. (JMK)

ED242427 PS014302

*Thinking About Test Development.*

Haney, Walter

National Inst. of Education (ED), Washington, DC.

Jan 1981

24p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEAUG84

The question of how standardized tests can be better developed to improve educational program evaluation is probed in this paper. After the first section's brief introduction, section 2 explores the thesis that tests developed in terms of selection and inference may not serve current social functions of educational testing. To clarify this thesis, section 3 recounts an example of instrument development from the history of Project Follow Through, suggesting that the value of an instrument may be overlooked because the instrument is judged by criteria inappropriate to the original motivations behind its development effort. Section 4 attempts to go beyond the statement of the problem to suggest how thinking of a test as a source of individual learning might guide test development in nontraditional ways. Section 5 sums up some of the possible connections between testing and various social functions, pointing to some alternate ways in which standardized testing may serve goals of evaluation. (RH)

ED241587 TM840135

*Reporting Test Scores to Different Audiences.*

Frechtling, Joy A.; Myerberg, N. James

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Dec 1983

77p.; Some tables contain small print.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-83-0015

Report No.: ERIC-TM-85

Available from: ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (\$7.00).

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); ERIC PRODUCT (071)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEJUL84

The purpose of this document is to address issues related to the release of test scores to a variety of audiences: parents, school board members, school staff, the

news media, and the general public. Guidelines or recommendations for reporting test data are provided. The recommendations are based both on experiences in reporting test results and an informal review of a sample of test reports from school districts across the nation (see Appendix A). Annual reports on testing programs should include (1) descriptive information of the testing program, test content, and test scores; (2) test results for districts, as well as for individual schools; and (3) cautions concerning how the data should and should not be interpreted. Reports to parents will include the same information, but focused on an individual student. Reports to staff will focus on a class or a school. Suggestions for using test data for comparing schools, determining weak and strong areas, and determining if a school did as well as it should have are presented. Commonly used test terms, testing textbooks that include discussions of testing terms, and reports of test results cited in "Research and Evaluation Studies from Large School Districts 1982" are included in the appendices. (PN)

ED241523 SPO24010

*Teachers, Teaching and Educational Effectiveness. Session I: Overview Presentation. Title I Dissemination and Program Improvement. East Coast Seminar.*

Anderson, Lorin W.

Research for Better Schools, Inc., Philadelphia, Pa.

Jan 1982

21p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEJUL84

This seminar overview presents a summary of widely accepted findings by researchers on the qualities, behaviors, and characteristics of effective teachers. As defined in this paper, an effective teacher is one who can engage students in the learning processes, minimize disruptive behavior, and produce desired learning in a large number of students. In the first section, four generalizations about what teachers do as effective managers of student learners are discussed. These dimensions of classroom management include implementing a workable set of rules, structuring and monitoring activities to minimize disruptions, quick and consistent response to misbehavior, and responding to inappropriate behavior without denigrating the student involved. The second section presents eight dimensions of effective teaching, or management of student learning, including: (1) "knowing" students; (2) assigning appropriate tasks; (3) orienting students; (4) monitoring students; (5) relating teaching and testing; (6) involving students in learning; (7) providing continuity; and (8) correcting errors and misunderstandings. In the final section, a discussion is offered on the interrelationships among these dimensions and the complexity of implementing effective teacher behaviors. (JD)

ED241499 SPO23953

*Effective Management at the Beginning of the School Year in Junior High Classes.*

Emmer, Edmund T.; Evertson, Carolyn M.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Mar 1980

49p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Grant No.: OB-NIE-G-80-0116  
Report No.: RDCTE-RD-6107  
EDRS Price - MF01/PC02 Plus Postage.  
Language: English  
Document Type: RESEARCH REPORT (143)  
Geographic Source: U.S.; Texas  
Journal Announcement: RIEJUL84

Year-long observations of 51 teachers in 11 junior high schools resulted in identification of 2 groups of teachers who were rated as either more or less effective in classroom management during the year. Subsequently, these groups were observed and comparisons were made of their behaviors and activities during the first three weeks of school. After examining narrative and observational data, several broad themes or clusters of variables emerged to differentiate the more and less effective managers. These areas included: (1) rules and procedures; (2) teacher monitoring of student compliance and following through with consequences; (3) establishment of a system of student responsibility or accountability for work; (4) skills for communicating information; and (5) skills in organizing instructional activities. This report presents an analysis of teacher behaviors for each group in each of these areas. Implications of the results for teacher education and research on teaching are discussed. Appended tables provide data on all of the variables measured and compared during the study. (JD)

ED240653 CS504543

*Monitoring Student Listening Techniques: An Approach to Teaching the Foundations of a Skill.*

Swanson, Charles H.  
11 Mar 1984

26p.; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); CONFERENCE PAPER (150)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIEJUL84

To teach listening as a discreet skill, teachers need a suitable definition of the word "skill." The author suggests defining a skill as a complex of techniques and behaviors from which performers select, depending upon the situation, to fulfill their purposes. The curricular design should be based on four components: (1) establishing attention, (2) identifying content, (3) selecting teaching and learning strategies, and (4) developing an effective evaluation process. After creating interest by showing connections between listening skills and student experience, teachers can present three basic content lessons: physical techniques, focusing on using the eyes, face, body, and mouth to intensify the listening act and correct wandering attention; attitude techniques, concentrating on helping students overcome negative attitudes toward listening; and cognitive techniques, stressing recognizing speakers' nonverbal cues and identifying important elements in the material heard. Teachers usually find lecture the most effective method of communicating listening skill information and they may reinforce and evaluate student listening techniques through quizzes and performance monitoring. When monitoring, teachers need to make clear that students' listening performance is being rated for each class. Teachers can use these skills to help students change from passive to active listeners. (A syllabus, student report forms, and a selected

bibliography are appended.) (MM)

ED240169 TM840125

*Data Collection Procedures and Descriptive Statistics for the Grade Two (Spring) Achievement Monitoring Tests (A-1 and A-2), Coordinated Study No. 1.*

Buchanan, Anne E.; Romberg, Thomas A.

Wisconsin Center for Education Research, Madison.

Jun 1982

430p.; Report from the Program on Student Diversity and Classroom Processes: Skill Development.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Grant No.: NIE-G-81-0009

Report No.: WCER-WP-320

EDRS Price - MF01/PC18 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEJUN84

This paper documents the achievement monitoring component of a three-year study on the acquisition of addition-subtraction problem-solving skills by young children. A set of performance objectives contained in or ancillary to ten instructional units on sentence-writing for verbal problems and algorithms specified test content. Tests measuring group progress toward these objectives were administered after each unit. Data for the tests given after the two units covered in the spring semester of grade 2 ( $n=120$ ) are described. This paper presents (1) background information on the subjects and instructional materials, (2) a description of the three-year achievement monitoring plan and the tests, (3) a report of the data collection procedures, and (4) a discussion of the results. Samples of the tests, administrator's manuals, and complete item and test statistics appear in the appendices. (PN)

ED240139 TM840027

*Using Test Results to Improve Instruction.*

Bassler, Otto C.; Caulkins, Thomas G.

Jan 1984

11p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEJUN84

Target Audience: Practitioners

A model for summarizing test scores and using them to modify instructional programs is presented. The proposed model consists of two types of summaries of the data gathered through standardized tests. The first summary contains individual and single class results. Information in a "Class Item Response Record" chart provides individual student responses for each item on the test, class percent correct for each item, and national percent correct. This chart enables teachers to determine the skills that individual students have or have not attained, the concepts learned by a majority of students in the class, how the class differs from the national norms, and the strengths and weaknesses of the instructional program. The second summary of data contains a response record chart for all students taking the test in a given school. It contains identifying information pertaining to school, grade

level and test, item numbers, item description, and the percent of students responding to each choice for each question. Percent of correct response for the city and national testing population are also included. Suggestions for using the charts and activities for principals to use test results to improve instruction are presented. (PN)

ED239337 EA015970

*San Diego County Effective Schools Program.*

San Diego County Office of Education, CA.

1984

21p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN84

Target Audience: Practitioners

A program description and supporting materials of the San Diego County (California) Effective Schools Program are presented. The program involves a three-phase, research-based process for improving effectiveness at the school site. The phases are: assessment, planning, and implementation. Following an overview of the program, the steps involved in each phase are detailed. Reproducible visual masters and comments on each master are provided for seven areas which have been identified by research as characteristics of effective schools: (1) safe and orderly environment; (2) clear school mission; (3) instructional leadership; (4) high expectations; (5) opportunity to learn and student time-on-task; (6) frequent monitoring of student progress; and (7) home-school relations. A four-page brochure for schools which explains the program is included. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

ED238945 TM840051

*Testing in the Nation's Schools: Collected Papers. Research Into Practice Project.*

Baker, Eva L.; Herman, Joan L.

California Univ., Los Angeles. Center for the Study of Evaluation.

Nov 1983

238p.; Papers presented at the Paths to Excellence: Testing and Technology Conference (Los Angeles, CA. July 14-15, 1983). For related document, see TM 840 043.

Sponsoring Agency: National Inst. of Education (ED). Washington, DC.

Grant No.: NIE-G-83-0001

EDRS Price - MF01/PC10 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); REVIEW LITERATURE (070)

Geographic Source: U.S.; California

Journal Announcement: RIEMAY84

Target Audience: Practitioners; Researchers; Policymakers

The Center for the Study of Evaluation, of the Graduate School of Education at the University of California at Los Angeles (CSE) hosted a two day conference on

"Paths to Excellence: Testing and Technology" on July 14-15, 1983. Attended by over 100 educational researchers, practitioners, and policymakers, the first day of the conference focused on issues in educational testing; day two explored the status and future of technology in schools. This document presents the collected papers from the first day of the conference. Presentations focused on CSE's study of teachers' and principals' use of achievement testing in the nation's schools. The study provided basic data about the nature and frequency of classroom testing, the purposes for which test results are used, principals' and teachers' attitudes toward testing, and local contexts supporting the use of tests (e.g., amount of staff development, testing resources, leadership support). The findings were presented at the conference, and presenters were asked to provide their interpretations of the data and their perspectives on their implications for national, state, and/or local testing policies. One speaker, William Coffman, was asked to provide context for the conference by considering the study in the light of the history of research on educational testing. (PN)

ED238908 TM832017

*Instructional Clarity. Turning Research into Practice.*

Austin Independent School District, Tex. Office of Research and Evaluation.

[1982

4p.

Report No.: AISD-ORE-82.68

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; Texas

Journal Announcement: RIEMAY84

Target Audience: Teachers

The editors of "Practical Application of Research (PAR)," a newsletter of Phi Beta Kappa's Center on Evaluation, Development, and Research, reviewed all of the research done since 1971 on the subject of instructional clarity. Instructional clarity was defined as the interaction between what a teacher does or says and the student's perception of that behavior. This summary of the PAR findings lists 11 specific behaviors of elementary teachers with good instructional clarity that were identified by students. The behaviors include making sure that explanations are clear and understood, providing adequate practice time, synthesizing ideas and demonstrating relevancy, adjusting teaching to the learner and continuously monitoring students, emphasizing important ideas, and demonstrating a high degree of verbal fluency. For teachers who want to increase their instructional clarity, it is suggested that they tape-record and analyze their instructions for a lesson. Four impediments to instructional clarity are described: fillers; vague or garbled instructions; inaudible pitch; and mazes (combinations of the three previous impediments). Examples are provided of the right way and the wrong way to introduce a lesson. (DC)

ED238143 EA016238

*A Study of the Letter Grade System and Its Effect on the Curriculum.*

Burton, Fredrick

Apr 1983

11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); POSITION PAPER (120)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEMAY84

Target Audience: Researchers; Practitioners

This study explores and identifies patterns of teacher, student, parent, and administrator responses to letter grade evaluation systems. The study examined four main points: rationales for letter grades, interpretations of grading procedures and process, the consequences of letter grades, and alternatives to letter grades. The study involved an open-ended questionnaire, formal and informal interviews, and a survey. The researcher determined that letter grades influence the sustenance of traditional curriculum based on behaviorist theory with a resultant "trivialization" of content. Students associate their worth and value as human beings with their grades and focus their attention on finishing their work rather than on learning. The letter grade system seems to support a school curriculum shackled by time. (MD)

ED236796 EA016185

*Effective Teachers in Effective Schools.*

Hathaway, Walter E.

Apr 1983

24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEAPR84

Target Audience: Researchers; Practitioners

While effective schools research has inspired new efforts toward improving education for all students, it is flawed by offering simplistic prescriptions based on correlational studies focusing on basic skills achievement. Effective school research and theory can be upgraded by a more careful definition of the goals of learning and a systematic analysis of the interdependencies of effective learning, teaching, and schooling that sorts out conditions from causal factors. Interacting factors of learning include characteristics of the learner and the learning task, and learner activities, all of which are at least partially under the influence of schools. Factors of effective teaching include belief that all students can learn, clear and high academic and behavioral expectations, well defined and maintained classroom procedures, evaluation of student progress and evaluative feedback, clear communication of material, the direct instructional approach, appropriate questioning strategies, and frequent and appropriate reinforcement. Effective schooling is marked by such factors as staff commitment to success of students and colleagues, secure and orderly environment, progressive student involvement and responsibility, appropriate use of time, accurate and timely evaluation, clear and consistent consequences for meeting and exceeding expectations, parent and community support, and strong leadership. An instructional effectiveness checklist illustrates application of the research. (MJL)

ED236213 TM830728

*Maximizing Student Achievement through Testing.*

Wilkins, S. A.

Bossier Parish Community Coll., Bossier City, LA.

Mar 1981

13p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Louisiana

Journal Announcement: RIEMAR84

The present research attempted to determine if tests can serve as teaching devices by comparing student achievement in classes where several examinations were administered. Students in ten classes of introductory psychology served as subjects in the study. Three classes received weekly, teacher-made quizzes of 15 multiple-choice items; four classes received no examinations; three classes received three tests. The findings provide a basis for the more frequent use of examinations in teaching psychology. Examinations, or more precisely, the study they force, enables students to review and recapitulate material between classes. Although students in the weekly-tested groups did not particularly like quizzes every week, they were glad at the end of the semester that they had been tested so frequently. (BW)

ED236135 SP023158

*Sources of Elementary School Grading.*

Leiter, Jeffrey; Brown, James S.

28 Aug 1983

33p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; North Carolina

Journal Announcement: RIEMAR84

The objective and subjective determinants that influence the way elementary school teachers grade students were explored. A longitudinal study was made of 213 students in 6 elementary schools as the students progressed from the first to the third grade. Possible determinants for assigning grades included student acquisition of valuable skills as reflected in standardized test scores, and classroom-specific achievement, based upon what the teacher considered important. Subjective factors in grading were seen to be teacher bias based upon individual reputations, the track level of the student, and the possibility that teacher expectations may be based on ethnic or gender prejudice. Student compliance with the teacher's preferred attitudes and behaviors was also considered. Factors shaping student achievement included the student's previous grades and general ability, track level, compliance and involvement, and race and gender. In analyzing the study findings, the question was asked: "Do teachers assign grades solely on the basis of merit or do other factors enter into grading decisions?" Student conformity to teacher preferences for certain attitudes and behaviors consistently appeared to be one of the strongest determinants of grading at this level. (JD)

ED235561 EA016120

*Effective School Research: Will It Play in the Country?*

Buttram, Joan L.; Carlson, Robert V.

11 Apr 1983

24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEMAR84

Target Audience: Researchers

This report describes a study which tested the applicability to rural schools of "effective school" research, which focuses on characteristics associated with schools found effective through analysis of standardized student achievement test scores. Strategies for providing input from local personnel included research awareness sessions, a graduate level university course, and testing the assessment and improvement process in a small elementary school. Data provided by a questionnaire distributed to all school staff, interviews of teachers and the superintendent, and archival documents were used to assess school strengths and weaknesses in terms of seven effective school characteristics: safe and orderly environment, clear school mission, principal's instructional leadership, high expectations for achievement, student time on task, frequent monitoring of progress, and supportive home-school relations. Intended as a measure of educational equity, a correlation of achievement test scores with socioeconomic status was inconclusive due to the small number of students. Aside from contextual differences, results generally paralleled those found in urban schools. The conclusion is that with some recommended modifications, effective school research is relevant to rural settings and can encourage rural school personnel to examine and improve their practices. Summary profiles of interview and questionnaire data are appended. (MJL)

ED234534 EC160401

*Data Based Program Modification: A Disk for Monitoring Student Progress.*

Wesson, Caren

Mar 1983

18p.; Paper presented at the Council for Exceptional Children Topical Conference on the Use of Microcomputers in Special Education, (Hartford, CT, March 10-12, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEFEB84

The paper describes a microcomputer disk, Data Based Program Modification (DBPM), which allows special and regular educators to monitor the progress of each student, thereby perceiving the effectiveness of the instructional program. The advantages of such a formative evaluation approach are considered. The development of the DBPM is outlined in its three stages: (1) identification of the behaviors to be measured in reading, spelling, and written expression; (2) development of technically adequate measurement procedures for measuring those behaviors; and (3) an exploration of alternative approaches for using the data to make decisions about

instructional effectiveness. Results of pilot studies and field tests are reported, technical information is given, and additional services of the founding company (including training on procedures for setting goals and objectives and the application of the data for program evaluation) are described. (CL)

ED234493 EA016080

*What Recent Research Says about Effective Schools and Effective Classrooms.*

Behling, Herman E., Jr.

Maryland State Dept. of Education, Baltimore.

1981

34p.; Broken type may cause some pages to be marginally reproducible.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEFEB84

Government: State

Target Audience: Researchers

Focusing on 67 studies written since 1970, this report reviews the literature on the topic of school effectiveness to discover those characteristics most in evidence in effective schools and classrooms. Research on effective schools has concentrated on such topics as school climate, the role of leadership, students' preschool experiences, and class size. School climate studies, for example, have examined the high expectations of effective schools and their students' acceptance of school norms. Leadership studies have concluded that the principal sets the tone of success in effective schools by emphasizing high expectations, a congenial atmosphere, reading skills, and careful evaluation of student progress. Students who attend preschools, it has been found, score significantly higher in achievement than others and so contribute to the effectiveness of their later education. Class size, however, has a debatable influence on student achievement. Research on effective classrooms has concentrated on such topics as teacher expectations, individualized instruction, and the role of time in learning. High expectations produce high achievement, it has been found, and most teachers are most effective in working with smaller groups of students. On the role of time in learning, studies have shown that the more time allocated to a content area, the higher was the academic achievement; students spending much time engaged in activities that promote learning are also higher achievers. (JW)

ED234479 EA015933

*Highlights from Research on Effective Schools.*

Purkey, Stewart C.; Smith, Marshall S.

Association for Supervision and Curriculum Development, Alexandria, Va.

Educational Leadership, v40 n3 p67 Dec 1982 Dec 1982

2p.

Available from: Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); JOURNAL ARTICLE (080)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEFEB84

Target Audience: Practitioners

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Two elements in particular appear to be common to effective schools: high expectations for student achievement on the part of school staff members, and strong instructional leadership on the part of the school principal or another staff member. Other elements that are common to a significant number of effective schools include: Well-defined school goals and emphases; staff training on a schoolwide basis; control by staff over instructional and training decisions; a sense of order; a system for monitoring student progress; good discipline. In addition, private schools with high student achievement have good attendance, assign more homework, offer a strong academic program, and emphasize high standards. Schools that are safe for students also stress academic excellence and program improvement, and have strong leadership. However, schools should not blindly accept or attempt to institute all of the characteristics associated with effective schools. The studies undertaken thus far have not been longitudinal, nor have they concentrated on other than urban elementary schools that already have successful programs. In some schools, structural or procedural factors may simply preclude the successful implementation of certain characteristics. While one approach to improving achievement is based on a highly structured model that imposes change from higher levels of administration, most successful change results from collaborative efforts that involve schoolwide reforms, the participation of staff members on all levels, and a focus on the overall culture of the individual school. Resource Information Service (RIS) provides ASCD members access to research and sources of information on selected topics. The information is available through RIS-sponsored research syntheses, the RIS column in "Update," and the quarterly publication "Curriculum Update." (Author)

ED233380 CS207797

*Assessing Children's Speaking, Listening, and Writing Skills. The Talking and Writing Series, K-12: Successful Classroom Practices.*

Reed, Linda

Dingle Associates, Inc., Washington, D.C.

1983

41p.

Sponsoring Agency: Department of Education, Washington, DC. Basic Skills Improvement Program.

Contract No.: 300-81-0400

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); REVIEW LITERATURE (070)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJAN84

Target Audience: Teachers; Administrators; Practitioners

Prepared as part of a series applying recent research in oral and written communication to classroom practice, this booklet reviews a number of concepts and issues important to communication assessment. The first section of the booklet discusses several issues related to assessing communication at both district and classroom levels. Issues discussed include the availability of assessment instruments, conflicts in definitions, concerns about curriculum, demands placed on teacher time, and mismatches between classroom instruction and standardized tests. The second section answers a number of questions teachers ask before they decide how they will assess student progress, while the third briefly discusses several factors that play an important role in the student-teacher relationship. The fourth

examines the role of assessment in developing communication competence and reviews assessment techniques. Writing assessment methods covered include holistic scoring, analytical scoring, T-unit analysis, primary trait scoring, and informal assessment. A copy of a teacher-made rating scale for assessing oral communication is also presented. Examples of student work are included throughout the booklet. (FL)

ED232972 SP022765

*Effective Schools and Classrooms: A Research-Based Perspective.*

Squires, David A.; And Others

Association for Supervision and Curriculum Development, Alexandria, Va.

1983

142p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Report No.: ISBN-C-87120-119-4

Available from: Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (Stock No. 611-83298, \$7.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141); BOOK (010)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEDEC83

Target Audience: Practitioners

A model for improving school and classroom effectiveness must pay attention to: (1) leadership; (2) school climate; (3) supervision; (4) teacher behaviors; (5) student behaviors; and (6) student achievement. Chapter 1 of this book on effective schools and classrooms introduces these important issues and describes a model incorporating these issues. Chapter 2 reviews research about student and teacher behaviors and how they affect classroom effectiveness. Chapter 3 suggests ways administrators can help teachers promote student involvement, coverage, and success through positive supervision. Research concerning effective schools is the topic of chapter 4, and chapter 5 demonstrates how indicators of effective schools are grouped into the more general categories of school climate and leadership. Chapter 6 uses a hypothetical case study to show how school leadership processes can promote a school climate where there is an academic emphasis, an orderly environment, and expectations for success. The chapter ends with suggestions for superintendents and school boards for improving student achievement. Chapter 7 includes a questionnaire for assessing a school's effectiveness. The eighth chapter discusses principles of the school improvement process. A summary is offered in the ninth chapter, and appendices provide information on monitoring student behavior and the policy statement of a school district on school effectiveness. (JMK)

ED232759 PS013605

*Classroom Management. A Review of Practice-Oriented Research. Short Report #1.*

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

1981

4p.; This ERIC Short Report is based on "Classroom Management and Learning in Elementary Schools," by Janet Bowermaster; see ED 202 566.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-78-0008

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: ERIC PRODUCT (071); REVIEW LITERATURE (070)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEDEC83

Target Audience: Practitioners

Good classroom management not only increases the amount of time students spend in learning but also reduces the time teachers spend supervising routine activities and helps to prevent discipline problems. Recent research on effective management practices suggests that the following factors are particularly important: (1) planning; (2) routines and rules; (3) attention to students' needs; (4) transitions and pacing of lessons; (5) monitoring student behavior; and (6) mode of instruction. References are included. (Author/JW)

ED232269 EA015817

*Monitoring Achievement in Pittsburgh (MAP): Assumptions and Components.*

Wallace, Richard C., Jr.

Apr 1983

9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEDEC83

Target Audience: Practitioners

As a testing procedure designed to link instruction and testing in a helping relationship, Monitoring Achievement in Pittsburgh (MAP) is based on four assumptions: (1) classroom teachers are the primary untapped resource in schools and should be called upon for all their professional experience and talents; (2) all testing evidence about student learning, including the monitoring component of MAP, should be recognized as imperfect measures that are no replacement for professional judgement; (3) teacher attempts to focus their instruction and improve their teaching skills must be encouraged and supported; and (4) the principal must be regarded as the instructional leader of her or his school, intimately involved with the curriculum. Beyond these assumptions, MAP consists of five key components: (1) to foster student learning of specific skills, MAP first delineates skill expectations on which instruction is to focus; (2) MAP emphasizes identification of a manageable set of skills for classroom instruction; (3) MAP calls for periodic feedback to students and teachers on student skill achievement as a tool for improving instructional focus; finally (4 and 5), MAP encourages administrators to take an active role in identifying and developing instructional strategies and materials, and in providing teacher support services that foster continuous professional growth. (JBM)

ED231852 TM830381

*Measuring School Effectiveness: How Achievement Data Can and Cannot Be Used.*

Linn, Robert L.

Apr 1983

15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, April 11-15, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); POSITION PAPER (120)

Geographic Source: U.S.; Illinois

Journal Announcement: RIENOV83

In considering the problem of measuring achievement for the evaluation of school effectiveness, there are at least three questions that need to be answered: (1) What is to be measured? (2) How is it to be measured? (3) How are the results to be analyzed? Following a discussion related to the first two questions--determining content objectives and selecting or constructing tests that match the school's curriculum--attention is focused on the problems of translating test results into measures of school effectiveness. Primary consideration is given to what kinds of test scores should be used for analysis. The following types of scores are discussed: (1) global scores from survey tests, including the use of different forms of the same test; (2) average scores on a norm-referenced test or passing rates on a criterion-referenced test--including ranking in terms of status scores or trends in means for a grade, use of an SES indicator to adjust scores, and use of regression analysis to adjust for bias in mean gain scores; and (3) pretest/posttest scores, including three approaches for going beyond discussions of school means. The author concludes that comparisons of observed posttest results to those predicted from a regression of posttest on pretest scores seems the soundest approach to using achievement data as indices of school effectiveness. (LC)

ED229452 UD022513

*Monitoring Promotional Policies: A Parent Documentation.*

Reiser, Diane

United Parents Association of New York City, Inc., N.Y.

May 1982

39p.; Supported by a grant from the Charles H. Revson Foundation, New York.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; New York

Journal Announcement: RIESEP83

This report describes the results of the United Parents Association's (UPA) project designed to monitor the effects of the New York City Board of Education's "promotional gates" policy of holding children back in the fourth and seventh grades, based on their scores on the California Achievement Test. The report was prompted by UPA's belief that a parent organization is likely to view such policy differently from the school board. Studied were the holdover history of the children in the classes; how the program was being implemented vis-a-vis class size, teacher training, etc.; parental involvement; attitudinal changes in children; and strengths and weaknesses of the policy. It is reported that the promotional gates program is providing services to children who have been held back and has kept its promises regarding class size, materials, and teacher training. However, it is held that the Board has not done an adequate job of future planning and follow up with students. Appended to the reports are tables of the children's grades, attendance figures for gates students and the entire school, teacher opinions, and sample questionnaires. Also contained in the report is a copy of an article critical of grade equivalent evaluations for Title I programs. (AOS)

ED228359 UD022722

*A Preliminary Evaluation of the Pilot In-School Suspension Program, 1980-81.*

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Aug 1981

48p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEAUG83

A pilot In-School Suspension Program was inaugurated at one junior high and one senior high school in Montgomery County, Maryland, during 1980-81, in order to provide an alternative to out-of-school suspension. To assess the pilot program's effectiveness, an evaluation study examined rates of and reasons for in-school suspension, length of such suspension, race of suspended students, educational disruption, and recidivism. It was found that the pilot schools made extensive use of the in-school suspension alternative, particularly for less serious disciplinary offenses. However, while teachers and students reported feeling that the program was effective, students with more serious suspension records did not agree. Additionally, relatively high recidivism of students whose first suspension was in-school suggests that negative parental reaction to out-of-school suspension is a major deterrent to student misbehavior. These findings, along with the confirmation for suspended students, indicate that in-school suspension is a viable disciplinary alternative but that several areas require monitoring: (1) students' completion of class assignments while suspended; (2) parental involvement in the in-school suspension process; (3) increases in the overall suspension rate; (4) racial differences; and (5) greater recidivism after in-school suspension. (Author/GC)

ED226472 EA015420

*Teachers Can Improve Their Instructional Skills through Staff Development--One District's Approach That Works*

Vantine, A. William

1982

10p.; Paper presented at the Annual Meeting of the American Association of School Administrators (114th, New Orleans, LA, February 26-March 1, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEJUL83

A need for greater consistency in the teacher performance expectations held by teachers, principals, and central office administrators in the Abington Heights School District of Clarks Summit (Pennsylvania) prompted a search for and implementation of a successful staff development program aimed at teacher effectiveness. The program selected was based on learning research conducted at the University of California at Los Angeles and was observed in use in Newport News (Virginia). The version adopted in the Abington Heights district began with a 6-week-long pilot program for administrators, which was positively evaluated by participants. The program was then budgeted as a comprehensive program for the entire professional staff and named "A Program for More Effective Teaching." Trainers and previously trained teachers assist the teachers currently undergoing

training through conferences and guided practice. The program emphasized improvement of four instructional skills: the selection of appropriate learning methods for students' abilities, teaching to objectives, monitoring student progress, and adjusting teaching strategies to meet changing conditions. Techniques for preparing to teach, for dealing with students, and for making effective instructional decisions are also covered. The program provides the long-term experience that seems required when new methods are to be adopted successfully. (PGD)

ED225249 EA015267

*State Educational Policy Alternatives for the "Basics" Movement.*

Hansen, Kenneth H.

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Sep 1979

29p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEJUN83

The back-to-basics movement and public demands for educational quality guarantees have led state education agencies (SEA's) to examine their options in four areas: definition of the basics, relevant curricular and programming alternatives, alternatives for evaluating achievement of basics-related goals, and methods of reporting achievements to the public. This document first discusses SEA choices in defining basics broadly or narrowly, interpreting legally mandated definitions or creating their own, and basing definitions in general philosophy, specific course requirements, or established competency standards. The other options open to SEA's are highly dependent on the character of these definitions. The paper next looks at the SEAs' options relative to curriculum planning and programming. These range from offering support to maintaining close program monitoring. Alternatives regarding evaluation are essentially procedural, concerned with the types of tests given, the timing and sequence of testing, the remediation programs established, and alternatives for those unable to meet the standards. Reporting options include establishing the size of reporting units, selecting bases for comparing previous and current achievement, and identifying the primary audience. The document concludes with a discussion of legal issues faced by SEA's when choosing among these options. (Author/PGD)

ED224177 EA015387

*Effective Principals: What Do We Know from Various Educational Literatures?*

Persell, Caroline Hodges; And Others

1982

77p.; Prepared for the national conference on the principalship, convened by the National Institute of Education (October 20-22, 1982).

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: P-81-0181

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); POSITION PAPER

(120)

Geographic Source: U.S.; New York

Journal Announcement: RIEMAY83

Target Audience: Practitioners

Based on a review of the literature, the author summarizes and evaluates research on the role of principals in effective schools and suggests additional factors needing study. Her review identifies nine features of effective principals and schools, involving commitment to academic goals, academic expectations, school climates that facilitate learning, time utilization, and principals' instructional leadership, personality traits, interpersonal style, organizational potency, and goal monitoring and evaluation activities. Six assumptions in the literature are discussed by the author, including the assumptions that principals' observed behaviors are causally related to observed outcomes and that schools are tightly coupled systems. From this discussion she proposes a new model that adds the variables of social context, principal characteristics, and inschool mediating processes to the existing variables of principals' behaviors and educational outcomes. She reviews further literature to suggest specific social contexts (such as federal, state, teacher union, district, and community pressures) and mediating processes (including schools' demographic, institutional, interpersonal, and labor relations characteristics) that should be accounted for in research on effective principals. Finally, the author discusses the usual criteria used for school effectiveness--test scores--and suggests adding other criteria, such as school attendance rates. Two appendices reorder the bibliography by topic and propose an agenda for future research on principal effectiveness. (RW)

ED224112 EA015198

*Ends Not Means: The Policy Implications of Effective Schools Research. Draft.*

Purkey, Stewart C.; Smith, Marshall S.

Wisconsin Center for Education Research, Madison.

Aug 1982

23p.; Paper prepared for a symposium on exemplary schools and their characteristics, presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Grant No.: NIE-G-81-0009

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); POSITION PAPER (120); CONFERENCE PAPER

(150)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEMAY83

Target Audience: Practitioners

The authors reviewed research on effective schools, literature on the implementation of educational innovation, and current theories of school organization. A synthesis of findings from this research indicates that differences among schools do have an effect on student achievement. Specifically, it is the school's culture that is responsible for that effect. Thirteen variables are identified as contributing to the development of a school culture conducive to academic achievement. Drawing on recent literature, the authors suggest federal and state policies that would be likely to facilitate the development of effective schools. Key recommendations include policies that promote building-specific, whole-school improvement efforts and that rely on outcomes as the preferable means

of monitoring and evaluating school improvement efforts. (Author)  
ED223721 TM820869

*Regional Conferences on Testing and Instruction. Final Report.*

Baker, Eva L.

California Univ., Los Angeles. Center for the Study of Evaluation.

31 Aug 1980

210p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: NIE-78-0213

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEAPR83

In the spring of 1979, the National Institute of Education, in collaboration with the United States Office of Education, the UCLA Center for the Study of Evaluation (CSE), and members of a nation-wide network of research and development agencies, sponsored a national colloquy on the theme that testing could have an important impact in improving the effectiveness of instruction, but that much remained to be understood about testing needs and problems. Eight regional conferences were held. Each conference involved presentations from national and regional figures in the area of testing and instruction. The conferences also provided an initial training opportunity in test development and test selection to acquaint participants with some of the newer ideas in the field. Each conference devoted its second day to important regional issues and needs. The recommendations of the regional conferences can be synthesized as follows: (1) current testing perspectives need to be refocused; (2) decisions about test development and selection should involve a much broader constituency than is presently the case; (3) the instructional application of testing needs to be refined; and (4) greater coordination is needed among federal, state, and local testing needs. Some implications growing from these recommendations are presented. (Author/BW)

ED223570 SP021330

*Organizing and Managing the Elementary School Classroom.*

Evertson, Carolyn M.; And Others

Texas Univ., Austin. Research and Development Center for Teacher Education.

[1981

138p.; For related document, see SP 021 323. Prepared by the Classroom Organization and Effective Teaching Project.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: OB-NIE-G-80-0116

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Texas

Journal Announcement: RIEAPR83

Target Audience: Practitioners

This manual was built around eleven "prescriptions" for the successful management of the elementary school classroom. Each section is prefaced by an advisory statement: (1) "readying the classroom"--classroom space and materials should be ready for the beginning of the school year; (2) "planning rules and procedures"--behaviors should be defined as acceptable or unacceptable, and a list

of classroom rules and procedures should be developed; (3) "consequences"--consequences of appropriate and inappropriate behavior should be communicated to students; (4) "teaching rules and procedures"--lesson plans should include rules or procedures, when and how objectives will be taught, and when re-learning or practice will occur; (5) "beginning of school activities"--activities for the first few days of school should involve all students and maintain a group focus; (6) "strategies for potential problems"--strategies should be planned to deal with potential problems which could upset the classroom organization and management; (7) "monitoring"--student behavior should be monitored closely; (8) "stopping inappropriate behavior"--inappropriate and disruptive behavior should be stopped quickly; (9) "organizing instruction"--instruction should be organized to provide learning activities at suitable levels for all students; (10) "student accountability"--procedures that keep children responsible for their work should be developed; and (11) "instructional clarity"--the presentation of information and the giving of directions should be clear. In each section, a discussion is given of the rationale for the prescription, followed by guidelines for achieving the stated objective, class activities, and a narrative case study. (JD)

ED223569 SP021329

*Synthesis of Selected Research on Teacher Findings. Report No. 9009.*

Barnes, Susan

Texas Univ., Austin. Research and Development Center for Teacher Education.

Sep 1981

31p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; Texas

Journal Announcement: RIEAPR83

Target Audience: Practitioners

An overview of research on elementary secondary classroom teaching presents a synthesis of findings from large-scale, classroom-based studies on teacher effectiveness. Three sets of major research efforts, dealing with classroom management and organization, systematic instruction, and effective instruction, were selected for review. Certain variables appeared to relate to student achievement: (1) work-oriented learning environment; (2) sufficient amount of time allocated to academic tasks; (3) warm and supportive classroom environment; (4) well-organized classroom; (5) close monitoring of students and active teacher participation; (6) quick teacher response to misbehavior; (7) systematic instruction pattern involving careful preparation of students for new material; (8) reasonably brisk instructional pace coupled with active information giving and receiving between teacher and students; (9) consistent teacher feedback on student performance; (10) opportunity for individual practice but with this individual time limited so that students stay actively involved with the class; (11) teacher encouragement of interactions where students are expected to participate and be challenged but still be successful; and (12) carefully organized instructional activities to both motivate students and provide appropriate practice in the lesson. Selected variables from these studies are documented in tabular form, and a profile is presented of an effective teacher. Lists of 11 reference notes and 11 references are included. (JD)

ED223564 SP021323

*Organizing and Managing the Junior High Classroom.*

Emmer, Edmund T.; And Others

Texas Univ., Austin. Research and Development Center for Teacher Education.  
[1982

157p.; Prepared by the Classroom Organization and Effective Teaching Project.  
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: OB-NIE-G 30-0116

Report No.: RD-R-6151

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Texas

Journal Announcement: RIEAPR83

Target Audience: Practitioners

This manual provides guidelines and activities for organizing and managing junior high school classes. The first five chapters are devoted to the topic of getting ready for the beginning of the school year; the last four chapters suggest guidelines and activities that are helpful in maintaining a management system. Chapter 1 deals with organizing the classroom and materials before the beginning of school. The topic of chapter 2 is developing a workable set of rules and procedures and planning individual classroom routines. The third chapter discusses the major facets of student accountability, such as work requirements, communicating assignments, monitoring, checking work, and offering academic feedback. In chapter 4, the subject of discipline is dealt with; consequences, penalties, and incentives are discussed. Suggestions are provided in chapter 5 on planning for the first day and week of school. Chapter 6 provides guidelines for maintaining a classroom management system, including monitoring student behavior, handling inappropriate behavior, using consequences consistently, and dealing with special problems. The seventh chapter is devoted to a discussion of instructional clarity. In the eighth chapter, planning and organizing instruction is discussed. The ninth chapter presents recommendations for adjusting instruction for special groups and classes with heterogeneous abilities. In each chapter, summary guidelines are included as well as a teacher checklist, suggested activities, and a narrative case study. (JD)

ED221597 TM820635

*Monitoring and Evaluating the Critical Dimensions of Effective Classrooms.*

Huitt, William G.; And Others

Research for Better Schools, Inc., Philadelphia, Pa.  
Mar 1982

22p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEFEB83

Methods and procedures were developed for monitoring and evaluating classrooms on critical dimensions derived from process-product research. The evaluation process for each of these student behaviors, related to improving academic achievement, is described. The dimensions include student engaged time, which is a product of

allocated time and engagement rate; content coverage, including prior learning and instructional overlap; and success rate, including such aspects of student academic success as success on daily work and success on topic tests. Procedures for evaluating the effectiveness of improvement strategies over time are described. A variables management strategy called the instructional improvement cycle was adopted to assist teachers and administrators in making decisions. This strategy assumes that student achievement is more likely to increase if classrooms are at appropriate levels on student engaged time, content coverage, and success rate. The necessity for formal data collection in monitoring critical student behaviors and in meeting requirements of accountability and effective performance is discussed. (DWH)

ED218715# EA014725

*Teacher Self-Assessment.*

Rohrkemper, Mary M.

Association for Supervision and Curriculum Development, Alexandria, Va.  
1982

20p.; Chapter 5 of "Helping Teachers Manage Classrooms" (EA 014 720). For related documents, see EA 014 720-728.

Sponsoring Agency: Michigan State Univ., East Lansing. Inst. for Research on Teaching.; National Inst. of Education (ED), Washington, DC.

Contract No.: 400-76-0073

Available from: Not available separately; see EA 014 720.

Document Not Available from EDRS.

Language: English

Document Type: POSITION PAPER (120); TEACHING GUIDE (052)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEDEC82

To manage classrooms successfully, teachers must monitor carefully the relationships between their own actions and those actions' intended and unintended results, since erroneous perceptions of these relationships can cause problems. Teachers can act inappropriately when their goals are mistaken, as for instance when they develop false expectations of students, fail to recognize who "owns" problems, or misread the need for rewards or praise. This chapter of "Helping Teachers Manage Classrooms" discusses these problem areas and presents strategies for monitoring student perceptions of teachers actions, including group and individual observation methods, use of class discussion, and techniques for interviewing students directly. (Author/PGD)

ED218711# EA014721

*Preventive Classroom Management.*

Evertson, Carolyn M.; Emmer, Edmund T.

Association for Supervision and Curriculum Development, Alexandria, Va.  
1982

30p.; Chapter 1 of "Helping Teachers Manage Classrooms" (EA 014 720). For related documents, see EA 014 720-728.

Available from: Not available separately; see EA 014 720.

Document Not Available from EDRS.

Language: English

Document Type: TEACHING GUIDE (052); RESEARCH REPORT (143)

Geographic Source: U.S.; Arkansas

Journal Announcement: RIEDEC82

This chapter of "Helping Teachers Manage Classrooms" presents strategies and processes that teachers can use to establish well-managed classrooms. These recommendations are based on the results of year-long descriptive studies of the management methods used by third grade teachers and by seventh and eighth grade English and mathematics teachers. Before the school year begins, management planning should include determining expected student behaviors, translating those expectations into procedures and rules, and identifying consistent and reasonable consequences for either failing or succeeding in following the rules. During the first part of the school year teachers should explain rules clearly, systematically, and at appropriate times; should involve children in easy tasks providing high success rates; should avoid small group formats or complex procedures until behavior patterns are established; and should expect to review procedures several times. The system can be maintained through a process of monitoring student behavior, managing inappropriate behavior in straightforward and simple ways, and developing student accountability through clear two-way communications. (Author/PGD)

ED215437 EA014583

*The Principal's Role: How Do We Reconcile Expectations with Reality?*

DeBevoise, Wynn

Oregon Univ., Eugene. Center for Educational Policy and Management.  
R & D Perspectives, Winter 1982 1982

9p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Available from: Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 (free).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); POSITION PAPER (120); SERIAL (022)

Geographic Source: U.S.; Oregon

Journal Announcement: RIESEP82

Principals are expected to be instructional leaders but generally lack the time and training to assume such a role. Several theories and research studies suggest alternative views of the principal's role in providing instructional leadership. Ethnographic studies of principals show that principals spend little time on evaluation, instruction, and curriculum. One researcher found that administrators at the secondary level are almost wholly concerned with discipline and leave instructional matters to the discretion of teachers. The theory of substitutes for leadership might be used to strengthen the potential for leadership in positions other than that of principal. Substitutes for leadership, as applied to education, are those factors that influence the instructional process and render formal leadership problematic. Another approach to leadership emphasizes the provision of support functions (such as supervision and technical assistance, incentives, commitment to an innovation, or monitoring of student progress) rather than the principal's role. Some researchers envision the principal as a buffer who provides resources and maintains an orderly atmosphere. They see attempts by administrators to directly supervise teaching techniques as counterproductive. Personal characteristics give few clues to leadership ability, though some studies have found that a principal's gender may have an effect on leadership style. (WD)

ED214265 EA014491

*Effective Schools. Seminar Report.*

Carson, Mary R.; And Others  
Seattle Public Schools, Wash.  
Feb 1982

34p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Washington

Journal Announcement: RIEAUG82

Target Audience: Practitioners

Early in 1982 the Seattle (Washington) School Board organized a seminar on school effectiveness in Seattle. The seminar group, including teachers, administrators, a community representative, and a school board member, looked at relevant research and considered testimony by community groups, individuals, teachers, and students on school effectiveness. This report is the product of that process. It begins with a brief summary of research on effective schools. A short definition of effective schools is offered, describing them as those in which all students master basic skills, seek academic excellence in all subjects, and demonstrate achievement through systematic testing. The report then lists 12 characteristics that are necessary for effective schools in Seattle, ranging from clear goals to parent and community involvement. The next chapter presents a summary of problems identified by the seminar in 11 areas in Seattle schools, such as staff dedication, goals, time on task, and communication. Based on the problems identified, the report lists general and specific recommendations for making Seattle schools more effective. The roles of all participants in the Seattle schools are then delineated. A list of existing policies and policy recommendations relating to effective schools concludes the report. (Author/JM)

ED210797 EA014276

*Good Schools: What Makes Them Work. Education USA Special Report.*

Tursman, Cindy

National School Public Relations Association, Arlington, Va.

1981

97p.

Available from: National School Public Relations Association, 1801 N. Moore Street, Arlington, VA 22209 (Stock No. 411-13358; \$13.95; quantity discounts).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEMAY82

Target Audience: Practitioners

Summarizing recent research, this seven-chapter report gives both characteristics and examples of effective schools and lists recommendations for achieving school effectiveness. Chapter 1 cites numerous recent studies to show that, in contradiction to earlier conclusions by James S. Coleman and Christopher Jencks, schools can be effective. Chapters 2 and 3 discuss a number of features of effective schools, including strong instructional leadership from principals, teacher effectiveness in managing the classroom and keeping students on task, a positive school climate, and curricula designed to meet students' specific

educational needs. Examples of "maverick" schools in urban, suburban, and rural contexts, presented in chapters 4-6, illustrate how a wide variety of schools are effective, be they rich or poor, old or new, elementary or secondary, alternative or traditional, comprehensive or specialized, or vocational or academic. Chapter 7 reviews recommendations from educators, researchers, journalists, parents, and students for making schools effective. The recommendations involve school leadership and governance, staff skills, school expectations and monitoring of student performance, and community support. (RW)

ED210794 EA014273

*Effective Schooling Practices. A Report Presented to the Honorable Jay S. Hammond, Governor of Alaska.*

Governor's Task Force on Effective Schooling, Juneau, Alaska.

1981

80p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Alaska

Journal Announcement: RIEMAY82

Government: State

This task force report attempted to clarify the responsibilities of Alaska's schools, identify the practices essential to effective schooling, and make recommendations to institute these practices in the state. Following an historical perspective on the role of education and Alaska schools, the report lists three kinds of school responsibilities--primary (fulfilled by the school alone), shared (fulfilled in conjunction with other agencies), and supportive (fulfilled through helping other groups that provide education)--and specifies goals appropriate to each. The authors make broad recommendations for curriculum content in kindergarten through grade twelve. From the literature, factors associated with effective schooling are identified, with special emphasis on effects of the principal's instructional leadership, class size, computer-assisted instruction, parent participation, learning time factors, and classroom organization and grouping. Specific recommendations are offered regarding the formal specification of school responsibilities, revision of the elementary school course of study, revision of high school graduation requirements, and state adoption of recommendations for effective schooling practices. Additional recommendations pertain to monitoring and reporting, inservice activities, continued effort to identify additional effective schooling practices, and evaluation and refinement of practices. Also recommended is a general implementation strategy for a two-year period. (Author/JM)

ED209772 EA014236

*The Effective School Board Member. An Introduction to the Work of Boards of Education in Illinois.*

Alberts, William G.

Illinois Association of School Boards, Springfield.

1981

33p.

Available from: Illinois Association of School Boards, 1209 South Fifth Street, Springfield, IL 62703 (\$1.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English  
Document Type: NON-CLASSROOM MATERIAL (055)  
Geographic Source: U.S.; Illinois  
Journal Announcement: RIEAPR82  
Target Audience: Practitioners

To help new school board members gain a quick understanding of their job, this handbook's seven chapters and five appendices present useful guidelines and information. The first chapter discusses the general nature of school board membership, lists 12 characteristics of a good board member, and presents the Illinois Association of School Boards' code of conduct for school board members. Chapters two and three describe the structure of Illinois school government and of local school boards. The school board's powers and duties, including policy-making and school district monitoring, are addressed in chapter four. Chapter five looks at school board operations and meetings and suggests how to conduct effective meetings. The last two chapters introduce the new board member to school finance and collective bargaining. The appendices add further hints for conducting productive board meetings and provide a list of additional readings as well as guidelines for a board's relations with its chief administrator. (RW)

ED207221 EA014015

*Variables Associated With Effective Schooling.*

Daniel, Gary S.; Grobe, Robert P.

Sep 1981

30p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; Texas

Journal Announcement: RIEFEB82

In this review of research findings, the authors identify ten categories of variables that may influence student learning and schools' instructional effectiveness. All the studies reviewed define effectiveness in terms of basic skills achievement, and all limit their research primarily to elementary schools and students with low socioeconomic status. The ten categories comprise (1) principals' achievement expectations and other characteristics; (2) time-related factors, such as time spent in school or time on task; (3) coordination among instructional programs; (4) teacher attitudes and other characteristics; (5) instructional materials and methods; (6) teacher-student interaction, including a discussion of reinforcement techniques; (7) basic skills acquisition; (8) instructional accountability, including teacher and student evaluation; (9) student background characteristics, including family income, race, or residence; and (10) organizational variables such as class size or resource allocation within the school. The research findings indicate that some school-effectiveness variables--including principals' instructional leadership and high expectations, time factors, and teachers' positive reinforcement--correlate highly with student achievement, while other variables are less closely related to achievement. (RW)

ED201609 SP017861

*Experience-Based Learning and the Facilitative Role of the Teacher.*

Jenks, C. Lynn; Murphy, Carol J.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

1981

372p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Available from: Order Department, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 (\$19.00).

EDRS Price - MF01/PC15 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIESEP81

Target Audience: Practitioners

Four books are incorporated into a volume for secondary and postsecondary teachers who wish to become familiar with experiential learning techniques. An overview on experience-based learning and the facilitative role of the teacher is presented in Book One. Book Two deals with planning with students, Book Three concerns the monitoring of student progress, and Book Four deals with evaluating student progress. Together, they present ways to improve the training process, dealing specifically with why and how experiential learning activities might be integrated into instructional programs and how the teachers' roles might be modified accordingly. Each book is comprised of reading materials that introduce concepts about and procedures for experience-based training and corresponding teacher functions. Guided activities and an annotated bibliography of selected source materials are included in each book. A program coordinator's handbook is provided. (JD)

ED200520 SP017373

*Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies.*

Goss, Sandra Schweighart; Ingersoll, Gary M.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Feb 1981

63p.

Sponsoring Agency: Indiana Univ., Bloomington. School of Education.; National Inst. of Education (ED), Washington, D.C.

Contract No.: 400-78-0017

Available from: ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 (\$5.00).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAUG81

Target Audience: Practitioners

In this collection of annotated references on the subject of classroom management, preference was given to primary research studies or articles about such research, and, with the exception of a few fundamental articles, is limited to studies published in the last decade. Classroom management is defined as the maintenance of on-task behavior or the discouragement of off-task behavior in the normal classroom. A brief presentation is given of commonalities that emerged in reviewing these references. The following generalities about effective classroom management appeared: (1) smooth transitions from one activity to another; (2) establishment of routine daily tasks; (3) adherence to fair and reasonable rules;

(4) clearly stated behavioral expectations; (5) effective monitoring of student behavior; (6) timely and appropriate reaction to disruptions; (7) routines, rules, and procedures established in the first weeks of school; and (8) authoritative, firm control paired with warmth and genuine concern for the well-being of the students. This bibliography is divided into sections on Conceptual and Organizational Studies, Research Studies, and Summaries of Research. (JD)

ED198643 EA013252

*What Price Discipline? A Veteran Teacher's View. OSSC Bulletin Vol. 24, No. 4.*

Lundberg, R. Donald

Oregon School Study Council, Eugene.

Dec 1980

23p.

Available from: Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 (\$4.00; \$3.00 if prepaid; 10% discount for 10 or more copies).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CLASSROOM MATERIAL (050)

Geographic Source: U.S.; Oregon

Journal Announcement: R1EJUL81

Target Audience: Practitioners

Teachers can improve classroom discipline in a number of ways. An objective grading system that is based on academic performance alone will assure students that they are being fairly graded, whether or not they are liked by the teacher. Discipline and self respect are related and hinge upon the perception in students that they are learning something. This is accomplished by (1) providing students with a clear idea of what is expected of them; (2) using a variety of approaches; (3) actively engaging students in learning activities; (4) monitoring students' progress with tests; and (5) providing review. Smooth classroom routines will reduce friction between the teacher and students. Student classroom monitors may handle a variety of tasks. Disorderly conduct should be referred to the principal. A consistent system of handling minor disruptions that allows for some leeway is effective in reducing their frequency of occurrence. A teacher should exhibit a friendly, respectful attitude towards all students, resulting in the prevention of many potential disciplinary problems. (JEH)

ED197842 PS011982

*Individualized Early Learning Program.*

Wang, Margaret C.; And Others

Pittsburgh Univ., Pa. Learning Research and Development Center.

1980

90p.; Small print may be marginally legible.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: R1EJUN81

A description and discussion of the design, development, implementation, evaluation and effects of the Individualized Early Learning Program (IELP) are

presented in this paper. Implemented in Project Follow Through and other school settings, the IELP gives priority to teaching basic skills and concepts needed for school performance to children in preschool and the early elementary grades. Built into the program are features such as instructional tasks, diagnostic procedures, instruments for evaluating and monitoring student learning, recommendations for the physical design of the classroom, and a learning management system. Organized into four major sections, the paper provides an overview of the IELP, discusses the process of program development, describes the field research activities undertaken, and discusses the insights gained while developing and studying the program. Selected samples of objectives included in various prescriptive curricula are appended. (Author/RH)

ED193762 EA012990

*Documenting Successful Schools: Is There a Better Way?*

Lezotte, Lawrence W.

Jul 1980

13p.; Paper presented at the Annual Summer Conference of the American Association of School Administrators (3rd, Chicago, IL, July 6-9, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEMAR81

This author's focus is on identifying and describing the institutional patterns and instructional practices of elementary schools that are instructionally effective, especially for students from low socioeconomic and disadvantaged backgrounds. The steps for designing such a research project are outlined. A study is described that uses basic skills in reading and math and the differential between the assessed performance of economically disadvantaged and nondisadvantaged students as the criteria for judging effectiveness. Some factors learned from the effective school research that have immediate utility in planning instructional effectiveness are cited. These are that the individual school appears to be the strategic unit for planned change, and all, or nearly all, the members of that school's social system must be involved. In addition, school improvement efforts must start with locally defined problems and a specified statement of intended outcomes. Finally, a procedure for evaluating and monitoring progress must be an integral part of any planned change program. (Author/MLF)

ED170394 UD019281

*A Discussion of the Literature and Issues Related to Effective Schooling.*

Edmonds, Ron

[1979

49p.; Not available in hard copy due to the reproduction quality of the original document; For a related document see UD 019 304

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIESEP79

Target Audience: Practitioners

Examined in this paper are the characteristics that distinguish successful

schools from unsuccessful schools. Particular attention is given to the instructional success of schools with poor children. An extensive review of related literature illustrates the wide range of opinions held by educators and researchers on the subject. Reference is made to studies and literature dealing with compensatory education programs, school characteristics, and family and social background. Some of the factors discussed and evaluated include school size, teacher experience, teacher's race, teacher salaries, per pupil expenditure, and school facilities. Reference is also made to school studies that are most explicit in identifying and advocating particular changes. Described are certain aspects of school organization, instructional strategies, and school-community dynamics that seem most relevant to achievement gains for poor children. Factors that seem to be the most tangible and indispensable characteristics of effective schools are summarized. Included are such factors as strong administrative leadership, school expectations, school atmosphere, emphasis on basic skills, and frequent monitoring of student progress. (Author/EB)

ED128902 EA008673

*Education for the People: Volume III. A Handbook for Determining School Effectiveness.*

California State Dept. of Education, Sacramento.; California State Legislature, Sacramento. Joint Committee on Educational Goals and Evaluation.

1976

256p.; For related documents, see EA 008 672 and ED 066 822

EDRS Price - MF01/PC11 Plus Postage.

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEFEB77

Target Audience: Practitioners

This handbook explains basic principles and methods of evaluation that can be used in assessing the effectiveness of educational priorities, programs, and personnel. Volumes I and II provided guidelines to assist in the setting of communitywide educational goals; Volume III is intended to help schools and communities carry out educational planning, implementation, and evaluation in order to meet those goals. The handbook is organized into three main sections containing several chapters each. Section A provides a general introduction to evaluation in education; section B examines the evaluation of program effectiveness in educational settings; and section C discusses the evaluation of student programs. More than half of the handbook consists of appendixes A, B, and C, which present examples of evaluation methods and explain important ideas suggested in sections A, B, and C. Each appendix contains resource material related to its corresponding section. The handbook is designed for use in conjunction with a companion booklet, "School=Community Participation in Determining School Effectiveness," which provides a brief overview of educational evaluation and presents basic guidelines for developing a cooperative school-community program of educational evaluation. (JG)

## Copies and Summaries of Documents

A good test not only contains questions of appropriate difficulty, but is also carefully ordered so that students progress from easier to more challenging test items, and motivation stays high

-- "How Hard Are Your Classroom Tests." *Captrends*

## Monitoring—Summary of Selected Sources

The following excerpts from various publications are representative but not exhaustive of the information on monitoring students. This listing is only a sampling from recent literature and is not intended to be a comprehensive coverage of the topic.

**Source** Berliner, David C. 1984 'The Half-Full Glass: A Review of Research on Teaching' In *Using What We Know about Teaching* Alexandria, Virginia: Association for Supervision and Curriculum Development, pp. 59, 62-63

### Summary

#### *Monitoring Success Rate*

The Beginning Teacher Evaluation Study contributed to the already evident data about the correlation between high success rates and achievement. Younger students and slower students perform better on tests and experience greater personal satisfaction when they have fewer errors in daily lessons and tasks. Data collected by Rosenshine in 1983 revealed that in the beginning phases of learning, during recitation or small-group work, students should experience a 70-80 percent success rate in reading. During drill and practice, in seatwork and on homework, students should respond easily and most always correctly. In a 1983 article Brophy contends that students must progress at their own pace and ability in seatwork and homework which require "overlearning" if they are to grasp and apply that knowledge and skills to more difficult learning. Confusion about a task or lack of an essential concept or skill frustrates students and causes behavioral and instructional problems for teachers. Observational studies suggest that tasks considered inappropriate for students will be too difficult more often than too easy.

The Beginning Teacher Evaluation Study somewhat supports the work of Brophy. Some students under observation were found nearly 100 percent in error on workbook or group-work activities as much as 14 percent of the observation time. In other words, some students experience total failure for an extended time on activities during the school day. Obviously the time students spent making errors reflected negative achievement. Because students' rate of success is closely correlated with achievement, their success rate needs to be monitored and modified.

#### *Monitoring*

Students work on their own quite often in today's classrooms—in seat work, a reading contract, practice sheets, or workbooks. Individual work occurs about 50 percent of the time according to three different studies of students aged 8-11. Students relate to the teacher or to each other very infrequently.

Working independently and unsupervised, students' engaged time on task is usually very low. But when a teacher circulates around the room, monitoring students and actively interacting with students, the achievement rate is higher. Active interactions with students may include the teacher checking and correcting the student's work at the student's desk, asking and answering questions, and providing feedback on the student's accomplishment. The more often the teacher and students interact, the more likely students will succeed.

**Source** Doyle, Walter. 1980 *Classroom Management* West Lafayette, Indiana: Kappa Delta Pi, pp. 18-20

### Summary

Since activity shifts frequently in a classroom, a teacher must be flexible to changing classroom conditions. Also a teacher must anticipate certain behaviors, react intuitively and keep disruption at a minimum.

Managing an activity often requires information gathering and immediate decision making. To monitor effectively, the teacher must look around the classroom periodically. Some seating arrangements, e.g., u-shapes or circles, can restrict a teacher's view of the entire classroom. By moving around the room the teacher can have a total perspective and control of the students' activities.

Monitoring involves not only looking, but also knowing when and what to observe. Effective teachers can foresee that an activity is taking a particular direction and avoid or prevent any unnecessary deterrents. For instance, a teacher knows which students have short attention spans and can make greater effort to engage them in meaningful rather than destructive tasks. Through experience a teacher recognizes potentially disruptive behavior which, if left unchecked, can lead to a disorderly classroom.

Some activities require more intense monitoring. For example, the class working in small groups, each on different content, is a difficult monitoring situation. When the teacher is the center of the activity, e.g., in lecture or whole class discussions, monitoring may be complicated because the teacher's attention is divided with performing. In an activity where the teacher is detached from an active role, e.g., students working independently at their desks on the same assignment, monitoring requires less concentration. Uncomplicated activities

need less concentrated monitoring. Seatwork, which is about two thirds of total learning time, is a situation of low involvement of students but is highly manageable.

A teacher who watches and walks around has a more controlled classroom. Students, realizing that the teacher may approach them at any time, are more cautious about their behavior. Teachers can make their presence known to students by talking directly to students about their work, by intercepting disruptive acts before they get out of hand, and by intervening in misbehavior when students least expect.

**Source** Evertson, Carolyn M., and Emmer, Edmund T. 1982. "Preventive Classroom Management." In *Helping Teachers Manage Classrooms*. Alexandria, Virginia: Association for Supervision and Curriculum Development, pp. 2-31.

### Summary

Monitoring is important to good classroom management because it can ward off potential problems before they become out of control. Monitoring functions dually to control student behavior and to check student progress. If teachers set procedures and rules at the start of school and follow them fairly and consistently, the classroom should be a good learning environment.

Monitoring student progress in assigned tasks helps in classroom control. Students on task are less likely to misbehave. If little or slow progress is evident in a majority of the class, teachers should

- re-examine their teaching techniques,
- possibly reteach the material in a different way,
- give better explanations,
- reassign tasks at a level closer to the students' ability.

Teachers can practice monitoring by using techniques such as

- reviewing students' written work at their desks or after work is handed in,
- examining at least part of the students' work daily or at weekly intervals even if students self-correct or exchange papers,
- looking for the extremes of very early completion or very slow progress, misunderstanding the material, or copying another student's work,
- looking for readiness behaviors such as eye contact with the teacher, materials for the lesson on the desk,
- maintaining eye contact and addressing the whole class as much as possible,
- avoiding congestion of students around the teacher's desk or in small-group areas,

- watching students for awhile after a seatwork assignment begins to detect immediate problems,
- checking and recording student work regularly,
- intervening at frequent check points on extended assignments,
- noting the specific causes, time and type of misbehavior to the proper intervention.

**Source** Good, Thomas L., and Brophy, Jere E. 1978. *Looking in Classrooms*. Second Edition. New York: Harper and Row, pp. 345-347.

### Summary

#### *Monitoring Work Involvement*

For materials and assignments to achieve their intended learning purpose, teachers must make clear, comprehensive assignments so that students know not only the task, but also how to approach it. Teachers should go over unfamiliar items and let students practice as needed. By monitoring students in practice, teachers can detect and correct errors and even reteach material if several students are making the same errors. The practice-monitor-correct-or-reteach cycle continues until students demonstrate knowledge of the material.

If students do not understand the material, they may flounder in answers, but they will not work seriously. Even worse, thinking they understand, they may actually be practicing errors and impeding, rather than advancing, their knowledge. To prevent this error-making, students should work a few examples for the teacher to check before they work on their own. Students who respond often to the teacher about their understanding of a task work more conscientiously and consistently and have a higher level of achievement.

Since teachers cannot realistically oversee all students when giving assignments, they may observe instead a sample of students, or steering group, who are consistently monitored and used to determine if the lesson is understood and the class can move on to the next lesson. This technique is similar to using "key precincts" to predict election returns. Teachers must select predominantly weaker students for the steering group, rather than assume that everyone understands the lesson if the better students do. Monitoring weaker students increases the likelihood that the class is working to its potential learning level.

**Source** Ruhrkemper, Mary M. 1982. "Teacher Self-Assessment." In *Helping Teachers Manage Classrooms*. Alexandria, Virginia: Association for Supervision and Curriculum Development, pp. 77-97.

### Summary

Teachers cannot assume that students understand teacher behavior and intentions just because they are

clear to the teacher. The difference between student and teacher expectations is easier to see if the teacher gathers information from and about students.

**Observation** is one method of gauging students' perceptions of the classroom and learning situation.

**Group monitoring.** Teachers find it difficult to watch and interpret student behavior because numerous activities are happening frequently. Teachers should not only observe, but also learn from the behaviors of students in different situations. Correcting a misbehaving student affects not only that student but also other classmates. The teacher should be attuned to the reactions of the whole class, not just the individual causing the problem. Similarly, in praising a student the teacher should note the expression of the individual student and the class.

Group monitoring helps teachers determine how their behavior with an individual student affects the classroom climate. Teachers can also use "steering groups" or subgroups of students to make decisions for the whole class on teaching methods, class discussion, sequence of the lesson, and other learning aspects. The teacher may select a subgroup of students with low or high ability and monitor the group on more than just ability, for instance, on interest level, appropriate noise level, and movement about the classroom. Teachers should be mindful of the group response to individual teacher-student communication and not forget non-steering group students.

**Target-student monitoring.** Observing selected students may lead to misperceptions, but systematic record keeping of student behavior can keep the situation in the right context. A teacher can record the events surrounding a student's misbehavior, such as during seatwork, small-group or class discussion, lecture, just before or right after lunch or recess, or after receiving a disappointing grade on a test or paper handed back. The aftermath of a student's misbehavior is also to be considered—whether the whole class acts up, the lesson never gets back on track, or the teacher loses control after the incident.

The teacher can analyze the student's behavior for motives, seriousness, and length and, if finding some correlation of factors, can convert negative behavior by accentuating any positive characteristics of the student, no matter how seemingly insignificant. Based on the data gathered about the student's behavior, the teacher can make generalities first and later verify, change, or forget these opinions after more observation. The teacher and student can discuss the behavioral theories and the preferred alternatives to any misbehavior.

Observation alone is ill advised. Instead, teachers should use observation along with student interviews for closer alignment between the teacher's and the student's perceptions of what is going on and a better understanding of what the teacher and student expect from each other.

**Source:** Sanford, Julie P. 1984. *Classroom Management in Junior High and Middle Schools: Findings from Two Studies*. Austin, Texas: Research and Development Center for Teacher Education, pp. 15-17.

### Summary

Effective, consistently well-managed classrooms occur where students behave properly and attend to tasks and where teachers let students know their responsibility to complete their work and regularly check on students' progress.

Teachers practice successful monitoring of students' work if they

- Make assignments which develop good study habits and responsibility for learning in students.
- Set a routine for assigning, checking, and collecting student work.
- Use review questions to start a class.
- Interact with students working in small groups.
- Circulate among students to check work and answer questions.
- Survey the class to see who has and has not finished the work.
- Give clear work assignments and directions.
- Display daily assignments in a set location.
- Hold students responsible for knowing what work is required and when it is due.
- Penalize students for overdue assignments proportionate to the task.
- Set clear work-related procedures and policies.
- Explain the importance and purpose of the work.

Teachers monitor student behavior effectively if they

- Show consistency and fairness about student behavior.
- React quickly to stop inappropriate behavior which may cause disruptions.
- Ignore slight misbehavior which is inconspicuous, not likely to get out of hand, or if acknowledging the behavior would distract from the instructional objective.
- Stress the academic focus rather than behavioral or procedural issues.
- Know which students are concentrating and which ones are inattentive.
- Maintain contact with the whole class.
- Teach lessons which are consistent with the students' cooperation and task level.
- Plan lessons and select materials for an appropriate sequence of difficulty for students.

- Move from one activity to another with minimal disruptions.
- Communicate explanations, objectives and directions clearly.
- Avoid tasks that require long uninterrupted seatwork.
- Vary materials and assignments with students of different achievement levels

# CAPTRENDS

## Center for Performance Assessment

February 1984

Volume 9 Number 2



Northwest Regional  
Educational Laboratory

### **Classroom Assessment: Teachers Express Some Confidence—Many Concerns**

Teachers constantly monitor student development and mastery of skills in the classroom. To do so, they depend primarily on tests they've developed themselves, and on personal observations and judgments. Published and standardized tests play a lesser role in helping teachers make important in-class decisions. These are some of the conclusions of a recent study by the Center for Performance Assessment on the use of performance assessment in the classroom.

Although teachers have varied degrees of confidence in their own assessment skill, many of the teachers studied were concerned about the quality of their own tests, and their ability to manage testing efficiently. Few teachers have the opportunity to share assessment information with their colleagues, to see if others are using similar approaches—or something better. Some teachers obviously use assessments competently, relying on numerous quality control checks. However, the results suggest that there is often room for more quality control such as checking the appropriateness and dependability of assessments.

#### **How the Study Was Conducted**

Results of this study—the fourth in a series of studies funded by the National Institute of Education—both reinforce earlier findings and provide some unsettling new insights. The first three studies, all focusing on the

*continued on page 2*

## Classroom Assessment

*continued from page 1*

nature of classroom assessment and the use of performance assessment, suggested that teachers used performance assessments frequently to evaluate students. These preliminary studies were based on small-group discussions and individual interviews with 40 teachers from a wide diversity of subject areas and grade levels. The fourth study, based on a sample of 228 teachers controlled for grade level and subject area,

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**“... many teachers are concerned about the quality of their tests, yet are apparently doing little to improve strategies...”**

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replaced interview data collection methods with the “Teachers’ Self-Analysis of Classroom Assessment,” a comprehensive questionnaire tapping many dimensions of student testing.

The questionnaire first explores the extent of teachers’ use of various assessment methods: performance assessments, published tests, and teacher-developed objective tests (e.g., multiple choice and true/false, etc.). It then asks teachers to describe their use of various methods for different testing purposes, such as grouping, diagnosing, grading, etc. Finally, the questionnaire asks teachers to express their concerns about assessment.

The 228 volunteers, selected from teachers in eight school districts across the country, covered four grades: 2, 5, 8 and 11. Each described her or his assessment practices in one of four school subjects: writing, speaking, science or mathematics. The results reconfirmed teachers’ dependence on self-developed tests, underscored their concerns about assessment issues in

general, and revealed inconsistent use of quality control procedures.

### **A Mixture of Confidence and Concern**

The findings suggest that these teachers tend to use the same assessment methods, regardless of the testing purpose. For example, whether using tests for diagnosis, grading, grouping, evaluating instruction or communicating achievement to parents, teachers who rely heavily on structured performance tests for one purpose tend to rely heavily on that method for other purposes as well. These teachers also report using their own objective tests most extensively, followed by structured, preplanned performance tests, and then by spontaneous performance assessments. Published tests play a secondary role.

Most teachers claim to use their selected assessment methods with ease and comfort. “However, we were surprised to learn that teachers’ comfort is not a sign of complacency about testing,” state NWREL researchers Rick Stiggins and Nancy Bridgeford. “Despite stable patterns of test use, we found most study participants expressing important concerns about their tests. Teachers are concerned about making tests better and more effective and about managing tests efficiently in the classroom.”

There is still a gap between concern and action, however. For example, when questioned on the extent to which they applied basic quality control procedures, teachers acknowledge the following:

In fully a third of the structured performance assessments conducted by these teachers:

- Students are not informed of performance criteria.
- Rating procedures are not planned in advance of the assessment, and/or
- Levels of adequate performance are not defined.

In over half of the assessments:

- Scoring criteria are not written down, and/or
- Judgments about student proficiency are based on a single sample of performance, with no repeated observations.

Whenever these basic procedures are consistently overlooked, teachers are in danger of gathering invalid and unreliable assessment information that could hinder instructional decision making and student development.

### **Some Recommendations**

According to the NWREL researchers, many teachers are concerned about the quality of their tests—yet are apparently doing little to improve strategies or to learn more about testing. They seem to lack either the opportunity or motivation to reconsider or revise their testing methods.

What can be done to improve things? Here are NWREL researchers’ recommendations:

- More research on teacher-developed classroom assessment and teachers’ testing needs.

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**“Most teachers claim to use their selected assessment methods with ease and comfort.”**

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- Less emphasis by measurement researchers on standardized tests.
- More comprehensive understanding of teachers’ day-to-day assessment practices.
- More relevant inservice training for teachers—training that covers not only published and teacher-developed objective tests, but also observation-based performance assessment.
- More opportunities for teachers to

*continued*

collaborate with one another on assessment issues and practices.

According to Stiggins, "The most optimistic result of our research is that a good number of teachers are skillful assessors of students. Those who do it well need to be linked to those who need help. In addition, measurement specialists need to find ways to provide relevant training that addresses teachers' classroom concerns."

For a copy of the complete research report, contact **Richard Stiggins**, Director, Center for Performance Assessment, **Northwest Regional Educational Laboratory, 300 S.W. Sixth Avenue, Portland, Oregon 97204.**

## Teachers Report Comfort with Test Use<sup>2</sup>

When asked to describe their current classroom assessment procedures, the largest percentage of teachers in the Center's national study, as shown below, reported comfortable use (i.e., they used the test type with ease) for their own objective tests, published tests and performance tests. Few teachers described themselves as preparing for future use or collaborating with others in using any assessment approach.

Level of Use	Teacher-made Objective Tests	Published Tests	Performance Assessments	
			Structured	Spontaneous
Not currently using—no intent to use	21%	35%	10%	3%
Anticipate future use; preparing to use	1%	6%	2%	1%
Using with some effort	14%	7%	15%	3%
Using comfortably	49%	45%	48%	79%
Refining use	14%	8%	22%	13%
Collaborating with others in using	1%	1%	3%	1%

<sup>2</sup> Numbers indicate the percentage of 228 teachers who classified themselves at various levels of test use.

# CAPTRENDS

## Center for Performance Assessment

September 1984  
Volume 10 Number 1



Northwest Regional  
Educational Laboratory

## "Windows on the Classroom:" A Look at Teachers' Tests

In the classroom, teacher-made tests (not standardized tests) are the major source of information on students' progress. Yet despite the important decisions that often rest on classroom assessment results, many educators are still uncertain how to construct or use tests, or how to verify reliability or relevance to curriculum.

Now a Cleveland school district study is providing a rare opportunity to investigate teachers' actual testing practices. According to Barbara Chambers, director of Policy, Planning and Analysis, a federal court order enforcing desegregation mandated that all classroom tests, including teacher-made tests, be developed, administered and scored in a nondiscriminatory manner. To verify this, research and analysis staff developed a thorough procedure to check overall test quality and verify the absence of bias in tests across all grade levels in all schools.

### Analyzing Teachers' Tests

After three years, Cleveland's review has provided some unique glimpses of what teachers test, how they test and (presumably) what they value in their curriculum. The reviews, conducted by teams of administrators, supervisors, and teachers in each subject area, used a local instrument designed by district researchers Margaret Fleming and Barbara Chambers. In part, that review covers technical merit with respect to arrangement of questions, test format, clarity of directions, legibility of individual copies (as Chambers notes, "obviously if a test is going to be good, one has to be able to read it"), and freedom from racial and sexual bias. Staff members also judge whether each item reflects the characteristics of sound items, and offer comments explaining ratings, suggesting improvements, or recommending ways to better relate questions to the intended course outcomes.

### How well are tests designed?

The test quality review yielded a number of striking results. Test directions and indications of point values for questions were noticeably absent from the test samples. Poor legibility was common and grammatical errors occurred in one out of five tests surveyed. Overall, however, test format was generally acceptable, and tests met requirements for nondiscriminatory uses of questions.

A review of 342 tests from all 12

grades produced equally important data on the kinds of questions teachers use most frequently (see Table 1). Short answer questions were overwhelmingly preferred. But this format is not without problems. Major flaws cited by reviewers included: ambiguity in questions that increase the range of responses which could be considered correct and inclusion of more than one acceptable response. While teachers favored the short-answer format, they showed minimal interest in essay questions; less than 2% of the items in all tests reviewed were essay based.

*continued on page 3*

### On the Inside

*This issue of CAPTRENDS highlights recent projects here and in Europe on teachers' classroom testing practices. In addition, we'll look at*

- *Use of performance tests in Britain's National Assessment*
- *An inservice program to develop better classroom tests*
- *Ways to improve students' test taking skills*
- *A study on exemplary teacher evaluation programs*
- *Aids for improving communications assessment*
- *Outstanding fall and winter training opportunities*

**What do teachers test?**

The review also offers us a snapshot of the cognitive level of questions teachers rely on in classroom testing. Using the six behavior categories spelled out by Bloom (e.g., knowledge of terms, knowledge of facts, knowledge of rules and principles, skill in using processes and procedures, ability to make translations, and ability to make applications) to categorize questions, the reviewers were able to draw several conclusions from their survey.

First, teachers relied heavily on test questions that sampled knowledge of facts. In fact, when three categories were combined — knowledge of terms, knowledge of facts, and knowledge of rules — almost 80% of the test questions reviewed focused on these areas. Interestingly, these basic knowledge acquisition levels were emphasized far more frequently by junior high teachers than by either elementary or high school teachers (94% of junior high teachers versus 69% in each of the other two categories).

**Only 3% of the questions in all tests reviewed required students to apply learning.**

On the other hand, only 3% of the questions in all tests reviewed required students to apply learning. Elementary math classes used this strategy most frequently (18%). By contrast, neither elementary-level language arts tests nor secondary-level English tests included questions measuring knowledge application.

These results would seem to indicate that teachers give little priority to applying knowledge in testing. This inference draws reinforcement from the virtual absence of essay questions, even in areas where they would seem to be logically included. Overall, contend Fleming and Chambers, students may have little opportunity to learn to express themselves coherently. The

**Table 1**  
**Summary of Percentages of Ratings of Teacher-Made Tests**

Subject/ Grade Level	Tests in Sample	Percentages of Item Types						Percentages of Levels of Behaviors				Total # of Items	
		M C	TF	Match	Sh Ans.	Eay	Terms	Facts	Rules Prin.	Proc. Prod.	Trans		Appl
Lang. Arts (4-6)	31	7	1	10	82	0	10	1	73	12	4	0	651
Math (4-6)	45	4	2	5	89	0	5	2	25	41	10	18	1059
English (7-9)	27	7	8	22	62	2	25	42	32	0	1	0	1000
Science (7-9)	24	35	16	29	19	1	29	20	36	1	12	2	802
English (10-12)	17	23	15	35	25	2	21	71	4	4	0	0	542
Math (10-12)	20	0	0	11	89	0	7	8	15	44	21	5	454
Science (10-12)	22	33	10	30	26	1	28	45	16	4	5	2	742

authors further point out that teachers' avoidance of the essay format seems to support educational critics' contention that schools have been successful at teaching students to handle quick, short interpretations, while overlooking activities that call for analysis or application.

Fleming and Chambers caution that the findings present a picture of teachers' priorities. The overwhelming emphasis on knowledge of terms, of facts, and of rules and principles, implies that this is what teachers consider of primary importance — or at least easiest to test and grade. Regardless, what we test for is what students learn because tests inevitably shape the curriculum. If Cleveland's results hold true, teachers across the country may indeed need to examine their tests more closely and ask if they are testing what they really wish to teach.

For a more complete description of Cleveland's research, contact either **Dr. Margaret Fleming, Special Assistant to the Superintendent**, or **Dr. Barbara Chambers, Director of Policy, Planning and Analysis, Cleveland School District, 1380 East Sixth Street, Cleveland, Ohio 44114**. Or, refer to *Testing in the Schools* (Walter Hathaway, editor), Jossey-Bass Inc., 1983.

**Comprehensive  
Inservice in One Neat  
Testing Package**

A classroom test evaluation instrument developed by Margaret Fleming and Barbara Chambers (as part of a package on classroom testing) will soon be available to other districts. According to ETS staff member Lorraine Gaire, who has been involved in preparing the inservice package, the four modules of the program may be acquired from either ETS or CTB McGraw-Hill in mid-September.

Designed especially for school or district inservice, the training package focuses specifically on teacher-made tests; it gives teachers assistance in overall planning, constructing objective and essay items, assembling and administering, and scoring and analyzing tests. An evaluation guide for analyzing individual tests and items is included in the four module package, along with slide cassettes, suggestions for practical activities and instructor's materials. The product, titled *Four Keys to Classroom Testing*, costs \$295. For more specific information, contact **Lorraine Gaire, N.E. Field Office, ETS, Princeton, New Jersey 08540, (609) 734-1128**.

# How Hard Are Your Classroom Tests?

A test that is too difficult can demoralize an entire class. A test that is too difficult or too easy can fail to accurately portray student achievement. A good test not only contains questions of appropriate difficulty, but is also carefully ordered so that students progress from easier to more challenging test items, and motivation stays high. Teachers can construct such tests, of course, only by knowing the difficulty of each test item – a task which need not involve arduous mathematical computation. A test question which discriminates appropriately among students should be aimed at the middle range of performance, meaning that at least 50% of the class gets it right. The difficulty of a question, moreover, is ideally based on the student's need to apply higher level thinking skills, rather than on recollection of esoteric facts. A test intended to rank students based on their knowledge of the material, must discriminate among thoroughly prepared, reasonably well prepared and poorly prepared students, and must include enough questions to ensure that such discriminations are not due to chance.

## Determining Difficulty

Knowing how much difficulty students have experienced with test questions provides a good clue toward identifying which questions may be too easy, ambiguous, or difficult. The difficulty of test questions can be specified through a simple procedure that can be done in class with students' help. This procedure, devised by Diederich, helps identify short answer, true-false, multiple choice or matching items that may need additional attention. It requires these four steps:

1. Arrange the scored test papers in order from the highest to lowest score.
2. Distribute the upper half of the test papers, one to each student in either the front or back half of the room. Give the bottom half of the tests to students in the other half of the room. Test papers with tied scores in the middle should be randomly assigned to top and bottom halves.
3. For each test question ask students in each half of the room to raise their hands whenever their test papers show a correct response. This will give you the numbers of low scoring and high scoring students who got each item correct. Record this information. If a question is a good one for ranking students, then substantially more high than low scorers should have gotten it right. If, on the other hand, both high and low scoring students had difficulty with a question, or if more lows than highs answered it correctly, look carefully at the wording of the item and at the kinds of responses students gave. The item may be keyed incorrectly (i.e., the wrong response is marked correct), may be highly ambiguous, or – in the case of multiple-choice items – may be worded in such a way that more than one response could be considered correct.
4. For each item then, sum the number of students (low and high) who got the item correct. If more than 90% got it right, the question may be too easy. If fewer than 30% got it right, the item may be too hard. Remember that item difficulty is not the only criterion for judging quality; both easy and difficult test items must occasionally be retained because – despite their relative ease or difficulty – they measure critical concepts in the best way possible. At the same time, any item identified as very easy or very

hard should be reviewed to be sure it is testing a key concept and is doing so appropriately. If an appropriate item is giving students trouble, further instruction may be needed.

Diederich's four-step model offers several benefits. First, it gives teachers a relatively painless method for determining item difficulty. Second, it encourages students to carefully examine each test question – a practice which, in the best of all worlds, may carry over into their test taking habits as well. Third, it affords an excellent opportunity to review individual options for each item, and analyze why questions were missed. Simultaneously, it gives the teacher a chance to pinpoint which questions deserve closer scrutiny or revision. Student performance information, if retained item-by-item on a master copy of the test, can be very useful in setting instructional priorities, as well as in determining which test items should be retained, restructured or discarded.

*Two publications from Educational Testing Service, Princeton, New Jersey, provide more detailed discussion of this easy strategy for determining test question difficulty. They are **Making the Classroom Test: A Guide for Teachers** (1973) and **Short-Cut Statistics for Teacher-Made Tests** by Paul Diederich (1973).*

**CAPTRENDS** is published three times a year by the Center for Performance Assessment at the Northwest Regional Educational Laboratory and distributed at no charge to individuals interested in performance assessment. To receive **CAPTRENDS** regularly, readers are asked to send name, title, and address to **Center for Performance Assessment, 300 S.W. Sixth Avenue, Portland, Oregon 97204**. Inquiries about the Center's programs and services should be directed to the same address, or can be communicated by phone to (503) 248-6800.

This publication is developed under contract # 400 83 0005 with the National Institute of Education. Opinions expressed in this publication do not necessarily reflect the position of NIE, and no official endorsement should be inferred.

Richard J. Stiggins, Center Director  
Nancy J. Bradenford, Editor  
Vicki Spina, L. Cunningham, Editor  
Pat Erdum-Yeas, Graphic Artist

## Listing of Suggested Materials

The entire staff of the [effective] school is held accountable and takes responsibility for the academic progress of students as reflected in test scores. In effective schools, test results are not filed away and forgotten.

— Joseph Murphy and Jennifer Pruyn, "Factors That Contribute to School Effectiveness"

## Suggested Resources on Monitoring

Resources in this listing may be purchased from various distributors if unavailable through library loan. Direct contact with the supplier provides the most current price and availability of the item. The Illinois State Board of Education makes no recommendation of these materials, and no promotional endorsement should be inferred. Each entry lists the known specifications about the resource: source, title, author, publication date, type of material (program, print, audiovisual or software), length, and a short description.

**Source** Association for Supervision and Curriculum Development (ASCD)  
Department 1165  
225 North Washington  
Alexandria, Virginia 22314  
703/549-9110

### Resources

*Grading Schools and Testing Teachers* This theme issue of *Educational Leadership* includes a series on testing and a special feature on humanism in education (December 1980, journal, 80 pp.)

*Helping Teachers Manage Classrooms* Daniel L. Duke, editor. The chapters in this book, each with a different author, focus on various educational issues, improving discipline, classroom management techniques, special problems of teachers and students, and school climate and organization (1982, book, 165 pp.) Note: Summaries of relevant chapters from this book are included on page 54 of this publication.

*Teacher and School Effectiveness* Research shows that effective schools have characteristics in common. Barak Rosenshine discusses the importance of academic focus, selection of activities, grouping of students, demonstration-practice-feedback, and mastery. Ronald Edmonds lists principal's style, instructional emphasis, expectation, climate, and assessment of pupil progress. Peter Mortimore's study of English schools confirms this list (videocassette, 21 min.)

**Source** Center for Performance Assessment  
Northwest Regional Educational Laboratory  
300 Southwest Sixth Avenue  
Portland, Oregon 97204  
503/248-6800

### Resource

The Center, part of the Northwest Regional Educational Laboratory, publishes research papers on technical and practical issues on test development and performance assessment. It also has a Monogram Series which offers training and practical applications to help teachers improve assessment of student performance. The Center provides annotated bibliographies on various assessment topics, free of charge, and publishes *Captrends*, a newsletter that reflects the interests and activities of the center. Examples of *Captrends*'s articles are included in this publication on pages 57-63.

**Source** ERIC Clearinghouse on Tests,  
Measurements, and Evaluation  
Educational Testing Service  
Princeton, New Jersey 08541  
609/734-5176

### Resources

*Intelligence, Intelligence Testing, and School Practices* DeLisi, Richard. Written for parents and teachers who want information on intelligence testing as a school practice, this report focuses on an account of the factors which led to intelligence testing and its use in schools. The author's purpose is to make individuals aware that there are no right or wrong answers on the subject of intelligence testing, but that the knowledge gained from learning more about intelligence testing will help in formulating more informed opinions. (ERIC/TM Report 74, 1980)

*Measuring Attitudes toward Reading* Epstein, Ira. Information on reading attitude evaluation is scattered in dissertations, journal articles, unpublished research reports, and various other sources. This sourcebook attempts to provide some control over the information scatter by exploring issues related to reading attitude assessment and by providing a wide-ranging sample of existing measurement instruments. Copies of 14 representative reading attitude measures, including information on availability and administration and scoring guidelines, are provided. (ERIC/TM Report 73, 1980)

*Reporting Test Scores to Different Audiences* Frechtling, Joy A., and Myerberg, N. James. The purpose of this report is to address issues in the release of test scores to a variety of audiences: parents, school board members, school staff, the news media, and the general public. It discusses the kinds of information that such reports might include and suggests some strategies for presenting them. (ERIC/TM Report 85, 1980)

*The Role of Measurement in the Process of Instruction* Smith, Jeffrey K. Testing can be an effective, efficient, and nonthreatening method of gathering information for making instructional decisions about children. This paper includes discussions of measurement and classroom instruction, standardized tests and testing terms, and some consideration in constructing classroom tests. (ERIC/TM Report 70, 1979)

*Sex Bias in Testing An Annotated Bibliography* Hunt, Barbara An awareness of subtle forms of sex bias has led to a rapidly expanding interest in the ways in which tests, test items, and testing situations discriminate against women This 125-item bibliography was compiled to provide access to various aspects of this pertinent subject (ERIC/TM Report 71, 1979)

**Source** National Committee for Citizens in Education  
410 Wilde Lake Village Green  
Columbia, Maryland 21044  
301/997-9300

**Resource.**

*Parents Can Understand Testing* This publication can help parents to understand what test results mean and

how they may affect the child, whether a student did poorly on a math test has a low IQ, or is performing above or below grade level

**Source** NEA Professional Library  
P O Box 509  
West Haven, Connecticut 06516  
203/934-2669

**Resource**

*Evaluating Students by Classroom Observation Watching Students Grow* his individual study guide assists teachers in constructing assessments based on behavioral observations and teacher judgments (Reference and Resource Series, book)

## Suggestions for Further Study

It appears that the classroom in which the teacher moves rapidly about, monitoring students and raising the number of substantive interactions with students, is the class where students do well

--David C. Berliner 'The Half-Full Glass: A Review of Research on Teaching'

## Updating This Publication

Section I of this publication contains computer searches of the Educational Resources Information Center (ERIC) database through June 1986. However, the ERIC database is updated monthly with nearly 1,200 new document entries and articles from over 780 major educational journals. Therefore, new information is continually available.

Several information centers in Illinois can provide periodic updates to these searches (monthly, quarterly, or annually, as needed). By contacting these agencies, school district personnel can learn the user policy and prices for ERIC searches. A list of these computer search services appears on page 81.

To facilitate the updating of this publication, a possible search strategy on monitoring is outlined below. The reference librarian or user services coordinator can use these terms to retrieve additional resources.

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### Monitoring

#### Concept A

student evaluation  
educational testing

#### Related terms

grading/df  
testing/df  
testing programs  
test use  
test results  
educational assessment  
evaluation methods

#### Concept B

school(w)effectiveness/ti, de, ab, id  
effective(w)school?/ti, ab, id  
quality(1w)school?/ti, ab, id  
monitor?(1w)student? ?/ti, ab

#### Concept C

UD = 8606 UD = 9999

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#### Note to computer searcher

These search strategies are for the DIALOG information system and need modification for other systems. Limiting to major descriptor emphasis or deleting a term will reduce the number of postings. Omitting Concept B or adding related descriptors to Concept A will increase the number of resources, if necessary. Use of the question mark (?) after a word will retrieve various endings (e.g., school, schools, schooling).

## How To Obtain ERIC Resources

The computer search printouts of the ERIC (Educational Resources Information Center) database in Section I of this publication contain references to educational journal (EJ) articles and educational documents (ED). Reproductions of these materials are available from several sources.

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### Educational Journals (EJ)

Because of copyright restrictions on the original journals, obtaining copies of the journal articles can be difficult. The first step is the local school or public library which may carry subscriptions to the more familiar journals. If not available there, the librarian may suggest inter-library loan of the materials and explain the policy, procedures, and prices (if any) involved in that process.

Another alternative is to purchase copies of the articles from University Microfilms International (UMI). Articles available from this vendor are indicated by the presence of "Reprint UMI" in the journal citation of the search printout. The latest price information is available from

UMI Article Clearinghouse  
300 North Zeeb Road  
Ann Arbor, Michigan 48106  
800/732-0616

Article copies are mailed within 48 hours of receipt of the order. Including EJ number, author, title of article, name of journal, volume, issue number, and date for each article makes processing of orders faster.

### Educational Documents (ED)

Complete collections of ERIC documents on microfiche are available at numerous resource facilities nationwide. The Illinois locations, listed on page 84 of this publication, may furnish these materials to Illinois educators free or for a minimal charge.

As with the journals, the documents are available from a commercial vendor, the ERIC Document Reproduction Service (EDRS), in either microfiche (MF) or paper copy (PC). The price per document is based on the number of pages and is subject to change. Current price information for documents and microfiche is to be found on the next page. The address for ordering ERIC documents is

ERIC Document Reproduction Service (EDRS)  
P O Box 190  
Arlington, Virginia 22210  
703/841-1212

# How to Read Citations Listed in the Printout

ERIC (Educational Resources Information Center) contains references to journal articles (EJ) and documents (ED) of interest to the educational community.

## Sample Record (EJ)

Accession Number EJ241799 AA532939  
 Title School Effectiveness+Teacher Effectiveness  
 Author(s) Hansen, J. Merrell  
 Journal High School Journal v64 n5 p222-26 Feb 1981  
 Volume Issue Number Available from Report UMI  
 Abstract Language English  
 Document Type JOURNAL ARTICLE (080) REVIEW LITERATURE (070) POSITION PAPER (120)  
 The author asserts that effective teachers are far more critical to school effectiveness than innovations in school organization, facilities, or curriculum. He reviews some studies on the characteristics of effective teachers to suggest criteria for identifying and evaluating effective teachers. He urges schools to invest in teacher proficiency (SUL).  
 Descriptors: Educational Innovation, \*Educational Quality, Elementary Secondary Education, Evaluation Criteria, Personality Traits, Research Needs, \*Teacher Characteristics, \*Teacher Effectiveness, \*Teacher Evaluation, \*Teaching Skills

Commercial Orderline  
 Page Numbers  
 Month Year of Issue

## Sample Record (ED)

Accession Number ED217565 EA14100  
 Title Focus on These 4 Factors to Affect What Students Learn  
 Author(s) Wolfe, Leslie G.  
 Date Published National School Boards Association, Washington, DC. Educational Policies Service. Updating School Board Policies. #17 06 Jun 1982  
 Number of Pages Jun 1982 6p  
 Source  
 Cost (if ordered from EDRS) MF01/PC01 plus postage  
 Abstract  
 Language English  
 Document Type NON-CLASSROOM MATERIAL (055) SERIAL (022)  
 Geographic Source U S District of Columbia  
 Journal Announcement RIENOV82  
 School boards can improve their schools if they focus on four factors that educational research says most strongly influence school effectiveness. The four factors are (1) the time students spend on the subject matter each day; (2) textbooks; (3) teachers and their teaching methods; and (4) principals' support to help teachers achieve instructional objectives. For each factor, board policies can help improve effectiveness. Concerning the factor of time, for instance, board policies should allot specific amounts of time to basic skills instruction, require daily lesson plans, and discourage classroom interruptions and time not spent on instruction. A board should require textbooks to match its policies on educational philosophy and teaching methods and should make sure textbooks are readable and appropriate to the grade level. For teachers, boards should set specific hiring standards and instructional strategies, and should prescribe regular formal evaluations and additional inservice training where improvement is needed. Finally, boards should specify principals' tasks and encourage them to concentrate on teacher evaluation and classroom supervision. (Author/RW)  
 Descriptors: Administrator Role, \*Board of Education Policy, Board of Education Role, Elementary Secondary Education, \*Principals, School Effectiveness, \*Teacher Effectiveness, Teacher Evaluation, Teacher Selection, \*Textbooks, Textbook Selection, Time Factors (Learning), \*Time on Task

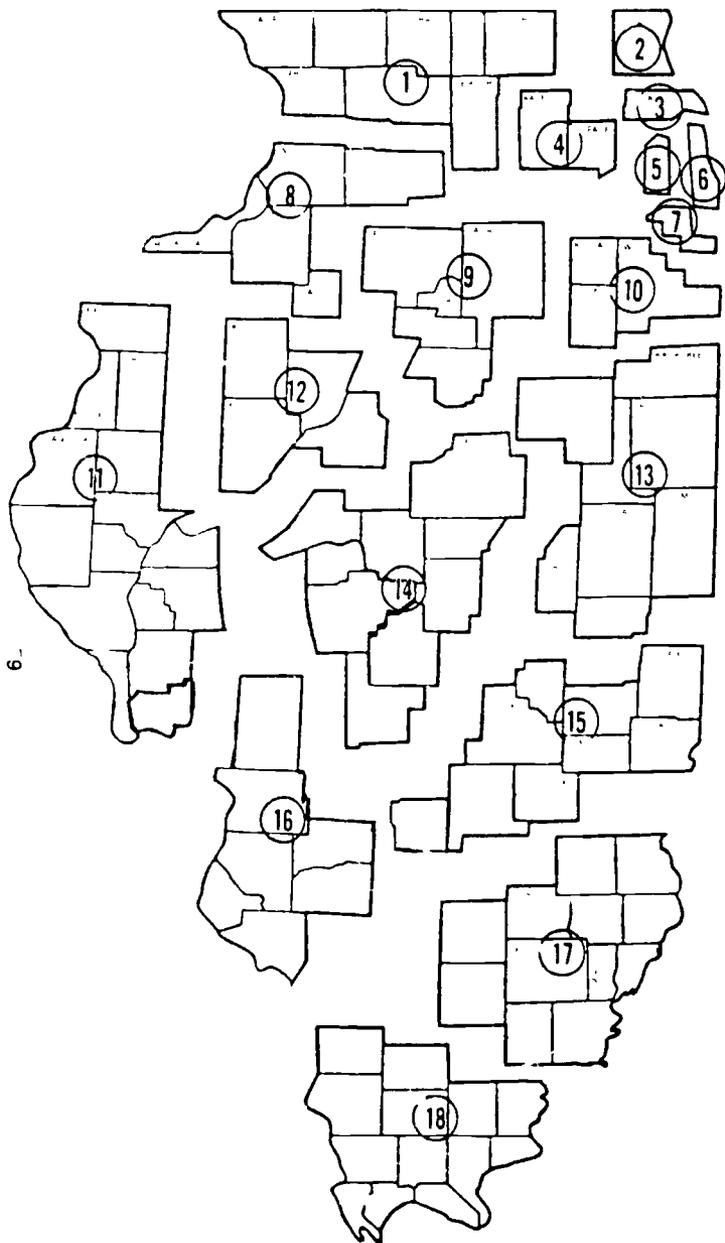
ERIC journals and documents are available computer only. Order on-line through ERIC Full Text.



## Resource Agencies

Monitoring means both watching or attending to student behavior in the classroom and keeping track of student progress on assignments and in other learning activities.

- Carolyn M. Evertson and Edmund T. Emmer, "Preventive Classroom Management"



Established by educational reform legislation in July 1985 and in operation by January 1986, the Educational Service Centers develop and deliver services designed to meet the needs of schools within their service areas. Services to schools include providing staff development opportunities to improve knowledge and skills of educators, serving as a clearinghouse for educational information and research, and serving as the primary regional delivery system for existing and future federal and state related programs and services.

- |   |   |  |
|---|---|--|
| <p><b>Educational Service Center 1</b><br/>The Honorable Blanche Martin<br/>Regional Superintendent<br/>Courthouse, Room 712<br/>Rockford, IL 61101<br/>815/987 3060</p>              | <p><b>Educational Service Center 7</b><br/>Dr. Edward J. Rachford<br/>Homewood Flossmoor C.H.S.<br/>Dist. #233<br/>999 Kedzie Avenue<br/>Flossmoor, IL 60422<br/>312/799 3073</p> | <p><b>Educational Service Center 13</b><br/>The Honorable Joseph P. Summa<br/>Regional Superintendent<br/>200 South Franklin, Box 919<br/>Rantoul, IL 61866<br/>217/393 3219</p> |
| <p><b>Educational Service Center 2</b><br/>The Honorable William Thompson<br/>Regional Superintendent<br/>Room A 904 County Building<br/>Waukegan, IL 60085<br/>312/689 6313</p>      | <p><b>Educational Service Center 8</b><br/>The Honorable Phillip Holt<br/>Regional Superintendent<br/>Courthouse<br/>Morrison, IL 61270<br/>815/772 7201</p>                      | <p><b>Educational Service Center 14</b><br/>The Honorable Harold Vogt<br/>Regional Superintendent<br/>Room 208 County Building<br/>Springfield, IL 62701<br/>217/753 6620</p>    |
| <p><b>Educational Service Center 3</b><br/>Dr. William Altea<br/>Community Consolidated Dist. #34<br/>1401 Greenwood Road<br/>Glenview, IL 60025<br/>312/998 5000</p>                 | <p><b>Educational Service Center 9</b><br/>The Honorable Joe Mini<br/>Regional Superintendent<br/>119 West Madison, Room 102<br/>Ottawa, IL 61350<br/>815/434 0780</p>            | <p><b>Educational Service Center 15</b><br/>The Honorable Rose Mary Shepherd<br/>Regional Superintendent<br/>Box 340<br/>Charleston, IL 61920<br/>217/348-0151</p>               |
| <p><b>Educational Service Center 4</b><br/>The Honorable Berardo J. Desimone<br/>Regional Superintendent<br/>421 County Farm Road, Box 500<br/>Wheaton, IL 60187<br/>312/682-7150</p> | <p><b>Educational Service Center 10</b><br/>The Honorable Richard Kruse<br/>Regional Superintendent<br/>Courthouse, Room 29<br/>Morris, IL 60450<br/>815/942-9024 ext. 247</p>    | <p><b>Educational Service Center 16</b><br/>The Honorable Martha O. Malley<br/>Regional Superintendent<br/>10 Public Square<br/>Belleville, IL 62220<br/>618/277 6000</p>        |
| <p><b>Educational Service Center 5</b><br/>Dr. Lawrence Stoneburner<br/>Elmwood Park Comm. Dist. #401<br/>8201 West Fullerton Avenue<br/>Elmwood Park, IL 60635<br/>312/452 7272</p>  | <p><b>Educational Service Center 11</b><br/>The Honorable Jack Pickard<br/>Regional Superintendent<br/>Box 556<br/>Macomb, IL 61455<br/>309/837 4821</p>                          | <p><b>Educational Service Center 17</b><br/>The Honorable Samuel White<br/>Regional Superintendent<br/>Richland County Courthouse<br/>Olney, IL 62450<br/>618/392 4631</p>       |
| <p><b>Educational Service Center 6</b><br/>Dr. McClair Grant<br/>Chicago Board of Education<br/>1819 West Pershing 6E(S)<br/>Chicago, IL 60609<br/>312/890 8000</p>                   | <p><b>Educational Service Center 12</b><br/>The Honorable Sche G. Myers<br/>Regional Superintendent<br/>P.O. Box 699<br/>Pekin, IL 61554<br/>309/346 4114</p>                     | <p><b>Educational Service Center 18</b><br/>The Honorable William ...<br/>Regional Superintendent<br/>112 North Gum<br/>Harrisburg, IL 62346<br/>618/253 5581</p>                |

### Educational Service Centers— Illinois

## Computer Search Services — Illinois

The Program Planning and Development Section contacted the following agencies about the availability of search services to Illinois schools. Search services may be available at other sites as well, but only those agencies which provided information are included in this list. School personnel will need to make requests directly to these agencies and comply with individual user policies. The list is arranged alphabetically by city of location.

Argonne National Laboratory  
9700 South Cass Avenue  
Argonne, Illinois 60439  
312/972-4225

**Cost of Service.** Connect time cost plus offline print costs (if any) plus \$20 administrative fee

**Turnaround Time** Not known

Shawnee Library System  
Greenbriar Road  
Carterville, Illinois 62918  
618/985-3711

**Cost of Service.** Full cost recovery, except for librarians' time, use of machines and paper. STI patrons (people using public libraries for information concerning their work) will be subsidized through June 30, 1985

**Turnaround Time:** One week, less if "Rush" is requested

Eastern Illinois University  
Library, Information Systems Department  
Charleston, Illinois 61920  
217/581-6094

**Cost of Service.** ERIC database — \$20.00, no charge to Eastern Illinois University community

**Turnaround Time** One day plus mailing time

Chicago Public Library  
Computer Assisted Reference Center  
425 North Michigan Avenue  
Chicago, Illinois 60611  
312/269-2915

**Cost of Service.** First five minutes of online search time — \$3.00, after that, a charge of \$2.00 per minute online time, plus actual cost of citation charges

**Turnaround Time** Online — immediate, offline print-out — three to five days

The John Crerar Library of the University of Chicago  
5730 South Ellis Avenue  
Chicago, Illinois 60637  
312/962-8337

**Cost of Service** Administrative fee of \$50 plus connect time and print charges

**Turnaround Time** Not known

Loyola University of Chicago  
Julia D. Lewis Library  
820 North Michigan Avenue  
Chicago, Illinois 60611  
312/670-2875

**Cost of Service** Inquire for charges

**Turnaround Time** Online — immediate, offline print-out — five days

Northwestern University Medical Library  
320 East Superior  
Chicago, Illinois 60611  
312/649-8109

**Cost of Service** Administrative fee of \$30 plus all direct search costs

**Turnaround Time.** Not known

University of Illinois at Chicago  
Library of the Health Sciences  
Information Services  
1750 West Polk  
Chicago, Illinois 60612  
312/996-8993

**Cost of Service** ERIC database — \$9 for 10 minutes, plus \$15 per offline page printed, \$15 surcharge for non-university users

**Turnaround Time** Online — one day, offline printout — seven days

McHenry County College  
Learning Resources Center  
Route 14 at Lucas Road  
Crystal Lake, Illinois 60014  
815/455-3700

**Cost of Service** Cost of search plus \$300 service charge

**Turnaround Time** Two to four days

Northern Illinois University  
Founders Memorial Library  
DeKalb, Illinois 60115  
815/753-1995

**Cost of Service** Dependent on computer time and length of printout. Approximately \$40/minute plus \$10/citation

**Turnaround Time** Five days

Southern Illinois University  
Lovejoy Library  
Box 63  
Edwardsville, Illinois 62026  
618/692-2906

**Cost of Service** University community — charge only for actual cost of offline printouts others — full cost

**Turnaround Time** Seven days

National College of Education  
College Library Center  
2840 Sheridan Road  
Evanston, Illinois 60201  
312/256-5150, Ext 275  
Reference Hotline 312/256-1057

**Cost of Service.** College community — actual cost of search, Illinois educators — cost plus \$10. Other — cost plus \$20

**Turnaround Time** Online — one day

Northwestern University Library  
Computer Assisted Information Service (NULCAIS)  
1935 Sheridan Road  
Evanston, Illinois 60201  
312/492-7656

**Cost of Service** Cost recovery plus \$30/hour for non-Northwestern users

**Turnaround Time** Three to four days

Highland Community College  
Library  
2998 West Pearl City Road  
Freeport, Illinois 61032  
815/235-6121

**Cost of Service** Cost of search

**Turnaround Time** Ten minutes

Western Illinois Library System  
1518 South Henderson  
Galesburg, Illinois 61401  
309/734-8524

**Cost of Service** On a case by case basis

**Turnaround Time** Varied

DuPage Library System  
P O Box 268  
127 South First Street  
Geneva, Illinois 60134  
312/232-8457

**Cost of Service** \$10 per database searched plus costs for over 20 citations or for per record vendor charges

**Turnaround Time** Usually 24 hours

Western Illinois University  
Library  
Macomb, Illinois 61455  
309/298-2411

**Cost of Service** Determined at time of negotiation with user

**Turnaround Time** Four days

Illinois State University  
Milner Library  
Normal, Illinois 61761  
309/438-3441

**Cost of Service.** Subsidy for on-campus users, others are charged the actual cost

**Turnaround Time** Online output (weekdays) — hours, offline printout — days

Suburban Library System  
9444 South Cook Avenue  
Oak Lawn, Illinois 60453  
312/423-0843

**Cost of Service** \$10 per database searched

**Turnaround Time** Same or next day availability, dependent on the question

Starved Rock Library System Headquarters  
900 Hitt Street  
Ottawa, Illinois 61350  
815/434-7537

**Cost of Service** \$1000 plus on-line and teleconnect charges

**Turnaround Time** Call for information

Bradley University  
Library  
Data Base Services  
Peoria, Illinois 61625  
309/676-7611, Ext 530

**Cost of Service** Bradley University students and faculty — no charge, others — actual costs plus \$5 (\$20 minimum)

**Turnaround Time** Three to six days

Rock Valley College  
Educational Resources Center  
3301 North Mulford Road  
Rockford, Illinois 61111  
815/654 4432

**Cost of Service** BRS cost for the search, no additional service charge

**Turnaround Time** Within 24 hours

Rockford College  
Howard Collman Library  
5050 East State Street  
Rockford, Illinois 61108 2393  
815/226-4035

**Cost of Service** \$2.00 service charge plus cost of the search

**Turnaround Time** Within 24 hours

Rockford Public Library  
215 North Wyman Street  
Rockford, Illinois 61101  
815/956-6731

**Cost of Service** Cost of search, no additional service charge

**Turnaround Time** 24-48 hours

University of Illinois  
College of Medicine  
Library of the Health Sciences  
1601 Parkview Avenue  
Rockford, Illinois 61107  
815/987-7364

**Cost of Service** Faculty and students — cost of search plus \$2.00. Non-faculty — cost of search plus \$15.00

**Turnaround Time** Same day

North Suburban Library System  
5215 Oakton Street  
Skokie, Illinois 60007  
312/679-1380

**Cost of Service** Administrative fee of \$10 plus all direct search costs

**Turnaround Time** Not known

ERIC Clearinghouse on Elementary  
and Early Childhood Education  
College of Education  
University of Illinois  
805 West Pennsylvania Avenue  
Urbana, Illinois 61801  
217/333-1386

**Cost of Service** ERIC database — \$15 base fee plus actual cost of time online, plus actual cost of printout, plus \$2.00 postage and handling

**Turnaround Time** Quick search — eight hours, local — one to five days, other — five to ten days, SDI by arrangement

ERIC Clearinghouse on Reading  
and Communication Skills  
National Council of Teachers of English  
1111 Kenyon Road  
Urbana, Illinois 61801  
217/328-3870

**Cost of Service** \$25 for up to 50 citations. \$10 for each additional citation

**Turnaround Time** One to two weeks

Morrison-Talbott Library  
219 Park Street  
Waterloo, Illinois 62298  
618/939-6232

**Cost of Service** Cost of search plus telephone costs

**Turnaround Time** One week or less

## ERIC Locations — Illinois

This publication contains abstracts of ERIC documents (ED) which are available in microfiche collections at various libraries/resource centers in Illinois. School personnel should contact the most convenient location on the following list and inquire about user policies and prices for hardcopy reproductions. The list is arranged alphabetically by city of location.

City	Site	Agency	Phone
Carbondale	Morris Library	Southern Illinois University	618/453-2274
Charleston	Booth Library	Eastern Illinois University	217/581-3720
Chicago	425 North Michigan, 12th Floor	Chicago Public Library	312/269-2830
Chicago	95th and King Drive	Chicago State University	312/995-2235
Chicago	Julia D. Lewis Library	Loyola University	312/670-2875
Chicago	Library	Northeastern Illinois University	312/583-4050
Chicago	Joseph Regenstein Library	University of Chicago	312/753-3766
Chicago	Library	University of Illinois at Chicago	312/996-2738
DeKalb	Library	Northern Illinois University	815/753-1874
Edwardsville	Lovejoy Library	Southern Illinois University	618/692-2906
Evanston	Library	Northwestern University	312/492-7604
Evanston	Library	National College of Education	312/256-5150
Grayslake	Learning Resources Center	College of Lake County	312/223-6601 Ext. 394
Macomb	Library	Western Illinois University	309/298-2411 Ext. 263.4.5
Normal	Milner Library	Illinois State University	309/438-3675
Palos Hills	Library	Moraine Valley Community College	312/974-4300
Park Forest	Library	Governors State University	312/534-5000 Ext. 2323
Peoria	Cullom-Davis Library	Bradley University	309/676-7611 Ext. 530.531
River Forest		Concordia College	312/771-8300 Ext. 448
Springfield	Brooks Library	Sangamon State University	217/786-6633
Springfield	Media and Resources Center	Illinois State Board of Education	217/782-4433
Urbana	ERIC Clearinghouse on Elementary and Early Childhood Education	College of Education University of Illinois	217/333-1386
Urbana	ERIC Clearinghouse on Reading and Communication Skills	National Council of Teachers of English	217/328-3870

## Resource Agencies — National

This listing includes national organizations which provide various resources and services related to the eight characteristics of the Illinois Quality Schools Index

American Association of School Administrators  
1801 North Moore Street  
Arlington, Virginia 22209  
703/528-0700

American Society for Training and Development  
Suite 305  
600 Maryland Avenue, S W  
Washington, D C 20024  
202/484-2390

Appalachia Educational Laboratory, Inc  
P O Box 1348  
Charleston, West Virginia 25325  
304/344-8371

Association for Supervision and Curriculum  
Development  
225 North Washington Street  
Alexandria, Virginia 22314  
703/549-9110

Center for Educational Policy and Management  
College of Education  
University of Oregon  
Eugene, Oregon 97403  
503/686-5173

Center for Social Organization of Schools  
Johns Hopkins University  
3505 North Charles Street  
Baltimore, Maryland 21218  
301/338-8249

Center for the Study of Learning and Teaching Styles  
School of Education and Human Services  
St. John's University  
Grand Central and Utopia Parkways  
Jamaica, New York 11439  
718/990-6161, Ext 6412

Council for Basic Education  
725 Fifteenth Street, N W  
Washington, D C 20005  
202/347-4171

Education Commission of the States  
300 Lincoln Tower  
1860 Lincoln Street  
Denver, Colorado 80295  
303/830-3600

ERIC Clearinghouse on Adult, Career, and Vocational  
Education  
Ohio State University  
National Center for Research in Vocational Education  
1960 Kenny Road  
Columbus, Ohio 43210  
614/486-3655

ERIC Clearinghouse on Counseling and Personnel  
Services  
University of Michigan  
School of Education Building, Room 2108  
East University and South University Streets  
Ann Arbor, Michigan 48109  
313/764-9492

ERIC Clearinghouse on Educational Management  
University of Oregon  
1787 Agate Street  
Eugene, Oregon 97403  
503/686-5043

ERIC Clearinghouse on Elementary and Early Childhood  
Education  
University of Illinois  
College of Education  
805 West Pennsylvania Avenue  
Urbana, Illinois 61801-4897  
217/333-1386

ERIC Clearinghouse on Information Resources  
Syracuse University  
School of Education  
Huntington Hall, Room 030  
Syracuse, New York 13210  
315/423-3640

ERIC Clearinghouse on Reading and Communication  
Skills  
National Council of Teachers of English  
1111 Kenyon Road  
Urbana, Illinois 61801  
217/328-3870

ERIC Clearinghouse on Rural Education and Small  
Schools  
New Mexico State University  
Box 3 AP  
Las Cruces, New Mexico 88003  
505/646-2623

ERIC Clearinghouse on Teacher Education  
American Association of Colleges for Teacher Education  
One DuPont Circle, N W, Suite 610  
Washington, D C 20036  
202-293-2450

ERIC Clearinghouse on Tests, Measurement, and Evaluation  
Educational Testing Service  
Princeton, New Jersey 08541  
609/734-5176

Far West Laboratory for Educational Research and Development  
1855 Folsom Street  
San Francisco, California 94103  
415/565-3151

I/D/E/A  
259 Regency Ridge  
Dayton, Ohio 45429  
513/434-6969

Institute for Learning and Teaching (ILT)  
Science Building, Third Floor  
University of Massachusetts, Harbor Campus  
Dorchester, Massachusetts 02125  
617/929-8530

Institute for Responsive Education  
704 Commonwealth Avenue  
Boston, Massachusetts 02215  
617/353-3309

Instructional Objectives Exchange  
11411 West Jefferson Boulevard  
Culver City, California 90230  
213/391-6295

International Reading Association  
800 Barksdale Road  
P O Box 8139  
Newark, Delaware 19714-8139  
302/731-1600

Mid-Continent Regional Educational Laboratory (McREL)  
4709 Belleview Avenue  
Kansas City, Missouri 64112  
816/756-2401

National Assessment of Educational Progress  
Box 2923  
Princeton, New Jersey 08541  
609/734-1624

National Association of Elementary School Principals  
1920 Association Drive  
Reston, Virginia 22091  
703/620-6100

National Association of Secondary School Principals  
1904 Association Drive  
Reston, Virginia 22091  
703/860-0200

National Committee for Citizens in Education  
Wilde Lake Village Green  
Columbia, Maryland 21044  
301/997-9300

National Congress of Parents and Teachers (PTA)  
700 North Rush Street  
Chicago, Illinois 60611-2571  
312/787-0977

National Council of States on Inservice Education (NCSIE)  
Syracuse University School of Education  
364 Huntington Hall  
150 Marshall Street  
Syracuse, New York 13210  
315/423-4167

National School Public Relations Association  
1801 North Moore Street  
Arlington, Virginia 22209  
703/528-5840

National Staff Development Council (NSDC)  
5198 Westgate Drive  
Oxford, Ohio 45056  
513/523-6029

The Northeast Regional Exchange, Inc.  
160 Turnpike Road  
Chelmsford, Massachusetts 01824  
617/256-3987

Northwest Regional Educational Laboratory  
300 S W Sixth Avenue  
Portland, Oregon 97204  
503/248-6800

Phi Delta Kappa  
Center on Evaluation, Development and Research (CEDR)  
Eighth Street and Union Avenue  
Box 789  
Bloomington, Indiana 47402-0789  
812/339-1156

Research and Development Center for Teacher Education (R&DCTE)  
The University of Texas at Austin  
Education Annex 3 203  
Austin, Texas 78712-1288  
512/471-1343

Research for Better Schools  
444 North Third Street  
Philadelphia, Pennsylvania 19123  
215/574-9300

San Mateo Educational Resources Center  
333 Main Street  
Redwood City, California 94063  
415/363-5447

Southwest Educational Development Laboratory  
211 East Seventh Street  
Austin, Texas 78701  
512/476-6861

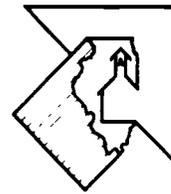


**Illinois  
State Board of  
Education**

100 North First Street  
Springfield, Illinois 62777

Walter W. Naumer, Jr., Chairman  
Illinois State Board of Education

Ted Sanders  
State Superintendent of Education



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