SANDEFUR, J. T.; BRESSLER, ALEX A.

CLASSROOM OBSERVATION SYSTEMS IN PREPARING SCHOOL PERSONNEL: AN ANNOTATED BIBLIOGRAPHY.

ERIC CLEARINGHOUSE ON TEACHER EDUCATION, WASHINGTON, D.C.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.

70

OEC-0-8-080490-37C6-(010)

EDRS PRICE MF-$0.25 HC-$0.60

*ANNOTATED BIBLIOGRAPHIES, *CLASSROOM OBSERVATION TECHNIQUES, *TEACHER EDUCATION

CLASSROOM OBSERVATION SYSTEMS
IN PREPARING SCHOOL PERSONNEL:
AN ANNOTATED BIBLIOGRAPHY

J. T. Sandefur
Alex A. Bressler

Published by
ERIC Clearinghouse on Teacher Education
Number One Dupont Circle, N.W.
Washington, D.C.  February 1970

Clearinghouse sponsors: American Association of Colleges
for Teacher Education (fiscal agent); Association
for Student Teaching, a national affiliate of the
National Education Association (NEA); and National Commission
on Teacher Education and Professional Standards, NEA.
Preface

This bibliography is part of a paper on classroom observation systems in preparing school personnel. The compilers, J. T. Sandefur and Alex A. Bressler, have been very active in writing and research on the subject, and the Clearinghouse is pleased that they have contributed their expertise to the ERIC system.

The bibliography is a valuable source of information for those interested in observation systems and should help readers in their continuing efforts to keep abreast of this important topic.

"ED" or order numbers and prices are included with those citations which have been processed into the ERIC system. The documents with such numbers may be ordered from the ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Md. 20014.

Joel L. Burdin
Director

February 1970
About ERIC

The Educational Resources Information Center (ERIC) clearinghouses form a nation-wide information system established by the U.S. Office of Education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published or unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the U.S. Office of Education, which provides policy, coordination, training, funds, and general services to the nineteen clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

Teacher Education and ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--American Association of Colleges for Teacher Education (fiscal agent); Association for Student Teaching, a national affiliate of the National Education Association (NEA); and National Commission on Teacher Education and Professional Standards, NEA. It is located at One Dupont Circle, N.W., Washington, D.C. 20036.

Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes recruitment, selection, lifelong personal and professional development, and teacher placement as well as the profession of teaching. While the major interest of the Clearinghouse is professional preparation and practice in America, it also is interested in international aspects of the field.

The authors describe the Verbal Interaction Category System (VICS).


This study sets forth the pioneering ideas of dominative and integrative behavior in the teacher-child relationship.


A further explanation, with case studies, is given of dominative and integrative behavior in the classroom.


This manual sets forth the cognitively oriented Aschner-Gallagher system of classroom observation, which focuses on the thought processes in the classroom.


This anthology dealing with classroom observation includes a bibliography and nine articles by Flanders, Hughes, Meux, B. O. Smith, Medley and Mitzel, and others.


The authors analyze the linguistic behavior of the classroom and examine the different ways language is used in the classroom by utilizing a coding system.

This article deals with five specific problems of classroom research: coverage, methods of data collection, unit of analysis, conceptual posture, and concepts used.


With contributions from Ryans, Flanders, B. O. Smith, Meux, and others, this anthology is designed to stimulate interest in teaching excellence.


This measurement helped lead to the development of the Observation Schedule and Record (OScAR) by Medley and Mitzel.


Flanders describes his research program at the University of Minnesota and the implications of his research for evaluating teaching.


Flanders reviews research on classroom climate and presents a tentative hypothesis of teacher influence.


This work is the standard for introducing and explaining Flanders basic system of interaction analysis.


The authors review research, 1960-66.

Gage's standard work for research in education is valuable for its history of classroom observation and is an excellent bibliography for early research.


The authors ask the question, "What research is worth doing?" This is a review and analysis of research on teaching since 1962.


The teacher training method presented in this guide is used to implement Marie Hughes' work in assessing quality teaching.


In this manual, Honigman gives instructions on how to implement MACI in classroom observation.


Hough explains his sixteen-category observational system, an extension of the Flanders system.


Hughes' work on teacher assessment is compiled in this paper.


This Manual instructs the reader in the use of OSCAR.

In his article Meux emphasizes general developments in classroom observation systems and the goal of explaining classroom learning.


This synthesis of classroom observation instruments is useful for its summaries of major instruments and its good bibliography.


Ryans' basic work sets forth his assessment techniques and his characteristics of teachers.


Sandefur's basic research project determines the effectiveness of an experimental program for the preparation of secondary school teachers.


Sandefur investigates the extent to which a year of teaching experience changed or modified the teaching behavior of fifty first-year secondary school teachers.


This is a generalized multidimensional observation system that can be used by any group to collect data concerning the behavior of teachers.

This anthology includes twenty-six classroom observation systems and an excellent bibliography. Excellent summaries are contained in volume one. The publication is not widely available, but a second edition is in progress.


Simon and Boyer review the work in observation systems, especially that of Flanders.


A notable participant in research reviews research and thinking on classroom observation.


In an effort to determine a logical structure for teaching subject matter, Smith and Meux designed this cognitively oriented observation system.


This extension of the Logic of Teaching study focuses on larger maneuvers having to do with control of subject matter.


Smoot's OSCAR 5V is the most recent adaptation of Medley and Mitzel's OSCAR.


This work led to the development of Coping Analysis Schedule for Educational Settings (CASES) and Spaulding Teacher Activity Rating Schedule (STARS).

This affective observation system for use in the classroom deals with student behavior.


This multidimensional observation system—which is, however, still basically affective—provides a measure for determining a teacher's approach to classroom control.


This general and readable review concerns teacher evaluation and classroom observation analysis.


Withall defines ideas of dominative and integrative behavior in his pioneering work in classroom observation.


This history and review of classroom interaction deals with both affective and cognitive aspects.


Yamamoto presents a general review of what is underway in classroom observations.
This publication was prepared pursuant to a contract with the U.S. Department of Health, Education, and Welfare, Office of Education; Contract number OEC-0-8-080490-3708-(010). Contractors undertaking such projects under Government sponsorship are encouraged to express their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.