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ABSTRACT
                The goal of the American Federation of Teachers (AFT)·
Educational Research and Dissemination Program was to establish a
model for dissemination of educational research to classroom
teachers. Research findings focusing on classroom management and
teacher effectiveness were translated to individual teachers by
Teacher Research Linkers (TRLs) who had received training supported
by the AFT. TRLs worked as peers with teachers and administrators in
selected school sites. This review provides an analysis of the
program's processes by answering select questions: (1) What kind of
research is adaptable to classroom situations? (2) What is required
to make findings adaptable to classroom situations? (3) What were
program staff's roles in facilitating the process? (4) What were
teachers' roles in facilitating the process? (5) To what degree were
researchers involved in the process? (6) What is needed to continue
the process at the pilot sites? and (7) What is needed to replicate
the process for future use? Appendices document site selection, TRL
selection criteria, feedback from teachers, and TRL evaluations of
the program. Newsclips on the project are included as well as a
progress report from September 15 to December 31, 1982. (JD)

AFT

Educational Research
& Dissemination Program

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FINAL REPORT

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INTRODUCTION

The goal of the AFT Educational Research and Dissemination Program was to establish a model for dissemination of educational research to classroom teachers. From the onset, this has been identified as a "unique" undertaking. Unquestionably, the program has attained its objectives. Research was disseminated to teachers in a form that was meaningful to them.

Now that we have reached the final juncture of federal funding for the project, we are engaged in a process of review. What should be documented in this review are answers to the questions:

- What kind of research is adaptable to classroom situations?
  What is required to make the findings adaptable to classroom situations?
  What were project staff's roles in facilitating the process?
  What were teachers' roles in facilitating the process?
  To what degrees did the teacher union impact on the process?
  To what degree were researchers involved in the process?
  What is needed to continue the process at the pilot sites?
  What is needed to replicate the process for future use?

Posing these questions provides a skeletal framework for analyzing the process. Answering the questions provides us with the opportunity to describe the often complicated series of events that contributed to achievement of our goal.

THE RESEARCHERS

Members of the program Advisory Board were researchers who were also sensitive to the need to get research information into the classroom. At the initial Advisory Board meeting they suggested some studies that they felt would best suit the purposes of our program design. The selection turned out to be exactly what was needed to "turn teachers on to research."

However, more needs to be said about the value of the input from the Advisory Board to the ER&D process. For the past two years, our communications with the Board have extended well beyond needed. Advisory Board members were the "linkers" between the program and the research world. As linkers, they helped us to establish contact with the researchers whose work we used and instructed us on how to ask the right questions in order to get productive responses. We were in constant contact with our Advisory Board by letter or telephone as well as at educational research conferences.

At the final convening of the Advisory Board in the last month of the project, they guided us through a structure for reporting project findings. We are impressed that the success of this project was indelibly influenced by the high caliber of contributions of advisory board members: Ann Lieberman, Teachers College, Columbia University; Betty Ward, Far West Lab; Lee Shulman, Stanford University.

THE RESEARCH

AFT received constant feedback from its membership on issues of professional concern through QuEST Conferences, dialogue at meetings, written inquiries, and surveys. This feedback helped determine that the classroom management and teaching effectiveness were areas in which educational research information could be beneficial to the teaching process. The next step was to identify relevant research in these areas that was current and that would have credibility with our members.

The research studies suggested by the Advisory Board stood the test of time. We could say that they also stood the test of fire and water. Originally, teachers viewed educational research with something less than enthusiasm. Findings on classroom management that did not immediately address the issues of how to get relief from disruptive students in the classroom were at first considered "nice but not really useful." What teachers needed was time to digest the information, put it into proper perspective, and then come to the realization that methods of creating an orderly climate in the classroom would diminish major discipline problems.

TRL TRAINING SESSIONS

During training sessions, we accompanied our research discussions with classroom-oriented activities that brought the research to "life" for teachers. (We studied and synthesized research on how adults learned and realized that adults learn best when the information being presented is related to their experiences.) These activities which often simulated classroom situations to which teachers could apply research concepts were important in three ways. They helped teachers to understand the concept, they facilitated discussion of the concept, and they gave teachers a base from which to design their own activities for implementation in their classrooms. The activities served as "icebreakers" to get teachers involved in looking at workable strategies for using research. As the project developed and teachers became familiar with the research design, the need to "work through" the activities during the training sessions diminished. We might mention, however, that in one site where time contraints limited the utilization of the activities during the project training session, there was a lesser degree of research implementation in TRL's classrooms.

Among the characteristics exemplified by Teacher Research Linkers were the ability to "express opinions and try new ideas." As project participants engaged in discussions of the research concepts, it was important that they articulate their questions and concerns. We moved from "bringing" the research to them at the sessions to mailing the research summaries out in advance of the sessions so that ample time could be devoted to discussions of the concepts. This was time well spent. TRL discussion covered the advisability of using a particular research strategy at one grade level and not at another. Discussions also gave us cues as to which research ideas could be universally applied. (Our TRLs represented teaching situations from pre-school to 12th grade.)

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During these discussion periods, we discovered whether or not we had written the research summaries in functional ways or whether we needed to restructure the language and format. Discussions of what TRLs implemented helped us to understand which research findings' lent themselves to immediate classroom practice and which ones required more time to be assimilated into the classroom structure. Discussions with TRLs helped us to understand how other teachers reacted to TRLs' involvement in the program and what was needed to get other teachers to try out the research concepts.

The process of incorporating research strategies into teaching practice might look like this:
1. Read the translated summary.
2. Discuss the concepts.
3. Personally select relevant concepts.
4. Practice implementation to enhance understanding.
5. Devise plan for classroom implementation.
6. Implement strategies in classroom.
7. Question concepts; react to implementation attempt.
8. Implement again.
9. Check for relevance to research.
10. Implement again.
11. Share with others.
12. Institutionalize in classroom process.

We call this process Transformation of Research into Practical Usage. This was a multi-faceted process which made us look at and treat inservicing in a way never before undertaken. Teachers were encouraged to review, implement, digest, investigate and assimilate research concepts. This could easily have been an exercise in futility. We have already acknowledged that teachers were not attuned to the research design and did not feel that research could benefit them. How did we help them overcome these feelings?

THE ROLE OF THE TEACHER UNION

The role of the teacher union was cardinal to the process. Teachers can exercise the freedoms to investigate and make personal selections only in an atmosphere that is non-threatening and non-judgemental. The peer-to-peer model was the only one which could support the process. Because the union is its members, it has great credibility with teachers. Teachers themselves, through the union, can identify competent, trusted leaders. Teachers, if they are to function as professionals, must have a sense of control over their work, which requires input into decision-making. Collective bargaining accomplishes this goal at one level. Educational research which affirms good practice gives teachers in their day-to-day experiences the same opportunity to act as professionals and negotiate the best possible teaching/learning environment. Defining the professional knowledge base inevitably gives teachers more control and therefore more power over their profession.

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The AFT project team and the TRLs had two common bonds:
1) The desire to improve the quality of education and 2) the member-
ship in the union. These bonds sustained project participants
through good and bad times. TRLs trusted us and trusted each other.
Each site formed a closely knit group that worked well together and
learned to depend on each other.

Research has proven that when a small group of teachers are
allowed to work together in a systematic way and are exposed to
information which influences practice, they will change behavior and
their students will learn more. The AFT ER&D Program succeeded in
implementing a research dissemination process for teachers which
demonstrates not only that the above findings are accurate, but that
the appropriate small group model can be successfully translated into
staff development for large numbers of teachers. The AFT pledges
continued support to replication and expansion of the ER&D Program.

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One of the major goals of this project was to disseminate
educational research on teaching effectiveness and classroom
management. These two areas were targeted because of their
widescale applicability for teachers and because the AFT, through
its resources and networks, had determined that these were the
two areas of greatest need identified by teachers.

Within these two broad categories, project staff developed
the following set of criteria for selecting specific research for
dissemination. Selected research should:
- have practical application for teachers
- be generic in scope, applicable across disciplines and
  grade levels
- yield consistent findings about more effective teaching
  practices
- be based on actual classroom observations of teaching
  practices
- be "translatable"

The educational research that is disseminated to teachers
through this project should be relevant to teachers' lives; it
should be something that they can apply in their classrooms.
This criterion was especially important because teachers often
view research with skepticism, feeling that it's too "heady" and
"pie in the sky." Many teachers feel research has no bearing on
their classrooms and their lives. In seeking to overcome these
stereotypic views of research, it was important to show that
research could be useful. The issue of applicability also fits
teachers' needs to "walk away with something that can be used
Monday morning." Finally, project staff also sought research that
could be implemented by teachers without necessarily requiring
administrative permission or assistance. For example, the time on
task research suggests instructional management and behavior
management practices which teachers can implement to achieve better
student engaged time and academic learning time. The research
also identifies a number of school-wide policies regarding allocated
time and practices such as the scheduling of pull-out programs and
announcements and the frequency of administration's interruptions
to classrooms which impact on student engagement and learning time,
yet are outside the direct control of teachers. Consequently, this
research has limitations for teachers. It was felt that, at least
initially, this was a necessary trade-off in preserving teacher
control and ownership of the project and insuring that the research
was presented in a non-threatening, non-evaluative atmosphere.

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The research that is disseminated should be generic in its
scope and applicability. Since project staff would be working
with teachers spanning all grade levels and disciplines, we
sought research findings which could generally be applicable to
all versus findings which might apply only to reading and
language arts teachers or math teachers or secondary English
teachers. Initially, we were concerned that the greatest research
base had been generated at the elementary level and might not be
useful to secondary teachers. Accordingly, we urged the local
coordinators to identify primarily elementary teachers for TRL
positions. While they followed our suggestion, the local coor-
dinators also felt a need to involve a certain number of junior
high and secondary teachers in the project. As we reviewed the
elementary research findings, staff identified basic principles
which could be applied both at the elementary and secondary
levels.

The research presented to teachers should also be consistent
in its message about what constitutes more effective teaching
practices. Most teachers often view research as being contra-
dictory in nature, that is the findings from one study refute
what another claims. To help overcome teachers' negative feelings
toward research and to enhance the project's credibility with
respect to disseminating research, staff consciously sought research
findings which consistently yielded a clear message regarding
effective teaching practices and were supported by a body of
research evidence.

Later in the research training stage when teachers' (TRLs)
attitudes towards research became more positive and receptive,
staff did introduce seemingly contradictory research findings to
TRLs to challenge their thinking. At that point we encouraged
TRLs to look for the intent underlying the findings to better
understand the apparent contradictions and appreciate the
contextual differences which require the application of one
finding or another or a synthesis of both (see Research Transla-
tion).

The first research studies disseminated under this project
were based on actual classroom observations of more effective and
less effective teachers. Staff found that the TRLs were more
receptive to the research findings because they were based on
observations of real classroom situations. They were not based
upon some classroom lab or experimental classroom in which
teaching conditions such as class size or student diversity were
far from the norm. The findings from these observational studies
were more credible and relevant to our TRLs, especially since many
of the studies were conducted in urban classrooms. Thus, this
method of conducting research ultimately became a consideration
in selecting subsequent research.

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Lastly, the findings that were disseminated had to be
available in a form which the staff could translate for teacher
use. The project staff were not trained researchers and
statisticians per se. Staff sought studies in which the
statistical results were interpreted. Initially, staff relied
on summaries and reviews of research because the language was
not so technical. However, staff were concerned that these
reviews would not be sufficient for accurate translations. We
found that in most instances the summaries or reviews were
adequate. In some instances, either the original study or the
researcher was consulted for clarification and interpretation
of findings.

Given the time constraints imposed by the project, staff
sought the assistance of the advisory board in identifying
educational researchers whose work best fit our criteria and
fell into the categories of teaching effectiveness and class-
room management. Among the researchers they suggested were:
Anderson, Berliner, Brophy, Doyle, Elias, Emmer, Evertson,
Fisher, Gage, McDonald, Rosenshine, Soar and Soar, and Stallings.
Staff also searched bibliographies of studies, contacted federal
labs and centers, and participated in many national research
conferences. Gradually, as staff built a network of contacts
within the research community, they were able to seek additional
recommendations on whom to contact.

A significant element influencing the research translation process has been the philosophy underlying the AFT's approach to research dissemination. This project sought to disseminate research to teachers in a manner which was non-threatening and non-judgemental and which respected teachers' personal experiences and belief systems. While the research may have challenged some teachers' values systems, the intent was always to do so in a supportive way which allowed teachers to reflect and change or grow where they felt a need. Lastly, this project sought to revitalize the professional in each teacher. Teachers are indeed professionals; but too often they are not treated as such by either administrators or the community. Their professional opinions or advice are seldom sought; instead, they are told what to do. This project was specifically designed to promote teachers' thinking about research, to encourage them to reflect on it, analyze it, and use it where it was applicable. Lastly, it sought their professional judgements on the value of the research they implemented.

Accordingly, in developing translations of the research, staff sought to identify basic principles of more effective teaching practice from the research rather than a laundry list of prescriptions for practice. By writing research summaries which addressed fundamental principles of more effective practice, this AFT project not only helped teachers better understand the research, particularly the intent behind specific findings, it also provided teachers the opportunity to analyze research and reflect on it in terms of their own practice.

Emphasizing the principles of more effective practice rather than specific prescriptions allowed the information to be shared with a more diverse group of teachers. For example, the first research to be translated and presented to teachers was the Beginning of the Year Classroom Management Research by Evertson, Emmer and Anderson. At the time of the translation, staff were unaware that in addition to the elementary school study, a similar study with similar results had been conducted at the junior high level. While the findings from the elementary study identified a number of specific teaching practices which were shown to be more effective, the basic principles emerging from the research concerned: (1) establishing effective room arrangements for easy flow of traffic and monitoring of students by the teacher; (2) establishing behavioral rules and instructional or general housekeeping procedures for the orderly functioning of students

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in a classroom; (3) teaching these rules and procedures to
students just as any new content or skill might be taught; and
(4) fairly and consistently enforcing the class rules and
procedures to set clear expectations for student behavior.
These principles apply to all teachers, regardless of discipline
or grade level. Thus, secondary teachers were able to discuss
and use the research even though the findings were based on
observations of elementary classrooms. The application of
specific findings could be modified to take into account the
age and experience of students. For example, more effective
elementary teachers spent the first three weeks of school
teaching, reviewing and reinforcing their rules and procedures.
Secondary teachers may not have to spend that much time teaching
their rules and procedures, as most of their pupils are already
socialized into the student role and are aware of proper school
behavior. Emphasis for these students is on specific procedures
for heading papers, turning in assignments, reviewing homework,
etc.

Similarly, in translating seemingly contradictory findings,
staff addressed the intent behind the findings in their summaries
so that teachers could better appreciate some of the contextual
differences which necessitate different practices. For example,
in the area of turn-taking (teachers calling on students to
respond to their questions), Jacob Kounin advises random turn-
taking, while Jere Brophy advises ordered turn-taking. These
findings are quite different. Kounin stresses random turn-
taking because it holds students' attention during recitations
and keeps them more engaged. Brophy advocates ordered turn-
taking to equalize students' opportunities to interact with the
teacher and receive personal feedback. He found that teachers
who use random turn-taking consistently miss certain students
in the room. The research translation points out these differ-
ences and encourages teachers to either vary their approach
depending on their intent or devise methods of calling on students
which satisfy both intents or goals.

As evidenced in the discussion so far, staff also made "leaps
of faith" in translating the research. Drawing upon their own
experiences as teachers and work with other teachers, staff often
had to make judgements as to the degree to which some research
findings might be applied to elementary, secondary or special
education situations. Other leaps of faith were made when staff
filled in the holes or gaps in the research message concerning
effective practice. In some instances there was a void in the
research findings. Yet there was enough research pointing in a
given direction that staff drew upon their own teaching experi-
ences to bridge the gap by extending the application of specific,
existing findings.

Presenting research findings as principles of more effective practice was also less threatening to teachers because it was not prescriptive in the sense of a list of to do's. The principles offered rationales for why a set of teaching practices were more effective than others. It allowed greater flexibility for teachers to reflect on their personal practice and apply the research to their own specific styles. The approach of using principles also allowed staff to be more sensitive to teachers' values. For example, many teachers claim that they individualize instruction and are firmly locked into the value system of gearing instruction to individual learners' needs. The research on direct instruction symbolizes to this group a return to the dark ages. They stereotypically perceived direct instruction as whole group instruction--overly structured, students in rows, teacher at the front of the room. While direct instruction often is incorrectly interpreted as the above, our research translations emphasized the essence of direct instruction as a high level of teacher-student interaction and teacher-directed or -guided learning. Instruction is provided directly by the teacher, as opposed to indirectly through workbooks or programmed learning materials. These qualities or principles, which are linked to greater student learning, can be applied equally to whole group as well as individualized instructional approaches. The translation also addresses the degrees of teacher directedness which may be more or less appropriate for certain groups of students. Finally, the translation points out this approach may not be appropriate to all learning situations. Thus, the translations reflect the limitations of research but are open enough to allow teachers to consider the full implications of the findings in a wide range of contexts.

The actual research translations were narratives summarizing a body of research on a particular theme or themes. Frequently, even though the research base referenced for any given summary may have been quite large, staff relied on or cited only one or a few exemplary studies in the actual summary to avoid having the summary sound like a major research or thesis paper. Staff sought a balance between mantaining the integrity of the research base without sounding too esoteric.

The summaries or translations focused primarily on the findings from the research. Some attention was given to methodology to orient teachers to the grade levels at which the research was conducted and the setting of the school district--whether it was urban, suburban or rural. The grade level context helped teachers to better recognize the limitations of some specific findings and/or make adaptations in implementing the research,

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which reflected their own classroom contexts. As might be expected, our TRLs more closely identified with the research findings because the studies primarily were conducted in urban settings similar to their own. Recognizing that much of the research was conducted in urban settings helped teachers to see that their classroom life was not so unique. They found other·urban teachers experienced problems similar to theirs and had been successful in overcoming them.

The summaries averaged 10 to 15 pages each. While staff made conscious efforts to keep the summaries as short as possible, we also recognized that the summaries were major training materials. They had to have sufficient depth to provide the TRLs with a readily accessible resource for answering questions and preparing for presentations to others. One-page summaries would be inadequate as effective resources for trainers.

While the translations focused on principles underlying more effective teaching practices, they were illustrated by examples of specific teaching practices or behaviors or situations in which the research concepts might apply. Both elementary and secondary examples were given where appropriate. Staff were conscious of citing enough examples to reinforce the research concept without providing too many how to's. We purposefully withheld supplying too many examples of research applicatons to encourage TRLs to think about the research and generate their own how to's or research applications indepen- dently or in group discussion. Staff believed this process would both help teachers to better understand the findings and encourage greater ownership of the research and information sharing process.

Additionally, concepts presented in one summary were linked to those presented in another study to demonstrate the "wholeness" of the research and how mutually supportive the findings could be despite the different orientations. This also enhanced the credibility of the research presented to teachers.

We were mindful of the specific language used in the translations, avoiding "good teachers should do" statements which might be either offensive or personally threatening. Instead, staff adopted the language orientation, "more effec- tive teachers exhibit these behaviors, while less effective teachers exhibit those behaviors." This approach seemed to be least threatening to the TRLs and allowed them to see differences and judge for themselves where they were more or less effective. We were pleased to note that this is the language adopted by the TRLs in their presentations to other teachers. Staff also

avoided such language as "behavior X correlates with behavior
Y" or "there was a significant positive relationship between
behavior X and behavior Y" because it sounded too technical.
It was not a language most teachers were comfortable with. In
fact, the second half of one of the research drafts presented
to TRLs slipped into this research jargon. Subsequently, staff
noted that of all the research concepts presented to TRLs, the
ones they had the most difficulty understanding and implementing
came from the second half of this one translation. It was
necessary to present these concepts again to reinforce them.
Later, after the draft was rewritten to include more secondary
examples and to remove the research language, the TRLs remarked
that it was a much better summary. The summaries did make
reference to "the research showed" or the "findings suggest" in
order to preserve the research orientation and reinforce the
fact that the information presented is research-based.

In writing the translations, staff sometimes consulted the
researchers to clarify or discuss the implications of certain
findings. These consultations aided the staff in making those
intelligent leaps of faith noted earlier. Other times, staff
collectively brainstormed the possible applications of some
findings.

WHAT MAKES SOME RESEARCH MORE TRANSLATABLE

The greatest difficulty teachers have in using research is
interpretation of statistical results. Few teachers have a
working knowledge of statistics. For teachers to use research
reports, more attention must be given to the language used in
conclusions statements. Statistical results need to be clearly
interpreted, and significant relationships need to be delineated
with an explanatory comment about the nature of the relationship
and its significance for teachers. AFT recognizes that researchers
are often hesitant to discuss the significance of their findings
because they don't want to make claims that can't be supported.
It is reasonable for researchers to hedge upon the significance
by saying "this finding suggests that...." Teachers can then use
their professional experience to judge how strongly significant the
finding might be for practice.
Additionally, to help teachers better understand the relation-
ships noted by researchers, it might help if conclusions state-
ments cited more examples of teacher behaviors and student outcomes
from the data which led the researcher to identify a positive (or
negative relationship between behaviors X and Y. Generally,

researchers seem to shy away from conclusions statements, rely-
ing on other researchers to draw their own conclusions from the
results. Teachers, however, need the additional explanations.
    Teachers also need the benefit of having site specific
variables--contexts or environmental factors--pointed out, since
most are not sufficiently trained in research and statistics to
analyze methodologies.   \
    Lastly, it seems that syntheses or reviews of research and
executive summaries are more suited to teacher translation because
there is greater attention paid to results and conclusions, and
they are written more understandably. Since syntheses and,
reviews pull together findings from a wide body of research, the
conclusions seemingly are more fully substantiated and are,
therefore, more useful to teachers.

SITE SELECTION

The initial selection of sites was done on an RFP-type basis; that is, a mailing announcing the start-up of the project was sent to the presidents of AFT's fifty largest locals (ranging in membership size from 55,000 to 900 teachers), each state federation president and the 34 national vice-presidents. Out of this mailing, twenty-seven locals and two state federations requested applications; eleven locals completed and returned those applications. Project staff then conducted follow-up telephone interviews to gather additional information. Descriptions of those sites related to teaching population, minority/disadvantaged student population and members of actual school buildings are found in Tables 1 and 2 in Appendix A.

Criteria for site selection were a union operating structure which would facilitate the project, local commitment of time and resources--both human and other, professional interest in promoting the use of educational research, and proximity to institutions (colleges, universities, federal labs) with which we could attempt to foster collaboration. We selected New York, San Francisco, and Washington, D.C.

At the time of the final selection, all three AFT locals were the bargaining agent and had union leaders directing local teacher centers. Shortly after the selection, one site, San Francisco, lost a collective bargaining representation challenge and, subsequently, the positions of director and policy board members of the teacher center. Since most AFT locals do not have teacher centers and some are not bargaining representatives, we decided to maintain this site as a pilot and determine if the process needed to be different in this context than in the other two pilot sites.

LOCAL COORDINATOR SELECTION

The selection of the local coordinator for the project ultimately rested with the local union leadership. In two sites, the director of the teacher center, and in San Francisco, the former director of the teacher center, were "appointed" to this position by the leadership. These three persons were the most familiar with staff development and could most readily help

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identify potential TRLs (Teacher Research Linkers). In addition, all three directors were already part of the union leadership structure. In San Francisco and Washington, the coordinators served on the executive boards and in New York the local coordinator was on the union staff. These people had also served as AFT representatives on several national projects. In all three sites, the local union had played a crucial role in establishing the centers and providing support for the directors.

TRL IDENTIFICATION

Although we provided criteria (See Appendix B) for selection of TRLs, the selection rested primarily with the local leadership and coordinator. Each site modified the criteria based on local context. In New York, a representative cross-section of those who had been involved in teacher center activity and were recommended by teacher center "specialists" were invited to become part of the project. Of the thirty-six who were initially invited, twenty-one became TRLs.

In San Francisco, TRL selection was based on our recommended "pairing" model; that is, choosing two TRLs per building site. Also taken into consideration, then, was the "friendliness" of building administrators, in addition to qualifications of prospective TRLs.

In Washington, D.C. the union building representative structure was tapped. Project staff did an "awareness" session on the project and "interested volunteers" were recruited who already served in this union leadership capacity.

Regardless of the ways in which criteria were modified, several strands emerged as initial common characteristics among those who became TRLs across sites: loyalty and commitment to the union; desire to be a "good teacher;" willingness to learn; respect of their colleagues; willingness to try new ideas; and sense of efficacy as a teacher. As the program developed, additional characteristics of the TRLs became evident: ability to express opinions and articulate ideas; willingness to devote time to the project; willingness to implement research strategies in the classroom and willingness to disseminate research information. TRLs at each of the sites were fairly representative of the stated criteria and were able to utilize their talents to carry out their roles as "linkers."

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LOCAL UNION LEADERSHIP AND SUPPORT

Initial union support came in the form of the application process. In beginning site work, meetings were held with union leadership and the local coordinator to determine the form the process would take within the specific local union context. Who would take responsibility for decision-making; who reports to whom; what support could the local provide; what support could AFT provide, etc.

In reviewing the process over the two years, several factors emerged regarding the kinds of union support which facilitate the adoption of the process and the growth of the individuals involved.

The leadership of the local coordinator is one such factor. Each of the three coordinators demonstrated different leadership styles. In two sites the coordinators were not part of the TRL group; in the third site the coordinator was also a TRL. Interestingly, in New York and Washington, where coordinators were not trained as TRLs, various leadership roles emerged among TRLs. Individually and collectively, they became more active in program planning. In New York, specifically, two teacher center specialist TRLs were designated by the coordinator to serve as project liaisons, since the operation of the teacher center is of such magnitude. However, the coordinator was often available during training sessions and would sit in and interact with the group. All final decisions rested with her but not without input from participants.

In Washington, D.C. one center staff person was designated a TRL. The local site coordinator functioned as teacher center director and vice president of the local union. Several TRLs were on the Teacher Center Policy Board and/or the union executive board. This indirectly signalled center and union support of the project to other TRLs and teachers in the district. While not specifically developed by the coordinator, various leadership roles were allowed to evolve within the group to aid project development. The coordinator did not go through the training, but consistently verbalized her support for the TRLs and their efforts.

San Francisco was the only site in which the coordinator also functioned as TRL. In addition to the coordinator, a local union staff member was directly involved in planning and decision-making. In terms of overall program planning other TRLs were involved only in the collaborative efforts with IHEs and federal labs. It may be that since the coordinator was part of the TRL

group, the evolution of additional leaders was limited. These
TRLs may not have felt the need to take charge, since a leader
was already designated.

Another organizational factor which contributed to the
success of role development in all three sites was the use of
local rewards. When TRLs were invited by the union to present
what they had learned, this enhanced their self-recognition as
being contributing members to that organization. They were
being recognized as "special" people. When their efforts were
publicized in local union/teacher center newspapers, this
elevated their self-esteem. These publications not only
recognized their talents but called them to the attention of
64,000 other teachers across sites.

The third factor relates to amenities. Providing refresh-
ments and a pleasant atmosphere for meetings communicated that
TRLs were appreciated. In New York and Washington, the unions/
teacher centers also intervened in providing periodic stipends
for delivery of wide-scale inservice programs and obtaining
professional leave days for training, respectively.

In all three sites, calling the building principal's and
central administration's attention to these peoples' accomplish-
ments was also a form of union support.

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Sites applied for participation in the project; therefore we could assume some readiness on their part. However, after reflection upon the total process, we realized that for both the sites (local union, school administration, and IHEs) and individual TRLs, the project process was atypical in many ways; therefore initiation and cemented understanding of the process was evolutionary in nature.

Teacher training at both the pre-service and in-service levels is seldom a sustained, true interaction. That is, the presentation of "information" infrequently demands teacher-response based on interim application. Teachers are not asked, "Try this out in your classroom and let us know how it works for you." At the pre-service level there are no classrooms in which to "try it out" and at the in-service level much training is of the "one-shot" workshop type where teachers generally don't have the opportunity to feed back to the "expert" who gave them the information in the first place. If teachers acquire new information from a journal article or other profes- sional publication, the author is not available to help them out if a strategy does not work or to work with them in developing other strategies. The continuing dialogue that this project provided between the information givers--AFT staff as translators of the research--and the information receivers--TRLs--was an alien experience for many.

Furthering this atypicalness was the dissemination aspect of the project. We told TRLs, "Not only are we going to share this information with you and ask for your feedback based on classroom implementation, we are going to ask you to share what you know with your peers in some kind of systematic fashion." This project was creating a brand new role for teachers, one with which they were not completely familiar.

This role was being created within the union structure. To understand how this relates to readiness, one must be aware of basic teacher trade union philosophy. The whole purpose behind unionism is to form a collective unit of "workers" in the hopes of achieving some common end. Particularly in the teaching profession, the union has been the only institution within a school district to purposefully aim for moving teachers out from under the isolated conditions in which they teach and promote collective action so that all may benefit. The union's basic role is that of a service organization for its members whose concerns and needs are communicated through involvement and

democratic representation. Historically, the union has asked
its members to make sustained commitments--as elected
officials, committee members, building representatives,
membership recruiters, and political action workers. We were
now asking local union leaders and TRLs to make a sustained
commitment to the professional growth of members. Committing
members to active involvement is a typical characteristic of
teacher unionism, but commitment specifically for the purpose
of enhancing the professional knowledge base may be viewed by
some, particularly school administration and colleges,
universities and/or federal research labs, as atypical.
      With the aforementioned as a frame of reference, pilot
sites and TRLs were at various levels of readiness.

NEW YORK

      In New York City, our primary vehicle for delivery of this
process was the New York Teacher Center Consortium. The
relationship of the Center to the United Federation of Teachers
has been described in the section on site selection. Of the
three sites, New York most closely paralleled our own process
model for dissemination. The Center operated on a building
level basis. Initially the Center employed nine Teacher Center
Specialists, each "housed" in an individual school. Specialists
work with teachers in those buildings in a consultant role, plus
develop continuing staff development programs for that building
and others in the district. (There are 32 decentralized districts
within the New York City schools, each with its own superintendent
and board, and district union representation.) In addition,
Teacher Center course offerings are held in these various loca-
tions. Of our 21 TRLs, seven were Specialists at the beginning
of the project. Presently 12 are Specialists, five being relieved
of classroom duties to become Specialists as the project progressed.
The Specialist's primary role is to provide teachers in a building
setting with information and assistance to help them in the
classroom.
      Classroom TRLs in New York all had experience in conducting
workshops or seminars through the Center, but not in being a
"legitimized" resource person in their respective buildings.
      Of all the TRLs, two specialist TRLs had been involved in the
Interactive Research and Development on Schooling project with the
Teachers College of Columbia University and one classroom TRL,
who has recently become a specialist, was familiar with research
in a generic sense in preparation for doctoral work. None of the
TRLs were familiar with any body of research this project offered.

SAN FRANCISCO

Since the San Francisco Federation of Teachers had lost
governance of the local teacher center along with their
representation status, the model here would work strictly
through the union. In terms of offering inservice to teachers,
the local union sponsored QuEST* and leadership conferences
annually. Local QuEST is a modification of the National QuEST
conference sponsored by AFT. Organizationally, it is the
primary forum for active sharing of classroom practice and
other professional issues. Sustained involvement in a profes-
sional growth project such as ours was not a typical occurrence.
As indicated by the San Francisco Teacher Center continuing
application of February, 1981, only two of the TRLs had con-
ducted Center workshops at that point. Of those two, one had
been involved as a teacher representative to a Far West Lab
review committee and served on the union executive board.
One had served a Stanford internship, had served as a department
chair, and has had extensive involvement with Dr. Jean Houston
and her work related to brain growth and learning. One other
TRL serves on the union executive board.
Again, these TRLs were not familiar with the studies we
were offering them.

WASHINGTON, D.C.

As in New York, our vehicle for delivery of the project
was the District of Columbia Teacher Center, recently
institutionalized by the LEA. The Center operates out of
one site, but staff also act as consultants to teachers in
individual buildings.
TRLs were identified through the union leadership
structure, specifically by AFT staff delivering an overview
of the project and asking for volunteers from this
group.
Levels of "readiness" for D.C. TRLs break down as follows:
Of the 15 TRLs, 6 serve on the Washington Teachers Union
Executive Board; 9 are or have been union building representa-
tives; 2 serve as department chairs; 2 serve on the Center Policy
Board; 2 had been D.C. Teachers of the Year; 1 serves on a city-
wide staff development committee; 1 was the teacher-coordinator
for staff development in the building; 1 is a full-time Center
staff member. Two TRLs were "regular" classroom teachers who

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*Quality Educational Standards in Teaching

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had been brought in as "partners" by other TRLs. Out of this
total group, 4 TRLs are regularly involved in conducting Center
courses and/or workshops.

As in the other two sites, Washington TRLs were not
familiar with the studies we delivered to them, although they
were familiar with the effects of programs developed by the
central administration based on the research. The district-
mandated CBC (Competency-Based Curriculum) is derived from
the direct instruction functions, and most recently the
administration has received training in ALT (Academic Learning
Time).

We can speculate that having these administration-developed
programs established in the system does affect readiness in the
motivational sense, once TRLs and teachers come to know the
research base. (See Appendix on Feedback: Direct Instruction.)

In terms of cross-site readiness, we can safely say that
each site was at a different level, as were TRLs within and
across sites. Some, because of their union activity or staffing
role, were used to sustained commitment to "servicing" teachers.
Some had the experience of formally acting as a resource-
consultant for teachers. Few had actively used research. Some
had none of these experiences, but all had the experience of
classroom practice to draw upon.

How then did the level of readiness affect program initia-
tion and follow-through? From an organizational perspective we
can say that the less familiar the local is with this type of
sustained, interactive process, the longer the process will take.
This is evidenced in the fact that while all TRLs implemented
research concepts in their classrooms, formal dissemination was
initiated at different stages. In New York, the initial formal
dissemination occurred after the second TRL training session; in
Washington, D.C., it occurred after the fourth session; and in
San Francisco, after the eighth session. The New York activity
was organized by the Teacher Center. TRLs formed trios to
deliver a three-part series in the five union borough offices.
In Washington, the TRL who was teacher-coordinator of staff
development began meeting regularly with other teachers in the
building. In San Francisco, the activity was a two-part series
organized by the union and delivered district-wide. There was
one external factor which also impacted on this local's activity
both in the fall of 1981 and 1982. The transfer policy and its
implementation by the Board results in final teacher placement
not being solidified until the end of October after the school
year begins. Since this local was no longer the bargaining
representative, it was a policy into which they had little input.

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The preceding really addresses implementation and follow-through. In initiating involvement, we found three factors necessary across sites. First, even "we" had to establish a level of trust with sites and TRLs. Indeed, their union was bringing this project to them, but we still had to assure them that the process would be self-evaluative and non-judgemental. Project staff had to "get to know" the system and provide background on their own experience. In one instance we had to assure TRLs that we were not doing this to provide information for doctoral dissertations! The more visibly involved we could be in the classroom lives of these teachers, the better. Above all, we had to assure them that we were not researchers. This was a result of teachers' initial skepticism of research and desire not to be treated as subjects.

Second, we had to make sure the dual role of the TRL was clearly defined. The first level of participation would be as a "user" of the information. Sites and TRLs were fairly comfortable with this role; the process of directly asking teachers to find "answers," rather than having them supplied, is atypical. In defining the second level of participation, the "teacher-of-teachers" role, it is not adequate to simply say, "You will do this." Initially, we had to assure TRLs that we would help them plan, develop skills necessary for this role, and provide support by being there.

Third, the first piece of research-information delivered had to be noncontradictory to accepted classroom practice and rather directly suggest immediate strategies for classroom use. This was important to the process of neutralizing negative attitudes towards research and communicating our belief that some research can be useful to teachers. Additionally, having TRLs interact with this body of research provided feedback to AFT staff on where TRLs were in their own sense of professionalism. If TRLs had difficulty perceiving this kind of research as useful, there was a strong indication that future success of the TRL was unlikely. This would help guide future planning.

One of the most important insights gained through this
project was that "translation" of research into language meaning-
ful to teachers was not enough. What really bridged the gap
between research and practice was a process we call "transforma-
tion." Only after TRLs worked intensively with research concepts
over an extended period of time were the findings internalized or
"transformed." By relating theory to practice in training
activities, testing strategies in classroom situations, interact-
ing with peers, reflecting on their own and others' results,
preparing for and practicing sharing the research concepts, and
actually presenting findings to other teachers, TRLs developed a
grasp of the research which could never have occurred through
mere readings of the translations. TRLs evolved from a group of
teachers given a special title to masters of the professional
knowledge base on classroom management and teaching effectiveness.
Neither the TRLs nor the AFT staff realized the existence or
importance of the transformation process until the latter stages
of the project when its effect became obvious. The progression
from "being" a TRL to having "become" a TRL involved a myriad of
functions described below.

DEVELOPING A MINDSET TO RECEIVE,
REVIEW AND UTILIZE RESEARCH INFORMATION

Most of our TRLs, although identified as being "special" by
their peers, were at point of entry into the project, as leary
as other teachers about the validity of educational research for
classroom practice. Our criteria for selecting TRLs did not
address the issue of teachers' attitudes toward research.
Approximately five of the 50 TRLs in all three sites did demon-
strate some initial affinity for research and were accustomed to
reading and discussing research information. We have little
evidence that TRLs had field-tested these self-found research
studies in their classrooms to the end that they implemented
the strategies and reported the results.
Our job was to capitalize on the assets TRLs brought with
them--i.e. dedication to the union, peer respect and trust,
teaching effectiveness, and willingness to investigate innovations--
in order to develop their receptivity to professional knowledge
based on research findings.

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We were aware that in the main, teachers had previously received research information in a very debilitating form. Usually it came to them as mandated programs for classroom implementation without the teachers' input and/or without the teachers' understanding of the research base (e.g., The Competency-Based Curriculum).

We found that membership in the union, associated with providing positive benefits, was very important in developing TRLs' willingness to believe that a non-threatening, non-evaluative process was indeed achievable. This greatly enhanced their ability to investigate the translated research summaries on a personal level. Our foot was in the door.

Our next goal was to convince the TRLs that as their peers, we valued them as individuals and we recognized that personalized teacher style was very important when asking people to assimilate new information. Consequently, we found that teachers were willing to say, "I thought the idea was super," or "I don't think that works for me." Moreover, we discovered that teachers began to broaden their perspectives and were likely to comment, "This appears to be workable at second grade level. Is it equally as successful with older children?", The degree to which teachers were open to asking questions of, and receiving answers from, each other reflected <u>another</u> developmental process. The AFT team constantly demonstrated respect for professional opinions based on individual teaching/learning styles. The establishment of ground rules which encouraged people to "agree to disagree" enabled research discussion sessions to be increasingly fruitful.

Information on adult learning styles indicated that challenges to experiences shared by adults could be translated into personal attacks, so we encouraged our TRLs to avoid negative challenging, both as consumers and disseminators of the research information.

Important in setting the stage for acceptance of the ER&D process, even beyond the elements of trust and openness, was the task of getting teachers to envelope research into the mainstream of their thinking as professionals. This suggests that teachers could perceive what we were doing, not only as a nice <u>addition</u> to their lives as teachers, but as an essential element in developing good practice. The most prevalent evidence we have that this began to happen came via feedback from successful teachers whose practice was validated by research findings. Often they said, "It took me years of struggle to develop my teaching strategies, only to find that they are here for the asking. Why didn't we get this in pre-service training?" There are, of course, many reasons why this information was not

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accessible to experienced or pre-service teachers, but what is important here are opinions expressed by teachers indicating that research information should be maintained as a staple in the teaching/training process, not as an occasional whim or flimsy supplement.

Teachers often find themselves in a position of isolation, having minimal contact with their peers or administrators during a school day. We found that discussion and sharing of research-based educational strategies provided our TRLs with a vehicle for "coming-out" of isolation and discovering that other teachers were experiencing the same successes and failures they were. This was a very important component in helping TRLs develop into a cohesive group that, through investigations of their own teaching situations, could begin to address the science of teaching on a more global level of interacting with their peers.

DEVELOPING INTEREST IN SPECIFIC PIECES OF RESEARCH

We have described the reasoning behind the selections of the two major topic areas in which we sought out research. Combining our own experiences as classroom teachers and inter-actions with teachers through the union structure, we had a sense of what might be interesting to teachers or what are their major areas of concern. As we read the research summaries, we culled some of these highlighted areas and made decisions on how they should be presented to get the most mileage.

A typical training session involved discussion of the research concepts among the group assembled. As we have indicated, we emerged from a process of bringing the research summaries to the training session and "explaining" the concepts to the TRLs to mailing the summaries to the TRLs' homes for advance review so that they could contribute to an investigation of the particular research findings in a discussion-oriented format. We found that as time progressed, more and more of our TRLs looked forward to reading the summaries so that they could be involved in the research discussions.

We decided to enhance the summaries with classroom-oriented training activities related to the research concepts. We pooled all of our talents in order to tailor these activities to suit the intent of the research, while at the same time developing "tangibility" between the concept and practice. Again, we used actual and vicarious teaching experiences to recall classroom situations which appropriately demonstrated the idea being presented in the research. We developed role-playing experiences in which students' disruptive actions as individuals or as groups

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were reenacted. TRLs were often exhuberant in their portrayals of their roles as "students"or as "teachers." We noted from our role-playing that teachers certainly know a great deal about student behavior. Other activities included review of actual or simulated case studies and response to open-ended questions. In some cases, activities which required overt participation by a larger group were presented as case studies and discussed in a small-group format as an alternative to the more time-consuming role-playing experiences. A typical example of this process may be drawn from Jacob Kounin's research on Group Management Strategies. In demonstrating the importance of "overlapping" skills needed by teachers, we developed a role-playing situation whereby a student who has been in a pull-out program for special education training returns to the classroom earlier than scheduled in a foul and noisy mood. Most teachers easily relate to this experience in terms of adjusting their schedules to accommodate individual "pull-outs" and planning to keep the rest of the class "on-task." Many frustrations come to mind and teachers easily "buy into" the activity as participants or discussants.

After the discussion and the activity (although we were not always able to do an activity due to time restraints), we were reasonably sure that teachers had a grasp on the major focus of the research. Next, we asked that they select some portions of that particular research study for implementation in their classrooms. Generally, they had a minimum of three weeks between sessions to work with the concept. We provided research action forms for them to jot down some of the details of their implementation plan, mainly a listing of all of the concepts covered, followed by a delineation of the concept(s) they would implement in the classroom for whatever reason they decided they would try it. Then, they would outline the ways in which they felt they could bring about the implementation, with which group, and what they would need to make it work.

A natural follow-up was to find out what happened as a result of trying the research. The type of feedback we got through these follow-up discussions is discussed in the Appendix.

In each site, the TRL group developed into a cohesive entity dedicated to a cause. Teachers found ways to overcome their level distinctions, whether grade, subject or experiential, to make decisions about the applicability of research concepts. A sense of identification with the cause was visible as elementary and secondary teachers collaborated to design efficient classroom arrangements and to discuss the appropriateness of rules and consequences. We saw evidences of people in "specialized" positions, such as counsellors and teacher specialists (trainers) develop

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commonality or closer peer relationships with classroom teachers. One of our TRLs is a teacher in a day care center, while another is a special education teacher. All of these elements contributed richness to the process and put the research concepts to the ultimate test. In most cases, the research passed with flying colors. When it didn't, we found out why and were able to go back to the drawing board.

Our training for trainers process ran concurrent with the exposure to the research concepts. As our people became comfortable with research information and began to branch out as disseminators, we utilzied several strategies to facilitate their efforts, one of which involved "practicing" research presentations. What we discovered here was that in the act of practicing, TRLs reported they received even greater understanding of the research concept. In most instances they were forced to review the research summaries and made three important discoveries: First, that they had learned much more than they thought; Second, that they had implemented much more than they realized; and Third, that there was a lot of information to be digested. We couldn't ask for much more.

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The TRL role as disseminator involves a rather complicated network of behaviors. Essentially we were asking TRLs to disseminate the research information under the same philosophical umbrella we had used to disseminate to them. We wanted them to share the information with those of their peers who were willing to receive it and to guarantee that the information would be used at teachers' professional discretion. Moreover, we wanted them to develop others as users of research by encouraging classroom implementation of the research-based strategies. Finally, we wanted them to solicit feedback from teachers to keep the lines of communication open between teachers and researchers.

We discovered during the process that the TRLs often modeled our methods of conducting sessions and that we had to be careful to set good examples. It was not always easy to please everyone, based on their individual learning styles. Some TRLs were information-oriented and did not mind receiving the information in lecture form and converting it to practice. Most others, however, preferred supplementing the research information with practical, hands-on activities drawn from teaching experiences. In planning our own training sessions, the AFT ER & D team tried to accommodate both schools of thought, in addition to building in sufficient time for group interaction through discussions. Again we were cognizant that most TRLs would duplicate our behaviors. We constantly reminded them that they too would serve as models in their dissemination efforts and would be confronted with dilemmas similar to ours.

Believing that there is strength in numbers, we encouraged "pairing" of TRLs, whenever possible, to provide a basis of support for those who were presenting research. This was a process that was successfully utilized in each site. Pairs and even trios, which often included a member of the AFT staff team, collaborated to plan and present research information at large-scale workshops and small-scale meetings. Individuals made selections of areas of research to present based on interest and level of preparation. The amount of support given by the AFT team was dependent upon the degree of readiness of both the TRL and the project site.

Sometimes ER & D team members were very involved in the process, helping TRLs make decisions about what they wanted to present (this was rarely the case, however; most TRLs did have a sense of the material they wanted to cover) and providing xeroxed copies of materials for TRLs to use as handouts. The team also made great efforts to be "on site" with TRLs when they made their presentations and to spend as much planning and reviewing time as possible with them before the presentations.

We simulated situations in which presenters could possibly find themselves in adversarial positions and encouraged TRLs to brainstorm solutions for dealing with challenges, negativism, uncooperativeness and even hostility. Many of the scenarios we developed came from our own experiences in the project. TRLs found this to be a worthwhile exercise.

The ER & D team was mindful to let the TRLs take the lead and give only as much support as the TRL indicated was necessary. We co-presented only when asked by TRLs. In one instance in which a TRL has been very active as a presenter and has made requests of the team for help, we have begun to "wean" the TRL in order to encourage increased self-reliance. Yet, we had to be mindful of the fact that some schools have limited supplies of paper and that it may be difficult at times to locate enough supplies to reproduce materials. In other situations, the acquisition of supplies is not a problem. We encouraged TRLs to investigate appropriate places to conduct their sessions. Would buildings close? Is area safe after dark? Is parking accessible?

Our review of the literature on how adults learn provided us with some insights on effective ways of sharing information with adults. We realized that we could not "teach" them in the same manner that children are taught; that adult orientation to learning is based on life situations and, therefore, classroom experiences would be a constant frame of reference for TRLs as they reviewed the research information. Rather than simply transmitting information and skills for TRL absorption, we fostered a process model for teaching these adults, whereby they were exposed to procedures and resources designed to help them acquire information and skills which could be applied to present and future situations. It was necessary for us to make some changes in our own process, hence we decided to mail the research summaries to the TRLs well in advance of the training sessions so that they could participate as "equals" during discussions. We always encouraged the TRLs to utilize similar strategies in working with teachers in their schools, even though some of them found it difficult to move away from the pedagogical model.

During our own training sessions, we talked about these methods of teaching adults and encouraged "practice" sessions. It was during these practice sessions that we learned another lesson. Teachers are required to present information to students all the time. It is a quite different and often intimidating experience for them to present information to their peers. Even within our project sites where TRLs had developed a sense of sharing and groupedness, those TRLs who did not come to us as

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experienced presenters were apprehensive during the practice research presentations. This required a lot of hand-holding on our part as we recognized that these teachers were struggling to absorb the research information, while at the same time they were developing skills as teacher trainers. In reference to absorbing the research information, we constantly supported the idea that being able to "try out" the research strategies on a first-hand basis was a valuable way of helping to learn the concepts. Yet, we were aware that some of our TRLs, the New York City Teacher Specialists, two of our local site coordinators and members of the AFT team, did not have current classroom in which to implement the strategies. Still the dissemination process was supported and facilitated by all. We can only speculate that the research information itself stood its ground in terms of usefulness, logic and credibility in the science of teaching. We are also tempted to conclude that the methods by which we shared the information influenced the way it was received and therefore impacted on the recipients' desire to have it shared with others.

Our disseminators operated on two levels, the most valuable to our process being the research sharing at building levels. It is at this level that the ongoing practice of examining and utilizing research-based information can be maintained. Given a continuous supply of information, linkers can continue to share the information with individual teachers who ask for help in small, informal groups; organized study groups; and regularly scheduled meeting groups. TRLs can realize their role as research facilitators because they can serve as on-site consultants, capitalizing on their proximity to their fellow teachers. A sense of groupedness similar to that developed by the TRLs at the pilot project sites can develop within schools.

We have documented evidence that these things have already begun to happen in some of our schools and can be exemplified by recalling TRLs' experineces with one segment of the classroom management research which dealt with classroom arrangement of furniture and supplies. A New York City TRL reports that the librarian in her elementary school was complaining about the unmanageability of the classes that came to the library. She asked the TRL for suggestions. The TRL discovered that the library furniture was massive and actually too large for students to be comfortable. Furthermore, the shelves were so high that the librarian could not see over them in order to monitor individuals or groups. Through a school effort of "begging and borrowing," the library was able to get smaller chairs and tables and lower shelves. It made all the difference in the world. Also, a Washington, D.C. TRL reported that she rearranged her own classroom after working with Evertson's Beginning of the Year Classroom Management Strategies. Other teachers at her school complimented her on the new arrangement

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and asked her to help them rearrange their classrooms. She
set up a workshop session for those interested titled "Let's
Get Physical." A San Francisco TRL used a manual based on the
Evertson research on Organizing and Managing the Classroom to
influence the school principal to reassign her and others'
classrooms and supply adequate furniture in order for her teaching
team to implement their special re-entry program for students.
In this case, the principal was entirely unaware of the importance
of room arrangement in helping teachers to better manage group
situations. Having understood this need through the research
information, the principal assigned this teacher to a larger
classroom and provided portable tables which the teacher could
use to set up small and large group learning situations for
her students.

A portion of our research dissemination has also been done
on a wide-scale basis. Attendance at these sessions has been
exceptional at all sites and in one case a repeat session had
to be planned to accommodate those who were turned away. These
district-wide sessions serve as information-sharing formats,
which help to support the idea of utilizing research-based
teaching techniques and tend to stimulate interest in the project.
In some cases, workshop participants have expressed interest
in becoming TRLs. Most gratifying of all in these sessions
is the sense of fulfillment registered by the TRL presenters
as they receive praise and encouragement from their peers for
the service they have performed.

We had to learn to be comfortable with the dissemination role
TRLs felt secure in assuming and felt comfortable to share, from
placing research information in teacher lounge areas and respond-
ing to inquiries, discussions with small groups, or presentations
to large groups.

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The ER & D Program enhanced an important function of the
union in service delivery to its members by establishing a
relationship between the educational research community and
practicing teachers. This program has generated tremendous
interest from representatives of local education agencies, as
well as institutions of higher education.

Collaboration with Building Principals

From the very beginning, we recognized that support from
the building site principals was imperative in order for TRLs
to implement the program in their schools. We were able to
meet with almost every building principal in schools where our
TRLs were located. In some cases, especially in D.C., the TRLs
were released from classroom duties and participated with us
in project-orientation meetings with their building principals.
This worked well because agreements on how to proceed could be
made first-hand, as TRLs described to their principals how they
would like to operate in the school. In other cases, the AFT
team met with principals to develop awareness of the project and
to pave the way for TRLs to arrange a plan of operation. It is
important to note that in situations where we could not arrange
meetings with building principals, no building level dissemination
took place.

Important in our message to principals were the stipulations
that teachers could participate in this process without fear that
the information and materials they received would be used as a
measure of evaluating their teaching performance. This condition
is necessary because teachers often shy away from innovation and
experimentation which results in increased administrative observa-
tion and evaluation. In effect, they perceive themselves as being
penalized for trying to improve practice. For the most part,
principals agreed to the non-evaluative stipulations.

Additional support sought from principals included provisions
for a place where teachers could meet, arrangement for after-
school meeting times, possible in-school meeting times and a
general attitude of moral support for the process.

In rare instances, principals attended some of the ER & D
sessions with the teachers. We found them to be as receptive to
the research information as they were to the idea of having an
educational research program in their schools. Sometimes we had
to restrain their exuberance, as they would tend to lapse into

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the mode of mandating teacher behaviors based on the research
information. One principal, in particular, addressed his staff
on the morning after a research presentation had been made by
a TRL on Rules, Procedures and Consequences and congratulated
the TRL for the quality of the information and of her performance
and then informed the school that he would be checking with each
teacher to see if they had developed a hierarchy of consequences
for students who broke the school's no-gum-chewing rule. The
effect was to change faculty receptivity to the research to a
feeling of resentment.

The principal's participation in ER & D sessions was sometimes
quite helpful. In two school districts in which ER & D team members
conducted large-scale classroom management sessions, principals
and other administrators present came up to inquire as to how they
could help to further the ER & D cause or how they could get the
program in their schools.

Examples of the cruciality of the building principal's
support for the project can be cited by describing what happened
when that support was lacking. One of the most active D.C. TRLs
is in an open-school environment to which her building principal
did not want her admitted. Apparently, placement in this school
is considered something of a reward for highly effective teachers.
The TRL deserves the placement, but there exists between the TRL
and the principal some personal differences that have spilled
over to professional areas. The principal met with the AFT
ER & D team and was impressed with the program but wanted to
exclude the TRL in presenting the information to the staff by
having members of the ER & D team as presenters. Having been
thwarted in this attempt, the principal led the entire staff in
resisting any efforts on the part of the TRL to disseminate in
the building. This caused the TRL to abandon any plans to
operate in that school except on a one-to-one basis. It should
be noted that this same TRL served on a national panel of teachers
who participated in a research collaboration project with Far
West Laboratory and performed admirably.

Another principal initiated his comments to us at our first
meeting by stating, "Actually, all a good teacher needs is some
kids, some chalk and a blackboard, and they can close the door
and teach." We explored the purpose of the project with him in
two subsequent meetings to the end that he could see the value of
teachers implementing research-based teaching strategies. Build-
ing level dissemination in that school continues to be stymied,
however, due to the principal's insistance that all ER & D
inservicing operate under his control (e.g., attendance taking,
and evaluation of workshop participants and follow-up behaviors).
The TRL, who is also a teacher center specialist, has been forced
to share the research information with teachers on a very limited
low-key basis.

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Collaboration with Institutions of Higher Education

The process for effecting ER & D collaboration with colleges
and universities varied in each site. Primarily, our goal in
establishing relationships with the institutions of higher educa-
tion was to provide an ongoing supply of relevant research in
areas of need designated by the local union, to have this research
"prepared" for the locals in translated form to keep locals abreast
of new research, and to continue communications between teachers
and researchers. This, we felt, in addition to continuous training
of new TRLs, would permanently establish the ER & D project in
each site.

In each meeting held with deans and professors of colleges of
education, there was universal acceptance, and even were accolades,
for the project intent. Interest has been maintained and some
movement made, but funds to support collaborative efforts with the
colleges remain a major stumbling block.

New York City

Our first meetings in New York City were with Arnold Webb,
Dean of Education at City College of New York. Dr. Webb was
immediately intrigued with the idea and seemed particularly
interested in aspects of the research we had shared that would
impact on teacher training. He arranged for the AFT team and
a representative from the New York City Teacher Center to meet
with the Department Chair of every branch of the school of
education. Subsequent to this meeting, expressed interest in
the project was demonstrated by the Chair of the Teacher Education
Department and the Associate Dean of Education. A third meeting
was arranged with Dr. Webb and Myrna Cooper of the Teacher Center.
During the fourth meeting, the City College team requested
additional information on areas related to turf, flexibility and
control of research information. They felt that they needed
answers with which they could be comfortable since their involve-
ment would have budgetary implications and has much to do with
their accountability to the university. We are still in dialogue
with City College.

Next, we met with Dr. Max Weiner, Dean of the School of
Education at Fordham University and Dr. Thomas Mulkeen, Associate
Dean. From the onset, Dr. Weiner reflected his concerns about
monetary considerations in assigning staff to work on research
translations, etc. He and Dr. Mulkeen continued dialogue with
the project, however, and eventually visited one of the regularly
scheduled TRL training sessions. At this point, the New York
City project is looking forward to a continued relationship with
Fordham through the placement of researcher Fred McDonald on
the Fordham staff. Dr. McDonald is highly conversant with
project progress through his relationship with the New York
City Teacher Center. Additionally, Dr. Mulkeen has

Lee shulman had joined the staff at Stanford and was able to make very positive contributions to the process. One avenue that was consistently pursued and has come to fruition is the extension of an invitation for San Francisco TRLs to attend Dr. Gage's graduate school seminar on educational research. At present, two TRLs will attend the sessions beginning January 4 as Visiting Practitioners and will be able to contribute their expertise as practicing teachers, while being involved in an experience of examining current educational research findings. Moreover, the local site coordinator is charged with using her contacts and those of the union to seek funding sources to pay for a percentage of a graduate student's time to identify and translate new research studies for San Francisco TRLs. Other suggestions for use of funding include providing for one or two TRLs to become involved in a work-study program at Stanford where they get first-hand training in educational research and "translate" it for use by the TRLs. This could possibly serve as a two-year project involving teachers who are on sabbatical and could be degree-related, if the participant so desires.

Washington, D.C.

Representatives from four universities in Washington, D.C. engaged in a dialogue with the AFt staff and Jimmie Jackson, the Local Site Coordinator, to explore the issue of project collaboration. Early meetings with Dr. Charles Asbury and Dr. Sylvia Johnson of the Department of Educational Psychology and Research Methodology, from Howard University were left at the expressed interest stage but have not been pursued. Essentially, the same thing happened with American University where we met with Dr. Dawn Thomas, Director of Teacher Education; interest in the project, again, was expressed. Possibly, dealing with four universities was unwieldy in trying to coordinate a process. The local site coordinator pursued interactions with two of the four to the end that some progress has been made.
We first met with Dr. Barbara Smith, Dean of Education, who stated from the outset that she might be able to commit her school to assist the project in identifying research through the sophisticated communications network established at their school of education. She indicated that they might become involved in translating research, but to a very limited degree. However, the prospect of having a source for obtaining new research will be very helpful in D.C.
Our meeting with Dr. Eugene Kelly, Dean of Education at George Washington University, was significant in that the greatest potential for ER & D collaboration in D.C. has developed through this institution. Traditionally,

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extended an invitation for New York City ER & D project people
to meet with the faculty at Fordham in order to explore avenues
for future interactions with an eye to involving the TRLs in
"Research Seminars" at Fordham.

Project staff met with Dr. Michael Timpane, Dean of Teachers
College at Columbia University early in the year. At that time,
the aspect of funding for this effort was a primary concern.

Since funding has loomed as a very serious concern at all
of the colleges and universities, Local Site Coordinator
Myrna Cooper has been working with representatives from Columbia
Teachers College, Fordham University, Queens College and the
central administration to put together a funding proposal for
submission to local foundations. Funds would be used for higher
education raculty time and stipends for trainees. Options to
be pursued include (a) training a TRL in each school in a tar-
geted district, (b) developing research study circles, (c) offering
a course, "Recent and Relevant Research for Teachers," staffed
by present TRLs and higher education faculty members. Ann Lieberman,
Fred McDonald, and John Lidstone (Dean of Education at Queens
College) are assisting Myrna Cooper in developing the program.

San Francisco

We sought the advice of Advisory Board member Betty Ward at
Far West Lab in determining which colleges and universities in
San Francisco might be amenable to developing a collaborative
relationship with our project there. Consequently, we were able
to meet with several people in the area, including Henrietta
Schwartz at San Francisco State and Larry Cuban at Stanford
University.

Our most productive encounter, however, was with Dr.
Nathaniel L. Gage, educational researcher and professor of
education at Stanford University. We first met with Dr. Gage
in May and have continued to develop a workable relationship
from that time to the present. After several meetings in the
spring to which the AFT team eventually introduced Kathy King,
Local Site Coordinator for the San Francisco project, Dr. Gage
expressed interest in attending one of the TRL training sessions.
He was invited to attend the session in June which was held at
Far West Lab. Ralph Putnam, graduate assistant, accompanied
Dr. Gage at the meeting. It was at the conclusion of this
meeting that Dr. Gage made a specific commitment to explore ways
in which to involve himself and his department in the collabora-
tive effort.

Meetings with Gage and members of his staff continued after
the summer vacation. By this time, Project Advisory Board member

the D.C. Teacher Center has worked through George Washington
University as a support base for its staff development efforts,
both in granting graduate school credits and lowered tuition
fees to teachers who took teacher center courses and in supplying
consultants and presenters for sessions at the teacher center.
    This solid relationship with the institutionalized teacher
center structure was a natural for establishing collaboration
with the ER & D program. Tentative plans provide for our
experienced TRLs to share the research we have given them over
the past year in an educational research seminar to be presented
at George Washington University and other area universities
represented by the Metro Council of Deans of Colleges of Education.
One TRL will be designated as the overall course presenter and
other TRLs would serve as course consultants who would each present
a certain segment of the Classroom Management and Teaching
Effectiveness research they received in the AFT ER & D program.
The opportunity to present on a college level can be seen as a
tremendous self-esteem booster for our TRLs. Still to be con-
sidered, however, are ways in which to solidify the research
acquisition and translation process in D.C. in order to guarantee
continuation of the process after present information is utilized.

Collaboration with the Research Community

    We have established communication with most of the researchers
whose studies have been used, Jacob Kounin being the most obvious
exception given the degree to which we used his work. But, we
have also used a great deal of Jere Brophy's work and have been
in repeated contact with him through NIE conferences, telephone
and written communications, and finally through a project team
visit to the Institute for Research on Teaching at Michigan State
University. Likewise, we had personal contact with Carolyn
Evertson, Jane Stallings, Edmond Emmer, Fred McDonald, Dave Berliner ,
Charles Fisher, Barak Rosenshine, Walter Doyle, Tom Good,
Linda Anderson, Gary Griffin, Ron Edmonds, Judith Green, Fred Erikson,
Nate L. Gage, and others. Members of our Advisory Board, Ann
Lieberman, Lee Shulman and Betty Ward are well-respected educational
researchers and have been instrumental in assisting our efforts
to cultivate relationships with the research community. We
discovered, to our delight, that most researchers are quite
excited about the prospect of having their findings put to the
"everyday classroom" test.
    Our project team has visited with and participated as dis-
cussants and presenters in programs at Far West Lab in San Francisco;
The Changing Teacher Practice Conference at R&DCTE, University
of Texas at Austin; AERA's Invisible College; the NCSIE National

Conference; and several NIE-sponsored programs, including the
BTES conference on Instructional Time and Student Achievement
at Northwestern University, the NIE Annual Summer Meeting on
Perspectives and Priorities, and the Decade of Progress Con-
ference on Research in Teaching: Implications for Practice at
Airlie House, Virginia.

We are scheduled to make a project presentation at the 1983.
AERA Conference in Montreal and have been nominated to receive
an award in the category "Contributions to Relating Research to
Practice." Findings from the ER & D project will also be presented
at the 1983 AACTE annual meeting in February and at the AFT Quest
Conference in April.

SPECULATIONS FOR FUTURE CONSIDERATION

1. The issue of ownership as it relates to the process model

    In the selection of TRLs and building sites, we provided
each local with the same criteria. In each site, the criteria
were modified to fit the local context organizationally,
politically, and socially. (Initially, we did not always get
what we, as outside agents, felt necessary. The question becomes,
did we really "lose" as a result of these modifications? If we
had been adamant about sticking to the original criteria, would
we have destroyed a sense of ownership on the part of the local?
We can speculate on the basis of this experience and other
dissemination research, that ownership and cooperation had to be
established to initiate the project and that some modification
should be anticipated.
    Another question related to this is why was the process so
easily modified? We provided criteria but no specific measures
related to them. For example, take the TRL criterion "Is viewed
as a leader and resource by peers." The selection was conducted
by peers in the union and/or teacher center. However, an
instrument could have been formulated to have teachers identify
leaders in their own building. Teachers in one building could
simply respond to two questions: "Name three teachers in this
building you view as leaders. Name three teachers you would use
as a resource for help in working with students." By tallying
the number of times a teacher's name was listed, you really would
get someone "viewed" by other staff as a leader or resource.
Obviously, this process would have been terribly time-consuming.
The criteria were eventually demonstrated by "successful" TRLs,
and perhaps we should remove the "selection" frame of reference
from the list; "characteristics of more effective TRLs" may be
more appropriate.

2. Realization of time commitment

    It was always initially difficult for AFT staff to communi-
cate the importance of time to TRLs, as related to frequency
and length of sessions. Part of this may be due to the atypical
staff development nature of the project (See "Readiness").
    However, by the end of the project, "successful" TRLs all
indicated that more time was needed (longer and more frequent
sessions) and committed themselves to carrying on the process.

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We can speculate, therefore, that the realization of time as an important factor in training and internalization is also part of the transformation process. It is not until TRLs have worked through the entire process that they fully comprehend this issue.

This entire speculation relates to the institutionalization of any program. Teacher Corps evaluation studies reported that institutionalization may take up to seven years. Being a TRL in our program and "becoming" a TRL are really two separate phenomena. "Becoming," like change, is indeed a time-consuming process. Perhaps the only way to fully comprehend this is in retrospect.

3. Occurrence of Dissemination

Across sites, some TRLs disseminated more than others. In analyzing the contexts in which these TRLs operated, several critical factors seem to emerge.

First is the issue of availability of a dissemination forum --in other words, a planned activity specifically designed to promote dissemination. Collectively, this was first evidenced by the borough union office sessions held in New York. Individually, this was first evidenced by the TRL in Washington who was also the teacher-coordinator of staff development in her building. She had been given one class period per day to work with teachers. Crucial to these two specific activities was external support in providing time. In New York, this support came from the teacher center and union; in Washington, it came from the school principal.

Second is the speculation that dissemination fosters further dissemination. Once "over the hump" of that first dissemination activity, TRLs felt comfortable to plan and conduct other activities. Those who had previous experience in this role began disseminating sooner.

Related to this is the feedback from peers. More than just peer-recognition that the TRL is an "information gatekeeper," is the sense that feedback from peers on the usefulness of the information acts to reinforce the TRL's role as a "teacher helper" - "I have done something perceived as helpful to my colleagues." The TRL's own growth has provided growth for others.

The third factor which promotes dissemination is the TRL's perception of need on the part of other teachers. Informal dissemination across sites occurred when TRLs responded to either direct or indirect requests for help. It was more than a global "this-information-is-helpful-to-teachers" perception. An example of a direct request is the librarian who asked a New York TRL for help in better managing the library or the San Francisco TRL who

worked with a new teacher who was asking for various kinds of help. Responses to indirect requests are best exemplified by Washington TRLs who were fully aware of the demands of the Competency-Based Curriculum placed on teachers. When they received the research on direct instruction, they could not wait to share it!

4.   Loss of research focus

Does research lose its "integrity" through regeneration of dissemination? While we do not have enough evidence to conclude yes or no, we can offer several speculations.
Research translation without the transformation process may lead to a watering down of concepts. Transformation promotes clear understanding of concepts and underscores the value of research as a knowledge base.
Perhaps the broader the repertoire of helping information the TRL has, the more likely the "threat" of integrity loss. This may be a natural occurrence and in actuality a positive one. TRLs should see the link between research and practice. However, those TRLs who had delivered other inservice would often say, "This fits in with my course on...." We had to remind them that one of our initial goals was to promote an appreciation for useful research, therefore we did not want the information buried among other programs.
We do suspect that there probably is a time that research ceases to be research. That is when it becomes internalized in practice. That is not so terrible.

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FINDINGS

1. Knowledge of educational research findings is essential to
    teachers' ability to carry out their responsibilities in
    the highest professional sense, and its dissemination should
    be institutionalized in both preservice and inservice teacher
    preparation/staff development programs.

     Teaching involves numerous sets of highly complex skills.
Assuring that all teachers have access to state of the art
knowledge about the teaching/learning process is as important
in guaranteeing students' right to equal educational opportunity
as it is in enhancing teachers' ability to reach the highest
levels of professionalism.

2. The local teacher union structure serves as an extremely
    effective dissemination vehicle for transmitting profes-
    sional knowledge to teachers.

     Unique benefits of using the local union structure include:
1) a high trust level on the part of recipients which fosters
openness and receptivity; 2) an orientation toward collectivism
and peer support as opposed to the traditional isolationism of
individual teachers; 3) a personal sense of participation under-
stood not only to involve getting, but also giving; and 4) an
understanding of the necessity of local decision-making to mold
program process to specific local needs, thereby establishing
local "ownership" of the process. These benefits can be tapped,
however, only with the full support of the local union leadership.

3. The higher the level of sophistication of existing training
    and dissemination mechanisms accessible to the union with-
    in a local site, the shorter will be the time necessary to
    train "Teacher Research Linkers" and begin systemwide and
    building level dissemination.

     This finding might be anticipated, but it is important to note
that while a local without highly developed structures for staff
development may require more time to implement the process, it can
even eventually realize the same degree of success as more
experienced locals.

4. <u>Teachers' internalization of research concepts to the extent that the knowledge becomes an integral part of their practice - a process we call "transformation" - develops over an extended period of time after intensive work with the research</u>.

Merely reading research studies or research "translations" does not have a significant impact on teacher practice. Distribution of written materials, we believe, is relatively ineffective as a sole dissemination effort. Added to this must be training activities, such as simulations, role-playing and case studies; experimentation in the classroom; coaching; demonstrations; and interaction with peers. Interestingly, the dissemination role fosters even deeper understanding of the research as one is compelled to master or internalize the concepts sufficiently to articulate them and their relation to practice to others.

5. <u>The major value of educational research to teachers is to improve/refine teacher skills through reflection on practice and to revitalize teachers' sense of professional pride and efficacy</u>.

The use of educational research to set rigid prescriptions on how teachers should teach is counter-productive and unfounded. Research, however, can be extremely valuable in providing teachers the opportunity to reflect on their practice - assessing both their values and goals in teaching, which strategies produce which results and why, etc. We found that through the inquiry and analysis this engenders, teachers changed practice willingly and enthusiastically. This attitude resulted from the process which allowed them to fully explore the rationale for change prior to implementation; to assess which changes suited their own teaching values and styles; to determine the pace of change with which they were comfortable; and to explore from their own perspective, and their peers', why a particular strategy succeeded or failed. Unfortunately, such reflection is rarely emphasized in teacher training programs and actively discouraged by the lack of time school systems provide for such exercises.

A second, very strong effect of teachers' research study was to boost teacher morale. The research said to teachers who had worked long and hard to develop effective teaching strategies that indeed they were doing the right thing. This resulted in a renewed sense of professional pride and efficacy - a sense of self-satisfaction and accomplishment critical to sustaining high performance levels. Validation of practice through research allows teachers to explain to anyone not only what they are doing, but why.

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6. <u>The teacher-to-teacher dissemination process is highly</u>
   <u>effective, because it allows all teachers equal opportunity</u>
   <u>to interact on a professional basis</u>.

   Within the group of "Teacher Research Linkers" (TRLs) trained
through this project, there developed a sense of collegiality and
peer equality. This was true even though some TRLs entered the
program with more staff development training than others. The
information provided by the research and the commonality of
classroom experience served to unify the group as equals.

7. <u>Building level dissemination of research, in which the</u>
   <u>principal's support is a critical factor, offers the</u>
   <u>greatest opportunities for institutionalization of the</u>
   <u>ER&D process and impact on large numbers of teachers</u>.

   Teacher-to-teacher study and dissemination of research at the
building level is more successful than system-wide dissemination,
because it allows for continuity in research study, provides a
convenient meeting place, and takes advantage of similar needs and
common experience which foster group cohesiveness. Because all
teachers should be familiar with the existing professional
knowledge base, all must be given the opporturnity to interact
around it. The building level structure is the most practicable
way of doing so. Study groups may be easily sustained over the
extended periods of time that are necessary for "transformation"
(see Finding #4) to take place.
   Cooperation of school principal is a critical factor in
successful building level dissemination. The non-evaluative
nature of the process must be maintained. The principal can be
instrumental in seeing that time and space are provided faculty
for study of and reflection on practice.

8. <u>Funds, rather than interest or desire, are the major obstacle</u>
   <u>in establishing collaboration between teachers and researchers</u>
   <u>and colleges of education</u>.

   No one assumes responsibility for dissemination of research
to teachers, therefore no one has budgeted monies to pay for
faculty time which might be devoted to research interpretations
or translations, teacher research internships, or seminars.
Despite the enthusiasm and interest university-level faculty and
federal research labs centers expressed in the ER&D program,
collaboration efforts have been stalled for lack of funds to
proceed. Although we can replicate and expand upon what the pro-
ject has done with classroom management and teaching effectiveness
research, the program is threatened with eventual collapse without
the influx of new research translations. Pilot sites are now
investigating outside funding sources. University tenure and
promotion systems which give little recognition to field work
done in schools may present an additional problem in the future.

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9. Institutionalization of the AFT ER&D process can not be
    accomplished in two years.

    It should be little surprise that institutionalization of
a process as complex as this cannot be accomplished within a two-
year period. Simply coordinating key players - teacher union
leaders, teachers, administrators, researchers and college
faculty - is a time-consuming process. Because "transformation"
occurs only after an extended period of time, it takes at least
one school year, possibly more, for the full realization of the
impact and benefit of the process to become apparent to parti-
cipants. It is this realization that fosters sustained commitment.

10. The AFT has developed a successful model for dissemination
    of educational research to teachers which should be repli-
    cated in local affiliates throughout the country.

    The AFT Educational Issues Department plans to maintain its
contacts with the research community and its efforts to dissemi-
nate the science of teaching. We plan to hold five-day training
sessions for teachers designated as local site coordinators by
local unions interested in replicating the ER&D program.

IMPLICATIONS FOR
STAFF DEVELOPMENT AND PRESERVICE TRAINING

I.   Staff Development

1.   To enhance the professional growth of practicing
teachers and to insure the continued improvement of
practice, mechanisms within the educational system
should be established to link teachers directly to the
wealth of knowledge in educational research.
     Teachers are professionals and capable of making
decisions individually and collectively regarding the
value of educational research findings and their
significance for practice. They are also capable of
determining, and are probably the best judge of, how
research findings can best be implemented in the
classroom. Too often, research reaches teachers in-
directly in the form of mandates by administrators who
have set uniform and rigid prescriptions as to how the
research will be implemented. In many cases, the in-
tegrity of the research base is lost, because teachers
are not informed that the mandates are research-based
and, therefore, lose the rationale behind implementation.
Consequently, teachers come to view these mandates
as either a nuisance or a threat to their experiential
knowledge of effective teaching and learning strategies.
     Additionally, given that declining economic con-
ditions and shifts in student populations adversly
affect school districts' abilities to hire beginning
teachers who to some extent represent an ongoing source
of new educational knowledge for school faculties, the
likelihood of limiting opportunities for older exper-
ienced teachers' access to new ideas and information in-
creases. This necessitates another continuing source
of new knowledge.

2.   Teachers' work days should be restructured so that
time is available at least semi-monthly for teachers
to engage in a supportive staff development process
which has as part of its focus the sharing and discussing
of educational research as it relates to practice.
     Unlike inservice training, staff development is
a process that occurs over a period of time. It is both

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continuous and steady in the sense of regular opportunities for new input or reflection. Staff development, and the potential for professional growth which stems from it, is a crucial element in maintaining a vital, energetic faculty. Too often, school systems and the public lock into the mind set that says teachers are not doing their job unless they are teaching. Regular staff development needs to be recognized as a priority for the continuation of effective teaching and must be accorded sufficient time within the teacher's day.

Ongoing staff development also builds faculty cohesiveness. This project found that teachers as a group are very isolated. They spend most of their day working with children, and there is seldom any meaningful time for them to meet with other teachers to collectively develop solutions to problems they encounter in teaching or to explore new approaches or strategies for effective practice.

3. All staff development and research sharing sessions should be conducted in a genuinely supportive atmosphere in which teachers feel free to investigate alternative practices and to select those they feel most comfortable implementing.

Staff development, including the internalization of educational research, is a gradual process of change in one's attitudes, beliefs, and, subsequently, behaviors. Real growth and change, as such, cannot take place unless they are based on a voluntary process which allows the individual to make an internal decision about change. The atmosphere for such reflection and change must be open and supportive. Teachers need to feel that they can share their ideas and that they can expose their problems or weaknesses, without fear of threat or evaluation. The presence of administrators, despite their best intentions, always leave a doubt as to whether the thoughts or concerns that are shared will be used later to evaluate them.

The experiences of this project have clearly demonstrated that the teacher-to-teacher interaction model is one which is least threatening to teachers and offers the greatest opportunity for building a mutually supportive network. Furthermore, as demonstrated by

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this project, there are teachers who are not only
qualified to assume a leadership role in delivering
staff development or research training to other teachers,
but who are also sensitive to the support needs of
their peers. Finally, these teachers possess the
added advantage of being able to present research and
other professional knowledge in an experiential frame-
work with which other teachers can easily identify.

II. Pre-Service Training

1.   There is a wealth of good research on more effective
practice which is useful not only to practicing teachers
but also student teachers. Research on teaching effec-
tiveness and classroom management should be integrated
into teacher education programs.
       In particular, experienced teachers categorically
singled out the research findings on classroom manage-
ment as a must for all preservice teachers. Many
experienced teachers commented they wished they had
this information available to them during their train-
ing. In some instances, preservice teachers took part
in project-sponsored workshops on classroom management.
They commented that the information was very helpful
and that they had not received such practical management
techniques in any of their training.

2.   Preservice teachers should be trained in how to
understand and use educational research. Inquiry skills,
a basic understanding of research reporting techniques
and jargon, and a knowledge of sources of research in-
formation are critical to this process. More than just
teaching teachers how to use research, and ideally how
to pursue research questions in the classroom, teacher
preparation programs have the responsibility of
transmitting to teachers their shared obligation to
keep abreast of research on teaching and learning.
       The ER&D project provided teachers (the TRLs)
with the time and opportunity to reflect on and inves-
tigate the happenings in their classrooms. Project
staff found that frequently teachers felt something
was not right in their classroom but had not had the
time to fully explore the problem nor methodology for
pursuing it. Training in research would help to estab-
lish a mind set which promotes greater self-inquiry and

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examination of classroom processes, leading to more
positive attitudes toward teaching and a greater sense
of teacher control of their environment.

Furthermore, since institutionalizing the trans-
lation of educational research for all teachers' use
is a long way off, training teacher candidates to un-
derstand and use research would insure greater use of
research in its present form and help strengthen the
ties between teachers and research.

III. Collaboration between Research and Practice

The responsibility for disseminating educational
research to teachers should be shared one among admin-
istrative leaders, teacher trainers, the research com-
munity, and the teacher union.

It is the school system's or central administration's
responsibility to work with teachers through the local
union to establish the Educational Research and Dissem-
ination model. The time for staff development opportun-
ities, and specifically educational research training,
should be available to all practicing teachers. This
means making staff development and research training
a priority within all schools, providing the necessary
time (release time or other) for teachers to interact
collectively, and generally supporting an atmosphere
conducive to real staff development.

It is the research community's responsibility to
conduct research, sometimes collaboratively with teachers,
and to interpret their findings for teacher use. It
is also their responsibility to publish their findings
in journals which are widely read by teachers and to
discuss their findings in forums which are widely at-
tended by teachers.

Teacher training institutions can also take re-
sponsibility for the interpretation of findings and
translations of those findings which make them suitable
for classroom application.

Besides incorporating research knowledge and its
utilization into the curriculum for both preservice
and inservice training, teacher training institutions
can develop teacher research internships and/or seminars
for practicing teachers. Greater emphasis can be placed
on developmental fieldwork by education professors and
graduate students with more interaction between research

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faculty, teaching faculty and practicing teachers.

It is the union's responsibility to transform the interpretations and translations of these findings into meaningful information. The AFT Educational Research and Dissemination process has indentified qualified teacher-leaders who can implement this stage of staff development by creating training materials and activities specifically designed to link research to practice, communicating information in a non-threatening manner, stimulating the willingness to update and refine effective teaching skills, and maintaining an environment conducive to positive professional growth and change.

Further, the teachers' union can offer the opportunity for additional collaboration and dissemination through its journals, conferences and conventions, and the Educational Research and Dissemination process itself.

The American Federation of Teachers is committed to continued work in establishing this total process in local unions and school systems throughout the country, realizing that all components of the education community must shoulder the responsibility for the advancement of quality public education.

A P P E N D I X A

SITE SELECTION

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Table 1

TEACHER AND STUDENT MINORITY/DISADVANTAGED POPULATION

APPLICANT	TEACHER POPULATIONS	PERCENTAGE STUDENT MINORITY/ DISADVANTAGED POPULATION
*New York (NY)	55,000	70
Dade (FL)	16,500	75
Detroit (MI)	13,900	85
*District of Columbia	5,700	98
*San Francisco (CA)	3,500	75
Rochester (NY)	2,700	65
Corpus Christi (TX)	2,000	70
Sachem (NY)	1,150	10
Warwick (RI)	1,050	9
Dearborn (MI)	913	15
Nashua (NH)	650	-
Total Average	-	52
Average of Selected Sites	-	81

Table 2

NUMBER OF BUILDING SITES PER LOCAL

Applicant	Elementary	Jr. High/ Middle	Sr. High	Other	(Total)
*New York	800	175	90		1,065
Dade	190	46	20		256
Detroit	189	63	24	16	292
*District of Columbia	142	28	36		206
*San Francisco	90	15	10	50	165
Rochester	43	3	9		55
Corpus Christi	40	12	6		58
Sachem	12	2	2		16
Warwick	20	3	3		26
Dearborn	19	8	3		30
Nashua	14	3	1		18

*Sites Selected

A P P E N D I X B

TRL SELECTION CRITERIA

CHARACTERISTICS OF EFFECTIVE TRLs

1. Is a Union member in good standing and displays loyalty to the local.
2. Is viewed as a trusted leader and resource by peers.
3. Has good rapport with the building principal.
4. Operates on a professional level; concerned with his/her own professional growth.
5. Is a risk-taker, innovator; takes initiative.
6. Possesses good interpersonal communication skills; can develop and maintain rapport.
7. Is able to develop alternative solutions to problems and evaluate them.
8. Is viewed as an effective teacher.
9. Has the time available to give to the Program.
10. Can facilitate the functioning of adult groups.
11. Is organized; task-oriented.
12. Exhibits empathy for others and respects individual differences.
13. Can be depended on to follow through.

A P P E N D I X C

FEEDBACK

TEACHER CHANGE
ER&D PROCESS
INDIVIDUAL RESEARCH TOPICS

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FEEDBACK: TEACHER CHANGE

Essentially, training is offered to practicing teachers in
the hopes that the information shared will result in improved
classroom practices and ultimately, increased student achievement.
Although the AFT ER&D program, in developing a dissemination pro-
cess, did not scientifically document changes in teacher prac-
tice, we have demonstrated through feedback from teachers that
there is significant testimonial data to support our belief that
TRLs have made real changes in practice as a direct result of
involvement in this program.

We are convinced that this input has validity, because teachers
have volunteered the information under the aegis of a non-threat-
ening/non-judgemental atmosphere and can therefore submit comments
that are open and candid.

Our research training cycle of presenting research to TRLs,
having them implement selected strategies in their classrooms
and then report back on the workability of the strategies,
provided us with instant feedback via self-reports. First, we
could safely assume that when TRLs selected certain strategies
for classroom implementation, they were indeed initiating some
sort of change in practice, because they had already documented
the research-based strategies that were currently built into
their teaching behaviors.

Teachers have repeatedly described the ways in which they
changed their room arrangements, developed consequences to help
enforce their classroom rules or tried to deliver praise to
students in a more specific manner. Testimony of students'
responses to these changes provided further evidence that re-
search concepts were being implemented. As an example, we cite
the following change effected on a school-wide basis.

On a site visit to San Francisco, we went to a middle school
where it was evident that the first period "homeroom" schedule
had been changed. We later discovered that one of our TRLs had
been instrumental in bringing about this change. As a member
of a staff team that was considering ways of more effectively
controlling student misbehavior, the TRL introduced the research-
based idea of having logical, enforceable consequences as sanctions
against breaking school rules. The rate of tardiness for first
period homeroom had reached epidemic proportions. Students were
not intimidated by consequences for being late to homeroom. They
were concerned about tardiness to academic classes because an

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accumulated amount of latenesses resulted in lower grades and
even failure of the course. The principal and staff decided to
schedule academic classes for first period and homeroom classes
for second period. Subsequently, tardiness for the first period
in this school greatly diminished.

When we discussed "change in practice" with TRLs, they told
us that often it was not immediately clear that change had taken
place. Some TRLs emphasized that growth in the program was,
necessarily, "a slow process." One TRL told us, "I didn't realize
how much I had absorbed and how many of the research strategies
I was implementing in the classroom until I went back over my
Research Action and Reaction Forms to prepare for a workshop
presentation." Another TRL did not change his own room arrange-
ment until one full year after he had reviewed the BYCM research.

The following section on "Feedback" highlights information
we received from TRLs through their self-reporting system (ER&D
Research Action and Research Reaction Forms) and their verbal
comments during training sessions. Other feedback has come from
regular classroom teachers with whom we and/or TRLs have shared
the research. Some of the feedback information was received from
special education teachers who were given the opportunity to
react to the research findings as related to their "specialized"
teaching situations. In any case, these are the professionals
in the classrooms. We respect their opinions and accept their
views that the AFT ER&D Program has been instrumental in effecting
change in teacher practices.

FEEDBACK: REACTIONS TO THE ER&D PROCESS

An appealing aspect of the AFT ER&D Program involved the
prospect of teachers providing feedback to the researchers about
their experiences, and perceptions regarding the research findings.
Each time this part of the process was described to prospective
project participants, we received responses which demonstrated
that teachers were eager to tell researchers what they thought
of their work. Throughout the program we were able to gather feed-
back information, and toward the end of the program, TRLs at each
site inquired as to whether or not their reactions to the research
had been shared with the researchers. It is our intention to
forward this portion of the final report along with samples of
the translated summaries and training activities to all researchers
whose work we have used. Our feedback information developed from
many sources. Most of the reactions came from TRLs during reg-
ular program training sessions. However, we also received a
good deal of feedback from other teachers during small and
large-group workshops on Classroom Management and Teaching Effec-
tiveness.
In spite of the fact that our three pilot sites exhibited
differences in terms of size, nature of student and teacher
populations, district policies, etc., we found great commonal-
ities in their reception of and reactions to research. Often,
the same questions were raised at each site about particular
pieces of research. Therefore, with few exceptions, we did not
find it necessary to delineate responses on the basis of the
site in which the TRL was located. Instead, we will relate
their reactions to each of the research studies shared with them
during the tenure of the program.

GENERAL FEEDBACK

"Knowing what made for more effective teachers made me
think about my own teaching." This comment from one of our
TRLs typifies the attitude of general reflection on practice
demonstrated by those who participated in the ER&D Program.
Moreover, we were consistently reminded of the overall sense
of efficacy which seemed increasingly evident in project teachers
as they pursued their investigations of research-based strate-
gies, as they applied to practice. We were aware that in some

instances our program did not initiate this sense of efficacy, but we are convinced that in all cases, we enhanced it.

When teachers spoke to us about the program, they indicated that their colleagues and their principals were impressed with the quality of the research information being shared. Often comments were made to us by teachers we met during school visits; to quote one San Francisco teacher, "So, you're the people responsible for all that good research infromation that [TRL] shared with us. I hope you'll bring more. By the way, do you have any research studies on class size?" (Class size was an area in which teachers and administrators frequently requested research information.)

Most TRLs reported that members of their staffs found the materials stimulating, and that these materials generated lively discussions among staff members. The TRLs were able to serve as resources or authorities on the subjects. "I loved being able to quote the names of researchers and to explain their work to my colleagues," said a D.C. TRL.

Another TRL told us that she had learned, as a teacher, to live with all school decisions coming from the top down, thus literally leaving her with no incentive to think. "So, I just coasted," she said. "After becoming involved in the ER&D Program my attitude changed, because I felt there was some reason to think again. I also loved the program because I was not isolated; I was surrounded by 25 other teachers who were as excited about the research as I was. Even my relationship with my husband improved. He now respects my work because he sees me as a decision-maker and a manager."

Still another TRL emphasized that it was her involvement in the ER&D project and her enthusiasm over the quality of the research information that has extended her career as an elementary school teacher for at least another two years. "I have been working toward a degree in accounting for a long time. My children have reached the age at which I can afford to make a change. I was all ready to go, and then I got involved with the project and decided to stay in the classroom a little while longer."

We received the opposite response from one of our TRLs who has been working in a low-paying day care program with pre-school children. After being exposed to the research information and being involved with fellow TRLs on such a "high level of professionalism," she has confided that she finds it very difficult to go back to her day care teaching situation. She has begun to seek new avenues of employment within the school structure, again, stating that she feels the need to "move up." We are

aware of some of the concerns voiced by critics who complain
that often when teachers attain a high level of proficiency
in the classroom they tend to leave the area of actually
teaching students to engage in another form of practice,
mainly as counsellors or administrators. Seven of our N.Y.C.
TRLs have been promoted to Teacher Specialist status in the
Teacher Center Consortium. However, the overwhelming majority
of our TRLs are planning to remain in the classroom with a sense
that the research information contributed greatly to their
teaching experiences as managers and instructors.

"It's the little things that always bothered you and you
never took the time to work out. Then, there it is in the re-
search. The answer was so simple! I wonder why they didn't
give us this classroom management information when we were train-
ing to be teachers. It certainly would have saved time and
effort." This is a typical response from teachers at all sites;
they also recommend that classroom management research, in
particular, be incorporated into pre-service training.

Often TRLs used research in ways that were more inventive
than we anticipated. One of our TRLs has a long-standing
record as an effective teacher and was recently transferred to
an "open school" which is considered to be a "reward" for out-
standing teachers. We received this feedback from her. The
principal of the school was not happy with the teacher's ap-
pointment to that shcool because she wanted to maintain only
the cadre of teachers "trained" in open-school teaching stra-
tegies. (These teachers received this training in 1973.) The
principal's negativism toward the teacher was quite obvious and
exhibited itself in the first unsatisfactory evaluation ever
received by the teacher. The teacher, who as a TRL had discov-
ered that much of the research affirmed her practice on rule
setting, group management and interactive teaching, used the
research base to write a rebuttal to the evaluation and was
successful in having the unsatisfactory rating changed to "super-
ior."

TRLs also, let us know how they felt about their skills as
disseminators or, to be more accurate, as "presenters" of re-
search. We were aware that some of our TRLs were experienced
as teacher trainers or workshop presenters. Only our N.Y.C.
Teacher Center Specialists, a member of the Teacher
Center Staff in D.C. and several San Francisco TRLs had previous
experience as presenters. The remaining TRLs were involved in
a dual process of learning to use the research and learning to
share it with others. These TRLs kept us abreast of their frus-
trations as well as their triumphs. They would tell us they didn't

feel comfortable presenting alone and they wanted us there to
help out, if needed. We found that "pairing" TRLs as workshop
presenters helped, but even then, many of them requested that
we "be there" as a back-up. When TRLs received praise and
admiration from their colleagues for the high quality of their
presentation and value of the research information, they said,
"It really feels good to hear your fellow-teachers tell you
that you did a good job. Then you know it's true! Teachers
can be hard on you because they're tired and don't want you to
waste their time."

    One of the most dramatic statements on classroom management
shared with us early in the program came from a secondary school
teacher who told us, "We need something! If this research infor-
mation can help, fine. We're burned or burning out. We can
control our academic subject areas, but we can't control student
behavior. We're frustrated with schedules set by administrators.
It's hell." We were cognizant that this statement was represen-
tative of the kinds of concerns expressed by many teachers across
the country. Consequently, the research we disseminated placed
emphasis on a _preventative_ approach which served to get most
students accustomed to an orderly routine. It paid off!

    Toward the end of the program a TRL told us, "The process
of looking at the research information and working with other
teachers to get new ideas for improving my classroom management
system was terrific. It's the best antedote to teacher burn-
out."

FEEDBACK: BEGINNING OF THE YEAR CLASSROOM MANAGEMENT

The Classroom Management research generated a great deal
of interest among TRLs in each of the sites. We thought, at
first, that these experienced teachers would view these basic
findings as too simplistic or "too old hat." Quite the
opposite was true. In presenting the information on effective
room arrangement, we found that TRLs who worked with children
from pre-school through 12th grade were all interested in con-
sidering ways of arranging their classrooms for optimum manage-
ment and control. As TRLs worked on simulated room arrangements
using paper squares, circles and rectangles to represent desks,
chairs and tables, secondary teachers conferred with elementary
teachers, seeking advice on how best to arrange the classroom
for "grouped-instruction."
One elementary school teacher confided, "I always designed
my room so that it was attractive. I really didn't consider
traffic problems or where best to place materials. I quess I'm
one of the people whose reading groups met on one side of the
room, while the textbooks were stored on the other side of the
room." Another TRL told us that a change in her room arrange-
ment resulted in the elimination of excessive student chatter.
A teacher at the high school level posed a problem: "Many of
us have to share a room with one or more teachers. How can we
arrange the classroom for ourselves when others have to use it?"
Workshop participants made immediate suggestions which included
arranging a team meeting to discuss the room design or using
portable chalkboards and charts to reach small learning groups.
Another TRL explained how she used the research findings
to get a new classroom. This teacher is in a team-teaching
situation for a high school re-entry class. Originally, the
class met in the music room where it was almost impossible to
teach or manage the students. The room was too small and the
instruments provided distractions for these students who were
already in difficulty. After sharing in discussions on Evertson's,
BYCM research, the teacher effectively used research arguments
to convince the principal to assign a new room for the class.
The teacher then used the new setting as a spring board for
establishing new classroom rules and procedures.
TRLs also responded well to the information on establish-
ing rules and procedures in the classroom as soon as school
begins. For many teachers, the most important message they
gleaned from these findings is that rules should be taught to

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students in the same manner used to teach a curriculum subject. "I've always had rules and even had them posted on the wall, but I know I didn't do much about _teaching_ them to be sure the students understood them."

Other comments in support of the benefit of establishing and reinforcing rules in the classroom included:

Having enforceable rules takes care of minor incidents so that major disruptions are not likely to happen.

I always had to repeat the rules to my class over and over at the beginning of the year. I thought something was wrong with me, until I saw what Evertson said about reinforcing and re-teaching rules until student responses are automatic. Now I realize I was on the right track.

My expectations for student behavior are more reasonable now. Students are following procedures with less resistance. I am experiencing good cooperation in class, but there is not much outside the classroom situations. think I need to conference with other teachers d perhaps share my strategies with them.

I allowed some of my junior high physical education students to help me in establishing rules for the class. It worked just fine, but I found that in classes where the students had contributed to the process, there was more cooperation in following the rules.

I found I had to lead the discussion of rule-setting with the students. I tried to let them do it, but they got too specific.

It took more time than I expected to teach the rules, but it paid off.

The children appreciate more in-depth explanations of the rules. Having a hierarchy of consequences enhances teacher power. The principal gets angry when you send students to the office.

(From a school principal who attended an ER&D staff-development session. RE: Rules and Consequences)

> If a student is sent to me and I discover that the
> student has no understanding of the rule he broke,
> I send the student back to the classroom. Teachers
> have the responsibility to let students know exact-
> ly what they did wrong, and it should be pretty
> important for the student to be sent to the office.

TRLs in San Francisco questioned one of their colleagues,
a resource teacher, about how she consistently managed to super-
vise a group of from 2 to 60 children maintaining a controlled
and quiet atmosphere."I model the behavior I expect (whispering)
and lead "practice sessions" with students on how to whisper.
Eventually, everyone catches-on. We must have a low noise level
in a reading environment."

TRLs and teachers vented some continuing concerns about
student behavior which are worth mentioning. "Research presumes
students to be generally cooperative - wanting to be in school. What
do you do with students who are just biding their time to get
out?" An even more depressing comment comes from a teacher in
a "tough" inner city school. "Students don't respect local,
state or federal laws. Why should they respect school or class-
room laws?" A TRL responded, "They have to start learning
somewhere. School is where they spend most of the time. Start
here! If you can get most students adapted to a routine, you
will have more energy and time to deal with extremely disruptive
students. You can document their behavior and perhaps receive
extra help or find proper placement for those who can't hack
regular school life."

Another complaint came from a teacher who had attended one
staff development session on establishing rules. "I have pre-
sented and posted the rules and nothing's changed. I'm working
harder than ever." The TRLs' response, "Establishing rules is not
a one-shot deal. You have to review, re-evaluate, reinforce and
modify according to the group you are presently teaching." We
had the opportunity to present the classroom management research
to some special education teachers in N.Y.C. Their input was
significant in that they told us what portion of the research
had implications for their special needs. "Procedures are very
important in special education classes", they reminded us, "be-
cause organized procedures mean the difference between sur-
vival and disaster with our students."

As TRLs became increasingly comfortable with the research
on establishing rules, consequences and procedures, we found that
they disseminated the information both formally and informally.
If fellow teachers noted a change in room arrangement or another
classroom procedure, the TRL provided for colleagues one-on-one
consultations on "how-to's". TRLs have helped a variety of
teachers effect better room arrangements in such diverse settings
as: high school science labs, junior high school resource rooms,
elementary school libraries and special eduation classes. One
TRL, after receiving many requests from other teachers to help
with room arrangement and rule-setting offered a research-based
workshop titled, "Let's Get Physical."

The successful implementation of strategies suggested by
the Beginning of the Year Classroom Management Research was,
we recognize, only a beginning. There is a continuing need
for research on student discipline, i.e., ways of managing
students who are consistently out of control.

Research on Teacher Praise, which was described as a "professionally exciting" piece of research, which stimulated much discussion. Originally, TRLs were prone to question Brophy's findings on praise. But, after more in-depth study of the findings, they tended to agree that the act of praising students can be refined to produce better results as a feedback technique. Almost all teachers felt they could work on making their praise more specific. Many of them admitted that they used "good" rather loosely as a "praise" response and that it might be better to explain to students exactly what type of behavior was deemed "good." "Telling students exactly what they did right was good for me, too. It helped me to remember things when making evaluations about students at report card time," said a TRL teaching at the junior high level. Generally, TRLs told us that they noticed that students' efforts improved as a result of the teachers' efforts to improve the specificity of their praise.

Among those teachers who continued to question the findings relative to the over-all value of praising students, are those who feel that some students benefit from any word of encouragement from the teacher, particularly low SES and low achieving students. They argue, "In communities where all the students hear is what's "bad", it is a real upper for them to hear "good" on any terms." Teachers in "disadvantaged" school communities often felt that these findings on teacher praise would result in teacher practices which "take away" attention from students who desperately need it. When this came up, we made the point that Brophy's findings related to the impact of teacher praise on student learning and was not designed to diminish student self esteem. Significantly, special education teachers who reviewed the research told us that primarily they use behavior modification to reward students for appropriate behavior. But, they agreed that "praise" as Brophy describes it, could become a "constructive ally" in their process.

Strangely, the question of praise being delivered contingent to the behavior the teacher wanted to reinforce received little attention from teachers or at least we received little feedback from them in this area. We did, however, receive general agreement from them during our discussions of the research that it is appropriate to tell students what they did right or wrong as soon as possible, "before they forget what it's all about."

Some TRLs labored with the problem of more even distribution of praise in the classroom. A junior high school teacher said, "I recognize that I interact with and praise the boys more than

the girls. I have to work on increasing my interaction with the girls." An elementary school TRL shared this experience:

> After looking at the research, I realized that there was a certain group in the classroom that "pulled" my attention and received most of the praise I gave. I worked very hard to find something nice to say to the other students and thought it was going well. Then it backfired! The original group of students who were accustomed to receiving praise began to complain. They felt that they were being neglected and couldn't understand why I was praising others for "not so good" work. Now I've got to figure out how to satisfy both groups.

When this observation was shared during the training session, other TRLs responded that it might be important for the teacher to consider the level of credibility her praise had with her students. "Children perceive the difference between praise that is sincere and praise that is given for no good reason," said one TRL. "We all have to watch out for that. We could wind up hurting children's feelings when we don't mean to."

The question of criticism being equivalent to praise as a supplemental feedback mechanism came up in several training sessions. The research did not elaborate on this point, but we took one of our "leaps of faith" and recommended that it would probably be beneficial for students to know specifically why they were being criticized and to feel that the teacher's observation was just and fair.

As we reviewed teachers' comments on Brophy's "Praise" findings, we were impressed with the significance of a TRLs' comment regarding "specificity" of teacher praise. When teachers express praise to students for specific behaviors, there may be far-reaching implications for more accurate student evaluations. Teachers who practice telling students exactly which skills they performed correctly should more easily recall these accomplishments when writing student progress reports and grading students' report cards. It would be interesting to see if research information could validate this assumption.

Finally, as a result of our investigations of the findings on Teacher Praise, we should note that the following question was proposed by the TRLs at each of the three pilot sites to be presented to researchers. "To what extent does the amount of praise a teacher receives from her administrators impact on the amount of praise she gives to students?"

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FEEDBACK: DIRECT INSTRUCTION

The findings on direct instruction were at first received with great skepticism by TRLs at each of the sites. First reactions indicated to us that teachers still held the stereotypical view of direct instruction, seeing it as a highly structured whole-class presentation model. Some TRLs expressed the concern, "that the administration is likely to mis-use this research which could set us back 30 years."

We carefully reviewed the research concepts and emphasized that teacher-directed instruction produces the greatest student achievement of all instructional modes. Some TRLs were concerned that direct instruction precluded either the use of groups or the use of learning centers. We talked about how both fit the direct instruction approach and also talked about the necessity of achieving a balance between the goals of maximizing teacher-student interactions and gearing instruction to individuals or groups. One question posed by TRLs addressed the issue, "When do you pull kids out of the direct instruction mode - those who don't need more practice?" This, of course, led to discussions about teachers' diagnostic skills in knowing when certain approaches are or are not appropriate.

Closely aligned with this topic are the concepts of teacher expectations and student success rates. "Teachers have to build successful experiences for students." said one of our TRLs. "Teacher expectations and student successes are important. Once students see themselves as successful learners, there is a tremendous turn around." This means that teachers have to very carefully "pace" lessons and student activities. "I think I try to teach too much at once to my high achievers. I'd probably do better if I taught a little less at a time, but moved more quickly." From another TRL, "I found it very helpful to realize that you have to repeat basic skills lessons with lower achievers until they've got the skill memorized and then move on. It makes sense that they can't go on to more complicated math without having the basic facts in their heads. I just wasn't comfortable with taking so much time to do this."

Teacher Questioning which involved TRLs thinking about ways to ask the right questions of the right students at the right time caused TRLs to reflect not only on the questions they asked, but who they called on. "We really have to be on our toes to perform all the tasks necessary for teaching," says a TRL. Just think: You have to consider what to ask the student and how to ask the question so that students can achieve success.

You have to remember whether or not you called on him before, in addition to whether he is shy or uncomfortable and will resent being called on. It's not easy."

Patterned turn-taking, as suggested in the Direct Instruction model, raised a lot of questions among TRLs. They felt better about the concept when they realized that patterns of calling on students didn't have to be obvious to the students and that the patterns could vary. Many recalled going through high school as successful students who could predict when they would be called on based on alphabetical seating arrangements. Eventually, TRLs reconciled the differences between Kounin's Random Questioning approach and Direct Instruction's Patterned turn-taking by agreeing that a combination of both was appropriate.

Special education teachers had some insightful discussions about the kinds of questions that were appropriate for their students. Some teachers felt that it was difficult to ask "higher order" questions of handicapped students because of their limitations. Others disagreed, arguing "Even if the students have language, sight or hearing difficulties, they can feel. This means we can help them express their feelings by asking insightful questions."

TRLs realized, however, that some subjects do not readily lend themselves to the direct instruction model. "It's fine for skill subjects like spelling and math computation, but we would not use it for creative writing or social studies reports. These require a more unstructured, analytical approach.

One high school level TRL said she found Rosenshine's Instructional Functions very effective with her Chapter I students. "They have helped me to organize better and reach more students. Other teachers have requested information about how it works." This TRL is now co-presenting a series of four research-based staff sessions in her school. Direct instruction is one of the studies being presented.

Special education teachers say that they have never perceived direct instruction as whole group teaching. "We see it as 'tutorial' because of the nature of our students which necessarily requires direct teaching on an individual basis."

Perhaps the most poignant reaction to Direct Instruction came from an entire group with whom we were discussing the findings during a training session. Having read the findings, they remarked "So that's where they got it!" When we inquired about this comment, we discovered that they were referring to a district-wide mandated Competency-Based-Curriculum program which they were implementing in their classrooms. Referring directly to Barak Rosenshine's Instructional Functions, these TRLs compared it to "Seven Steps" in their program and admitted that for the

first time they understood its research base. "Whether or not we agree with its implementation in all curriculum areas," they said, "at least now we <u>understand</u> it and can better work with it."

It was exciting to watch TRLs and other teachers move from levels of distrust of the Direct Instruction findings to general acceptance of the suggested strategies as valid teaching behaviors. This reinforced our belief that teachers need to be involved in a process through which they can openly investigate and implement educational research findings and make professional decisions about their applicability for classroom practice.

FEEDBACK: KOUNIN'S GROUP MANAGEMENT RESEARCH

Jacob Kounin's research on strategies for managing groups
in the classroom was well received and widely used by TRLs and
other teachers. For the most part, it was an easy set of con-
cepts for teachers to "buy into".

The catchiness of the phrase "With-it-ness" seemed to take
hold immediately with almost all of the TRLs. Their documenta-
tion of what they implemented in the classroom between sessions
indicated that they had given great consideration to this area.
Primarily they seemed atuned to its easy reference to the old
adage, "Teachers have eyes in back of their heads." With-it-ness
was an area they often chose to present in their dissemination
efforts.

Some observations by TRLs and other teachers on attempts to
include with-it-ness in their practice are as follows:

> My increased with-it-ness cut down on much of the
> extraneous student activity in my classroom and
> helped me to pinpoint the perpetrators much sooner.
> (from a TRL)

> With-it-ness helped me to prevent a fight before
> class started. This was the first time I was
> able to do that. These students start a fight
> every morning and usually I serve as the person
> who breaks it up. But, because I was monitoring
> and scanning student behavior, instead of keep-
> ing my head buried in the plan book or looking
> for materials before class began, I was able to
> see what was coming, and I stopped it before it
> started. This desist technique worked for me.
> (from a teacher who was trained by a TRL)

> The smaller class size factor in special education
> instructional groups makes with-it-ness easier to
> accomplish. We are always 'on the watch' because
> of our students' handicaps. Safety is important.
> With-it-ness is the key to survival in these inner-
> city schools.
> (from a TRL)

We developed a role playing activity for "Overlapping"
skills which was widely used in the sites. In dealing with the

teacher requirement of doing more than one thing at a time, teachers readily identified with the problem of planning for the entire class and also providing contingency plans for students who leave the class for "pull-out" programs. (Many teachers express frustration at trying to manage a class where students are constantly in and out for special programs.) Teachers say they try to make contingency plans to cover the event of students unexpected return to the classroom or the event of the special teacher's absence. "I always have a page marked in the workbook ready for them to work on when they get back from the resource room. If not, I just draw the child into the group activity and try not to make too much of a fuss about it."

TRLs utilized the ER&D role-playing activity to practice ways of "overlapping" when the group they were working with was interrupted by the needs of another student. Techniques they suggested included assigning a student to keep the group going while the teacher dealt with the situation (if it involved a major disruption) or asking the group to continue its activities out loud, so that teachers can lend "half an ear" and still assist the other child. "Planning is the key," say the teachers. "If your activities are well planned, you can deal with interruptions because most of the class will know what to do and can carry on."

One TRL recognized, after reviewing Kounin's research, that she had been "overdwelling" in trying to stop students from "calling out" answers before their turns. "I would get too personally involved. The students wound up "sassing" me and continued to yell out." Eventually she found it better to handle the problem in a matter of fact way, simply stating the rule and calling on the student who was adhering to the prescribed procedure of raising his hand.

Similar responses were expressed by teachers who recognized that teacher behaviors of "overdwelling," "thrusts," "flip flops," etc. were counter-productive to smooth operations in classroom situations. "When you interrupt the flow of the lesson to say something that is unrelated, the children are lost; the intent of the lesson is lost."

One TRL worked specifically on giving directions and instructions without destroying her "smoothness and momentum" with "asides". "It's fairly frustrating," she states; "I continually remember some extras I want to communicate and I go off on a tangent."

An elementary school teacher worked on "group focus" and found that her students were generally more involved in the lesson and had higher on-task participation rates. She shared some of the strategies she developed to encourage student participation and accountability. They are listed as follows:

- Used group choral responses to some questions

- Had some students write their answers on the chalk-
  board while others worked at seats

- Had students place their books on the floor during
  discussions to avoid distractions

- Asked directed questions -
  "Find the exact work on page ____"
  "What do you think about _____"

Not suprisingly, the Group Focus and Accountability aspects
of Koun.n's work were "slow burners" that really ignited when
they got going. Teachers did not lock into the concepts as
readily as with-it-ness and overlapping, but when they became
familiar with the concepts they readily admitted that "Keeping
all students involved and on their toes" was an area well worth
looking at by most teachers. Moreover, Group Focus and Account-
ability incorporates other important research concepts like
turn-taking and teacher questioning which are addressed in other
studies.

Kounin's teacher behaviors regarding "Valence and Challenge
Arousal" and "Variety" were considered for implementation by very
few TRLs in the program. We suspect that time had a great deal
to do with this. Most TRLs devoted time and energy to the areas
of "With-it-ness and Overlapping," "Smoothness and Momentum" and
"Group Focus and Accountability." Eventually, we moved to another
area of research and there was little opportunity to provide the
in-depth investigations necessary to understand and implement
these concepts. This could well be an area of focus for some
of our follow-up sessions with TRLs in the pilot project.

The Time on Task study was one of the few pieces of re-
search that many TRLs seemed to know existed, even if they were
not familiar with the content. Also, we discovered that admin-
istrators and a select few teachers in one of our sites had
received a crash course in concepts related to "allocated learn-
ing time." (Attached is a copy of a letter one of our teachers
received from her building principal, utilizing his interpre-
tation of the principles of "allocated learning time" findings
in denying the teacher the opportunity to attend a professional
conference.) This example serves to highlight our concerns as
a teacher organization as to how educational research can be
used to thwart teachers in their efforts to improve practice.
One of our TRLs was familiar with the district-run program on
"allocated learning time" and told us that the information on
the subject as presented by the AFT-ER&D Program was more un-
derstandable and usable to her as a teacher. Additionally, she
found that as a staff developer she used the ER&D summary and
activities, rather than the school district materials on the
subject.
     When we reviewed the three major concepts in the Time on
Task research, we received varied reactions from the TRLs. In
reference to "allocated time," a N.Y.C. TRL said, "If you take
into account how long it takes a student to learn (Carroll),
allocated time isn't worth a hill of beans." He went on to
explain that allocated time periods, which are often outside the
teacher's control, may be too long or too short to meet the
student's needs and therefore leaves both teacher and student
on a "dead-end path." Special education teachers contributed
that allocated time is completely out of their control, as it
is under the mandate of the state.
     Most TRLs locked into the problem caused when the flow of
the lesson was interrupted by announcements on the school loud-
speaker, (referenced in Jane Stallings' list of Interactive and
Non-interactive Classroom Activities). They observed that with
few exceptions, these announcements were not crucial and certain-
ly did not merit the investment of time teachers felt necessary
to get the class back "on-task."
     Other aspects of Stallings' list elicited responses from
TRLs. Prominent among these reactions were feelings expressed
about the value of having "students read aloud." A TRL said
that he uses the read-aloud technique in his junior high school
science classes so that he can tell when students are making

mistakes. "I'm happy to receive this research information," he said; "I had been criticized for this practice when the 'trend' toward silent reading came in a few years ago." From another TRL, "I used the Time on Task research to justify to the principal the read-aloud lessons with students in my reading lab."

A D.C. TRL said she was always concerned about the <u>quality of time</u> devoted to a lesson. She supports the idea of asking, "What are the students doing when they are 'engaged'?" This TRL further observed in reference to the distribution of time during a class period, that as the term progresses, managerial tasks take even less than the 15% estimated by the researcher.

Other TRLs made the distinction between elementary and secondary classrooms, stating that elementary school teachers only have to take attendance, etc. (managerial task) once a day while secondary teachers are faced with the task for each new class period. The AFT team made some efforts to address this problem by offering two activities on "Finding the Time" to do managerial tasks - one for elementary school and one for secondary school.

There was a general agreement that the Time on Task research had implications for and connections with all of the other pieces of research we had shared. Classroom management strategies certainly linked up with the "allocated time" and "engaged time" concepts.

In relation to these, some teachers talked about their efforts to shorten the amount of time used for transitions between class activities. One San Francisco TRL shared her concern about unduly long transition times with her students. The students decided to time themselves, using a large clock. They became better organized and actually reduced their transition time in their efforts to "beat the clock." A TRL, who is a second grade teacher, and whose class we visited, exemplified in practice a most efficient use of transition time. Students are supplied with color-coded folders which are neatly stacked in each student's desk, in the order of the lessons to be presented that day. The teacher's style emphasizes the whole-class interactive model and she is able to direct students to move from one activity to the next at an average of 30 second time frames. "I've been doing this for years. Research tells me I'm right," she boasts.

Time-on-task research is also interrelated with the instructional focus in the classroom. When TRLs talked about the importance of having students engaged in the appropriate task for their learning needs, they shared examples of the abuses of this practice by some administrators. "Principals like quiet in the

classroom," they said. "So teachers assign workbook pages and other activities to keep students involved." The research highlights a very significant concern here. "Is the student involved in an activity that is productive and necessary to academic achievement?" Most of our TRLs say that they think not, based on their experiences in the schools. "There is never sufficient time to diagnose or reteach. If you are involved in a district-wide program, the emphasis is on 'Keeping up with the pack'--moving students from one skill to another on a rigid schedule and writing behavioral objectives are all some supervisors care about. Sometimes it takes more time to write the objectives than it does to implement them." In a way, our teachers are telling us that they are often "engaged" in teaching activities with reference to time, but are not allowed to work at more "appropriate levels of difficulty" as leaders of instruction.

Memorandum to:

From:

Subject: Administrative Leave

It is my duty as principal of Francis Junior High to point out to
you that we are in session with the children for 134 days this
school year.   That figures out to be approximately one-half of a
calendar year.   We have the children for six hours per day.
Out of that time at least 45 minutes are spent at lunch and twenty-
eight minutes are lost in transition from class to class.   Every
minute is precious Academic Learning Time lost.   Every day a
teacher is absent from school is a day almost totally lost to the
students assigned to you.

Therefore, in view of the above, I am denying your request for
administrative leave.

Please be advised that you have ten days leave allocated to
you per year and of that ten, three days are designated as
general leave which can be used for the purpose you have requested.

A P P E N D I X D

TRL EVALUATIONS OF PROJECT
NEW YORK
WASHINGTON, D.C.
SAN FRANCISCO

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TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex _F_   Race White

Degree levels P.D.,MA,BA Years of experience 20+

Grade/subject area presently teaching Guidance Counselor

Other grades/subjects taught Business Subjects - H.S. - sten.typin

Special titles or professional recognition_____

author-AWOMAN'S GUIDE to CAREER PREPARATION

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

		Most Useful	Useful	Least Useful
1.	Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a.	Classroom readiness and room arrangement		X	
b.	Rules, procedures and consequences		X	
2.	Kounin. Discipline and Group Management			
a.	With-it-ness and overlapping		X	
b.	Smoothness and momentum		X	
c.	Group focus and accountability		X	
d.	Avoiding satiation		X	
e.	Valence and challenge arousal		X	
3.	Brophy, Good, Grows, et al. Teaching Effectiveness			
a.	Direct instruction		X	
b.	Instructional functions		X	
c.	Pacing		X	
d.	Student success rate		X	
e.	Teacher questioning	X		
f.	Turn-taking		X	

	Most Useful	Useful	Least Useful
(Check where appropriate.)			

4. Brophy.
    Teacher Praise

    a. Specificity — Y (Useful/Least)
    b. Contingency — Y (Useful)
    c. Distribution — Y (Useful)
    d. Credibility — Y (Useful)

5. Berliner, Fisher, Stallings,
    et al.
    Time on Task

    a. Allocated time — X (Most Useful)
    b. Engaged time — Y (Most Useful)
    c. Academic learning time — X (Most Useful)

B. Use this space to make specific comments about individual research
    concepts that you did, or did not, find useful.

    *Found that Everston, Emmer, Anderson information
    was easy to explain and easily understood.*

C. Referring back to question "A," which of the research concepts did
    you most often share with other teachers?

    Study   Concept

    Everston, Emmer, Anderson,
        *worked with teachers on volunteer, individual
    basis.*
            *Easy to illustrate and demonstrate to
    teachers, most effective techniques. Could
    apply information to daily situations —
    Realistic and practical.* 84

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of
    teacher: new, in trouble, curious, etc.)
    which they Teachers in trouble - difficult discipline problem
    referred to me or guidance counselor. Who are new
    teachers finding it difficult to manage class.

2. With how many teachers do you estimate that you have shared
    the research? __2__

3. How did this "sharing" come about?

    _X_ a. You approached them because you saw a need.

    ___ b. They approached you because they heard about or
             saw evidence of use of your new classroom strategies.

    _X_ c. They approached you because they needed help.

    _X_ d. They approached you because they trusted you.

    ___ e. You conducted a workshop or meeting.

    ___ f. The principal requested that you share the information.

    ___ g. The principal referred teachers to you.

    ___ h. You conducted informal discussions about the research
             information with people you know.

    ___ i. You left some of the research materials in faculty
             lounge areas and teachers became interested.

    ___ j. Other *alone very carefully - usually an*
    outgrowth of problem child/student. Always kept
    confidential

E. Referring to question "D," did you use any particular way of
    sharing to a much greater degree than others? Explain.
    Usually a blend of a c and d; maybe develops
    out of a conference over child's behavior

F. In general, what kind of feedback did you receive from teachers
    about the usefulness of the research information? (Circle one.)

    Very useful   (Useful)   Not Useful

    Specifics? *Gave information in an informal way -*
    Lent material to read - returned with thanks.
    (I discussed the material first and then lent it
    if teacher was interested.)

G. Please give your reactions to the ways in which the research
was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form			X
2. Receiving and reading the research summaries before the scheduled training sessions		X	
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		X	
4. Participating in problem-solving, discussion-oriented sessions to review the research	X		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		X	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration		X	

H. How did this training differ from other inservicing you've had?
Most inservice instruction is teacher dominated,
Teacher lecturer, you take notes. Rarely applied on a
practical application — day to day situations with feedback
from group.

I. After training, indicate the degree to which you felt adequately
prepared to perform in your role as Teacher Research Linker.
(Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		X	
2. Role as trainer			X

Comments *Information applying to younger children*
on elementary school level only is not related to
high school students.

J. What suggestions do you have for improving the TRL training process in this program?

If possible, more time for full day meetings.

K. When and under what circumstances did you actually begin to disseminate the research information?

When approached by teacher or offered on a one-to-one basis. Teacher having difficulty with classes or particular student.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	X		
2. Consultations		X	
3. On-site visits		requested	
4. Presentations	X		

M. What additional support, if any, would have been helpful?

Circumstances did not warrant additional support but feel that it would have been easily given at any time requested.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

I would need refresher meetings and feedback for ongoing research.

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? *Important to get the advantage of other research. Also enjoy being helpful to new teachers and teachers experiencing stress. Ultimately will help teachers feel more satisfaction and improve learning for students* 87

O. Describe the ways in which your attitude toward educational research has changed.

I feel gratified that the educational research has addressed basic needs of teachers in classroom management rather than intellectual "games" favorite past occupation for most research.

P. How has the research information affected your self-esteem as a teaching professional?

Important to know that effective classroom management practices can be identified and taught. Eventually lead to raising performance of teachers, their self-image and image in community. I will feel even better about my status when it is more respected by the community.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Building administrator is hostile. (Done very informally on confidential basis.) Peers respond very well and with respect. Administrator would want to dominate the situation and monitor follow up procedures, etc.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

None asked — I am a counselor and use information in giving small group sessions.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

none other than personal gratification.

What kinds of rewards, if any, do you think TRLs should receive?

Opportunity to use techniques with time for project in relaxed fashion.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Extreme sensitivity in understanding of other persons need for pride and self-respect. and to emphasize quality of democratic sharing of information not telling.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Ideal way is to get released time.

V. What are additional areas of research in which you or your colleagues may be interested?

Effective methods of instruction and management with older students of high school age.

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

It is valuable in terms of encouraging academic pursuit of educational philosophy with possible direct rewards in helping the person to become more proficient in the practice of her/his profession.

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age   (20-30)   (30-40)   (40-50)   (50-60)   (60-   )

Sex _Female_ Race _White_

Degree levels _M S + 30_   Years of experience _16_

Grade/subject area presently teaching _Teacher Specialist K-12_

Other grades/subjects taught _K-6   Rdg, Math Title I_

Special titles or professional recognition _____

Teacher Center Specialist

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

For those teachers I surveyed!

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum		✓	
c. Group focus and accountability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions		✓	
c. Pacing		✓	
d. Student success rate		✓	
e. Teacher questioning	✓	✓	
f. Turn-taking		✓	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity	✓	✓	
b. Contingency		✓	
c. Distribution		✓	
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time		✓	

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Teachers were very concerned with establishing and maintaining a successful behavioral management system. They were also pleased to hear about, and be encouraged by the research on direct instruction.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Everston	*Rules, Procedures and consequences*
Kounin	*With-it-ness, challenge, group focus and student accountability*
Brophy	*— Questioning patterns and strategies*
	— Specificity of teacher praise

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D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of
    teacher: new, in trouble, curious, etc.)

    *Some new teachers, but mostly those who
    are feeling "burn out".*

2. With how many teachers do you estimate that you have shared
    the research? __75__

3. How did this "sharing" come about?

    ✓ a. You approached them because you saw a need.

    ___ b. They approached you because they heard about or
            saw evidence of use of your new classroom strategies.

    ✓ c. They approached you because they needed help.

    ✓ d. They approached you because they trusted you.

    ✓ e. You conducted a workshop or meeting.

    ___ f. The principal requested that you share the information.

    ___ g. The principal referred teachers to you.

    ✓ h. You conducted informal discussions about the research
            information with people you know.

    ___ i. You left some of the research materials in faculty
            lounge areas and teachers became interested.

    ___ j. Other_____

E. Referring to question "D," did you use any particular way of
    sharing to a much greater degree than others? Explain.

    *Workshops were ~~the~~ offered to
    present the research with discussion
    sessions to investigate individual
    problems and possible solutions*

F. In general, what kind of feedback did you receive from teachers
    about the usefulness of the research information? (Circle one.)

    (Very useful)   Useful   Not Useful

    Specifics? *Teachers felt much of the
    material presented to them was
    concrete.*

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G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓ *		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	*I'm uncomfortable with this model!*		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

It was specific, allowed for our input, had long range as well as short range goals.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments _____

_____

_____

J. What suggestions do you have for improving the TRL training process in this program?

The time element is a problem for me. To digest and evaluate new material after a full work day is not best for me.

K. When and under what circumstances did you actually begin to disseminate the research information?

As a teacher specialist I use needs assessments to determine the wkshps most desired by the teachers I work with. Behavioral management was a priority!

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

updated and new research to offer teachers who are truly in need

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why?_____

O. ·Describe the ways in which your attitude toward educational research has changed.

Now that a link has been drawn between research and classroom I can give more credence to the role of the researcher (at times)

P. How has the research information affected your self-esteem as a teaching professional?

; has allowed me to view myself in a more positive way because I can understand and be backed by research, why I was successful in the classroom

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

They respond in a positive manner because I have demonstrated that these findings do work and make teachers more effective

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

Workshop presentations

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

What kinds of rewards, if any, do you think TRLs should receive?

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

An openness to new ideas, a willingness to share, and a good reputation among their peers.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

If possible ½ day release time from school, or Saturday sessions with compensation!

V. What are additional areas of research in which you or your colleagues may be interested?

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

Susan, Brenda, and Lovely showed many skeptical N.Y.C. teachers that research info, if presented carefully and earnestly has a place in our schools not just apart from them & (unneuated)

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex _Male_____ Race _Caucasian_____

Degree levels _MA+30 credits__ Years of experience _15___

Grade/subject area presently teaching _4 grade_____

Other grades/subjects taught _Adult Education___

Special titles or professional recognition_Project TEACH Instructor___

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ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared
    with you in this project, what is your feeling about the
    usefulness of this information to your classroom practice?
    (Check where appropriate.)

	Most Useful	Useful	Least Useful

1. Evertson, Emmer, Anderson.
    Beginning of the Year
    Classroom Management

    a. Classroom readiness and
        room arrangement

    b. Rules, procedures and
        consequences

2. Kounin.
    Discipline and Group Management

    a. With-it-ness and overlapping

    b. Smoothness and momentum

    c. Group focus and account-
        ability

    d. Avoiding satiation

    e. Valence and challenge
        arousal

3. Brophy, Good, Grows, et al.
    Teaching Effectiveness

    a. Direct instruction

    b. Instructional functions

    c. Pacing

    d. Student success rate

    e. Teacher questioning

    f. Turn-taking

(Check where appropriate.)

	Most Useful	Useful	Least Useful

4. Brophy.
   Teacher Praise

   a. Specificity.

   b. Contingency

   c. Distribution

   d. Credibility

5. Berliner, Fisher, Stallings,
   et al.
   Time on Task

   a. Allocated time

   b. Engaged time

   c. Academic learning time

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Turn taking "turns" off of students. After answering Student is less attentive if he/she knows that they will have to wait until its their time to answer.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Berliner	*Time on Task*
	Specificity with-it ness
Kounin	*momentum*
Brophy, Goode	*Direct Instruction, instructional functions*
Brophy	*Specificity, credibility in Praise*

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

2. With how many teachers do you estimate that you have shared the research? _40 / 60_

3. How did this "sharing" come about?

___/ a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

___ c. They approached you because they needed help.

___ d. They approached you because they trusted you.

___/ e. You conducted a workshop or meeting.

___ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

___/ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other_____

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful   (Useful)   Not Useful

Specifics? _Setting up routines, Brophy's specificity + credible praise_

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	/		
2. Receiving and reading the research summaries before the scheduled training sessions	/		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	*would have been*		
4. Participating in problem-solving, discussion-oriented sessions to review the research	/		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	/		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	/		

H. How did this training differ from other inservicing you've had?

more interactive

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		/	
2. Role as trainer		/	

Comments *my background as a Project TEACH instructor was important here*

J. What suggestions do you have for improving the TRL training process in this program?

Have Simulations, role playing etc, less discussion

K. When and under what circumstances did you actually begin to disseminate the research information?

During a Spring staff conference last year

L. What is your feeling about the level of support given to you, by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
			✓
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations			

M. What additional support, if any, would have been helpful?

More access to XEROX machine

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

(Material supplies, money

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? *I enjoy helping, especially when this is such a painful need*

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O. Describe the ways in which your attitude toward educational research has changed.

the research is more specific & credible

P. How has the research information affected your self-esteem as a teaching professional?'

I've become more effective & feel this to my students

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Old, close friends took me less seriously than teacher who were fairly new. The administration was very supportive

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

workshops

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

no

What kinds of rewards, if any, do you think TRLs should receive?

(some) money & recognition for the effort it takes learning the research & presenting it in an organized, stimulating way.

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T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

The TRL should be positive, interested in improving the craft of teaching & want to be helpful to others

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Directly after work is fine

V. What are additional areas of research in which you or your colleagues may be interested?

- instructional management specific to the content areas eg reading, math, art
- dealing with administration,
* "   "   disruptive parent.*
*   abusive*

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

I appreciated the professional manner/style of the TRL Trainers. I found the program to be a personally uplifting experience.

Thank you.

P.S. The Manual is awkward to use as is. A suggestion is to separate the summarized research from the learning activities
- you might use more interactive learning activities eg 1) sorting by properties of concept taught 2) listening to tapes, (using filmstrip) 3) More role plays.

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over →

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was
designed to bridge the gap between educational research and
classroom practice. As a Teacher Research Linker in this pilot
program, you have been involved in a unique dissemination
process whereby the research information has been shared with
teachers via their union structure. As a participant in this
peer-to-peer-sharing experience, your input is crucial to our
assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past
practices and also to point out new directions for project
replication. Use as much space as you need to express your
thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-   )

Sex _F M_   Race _White_

Degree levels _BA MA equivalent_ Years of experience _33_

Grade/subject area presently teaching _Kgn_

Other grades/subjects taught _____

Special titles or professional recognition _Union Delegate - Chief Chairman_
Given many courses in Early Childhood Curr. Project Teach & PRIDE teacher -

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared
   with you in this project, what is your feeling about the
   usefulness of this information to your classroom practice?
   (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum			
c. Group focus and account-ability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking	✓		

(Check where appropriate.)   Most Useful   Useful   Least Useful

4. Brophy.
   Teacher Praise   ✓

   a. Specificity   ✓

   b. Contingency   ✓

   c. Distribution   ✓

   d. Credibility   (

5. Berliner, Fisher, Stallings,
   et al.
   Time on Task

   a. Allocated time   ✓

   b. Engaged time   ✓

   c. Academic learning time   ✓

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

I found all the research useful. Either it was new information or old information that helped remind me of some procedures I may have left slip in recent years.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study   Concept

Evertson   *Rules etc.*

Brophy   *Praise*

D. In your interactions with teachers,

   1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   2. With how many teachers do you estimate that you have shared the research? *the entire staff is just starting to get interested*

   3. How did this "sharing" come about?

      ____ a. You approached them because you saw a need.

      ____ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

      ____ c. They approached you because they needed help.

      ____ d. They approached you because they trusted you.

      ✓ e. You conducted a workshop or meeting.

      ✓ f. The principal requested that you share the information.

      ✓ g. The principal referred teachers to you.

      ✓ h. You conducted informal discussions about the research information with people you know.

      ____ i. You left some of the research materials in faculty lounge areas and teachers became interested.

      ____ j. Other_____

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

    Our school is very union oriented. When I explained that our non union did the research they were very interested & trusting.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

    Very useful   Useful   Not Useful

    Specifics?_____ *not enough information at this service we had just begun to share the information*

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form		✓	
2. Receiving and reading the research summaries before the scheduled training sessions		✓	
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

It directly concerned our day to day problems. We shared our experiences as well as the information.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments _____ *I will be better prepared as I read and internalize the material. This will take experience and time.* _____

J. What suggestions do you have for improving the TRL training process in this program?

More opportunities to teach during the training and have other trainees critique our efforts.

K. When and under what circumstances did you actually begin to disseminate the research information?

First I shared it one on one with a new teacher in trouble — then introduced the material at a teacher conference.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

		Most Adequate	Adequate	Not Adequate
1.	Materials	✓		
2.	Consultations	✓		
3.	On-site visits	✓		
4.	Presentations	✓		

M. What additional support, if any, would have been helpful?

More on site visits by trainers.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

On going dialogue with trainers.

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? *I believe in the project.*

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O. Describe the ways in which your attitude toward educational research has changed.

I'm not sure it has changed. What I do here is a new respect for the A.F.T. study group that put the research together in a manner that is useful & relevant.

P. How has the research information affected your self-esteem as a teaching professional?

I was please to identify with the more successful teachers. It improved my ego.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

..... I have taught so long I guess I am looked upon as a wise old sage. My administrator is very anxious to have the information shared because the district Supt. has 5 classroom arrangement improvement as his number one priority.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

None so far, except the enjoyment of the group sharing

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

The only incentive I have now is to see to it that A.F.T gets credit for a super job.

What kinds of rewards, if any, do you think TRLs should receive?

A week in Paris.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Any good teacher can become a TRL if they are Convinced the material is useful. What they shouldn't have is an attitude of superiority, they should not feel they are administrators.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

This is too difficult to ~~even~~ answer. The best thing to do is to choose some dates - those who are interested will. Show up.

V. What are additional areas of research in which you or your colleagues may be interested?

Many faculties in Elementary school are now looking for Reading and Math. Teachers sometimes have problems working in teams.

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

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program, you have been involved in a unique dissemination
process whereby the research information has been shared with
teachers via their union structure. As a participant in this
peer-to-peer-sharing experience, your input is crucial to our
assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past
practices and also to point out new directions for project
replication. Use as much space as you need to express your
thoughts.

ABOUT YOU

Age (20-30)   (30-40)   (40-50) (50-60) (60-)
Sex   M   Race   Caucasion

Degree levels BS, MA   Years of experience   19
Grade/subject area presently teaching Teacher Center - JHS
Other grades/subjects taught   Social Studies
Special titles or professional recognition_____
Teacher   Specialist

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared
    with you ·in this project, what is your feeling about the
    usefulness of this information to your classroom practice?
    (Check where appropriate.)

Does not apply

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement			
b. Rules, procedures and consequences			
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping			
b. Smoothness and momentum			
c. Group focus and account-ability			
d. Avoiding satiation			
e. Valence and challenge arousal			
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction			
b. Instructional functions			
c. Pacing			
d. Student success rate			
e. Teacher questioning			
f. Turn-taking			

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(Check where appropriate.)

4. Brophy.
   Teacher Praise

   a. Specificity

   b. Contingency

   c. Distribution

   d. Credibility

5. Berliner, Fisher, Stallings,
   et al.
   Time on Task

   a. Allocated time

   b. Engaged time

   c. Academic learning time

B. Use this space to make specific comments about individual research
   concepts that you did, or did not, find useful.

C. Referring back to question "A," which of the research concepts did
   you most often share with other teachers?

Study	Concept
Kounin	With-it-ness
	Overlapping
	Smoothness
	Momentum
Brophy	Praise

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

2. With how many teachers do you estimate that you have shared the research? ___400___ (By. Jan. 22, 1983)

3. How did this "sharing" come about?

   ✓ a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ✓ c. They approached you because they needed help.

   ✓ d. They approached you because they trusted you.

   ✓ e. You conducted a workshop or meeting.

   ✓ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   ✓ h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ✓ j. Other _At the request of the Chapter Chairperson_
   At the request of the ATSS/UFT
   At the request of District / Supervisor

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

   Workshops - ranging in length from 40 min to 5 hours

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

   (Very useful)   Useful   Not Useful

   Specifics? _"The only useful thing done all day" "why don't_
   they teach this in college ed. courses" "Principals & other
   supervisors should take this workshop." "This is
   great - where can I find out more." "That makes sense -
   why didn't I ever think of that." "For the first time
   research is useful."

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G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓ superb		
2. Receiving and reading the research summaries before the scheduled training sessions	✓ a must		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓ possibly greater fluctuation any time	
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)			✓
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓ the only way		

H. How did this training differ from other inservicing you've had?

I was an active participant - a creater of knowledge - not merely a receiver of knowledge. The challenge of learning this not only for my own use but also to disseminate + help other professionals

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer		✓	

Comments It took several session to fully understand what the Role of a TRL was. How, when, where, and what were we to do.

J. What suggestions do you have for improving the TRL training process in this program?

The staff should model the effective techniques to teach the new research to the TRL's — not merely re-iterate it but teach it the way we are supposed to teach it to other teachers.

K. When and under what circumstances did you actually begin to disseminate the research information?

One-on-one to teacher in role as Teacher Specialist.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations		✓	
3. On-site visits		✓	
4. Presentations			✓ (needs improvement)

M. What additional support, if any, would have been helpful?

*More visuals —
More + varied examples of how to teach to others*

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? *Teachers frequently ask for this type of information.
Teachers need help in this area.*

O. Describe the ways in which your attitude toward educational
   research has changed.

A growing respect and a realization that educational
research has a lot to say to the practitioner -
provided it is on a topic useful to teachers + under-
standable by them.

P. How has the research information affected your self-esteem as
   a teaching professional?

One can only consider himself a professional if there is a body
of research based on and for use by this professional.
When one realizes that this knowledge and research
is also useful one's self-esteem must increase.

Q. How do your building administrator and/or your peers respond
   to you as "the disseminator" of research-based information?

As long as I can translate it into
useful terms and applications they not only
listen but are interested in more. Some are even
gaining a growing respect for research themselves.

R. What out-of-the-classroom opportunities have been afforded you
   as a result of your involvement in the project?

None

S. Have you received any other rewards and incentives as a result
   of your involvement in the project? Describe.

Only the intrinsic rewards of helping other teachers
as well as the realization that research has a
use in education.

What kinds of rewards, if any, do you think TRLs should receive?

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T. What qualities do you feel are necessary for teachers who are
    interested in becoming TRLs?

U. Since finding time to be involved is always a problem with
    leadership types, what suggestions do you have regarding the
    scheduling of time for participation in ER&D training sessions
    and dissemination activities?

    Two or three well planned three or four day
    weekends at which time the research as well
    as the role of The TRL's would be explained. Time
    should be arranged for discussion of TRL successes
    and failures ~~~~~~~~ and various role play activities

V. What are additional areas of research in which you or your
    colleagues may be interested?
    1- Learning styles
    2- adolescent development
    3- brain research
    4- research in various curriculum areas.
    5- gifted + talented ed.
    6- teaching the slow learners

W. Are there any other statements you would like to make about the
    project that were not included in this evaluation? (Please
    state here.)

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process whereby the research information has been shared with
teachers via their union structure. As a participant in this
peer-to-peer-sharing experience, your input is crucial to our
assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past
practices and also to point out new directions for project
replication. Use as much space as you need to express your
thoughts.

ABOUT YOU

Age (20-30) ✓ (30-40) (40-50) (50-60) (60-)

Sex _female_   Race _Caucasian_

Degree levels _m.a. + 33 credits_ Years of experience _4.5 yrs_

Grade/subject area presently teaching _Special Education/Emotionally Handicapped_
Diagnostic Teacher

Other grades/subjects taught _undifferentiated special education; Regular ed Hebrew_
School

Special titles or professional recognition _Received an award_

as an outstanding Special Educator from Council for Exceptional
Children; Political Affairs Executive Board Member of CEC chapter 1002

<u>·ABOUT THE PROJECT</u>

A. Thinking back on the findings from the research studies shared
    with you in this project, what is your feeling about the
    usefulness of this information to your classroom practice?
    (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	✓		
a. Classroom readiness and room arrangement		✓	
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and account-ability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		✓	
b. Instructional functions		✓	
c. Pacing		✓	
d. Student success rate		✓	
e. Teacher questioning			✓
f. Turn-taking			✓

(Check where appropriate.)

	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise	✓		
a. Specificity	✓		
b. Contingency	✓		
c. Distribution	✓		
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Praise	Specificity Contingency Credibility Not to be used as a modifier of behavior
Kounin's Classroom Mgt	With-it-ness and Overlapping
Brophy Good et al.	Direct Instruction

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D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

I usually approached teachers who were in trouble. The curious teachers approached me.

2. With how many teachers do you estimate that you have shared the research? __20-50__

3. How did this "sharing" come about?

   ✓ a. You approached them because you saw a need.

   ✓ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ✓ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   ✓ e. You conducted a workshop or meeting.

   ✓ f. The principal requested that you share the information.

   ✓ g. The principal referred teachers to you.

   ✓ h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other_____

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

I would often listen to teachers comment about their day in the lunchroom; when I identified a particular problem I mentally scanned the research and then offer a cogent solution.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

   Very useful   (Useful)   Not Useful

Specifics?_____

_____

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		✓	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration		✓	

H. How did this training differ from other inservicing you've had?

I often feel talked down to during other inservice training because the format is instructor and class.

Since we were trained to disseminate I felt that your making sessions a form of rate modeling for our future encounters.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		✓	
2. Role as trainer		✓	

Comments *I would have liked to receive the research earlier, even earlier than was sent, because I needed time to analyze the concepts and synthesize the information. It would have allowed more interesting comments from TRLs.*

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J. What suggestions do you have for improving the TRL training process in this program?

1. Send out studies earlier.
2. Perhaps allow compensatory time during the school week to practice concepts w/ other teachers.

K. When and under what circumstances did you actually begin to disseminate the research information?

I started to share the research immediately on an informal basis. I participated in a workshop held in Manhattan in Dec. 1981.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials			✓
2. Consultations			
3. On-site visits		✓	
4. Presentations		✓	

M. What additional support, if any, would have been helpful?

I have difficulties reproducing materials

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Since it is difficult to spend time after school a few incentives can make this more palatable

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why?_____

O. Describe the ways in which your attitude toward educational
research has changed.

It is reassuring to know that some research studies have practical applications for the classroom.

P. How has the research information affected your self-esteem as
a teaching professional?

When I come upon research that describes a technique I have used, and thought quite original, it reaffirms my good teaching practices.

Q. How do your building administrator and/or your peers respond
to you as "the disseminator" of research-based information?

I am well known as a resource person in my building.

R. What out-of-the-classroom opportunities have been afforded you
as a result of your involvement in the project?

My colleagues approach me in the hall and ask for new information. The mainstream staff have made several admiring comments. I feel like a true professional.

S. Have you received any other rewards and incentives as a result
of your involvement in the project? Describe.

My supervisor always comments on my excellent behavior (classroom) management skills on all formal observation and informal meetings

What kinds of rewards, if any, do you think TRLs should receive?

It is hard for me to comment in a specific manner. It does take time to prepare for workshops, training and dissemination which is usually not compensated monetarily, so admiration for dedicated TRLs

T. What qualities do you feel are necessary for teachers who are
    interested in becoming TRLs?

    1. Good interpersonal relation skills.
    2. Ability to analyze key concepts in research
    studies without distorting particulars by focusing
    on a word or misconception.
    3. Genuine interest to share and learn new techniques.

U. Since finding time to be involved is always a problem with
    leadership types, what suggestions do you have regarding the
    scheduling of time for participation in ER&D training sessions
    and dissemination activities?

    I was easier to meet once a month
    on a specific date and a specific time.

V. What are additional areas of research in which you or your
    colleagues may be interested?

    I will have to think about this item.

W. Are there any other statements you would like to make about the
    project that were not included in this evaluation? (Please
    state here.)

    I would like to state that it has been
    a sincere pleasure to work with Sue Veatch,
    Lovely and Brenda —. These women are well
    informed, articulate and intelligent, etc. I
    learned a lot about presentation styles
    from them. I was/am proud to be associated
    with this special project. Thank you for this
    fine experience

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TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex _F_   Race _Caucasian_

Degree levels _BA /MS + 36 cr_ Years of experience _13_

Grade/subject area presently teaching _I am not teaching children this year._

Other grades/subjects taught _2nd, 3rd, 5th_

Special titles or professional recognition _Teacher Specialist for NYC Teacher Centers Consortium_

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ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum		✓	
c. Group focus and accountability		✓	
d. Avoiding satiation		✓	
e. Valence and challenge arousal			✓
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		✓	
b. Instructional functions			
c. Pacing			
d. Student success rate			
e. Teacher questioning	✓		
f. Turn-taking		✓	

(Check where appropriate.)

4. Brophy.
   Teacher Praise

   a. Specificity   ✓

   b. Contingency   ✓

   c. Distribution   ✓

   d. Credibility   ✓

5. Berliner, Fisher, Stallings,
   et al.
   Time on Task

   a. Allocated time   ✓

   b. Engaged time   ✓

   c. Academic learning time   ✓

B. Use this space to make specific comments about individual research
   concepts that you did, or did not, find useful.

C. Referring back to question "A," which of the research concepts did
   you most often share with other teachers?

Study	Concept

   Brophy - Teacher Praise   a - d as stated above

   Evertson, Emmer, Anderson   Beg. of the yr.

   Kounin   With-it-ness

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   new teachers,
   experienced teachers looking for new solutions
   teachers in new positions

2. With how many teachers do you estimate that you have shared the research? ___20___

3. How did this "sharing" come about?

   I will be doing a. You approached them because you saw a need.

   ✓ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ✓ c. They approached you because they needed help.

   ✓ d. They approached you because they trusted you.

   I will be doing this e. You conducted a workshop or meeting.

   ___ f. The principal requested that you share the information.

   ✓ g. The principal referred teachers to you.

   ✓ h. You conducted informal discussions about the research information with people you know.

   I will be doing this in the Teacher Center i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other_____

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

   (b) The results of my using the beginning of the year classroom management strategies on an "incorrigible" class were obvious to my colleagues & administrator. As a result of this, more teachers showed an interest in what I was doing in my classroom.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

   Very useful   (Useful)   Not Useful

   Specifics?_____

_____

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G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research		✓	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)			✓
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

Low pressure, directly related to my job, interesting.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information			✓
2. Role as trainer		✓	

Comments I would still like more information. If new research becomes available, I would appreciate receiving it.

J. What suggestions do you have for improving the TRL training
    process in this program?

K. When and under what circumstances did you actually begin to
    disseminate the research information?

*I planned an after school workshop last February,
but there was insufficient enrollment.
Now in my role as Teacher Specialist, I plan
to disseminate the research findings.*

L. What is your feeling about the level of support given to you
    by the project staff in your efforts to disseminate at building
    or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations		✓	
3. On-site visits			
4. Presentations		✓	

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support
    do you feel you would need to continue in your role as a TRL?

*I would like to offer this information as part of a
15 week after school course. I feel I need more information
to do this.*

    Are you willing to continue in your role as TRL? Yes ☑ No ☐

    Why? *Classroom teachers can benefit by this information*

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O. Describe the ways in which your attitude toward educational research has changed.

The methods I have been using in my classroom are similar to the methods & research you presented in the training sessions. It was interesting to learn the background & theories behind these methods. It proved quite interesting to read about what might have happened in my class had I not implemented these concepts.

P. How has the research information affected your self-esteem as a teaching professional?

Positively — what I had done instinctually has been proven to be beneficial in a classroom setting. In my eyes, & in those of my colleagues, it made me more credible.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

I was "living proof" that Evertson, Emmer & Anderson's research had value in the classroom. The students in my class, (last year), had positive reactions to the way I conducted the class. Their reactions were valid & acceptable as I had had the same class in a previous year.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

I am presently a Teacher Specialist for the NYC Teacher Centers Consortium. When I began this project, I was a 5th grade classroom teacher.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

Recognition and credibility among my peers and former administrator.

What kinds of rewards, if any, do you think TRLs should receive?

Compensation for traveling to meetings held after school hours. Additional school time to help disseminate and/or plan workshops held during the school day.

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T. What qualities do you feel are necessary for teachers who are
    interested in becoming TRLs?

      Effective teachers who have shown themselves
to be interested in learning new techniques. Someone other
teachers can relate to in a non-threatening way.
A supportive understanding person, but strong enough not to be
used as a tool for the administration. A person willing
to commit extra time after hours is essential.

U. Since finding time to be involved is always a problem with
    leadership types, what suggestions do you have regarding the
    scheduling of time for participation in ER&D training sessions
    and dissemination activities?

      For elementary school teachers, release time
periods (Wednesday afternoons) might be possible, or
the use of holidays, where pupil enrollment is low, or on
clerical days. Perhaps preparing 2-3 research topics to advance
reading + then meeting on one of the above mentioned
days might enable training sessions to be held less frequently
with the same information covered.

V. What are additional areas of research in which you or your
    colleagues may be interested?

      I am very interested in offering this
information as a college credit course in the fall.
However, I feel I need more information, or more
references to follow up on to "round out" the
information. I will be offering the information in

W. Are there any other statements you would like to make about the
    project that were not included in this evaluation? (Please
    state here.)

      I enjoyed it - sorry to see it end.

      You did a fine job!

                  workshops, but would like additional
                  areas to disseminate. I am also
                  interested in how the research deals
                  with part-time teachers, subs,
                  cluster teachers, etc.

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TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

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program, you have been involved in a unique dissemination
process whereby the research information has been shared with
teachers via their union structure. As a participant in this
peer-to-peer-sharing experience, your input is crucial to our
assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past
practices and also to point out new directions for project
replication. Use as much space as you need to express your
thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex Female   Race White

Degree levels Supervision Certification   Years of experience 15 years

Grade/subject area presently teaching Reading Specialist

Other grades/subjects taught Teacher Common Branches

Special titles or professional recognition_____

Thank you for my experience as a TRL and I
look forward to further participation. 138

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

		Most Useful	Useful	Least Useful
1.	Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
	a. Classroom readiness and room arrangement	✓		
	b. Rules, procedures and consequences	✓		
2.	Kounin. Discipline and Group Management	✓		
	a. With-it-ness and overlapping	✓		✓
	b. Smoothness and momentum	✓		
	c. Group focus and accountability	✓		
	d. Avoiding satiation	✓		
	e. Valence and challenge arousal	✓		
3.	Brophy, Good, Grows, et al. Teaching Effectiveness			
	a. Direct instruction		✓	
	b. Instructional functions		✓	
	c. Pacing	✓	✓	
	d. Student success rate	✓		
	e. Teacher questioning	✓		
	f. Turn-taking		✓	

		Most		Least
(Check where appropriate.)		Useful	Useful	Useful

4. Brophy.
    Teacher Praise

    a. Specificity   ✓

    b. Contingency   ✓

    c. Distribution   ✓

    d. Credibility.   ✓

5. Berliner, Fisher, Stallings,
    et al.
    Time on Task

    a. Allocated time   ✓

    b. Engaged time   ✓

    c. Academic learning time   ✓

B. Use this space to make specific comments about individual research
    concepts that you did, or did not, find useful.

*Referring back to question A – 1, 2,
and 3 a. b. c., were extremely useful.*

C. Referring back to question "A," which of the research concepts did
    you most often share with other teachers?

Study   Concept

*(Refer to answer to B above)
most of the teachers in my school
taught for 10 – 15 years. At this experience
level they felt that the research focused
on exactly what they were doing. In addition,
they did gain insight into certain specifics
that could enhance their classroom management
procedures*

D. In your interactions with teachers, *Classroom Teachers*

1. With whom did you share the information? (i.e., type of
   teacher: new, in trouble, curious, etc.)
   mainly

2. With how many teachers do you estimate that you have shared
   the research? *approximately 50 teachers and 4*
   administrators.

3. How did this "sharing" come about?

   ✓ a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or
           saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   ✓ e. You conducted a workshop or meeting.

   ___ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   ✓ h. You conducted informal discussions about the research
           information with people you know.

   ___ i. You left some of the research materials in faculty
           lounge areas and teachers became interested.

   a, e, h, and j. Other *Gave out research materials at meetings.*

E. Referring to question "D," did you use any particular way of
   sharing to a much greater degree than others? Explain.

   *I also invited project personnel to speack
   to our teachers at a large
   teacher conferences.*

F. In general, what kind of feedback did you receive from teachers
   about the usefulness of the research information? (Circle one.)

   Very useful   (Useful)   Not Useful

   Specifics? *Most teachers prefer to develop the
   research in small group interaction
   meetings after we presented the information
   in a large group setting.*

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G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form			✓
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research		✓	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		✓	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had? *In a positive way.* *The training focused on specific classroom situations rather than speaking generally with little emphasis on "real-life classroom experiences."*

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer		✓	

Comments _____

_____

_____

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J. What suggestions do you have for improving the TRL training process in this program?

Training programs needs to de-centralize and arrange for meetings in areas closer to TRL's schools. Filmstrips, Video-tape, would have been interesting to illustrate research activities.

K. When and under what circumstances did you actually begin to disseminate the research information?

Through the UFT Center in a mini-course for teachers in a specific area.

Also, in my home school at Workshops inviting project-staff personnel and plans for small group interaction in 1983.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations			✓
3. On-site visits		✓	
4. Presentations		✓	

M. What additional support, if any, would have been helpful?

As previously stated, closer to site meetings. More feedback concerning other TRL's experiences during the research project's dissemination.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

On-going meetings concerning additional research as well as what are the most effective ways for TRL's to disseminate information and what are the ways to encourage teachers to become change agents.

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? *The material is effective enough to encourage teachers to reflect, enhance and seek additional information and group interaction concerning the More Effective Teacher in classroom times.*

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O. Describe the ways in which your attitude toward educational research has changed.

The research has shown me that I am a "most effective teacher" and now I know why!

P. How has the research information affected your self-esteem as a teaching professional?

(See answer to O above)

I became prepared to present information supporting activities which make teachers "more effective teachers."

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Favorably - most of my peers would like like to continue meeting informally to discuss research more thoroughly.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

As a result of my involvement in the project I have been involved in presenting the research at the U.F.T.-Mini-Course. In addition, I am a teacher trainer at my school, therefore I have had an opportunity to present information to teachers in this capacity.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

I have received an enormous amount of research material as well as a small reimbursement for the mini-course at this center.

What kinds of rewards, if any, do you think TRLs should receive?

A.V. Materials - research based, feedback concerning results of this survey, plan for UFT Mini-Courses with follow-up courses for at least two years with proper reimbursement as a TRL arrange for a visit to AFT in Wash. D.C.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

1) Classroom experience - inner city preferably
2) Communication and organization oriented person.
3) Sharing information and materials person.
4) a person who _respects_ research and reads it carefully to pull out ideas that will be most helpful.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

I would prefer time scheduling and training sessions closer to TRL's school centers. In addition, perhaps a training session could be planned for full days to include lunch on Saturdays or on holidays. (Or on second thought, perhaps a breakfast and morning program.)

V. What are additional areas of research in which you or your colleagues may be interested?

Research information received from this project concerning the effectiveness of dissemination in other states. Participation of classroom teachers in the project based on years of experience. Which group thought the information most useful, new, 10-15 yrs. or long term teachers? How cooperative was the administrative staff in schools? What were some of the ways?

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

Project personnel were highly intelligent, motivated people. In turn, they generated enthusiasm in TRL's. They gave us an awful lot of excellent research material; We needed more time to discuss material and most important to talk about TRL's experiences in presenting research in their schools, etc. The project is significant and needs to be continued in depth and disseminated to more classroom and administrative personnel in schools as well

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TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex _FEMALE_   Race _WHITE_

Degree levels _M.S.+_   Years of experience _11_

Grade/subject area presently teaching _READING (6-9) '7/1/82 TEACHER SPEC._

Other grades/subjects taught _L.A., MATH (6-9)_

Special titles or professional recognition_____

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	✓		
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and account- ability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal			✓
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning	✓++		
f. Turn-taking	✓		

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(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise	✓		
a. Specificity	✓		
b. Contingency			
c. Distribution	✓		
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

All the concepts were extremely useful. Though the Evertson, etc, Kounin and Brophy materials I was able to refine my skills and produce a much more effective learning environment.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Kounin	*withitness & overlapping*
Brophy	*Teacher Praise (all aspects)*
Evertson, etc.	*Rules, Procedures & Conseq.*

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)
    Substitute teacher, curious, in-service wkshops

2. With how many teachers do you estimate that you have shared the research?— *about 12 on an indiv basis.*
    — about 200 or so in wkshops

3. How did this "sharing" come about?

    ✓ a. You approached them because you saw a need.

    ✓ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

    ✓ c. They approached you because they needed help.

    ✓ d. They approached you because they trusted you.

    ✓ e. You conducted a workshop or meeting.

    ___ f. The principal requested that you share the information.

    ___ g. The principal referred teachers to you.

    ___ h. You conducted informal discussions about the research information with people you know.

    ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

    ✓ j. Other *Teacher Center Conferences.*

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.
    Informal discussions on a one-to-one basis produced recognizable and measurable results.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

    (Very useful)   (Useful)   Not Useful

    Specifics? *Teachers were impressed to hear relevant research and non-curriculum related effective classroom practices. They were gratified at their own successes when using what they had heard about*

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G. Please give your reactions to the ways in which the research
    was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research		✓	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		✓	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

    Much more pragmatic.

I. After training, indicate the degree to which you felt adequately
    prepared to perform in your role as Teacher Research Linker.
    (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments _____

_____

_____

J. What suggestions do you have for improving the TRL training process in this program?

We should spend more time on task.

K. When and under what circumstances did you actually begin to disseminate the research information?

As I was enthusiastic and interested from the outset (Sept. 1981) I began talking about it informally. Conferences, meetings, etc. were organized and/or arranged through the Teacher Center.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

① Being kept informed of future research.
② Meetings to discuss reactions to the research which has been presented.

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? *The information is useful and valuable. It deserves to be recognized and shared with colleagues.*

151

O. Describe the ways in which your attitude toward educational
   research has changed.

I am more receptive to the notion of research and my input to the research community

P. How has the research information affected your self-esteem as
   a teaching professional?

I have always viewed myself as a professional. I am happy that now many of my colleagues feel the same way.

Q. How do your building administrator and/or your peers respond
   to you as "the disseminator" of research-based information?

R. What out-of-the-classroom opportunities have been afforded you
   as a result of your involvement in the project?

I have been given the opportunities to conduct workshops and meetings as well as grow and develop professionally. I am no longer a classroom teacher but now a Teacher Specialist with the N.Y.C. Teacher Center

S. Have you received any other rewards and incentives as a result *Consortium*
   of your involvement in the project? Describe.

↑

What kinds of rewards, if any, do you think TRLs should receive?

The recognition I have received by colleagues as being a good teacher and manager of classroom behavior is very

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rewarding in itself. My students also commended me on my awareness, fairness and organizational skills. They learned in class and enjoyed being ___ ___ ___ ___ ___ ___.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Teachers must feel professional about what they do. They must have a belief that the information is useful and effective. Personal experience with the use of the research is essential.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Perhaps an entire day (Sat) could be set aside in a centrally located place.

V. What are additional areas of research in which you or your colleagues may be interested?

Learning Styles / Teaching Styles
Critical Thinking

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

The T.Y. liaison Sue Veitch was pleasant, helpful & informative.

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TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex _Female_   Race_____

Degree levels _Master_   Years of experience _17_

Grade/subject area presently teaching _5 th_

Other grades/subjects taught _4 6_

Special titles or professional recognition _Expert in Theme_
Environmental Series in Elem School and Published in The Grade
and various professional journals.
Adjunct instructor at Southington College
Was a board member I various professional organization

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ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

		Most Useful	Useful	Least Useful
1.	Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
	a. Classroom readiness and room arrangement	✓		
	b. Rules, procedures and consequences	✓		
2.	Kounin. Discipline and Group Management			
	a. With-it-ness and overlapping	✓		
	b. Smoothness and momentum	✓		
	c. Group focus and account-ability	✓		
	d. Avoiding satiation	✓		
	e. Valence and challenge arousal	✓		
3.	Brophy, Good, Grows, et al. Teaching Effectiveness			
	a. Direct instruction	✓		
	b. Instructional functions	✓		
	c. Pacing	✓		
	d. Student success rate	✓		
	e. Teacher questioning	✓		
	f. Turn-taking	✓		

(Check where appropriate.)

	Most Useful	Useful	Least Useful

4. Brophy.
   Teacher Praise   ✓

   a. Specificity   ✓

   b. Contingency   ✓

   c. Distribution   ✓

   d. Credibility   ✓

5. Berliner, Fisher, Stallings,
   et al.
   Time on Task   ✓

   a. Allocated time   ✓

   b. Engaged time   ✓

   c. Academic learning time

B. Use this space to make specific comments about individual research
   concepts that you did, or did not, find useful.

   I prefer my own comfortable use of praise. Seems to work best for me

C. Referring back to question "A," which of the research concepts did
   you most often share with other teachers?

   Study   Concept

   #1

   2

   5

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   New

   Curious

2. With how many teachers do you estimate that you have shared the research? ___65___

3. How did this "sharing" come about?.

   _✓_ a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   ___ e. You conducted a workshop or meeting.

   ___ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   _✓_ h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other _Teacher trained workshops in district and_ _Gates program. And student teachers from College Isabelle New Rochelle_

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.
   Teachers I know asked me about my involvement. I shared the materials with them.
   My student teachers found it most useful

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

   (Very useful)   Useful   Not Useful

   Specifics? _New teachers, Student teachers_

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

Longer duration

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments_____

_____

_____

J. What suggestions do you have for improving the TRL training
   process in this program?

K. When and under what circumstances did you actually begin to
   disseminate the research information?

   When I became involved

L. What is your feeling about the level of support given to you
   by the project staff in your efforts to disseminate at building
   or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support
   do you feel you would need to continue in your role as a TRL?

   *I need preplanned teacher training sessions similar
   to the ones I conducted in my district and the ____ program*

   Are you willing to continue in your role as TRL? (Yes ☑) No ☐

   Why? *I believe in the material and its usefulness
   to teachers*

O. Describe the ways in which your attitude toward educational research has changed.

I found it interesting and useful

P. How has the research information affected your self-esteem as a teaching professional?

Enjoy teacher training and enjoy serving

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

What kinds of rewards, if any, do you think TRLs should receive?

Should get paid for teacher training workshops given by TRLs

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Enjoy [experienced] at teacher training
Enjoy Learning   *Good leader*
Good people person

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

V. What are additional areas of research in which you or your colleagues may be interested?

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

① Enjoyed the [experience], new knowledge and most of all the people I met and was involved with.

② This should be a course given to pre service teachers as a methods course — on college level

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TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex F   Race _____

Degree levels MS +   Years of experience 16

Grade/subject area presently teaching (Adults)

Other grades/subjects taught _____

Special titles or professional recognition Teacher Center Specialist

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		✓
2. Kounin. Discipline and Group Management			✓
a. With-it-ness and overlapping			✓
b. Smoothness and momentum			✓
c. Group focus and account- ability			✓
d. Avoiding satiation			✓
e. Valence and challenge arousal			
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions		✓	
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking		✓	

(Check where appropriate.)

Most
Useful   Useful   Least
                       Useful

4. Brophy.
    Teacher Praise

    a. Specificity

    b. Contingency

    c. Distribution

    d. Credibility

5. Berliner, Fisher, Stallings,
    et al.
    Time on Task

    a. Allocated time

    b. Engaged time

    c. Academic learning time

B. Use this space to make specific comments about individual research
    concepts that you did, or did not, find useful.

C. Referring back to question "A," which of the research concepts did
    you most often share with other teachers?

Study	Concept
Evertson et al	Classroom readiness, room arrangement
	Rules, procedures & consequences
Brophy et al	Direct instruction

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D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)
    Primarily, tchrs experiencing difficulty, or those wishing to "break out" of conventional ways

2. With how many teachers do you estimate that you have shared the research? ___*100 +*___

3. How did this "sharing" come about?

    ___ a. You approached them because you saw a need.

    ___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

    _✓_ c. They approached you because they needed help.

    _✓_ d. They approached you because they trusted you.

    _✓_ e. You conducted a workshop or meeting.

    ___ f. The principal requested that you share the information.

    ___ g. The principal referred teachers to you.

    _✓_ h. You conducted informal discussions about the research information with people you know.

    ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

    ___ j. Other_____

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.
    My work situation lends itself most readily to method h (informal sharing.)

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.))

    (Very useful)   Useful   Not Useful

    Specifics?_*Many teachers found guidelines to room arrangement, rules, etc. especially useful at beginning of school year*_

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. ··· did this training differ from other inservicing you've had?

more informal, less "preachy"

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer		✓	

Comments_____

_____

_____

J. What suggestions do you have for improving the TRL training
   process in this program?

   See eval form previously submitted

K. When and under what circumstances did you actually begin to
   disseminate the research information?

   *almost at once, through informal network previously
   in place at Teacher Center*

L. What is your feeling about the level of support given to you
   by the project staff in your efforts to disseminate at building
   or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations			
3. On-site visits			
4. Presentations			

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support
   do you feel you would need to continue in your role as a TRL?

   additional "translated" summaries of the research

   Are you willing to continue in your role as TRL? Yes ☑ No ☐
   Why? *Presentation of research findings gives credibility
   to many suggestions given to teachers.*

O. Describe the ways in which your attitude toward educational research has changed.

P. How has the research information affected your self-esteem as a teaching professional?

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

What kinds of rewards, if any, do you think TRLs should receive?

Reimbursement of Parking expenses, at the very best.

Would you have found the information as useful without the scheduled
discussion sessions? What has your role as TRL done in terms of your
relationship with the teachers in your building? How have you used
the information with others? What feedback have you received?

The scheduled discussion sessions were important in that they provided a format for further "translation" of the research in terms of applying concepts to "real" situations, and expanding or delimiting concepts based on our life experience.

It has occured to me that more of the discussion session time might have been better spent in structured activities which would in fact be 'dry runs' of techniques/activities which would then be used with teachers in schools. Conversely, less time might be spent reviewing text material which has already been read by each TRL (in advance of the session), or surely should/ could have been

My role in terms of my relationship with other teachers in my building had been well established prior to my beginning this project

THIS SECTION IS CONTINUED ON NEXT PAGE

PROFESSIONAL SELF-ESTEEM:

How has your attitude toward research changed? How has the information
enhanced your self-esteem as a teaching professional? What out-of-the-
classroom opportunities have been afforded you as a result of your
involvement in the project? Has you professional "network" widened?

My attitude toward research is considerably more positive than previously. I can recognize that research is not purely theoretical but can be practical as well. I also now appreciate that it can be [made] 'readable' without destroying meaning

self-esteem" (p. 2 item 4b)

Although the issue of resultant out-of-classroom opportunities is not applicable to me, I have been afforded the opportunity to work on a city-wide conference as an off-shoot of this project. The skills I learned in planning, advertising, arranging and coordinating details were surely "pluses" for me.

I have become a member of A.E.R.A. as a result of the sponsorship (and encouragement) of S. Veitch, AFT.

(CONT'D. FROM PREVIOUS PAGE)

I have used the information presented (within the established frame-
work cited above) in a number of situations in which teachers
have (voluntarily) sought my assistance. For example, during the
first few days of school this September, several teachers expressed
displeasure with the appearance of their room and wanted to "change
the place around", change which would not necessarily be based on
reason. In presenting the appropriate (Evertson) research at this time,
I gave my colleagues a great deal to think about and respond to, as
well as a rationale and a plan for room arrangement.

4) Feedback from teachers has generally taken 2 directions:

(a) many teachers indicate that they "knew it all along", or "I could
have told you that," and even "This is what 'they' spend years
looking at ... all they had to do was ask me!" [I considered this
feedback to be positive: underneath the snappy responses were
teachers who were validating their own approaches and glorifying
(even for a short time) in the all-too-infrequent state of "being right".

(b) some teachers seem to feel that familiarity with research
is clearly a sign of giftedness on my part; on occasion
this attitude has afforded me (and thus, my ideas/suggestions) more
"credibility."

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

- respect of colleagues
- "scholarly" bent
- plenty of free time (during + after school)

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

It might be helpful to work with participants who work in close physical proximity, thereby scheduling after school conf. soon after the finish of school, at a mutually agreeable place which doesn't require hrs of traveling.

V. What are additional areas of research in which you or your colleagues may be interested?

eval. studies of informal (open) education —

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

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TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
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1981 - 1982

The AFT Educational Research and Dissemination Program was
designed to bridge the gap between educational research and
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program, you have been involved in a unique dissemination
process whereby the research information has been shared with
teachers via their union structure. As a participant in this
peer-to-peer-sharing experience, your input is crucial to our
assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past
practices and also to point out new directions for project
replication. Use as much space as you need to express your
thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)
Sex __M__ Race __White__
Degree levels __BS M.S +M.A__ Years of experience __14__
Grade/subject area presently teaching __Teacher Center__
Other grades/subjects taught __K-5__
Special titles or professional recognition_____

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement		✓	
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping		✓	
b. Smoothness and momentum		✓	
c. Group focus and account-ability		✓	
d. Avoiding satiation			✓
e. Valence and challenge arousal			✓
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions		✓	
c. Pacing		✓	
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking	✓		

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(Check where appropriate.)

4. Brophy.
   Teacher Praise ✓

   a. Specificity ✓

   b. Contingency ✓

   c. Distribution ✓

   d. Credibility

5. Berliner, Fisher, Stallings, et al.
   Time on Task

   a. Allocated time ✓

   b. Engaged time ✓

   c. Academic learning time ✓

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

The material presented ① helped three different categories of teacher. The effective teacher had an uplifting experience. His/her good practices where reaffirmed. ② The teacher who needed help could apply the research. ③ Another group of teachers could have research presented and use it at a later time if they choose to.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Evertson	Rules ; procedures
Kounin	{ Withitness ; overlapping Smoothness { Group focus
Brophy	Direct Inst All aspects of Teacher Praise

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D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

    all of the above

2. With how many teachers do you estimate that you have shared the research? __425__

3. How did this "sharing" come about?

    __✓__ a. You approached them because you saw a need.

    __✓__ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

    __✓__ c. They approached you because they needed help.

    __✓__ d. They approached you because they trusted you.

    __✓__ e. You conducted a workshop or meeting.

    __✓__ f. The principal requested that you share the information.

    __✓__ g. The principal referred teachers to you.

    __✓__ h. You conducted informal discussions about the research information with people you know.

    __✓__ i. You left some of the research materials in faculty lounge areas and teachers became interested.

    ____ j. Other_____

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

    Workshops as a result of UFT Boro workshop. Participants invited me to come to their school to present to colleagues. Workshops as a result of Teacher Center Activities.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

    (Very useful)   Useful   Not Useful.

    Specifics?_____

    _____

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research			
4. Participating in problem-solving, discussion-oriented sessions to review the research		✓	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)			
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

This training allowed participants to ~~read~~ input evaluate and provide feedback, ~~etc. was~~ ~~adid~~ participants felt effective and involved.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer		✓	

Comments_____

_____

_____

J. What suggestions do you have for improving the TRL training process in this program?

There needs to be some extrinsic motivation for TRL: linking fees, honorarium, meal allowance.

K. When and under what circumstances did you actually begin to disseminate the research information?

The first sharing of information was over lunch. It was informal. The info generated alot of discussion

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

Making sure the project continues after the funding ends.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

A continued connection to relevant research

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? The materials presented had a positive impact on teachers. The materials helped me to become a more interesting teacher.

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O. Describe the ways in which your attitude toward educational
   research has changed.

   *It has been shown to be more practical, than
   I thought it was*

P. How has the research information affected your self-esteem as
   a teaching professional?

Q. How do your building administrator and/or your peers respond
   to you as "the disseminator" of research-based information?

   *I have been asked to share with teachers,
   administrators, and to some extent colleagues
   who have been involved as TRLs.*

R. What out-of-the-classroom opportunities have been afforded you
   as a result of your involvement in the project?

   1. Bd of Edu dissemination
   2. Conferences

S. Have you received any other rewards and incentives as a result
   of your involvement in the project? Describe.

   What kinds of rewards, if any, do you think TRLs should receive?

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Get school districts of TRLs to buy into the project by having them release TRLs for school time meetings.

V. What are additional areas of research in which you or your colleagues may be interested?

Discipline

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

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TEACHER RESEARCH LINKERS
PROJEC EVALUATION
. OF THE .
AFT EDUCATION.   ;EARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was
designed to bridge the gap between educational research and
classroom practice. As a Teacher Research Linker in this pilot
program, you have been involved in a unique dissemination
process whereby the research information has been shared with
teachers via their union structure. As a participant in this
peer-to-peer-sharing experience, your input is crucial to our
assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past
practices and also to point out new directions for project
replication. Use as much space as you need to express your
thoughts.

ABOUT YOU

Age (20-30) (30-40) ((40-50) (50-60) (60-)

Sex ___F___   Race _White_____

Degree levels M.A. + 30   Years of experience _22_____

Grade/subject area presently teaching __ART_____

Other grades/subjects taught Re-K - H.S. _____

Special titles or professional recognition CULTURAL ARTS Coordinator
Manhattan Coordinator ITALIAN Heritage Week 1981 — School
Coordinator JEWISH HERITAGE WEEK 1980 — Teacher
TRAINER

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ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared
    with you in this project, what is your feeling about the
    usefulness of this information to your classroom practice?
    (Check where appropriate.)

		Most Useful	Useful	Least Useful
1.	Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
	a. Classroom readiness and room arrangemer	✓		
	b. Rules, procedures and consequences	✓	✓	
2.	Kourin. Discipline and Group Management			
	a. With-it-ness and overlapping	✓		
	b. Smoothness and momentum	✓		
	c. Group focus) and account- ability	✓		
	d. Avoiding satiation	✓		
	e. Valence and challenge arousal	✓		
3.	Brophy, Good, Grows, et al. Teaching Effectiveness			
	a. Direct instruction	✓		
	b. Instructional functions	✓		
	c. Pacing	✓		
	d. Student success rate	✓		
	e. Teacher questioning	✓		
	f. Turn-taking	✓		

(Check where appropriate.)

	Most Useful	Useful	Least Useful

4. Brophy.
   Teacher Praise

   a. Specificity   ✓

   b. Contingency   ✓

   c. Distribution   ✓

   d. Credibility   ✓

5. Berliner, Fisher, Stallings,
   et al.
   Time on Task

   a. Allocated time   ✓

   b. Engaged time   ✓

   c. Academic learning time   ✓

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

1. The beginning of the year, classroom management concepts were very useful, because they provided a structure for the rest of the year.

2. I feel that _time on Task_ is the basic for all teaching and is the most important part of the research.

3. Kounin & Brophy provided interesting concepts and important findings.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Brophy	Praise
Everston et. al.	Classroom readiness Rules & Procedures
Kounin	Discipline & Group management

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D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of
   teacher: new, in trouble, curious, etc.)
   new teachers - curious teachers - experienced 25 yrs.+

2. With how many teachers do you estimate that you have shared
   the research? ___*10*___

3. How did this "sharing" come about?

   __✓__ a. You approached them because you saw a need.

   _____ b. They approached you because they heard about or
            saw evidence of use of your new classroom strategies.

   __✓__ c. They approached you because they needed help.

   __✓__ d. They approached you because they trusted you.

   _____ e. You conducted a workshop or meeting.

   _____ f. The principal requested that you share the information.

   _____ g. The principal referred teachers to you.

   __✓__ h. You conducted informal discussions about the research
            information with people you know.

   _____ i. You left some of the research materials in faculty
            lounge areas and teachers became interested.

   _____ j. Other *discussions on a one to one basis.*

E. Referring to question "D," did you use any particular way of
   sharing to a much greater degree than others? Explain.
   I conducted informal discussions
   with small (2 - 4 people) groups, because
   I found that an effective way of
   capturing their interest.

F. In general, what kind of feedback did you receive from teachers
   about the usefulness of the research information? (Circle one.)

   Very useful   Useful   Not Useful

   Specifics? *Most teachers said they would*
   like to have more information.

G. Please give your reactions to the ways in which the research
was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?
I found it to be more interesting because it was on a professional level.

I. After training, indicate the degree to which you felt adequately
prepared to perform in your role as Teacher Research Linker.
(Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments *Some information was easier to use because it was more detailed.*

J. What suggestions do you have for improving the TRL training process in this program?

Sessions should begin on time.

K. When and under what circumstances did you actually begin to disseminate the research information?

When I felt that I understood a body of information, I spoke to small groups of people. I began approximately three weeks after the first meeting.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations		✓	
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

More suggestions for dealing with the principal, so that he does not "recommend" people to the group.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

A speaker, coming to the school, would be helpful.

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? *I find it professionally stimulating, and I think the research was particularly useful.*

O. Describe the ways in which your attitude toward educational research has changed.

I liked the idea of participating in research, rather than being handed information that represented a fait acompli.

P. How has the research information affected your self-esteem as a teaching professional?

It hasn't really, but it did reconfirm some things I have been doing.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Very well — teachers seemed interested, the principal needed a "fireside chat" to orient him to the program.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

I haved a special program normally. Principal is more aware of my professional interests.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

I feel that I have made a professional contribution to many teachers and I feel good about that. I have also learned from

What kinds of rewards, if any, do you think TRLs should receive? *them*

doing a good job is its own reward.

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T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

The qualities that are necessary for TRLS would be: professionalism, humanism, understanding, objectivity and common sense.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

A meeting once a month is fine. Training program could begin before school in Sept.

V. What are additional areas of research in which you or your colleagues may be interested?

Behavior - Discipline - The Gifted Student.

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

I found it a thoroughly enjoyable project. I felt that I have grown professionally and that I have helped others in the process.

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex _F_   Race _W_

Degree levels _Post Grad_   Years of experience _22_

‾ubject area presently teaching _____

.des/subjects taught _7-12 Soc St_

titles or professional recognition _Dean, Teacher Specialist_

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ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management		✓	
a. Classroom readiness and room arrangement			
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping		✓	
b. Smoothness and momentum		✓	
c. Group focus and account- ability			
d. Avoiding satiation			
e. Valence and challenge arousal		✓	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		✓	
b. Instructional functions		✓	
c. Pacing		✓	
d. Student success rate		✓	
e. Teacher questioning		✓	
f. Turn-taking		✓	

(Check where appropriate.)

4. Brophy.
   Teacher Praise

   a. Specificity

   b. Contingency

   c. Distribution

   d. Credibility

5. Berliner, Fisher, Stallings,
   et al.
   Time on Task

   a. Allocated time

   b. Engaged time

   c. Academic learning time

B. Use this space to make specific comments about individual research
   concepts that you did, or did not, find useful.

C. Referring back to question "A," which of the research concepts did
   you most often share with other teachers?

   Study   Concept

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of
    teacher: new, in trouble, curious, etc.)

    Curious

2. With how many teachers do you estimate that you have shared
    the research? __30__

3. How did this "sharing" come about?

    ___ a. You approached them because you saw a need.

    _✓_ b. They approached you because they heard about or
             saw evidence of use of your new classroom strategies.

    ___ c. They approached you because they needed help.

    ___ d. They approached you because they trusted you.

    _✓_ e. You conducted a workshop or meeting.

    ___ f. The principal requested that you share the information.

    ___ g. The principal referred teachers to you.

    ___ h. You conducted informal discussions about the research
             information with people you know.

    ___ i. You left some of the research materials in faculty
             lounge areas and teachers became interested.

    ___ j. Other_____

E. Referring to question "D," did you use any particular way of
    sharing to a much greater degree than others? Explain.

F. In general, what kind of feedback did you receive from teachers
    about the usefulness of the research information? (Circle one.)

    Very useful   (Useful)   Not Useful

    Specifics?_____

    _____

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions			
Meeting at regularly scheduled intervals for prescribed periods of time to work with the research			
4. Participating in problem-solving, discussion-oriented sessions to review the research			
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)			
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration			

H. How did this training differ from other inservicing you've had?

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information			
2. Role as trainer			

Comments _____

_____

_____

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J. What suggestions do you have for improving the TRL training process in this program?

K. When and under what circumstances did you actually begin to disseminate the research information?

Shortly after gaining group

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials		✓	
2. Consultations			
3. On-site visits		✓	
4. Presentations			

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why?_____

O. Describe the ways in which your attitude toward educational
    research has changed.

P. How has the research information affected your self-esteem as
    a teaching professional?

Q. How do your building administrator and/or your peers respond
    to you as "the disseminator" of research-based information?

R. What out-of-the-classroom opportunities have been afforded you
    as a result of your involvement in the project?

S. Have you received any other rewards and incentives as a result
    of your involvement in the project? Descr

    What kinds of rewards, if any, do you think TRLs should receive?

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

V. What are additional areas of research in which you or your colleagues may be interested?.

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

Anita Cimino —
Teacher Specialist *(resume on file)*
in Teacher Center

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex _____ Race _____

Degree levels _____ Years of experience _____

Grade/subject area presently teaching _____

Other grades/subjects taught _____

Special titles or professional recognition _____

_____

<u>ABOUT THE PROJECT</u>

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to ~~your classroom practice?~~ *STAFF DEVELOPMENT* (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal		✓	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		✓	
b. Instructional functions			✓
c. Pacing			✓
d. Student success rate			✓
e. Teacher questioning		✓	
f. Turn-taking			✓

	Most Useful	Useful	Least Useful
(Check where appropriate.).			
4. Brophy. Teacher Praise			
a. Specificity	✓		
b. Contingency	✓		
c. Distribution	✓		
d. Credibility	✓		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Beginning of the Year materials good for beginning and experienced teachers who have not had success in organizing class. Once class has a sense of good organization, Brophy, Kounin, Stallings et.al. can be introduced.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
① Evertson, Emmer, Anderson	Beginning of the Year Classroom Management
② Kounin	With-it-ness, Momentum overlapping
③ Brophy	Teacher Praise
④ Stallings, Berliner-Fisher et al.	Time on Task (allocated

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D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   Individual - Teachers who needed immediate support
   Group - Professionally interested and in need of support

2. With how many teachers do you estimate that you have shared the research? _150_

3. How did this "sharing" come about?

   _✓_ a. You approached them because you saw a need.

   _✓_ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   _✓_ c. They approached you because they needed help.

   _✓_ d. They approached you because they trusted you.

   _✓_ e. You conducted a workshop or meeting.

   _no_ f. The principal requested that you share the information.

   _no_ g. The principal referred teachers to you.

   _✓_ h. You conducted informal discussions about the research information with people you know.

   _no_ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   _✓_ j. Other _See Documentation for announcement_
   on-site / District-wide / in another District

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

   Group - • Discussion, role playing, interaction

   Individual - • Conferences
   • Demonstrations in classrooms
   • Role Playing

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

   (Very useful)   Useful   Not Useful

   Specifics? _Research is: Specific, timely, practical_
   Teachers indicated application of strategies
   following workshops and support in classroom

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G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form		✓	
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓	(	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

Research and implementation "lined up" so that translation to school, teachers, and "real world" of classroom was "successful!"

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments *The materials and training added another dimension to my background. Teachers viewed support as effective*

J. What suggestions do you have for improving the TRL training process in this program?

More visuals for demonstrating techniques (eg. films showing strategies being implemented)

K. When and under what circumstances did you actually begin to disseminate the research information?

Workshops - Group
Individual Support —{ Teacher Center -
onsite
District wide
In other districts

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why?_____

O. Describe the ways in which your attitude toward educational research has changed.

P. How has the research information affected your self-esteem as a teaching professional?

Added to my skills —

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Favorably —

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

(not appropriate to my position)

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

Intrinsic (¶Satisfaction)

What kinds of rewards, if any, do you think TRLs should receive?

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

• Leadership skills (ability to communicate, initiate, follow-up ideas)

• Human Relations skills

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

If money could be written into a grant to provide coverage from 9:00 — 3:00 p.m. for two or three sessions this would facilitate training time.

V. What are additional areas of research in which you or your colleagues may be interested?

Working with special Education children in the area of classroom Management

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

Thank You!

Anita Cimino
12/82

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was
designed to bridge the gap between educational research and
classroom practice. As a Teacher Research Linker in this pilot
program, you have been involved in a unique dissemination
process whereby the research information has been shared with
teachers via their union structure. As a participant in this
peer-to-peer-sharing experience, your input is crucial to our
assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past
practices and also to point out new directions for project
replication. Use as much space as you need to express your
thoughts.

ABOUT YOU

Age   (20-30) (30-40) (40-50) (50-60) (60- ,)
Sex _Female_   Race_ _Black_
Degree levels _B.S + 30_   Years of experience _18_
Grade/subject area presently teaching _7-9 Physical Education_
Other grades/subjects taught _____
Special titles or professional recognition_____
- V.P _Premier High School - Executive Bd._
- Chairperson _D.C. Teacher Center Policy Bd._

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal			
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions			
c. Pacing		✓	
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking	✓		

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(Check where appropriate.)

4. Brophy.
   Teacher Praise

   a. Specificity

   b. Contingency

   c. Distribution

   d. Credibility

5. Berliner, Fisher, Stallings,
   et al.
   Time on Task

   a. Allocated time

   b. Engaged time

   c. Academic learning time

B. Use this space to make specific comments about individual research
   concepts that you did, or did not, find useful.

   I found Everitson Rules, procedures & Consequences to be very helpful. Also Kounins' with-it-ness, overlapping and smoothness and momentum to be very helpful. Group focus and accountability also proved to be most helpful. Brophys' teacher praise and Stalling Time on task have made a difference in my classroom

C. Referring back to question "A," which of the research concepts did
   you most often share with other teachers?

   Study   Concept

   all of Kounin

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of
    teacher: new, in trouble, curious, etc.)

2. With how many teachers do you estimate that you have shared
    the research? _____

3. How did this "sharing" come about?

    ___ a. You approached them because you saw a need.   *C*

    ___ b. They approached you because they heard about or
            saw evidence of use of your new classroom strategies.

    ___ c. They approached you because they needed help.

    ___ d. They approached you because they trusted you.

    ✓   e. You conducted a workshop or meeting.

    ✓   f. The principal requested that you share the information.

    ___ g. The principal referred teachers to you.

    ✓   h. You conducted informal discussions about the research
            information with people you know.

    ___ i. You left some of the research materials in faculty
            lounge areas and teachers became interested.

    ___ j. Other_____

E. Referring to question "D," did you use any particular way of
    sharing to a much greater degree than others? Explain.

              e

F. In general, what kind of feedback did you receive from teachers
    about the usefulness of the research information? (Circle one.)

    (Very useful)   Useful   Not Useful

    Specifics?_____

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

		Most Helpful	Helpful	Least Helpful
1.	Receiving the research information in "translated" summary form	✓		
2.	Receiving and reading the research summaries before the scheduled training sessions	✓✓		
3.	Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4.	Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5.	Amplifying understanding of the research concepts via training ctivities (role-playing, simula- ns, etc.)	✓		
5.	Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

The training differed in that I was more involved — I was a part of the group - not alway being given information, But sharing.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

		Well Prepared	Prepared	Ill Prepared
1.	Research information	✓		
2.	Role as trainer		✓	

Comments *I feel that as a trainer, I will become well prepared with more experience as a trainer. I have been given the ammunition, it is now up to me!*

J. What suggestions do you have for improving the TRL training
process in this program?

Additional times would be helpful

K. When and under what circumstances did you actually begin to
disseminate the research information?

I began disseminating information to friends in the Teachers Lounge. I have since conducted a workshop with the entire faculty and staff at my school. I shared information on a small scale at two other schools.

L. What is your feeling about the level of support given to you
by the project staff in your efforts to disseminate at building
or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

none needed!

N. Now that the project has officially ended, what kind of support
do you feel you would need to continue in your role as a TRL?

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? *Because I feel it is very important for teachers to know what other teachers are doing and have done that is and was successful. Also, it is very gratifying to know that what one is doing is "alright."*

O. Describe the ways in which your attitude toward educational
research has changed.

[handwritten] more realistic
[handwritten, underlined] really like [...] teachers, just like myself.

P. How has the research information affected your self-esteem as
a teaching professional?

[handwritten] I feel better about what I'm doing because I now am aware that much of it is supported by research.

Q. How do your building administrator and/or your peers respond
to you as "the disseminator" of research-based information?

[handwritten] I was very well received by both. I have been asked to do 2 additional follow-ups to the initial workshop.

R. What out-of-the-classroom opportunities have been afforded you
as a result of your involvement in the project?

[handwritten] I was afforded the opportunity to meet w/ some researchers - which was a very rewarding experience.

S. Have you received any other rewards and incentives as a result
of your involvement in the project? Describe.

What kinds of rewards, if any, do you think TRLs should receive?

[handwritten] The opportunity to pre

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

1. Interest
2. Give time needed for sharing, meeting
3. Like working with people.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

V. What are additional areas of research in which you or your colleagues may be interested?

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex _Female_   Race _____

Degree levels _BS + 30_   Years of experience _30 years_

Grade/subject area presently teaching _Fifth Grade_

Other grades/subjects taught _1 — 6 and Math Resource (5 yrs.)_

Special titles or professional recognition _Secretary WTU_
Former CBC Chairperson, City-Wide CBC organizer, City-Wide Metric Workshop Coordinator
City-Wide Staff Development Team Member

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	✓		
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management	✓		
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and account-ability			
d. Avoiding satiation	✓		
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness		✓	
a. Direct instruction		✓	
b. Instructional functions		✓	
c. Pacing		✓	
d. Student success rate		✓	
e. Teacher questioning		✓	
f. Turn-taking			

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	Most Useful	Useful	Least Useful
(Check where appropriate.)			

4. Brophy.
   Teacher Praise ✓

   a. Specificity ✓

   b. Contingency ✓

   c. Distribution ✓

   d. Credibility ✓

5. Berliner, Fisher, Stallings,
   et al.
   Time on Task ✓

   a. Allocated time ✓

   b. Engaged time ✓

   c. Academic learning time ✓

B. Use this space to make specific comments about individual research
   concepts that you did, or did not, find useful.

   All of the concepts provided me with an opportunity to
   reevaluate myself. I obtained other ways of looking at myself
   and others around me. The research provided me with
   another dimension for improving techniques of classroom management.
   They have been most useful, because they reinforced the
   effective things I'm doing and enabled me to eliminate
   and create new ways of developing procedures.

C. Referring back to question "A," which of the research concepts did
   you most often share with other teachers?

   Study   Concept

   1   Classroom arrangement
                                  and room environments

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D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of
    teacher: new, in trouble, curious, etc.)
    Curious teachers

2. With how many teachers do you estimate that you have shared
    the research? _Approximately a dozen_

3. How did this "sharing" come about?

    ___   a. You approached them because you saw a need.

    ✓   b. They approached you because they heard about or
                saw evidence of use of your new classroom strategies.

    ___   c. They approached you because they needed help.

    ___   d. They approached you because they trusted you.

    ___   e. You conducted a workshop or meeting.

    ___   f. The principal requested that you share the information.

    ___   g. The principal referred teachers to you.

    ✓   h. You conducted informal discussions about the research
                information with people you know.

    ✓   i. You left some of the research materials in faculty
                lounge areas and teachers became interested.

    ___   j. Other _I used information during a plea for_
                help during a faculty meeting.

E. Referring to question "D," did you use any particular way of
    sharing to a much greater degree than others? Explain.
    No, because most sharing was done very informally
    in my classroom after school, in teachers' lounge and
    even on the telephone.

F. In general, what kind of feedback did you receive from teachers
    about the usefulness of the research information? (Circle one.)

    (Very useful)   Useful   Not Useful

    Specifics? _Teachers rearranged their classrooms shared_
    helpful ideas and ask for more information in other areas.

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G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions		✓	
3. Meeting at regularly scheduled intervals for prescribed periods of time·to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had? The open exchange between presenters and participants. Usefulness ↔ able to utilize immediately in classroom

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		✓	
2. Role as trainer		✓	

Comments Having presented to my faculty previously I'm a little nervous about getting an open audience. I feel that I have the information, but must find a captivating way to get the listeners as excited as I am about the research.

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J. What suggestions do you have for improving the TRL training process in this program?

Given the time limit(s) no suggestions
Site — parking availability
Released Time

K. When and under what circumstances did you actually begin to disseminate the research information?

Almost immediately — when I applied the first concept in my classroom — Rules and Procedures

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations			

M. What additional support, if any, would have been helpful?

Constructive criticism of my setting, procedures, etc.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Continued support

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? I learned & rediscovered ideas that I would like to share

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O. Describe the ways in which your attitude toward educational
   research has changed.

   ▷ More interesting and applicable.

P. How has the research information affected your self-esteem as
   a teaching professional?

   ↘ Made me feel good about my with-it-ness!.

Q. How do your building administrator and/or your pe   ; respond
   to you as "the disseminator" of research-based ir   ation?

   They seem receptive, but still want "pat" answers
   to problems or they have old ideas about research
   that are hard to "crack".

R. What out-of-the-classroom opportunities have been afforded you
   as a result of your involvement in the project?

S. Have you received any other rewards and incentives as a result
   of your involvement in the project? Describe.

   Certificate of Apprecation from The Teacher Center
   An Apple for the Teacher pin
   Pencils for my class

   What kinds of rewards, if any, do you think TRLs should receive?

   Released time for participation

   Credit

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

A desire for increased effectiveness

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

V. What are additional areas of research in which you or your colleagues may be interested?

Effective programs — Open Space vs. Self Contained Classrooms
Effectiveness of Support Personnel → Paraprofessionals
Effectiveness of Types of Teacher Appraisal.

1. Teaching Style
Which more generally represents your teaching style(s)
A. Open Class.
B. Small group instruction
C. Whole class instruction
D. Individualized instruction
E. Other Team Teaching

I use all of the above

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
- OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational, Research and Dissemination Program was
designed to bridge the gap between educational research and
classroom practice. As a Teacher Research Linker in this pilot
program, you have been involved in a unique dissemination
process whereby the research information has been shared with
teachers via their union structure. As a participant in this
peer-to-peer-sharing experience, your input is crucial to our
assessment of the degree to which this process was effective.·

We invite your candid comments to help us reflect on past
practices and also to point out new directions for project
replication. Use as much space as you need to express your
thoughts.

ABOUT YOU

Age (20-30)   (30-40)   (40-50)   (50-60) (60-)
Sex _Female_   Race _Black, America)_
Degree levels _M.a_   Years of experience _15 years_
Grade/subject area presently teaching _5th_
Other grades/subjects taught _Pre-Kgn — 5th_
Special titles or professional recognition_____

_____

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A. Thinking back on the findings from the research studies shared
    with you in this project, what is your feeling about the
    usefulness of this information to your classroom practice?
    (Check where appropriate.)

	Most Useful	Useful	Least Useful
	✓		
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management		✓	
a. Classroom readiness and room arrangement			✓
b. Rules, procedures and consequences			
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum		✓	
c. Group focus and account-ability		✓	
d. Avoiding satiation			
e. Valence and challenge arousal			
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions		✓	
c. Pacing		✓	
d. Student success rate		✓	
e. Teacher questioning		✓	
f. Turn-taking	✓		

(Check where appropriate.)

	Most Useful	Useful	Least Useful

4. Brophy.
    Teacher Praise

    a. Specificity

    b. Contingency

    c. Distribution

    d. Credibility.

5. Berliner, Fisher, Stallings,
    et al.
    Time on Task

    a. Allocated time

    b. Engaged time

    c. Academic learning time

B. Use this space to make specific comments about individual research
    concepts that you did, or did not, find useful.

    *The individual research concepts, that s found
    most useful was Direct instruction: Withitness and
    overlapping. These techniques are quite useful
    when dealing with mult-group (levels)*

C. Referring back to question "A," which of the research concepts did
    you most often share with other teachers?

    Study   Concept

    *1 Evertson, Emmer, Anderson   Classroom readiness and room
                                    arrangement.*

    2. Kounin   With-it-ness and overlapping

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of
    teacher: new, in trouble, curious, etc.)
    *I share this information with all and everyone.
    especially curious ones*

2. With how many teachers do you estimate that you have shared
    the research? *35 in school and district-wide*

3. How did this "sharing" come about?

    ___ a. You approached them because you saw a need.

    ✓   b. They approached you because they heard about or
             saw evidence of use of your new classroom strategies.

    ___ c. They approached you because they needed help.

    ___ d. They approached you because they trusted you.

    ✓   e. You conducted a workshop or meeting. *(are going to   )*

    ___ f. The principal requested that you share the information.

    ___ g. The principal referred teachers to you.

    ___ h. You conducted informal discussions about the research
             information with people you know.

    ___ i. You left some of the research materials in faculty
             lounge areas and teachers became interested.

    ___ j. Other_____

E. Referring to question "D," did you use any particular way of
    sharing to a much greater degree than others? Explain.
    *My present student, last year's teacher, couldn't
    get over the new (better) behavior of her past students
    and wanted to know what I did & introduced
    her to Organizing and Managing a Classroom*

F. In general, what kind of feedback did you receive from teachers
    about the usefulness of the research information? (Circle one.)

    Very useful   Useful ✓   Not Useful

    Specifics? *They want to know more about the kind
    of research we are receiving*

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G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form		✓	
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		✓	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

This training differ in that you are first aware of the research (sent before the session) Next you are involved in a discussion; Next role-playing and finally put it to use in your classroom

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer		✓	

Comments *Sessions could be fitted in to a certain area at school and involve the entire stay at the same level we were involved*

J. What suggestions do you have for improving the TRL training
    process in this program? *Work closer with trainer
    and his/her staff. Put one staff person
    to cover an area instead of three!*
    (site)

    Washington, California & New York

K. When and under what circumstances did you actually begin to
    disseminate the research information? *As staff problem
    arise in staff meetings*

L. What is your feeling about the level of support given to you
    by the project staff in your efforts to disseminate at building
    or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?
    *More or additional staff members!
    Needs arise and they are not presently in the
    area. On another site.*

N. Now that the project has officially ended, what kind of support
    do you feel you would need to continue in your role as a TRL?
    *Additional new research as it becomes available.
    Staff person to remain in the area for support!*

    Are you willing to continue in your role as TRL?   Yes ☒   No ☐

    Why? *It is a great need, especially for upcoming
    new teachers*

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O. Describe the ways in which your attitude toward educational research has changed.

Research for a change has been taking off the shelves and put (practice) directly into the classroom. A lasting substance!

P. How has the research information affected your self-esteem as a teaching professional?

Research information has affirm my self-esteem and allowed me to remain in the classroom another eighteen months.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Curious! The building administrator seems sort of weary due to the fact she can't keep-up with all the latest research

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

N/A

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

The greatest reward and incentive has been my re-affirm of self-esteem as a teacher. A free cookie at the D.K. Teacher.

What kinds of rewards, if any, do you think TRLs should receive?

- The kinds of reward I would like to see Graduate Credit. 3 credits
- Meet and having training sessions with the Researchers!

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs? The qualities that are necessary for teachers to become TRL's:

(a) Beginning teacher

(b) Teachers who wants to acquire or take a look at their teaching style.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

- Time should be allocated from The Board of Education, since we are employer.
- C.S.C. Personnel and Staff development workshop
- Workshop designed especially for research

V. What are additional areas of research in which you or your colleagues may be interested?

Research that deals -

(1) One parent home / Multi-home } the effects

(2) Inner city students (different backgrounds)

(3) Inner city (hard-core) students

(4) The effects of mainstreaming on average and above average students.

(5) The effects on: Gifted Students

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TEACHER RESEARCH LINKERS
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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) ((50-60)) (60-)

Sex __F__   Race_____

Degree levels _AB - MA_   Years of experience __20__

Grade/subject area presently teaching _8-9 Reading_

Other grades/subjects taught _Elementary K thru 5_

Special titles or professional recognition_____

B Rep.

_____

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ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared
    with you in this project, what is your feeling about the
    usefulness of this information to your classroom practice?
    (Check where appropriate.)

		Most Useful	Useful	Least Useful
1.	Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a.	Classroom readiness and room arrangement	X		
b.	Rules, procedures and consequences	X		
2.	Kounin. Discipline and Group Management			
a.	With-it-ness and overlapping		X	
b.	Smoothness and momentum		X	
c.	Group focus and account-ability	X		
d.	Avoiding satiation		X	
e.	Valence and challenge arousal		X	
3.	Brophy, Good, Grows, et al. Teaching Effectiveness			
a.	Direct instruction		X	
b.	Instructional functions		X	
c.	Pacing	X		
d.	Student success rate		X	
e.	Teacher questioning	X		
f.	Turn-taking	X		

(Check where appropriate.)

	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity		X	
b. Contingency			X
c. Distribution	X		
d. Credibility	X		
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time			X
b. Engaged time			X
c. Academic learning time	X		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study   Concept

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of
   teacher: new, in trouble, curious, etc.)
   Seasoned

2. With how many teachers do you estimate that you have shared
   the research? ___85___ (School and district-wide.)

3. How did this "sharing" come about?

   ___ a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or
           saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   _X_ e. You conducted a workshop or meeting.

   ___ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   ___ h. You conducted informal discussions about the research
           information with people you know.

   ___ i. You left some of the research materials in faculty
           lounge areas and teachers became interested.

   ___ j. Other_____

E. Referring to question "D," did you use any particular way of
   sharing to a much greater degree than others? Explain. _No_

F. In general, what kind of feedback did you receive from teachers
   about the usefulness of the research information? (Circle one.)

   (Very useful)   Useful   Not Useful

   Specifics?_____

   _____

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	X		
2. Receiving and reading the research summaries before the scheduled training sessions		X	
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		X	
4. Participating in problem-solving, discussion-oriented sessions to review the research		X	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		X	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration		X	

H. How did this training differ from other inservicing you've had?
I was given the opportunity to evaluate and share strategies which I have used and have these strategies evaluated modified, and compared by my peers and the research.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		X	
2. Role as trainer		X	

Comments _Due to incapacitation I had to miss some sessions. Beyond this, the degree of preparedness is directly linked to preparation for dissemination and the number of presentations._

J. What suggestions do you have for improving the TRL training process in this program?

K. When and under what circumstances did you actually begin to disseminate the research information?

Immediately after the second training session Conferred with CBC chairperson about a staff development session

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	X		
2. Consultations	X		
3. On-site visits	X		
4. Presentations	X		

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

1 through 4 in L above

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? *Have found the information and interaction across levels constructive, informative*

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O. Describe the ways in which your attitude toward educational research has changed.

Can't say that my attitude has changed because I had not been previously introduced to this type of research. Can say that my attitude is now most positive.

P. How has the research information affected your self-esteem as a teaching professional?

It is very satisfying to know that some of my techniques have been validated.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

The majority are positive, open, and receptive to additional information.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

Involvement in city-wide workshops.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

No

What kinds of rewards, if any, do you think TRLs should receive?

The opportunity to present outside the local

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

1. _Interest_
2. _Open-mindedness_
3. _Amenable to change and so to evaluation_
4. _Willingness to interact and share_

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

V. What are additional areas of research in which you or your colleagues may be interested?

Grading systems + reporting student progress

W. _Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here)_

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex _Female_ Race _Black_

Degree levels _Masters +_ Years of experience ___

Grade/subject area presently teaching _Social Studies 7-9_

Other grades/subjects taught _Reading + _ Ed (Adult Ed)_

Special titles or professional recognition ___

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared
    with you in this project, what is your feeling about the
    usefulness of this information to your classroom practice?
    (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	✓		
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management		✓	
a. With-it-ness and overlapping		✓	
b. Smoothness and momentum		✓	
c. Group focus and accountability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal		✓	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing	✓		
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking	✓		

	(Check where appropriate.)	Most Useful	Useful	Least Useful

4. Brophy.
   Teacher Praise

   a. Specificity — Useful ✓

   b. Contingency — Useful ✓

   c. Distribution — Useful ✓

   d. Credibility — Useful ✓

5. Berliner, Fisher, Stallings, et al.
   Time on Task — Least Useful ✓

   a. Allocated time — Most Useful ✓

   b. Engaged time — Most Useful ✓

   c. Academic learning time — Most Useful ✓

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Classroom readiness and room arrangement very helpful with my class in U.S. History during discussion periods. Group focus and accountability enhanced the ability to observe the behavior of the group to monitor each student and to evaluate mastery of objectives.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Berline, Fisher, Stallings	Time on Task Engaged Time.
Kounin	Group Focus and accountability
Evertson	Classroom management Rules, Procedures and Consequences.

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D. In your interactions with teachers,

  1. With whom did you share the information? (i.e., type of
      teacher: new, in trouble, curious, etc.)

      in trouble and curious

  2. With how many teachers do you estimate that you have shared
      the research? __*86*__

  3. How did this "sharing" come about?

      ___ a. You approached them because you saw a need.

      ___ b. They approached you because they heard about or
              saw evidence of use of your new classroom strategies.

      ___ c. They approached you because they needed help.

      ___ d. They approached you because they trusted you.

      ✓ e. You conducted a workshop or meeting.

      ___ f. The principal requested that you share the information.

      ___ g. The principal referred teachers to you.

      ✓ h. You conducted informal discussions about the research
              information with people you know.

      ___ i. You left some of the research materials in faculty
              lounge areas and teachers became interested.

      ___ j. Other_____

E. Referring to question "D," did you use any particular way of
    sharing to a much greater degree than others? Explain.

    Yes Workshop setting

F. In general, what kind of feedback did you receive from teachers
    about the usefulness of the research information? (Circle one.)

      Very useful   (Useful)   Not Useful

    Specifics?_____

    _____

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

I had a chance to be introduced to the research, given ways to use the information, a chance to actually test the information in my classroom and then an opportunity to report my findings.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments_____

_____

_____

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J. What suggestions do you have for improving the TRL training process in this program?

There is always more time needed.

K. When and under what circumstances did you actually begin to disseminate the research information?

Any time that time was available. As I learned and saw how various research was working, I became eager to pass it on. about

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

More time to work with teachers according to specific needs (a grouping of needs)

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

The same kind of support that we received from the onset. In fact it is very necessary that we or I get this kind of support (see L)

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? *I feel that this kind of information is needed in preparing our teachers to meet the needs of students. In other word we must keep abreast of constant changes that are taking place.*

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O. Describe the ways in which your attitude toward educational research has changed.

Very positive. ~~Resea~~ Research is very exciting.

P. How has the research information affected your self-esteem as a teaching professional?

I feel good about my method
I dont feel threaten when my superisor, principal or fellow teacher ~~always~~ come in my room.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Some peers have expressed to ~~see~~ this working in the classroom. Some are undecided on how to accept the idea.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

None at the moment

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

Indirectly. Guest speaker on church programs and same community programs. Organize a couple of programs

What kinds of rewards, if any, do you think TRLs should receive?

Graduate Credit that will lead to something greater

T. What qualities do you feel are necessary for teachers who are
    interested in becoming TRLs?

    ~~[struck out]~~ Confidence in the material
            A-Go Getter
            Belief in people
    Pleasant facial expressions
        pleasing Personality

U. Since finding time to be involved is always a problem with
    leadership types, what suggestions do you have regarding the
    scheduling of time for participation in ER&D training sessions
    and dissemination activities?

    During the working week

V. What are additional areas of research in which you or your
    colleagues may be interested?

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

. The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex __F__   Race _Black_

Degree levels _M A_   Years of experience __20__

Grade/subject area presently teaching _Reading Specialist_

Other grades/subjects taught _Kgn-6_

Special titles or professional recognition _T of the year_
Exec Bd WTU - Building Chairmanships

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ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓	✓	
c. Group focus and account-ability		✓	
d. Avoiding satiation			✓
e. Valence and challenge arousal			
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction		✓	
b. Instructional functions		✓	
c. Pacing		✓	
d. Student success rate		✓	
e. Teacher questioning		✓	
f. Turn-taking		✓	

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(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity		✓	
b. Contingency		✓	
c. Distribution		✓	
d. Credibility		✓	
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time		✓	

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Teacher praise — very useful — especially learning the kind given for different stages of development.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Discipline and Group management	*— Group focus and accountability.*
	— smoothness and momentum.

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D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   curious –

2. With how many teachers do you estimate that you have shared the research? __500__

3. How did this "sharing" come about?

   ___ a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   _✓_ e. You conducted a workshop or meeting.

   _✓_ f. The principal requested that you share the information.

   _✓_ g. The principal referred teachers to you.

   _✓_ h. You conducted informal discussions about the research information with people you know.

   _✓_ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other_____

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

   workshops – lunch – time discussions

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

   (Very useful)   Useful   Not Useful

   Specifics? _Teachers were pleased to learn that their techniques were sound._

G. Please give your reactions to the ways in which the research
    was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, letc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

    *We were able to take a more active,
    and leadership role in the program*

I. After training, indicate the degree to which you felt adequately
    prepared to perform in your role as Teacher Research Linker.
    (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

    Comments *I am prepared for both because of
    the amount of materials and training
    received - and being able to contact
    other participant in the project; having
    a trainer in at the AFT office.*

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J. What suggestions do you have for improving the TRL training process in this program?

K. When and under what circumstances did you actually begin to disseminate the research information? *as soon as the program was announced - Teachers wanted to know what it was about.*

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful? *"leave"-time clarification for all participants.*

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL? *continuous announcements about the program*

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? *it would give me the opportunity to help those teachers who are stressful and suffers of Teacher Burn Out.*   249

O. Describe the ways in which your attitude toward educational research has changed.

gratifying to know some one cares enough to help teachers become more effective in the classroom

P. How has the research information affected your self-esteem as a teaching professional?

given more self-confidence.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

supportive - thankful someone on the staff can verify educational judgements.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

time off for TRL training.

S. Have you ___eived any other rewards and incentives as a result of your involvement in the project? Describe.

more organized class room management - Outstanding rating Performance.

What kinds of rewards, if any, do you think TRLs should receive?

College credits - stipends

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

~~of interest~~ - sharing - understanding of others etc.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

leave time should be clarified and approved for TRLs at the on set of program

V. What are additional areas of research in which you or your colleagues may ~~be interested?~~

" Better Teacher Contracts

Better classroom performance as a result of " Improved Teacher Contracts",

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
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AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

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designed to bridge the gap between educational research and
classroom practice. As a Teacher Research Linker in this pilot
program, you have been involved in a unique dissemination
process whereby the research information has been shared with
teachers via their union structure. As a participant in this
peer-to-peer-sharing experience, your input is crucial to our
assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past
practices and also to point out new directions for project
replication. Use as much space as you need to express your
thoughts.

ABOUT YOU

Age   (20-30)   (30-40) ((40-50)) (50-60)   (60-)

Sex _Female_   Race _Black_____

Degree levels _MA_____   Years of experience ___17___

Grade/subject area presently teaching _Business Communication +
Typewriting_ Other grades/subjects taught _8th Grade Business Education_

Special titles or professional recognition_____
Dept - Chairperson, Bldg. Representative

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared
with you in this project, what is your feeling about the
usefulness of this information to your classroom practice?
(Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement		✓	
b. Rules, procedures and consequences		✓	
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and accountability			✓
d. Avoiding satiation			✓
e. Valence and challenge arousal			✓
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction			✓
b. Instructional functions			✓
c. Pacing			✓
d. Student success rate			✓
e. Teacher questioning			✓
f. Turn-taking			✓

	Most		Least
(Check where appropriate.)	Useful	Useful	Useful

4. Brophy.
    Teacher Praise

    a. Specificity   ✓

    b. Contingency   ✓

    c. Distribution   ✓

    d. Credibility   ✓

5. Berliner, Fisher, Stallings,
    et al.
    Time on Task

    a. Allocated time   ✓

    b. Engaged time   ✓

    c. Academic learning time   ✓

B. Use this space to make specific comments about individual research
    concepts that you did, or did not, find useful.

N/A

C. Referring back to question "A," which of the research concepts did
    you most often share with other teachers?

Study	Concept
Berliner, Fisher, Stallings	Time on Task
Evertson, Emmer, Anderson	Beginning of the Year Classroom Management
Kounin	Discipline and Group Management

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D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

Curious, in trouble, Dept. Chairpersons, SCAC

2. With how many teachers do you estimate that you have shared the research? __20__

3. How did this "sharing" come about?

__✓__ a. You approached them because you saw a need.

__✓__ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

____ c. They approached you because they needed help.

__✓__ d. They approached you because they trusted you.

__✓__ e. You conducted a workshop or _meeting._

____ f. The principal requested that you share the information.

____ g. The principal referred teachers to you.

__✓__ h. You conducted informal discussions about the research information with people you know.

____ i. You left some of the research materials in faculty lounge areas and teachers became interested.

____ j. Other_____

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain. *As Dept. Chairperson, I shared the research with Dept. members during dept. staff development. I also shared research with SCAC members and other Dept. Chairpersons during meetings. Research was handed out during local Union meetings.*

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful   (Useful)   Not Useful

Specifics? *Many teachers indicated that the research enabled them to evaluate many of the things they are doing at the present time.*

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G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

It was completely teacher oriented. It dealt with actual problems Teacher are confronted with Most.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		✓	
2. Role as trainer		✓	

Comments *Due to the time of some of the training sessions, I was unable to participate in all of the sessions*

J. What suggestions do you have for improving the TRL training process in this program?

Have TRL's spend more time under Supervised training before acting as presenters. This would give time for more constructive criticism.

K. When and under what circumstances did you actually begin to disseminate the research information?

As Dept. Chairperson, I immediately began disseminating with my department members and other Dept. Chairpersons during meetings.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits		✓	
4. Presentations	✓		

M. What additional support, if any, would have been helpful?

none

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Additional research when available. Continuous project staff support.

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? *I have not had ample time to meet the needs of all the members of my staff. I think it should be an on-going project.*

O. Describe the ways in which your attitude toward educational research has changed.

It supports many of the concepts I have used for many years.

P. How has the research information affected your self-esteem as a teaching professional?

Reaffirms my teaching style as per the research presented.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Positive

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

N/A

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

D.C. Teachers Center Certificate of Participation

What kinds of rewards, if any, do you think TRLs should receive?

Recertification or Graduate Credit - 3 hrs.

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

— Must be experienced teacher with diverse experiences.
— Teachers who can take on leadership roles with their peers and administrators

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

— Coordinate Program with Board of Education
— Include TRL's in CBC or Staff Development Programs
— Enact a Project Staff for the System.

V. What are additional areas of research in which you or your colleagues may be interested?

Research on Teaching Styles: Traditional Open Space, etc. Individualized Instruction

Dealing with Students From Different Backgrounds and Areas

TEACHER RESEARCH LINKERS

~~PROJECT~~ EVALUATION

PROJECT OF THE

AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex _F_   Race _Black_

Degree levels _BS + 30_   Years of experience _13_

Grade/subject area presently teaching _4/5 elem. Classroom_

Other grades/subjects taught _Classroom teacher grades 2, 3, 1, 6_

Special titles or professional recognition _N.J.E.A. Building Representative_
Pres. H.D. Cooke PJA '81-82, '82-83

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ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum	✓		
c. Group focus and account-ability	✓		
d. Avoiding satiation	✓		
e. Valence and challenge arousal	✓		
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing		✓	
d. Student success rate		✓	
e. Teacher questioning		✓	
f. Turn-taking		✓	

(Check where appropriate.)	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity		✓	
b. Contingency		✓	
c. Distribution		✓	
d. Credibility		✓	
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time		✓	

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

I feel that the research on teaching effectiveness is most supportive to the program I am currently implementing in my classroom because it is based on direct instruction. The program is "Success in Reading and Writing".

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study   Concept

1. *Beginning of the year Classroom Arrangement*   *Rules, procedures, Consequences*

   Classroom readiness and room arrangement

2. *Teaching Effectiveness*   — *Direct Instruction*

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D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)
I share the information overview with the entire staff. I shared information on teacher effectiveness specifics with the counselor, and other individuals District wide workshop.

2. With how many teachers do you estimate that you have shared the research? *District Wide workshop*

3. How did this "sharing" come about?

___ a. You approached them because you saw a need.

X b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

___ c. They approached you because they needed help.

___ d. They approached you because they trusted you.

X e. You conducted a workshop or meeting.

X f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

___ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other_____

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

(Very useful)   Useful   Not Useful

Specifics? *I have been asked to give a longer workshop to my entire faculty at our January faculty meeting.*

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions		✓	
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		✓	
4. Participating in problem-solving, discussion-oriented sessions to review the research		✓	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		✓	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

The "personalized", attention, interest, and thoroughness of presenting information from Lovely, Susan, and Brenda has been most helpful and encouraging.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information			
2. Role as trainer			

Comments If I have enough time to prepare myself thoroughly, before going before a group presentation, I feel that with a little support the first few times from another TRL or Lovely, Susan, or Brenda I could be prepared. It is essential to note that much

J. What suggestions do you have for improving the TRL training process in this program?

I feel that if TRL's are given more opportunities to present informally before each other in a "staged" setting before other TRL's to help enhance, and perfect presentation before going to a "test" group it would serve as an icebreaker for the formal presentation.

K. When and under what circumstances did you actually begin to disseminate the research information?

I presented initially before my staff in a ten minute overview presentation of the program. On November 12 at the DC Teacher Center another TRL and I presented the information a large group of educators in 3 different group sessions each lasting a 1/2 hour each.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials		✓	
2. Consultations		✓	
3. On-site visits		✓	
4. Presentations		✓	

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

I need to have further accessibility to Lavely, Susan, and Brenda for consultation and materials, and on-site visits to aid in presenting.

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? *I feel that the dissemination of this information and the program is valid is most beneficial to the educational process at the "grass roots" level.*

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O. Describe the ways in which your attitude toward educational research has changed.

I really had not given much thought to educational research as being applicable to my specific situation, so this whole process has been most beneficial and useful to me.

P. How has the research information affected your self-esteem as a teaching professional?

I have felt the gratification of knowing that I have some important information to share with them that I'm excited about and have found not only informative but practically useful also.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

I'm not quite sure because I wear so many "hats" around my school they just add this to the lot.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

An opportunity to share with a large audience at DC Teachers Center

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

Certificate of Participation from WTU and DC Teachers Center

What kinds of rewards, if any, do you think TRLs should receive? *I'm not sure, maybe 3 hours of re-certification credits.*

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Enthusiastic, interested persons eager to improve, learn, Grow, and share.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Schedule time for ~~the~~ other ER+D training sessions And dissemination activities during school time.

V. What are additional areas of research in which you or your colleagues may be interested?

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
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1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex ___M___   Race____NEGRO_____

Degree levels ___M.S.___   Years of experience ___11___

Grade/subject area presently teaching _SCIENCE 8+9_

Other grades/subjects taught ___MATH_____

Special titles or professional recognition _Science Dept. Chairperson_
Southern Regional Director, AFT Black Caucus, W.T.U. Bldg. Rep

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

		Most Useful	Useful	Least Useful
1.	Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a.	Classroom readiness and room arrangement	✓		
b.	Rules, procedures and consequences	✓		
2.	Kounin. Discipline and Group Management			
a.	With-it-ness and overlapping	✓		
b.	Smoothness and momentum	✓		
c.	Group focus and accountability	✓		
d.	Avoiding satiation	✓		
e.	Valence and challenge arousal			
3.	Brophy, Good, Grows, et al. Teaching Effectiveness	✓		
a.	Direct instruction	✓		
b.	Instructional functions	✓		
c.	Pacing	✓		
d.	Student success rate	✓		
e.	Teacher questioning	✓		
f.	Turn-taking			

	Most Useful	Useful	Least Useful

(Check where appropriate.)

4. Brophy.
    Teacher Praise

    a. Specificity   ✓

    b. Contingency   ✓

    c. Distribution   ✓
                                  ✓ (at Most Useful)

    d. Credibility

5. Berliner, Fisher, Stallings,
    et al.
    Time on Task   ✓

    a. Allocated time   ✓

    b. Engaged time   ✓

    c. Academic learning time

B. Use this space to make specific comments about individual research
    concepts that you did, or did not, find useful.

    I needed more time to present the research of
    Brophy, et al., Berliner. et al., and some of Kounin.

C. Referring back to question "A," which of the research concepts did
    you most often share with other teachers?

    Study   Concept

    Evertson, Emmer, Anderson   Classroom readiness
        B.O.Y.C.M.   Rules, procedures + consequences
        Kounin   With-it-ness and overlapping
                                   Smoothness and momentum
                                   Group Focus and accountability

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.) *administrators, college professors new to bldg., in trouble, curious, subject area chairpersons, national teacher union representatives and Dade County, Florida teachers*

2. With how many teachers do you estimate that you have shared the research? _190-250_ *(A) home school (B) city wide chairpersons (C) AFT Black Caucus conference delegates (D) Dade County United Teachers of Florida (E) Nat. Science Teachers ass. officers (F) U. of Md, Science Teaching Center, Director - Professor Dr. Emmett Wright. (G) D.C. School administrators + Curriculum Developers*

3. How did this "sharing" come about?

_____ a. You approached them because you saw a need.

__✓__ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

__✓__ c. They approached you because they needed help.

__✓__ d. They approached you because they trusted you.

__✓__ e. You conducted a workshop or meeting.

__✓__ f. The principal requested that you share the information.

__✓__ g. The principal referred teachers to you.

_____ h. You conducted informal discussions about the research information with people you know.

__✓__ i. You left some of the research materials in faculty lounge areas and teachers became interested.

__✓__ j. Other _Departmental meeting, a national teacher conference_

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.
yes, workshop, seminar, display table at conference

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

(Very useful)   Useful   Not Useful

Specifics?_____

_____

G. Please give your reactions to the ways in which the research
was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

Usually inservice-training is presented in an authoritative
manner to meet the requirements of some mandate.
This was not.

I. After training, indicate the degree to which you felt adequately
prepared to perform in your role as Teacher Research Linker.
(Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer		✓	

Comments I felt that the project should have been planned for
a 3-year cycle rather than a 2-year one so that
more time could have been spent in training other teachers.
In addition, I felt that TRL's could have been more effective
if they had been given "leave from classroom duties" for the
third year period so that they could "spread the message"

J. What suggestions do you have for improving the TRL training process in this program?

add another year for dissemination, including in the proposal a provision for TRL's to be assigned to the project for a block of time to disseminate full-time.

K. When and under what circumstances did you actually begin to disseminate the research information?

The administration requested assistance at the beginning of the school year.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations			

M. What additional support, if any, would have been helpful?

More research on the problem of student discipline and some of the pilot projects that have been successful in deterring inappropriate student behavior.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

All of the 4 levels listed in section L.

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? *Because most TRL's are just getting their "feet wet"*

O. Describe the ways in which your attitude toward educational research has changed.

1) respect for research has increased since the guidelines presented can be implemented and validated in my own classroom

2) my willingness to spend the time to read the research has improved and my interest has increased.

P. How has the research information affected your self-esteem as a teaching professional?

Yes, my peers now perceive me as the professional to consult with for problems other than those concerned with "working conditions" and their opinion of unions has improved.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

Very positively.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

The opportunity to be able to present to other professionals something that is of value to them in a setting that is different from the everyday classroom situation. a) Quest Conference at AFT Convention in N.Y.C. 1982 b) TRL/Researchers' meeting at " " D. 2 " c) everything listed under section D. 2

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

press coverage
invitations to present workshops
visibility at the local and national level in my subject area

What kinds of rewards, if any, do you think TRLs should receive?

After formation of a consulting agency —
consultant fees

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs? *TRLs should exhibit* ~~~~~~ *or project*

① *Open-mindedness* ② *Flexibility*
⑤ *Public Speaking skills*
④ *Management* ''
③ *Resourcefulness*

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

"release" time has worked best

V. What are additional areas of research in which you or your colleagues may be interested?

Effect of School Climate on student achievement

Discipline techniques for "hard core" students

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex _Female_   Race_Black_

Degree levels _BS + 15_   Years of experience _This is my 27th 25th year — (I thru)_

Grade/subject area presently teaching _Gr. 2_

Other grades/subjects taught _None — always Gr. 2_

Special titles or professional recognition_None — except phrases coined by my students, such as "Dynamite teacher"_

Teaching Style

Which more generally represents your teaching style (s)?

A. Open class
B. Small group instruction
* (C) Whole class instruction
D. Individualized instruction
E. Other _____

I feel that "C" is very representative of my teaching style. (Maybe it's the "theatrics" in me! ☺) Seriously— I usually feel a greater sense of with-it-ness in a whole group setting. However, I utilized small group, and individualized instruction in my day-to-day- instructional program, too.

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful

1. Evertson, Emmer, Anderson.
    Beginning of the Year
    Classroom Management

    a. Classroom readiness and room arrangement — ✓

    b. Rules, procedures and consequences — ✓

    Exceptionally Useful!!

2. Kounin.
    Discipline and Group Management

    a. With-it-ness and overlapping — ✓

    b. Smoothness and momentum — ✓

    c. Group focus and account-ability — ✓

    d. Avoiding satiation — ✓

    e. Valence and challenge arousal — ✓

    It's made me realize some of my shortcomings Now — I have less "dead time" & more students "time on task"

3. Brophy, Good, Grows, et al.
    Teaching Effectiveness

    a. Direct instruction — ✓

    b. Instructional functions — ✓

    c. Pacing — ✓

    d. Student success rate — ✓

    e. Teacher questioning — ✓

    f. Turn-taking — ✓

    And how!! My turn-taking is more classroom -student orient Pacing — it really revolutionized my instructi Teacher question Great! Francis Robinson taught a reading course which I took + it reinforced other

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Cont'd.
importance of divergent + convergent
questions!! Terrific stuff!

Direct intruction —
Our "CBC" is modeled after
this concept — the "Seven steps"
helped me to complete a city-wide
questionaire move effectively. I think
I was the only one in my
building to accurately respond to
some statements due to my
participation in the ER&D classes

(Check where appropriate.)

	Most Useful	Useful	Least Useful

4. Brophy.
   Teacher Praise

   a. Specificity

   b. Contingency

   c. Distribution

   d. Credibility

Hey — here is an area that enabled me to really have some eye openers. I didn't realize how much our "value system" effected our own.

5. Berliner, Fisher, Stallings, et al.
   Time on Task

   a. Allocated time

   b. Engaged time

   c. Academic learning time

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

I can truthfully say that off-hand, I can't think of anything which wasn't useful. If I was already doing it — the research reinforced the practice. If it was "new" — I latched onto it. I'll share it with others who'll listen.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept

Evertson, Emmer, Anderson. Beginning of the Year Classroom Management

a. Classroom readiness and room arrangement

b. Rules, procedures and consequences

★ Teachers requested this info. — informally Concern-one and School-wide.

★ If you fail to establish "the rules of the road" — forget it. You can't teach in 280

4 =

cont'd.

teacher praise. I didn't realize how much I used it as a firm of "social control"! I'm constantly analyzing my comments now so that they reflect a more genuine praise —which builds self-esteem, student success, and teacher effectiveness as it relates to the instructional program.

Who would have realized that you unconsciously praticed consequences for infractions of rules or procedures based on a child's pleasing appearance. Example: A very neatly dressed, or a very attractive person could break a rule + your response would fit into the first level of consequences, whereas in a less attractive or a more unkempt child could break the same rule and you'd explode. Heavens forbid, I never did that. But — its something to think about. The article from San francisco newspaper comes to mind as I write this

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of
    teacher: new, in trouble, curious, etc.)
    I participated in a city-wide workshop — so
    conceivably — teachers from all groups may
    have been present. In my building however,
2. With how many teachers do you estimate that you have shared   over
    the research? _____

3. How did this "sharing" come about?

____ a. You approached them because you saw a need.

✓ b. They approached you because they heard about or
          saw evidence of use of your new classroom strategies.

✓ c. They approached you because they needed help.

✓ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting.

____ f. The principal requested that you share the information.

____ g. The principal referred teachers to you.

✓ h. You conducted informal discussions about the research
          information with people you know.

____ i. You left some of the research materials in faculty
          lounge areas and teachers became interested.

____ j. Other_____

E. Referring to question "D," did you use any particular way of
    sharing to a much greater degree than others? Explain.
    I utilized the workshop approach to
    a greater degree because the audience
    was greater in number. I only have
    _0, teachers on my staff.

F. In general, what kind of feedback did you receive from teachers
    about the usefulness of the research information? (Circle one.)

    (Very useful)   Useful   Not Useful

    Specifics?_They had a definite need
    met. It was (research) realistic in nature
    — something they could readily do. It
    was enjoyable + informative, too. Their
    colleagues helped out — in the staff

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G. Please give your reactions to the ways in which the research
was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✗ Excellent ✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✗ Excellent ✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✗ Dynamite!! ✓ That's how I'm doing mine!		

H. How did this training differ from other inservicing you've had?

No Comparison,, Informal, informative,
Non-threatening, non-critical — FREE DOM → over

I. After training, indicate the degree to which you felt adequately
prepared to perform in your role as Teacher Research Linker.
(Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✗		
2. Role as trainer		✓	

Comments I viewed a video tape of
my performance at the city-wide
workshop and I was "impressed" (!)
(Vanity will get me everywhere!)

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H - Cont'd.

We (TRL's) felt that our views were welcomed, disrespected and had sound educational value backed up with years of experience. I revealed my inner most thoughts and didn't feel inhibited nor did I feel that I'd be "labeled" or "judged" an effective teacher; therefore, I truly profited by this experience. Really!!

*I bet you couldn't tell! (smiles)

J. What suggestions do you have for improving the TRL training
   process in this program?

   *Provide more "whole-day" activities — extension
   of staff development, rather than after-school sessions
   ~ Keeps group together more effectively
   ~ Helps you go in your presentation — you don't
   have to go back _and_ "make-up" sessions
   missed by some participants. → over

K. When and under what circumstances did you actually begin to
   disseminate the research information?

   City-wide workshop — Nov. 12
   Beginning of year — Sept. (one-on-one)

L. What is your feeling about the level of support given to you
   by the project staff in your efforts to disseminate at building
   or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

Dynamite!!

M. What additional support, if any, would have been helpful

   Dr. Jimmie Jackson filled in on
   any area uncovered — which was
   'nil'!! You folks covered everything!

N. Now that the project has officially ended, what kind of support
   do you feel you would need to continue in your role as a TRL?

   1. More material — zeroxing
   2. " tops for presenting
   3. A pick-me-upper when I fall down

   Are you willing to continue in your role as TRL? Yes ☒ No ☐

   Why? I like it! I like it!!
   Seriously — I've learned great deal
   and I want to shout it from
   the roof-tops!!

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S - Cont'd.

"It" provides us more opportunities
to share with each other —
we learned a lot from
each other, too. (Sean's definition
of some educators

O. Describe the ways in which your attitude toward educational
research has changed.

I have a greater respect for research
now — due to the format of presentation
I never felt "put-upon" — I never felt
threatened — Rather I felt that my role
was one of "collaborator" — I felt a part
of the research — I felt needed. Therefore,
over

P. How has the research information affected your self-esteem as
a teaching professional?

Greatly!! ☺ Please read response to
question B.

Q. How do your building administrator and/or your peers respond
to you as "the disseminator" of research-based information?

She instructed or permitted her
whole faculty to attend the city-
wide workshop She was esthatic!! My
"peers" gave me a trophy and told me
that I was a credit to the Gooding Faculty

R. What out-of-the-classroom opportunities have been afforded you
as a result of your involvement in the project?

The AFT Convention — this summer, I
was a delegate to the AFT Convention
and I actually had an opportunity to
discuss this research-based information
with them It was an exhilerating
experience for me — the most! My —→

S. Have you received any other rewards and incentives as a result
of your involvement in the project? Describe.

My students were a testament to
my implementation of the research-based
techniques. My attitude about myself —→over

What kinds of rewards, if any, do you think TRLs should receive?

We have received them. Our lives
have been enriched greatly — through the
varied experiences which we've had

R- cont'd.
self-esteem was greatly enhanced.
I was "floating on air" (TRULY) — after my
instructors and peers told me how expressive
I was. Prior to that — I was
scared to death.

O -cont'd.
I have & will continue to use this
research with my Students. Further —
in keeping with the thrust of the
AFT —based dessimination — I'll "spread
the word" to other teachers.

S cont'd.
Part I
     With respect to my instructional program.
I feel that I'm more effective now —
in/after 20+ years, too. ☺ I think that
my Principal has a greater respect for
me and my ability to teach now.

Part 2
as participants in this project,

T. What qualities do you feel are necessary for teachers who are
    interested in becoming TRLs?

"Interest" "commitment" to students, the
teachers and the project — and
patience — the techniques work —
just keep at it,

U. Since finding time to be involved is always a problem with
    leadership types, what suggestions do you have regarding the
    scheduling of time for participation in ER&D training sessions
    and dissemination activities?

Please see response to question J

V. What are additional areas of research in which you or your
    colleagues may be interested?

Parental envolvement —> big
problem now,

Thank-you for a
terrific year!! You're
dynamite "dudes"!!

TEACHER RESEARCH LINKERS
PORJECT EVALUATION
OF THE
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1981 - 1982

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designed to bridge the gap between educational research and
classroom practice. As a Teacher Research Linker in this pilot
program, you have been involved in a unique dissemination
process whereby the research information has been shared with
teachers via their union structure. As a participant in this
peer-to-peer-sharing experience, your input is crucial to our
assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past
practices and also to point out new directions for project
replication. Use as much space as you need to express your
thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)
Sex Female   Race Black
Degree levels B A   Years of experience 10 years
Grade/subject area presently teaching Pre-School
Other grades/subjects taught 1st grade
Special titles or professional recognition

Teaching Style

Which more generally represents your
teaching style.
A. Open class
B. Small group instruction
C. Whole class instruction
D. Individualized instruction

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared
    with you in this project, what is your feeling about the
    usefulness of this information to your classroom practice?
    (Check where appropriate.)

		Most Useful	Useful	Least Useful
1.	Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	✓		
	a. Classroom readiness and room arrangement		✓	
	b. Rules, procedures and consequences	✓		
2.	Kounin. Discipline and Group Management			
	a. With-it-ness and overlapping	✓		
	b. Smoothness and momentum	✓		
	c. Group focus and accountability	✓		
	d. Avoiding satiation	✓		
	e. Valence and challenge arousal	✓		
3.	Brophy, Good, Grows, et al. Teaching Effectiveness			
	a. Direct instruction		✓	
	b. Instructional functions		✓	
	c. Pacing	✓		
	d. Student success rate	✓		
	e. Teacher questioning		✓	
	f. Turn-taking	✓		

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(Check where appropriate.)

4. Brophy.
   Teacher Praise

   a. Specificity — ✓ (Most Useful)

   b. Contingency — ✓ (Most Useful)

   c. Distribution — ✓ (Most Useful)

   d. Credibility — ✓ (Most Useful)

5. Berliner, Fisher, Stallings, et al.
   Time on Task — ✓ (Most Useful)

   a. Allocated time — ✓ (Most Useful)

   b. Engaged time

   c. Academic learning time — ✓ (Most Useful)

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

All the research concepts were very useful in that they gave me names and credibility for what I was already implementing in my classroom. Kounin was very useful because it gave me a lot to think about as to my weaknesses in classroom. Brophy's research was very interesting and surprising. I believe I learned most from Teaching Effectiveness. Most of the research information presented was new to me and I was glad that some of the concepts that I have been wrestling with for years were validated

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study   Concept

Evertson, Emmer   Establishing Rules
Anderson   Setting up a hierarchy

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of
    teacher: new, in trouble, curious, etc.)
    Informally with Friend , all staff (Formally)

2. With how many teachers do you estimate that you have shared
    the research? ___8___

3. How did this "sharing" come about?

    _X_ a. You approached them because you saw a need.

    ___ b. They approached you because they heard about or
            saw evidence of use of your new classroom strategies.

    ___ c. They approached you because they needed help. ✔

    ___ d. They approached you because they trusted you.

    _X_ e. You conducted a workshop or meeting.

    _X_ f. The principal requested that you share the information.

    ___ g. The principal referred teachers to you.

    _X_ h. You conducted informal discussions about the research
            information with people you know.

    ___ i. You left some of the research materials in faculty
            lounge areas and teachers became interested.

    ___ j. Other Bulletin Board

E. Referring to question "D," did you use any particular way of
    sharing to a much greater degree than others? Explain.
    Most of the information I shared was done
    informally with my closest co-worker and with
    Fellow union members.

F. In general, what kind of feedback did you receive from teachers
    about the usefulness of the research information? (Circle one.)

    Very useful   (Useful)   Not Useful

    Specifics? In regards to my session on Establishing rules
    and Procedures the staff responded well to the
    idea that rules should be taught and constantly
    reinforced. I think that the information gave them 294
    much to think about and gave them a realization
    that rules are important to a well run classroom.

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	✓		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

Many of the other inservice training sessions were not specifically research based. It has been a very comprehensive training. Also the presenters were very knowledgeable, professional and excellent.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓ (in-between)		

Comments The research concepts were presented in such a fashion that I was able to grasp them well. I feel pretty comfortable with the information yet I still need to build more self-confidence and assuredness with myself to feel at ease disseminating the information to a large group of people.   295

J. What suggestions do you have for improving the TRL training process in this program?

More sessions or a session on practicing disseminating the materials

K. When and under what circumstances did you actually begin to disseminate the research information?

After the first session I attended which I believe was in November I went back to my school and talked with one of my co-workers about room arrangement

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations			

M. What additional support, if any, would have been helpful?

The staff gave me great support

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

I would like to be able to contact the project staff from time to time to consult with and elicit help from.

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? I had only begun disseminating the information before going on leave. I have much more information to share that my school staff needs.

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O. Describe the ways in which your attitude toward educational research has changed.

I feel that educational research in needed if I intend to be a professional. It keeps you updated and it gives your credibility. I will probably seek it out more now.

P. How has the research information affected your self-esteem as a teaching professional?

The information has increased my personal self esteem to a point. The organization that I am employed by does not reward professionalism and I believe until they change or until I am able to be employed by another organization my self-esteem will not increased that much.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

My administrator is very pleased that I am involved in this project and she wants me to conduct regular formal sessions.
My peers are much less responsive

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

I am hoping that I will be presented with opportunities.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

What kinds of rewards, if any, do you think TRLs should receive?
Certificate that the training was completed

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

The AFT Educational Research and Dissemination Program was designed to bridge the gap between educational research and classroom practice. As a Teacher Research Linker in this pilot program, you have been involved in a unique dissemination process whereby the research information has been shared with teachers via their union structure. As a participant in this peer-to-peer-sharing experience, your input is crucial to our assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)
Sex . _M_   Race _Caucasian   Other White in S.F._
Degree levels _BA. - M.A._   Years of experience _22_
Grade/subject area presently teaching _Middle School 6.7_
Other grades/subjects taught _2, 3. 4.5, 6, 7. 8_
Special titles or professional recognition _Specialist in_
Reading — Teacher of the Gifted

298

Which more generally represents your teaching style(s)?

_____ A. Open class

_____ B. Small group instruction

_____ C. Individual instruction

_____ D. Whole class instruction

_____ E. Other

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared
    with you in this project, what is your feeling about the
    usefulness of this information to your classroom practice?
    (Check where appropriate.)

		Most Useful	Useful	Least Useful
1.	Evertson, Emmer, Anderson: Beginning of the Year Classroom Management		X	
	a. Classroom readiness and room arrangement		X	
	b. Rules, procedures and consequences			X
2.	Kounin. Discipline and Group Management			
	a. With-it-ness and overlapping			X
	b. Smoothness and momentum	X		X
	c. Group focus and account-ability			X
	d. Avoiding satiation			X
	e. Valence and challenge arousal			X
3.	Brophy, Good, Grows, et al. Teaching Effectiveness			
	a. Direct instruction	X		
	b. Instructional functions	X		
	c. Pacing	X		
	d. Student success rate	X		
	e. Teacher questioning	X		
	f. Turn-taking	X	X	

300

	Most Useful	Useful	Least Useful

(Check where appropriate.)

4. Brophy.
   Teacher Praise

   a. Specificity   ✗ (Useful)

   b. Contingency   ✗ (Useful)

   c. Distribution   ✗ (Least Useful)

   d. Credibility   ✗ (Least Useful)

5. Berliner, Fisher, Stallings,
   et al.
   Time on Task

   a. Allocated time   ✗ (Most Useful)

   b. Engaged time   ✗ (Most Useful)

   c. Academic learning time   ✗ (Most Useful)

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

   Evertson, Emmer, Anderson
   Beginning of the Year Classroom Management.
   I found the information very specific and very useful

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

   Study   Concept

   Evertson, Emmer, Anderson — Beginning of the Year classroom management.
   Effect of room arrangement to provide smoothness of traffic flow [to] maximize efficiency in supervision of the educational environment at Middle School level.

301

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.) *Experienced teacher - knew willing to try when given a suggestion.*

2. With how many teachers do you estimate that you have shared the research? *Picked up a new T.R.L. made 30 on staff aware of the project and its ongoing nature.*

3. How did this "sharing" come about?

✓ a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

___ c. They approached you because they needed help.

___ d. They approached you because they trusted you.

___ e. You conducted a workshop or meeting.

___ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

✓ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

✓ j. Other *Worked through principal to address faculty at regularly scheduled meetings*

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain. *Used informal discussion the most.*

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

Very useful   (Useful)   Not Useful

Specifics? *T.R.L. recruit thought at first she would try some of the things she saw me try.*

302

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	X		
2. Receiving and reading the research summaries before the scheduled training sessions	X		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		X	
4. Participating in problem-solving, discussion-oriented sessions to review the research	X		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		X	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	X		

H. How did this training differ from other inservicing you've had?

Element of compulsion left out. Expectations of immediate application and successful results.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	X		
2. Role as trainer	X		

Comments *As a professional with a B.A. and a masters degree I didn't need a lot of preparation.*

303

J. What suggestions do you have for improving the TRL training process in this program?

Be aware growth of the program is a slow process. This is not the total answer to ills of education.

K. When and under what circumstances did you actually begin to disseminate the research information?

Practiced procedures in my own class then spoke with other members of the staff.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	X		
2. Consultations	X		
3. On-site visits	X		
4. Presentations			X

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

*1 research to review
2 periodic meetings
3 an accountability system appropriate to the level of expertness*

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? *Enjoy professional growth*

304

O. Describe the ways in which your attitude toward educational research has changed.

I always thought the research was good but the convenience and peer interaction was very stimulating possibly crucial.

P. How has the research information affected your self-esteem as a teaching professional?

My self esteem was already high. Stroking is always pleasant though

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

They will take anything they can get at my site. They generally are overwhelmed with other activities that make research way down on their priorities.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

None so far but I'm young.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

My reward is professional growth and peer interaction

What kinds of rewards, if any, do you think TRLs should receive?

Certificates of participation and appreciation

T. What qualities do you feel are necessary for teachers who are
    interested in becoming TRLs?

    *Maturity, flexibility, a reasonable amount
    of experience, curiosity, interest.*

U. Since finding time to be involved is always a problem with
    leadership types, what suggestions do you have regarding the
    scheduling of time for participation in ER&D training sessions
    and dissemination activities?

    Keep in mind flexibility is a key word

V. What are additional areas of research in which you or your
    colleagues may be interested?

    *Might be wise to see what has been
    influence of philosophies of educational
    practices on structure of education in U.S.
    (especially so called ~~Faced~~ Paedea proposal of M. Adler)*

W. Are there any other statements you would like to make about the
    project that were not included in this evaluation? (Please
    state here.)

    *The notion of emphasis on the
    Union helping with this type of thing
    project should be most helpful to
    get the Union through this time of
    crisis in union development in terms of
    national hostility.*

TEACHER. RESEARCH LINKERS
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classroom practice. As a Teacher Research Linker in this pilot
program, you have been involved in a unique dissemination
process whereby the research information has been shared with
teachers via their union structure. As a participant in this
peer-to-peer-sharing experience, your input is crucial to our
assessment of the degree to which this process was effective.

We invite your candid comments to help us reflect on past
practices and also to point out new directions for project
replication. Use as much space as you need to express your
thoughts.

ABOUT YOU

Age   (20-30)   (30-40)   (40-50)   (50-60)   (60-)
Sex   _F_   Race _W_

Degree levels _Master's_   Years of experience _12_

Grade/subject area presently teaching _9-12 / Reading/Writing Basic Skills_

Other grades/subjects taught _7, 8_

Special titles or professional recognition _Reading Specialist_

307

Which more generally represents your teaching style(s)?

_____ A. Open class

_____ B. Small group instruction

_____ C. Individual instruction

_____ D. Whole class instruction

_____ E. Other

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement		✓	
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping		✓	
b. Smoothness and momentum		✓	
c. Group focus and accountability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal		✓	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓	✓	
c. Pacing	✓	✓	
d. Student success rate	✓	✓	
e. Teacher questioning	✓	✓	
f. Turn-taking		✓	

(Check where appropriate.)

	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise	✓		
a. Specificity		✓	
b. Contingency		✓	
c. Distribution		✓	
d. Credibility		✓	
5. Berliner, Fisher, Stallings, et al. Time on Task			✓
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

I found myself very aware and conscious of rules particularly consequences this year. Thinking about consequences ahead of time does make things go smoother. I was strongly affected by the direct instruction research as I look to the __ it affirmed the reasons we moved from __

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study   Concept

Beginning of the year   *Rules procedures and*
Classroom Management   *consequences*

Kounin   *Group focus & Accountability*

Brophy, etc.   *Direct Instruction,*
                                         instructional functions

individualizing instruction. I used the information about lesson planning & strengthened guided practice and have been able to spend less time on reviewing and remediation I have used the time on task research to try to make changes in minimum standards testing policies. (low ability student need more time)

311

7

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.) *Teachers who attend inservice sessions, (entrusted, concerned dedicated ones), 2 new teachers, teachers at district*

2. With how many teachers do you estimate that you have shared the research? ___*30*___

3. How did this "sharing" come about?

___ a. You approached them because you saw a need.

___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

✓ c. They approached you because they needed help.

✓ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting.

___ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

✓ h. You conducted informal discussions about the research information with people you know.

___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

___ j. Other_____

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain. *I have set up a series of inservice session in January to share this information. I have been amazed at the variety of opportunities that arise to discuss it and the number of situations that I have been*

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

(Very useful)   Useful   Not Useful

Specifics? *I am continually impressed by the fact that teachers' lives can be so much better by making small changes in their classrooms*

312

gatherings.

able to help a teacher with a problem using
it

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)			
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

I really appreciated working with a group of teachers I didn't really know before — I felt the tone of the sessions was great

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments *I feel that I am ready to present the information to groups of teachers. I feel stronger as a teacher because of it*

relaxed, informal and — non-threatening.
I gained new respect for fellow members
of my profession. I am proud of my
union for being involved in the
project

315

J.   What suggestions do you have for improving the TRL training
     process in this program?

K.   When and under what circumstances did you actually begin to
     disseminate the research information?

*District wide Workshops — with the
support of consultants really showed me
that I was ready to present. I had been
disseminating information informally long
before that*

L.   What is your feeling about the level of support given to you
     by the project staff in your efforts to disseminate at building
     or wide-scale levels? (Check where appropriate.)

		Most Adequate	Adequate	Not Adequate
1.	Materials	✓		
2.	Consultations	✓		
3.	On-site visits	✓		
4.	Presentation	✓		

M.   What additional support, if any, would have been helpful?

N.   Now that the project has officially ended, what kind of support
     do you feel you would need to continue in your role as a TRL?

*I feel the need to extend this to the
next level — I am looking forward
to working with Stanford researchers*

     Are you willing to continue in your role as TRL? Yes ☒ No ☐

     Why? *I feel stronger professionally. I feel
     that the project is extremely important
     to the teaching profession*

Continue reading & sharing new research
information

317

O. Describe the ways in which your attitude toward educational research has changed. *I no longer think of ed. rpts running in a way I have realized that educational research is based on classroom observation*

P. How has the research information affected your self-esteem as a teaching professional? *I feel stronger. I am proud to be someone that is good at doing such a difficult job.*

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information? *I have been viewed as a dissemenator of information for awhile —*

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project? *I have used the research to try and change some policies*

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe. *I feel good about it — I've been in the AFT paper and on TV*

What kinds of rewards, if any, do you think TRLs should receive?

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Leadership

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

V. What are additional areas of research in which you or your colleagues may be interested?

Class size, Effect of teacher training programs on teacher effectiveness

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

This has been an exciting and innovative project (really) I am looking forward to continuing — I am impressed by the variety of ways I am able to use it. I think it is real important for teachers to get a hold on this information

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TEACHER RESEARCH LINKERS
PROJECT EVALUATION
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1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age   (20-30) (30-40) (40-50) (50-60) (60-)
Sex ___F___   Race _Caucasian_
Degree levels _BA+60_ Years of experience __16__
Grade/subject area presently teaching _4-5_
Other grades/subjects taught _6, 3_
Special titles or professional recognition_____

Which more generally represents your teaching style(s)?

_____ A. Open class

_____ B. Small group instruction

_____ C. Individual instruction

__✗__ D. Whole class instruction

_____ E. Other

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement		X	
b. Rules, procedures and consequences	X		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	X		
b. Smoothness and momentum	X		
c. Group focus and accountability	X		
d. Avoiding satiation	X		
e. Valence and challenge arousal	X		
3. Brophy, Good, Grows, et al. Teaching Effectiveness		X	
a. Direct instruction			
b. Instructional functions		X	
c. Pacing		X	
d. Student success rate		X	
e. Teacher questioning	X		
f. Turn-taking	X		

(Check where appropriate.)	Most Useful	Useful	Least Useful

4. Brophy.
   Teacher Praise

   a. Specificity

   b. Contingency

   c. Distribution

   d. Credibility

   (Least Useful — X)

5. Berliner, Fisher, Stallings, et al.
   Time on Task

   a. Allocated time

   b. Engaged time

   c. Academic learning time

   (Least Useful — X)

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Teacher praise is not something I use to reach a goal, so it was not relevant to me. Time on task didn't seem to apply to an elementary setting - at least not to my setting.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Kunin	*with-it-ness*
	group focus
	turn taking
Evertson	*Rules, procedures & Consequences*

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   curious, student teacher

2. With how many teachers do you estimate that you have shared the research? ___4___

3. How did this "sharing" come about?

   _X_ a. You approached them because you saw a need.

   _X_ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   ___ e. You conducted a workshop or meeting.

   ___ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   ___ h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other_____

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

   We discussed methods. It was conversational

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

   Very useful   (Useful)   Not Useful

   Specifics? *One tried a new approach to rules and procedures, and it worked.*

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions			✓
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research			
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)			✓
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration		✓	

H. How did this training differ from other inservicing you've had?

Content

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		X	
2. Role as trainer			X

Comments _____

_____

_____

J. What suggestions do you have for improving the TRL training process in this program?

Earlier meeting times when posible shorter meetings

K. When and under what circumstances did you actually begin to disseminate the research information?

Student teacher needed guidance in early stages of assignment- November Neighboring teachers because I thought the information interesting - throughout the project

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

We never had a formal dissemenation sessions so it is difficult to answer this question.

	Most Adequate	Adequate	Not Adequate
1. Materials		✓	
2. Consultations			
3. On-site visits			
4. Presentations			

Everyone was always helpful and supportive.

M. What additional support, if any, would have been helpful?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Are you willing to continue in your role as TRL? Yes ☐. No ☒

Why? *Time, energy. The dissemination is not something I am comfortable with in a structured group setting. If it were less frequent I would consider it*

O. Describe the ways in which your attitude toward educational research has changed.

It is less "dry" - more pertinent. I often felt researchers never went into a real classroom but sat back and hypothesized

P. How has the research information affected your self-esteem as a teaching professional?

I found out I did many of the things that "effective" teachers do. Certainly was an ego boost.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

They respond as they always did because it usually is in a conversational manner.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

N.A.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

What kinds of rewards, if any, do you think TRLs should receive?

I don't feel rewards are necessary.

327

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Willingness to be group leaders - eagerness to share.

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

The workshop hours were too late. There is only so much one can absorb in a given time. Maybe it could be seen in sections - those people who are out early could start earlier.

V. What are additional areas of research in which you or your colleagues may be interested?

Motivational research. What kinds of things make students want to learn?

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

I enjoyed the materials and presentations once I got here. It was helpful to rethink my approaches. Much of the research stimulated me to try different approaches, especially in group focus and turn taking. It also helped to pinpoint problems that were bothering me, but I couldn't quite figure out what was going on.

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) ((30-40)) (40-50) (50-60) (60-)

Sex ___F___   Race ___OW___

Degree levels Standard Elem. CV edential Years of experience ___15½___

Grade/subject area presently teaching ___2nd___

Other grades/subjects taught ___3rd, 4th, 5th, 6th___

Special titles or professional recognition_____

329

Which more generally represents your teaching style(s)?

_____ A. Open class

_____ B. Small group instruction

_____ C. Individual instruction

_____ D. Whole class instruction

_____ E. Other

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared
    with you in this project, what is your feeling about the
    usefulness of this information to your classroom practice?
    (Check where appropriate.)

		Most Useful	Useful	Least Useful
1.	Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
	a. Classroom readiness and room arrangement	✓		
	b. Rules, procedures and consequences	✓		
2.	Kounin. Discipline and Group Management			
	a. With-it-ness and overlapping	✓		
	b. Smoothness and momentum	✓		
	c. Group focus and accountability	✓		
	d. Avoiding satiation	✓		
	e. Valence and challenge arousal	✓		
3.	Brophy, Good, Grows, et al. Teaching Effectiveness			
	a. Direct instruction		✓	
	b. Instructional functions		✓	
	c. Pacing	✓		
	d. Student success rate		✓	
	e. Teacher questioning	✓		
	f. Turn-taking	✓		

331

	Most Useful	Useful	Least Useful

(Check where appropriate.)

4. Brophy.
   Teacher Praise

   a. Specificity — ✓ (Useful)

   b. Contingency — ✓ (Most Useful)

   c. Distribution — ✓ (Most Useful)

   d. Credibility — ✓ (Most Useful)

5. Berliner, Fisher, Stallings, et al.
   Time on Task

   a. Allocated time — ✓ (Useful)

   b. Engaged time — ✓ (Useful)

   c. Academic learning time — ✓ (Useful)

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Evertson — Classroom Management — great

Kounin — Discipling + Group Management
(very useful)

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Evertson, Emmer Beginning of the Year Classroom Management	Classroom readiness and room arrangement Rules, procedures and consequences
Kounin's	with-it-ness concept.

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D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

   my friends — 4th grade experienced teacher LDG experienced teacher

2. With how many teachers do you estimate that you have shared the research? *4 n 5*

3. How did this "sharing" come about?

   _X_ a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   ___ e. You conducted a workshop or meeting.

   ___ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   _X_ h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other_____

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

   I found that an informal conversation with friends over specific sessions of the TBL workshop was the best way for me to share the information.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

   Very useful   (Useful)   Not Useful

   Specifics? *I had one friend look at the information and say she really found it interesting, but she never told me if she tried any of the information out.*

G. Please give your reactions to the ways in which the research
   was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	X		
2. Receiving and reading the research summaries before the scheduled training sessions		X	
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research		X	
4. Participating in problem-solving, discussion-oriented sessions to review the research	X		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	X		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	X		

H. How did this training differ from other inservicing you've had?

Most Inservice training came from an administrative directive. This TRL training came through a teacher-organization. I didn't feel that I had to attend because downtown said I had to - I →

I. After training, indicate the degree to which you felt adequately
   prepared to perform in your role as Teacher Research Linker.
   (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		X	
2. Role as trainer			X

Comments I really enjoyed the sessions and reading the information, but I do not feel confident to be a performer of this information to my staff.

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Wanted to come to the sessions.

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J. What suggestions do you have for improving the TRL training process in this program?

I would like to see one of the TRL trainer's from Washington come out to my school and present some of the information, because they were so good at getting me interested in →

K. When and under what circumstances did you actually begin to disseminate the research information? — *Lunchroom —*

After school — to friends — many informal — I started talking about it right after the workshops started.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	X		
2. Consultations	X		
3. On-site visits	X		
4. Presentations	X		

All three people were terrific. I was especially impressed with Lovely vibrant way of discussing the information

M. What additional support, if any, would have been helpful?

?

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

— More meeting — more ways to pass out information. —

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? *It is a way of learning new things about teaching. I need to keep up with new information to keep me from doing the same things over + over again.*

O. Describe the ways in which your attitude toward educational
research has changed.

_I haven't kept up with too much
educational research since college. This
project is very good for me to become
aware of what has been tried in different
classrooms. New ways of dealing with old problems._

P. How has the research information affected your self-esteem as
a teaching professional?

_I got alot out of the project.
This project helped me self-evaluate my
teaching. I know I need to improve in
certain areas - (i.e. discipline - organization)
However, I felt this project was more -
threatening._

Q. How do your building administrator and/or your peers respond
to you as "the disseminator" of research-based information?

_I'm closer to some teachers more
than others. I do think most teachers
would come to an informal presentation
about the project if food was served._

R. What out-of-the-classroom opportunities have been afforded you
as a result of your involvement in the project?

?

S. Have you received any other rewards and incentives as a result
of your involvement in the project? Describe.

_I had a great picture of me that
was published in the American teacher. It was
great for my ego._

What kinds of rewards, if any, do you think TRLs should receive?

_Self - improvement is reward enough.
If I could learn how to organize
better I'd be happy._

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

— time —
— interest in changing —

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Hard to say — once a month is necessary, but you'll never please everyone as to time + day.

V. What are additional areas of research in which you or your colleagues may be interested?

?

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.) What feedback do you want to go to researchers.

I liked this project. I wish more teachers could be exposed to the information and the people who presented it. The Washington trainers were wonderful. I really enjoyed it. I always came to the sessions thinking of the time + feeling tired, but I left feeling so glad

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
OF THE
AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age   (20-30)   (30-40)   (40-50)   (50-60)   (60-)

Sex _Female_   Race_____White_____

Degree levels _B.A._____   Years of experience _Twenty-six_

Grade/subject area presently teaching _6th Grade Core_ _Language Arts Social Studies_

Other grades/subjects taught _8th Grade Science_ _Gifted and Reading Regular_

Special titles or professional recognition_____

Teacher Representative for 4 years, San Francisco Human Rights Commission Youth and Education Committee

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Which more generally represents your teaching style(s)?

_____ A. Open class

(2) ✓ B. Small group instruction

(3) ✓ C. Individual instruction

(1) ✓ D. Whole class instruction *with*

_____ E. Other

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ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management	✓		
a. Classroom readiness and room arrangement		✓	
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping		✓	
b. Smoothness and momentum		✓	
c. Group focus and accountability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal			✓
3. Brophy, Good, Grows, et al. Teaching Effectiveness			✓
a. Direct instruction			✓
b. Instructional functions			✓
c. Pacing			✓
d. Student success rate			✓
e. Teacher questioning		✓	
f. Turn-taking		✓	

(Check where appropriate.)

	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise		✓	
a. Specificity	✓		
b. Contingency			✓
c. Distribution	✓		✓
d. Credibility			
5. Berliner, Fisher, Stallings, et al. Time on Task	✓		
a. Allocated time	✓		
b. Engaged time	✓		
c. Academic learning time	✓		

B. Use this space to make specific comments about individual research
concepts that you did, or did not, find useful.

[handwritten margin note: Most Helpful]

1. The Classroom Organization and Effective Teaching Project, _Organizing and Managing the Elementary School Classroom_
2. The checklists for classroom management Evertson, Emmer and al
3. Group focus and accountability — Kounin
4. Overdwelling — Kounin

C. Referring back to question "A," which of the research concepts did
you most often share with other teachers?

Study	Concept
1. The Classroom Organization and Effective Teaching Project	1. Organizing and managing the Elementary School Classroom
2. Evertson, Emmer Anderson Beginning of the Year Classroom management	2. Beginning of the Year Classroom management

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of teacher: new, in trouble, curious, etc.)

2. With how many teachers do you estimate that you have shared the research? ___6___

3. How did this "sharing" come about?

   _✓_ a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or saw evidence of use of your new classroom strategies.

   _✓_ c. They approached you because they needed help.

   _✓_ d. They approached you because they trusted you.

   _✓_ e. You conducted a workshop or meeting.

   _✓_ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   _✓_ h. You conducted informal discussions about the research information with people you know.

   ___ i. You left some of the research materials in faculty lounge areas and teachers became interested.

   ___ j. Other _I first shared other materials with teachers who needed them eg. ditto's, books etc._

E. Referring to question "D," did you use any particular way of sharing to a much greater degree than others? Explain.

I would say that my particular style is to share materials with teachers when I'm at a school so sharing the research was an extension of this.

F. In general, what kind of feedback did you receive from teachers about the usefulness of the research information? (Circle one.)

   (Very useful)   Useful   Not Useful

Specifics? _I'm at a new school this year and am getting "several" projects off the ground. One teacher in particular keeps asking me when we are going to set up specific meetings each month to share the materials etc. She also attended the district workshop I worked + was a speech pathologist, she was in that group._

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G. Please give your reactions to the ways in which the research
    was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research		✓	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		✓	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓		

H. How did this training differ from other inservicing you've had?

The "inservice" of this project extended over a two year period in which time I was involved in a process in which I feel I had time to self-evaluate myself and try out new ideas in several different ways.

I. After training, indicate the degree to which you felt adequately
    prepared to perform in your role as Teacher Research Linker.
    (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		✓	
2. Role as trainer	✓		

Comments *At this point in time I feel I would have to re-read some of the specifics of the research, but as far as being able to disseminate information on the total program and the specific research I worked on in my classroom I felt comfortable and confident.*

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J. What suggestions do you have for improving the TRL training process in this program? *Possibly released time would have helped. meeting at the end of the day from 4 to 6 was sometimes draining*

K. When and under what circumstances did you actually begin to disseminate the research information? *In the first year I began to show on an informal basis some of the material I was receiving. It was usually during lunch or after school*

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

M. What additional support, if any, would have been helpful? *I can't think of any at this time.*

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL? *I feel I would still need to meet from time to time with the other TRL's to see what was happening and to re-discuss some of the research.*

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? *I was not going to continue, but if it is in a less intensive degree than the last two years, I will. I would be willing to help with some of the training of the new TRL's. I see my continuation as an extension of my participation on*

O. Describe the ways in which your attitude toward educational
research has changed. *I no longer see it as
something "out there" but translated into
teacher language I see it as helping me
to make some changes, enhance my
professional image and help me to evaluate
myself and teaching style in a non-threatening
way.*

P. How has the research information affected your self-esteem as
a teaching professional?

*My professional self-esteem has gone
way up!*

Q. How do your building administrator and/or your peers respond
to you as "the disseminator" of research-based information?

*They seem to see me in the leadership
role and feel comfortable with this.*

R. What out-of-the-classroom opportunities have been afforded you
as a result of your involvement in the project? *I have always
been involved in giving workshops for the
Union, but if I ever decided to make a
career change I see this experience adding
to the skills I would need in presenting
myself as working as a trainer for
peers.*

S. Have you received any other rewards and incentives as a result
of your involvement in the project? Describe.
*My own self-esteem has been enhanced.
Plus the stimulation of interacting with
my peers has been rewarding as a
professional person.*

What kinds of rewards, if any, do you think TRLs should receive?

*It would help if TRL's received a
letter for their professional file of
their involvement focusing on skills
dealing with working with adults. Also*

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs? *I think teachers should be able to speak to small groups of teachers, have some enthusiasm for teaching and have a desire to make some changes.*

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities? *Again I think released time would have been helpful.*

V. What are additional areas of research in which you or your colleagues may be interested?

I would like to see research on students learning ability as based on grouping eg. Gifted students grouped as opposed to regular grouping. Does grouping students by skills enhance their learning as opposed to heterogenous grouping.

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

This project has been so good for me! It has been a validation of my positive skills, it has helped me to make changes to be a more effective teacher and the interaction with other teachers and the feeling that my personal input is important has helped me to deal with "teacher burnout" which creeps into my emotional life from time to time after 26 years of teaching.

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Dear Friends — If I've forgotten to write down a remark or comment you've heard me make, please just add it if it's useful to the project.

TEACHER RESEARCH LINKERS
PROJECT EVALUATION
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AFT EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM
1981 - 1982

Thank you all so much!

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) ✓(40-50) (50-60) (60-)

Sex ___F___   Race ___White___

Degree levels __M.A. +__   Years of experience ____22____

Grade/subject area presently teaching __English / Re-Entry opportunity classes__

Other grades/subjects taught __Social Studies / Math__

Special titles or professional recognition_____

__English Dept. Chairman, 11 yrs, Junior High School__

Which more generally represents your teaching style(s)?

$\checkmark$ A. Open class

$\checkmark$ B. Small group instruction

____ C. Individual instruction

$\checkmark$ D. Whole class instruction

____ E. Other

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	✓		
b. Rules, procedures and consequences	✓		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	✓		
b. Smoothness and momentum		✓	
c. Group focus and account-ability	✓		
d. Avoiding satiation		✓	
e. Valence and challenge arousal		✓	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	✓		
b. Instructional functions	✓		
c. Pacing		✓	
d. Student success rate	✓		
e. Teacher questioning	✓		
f. Turn-taking	✓		

(Check where appropriate.)	Most Useful	Useful	Least Useful

4. Brophy.
   Teacher Praise

	Most Useful	Useful	Least Useful
a. Specificity		✓	
b. Contingency			
c. Distribution		✓	
d. Credibility	✓		

(Teacher Praise header row: ✓ in Most Useful column)

5. Berliner, Fisher, Stallings, et al.
   Time on Task

	Most Useful	Useful	Least Useful
a. Allocated time		✓	
b. Engaged time		✓	
c. Academic learning time		✓	

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful. [→ application of elementary intervention to high school]

useful : Classroom readiness & room arrangement
          Group Focus & accountability [brought additional clarity to process]

Reaffirmed my ← Direct Instruction
mind of how   Teacher praise information
lost learning took   → food for thought
place

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study   Concept

Everitson   Importance of classroom
                        readiness & room arrangement

Brophy   Implications of direct
                        instruction research

Kounin   Group focus techniques
                        with-it-ness

.D. In your interactions with teachers,

) . 1. With whom did you share the information? (i.e., type of
teacher: new, in trouble, curious, etc.)
Experienced teachers interested in their
teaching

2. With how many teachers do you estimate that you have shared
the research? ~~50~~ + *Portland seminar included*
+
3. How did this "sharing" come about? *SF workshop*

___ a. You approached them because you saw a need.

___ b. They approached you because they heard about or
saw evidence of use of your new classroom strategies.

___ c. They approached you because they needed help.

___ d. They approached you because they trusted you.

✓ e. You conducted a workshop or meeting.

___ f. The principal requested that you share the information.

___ g. The principal referred teachers to you.

✓ h. You conducted informal discussions about the research
information with people you know.

___ i. You left some of the research materials in faculty
lounge areas and teachers became interested.

___ j. Other_____

E. Referring to question "D," did you use any particular way of
sharing to a much greater degree than others? Explain.
Informal discussions
+ Organized presentations. Our school
inservice is about to begin

F. In general, what kind of feedback did you receive from teachers
about the usefulness of the research information? (Circle one.)

(Very useful)   Useful   Not Useful

Specifics?_____
Gave proof of research backing to current practices
or
possible new things
to try
Basically good, practical material.   352

G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	✓		
2. Receiving and reading the research summaries before the scheduled training sessions	✓		
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	✓		
4. Participating in problem-solving, discussion-oriented sessions to review the research	✓		
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)		✓	
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration	✓+		

Sense of larger implications of the project

H. How did this training differ from other inservicing you've had?

Clear peer-to-peer sharing free from evaluation
Voluntary commitment to learning & using
information.

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information	✓		
2. Role as trainer	✓		

Comments *The two San Francisco after school workshops were an excellent bridging activity for local TRL's to work with the national AFT staff.*

The research material was dealt with over a long enough time to have a chance to sink in ... to review session in Sept.

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J. What suggestions do you have for improving the TRL training process in this program?

I am not much for role-playing if working within a limited training session — and we didn't do much in San Francisco.

K. When and under what circumstances did you actually begin to disseminate the research information?

In the car pool with 3 other seasoned teachers
↳ with-it-ness
when I had to organize a new "one-room schoolhouse" classroom within a 2 day time frame)

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials	✓		
2. Consultations	✓		
3. On-site visits	✓		
4. Presentations	✓		

The three staff presenters were Superb, with special Mention to Ms. Billups,

M. What additional support, if any, would have *who helped at Wilson to make the project come alive to original, my co-teacher & others She met.*

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Continued input of new "translated" research materials.

Are you willing to continue in your role as TRL? Yes ☑ No ☐

Why? *I feel the model of teachers working with their peers in a non-threatening environment to examine & improve their profession is true learning individual empowerment*

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O. Describe the ways in which your attitude toward educational research has changed.

at least in the translated form in which we received it, the material was evocative in helping me examine the teaching process. In that way it seemed very relevant.

P. How has the research information affected your self-esteem as a teaching professional?

I had high self esteem before the project began.

I have appreciated being part of a project whose goal was the mutual empowerment of teachers.

Q. How do your building administrator and/or your peers respond to you as "the disseminator" of research-based information?

I think I was seen in this role to some extent because of my work with Jean Houston. This project continued my involvement in working with research findings in a natural way.

R. What out-of-the-classroom opportunities have been afforded you as a result of your involvement in the project?

The opportunity to make a presentation in Portland & assist in San Francisco. Meetings at Far West Labs & Stanford University. Pictures in AFT newspaper.

S. Have you received any other rewards and incentives as a result of your involvement in the project? Describe.

Importance of being able to bring the knowledge gained from this project to other areas in which I work — with Jean Houston

What kinds of rewards, if any, do you think TRLs

district curriculum activities

Recognition from local/national AFT & chances to disseminate the material.

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ability to commit time/energy to a longterm process

T. What qualities do you feel are necessary for teachers who are interested in becoming TRLs?

Interest in learning material related to the teaching profession

Flexible enough ego to be able to admit that one could change or improve

Interest in sensitivity to sharing with others

U. Since finding time to be involved is always a problem with leadership types, what suggestions do you have regarding the scheduling of time for participation in ER&D training sessions and dissemination activities?

Must meet at least once a month

Must have time well organized & utilized for meeting time

V. What are additional areas of research in which you or your colleagues may be interested?

Whatever seems "hot" — leading edge research

Discipline, define of views, etc. Whatever speaks to what are perceived as major problem areas in American schools

Recent brain/mind research — Focus on basic issues on how we learn

W. Are there any other statements you would like to make about the project that were not included in this evaluation? (Please state here.)

I did not sense at the beginning of the project the widespread implications of it as a model for teacher empowerment & professional growth.

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We invite your candid comments to help us reflect on past practices and also to point out new directions for project replication. Use as much space as you need to express your thoughts.

ABOUT YOU

Age (20-30) (30-40) (40-50) (50-60) (60-)

Sex _F_   Race _OW_____   12 yrs. group work

Degree levels BA. MA   Years of experience 12 yrs. classroom
              Administration
              Supervision   +
Grade/subject area presently teaching 4/5/6 - general elem. administration

Other grades/subjects taught _Math, Science;_   gifted

Special titles or professional recognition_____

Which more generally represents your teaching style(s)?

___ A. Open class

X B. Small group instruction

___ C. Individual instruction

X D. Whole class instruction

___ E. Other

ABOUT THE PROJECT

A. Thinking back on the findings from the research studies shared with you in this project, what is your feeling about the usefulness of this information to your classroom practice? (Check where appropriate.)

	Most Useful	Useful	Least Useful
1. Evertson, Emmer, Anderson. Beginning of the Year Classroom Management			
a. Classroom readiness and room arrangement	X		
b. Rules, procedures and consequences	X		
2. Kounin. Discipline and Group Management			
a. With-it-ness and overlapping	X		
b. Smoothness and momentum		X	
c. Group focus and account-ability	X		
d. Avoiding satiation		X	
e. Valence and challenge arousal		X	
3. Brophy, Good, Grows, et al. Teaching Effectiveness			
a. Direct instruction	X		
b. Instructional functions		X	
c. Pacing			X
d. Student success rate	X		
e. Teacher questioning			X
f. Turn-taking			X

(Check where appropriate.)

	Most Useful	Useful	Least Useful
4. Brophy. Teacher Praise			
a. Specificity			X
b. Contingency			X
c. Distribution			X
d. Credibility		X	
5. Berliner, Fisher, Stallings, et al. Time on Task			
a. Allocated time	X		
b. Engaged time	X		
c. Academic learning time	X		

B. Use this space to make specific comments about individual research concepts that you did, or did not, find useful.

Time on task revealed data of interest & concern to me and I've shared this with other teachers - Have seen some impact in classrooms as the contrast between (b) and (c) is startling.

C. Referring back to question "A," which of the research concepts did you most often share with other teachers?

Study	Concept
Evertson	Rules, Procedures, Consequences
Brophy	Direct Instruction
Kounin	Accountability

D. In your interactions with teachers,

1. With whom did you share the information? (i.e., type of
   teacher: new, in trouble, curious, etc.)

   full faculty

2. With how many teachers do you estimate that you have shared
   the research? *10*

3. How did this "sharing" come about?

   ___ a. You approached them because you saw a need.

   ___ b. They approached you because they heard about or
        saw evidence of use of your new classroom strategies.

   ___ c. They approached you because they needed help.

   ___ d. They approached you because they trusted you.

   ✓ e. You conducted a workshop or meeting.

   ___ f. The principal requested that you share the information.

   ___ g. The principal referred teachers to you.

   ✓ h. You conducted informal discussions about the research
        information with people you know.

   ✓ i. You left some of the research materials in faculty
        lounge areas and teachers became interested.

   ___ j. Other *Asked individual teachers to
        try different concepts then shared w/others*

E. Referring to question "D," did you use any particular way of
   sharing to a much greater degree than others? Explain. *specific*
   Informal — I underscored or highlighted data
   that I felt might interest each teacher
   contacted.

F. In general, what kind of feedback did you receive from teachers
   about the usefulness of the research information? (Circle one.)

   (Very useful)   (Useful)   Not Useful
        Classroom Mngmnt.   *Direct*
   Specifics?_____*Instruction*_____

   _____

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G. Please give your reactions to the ways in which the research was disseminated to you as a TRL. (Check where appropriate.)

	Most Helpful	Helpful	Least Helpful
1. Receiving the research information in "translated" summary form	X		
2. Receiving and reading the research summaries before the scheduled training sessions		(X	
3. Meeting at regularly scheduled intervals for prescribed periods of time to work with the research	*time committment always a problem.*		
4. Participating in problem-solving, discussion-oriented sessions to review the research		X	
5. Amplifying understanding of the research concepts via training activities (role-playing, simulations, etc.)	N/A		
5. Having training sessions conducted under union/teacher-center sponsorship as opposed to school administration		X	

H. How did this training differ from other inservicing you've had?

Similar in approach to teacher center concept — non-threatening - voluntary

I. After training, indicate the degree to which you felt adequately prepared to perform in your role as Teacher Research Linker. (Check where appropriate.)

	Well Prepared	Prepared	Ill Prepared
1. Research information		X	
2. Role as trainer *see below*			

Comments *My preparation as a trainer came from 24 yrs of doing adult training and curriculum organization. Training techniques provided by this project was basic approach and I felt a waste of time for me.*

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J. What suggestions do you have for improving the TRL training process in this program? *autocratic*

— Avoid so much lecture — permit some basic assumptions that people can move quickly through material and get into discussion & interaction. The project team tended to extend to our group their own time pressure factors rather than allowing a joint planning operation from the beginning.

K. When and under what circumstances did you actually begin to disseminate the research information?

Following each monthly meeting, used highlighting method per teacher.

L. What is your feeling about the level of support given to you by the project staff in your efforts to disseminate at building or wide-scale levels? (Check where appropriate.)

	Most Adequate	Adequate	Not Adequate
1. Materials		X	
2. Consultations — *more than necessary*			
3. On-site visits			X
4. Presentations — *very good in District-wide workshops*			

M. What additional support, if any, would have been helpful?

consistency of 1 project support staff — would have helped — dealing w/ three sometimes seemed unnecessary. the shared skills of 3 can be disseminated by 1.

N. Now that the project has officially ended, what kind of support do you feel you would need to continue in your role as a TRL?

Additional Ed. Research materials — contact with other sites to share materials, ideas, techniques.

Are you willing to continue in your role as TRL? Yes ☒ No ☐

Why? Enjoyed receiving information I can use w/ other teachers — enjoy working with teachers in K–12 in developing positive teaching implementation ideas.

O. Describe the ways in which your attitude toward educational
    research has changed.

    Having the information presented in
    a useful format. I did read it and
    use it.

P. How has the research information affected your self-esteem as
    a teaching professional?

    Its given support to my ideas
    and opinions

Q. How do your building administrator and/or your peers respond
    to you as "the disseminator" of research-based information?

    With interest & cooperation.

R. What out-of-the-classroom opportunities have been afforded you
    as a result of your involvement in the project?

    contacts with Dr. Gage, Dr. Shulman,
    and Stanford; possibilities for extension
    and growth of the project locally.

S. Have you received any other rewards and incentives as a result
    of your involvement in the project? Describe.

    Added responsibilities w/ the local. I'm
    not sure this is a reward 😕 !!!

    What kinds of rewards, if any, do you think TRLs should receive?

    Lots of strokes & thanks for time
    well spent but hard to volunteer.

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T. What qualities do you feel are necessary for teachers who are
    interested in becoming TRLs?

> Persistence
> Articulation Skills
> Time Availability
> Professional Security/Self-Esteem so can
> be Objective

U. Since finding time to be involved is always a problem with
    leadership types, what suggestions do you have regarding the
    scheduling of time for participation in ER&D training sessions
    and dissemination activities?

> -Possible Release Time. (Local/AFT keep pay.
> if no release time in contracts) Use of sick
> leave day to provide larger block of time)
> -Or use phone tree model.

V. What are additional areas of research in which you or your
    colleagues may be interested?

> More information on teacher effectiveness
> and different teaching styles.

W. Are there any other statements you would like to make about the
    project that were not included in this evaluation? (Please
    state here.)

> Many thanks - (:))

A P P E N D I X E

NEWSCLIPS

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Colloquium Report

AFT Takes Collaborative Approach
to Research Dissemination

Teachers need to know about the vast amount of knowledge they have available to them and be able to articulate it. That is the philosophy of Marilyn Rauth, director of the Educational Issues Department of the American Federation of Teachers (AFT), and that is why she thinks teachers can benefit from learning about research on teaching. So sure is she of this that, with a grant from the National Institute of Education, she and AFT staff members Brenda Biles, Lovely Billups, and Susan Veitch have spent the last two years helping teachers to put research into practice. They recently spoke at the IRT about their work.

The group began, with the help of an advisory panel that included then IRT Associate Director Lee Shulman, by examining research on classroom management and effective teaching and writing 10-15 page summaries of research they thought teachers would find interesting. They concentrated on the work of such researchers as Carolyn Evertson, Edmund Emmer, Thomas Good, and IRT researchers Jere Brophy and Linda Anderson. The goal of these research "translations," as the AFT staff call them, was not to give teachers hard and fast directions for better teaching, but to provide information that would allow teachers to think of their own strategies for improvement.

Teachers In Control

Rauth and her staff developed a pilot research dissemination program in New York City, San Francisco, and Washington, D.C. They hope to use the program at additional sites next year. A total of 53 "Teacher-Research Linkers" were selected by their union-member peers in the three cities to participate in training sessions. "This is a union-based model," stressed Biles. "Teachers are in control of the process."

The research translations were mailed to the Teacher-Research Linkers prior to the training sessions. At the sessions, the linkers participated in hands-on activities and problem-solving discussions based on the research. They now serve as change agents and resource persons in their own schools.

The Teacher-Research Linkers tell their colleagues about the usefulness of research through one-on-one conversations, small-group discussions, workshops, and, in one of the Washington, D.C. schools, a group called "Research for Lunch Bunch."

Research Informs Practice

The teachers report that the results have included better managed classrooms, fewer discipline problems, and a greater sense of themselves as professionals and colleagues.

"Research gives teachers the opportunity to walk vicariously into someone else's classroom," said Veitch. It lets them know that they are not alone in having the problems they may have and lets them see what other teachers have done to combat those problems.

"Some of the teachers used research to validate their own practice," Veitch said. The research, in some cases, essentially gives teachers a pat on the back, letting them know that they have been doing the right things.

Another aspect of the AFT's Educational Research and Dissemination Project involves letting researchers know if their findings are useful to classroom teachers. In a sense, the teachers are testing the utility of research findings and suggestions in their classrooms, and are thus in a unique position to provide helpful feedback to researchers. Billups said that the AFT is working to build collaborative relationships between educational institutions

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and schools so that teachers and researchers can better communicate with and learn from each other.

The teachers involved in the project were excited and pleased to see that research could meet their needs for information about teaching.

"The information sells itself," said Biles. "Once teachers begin to use it, they like it and come back for more."

OFF THE SHELF AND INTO THE CLASSROOM

Using research to improve the art of teaching

BY DAPHNE SIEV WHITE

The way some teachers see it, educational research — much of it couched in jargon — has not been particularly relevant to their day-to-day classroom experiences. And even though recent research has dealt more with what goes on in the classroom, results have often been transmitted to administrators and boards of education — but rarely to classroom teachers.

The AFT Educational Issues Department is seeking to change all that, however. With a grant from the National Institute of Education, the department staff has spent the past two years identifying research on classroom management and effective teaching, compiling the findings from this research in a form that is useful to teachers and training teachers in how to use these findings to improve their teaching.

More than 50 teachers in three pilot locals have been trained as "Teacher Research Linkers." These teachers have field-tested the findings in their own classrooms, evaluated their usefulness and compared their experience with those of other teachers in the project.

As a result of this work, the department's staff is putting together a 300-page manual that can be used by other teachers who want to use research findings to improve their own teaching. AFT staff working on the project, called the Educational Research and Dissemination Project, include Brenda Biles, Lovely Billups and Susan Veitch.

For the teachers involved in the pilot projects in New York City, Washington, D.C., and San Francisco, the results have been better-managed classrooms, fewer discipline problems and more time spent on actual instruction. Side benefits have included better morale, a sense of collegiality with other teachers willing to share new knowledge and a renewed pride in professional skills.

"Two years ago, I never would have thought education research had anything to offer," said Stu Lyons, a New York City teacher center specialist who now admits that he looks forward with excitement to the next training session.

In San Francisco, where high school teacher Rudi Faltus has held inservice programs, a new support group has emerged among teachers who now feel free to ask each other for advice and to observe each others' classrooms. "We didn't plan this, but teachers are suddenly working together on common problems," Faltus said. "That is really a help because teachers are usually very isolated in their classrooms." Now that she is involved in looking into research, she added, "I feel that I am getting a hold on my own profession."

In addition to running district-wide training sessions, teachers in the project have developed formal and informal ways of sharing the research with their colleagues in their own schools. Gale Wein, a special education teacher in New York City, has been sharing research in her

building on a one-to-one basis: "When I hear teachers discussing a certain problem, I will suggest some ideas based on the research I have read," she said.

Some of the most useful research findings have concerned the setting up of classroom regulations, room arrangement, use of praise, maintenance of lesson continuity in the face of interruptions and keeping on top of all classroom activities at once.

Fielding Gentry, one of the D.C. teachers involved in the project, has started teaching classroom rules at the beginning of the year instead of just handing out a list of regulations and then constantly pointing out violations. "Since I now teach the rules and also the consequences for their violation, once the term gets under way I spend less time correcting undesirable behavior and more time teaching," Gentry said.

Gentry held an inservice program at Johnson Junior High School regarding the setting of classroom rules, and most of his colleagues adopted rules that were similar. "As the children go from class to class, they notice the same rules are being taught and enforced, so there is less chance for them to claim ignorance or to play one teacher off against another," said Linda Iverson, an English teacher at the school.

As a result of her training in San Francisco, Faltus has learned a new way of distributing praise: Rather than always reinforcing the good students or those who sit in front, she moves around the room and calls whoever is close to her at the time. In

New York, Wein has learned that praise is more effective when it is specific and genuine rather than constant and effusive.

AFT's educational issues department is now expanding the core group of trained teachers in the three pilot sites and hopes to spread the program to other cities next year.

"Educational research traditionally sits on the shelves of research institutions and libraries," said Marilyn Rauth, director of the AFT's Educational Issues Department. "We feel, however, that it is important for teachers to have access to all the knowledge that is available. To my knowledge, nothing like this training program exists in the field."

This program is different from others in that it uses the local union structure to spread research information. In addition to helping teachers, the project has created new relationships among the unions, teacher centers, colleges of education, federal research labs and school administrators at each of the sites. School principals have supported the program and provided time and space for training. Colleges have offered to involve the project teachers in graduate research seminars and in future translations of research of classroom use. The D.C. and New York teacher centers and the union leadership in all sites have played crucial roles, said the AFT's Rauth.

"It's not common for a union to try to do something like this," said Ann Lieberman, a professor at Columbia Teachers College and a member of the project's advisory board. "The union is in a unique position to help teachers improve their skills because it's been known for a long time that teachers learn best from other teachers." The AFT's project, she added, is "a powerful strategy" to improve teaching effectiveness.

Training activities and a guide to implementing the program are being compiled in a resource manual that will be available in January to local unions. For more information, contact the AFT Educational Issues Department, 11 Dupont Circle, NW, Washington, DC 20036.

TIPS ON EFFECTIVE TEACHING

- Set and communicate specific goals and expectations for both behavioral and academic performance.
- Present the work or assignment to the students, demonstrate how it should be done, check to make sure they understand it and allow them enough time to practice the skill that they are learning. Keep a constant check on their progress.
- Allow time for all students to interact with the teacher by providing a variety of questions and opportunities for students to answer.
- Give feedback on student performance that is timely and specific.
- Provide students with a high frequency of successful learning experiences.

TIPS ON CLASSROOM MANAGEMENT

- Establish a limited number of rules governing general student behavior and be sure those rules are posted.
- Teach classroom rules and procedures as specifically as academic content, providing practice and feedback.
- Arrange the room to provide easy traffic flow, reduce congestion and distraction and allow for easy monitoring.
- Stop misbehavior promptly and fairly before it escalates, without interrupting the flow in instructional activities.

Translating research findings into classroom practice: Betty Rothenberger (at top) of San Francisco's Woodrow Wilson High School makes sure that class materials are easily on hand; in the city's Lafayette Elementary School, teacher June Jobin has arranged her classroom to allow easy monitoring of students' progress (above and above right); and Lafayette teacher Sandy Berger (far right) encourages substantial interaction (right) between herself and students.

PHOTOS BY KEN PREUSS
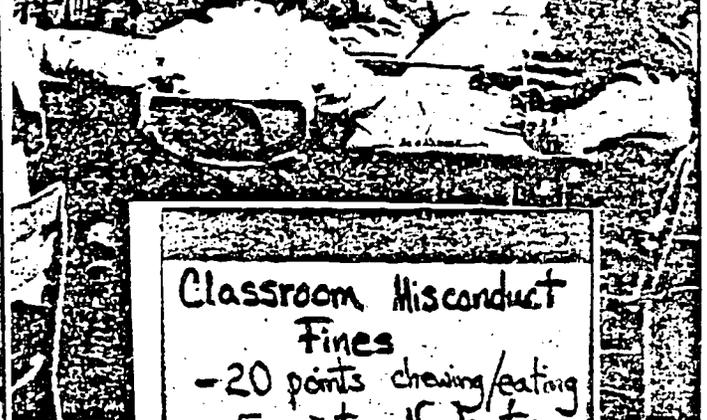
> **Classroom Misconduct Fines**
> -20 points chewing/eating
> -5 points -No hats
> -20 points -Profanity
> -2 unexcused tardinesses
> -15 points
> *You must be ready to learn

AFT PHOTO

Participants in the AFT workshops on classroom management and effective teaching have included (from upper left) Gale Wein of P.S. 26 in Queens, N.Y., and Bill Wright of Johnson Junior High School in Washington, D.C., where rules for student behavior (above) are posted in many classrooms. At San Francisco's Woodrow Wilson High School, resource teacher Rudi Faltus (below) has already held several inservice programs on the project; a Woodrow Wilson student checks the classroom attendance chart; and teacher George Muller goes over school work with a student.

Researchers, Teachers Collaborate

Susan Veitch (right) of the AFT's Educational Research and Dissemination Program, speaks to UFTers who volunteered to participate in the program's pilot project, which, in New York City, is taking place under the auspices of the NYC Teacher Centers Consortium. According to Consortium Director Myrna Cooper, the program's goal is "to build a collaborative relationship between classroom teachers and the research community." The program hopes to disseminate to teachers the latest research on classroom management and effective teaching and to obtain feedback from teachers as to whether or not the research is borne out by the actual experiences in applying the research. The teachers pictured here have all worked closely with the Consortium, most as instructors of Consortium courses, and are seen here training to be facilitators for the program. The AFT program is funded by a grant from the National Institute of Education.

Classroom Management Training

Stewart Lyons, left, teacher-specialist at the JHS 167, Manhattan teacher center site, asks a question during a training session conducted by Susan Veitch (at right) of the AFT's Educational Research and Dissemination Project. The teachers pictured have received special training to conduct three-session workshops on "Classroom Management Techniques" which are being held at UFT Borough Offices throughout the city. Some of these workshops are still open. The AFT program, which is being conducted in cooperation with the UFT and the NYC Teacher Centers Consortium, is designed to bring the latest educational research findings to teachers in a practical form and to bring back to researchers teachers' reactions to findings they have used in their classrooms.

UFT BULLETIN/NEW YORK TEACHER - December 20, 1981

Course in Classroom Management

Elliot Weitz (left), teacher-specialist at the PS 36, Manhattan teacher center site; Gaio Wein-Ofir (center) of PS 26, Queens and Candy Cook of PS 130, Brooklyn (right), are seen here conducting one of the sessions of a course on "Classroom Management Techniques" held at UFT borough offices. The course was co-sponsored by the NYC Teacher Centers Consortium and the AFT's Educational Research and Dissemination Project. The class pictured was one of those held at the union's Manhattan Borough Office. Weitz, Cook and Wein-Ofir, along with several other UFTers, received special training from the AFT before conducting the three-session course for their fellow teachers. The AFT program is designed to bring the latest educational research findings to teachers in a practical form and to bring back to researchers teachers' reactions to findings they have used in their classroom.

Classroom Management Tips Provided at Conference

Susan Veitch of the AFT's Educational Research and Dissemination Program is seen here working with high school teachers. The AFT program seeks to bring practical research findings to teachers.

Over lunch, conference participants avidly discuss what they've heard. According to Cooper, this conference was one of the best attended, meeting with one of the most enthusiastic responses of the many held at union headquarters by the Consortium.

"Classroom management" invariably comes out high — if not tops — among the priorities teachers express in response to the needs assessments the NYC Teacher Centers Consortium has periodically distributed in its efforts to ascertain the areas in which teachers feel they need additional information, support and assistance. The topic has consistently ranked equally high on the list throughout the country.

It's no wonder, then, that an all-day Conference on Classroom Management and Teacher Effectiveness held at UFT headquarters, co-sponsored by the UFT, the Consortium and the American Federation of Teachers, turned out, according to Consortium Director Myrna Cooper, to be "our most successful conference ever" in terms of turnout, response, and interest expressed in continuing to participate in more efforts of this kind."

The conference's goals fit in with those of the Classroom Management Research Project the AFT has been actively involved with. These goals are to narrow the gap that has historically existed between educational research and classroom practice.

Marilyn Rauth, director of the AFT's Educational Issues Department, noted, "Researchers exchange most of their information with each other, and research which is made accessible to teacher users is neither of a length or of a language viewed as practical by classroom teachers."

Rauth pointed out that research results can often seem contradictory, and frequently are only distributed to a state or local education agency — not to teachers themselves, except occasionally as the inspiration of a new mandated rule coming down from above.

"The AFT believes," says Rauth, "that educational research generates a good deal of technical knowledge about classrooms and the science of teaching."

"The studies we looked into at the conference," emphasizes Cooper, "were all studies done in classrooms taught by teachers with a reputation for being highly effective classroom managers."

Fred McDonald of Fordham University was the keynote speaker, addressing the issue of "Teacher Effectiveness — A Research Perspective."

Workshops were conducted by Consortium teacher-specialists, UFTers who have been active in the project as "research-linkers," and representatives of the AFT's "Educational Research and Dissemination Program."

Among the topics covered were "Discipline and Group Management in the Classroom: Setting Expectations, Establishing Routines and Enforcing Rules"; "Study of Group Dynamics in the Classroom: techniques to better understand your students as individuals and as group members resulting in more effective use of praise," and "The Relationship of Time on Task and Direct Instruction to Student Achievement."

Conference participants also looked into "Investigating Instructional Strategies that Better Classroom Managers Employ," attended a feedback session which included individual conferences, and examined "Network Procedures," or ways teachers can stay in touch with one another.

Coordinators of the conference were teacher-specialists Claire Cohen, Elliot Weitz and Aminda Wrenn.

In addition to the all-day conference held on Saturday, Oct. 2, a mini-conference was held at UFT headquarters on Monday, Oct. 4, at which the conference's findings were summarized for Saturday Sabbath observers and others who had been unable to attend the all-day session.

Fred McDonald of Fordham University (center) was the keynote speaker at an all-day conference on "Classroom Management and Teacher Effectiveness," held at UFT headquarters recently and co-sponsored by the UFT, the American Federation of Teachers and the NYC Teacher Centers Consortium. Seen here listening, as McDonald pinpoints definitions of "teacher effectiveness" are, at left, Marilyn Rauth, director of the AFT's Educational Issues Department, and, at right, Consortium Director Myrna Cooper.

Teacher-specialist Aminda Wrenn conducts a workshop on classroom management for elementary school teachers. The conference informed teachers of many of the latest research findings in the field. Studies cited were conducted in classrooms taught by teachers considered "very effective" by their peers.

AFT/WTU Education Research and Dissemination Project Thrives in D.C.

by Lovely Billups

The American Federation of Teachers (AFT), The Washington Teachers Union (WTU), and the District of Columbia Teacher Center have joined forces in a unique collaborative effort on the behalf of improved educational services to teachers.

The AFT Educational Research and Dissemination Project (ER&D) selected Washington, D.C. Local 6 as one of three national sites participating in the NIE funded program, designed to directly connect teachers with the world of educational research. Other sites are United Federation of Teachers in New York City and San Francisco Federation of Teachers in San Francisco.

Dr. Jimmie Jackson, Teacher Center Director and WTU General Vice President has been appointed local coordinator for the project by Mr. William Simons, President of WTU. The training sessions, in the areas of research on Classroom Management and Teaching Effectiveness are presented on Saturdays at the D.C. Teacher Center.

The ER&D Project is indeed unique in that it represents the first time that a teacher's union will serve as the conduit between educational researchers and practicing teachers. The project is designed to promote a non-threatening, non-evaluative atmosphere through which teachers may work with and react to findings and eventually provide feedback to researchers.

The AFT Project was designed by Marilyn Rauth, Educational Issues Director, and is operating under the the leadership of Brenda Biles, Lovely Billups and Susan Veitch, AFT Staffers.

Washington, D.C. teachers who have been selected as Teacher Research Linkers (TRLs) are: Percell Thomas (T.C. staff), Chris Phillips, Elyane Martin, Rose Freeman, Shirley Ritter, Dee Smith, Frances Robinson, Doris Nelson, Deborah Nesmith, Esther Hankerson, Russell Harris, Fielding Gentry, Jean Smith, Brenda Valentine, Linda Satterwaite, Dorothy Johnson, Vivial Grimes, Sarah Banks, and Willa Faulkner.

These teachers will serve as trainers and workshop leaders for other staff members. Already, some TRLs have distinguished themselves through their involvement in the project. Deborah Nesmith has been presenting research information to teachers at Douglass J.H.S. during her staff development sessions. Fielding Gentry of Johnson J.H.S. has also begun to share his expertise with teachers at the University of D.C., and Frances Robinson of Brookland School was selected to participate as reader/evaluator at a 3-day research conference on Ecological Prospectives on Successful Schooling Practices at the Junior High School Level.

It is apparent that the ER&D project is thriving in the D.C. site and will serve as model for school districts all over the United States in demonstrating that the teacher federation is interested in educational issues and can provide invaluable professional services to its members; that the Teacher Center continues to provide base from which educational services can be successfully delivered to teachers' and that teachers are capable of reading, translating, critiquing and incorporating research findings into their classroom practice.

Union's Ed. Research Project Expands

Teachers at Johnson Jr. High School were the first to be a part of the expanded Education Research and Dissemination Project which is being conducted by members of the Washington Teachers' Union in conjunction with staffers of the Education Issues Department of the American Federation of Teachers.

Under the AFT's ER & D program, funded by a grant from the National Institute of Education, 16 members of WTU, called Teacher Research Linkers (TRLs), have spent over a year reviewing identified educational research theories and their practical application in the classroom. Now that the training phase of the project has been completed the dissemination phase will take place this year. The TRL's role now is to help teachers apply educational research findings in the classroom to improve the teaching effectiveness and sharpen their classroom management skills.

Fielding Gentry, a science teacher and WTU building representative at Johnson, along with Susan Veitch, assistant director of the ER & D staff, conducted the first in a series of workshops to be brought to D.C. Public School teachers.

The entire Johnson staff, including administrators, spent one-half day in a workshop thats theme was "Research Gives Power to the Teacher." The presenters stressed the point that since there is knowledge available about teaching effectiveness then it is reasonable for those who teach to have access to that information.
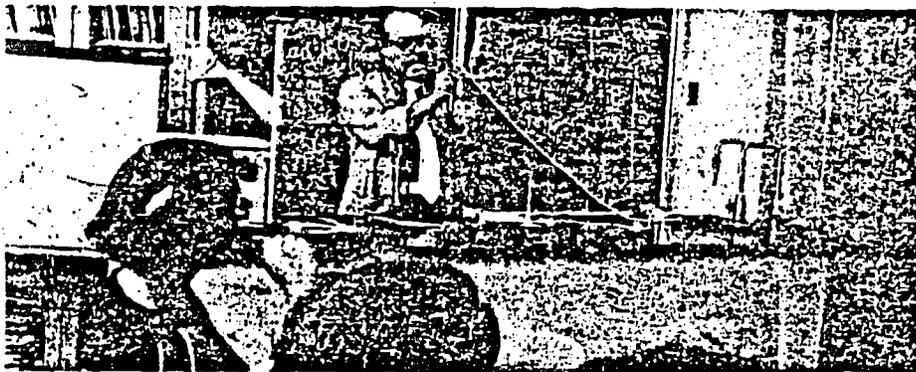
WTU PHOTO

Fielding Gentry of Johnson Jr. High puts ER & D project theories into practice during instruction on proper use of lab equipment.

The workshop activities began with an overview of the "beginning of the year" research conducted by Julie Stanford and Carolyn Evertson of the University of Texas at low socio-economic junior high schools.

After the formal presentation of the research was given, teachers were divided into subject area groups, and given several activities to perform that provided hands-on experience in applying the techniques. Each teacher completed a "room arrangement design" using the criteria outlined by successful teacher-managers. Teachers were also asked to complete a "classroom rules and procedures checklist" for actual use in the classes.

The emphasis of the workshop was on the application of the research to classroom use. Each teacher was given copies of the research summaries for further study. Also, the presenters were available for consultation after the workshop to provide additional support and data to teachers who requested it.

All workshop participants received certificates of merit from the AFT's ER & D project at the end of the session.

The ER & D project has been well received at Johnson. After the workshop Bessie Wells, assistant principal stated, "I have not had to make a comment about the arrangement of classrooms since the teachers were exposed to research regarding the effects of seating arrangement." Wells stated that all of the teachers were very receptive to research findings as evidenced by the practical application of the findings in virtually every classroom. Aaron Butler, an eighth grade science teacher, stated, "The whole approach is good because it gives teachers ideas about management and some helpful hints on maintaining order in the classroom.

WTU Research Pros Hold City-wide Seminar

By Lovely Billups

Washington Teachers' union members who serve as Teacher Research Linkers in the AFT Educational Research and Dissemination Program held their first city-wide seminar on research-based strategies for efficient classroom practices at the D.C. Teacher Center on November 12 at Goding Elementary School. More than 50 teachers from schools throughout the District, including as large contingency from Goding Elementary School and their building principal, Barbara Smith, attended the sessions and shared strategies proposed by the most relevant research findings on effective classroom management.

Teachers heard about findings from the works of some prominent educational researchers, including Carolyn Evertson of the University of Texas at Austin; Linda Anderson of the Institute for Research on Teaching at Michigan State University; and Jacob Kounin, author of a large body of research on Teacher Behaviors for Effective Group Management.

The presenters, labeled TRLs (Teacher Research Linkers), are all Washington Teachers Union officers and members who have been involved in a two-year training program during which they reviewed the research concepts at training sessions, implemented the strategies in their own classrooms and practiced techniques to develop them as trainers and disseminators of the research with other teachers.

TRLs workshop presenters included:

Dolores "Dee" Smith (Goding)
Linda Satterthwaite (H.D. Cooke)
"Establishing Rules, Procedures and Consequences".

Doris Nelson (Bunker Hill)
Brenda Valentine (Kimball)
"With-it-ness, Overlapping, Smoothness and Momentum"

Willa Faulkner (Garnett Patterson)
Rosa Freeman (Garnett Patterson)
"Group Focus and Accountability"

TRLs who presented the research were congratulated by their colleagues who said they found the information to be practical and useful. Sessions were videotaped so that the workshops presenters could review their sessions and critically evaluate their performances with an eye to making improvements.

AFT staffers—Lovely Billups, Brenda Biles and Susan Veitch—have been responsible for implementation of the project. AFT's Educational Issues Director Marilyn Rauth also served as director of the project.

Lovely Billups, who represented project director, Marilyn Rauth, in the opening session commented that the cooperation between the union, the teacher center and the schools was very significant to the success of the project and that AFT was entirely committed providing services to its members in the area of issues related to their everyday professional practice. This project is a prime example.

WTU president, Bill Simons, opened the general session which preceded the workshops by congratulating the AFT and the WTU for their support of educational issues as a union concern. He also stated that he was delighted that Washington D.C. had been selected from among many locals to participate in the pilot project.

The next classroom practice seminar is already in demand and will be scheduled for Spring 1983.

News Briefs

ON SATURDAY, DECEMBER 11, 1982, A CONFERENCE FOR HIGH SCHOOL TEACHERS WILL TAKE PLACE AT THE UFT, 260 PARK AVENUE SOUTH (BETWEEN 19TH AND 21ST STREETS) BETWEEN THE HOURS OF 9:30 A.M. AND 2:30 P.M. THE TITLE OF THE CONFERENCE IS "TEACHING THE HIGH SCHOOL STUDENT OF THE 80's," AND SIX WORKSHOPS ARE BEING PLANNED IN ACCORDANCE WITH THAT TOPIC.

THE CONFERENCE WILL OPEN WITH A KEYNOTE SPEECH BY DR. RICHARD HERSH, A U.S. CONGRESSIONAL FELLOW OF THE OFFICE OF TECHNOLOGY ASSESSMENT. FORMERLY A HIGH SCHOOL TEACHER AND STAFF DEVELOPER, DR. HERSH WAS A DEAN OF THE GRADUATE SCHOOL OF THE UNIVERSITY OF OREGON AND AUTHOR OF A NUMBER OF BOOKS, INCLUDING PROMOTING MORAL GROWTH: FROM PIAGET TO KOHLBERG AND THE NATURE OF EFFECTIVE TEACHING. HE WILL DISCUSS HOW THE HIGH SCHOOLS ARE MEETING THE DEMANDS OF THE NEW WORLD OF TECHNOLOGY.

TEACHERS ATTENDING THE CONFERENCE WILL BE ABLE TO CHOOSE TWO WORKSHOPS FROM AMONG THE FOLLOWING: THE ART OF QUESTIONING, CRITICAL THINKING, THE ART OF TEACHER - STUDENT COMMUNICATION, CLASSROOM MANAGEMENT, ADOLESCENT PSYCHOLOGY AND TEACHING AND LEARNING STYLES

THE WORKSHOP LEADERS WHO HAVE BEEN SELECTED ARE EXPERTS IN THEIR SUBJECT MATTERS, AND WE EXPECT THE PRESENTATIONS TO BE STIMULATING AND THOUGHT-PROVOKING.

THE CONFERENCE WILL PROVIDE TEACHERS WITH AN OPPORTUNITY TO MEET WITH COLLEAGUES TO DISCUSS ISSUES RELEVANT TO HIGH SCHOOL TEACHING.

A REGISTRATION FORM FOR THE CONFERENCE IS PROVIDED AT THE BOTTOM OF THIS NEWSLETTER. WE HOPE YOU WILL BE ABLE TO ATTEND.

Focusing On...CLASSROOM MANAGEMENT

IT IS EXPECTED, THAT THE RESULTS OF MEDICAL RESEARCH WILL REACH THE PHYSICIAN PRACTITIONER. IS IT NOT EQUALLY REASONABLE THEN, TO EXPECT THE RESULTS OF EDUCATIONAL RESEARCH TO REACH THE CLASSROOM TEACHER, WHO IS IN THAT INSTANCE THE PRACTITIONER?

YET, HISTORICALLY, THERE HAS BEEN LITTLE COMMUNICATION BETWEEN EDUCATIONAL RESEARCHERS AND CLASSROOM TEACHERS. RESEARCHERS TALK TO EACH OTHER. THE INFORMATION REACHING TEACHERS FROM BOARDS OF EDUCATION AND BUILDING ADMINISTRATORS USUALLY ARRIVE AS "MANDATES". AS THE PROFESSIONALS IN THE CLASSROOM, WE ARE MORE AWARE THAN MOST OF THE CONTRADICTORY NATURE OF SOME EDUCATIONAL RESEARCH AND WE MAINTAIN A HEALTHY SKEPTICISM. RESULTING FROM ALL THIS IS A CHASM SEPARATING EDUCATIONAL RESEARCHERS AND CLASSROOM TEACHERS.

THE A.F.T., BELIEVING THAT EDUCATIONAL RESEARCH DOES INDEED GENERATE A GOOD DEAL OF TECHNICAL KNOWLEDGE ABOUT CLASSROOMS AND THE SCIENCE OF TEACHING, SET OUT TO BRIDGE THE CHASM. BASED ON THE EXPRESSED INTERESTS OF TEACHERS ACROSS THE NATION, CLASSROOM MANAGEMENT WAS CHOSEN AS THE FOCUS OF THE PROGRAM. THE A.F.T.'S EDUCATIONAL RESEARCH & DISSEMINATION PROJECT HAS IDENTIFIED STUDIES WHICH CAN BE USEFUL TO TEACHERS AND WHICH ARE IN AREAS UNDER TEACHER CONTROL. THE RESEARCH FINDINGS ARE BASED ON REAL CLASSROOM SITUATIONS AND THEY DESCRIBE WHAT TEACHERS ARE DOING. THEY ARE OBJECTIVE, NOT SPECULATIVE.

THE RESEARCH, HAS BEEN PUT INTO FORM AND LANGUAGE THAT IS UNDERSTANDABLE AND USABLE BY TEACHERS. A SAMPLE OF THE FINDINGS FOLLOWS:

> THERE ARE STRIKING DIFFERENCES IN MANAGEMENT TECHNIQUES BETWEEN MORE OR LESS EFFECTIVE TEACHERS. EFFECTIVE TEACHERS ARE DEFINED AS THOSE WHOSE STUDENTS SPENT MORE TIME ON TASK.

> THE GREATEST DIFFERENCES BETWEEN THE MORE AND LESS EFFECTIVE TEACHERS WERE IN THE AREAS OF CLASSROOM RULES AND PROCEDURES, MONITORING OF STUDENTS AND DELIVERY OF CONSEQUENCES. THE MORE EFFECTIVE TEACHERS WERE DISTINGUISHED BY HOW CLEARLY THEY ARTICULATED THEIR RULES AND PROCEDURES INTO A WORKABLE SYSTEM AND HOW EFFECTIVELY THEY TAUGHT THEM TO THE STUDENTS.

> JACOB KOUNIN SOUGHT TO FIND OUT WHICH TECHNIQUES WERE MOST EFFECTIVE IN CORRECTING STUDENT MISBEHAVIOR. HE CALLED THESE "DESIST TECHNIQUES". WHAT HE FOUND WAS THAT THE PARTICULAR STRATEGY OR TECHNIQUE WAS FAR LESS INFLUENTIAL THAN OTHER ASPECTS OF CLASSROOM MANAGEMENT IN MAINTAINING AN ORDERLY CLASSROOM.

> KOUNIN THEN WENT ON TO ATTEMPT TO IDENTIFY THOSE TEACHER BEHAVIORS THAT DID IN FACT REDUCE DEVIANT ACTIVITY AMONG STUDENTS. ONE OF THE MOST IMPORTANT FACTORS IS THAT THE STUDENT PERCEIVES THAT THE TEACHER IS AWARE OF EVERYTHING GOING ON IN THE CLASSROOM. KNOWING WHAT IS HAPPENING IS NOT ENOUGH; THE STUDENTS, ACCORDING TO KOUNIN, MUST KNOW THAT WE KNOW. THIS KNOWLEDGE IS COMMUNICATED TO STUDENTS BY THE TEACHER'S OVERT BEHAVIOR.

TEACHER RESEARCH LINKERS (TRL) HAVE BEEN TRAINED IN THE RESEARCH AND METHODS OF PRESENTATION. THE TRL'S ARE CLASSROOM TEACHERS WHO WORK IN A COLLEGIAL ATMOSPHERE WITH THEIR FELLOW TEACHERS. WORKSHOPS HAVE BEEN OFFERED IN SCHOOLS AND AT A CITYWIDE CONFERENCE. THE EMPHASIS IS ON SHARING INFORMATION ON CLASSROOM MANAGEMENT, AS A TOOL TO BE USED BY, NOT IMPOSED UPON CLASSROOM TEACHERS. WE CAN USE THE RESEARCH AS VALIDATION FOR OUR CURRENT CLASSROOM PRACTICES OR AS A GUIDE TO SUGGEST MORE EFFECTIVE WAYS TO GET JOB OF TEACHING DONE.

KNOWLEDGE IS POWER AND IF TEACHERS ARE AWARE OF USEFUL RESEARCH AND ITS IMPLICATIONS, THEY CAN MORE EFFECTIVELY HAVE CONTROL OVER DAILY CLASSROOM OUTCOMES.

ANYONE WANTING INFORMATION ABOUT RESEARCH STUDIES CAN CALL THE HIGH SCHOOL UNIT OF TEACHER CENTERS AT 787-6670.

Teacher to Teacher

WE, IN SPECIAL EDUCATION, ARE AWARE OF MIXED ATTITUDES AND CONFLICTING OPINIONS ABOUT THE VALUE OF SPECIAL EDUCATION TO THE TOTAL SCHOOL ENVIRONMENT. ON THE OTHER HAND, SPECIAL EDUCATION CAN POSE A THREAT TO MAINSTREAM TEACHERS IN THAT STUDENTS WITH SPECIAL PROBLEMS MAY BE PROGRAMMED INTO THEIR CLASSES. MANY MAY FEEL THIS IS AN UNJUSTIFIABLE BURDEN TO THEIR ALREADY OVERWHELMING CLASS SIZE. ON THE OTHER HAND, WE MUST ANALYZE THE ALTERNATIVE SITUATION. WERE THESE CHILDREN NOT IDENTIFIED AND PLACED IN SPECIAL CLASSES, THEY WOULD BE PLACED IN MAINSTREAM CLASSES, MUCH TO THE DISTRESS OF THE TEACHER.

WHICH, THEN, IS THE VIABLE ALTERNATIVE? TO PROVIDE SERVICES FOR STUDENTS WITH SPECIAL NEEDS OR TO NEGLECT THIS RESPONSIBILITY AND PROGRAM STUDENTS FOR FAILURE IN AN ENVIRONMENT WHERE THEY CANNOT POSSIBLY SUCCEED AND, IN ADDITION, DISRUPT CLASSES AND CAUSE ADDITIONAL PROBLEMS FOR MAINSTREAM TEACHERS AND STUDENTS. TO US, IN SPECIAL ED, THERE IS NO ALTERNATIVE. HANDICAPPED STUDENTS ARE ENTITLED TO AN EDUCATION. SPECIAL ED CLASSES SUPPLEMENTED BY A SENSITIVE, APPROPRIATE MAINSTREAM POLICY WHICH THREATENS NEITHER CHILD NOR TEACHER IS ESSENTIAL. COOPERATION FROM MAINSTREAM TEACHERS IS A MUST, IN ORDER FOR STUDENTS TO ACHIEVE TO THEIR GREATEST POTENTIAL. EACH CHILD IS AN INDIVIDUAL; WE MUST TAKE CARE NOT TO DENY ANY CHILD THE RIGHT TO SUCCEED, REGARDLESS OF DISABILITY. NO PREFERENTIAL TREATMENT IS DEMANDED. WHAT IS REQUESTED IS SENSITIVITY AND UNDERSTANDING. WE, AS EDUCATORS, ARE OBLIGED TO INSURE THE BEST TO ALL STUDENTS. IF WE CAN DO THAT, WE HAVE FULFILLED OUR OBLIGATIONS TO ALL OUR YOUTH.

PAT O'ROURKE
TEACHER, SPECIAL EDUCATION
SPRINGFIELD GARDENS HIGH SCHOOL

FYI

PROGRESS REPORT

SEPTEMBER 15 - DECEMBER 31, 1982

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PROGRESS REPORT ON FINAL QUARTER ACTIVITIES - 1982

The project period from October 1 to December 31 was
devoted to assisting sites in wide-scale dissemination efforts
and facilitating collaborative relationships between institu-
tions of higher education and the local project sites.

Wide-Scale Dissemination

At this point, most TRLs felt comfortable with the research
information and were ready to disseminate it. System-wide
"Teacher Practice Seminars" were offered at each site and were
well received by more than 300 participants.

One such seminar was presented in a two-part series at the
San Francisco site, the first being on October 19. The partici-
pants were divided into three groups. One group was formed
exclusively for secondary school teachers, while the other two
groups were comprised of elementary school teachers. Three of
the San Francisco TRLs each "paired-up" with members of the AFT
project team to present the following research concepts:

        Establishing rules, procedures and consequences
        With-it-ness and overlapping
        Smoothness and momentum
        Group focus and accountability

Program participants responded on workshop evaluation forms
(see Field Log, October 19) with an over-all rating of "most useful"
for the research information they received. They further indicated
they would be interested in knowing about other research-based
strategies for effective classroom practice. The next research
session was presented on November 16. Topics presented included:

        Direct Instruction/Interactive Teaching
        Teacher Questioning
        Providing Feedback to Students
        Time on Task

One of the segments of the October 19 seminar was video-
taped and has been incorporated into an AFT-sponsored nationwide
cable TV series - "Inside Our Schools."

Research-related materials were distributed to seminar
participants. Significant among them was a one-page summary

of Kounin's Group Management Behaviors. TRLs and teachers
responded quite favorably to this short summary (although
we recognize that it does not substitute as a preparation
piece for training trainers). Subsequent to this workshop
we distributed this summary at other workshops in which
Kounin's work was being discussed. (see copy, October 19
Field Log).

On November 12, TRLs in Washington, D.C. presented their
first system-wide Teacher Practice Seminar. The research topics
were identical to those presented in San Francisco. This group
al divided into three sections, but it was the presenters who
      d from section to section. In this case, six TRLs formed
      groups of two. Each group was assisted by a member of
    AFT project team. Session leaders planned and executed
different presentation formats. Most of the TRLs prepared
teacher-made charts and other materials to supplement their
presentations. Session leaders employed a range of presenta-
ion strategies which ranged from lecture to high group
involvement. What was most important was the fact that the
research concepts were accurately presented regardless of
the presenter's style.

Presentations were video-taped in order that the TRLs
could observe and critique the presentations at a later date.
This turned out to be a very valuable experience in developing
the role of effective disseminators. Equally as important to
the TRLs was the positive feedback they received from their
peers on the high quality of both the research information and
the presentation styles.

New York City's all day "City-Wide Conference on Classroom
Management and Teacher Effectiveness" was held on Saturday,
October 2. More than 150 participants paid $5.00 each to the
Teacher Center to cover the cost of materials and a hot buffet
luncheon. The conference was over-subscribed, and a follow-up
conference was held on the following Monday to accommodate the
"overflow." With minor exceptions, the information presented
was gleaned from ER&D materials, including Evertson, et al.'s
research on Beginning of the Year Classroom Management, Direct
Instruction and Time on Task. Again, workshop participants
would like to meet on a regular basis in a "study circle" format.
Also noteworthy was the participation of a group of special
education teachers who reported that the experience was beneficial
to them.

Building Level Dissemination

This was not the first experience at wide-scale ER & D dissemination for the New York City TRLs (although that was the case in both Washington, D.C. and San Francisco). Consequently, New York was able to pursue building level dissemination at a rather rapid pace. Several TRLs had shared research in their buildings before Thanksgiving. Presentations were given in formal settings (e.g., grade level conferences) and informal settings, (e.g., "The Research for Lunch Bunch"). The study circle idea had begun to take hold as other TRLs planned sessions for their buildings.

In Washington, D.C., most TRLs seemed to derive the impetus to share research at their building levels from their experiences in planning and implementing their system-wide workshop. Only two D.C. TRLs had held training sessions at their schools prior to the district-wide session. On the morning of the system-wide workshop, three TRLs presented research to their school faculties. (This was a general staff development day.) Three others conducted research sessions in their schools in the weeks following the seminar. Still more TRLs have arranged schedules with their building principals and will be presenting in the early months of 1983. One TRL has already organized five research sharing sessions, including a presentation to a regional group of science teachers.

In San Francisco, building level dissemination has moved at a slower pace. TRLs have done project awareness sessions at their schools and have been sharing research information with individuals, but so far, only one school has scheduled research sharing sessions. This is a high school in which two TRLs have developed an all-day staff development model during which the same research sessions will be presented for four periods in one day (giving teachers the opportunity to attend during prep periods). A series of four weekly sessions have been arranged.

Collaboration

We encouraged local site coordinators to continue their dialogues with institutions of higher education in order to continue the flow of research information to the sites. In San Francisco, two more meetings were held with Nate Gage of Stanford. The addition of Project Advisory Member Lee Shulman to the Stanford faculty had been an added advantage in our collaboration talks.

These recent conferences at Stanford have been more directly focused on the role that the local site coordinator will play in effecting the collaborative relationship. The Local Site Coordinator has agreed to seek funding to help defray the costs of using the part-time services of a Stanford graduate student to identify and translate new research information for the local. Further plans are in the making to offer a one-year training program in educational research to a San Francisco TRL. In the event that the TRL could obtain a sabbatical leave from teaching, Stanford would assume the tuition costs. San Francisco TRLs have also received an open invitation from Dr. Gage to sit in on his "Psychological Research on Teaching" classes which begin in January. Additionally, the San Francisco site will be able to enjoy the benefits of its proximity to Far West Laboratory from which much local assistance has already been realized, through Advisory Board member Betty Ward.

In New York, several avenues of approach were investigated in the interest of transition and institutionalization of the project. Another meeting was held with Dr. Arnold Webb, Dean of the School of Education, City College of New York. This meeting was called to raise issues of "turf" and "flexibility in selecting research." Decisions in this matter are left to the local, therefore further dialogue will continue between the college and the local.

The Local Site Coordinator in New York has been working with representatives from Columbia Teachers College, Fordham University and Queens College, along with the school administration, to put together a funding proposal to support the continuation of the process. Funds would be used for higher education faculty time and stipends for trainees in the program. Responsibility for continuing the process would rest with the union, the teacher center, the college and the school district. Some approaches that are being considered include targeting by school district and training a TRL in each school, and offering a course for credit through the teacher center, "Recent and Relevant Research for Teachers."

The collaboration process in Washington, D.C. is also directed along the lines of course presentations. The Local Site Coordinator has been in communication with several college deans through the D.C. Metropolitan College of Education Deans' organization "Metro Council." She has submitted a proposal whereby a course titled "Teaching Research to Classroom Teachers" would be offered at the teacher center for graduate

credit. The course would be taught by a consortium of teachers (TRLs) trained in the ER & D program. Also, the local site coordinator has received verbal commitments from two universities to aid in program continuation by serving as providers of new research, readers of research, interpreters of new research and evaluators of submitted research.

Developing New TRLs

Seven new TRLs have been identified in San Francisco. Two project orientation sessions have already taken place. Plans are in the making for the experienced TRLs to conduct research training sessions for the new recruits. TRLs will select the areas of research with which they are most comfortable and rotate training sessions on a three-to-four-week basis.

In New York City, TRLs on the teacher center staff are using the evaluations from the October 2 city-wide conference to identify teachers who indicated that they were interested in pursuing research. These people will be contacted and a process will be initiated to see if they would be interested in becoming TRLs.

No plans for developing new TRLs have as yet been articulated in Washington, D.C. However, some teachers in schools where our TRLs are located have expressed an interest in becoming involved in the program. The local will pursue these avenues in the near future.

AFT's Commitment to the ER & D Process

As the NIE funding period terminated, the question arose at each site as to the degree to which AFT would continue its involvement in this dissemination effort. Two of the original three ER & D project staff members have been assigned permanent employment with the Educational Issues Department of AFT. At least one of these staff members will be responsible for maintaining the network of pilot sites and developing replication of the project in other locals. One plan under consideration provides for the AFT to run a one-week training session this summer for local site coordinators from a number of local unions throughout the country interested in implementing the research dissemination model developed through this project.

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D   L O G

LOVELY   BILLUPS
_____
STAFF MEMBER

D.C. TEACHER CENTER
_____
SITE OR LOCATION

OCT. 5, 1982   3:30 pm
_____   _____
DATE   TIME

PURPOSE OF VISITATION

TRL TRAINING SESSION

PERSONS CONTACTED

PRESENTERS - Brenda Biles, Lovely Billups
PARTICIPANTS - Fielding Gentry, Esther Hankerson, Frances Robinson, Dee Smith, Jean Smith,
Linda Satterthwaite, Willa Faulkner, Rosa Freeman

FIELD ACTIVITIES

See Agenda, attached.

INTERACTIONS - COMMENTS - FOLLOW-UP

Items on the agenda were pretty much covered, although not always in that order.
Certain scheduling arrangements were made:

 a) Next TRL training session - Saturday, Nov. 6th - 9:00 am - 1:00 pm at the
     AFT office library

 b) District-Wide ER&D Workshop - ½ day Friday, November 12th - at D.C. Teacher
     Center

The TRL session was scheduled at the AFT office because the Teacher Center Bldg.
(Goding Elementary School) will not be available every weekend for sessions as was
previously the custom. The district-wide workshop will be held on a district-wide
staff development day. During the first half of the day, teachers will be committed
to "record-keeping" sessions within their buildings. Plans for use of the second
half of the day by school principals are not known at this time. Therefore, we are
not sure who will be available to attend our session and may have to opt for repre-
sentatives to be sent from each school. TRLs suggested CBC coordinators and building

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(OVER)

reps. These are possibilities, although we would be most satisfied, if we could make it available to anyone who would like to come. We briefly discussed the plan with Jimmie (who had suggested the date). She agrees with plan and will make contacts with central administration. I have since written to Jimmie, giving her a rough outline of the plans and have set a planning meeting with the Workshp Committee - Fsther Hankerson, Percell Thomas, Dee Smith, Frances Robinson. We plan to use a good portion of the November 6th session to finalize plans for the district-wide workshop.

During the rest of the session we discussed some more reactions to research imp:... mentations and especially emphasized the dissemination aspect of the project. We told TRLs that we hoped to bring in at least two additional pieces of research, but we were most interested in using the rest of the project time to get into their buildings and helped them with their research - sharing efforts.

Dee said that two teachers in her building noticed her room arrangement and asked her to help them with theirs. Frances Robinson said that she has been given a most difficult class and that the information which helped her to arrange her room was very helpful. Also, she posted and taught her rules this year, for the first time. She constantly reinforces them with class pointing to the rule. She sees tremendous improvement over other years.

Fielding reported on the process followed in delivering the classroom management workshop by himself and Susan Veitch at his school, September 3rd. He said it was well-received. Teachers liked information and are using it, especially in establishing and posting rules. We all agreed that more needs to be done to help teachers with developing consequences for students who disobey the rules.

Willa Faulkner and Rosa Freeman said that their principal was ready and willing for them to disseminate some of the research info, but that their own busy schedules for beginning the year had hampered their doing anything yet. (Willa is recovering from an injury.) Dee Smith said that her principal was ready to put her on the faculty meeting agenda. She has her theme for a presentation, "Let's get physical," and will, with our help, plan her presentation for the near future on "Classroom Environment" which is the theme this year in her school. Frances Robinson is still having a great deal of difficulty with her principal. She says she will have to disseminate through someone else. She has encouraged the building rep to set up a bulletin board on which she will post some of our materials. Frances would also like to write an article on the project from her perspective for the WTU newsletter. She will share the draft with us. We will also advertise the November 12th workshop through the WTU newsletter (Yvonne Newell), once we get clearance from Jimmie.

Jean Smith said that it was difficult to begin dissemination in her building because the principalship is not settled. The acting principal will leave as soon as a replacement is appointed. This acting principal wants her to "hand-out" ER&D materials. She refuses because she feels the information merits a more "dignified" presentation.

For the rest of the session, we divided into two groups. Brenda took the TRLs who missed the summer session and began a review of the ER&D manual. (See log) I went over the elements of a new piece of research "Teacher Transitions Can Disrupt Time Flow in Classrooms." The D.C. TRLs had requested that we share with them an

FIELD LOG
10/5/82 - D.C.
LOVELY BILLUPS - 3

original piece of research that had not been summarized by us. They enjoyed looking
at the components of the research and expressed appreciation for the job we've done
with our studies.

LHB/kls
opeiu2aflcio

AGENDA

TRL - TRAINING SESSION - WASHINGTON D.C.

Staff - Lovely and Brenda

3:30 - Welcome, Coffee, Announcements - Distribution of materials

Project Dissemination

a) Remarks from Fielding Gentry, re: his school's experience with the ER&D development session

b) System-wide Dissemination - An ER&D Expo

1) Form a committee

c) Bldg. level dissemination
Personal calendars

Training Session

a) Set dates

4:30 - Working Groups

Group A - (Brenda)

People who missed summer session review manual, etc. with Brenda - also tips to presenters

Group B - (Lovely)

People who attended summer session

a) Ask questions re: research or process (Tips to presenters)
b) Scan new piece of research on Transitions (original form)

5:30 - Whole Group - Brainstorm adversarial situations for presenters

6:00 - Adjourn

PUBLIC:

OFFICE OF THE PRINCIPAL

Memorandum to:

From:

Subject: Administrative Leave

It is my duty as principal of Francis Junior High to point out to
you that we are in session with the children for 184 days this
school year. That figures out to be approximately one-half of a
calendar year. We have the children for six hours per day.
Out of that time at least 45 minutes are spent at lunch and twenty-
eight minutes are lost in transition from class to class. Every
minute is precious Academic Learning Time lost. Every day a
teacher is absent from school is a day almost totally lost to the
students assigned to you.

Therefore, in view of the above, I am denying your request for
administrative leave.

Please be advised that you have ten days leave allocated to
you per year and of that ten, three days are designated as
general leave which can be used for the purpose you have requested.

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D   L O G

BRENDA BILES
STAFF MEMBER

WASHINGTON, D.C.
SITE OR LOCATION

OCT. 5, 1982   5:30 - 6:00 PM
DATE   _TIME_

PURPOSE OF VISITATION

One session of the DC TRL training session - to go over the manual and review the
adult ed, classroom management and teaching effectiveness research with the TRLs
who missed the summer training sessions.

PERSONS CONTACTED

Willa Faulkner
Rosa Freeman

FIELD ACTIVITIES

. Since we were running behind time and I only had ½ hour, we only got through the
program process section of the manual as a review.

INTERACTIONS - COMMENTS - FOLLOW-UP

We reviewed the materials in the program process section of the manual. I emphasized
those materials which directly related to their role as TRL and how to disseminate
research to teachers in their building. I talked some about handling situations in
which teachers may describe their classroom practices and it's obvious there is some
disagreement within the group as to their effectiveness. Talked about contingency
planning. Gave them copies of the adversarial scenarios to look at and think about.

Rosa indicated several times that they (she and Willa) would be making arrangements
soon to do a presentation to their faculty. We discussed planning content and our
(staff- ER&D) role in assisting them. Assured her we would help put together a
"catchy" agenda for her teachers like we did with Fielding and that we would
provide nice materials for participants.

Willa seemed a little reticent and indicated she needed to review the materials in
the manual to get a handle on the research concepts. (She's been away for awhile.)

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FIELD LOG
10/2/82 - D.C.
BRENDA BILES - 2

We need to follow up with Rosa so she doesn't lose any steam and continues with her plans.

RESEARCH FEEDBACK:

Rosa tried a new and exciting seating arrangement the first day of school which involved arranging the students' desks in a semi-circular pattern with her desk in the center. She said she received a lot of positive feedback from teachers in her building. Willa confirmed that. However, the arrangement did not work well with the students. They talked more and socialized more. She had a difficult time controlling the students. So she rearranged the desks into a traditional whole class with rows format. She now finds it easier to control the students. We talked about the "newness" of the arrangement and its effects on students, particularly at the beginning of the year. I suggested that she might be able to change the room back again later in the year, if she wants to, once she's established her classroom management system and control in the traditional, expected room environment. She'd also have a clearer understanding of her students and their behavior patterns.

BLB/kls
opeiu2aflcio

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D   L O G

LOVELY BILLUPS
STAFF MEMBER

D.C. SITE   AFT LIBRARY
SITE OR LOCATION

NOV. 6TH, 1982
DATE   TIME

PURPOSE OF VISITATION

TRAINING SESSION

PERSONS CONTACTED

Dee Smith, Willa Faulkner, Esther Hankerson, Rosa Freeman, Brenda Valentine,
Frances Robinson, Linda Satterthwaite, Fielding Gentry, Doris Nelson, Elyane Martin

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FIELD ACTIVITIES

TRL TRAINING SESSION

INTERACTIONS - COMMENTS - FOLLOW-UP

Meeting agenda as follows:

AGENDA FOR NOV. 6TH SESSION WITH D.C. TRLs AT THE AFT LIBRARY 9:00 am - 1:00 pm

9:00	- Coffee
9:15	- ER&D Items:
	a) TRLs Dissemination plans at individual building levels
	b) Review research implementation experiences in classrooms
	c) schedule next training session
10:15	- District-wide workshop - Nov. 12th
	a) Select presenters
	b) Involvement of other TRLs - (registration, distribution of materials, refreshments, etc.)
	c) Possible attendance figures
	d) Additional publicity
11:30	- Planning Period for Workshop Presenters*

*(Those who are not presenting will join planning groups for practice.)

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TRLs offered the following dates for sharing research in their buildings-

    Linda S. - Nov. 18th and Jan. 20th
    Doris N. - Will arrange a Dec. date
    Esther H. - Will arrange a Dec. date
    Dee S.   - Nov. 19th (will do a follow-up of Nov. 12th workshop)
    Willa F. ⎤
    Rosa F. ⎦ Nov. 12th a.m. Will present research material during CBC segment of
               school staff development schedule

AFT President Al Shanker happened to be in the AFT offices during the session
period. He spent some time with the group, during which TRLs shared with him
the ways in which research findings had influenced their classroom practice.
Some teachers said that the research had affirmed that some of the things they
have been doing as experienced teachers was correct. This, they said, made them
feel good. Others told how adjustments in their room arrangements or their class-
room rules had resulted in better management of the student body. Al suggested
some research-based information that he had read regarding parent involvement in
classroom discipline procedures. He said he would send copies to our office.

In selecting a date for the next training session, the TRLs suggested using one of
their professional Leave Days for an all-day session on December 3rd. I will
follow-up with a letter of reminder to each of them and will also inform Jimmie
Jackson of the plan.

District-wide Workshop, Nov. 12th. The following people volunteered and were
accepted as workshop presenters. TRLs will work together in pairs, assisted by
members of the AFT ER&D team.

    Dee Smith & Linda Satterthwaite - Sue Veitch
            (back up person)   - Frances Robinson
    Doris Nelson & Brenda Valentine - Brenda Biles
                (back up person) - Esther Hankerson
    Willa Faulkner & Rosa Freeman - Lovely Billups
                (back up person)- Fielding Gentry

Elyane Martin will be in charge of setting up refreshments. Each TRL will bring
something to accompany the coffee and tea which will be provided by the ER&D
project. Dee Smith will make punch. Brenda Valentine will bring cups and
napkins.

Session Agenda -
    1:00-1:30 - General session (Goding Auditorium)
                speakers - Jimmie Jackson - T.C. involvement in ER&D process
                           Bill Simons - WTU involvement in ER&D process
                           Marilyn Rauth - Description of Project & AFT involvement
                           (Lovely Billups, alternate)
    1:30-3:00 - Workshop sessions
                A - Establishing Rules, Procedures and Consequences
                B - With-it-ness, Overlapping, Smoothness and Momentum
                C - Group Focus and Accountability

Session presenters will rotate from room to room at each ½ hour interval. Actual presentations will last 25 minutes, allowing for a 5 minute break-transition time for presenters to move.

Evaluation forms will be distributed at 3:00 pm after which participants are free to participate in social hour during which refreshments will be served.

Fielding, Willa and Rosa will be sharing research info in their schools during the morning of Nov. 12th. The AFT ER&D team will meet with them during the week to aid in their planning and presentation and to provide any materials they need.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

D.C. SITE - JOHNSON J.H.S.
SITE OR LOCATION

NOVEMBER 9, 1982   2:00 - 3:30 PM
DATE   TIME

PURPOSE OF VISITATION

ASSIST TRL FIELDING GENTRY WITH PLANS FOR STAFF-DEVELOPMENT SESSION -
NOVEMBER 12th, 1982   8:45-12:00 NOON

## PERSONS CONTACTED

Fielding Gentry

FIELD ACTIVITIES

Develop plans - Classroom Management Workshop

INTERACTIONS - COMMENTS - FOLLOW-UP

I met with Fielding and we developed plans for the session as outlined on
the attached Format Sheets.

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(OVER)

Keeping on the
Right Track!

AGENDA
JOHNSON JR. HIGH
CLASSROOM MANAGEMENT WORKSHOP

NOVEMBER 12, 1982
·Auditorium

Fielding Gentry, Teacher Research Linker
Lovely Billups & Brenda Biles, AFT Staff

9:00 - 9:30   Management simulation & role-playing
               Discussion

9:30 - 10:00   Review of research shared on September 3, 1982

10:00 - 10:15 Whole group activity - "Linking Management Strategies
               for Kounin, Evertson, et. al."

10:15 - 10:30 Overview of Jacob Kounin's Group Management
               Strategies:
                       With-it-ness/Overlapping
                       Smoothness/Momentum
                       Group Focus & Accountability

10:30 - 10:45 BREAK and movement to small groups

10:45 - 11:30 Small group activity

11:30 - 12:00 Return to auditorium for wrap-up, sharing and
               evaluation

SCV

FORMAT FOR CLASSROOM MANAGEMENT WORKSHOP

JOHNSON J.H.S. - NOV. 12TH, 1982
8:45 A.M. - 12:00 NOON
PRESENTER - FIELDING GENTRY
ASSISTED BY AFT STAFF MEMBERS:
LOVELY BILLUPS
BRENDA BILES

NOTE - Fielding has requested and received the following materials
for this workshop -

Kounin's research summary - 15 copies
Kounin's Effective Classroom Management Behavior Summary - 70 copies
Role Playing Activity - Classroom Management/Kounin Research
- 30 copies
Kounin's Activity on Smoothness & Momentum - 30 copies
Kounin's Activity on Group Focus and Accountability - 30 copies
Activity for Linking Management Strategies for Kounin,
Evertson, et al - 70 copies

WORKSHOP AGENDA
(70 PARTICIPANTS)

Auditorium

9:00-9:30 a.m. - Presentation of a simulated classroom situation,
using actual students who enter a classroom and are ignored by
the teacher who is busy with an administrative task. The stu-
dents will act out misconduct, -
loud noise level, inability to find a seat, insecurity
about what to do next, rowdiness which involves pushing
and shoving, etc. Teacher will attempt to call class to
order. (Fielding will select and coach students who will
participate).

Discussion of situation will be held after the role-playing.
Students will be asked how they felt about the situation and
what they felt the teacher should have done to avoid the con-
fussion.

9:30-10:00 a.m. - Review of BYCM research which was presented at
last staff development session by Sue and Fielding. Most of
this time will be spent developing the "consequences" portion
of rule-setting. e.g. consistent, enforceable, and hierarchal.

10:00-10:15 a.m. - Transition -
Activity for whole group
"Linking Management Strategies for Kounin, Evertson, et al.

10:15-10:30 a.m. - Overview of Kounin Group Management Strategies
(Lovely and/or Brenda)
With-it-ness - Overlapping, Smoothness, Momentum, Group Focus
and Accountability

10:30-10:45 a.m. - Coffee Break and Group movement to 3 classrooms

10:45-11:30 a.m. - Small group activities (3 groups)

   a) Role playing - Kounin Classroom Management
      (With-it-ness, Overlapping)

   b) Smoothness and Momentum Activity - Kounin

   c) Group Focus and Accountability - Kounin

   (Fielding, Lovely, Brenda - take one group each)

11:30-12:00 noon - Wrap-up - Sharing and Evaluation
(Auditorium)

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D L O G

LOVELY BILLUPS
STAFF MEMBER

GARNETT-PATTERSON J.H.S.
WASHINGTON, D.C.
SITE OR LOCATION

11/10/82   2:00-4:00 p.m.
DATE   TIME

PURPOSE OF VISITATION

PLANNING - STAFF DEVELOPMENT SESSION
          A.M. NOVEMBER 12TH, 1982
          AT GARNETT-PATTERSON

PERSONS CONTACTED

Rosa Freeman   TRL
Willa Faulkner   TRL

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

I took materials requested by Rosa and Willa for their workshop, including the
Complete Role Playing Activity Set for Kounin's Research, The One-Page Kounin
Summary Sheet and Tips To ER&D Presenters. I promised to send the Checklist for
Teacher Behaviors for Group Focus and Accountability. (They will also use this
for their presentation at the District-wide workshop at the Teacher Center, Nov.
12th p.m.).

We planned their morning session which will last from 10 a.m. to 11 a.m. They
will focus on Kounin's findings, giving a general over-view of his concepts. The
rest of the period will be devoted to activities centering around Overlapping
(The Role-Playing Situation with the teacher managing a reading group and being
interupted by the L.D. child, etc.). The rest of the period will be devoted to
two simulated classroom situations dealing with Group Focus and the use of props
to increase student accountability during a lesson presentation.

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(OVER)

FORMAT FOR RESEARCH PRESENTATION
AT D.C. - DISTRICT-WIDE WORKSHOP

CLASSROOM PRACTICE SEMINAR

NOV. 12TH, 1982 - 1:00-3:30 P.M.
D.C. TEACHER CENTER

PRESENTERS - ROSA FREEMAN
WILLA FAULKNER
FIELDING GENTRY - (ALTERNATE)
LOVELY BILLUPS - (AFT TEAM
PRESENTER)

I.   The first few minutes will be used by Lovely to present a
2 min. brief summary of the research findings on Group Focus and
Accountability (Kounin).

II. Next, Rosa will direct a whole group activity simulating a
mathematics lesson in the classroom (addition computation).
One person will be directed to work the problem at the chalk-
board while the rest of the class works the problem at their
12 min. seats. Each participant will be supplied with three "answer"
cards, only one of which has the answer to the problem. Upon
completion of their computation, each participant will be asked
to hold up the answer they feel is correct while the student
at the board reveals his/her answer. The teacher has instructed
that all eyes face front, to avoid copying. The teacher
monitors the class to be sure that students comply with the
rule. Each student can then compare his answer with the one
at the board and agree or disagree with the answer. (The
teacher may choose to give some of the brighter students
three cards, none of which is the correct answer, so that
they are challenged. This is good practice for tests which
provide multiple choice and answers to questions and include
category "None of these" as the correct answer.) The teacher
can scan the classroom to see who has computed correctly or
incorrectly.

Discussion will follow as to the implications of this research-
based strategy for individual student involvement in the group
process. Discussion will be led by two previously selected
"observers" who have recorded the teacher class behaviors and
reactions on a "Checklist for Group Focus and Accountability".

III. Following this activity, Willa will direct a language arts assign-
ment activity involving the formation of declarative or in-
12 min. terrogative sentences. Each participant will receive 7 cards,
four with words, You Are Here Now, and three with punctuation
marks, (period, question mark, comma). One third of the group

will be instructed to form a declarative sentence beginning with "Now", another a declarative sentence beginning with "You" and the third group will be asked to form an interrogative beginning with any word they choose. In each case, students are required to use the appropriate punctuation mark(s) (some may find a way to use the comma).

In essence, the teacher has to give <u>very clear</u> directions since the class has three different assignments. Also, the teacher must <u>monitor</u> the room by <u>circulating</u> among the class so that she can see how the sentences are formed and can offer assistance to those who may need it. The entire group will have the "Checklist for Group Focus and Accountability". The ensuing discussion will involve participants reactions to the strategies and to the teacher behaviors.

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F I E L D   L O G

<u>LOVELY BILLUPS</u>
STAFF MEMBER

<u>WASHINGTON, D.C.</u>
SITE OR LOCATION

<u>NOVMEBER 12, 1982</u>   <u>1:00 - 3:30 p.m.</u>
DATE   TIME

PURPOSE OF VISITATION

ER&D DISTRICT-WIDE CLASSROOM PRACTICE SEMINAR

Attached: -Announcement flyers for
publicity
-Copies of program &
handouts
-Presentation format
Group Focus & Account-
ability

PERSONS CONTACTED   Present - Biles, Billups, Veitch

54 teachers present
TRL Presenters: Dee Smith, Linda Satterthwaite, Rosa Freeman, Willa Faulkner,
Brenda Valentine, Doris Nelson

FIELD ACTIVITIES   Research Presentations

Rules, Consequences and Classroom Procedures   Group Focus and Accountability
With-it-ness, Overlapping, Smoothness, Momentum

INTERACTIONS - COMMENTS - FOLLOW-UP

The program format pretty much followed the planned agenda. A sizeable portion of
the 54 teachers who attended the seminar were from Goding Elementary School. The
principal of that school was also in attendance.

Research Topics and those who presented them included:

   I. Dee Smith - Linda Satterthwaite and AFT team member Susan Veitch
      "Establishing Rules, Procedures and Consequences"

  II. Doris Nelson and Brenda Valentine and AFT team member Brenda Biles
      "With-it-ness, Overlapping, Smoothness, Momentum"

 III. Willa Faulkner and Rosa Freeman and AFT team member Lovely Billups
      "Group Focus and Accountability" (sample attached)

The "pairing up" to make the presentations with an AFT advisor for each group was

by consensus of the planning committee which also determined that the "presenters"
should rotate from group to group for each session inorder to save time and not have
participants wander off to smoke etc.   This worked well.

This group of TRL presenters were very conscientious in preparing charts and other
visuals to enhance their presentations.   Each set of presenters were video-taped
for purposes of evaluating their presentation styles at a future date.

It was evident that they had given thought and time to what they wanted to do and
were for the most part successful. Thus each said they were very nervous.   The
feedback from their peers was very positive -- a great turn-on for the TRLs who
are raring to go again.


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A CLASSROOM PRACTICE SEMINAR

Sharing Information That <u>Stands-up</u>

NOV. 12, 1982

D.C. TEACHER CENTER

Goding Elementary School
Washington, D.C.

RESEARCH GIVES
POWER
TO THE TEACHER!

The AFT
Educational
Research and
Dissemination
Program
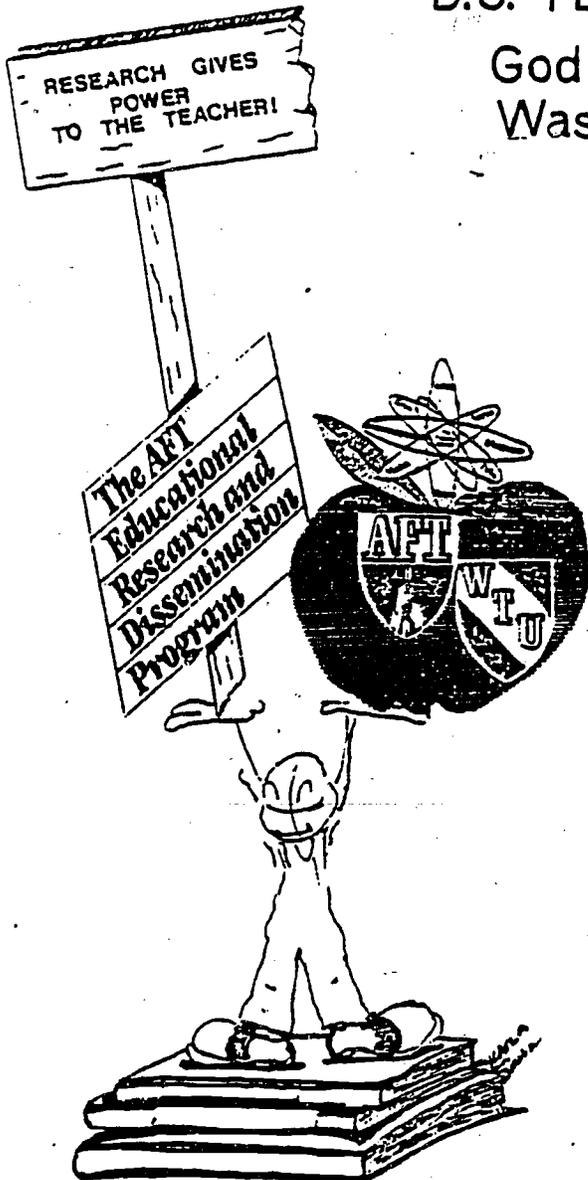
SPONSORED BY:

THE D.C. TEACHER CENTER
THE WASHINGTON TEACHERS' UNION
THE AMERICAN FEDERATION OF TEACHERS

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

D.C. SITE

LOCAL SITE COORDINATOR - JIMMIE JACKSON
                         D.C. TEACHER CENTER DIRECTOR
                         VICE PRESIDENT - W.T.U.

TEACHER RESEARCH LINKERS

WILLA M. FAULKNER
ROSA B. FREEMAN
FIELDING L. GENTRY
RUSSELL M. HARRIS
ESTHER S. HANKERSON
ELYANE MARTIN
DORIS K. NELSON
DEBORAH J. NESMITH
SHIRLEY F. RITTER
FRANCES P. ROBINSON
LINDA A. SATTERTHWAITE
JEAN C. SMITH
DOLORES "DEE" SMITH
PERCELL H. THOMAS
BRENDA VALENTINE

AFT - ER&D STAFF

MARILYN RAUTH - DIRECTOR OF EDUCATIONAL ISSUES DEPT.
BRENDA BILES
LOVELY BILLUPS
SUSAN VEITCH

Introduction

Historically, there has been a gap between educational research
and practicing teachers. This gap, however, has been success-
fully bridged in an NIE-funded pilot program in which teachers
and researchers have successfully combined their efforts
via the teacher union structure to utilize research information
in the classroom; a process long overdue.

Materials presented in this session are from educational
research findings on effective classroom management strategies.
The emphasis is on classroom techniques used by more effective
teachers which tend to prevent disruption in the classroom
and help to create an environment in which learning can take
place.

Fourteen teachers in D.C. have been implementing research-based
strategies and proving them to be useful. These Teacher Research
Linkers are now willing and able to share this information
with fellow teachers. We are grateful to the Teacher Center
and to school administrators for their support in facilita-
ting this process.

RESEARCH INFORMATION "STANDS-UP" AND GIVES POWER TO THE TEACHER!

CLASSROOM PRACTICE SEMINAR

PROGRAM

1:00 PM - 1:30 PM   GENERAL SESSION
                                     GODING SCHOOL AUDITORIUM

1:30 PM - 3:00 PM   TRAINING SESSIONS
                                     TEACHER CENTER CLASSROOMS

- ESTABLISHING RULES, PROCEDURES AND CONSEQUENCE'
- WITH-IT-NESS, OVERLAPPING, SMOOTHNESS AND MOMF UM
- GROUP FOCUS AND ACCOUNTABILITY

3:00 PM - 3:30 PM   REFRESHMENTS AND SOCIAL HOUR

                          ADJOURN

Establishing Classroom Rules, Procedures & Consequences

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BEGINNING OF THE YEAR ELEMENTARY CLASSROOM ORGANIZATION STUDY

CLASSROOM ORGANIZATION AND EFFECTIVE TEACHING PROJECT
RESEARCH AND DEVELOPMENT CENTER FOR TEACHER EDUCATION
UNIVERSITY OF TEXAS, AUSTIN

The work done by Evertson, Emmer, et al. was chosen by the AFT Educational Research and Dissemination Program staff because its results reflected the findings of most of other research done in the area over the last 15 years. In addition, the results suggest practical applications for classroom use. The study was designed to determine what teachers do at the beginning of school to establish effective classroom environments and how they maintain those environments throughout the year.

The study was conducted in 27 self-contained elementary classes in 8 Title I or near Title I schools in a large, urban district. Teachers involved ranged from first-year to 30 years of experience. Each class was observed 8-9 times, over the first 3 weeks, and approximately every 3 weeks thereafter.

Observers were trained in narrative recording relating to organization and management, materials, activities, and teacher-pupil contacts. Student-task engagement was rated every 15 minutes during each 2-hour observation. Component ratings, time logs, teacher interviews/questionnaires, and student achievement records were also used to obtain information.

Very effective teachers were identified on the basis of student achievement gain as well as management criteria.

Good managers when compared to less effective managers were characterized by the following:

1. Careful, detailed planning of rules/procedures

2. Systematic teaching of expected behaviors

3. Encouraging high levels of student accountability for work

4. Maintaining good management systems

5. Organizing instruction for student task-engagement and success.

Activity III

SET OF RULES REGARDING BEHAVIOR
IN THE SCHOOL AND CLASSROOM

Reminders: a) Limit number of rules (6-8). b) Rules should be clear and specific and understood by students. c) A rule can be an umbrella policy which governs several procedures, e.g. "Walk when moving about the classroom." d) Rules should be posted.

Suggested topics -

    Students' relationships with one-another -
        fighting - verbal abuse - courtesy - taking turns, etc.

    Care of school and personal property
        clean-up

    Students' relationship with teacher
        follow directions, courtesy, etc.

PARTICIPANTS

Write two or more rules and develop well thought out consequence(s) for each rule.

Share with group.

RULE	CONSEQUENCE
1.	1.
2.	2.
3.	3.

Guidelines for Room Arrangement

```
┌──────────────────────────────────────────────────┐
│                                                    │
│           KEYS TO GOOD ROOM ARRANGEMENT            │
│                                                    │
│       High traffic areas are free of congestion.   │
│                                                    │
│       Students are always visible to the teacher.  │
│                                                    │
│       Storage space and necessary materials are    │
│                   readily accessible.              │
│                                                    │
│         Students can easily see instructional      │
│              displays and presentations.           │
│                                                    │
└──────────────────────────────────────────────────┘
```

AVOID UNNECESSARY CONGESTION IN THE FOLLOWING AREAS:

Group work areas, centers and stations

Pencil sharpener and trash can

Bathrooms, sink and water fountain

Bookshelves and storage areas

Students' desks

Teacher's desk

TIPS FOR ARRANGING FURNITURE

1. Make sure all students can easily see:

   You, when you are presenting information

   Chalkboards

   Overhead projector screen

   Instructional displays

2. Keep in mind potential distractions such as:

   Windows and doors

   Animals or other interesting displays

   Small group work areas

3. Leave plenty of room around student desks so that you can get to each student when monitoring.

4. Locate your desk, work areas and instructional areas where you can see all of the students all of the time. Avoid placing centers and work areas in "blind corners" where you will not be able to monitor adequately.

5. Plan to seat students who need extra help or attention close to where you will be most of the time.

6. If you must use tables or desks with inadequate storage space, you will want to have "tote trays" or boxes for student belongings and materials. These should be easy for students to get to, but out of the way.

7. Even if other arrangements are to be used later in the year, consider placing student desks in rows facing the major instructional areas at the beginning of the year. This minimizes distractions for the students and allows the teacher to monitor behavior more readily and to become familiar with individual students' work habits.

STORAGE SPACE

* Place instructional materials that you will need where they are easily accessible to instructional areas.

* Include adequate, convenient space for students' coats, lunch boxes, show-and-tell items, and materials.

* Find easily accessible shelves on a bookcase for those everyday books and materials that will not be kept in student desks.

* Place long-term, seldom-used or special occasion items at the back of cupboards, on top of cabinets, or out of the room, if possible.

OTHER THINGS TO CONSIDER

1. Plan a particular location, easily seen by all students, where you will post assignments for the day (or week, if possible). This can be done on the chalkboard, a bulletin board, poster on a wall, large tablet, or individual assignment sheets.

2. Check all electrical equipment (e.g., overhead projector, record player, movie projector) to be sure it is working and that you know how to use it, before using it in class. Be sure a plug is within easy reach, or have a sturdy extension cord available. Plan a space to post instructions for the use of complicated equipment.

3. Wall space and bulletin boards provide extra areas to display rules, procedures, assigned duties, calendar, schedule, student work and extra credit activities. In addition, ceiling space can be used to hang mobiles, decorations, and student work, and windows can be used for displays, decorations, and student work.

Sample Elementary Room

SINK

Science Center (materials)

Animal Corner

DOOR

ART AREA

Work-TABLE
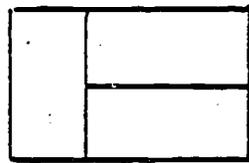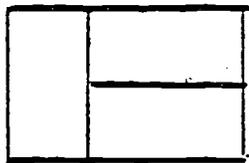
BULLETIN

COOKING Corner

Student
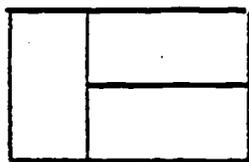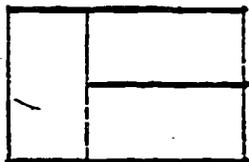
Desks
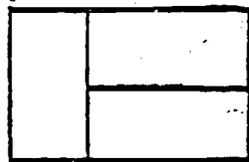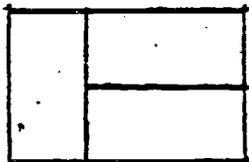
MATH Materials

BOARDS

Research Materials

Reading Listening Corner

CHALKBOARD

A-V

CLOSETS

CHALKBOARD

TEACHER'S CORNER

BOOKSHELVES

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BULLETIN BOARDS

CLOSETS

DOOR

TEACHER'S DESK

Sample Elementary Room

PORTABLE BLACKBOARD

Math Lab
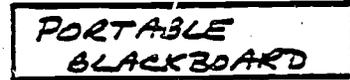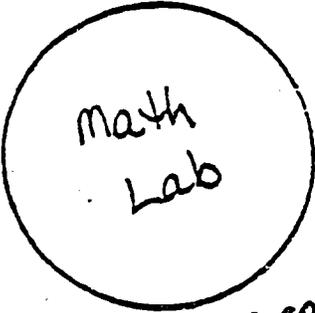
GROUP I- teacher directed activity
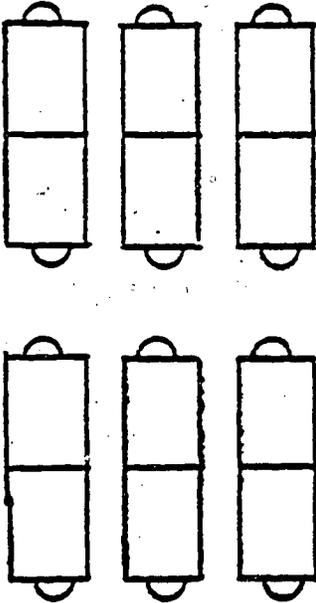
BLACKBOARDS

GROUP II

Reinforce (PARA)

BOOKS

WINDOWS
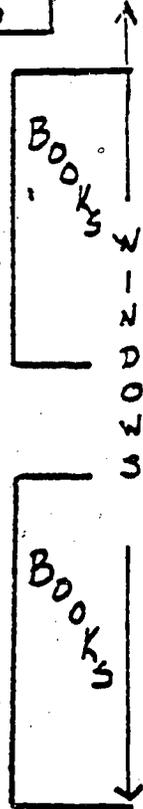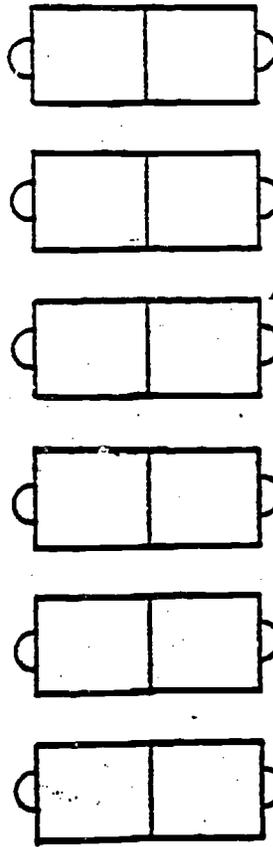
BOOKS

GROUP III Independent Practice

SUPPLY

Research

FILE CAB.

Games

FILE CAB.

Media
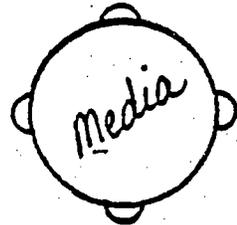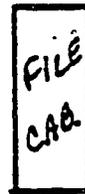
BLACKBOARDS - (USED. FOR CHARTS)

DISCIPLINE RECORD SHEET

If you have severe behavior problems, keep the following record:

Student's Name	Date	Rules Broken	Consequences You Provided Negative and Positive

DISCIPLINE RECORD SHEET

The attached Discipline Record Sheet has been excerpted from the Assertive Discipline Program (Canter & Canter).

This particular piece can serve as a very helpful tool for diagnosis and record keeping in reference to student behavior in the classroom.

Essentially, teachers should keep and refer to this for their own private use in determining who is breaking the rules, what rules are most frequently disobeyed and what actions has the teacher taken to deal with the problems.

After a two-week period of record keeping, teachers may find:

- They are experiencing most of their difficulties with the same students (i.e. Johnny, Mary-Ann, etc.)

- They are experiencing most of their difficulties with the same type of students (i.e. boys, outspoken students, etc.)

- A wide variety of students are disobeying the same rule. (Rule may be inappropriate.)

- Classroom discipline breaks down around the same time each day or on certain days of the week, based on other activities in the schedule.

- The teacher is reacting to student misconduct with the same consequences, providing no variety or hierarchy of consequences.

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Group Management Behaviors --

with-it-ness
overlapping
smoothness
momentum
group focus & accountability

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CHECKLIST FOR MAINTAINING
GROUP FOCUS AND INDIVIDUAL ACCOUNTABILITY
IN CLASSROOM SITUATIONS

The following represents a list of teaching behaviors which tend
to help teachers more effectively manage their instructional groups;
whole class or small group. When teachers are instructing groups
of more than one or two, it is essential that the entire group
of students is focused on the lesson and that each student is
alert and actively involved in learning what is being presented.
The research done by Jacob Kounin suggests some activities which
insure that students are, indeed, held accountable for the lesson
whether or not they are the one who is reciting or working before
the class.

MAINTAINING GROUP FOCUS

YES   NO   The Teacher:

☐   ☐   1.   Plans activities which require active participation
                by all members of the group; performers and non-
                performers

☐   ☐   2.   The teacher varies questioning techniques;

☐   ☐   a)   Asks the question before calling on students

☐   ☐   b)   Targets a specific student before asking the
                    question

☐   ☐   c)   Intersperses mass-unison responses with individ-
                    ual reponses

☐   ☐   d)   Uses "suspense" strategies in posing questions
                    to the class so that students are anxious to
                    know what comes next

☐   ☐   e)   Avoids a predictable pattern of calling on
                    students
                            patterned turn-taking
                            random turn-taking
                            combination of both

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STUDENT ACCOUNTABILITY

YES   NO   The Teacher:

☐   ☐   1. Constantly checks for student understanding during
initial instruction and subsequent practice period

☐   ☐   2. Circulates around the room to monitor students'
efforts

☐   ☐   3. Establishes procedures for collecting student work

☐   ☐   4. Provides timely feedback, returning evaluated, graded
or corrected student work before going on to new
concept

☐   ☐   5. Reviews results of students' work with them

☐   ☐   6. Establishes a consistent procedure for dealing with
students who do not complete and/or hand-in assign-
ments

STRATEGIES SUGGESTED BY PROJECT TRLS TO HELP TEACHERS MAINTAIN GROUP FOCUS

("KEEPING STUDENTS ON THEIR TOES")

- Maintain eye contact with students.

- Devise strategies to appeal to individual learning styles.

- Vary turn-taking approaches, random or patterned.

- Plan occasional activities which require unison responses from class.

- Use props for non-reciting students in the group.

- Use divergent as well as convergent questioning modes to encourage critical thinking.

- Have students act as reviewers of lesson.

- Model as interesting presentor and discussant.

- Make sure instructions and presentations are clear to all students.

- Teach students how to constructively critique each other's work.

- Vary lesson presentation approaches --
    challenge bright students
    encourage slower learners
    support atmosphere of "cooperative" learning in group situations
    utilize strategy of "suspense" about what comes next in the lesson

- Allow students to call on each other according to prearranged and agreed upon system.

DISTRICT-WIDE WORKSHOP
NOVEMBER 12, 1982
D.C. TEACHER CENTER

CLASSROOM PRACTICE SEMINAR
EVALUATION

1. How useful was the information presented to you on the following topics?

	MOST USEFUL	SOMEWHAT USEFUL	NOT USEFUL
ESTABLISHING RULES PROCEDURES AND CONSEQUENCES	_____	_____	_____
WITH-IT-NESS, OVERLAPPING SMOOTHNESS AND MOMENTUM	_____	_____	_____
GROUP FOCUS AND ACCOUNTABILITY	_____	_____	_____

2. Based on your experiences today, would you find it helpful to receive more research-based information and materials on teaching practices?

    YES_____   NO_____

3. If you would like to receive more of this kind of information please check your preference:

    BLDG. LEVEL WORKSHOP FOR THE FACULTY AT YOUR SCHOOL   _____

    SYSTEM-WIDE WORKSHOPS AT THE TEACHER CENTER   _____

    INVOLVEMENT IN "SMALL ON-GOING STUDY GROUP"(10-12)   _____

4. Given your busy schedule, what times are most convenient for you?

    AFTER SCHOOL _____   SATURDAYS _____   OTHER (describe) _____

    _____

5. Overall, how would you rate today's workshop?

    EXCELLENT ____   GOOD ____   FAIR ____   POOR ____

    COMMENTS:_____

    _____

    _____

    _____

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D L O G

SUSAN VEITCH
STAFF MEMBER

WASHINGTON, D.C.
SITE OR LOCATION

NOVEMBER 12, 1982   P.M.
DATE   TIME

PURPOSE OF VISITATION

SUPPORT TRLs DEE SMITH AND LINDA SATTERTHWAITE IN PRESENTING AT DISTRICT SESSION

PERSONS CONTACTED

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

They both did a marvelous job - a lot of enthusiasm for the information, plus
a good understanding of the research. Not a very interactive session, but that
may have been due to time limits mostly. There is a lot of info to share
regarding rules, procedures and consequences. All of it was covered and
clearly presented.

SCV/kls.
opeiuaflcio

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FIELD LOG

LOVELY BILLUPS
_____
STAFF MEMBER

JOHNSON, J.H.S.   WASHINGTON, D.C.
_____
SITE OR LOCATION

NOV. 12, 1982   A.M.
_____   _____
DATE   TIME

PURPOSE OF VISITATION

CLASSROOM MANAGEMENT WORKSHOP

PERSONS CONTACTED

FIELDING GENTRY   w/ BILLUPS AND BILES

FIELD ACTIVITIES

Staff development session presented to entire Johnson J.H.S. staff during the a.m.
Portion of district's staff Development day. Principal and assistant principal
present.

INTERACTIONS - COMMENTS - FOLLOW-UP   (Workshop Format attached)

The general session was held in the auditorium where teachers observed the role-playing
activity performed by the drama teacher and 6 students who volunteered to come back
to school to participate. The major concepts highlighted in this activity were
establishing rules and consequences with-it-ness and overlapping. The activity
stimulated discussion from the audience which then went on under Fielding's guidance
to discuss the results of their posting their class rules and developing reason-
able consequences. Comments ranged from "I have posted the rules, etc. and I am
still having trouble." Responses mainly directed this teacher to the fact that
groups differ, so she may have to be flexible and rearrange the rules and/or con-
sequences to tailor them to this group.

The assistant principal said that when teachers send students to her and the child
cannot tell what rule he broke and it's obvious to her that there are no rules
or student not aware, she sends the child back to the teacher. She only supports
teachers whom it is obvious have tried to help themselves. (This was in rela-
tionship to a "hierarchy of enforceable consequences and teaching the rules.)

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As usual, teachers responded quite knowledgeable to the idea of with-it-ness with "eyes in back of head." Many examples cited.

Brenda and I assisted Fielding in the presentations, filling in where needed.

LHB/kls
opeiu2aflcio

**Keeping on the
Right Track!**

AGENDA
JOHNSON JR. HIGH
CLASSROOM MANAGEMENT WORKSHOP

NOVEMBER 12, 1982
Auditorium

Fielding Gentry, Teacher Research Linker
Lovely/Billups & Brenda Biles, AFT Staff

9:00 - 9:30   Management simulation & role-playing
                Discussion

9:30 - 10:00   Review of research shared on September 3, 1982

10:00 - 10:15 Whole group activity - "Linking Management Strategies
                for Kounin, Evertson, et. al."

10:15 - 10:30 Overview of Jacob Kounin's Group Management
                Strategies:
                        With-it-ness/Overlapping
                        Smoothness/Momentum
                        Group Focus & Accountability

10:30 - 10:45 BREAK and movement to small groups

10:45 - 11:30 Small group activity

11:30 - 12:00 Return to auditorium for wrap-up, sharing and
                evaluation

SCV

GROUP FOCUS AND ACCOUNTABILITY

FORMAT FOR RESEARCH PRESENTATION
AT D.C. - DISTRICT-WIDE WORKSHOP

CLASSROOM PRACTICE SEMINAR

NOV. 12TH, 1982 - 1:00-3:30 P.M.
D.C. TEACHER CENTER

PRESENTERS - ROSA FREEMAN
             WILLA FAULKNER
             FIELDING GENTRY - (ALTERNATE)
             LOVELY BILLUPS - (AFT TEAM
                              PRESENTER)

I.   The first few minutes will be used by Lovely to present a
     brief summary of the research findings on Group Focus and
2 min. Accountability (Kounin).

II. Next, Rosa will direct a whole group activity simulating a
     mathematics lesson in the classroom (addition computation).
     One person will be directed to work the problem at the chalk-
     board while the rest of the class works the problem at their
12 min. seats. Each participant will be supplied with three "answer"
     cards, only one of which has the answer to the problem. Upon
     completion of their computation, each participant will be asked
     to hold up the answer they feel is correct while the student
     at the board reveals his/her answer. The teacher has instructed
     that all eyes face front, to avoid copying. The teacher
     monitors the class to be sure that students comply with the
     rule. Each student can then compare his answer with the one
     at the board and agree or disagree with the answer. (The
     teacher may choose to give some of the brighter students
     three cards, none of which is the correct answer, so that
     they are challenged. This is good practice for tests which
     provide multiple choice and answers to questions and include
     category "None of these" as the correct answer.) The teacher
     can scan the classroom to see who has computed correctly or
     incorrectly.

     Discussion will follow as to the implications of this research-
     based strategy for individual student involvement in the group
     process. Discussion will be led by two previously selected
     "observers" who have recorded the teacher class behaviors and
     reactions on a "Checklist for Group Focus and Accountability".

III. Following this activity, Rosa will direct a language arts assign-
     ment activity involving the formation of declarative or in-
12 min. terrogative sentences. Each participant will receive 7 cards,
     four with words, You Are Here Now, and three with punctuation
     marks, (period, question mark, comma). One third of the group

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will be instructed to form a declarative sentence beginning with "Now", another a declarative sentence beginning with "You" and the third group will be asked to form an interrogative beginning with any word they choose. In each case, students are required to use the appropriate punctuation mark(s) (some may find a way to use the comma).

In essence, the teacher has to give _very clear_ directions since the class has three different assignments. Also, the teacher must _monitor_ the room by _circulating_ among the class so that she can see how the sentences are formed and can offer assistance to those who may need it. The entire group will have the "Checklist for Group Focus and Accountability". The ensuing discussion will involve participants reactions to the strategies and to the teacher behaviors.

FORMAT FOR CLASSROOM MANAGEMENT WORKSHOP

JOHNSON J.H.S. - NOV. 12TH, 1982
8:45 A.M. - 12:00 NOON
PRESENTER - FIELDING GENTRY
ASSISTED BY AFT STAFF MEMBERS:
LOVELY BILLUPS
BRENDA BILES

NOTE - Fielding has requested and received the following materials
for this workshop -

. Kounin's research summary - 15 copies
Kounin's Effective Classroom Management Behavior Summary - 70 copies
Role Playing Activity - Classroom Management/Kounin Research
- 30 copies
Kounin's Activity on Smoothness & Momentum - 30 copies
Kounin's Activity on Group Focus and Accountability - 30 copies
Activity for Linking Management Strategies for Kounin,
Evertson, et al - 70 copies

WORKSHOP AGENDA

(70 PARTICIPANTS)

Auditorium

9:00-9:30 a.m. - Presentation of a simulated classroom situation,
using actual students who enter a classroom and are ignored by
the teacher who is busy with an administrative task. The stu-
dents will act out misconduct, -
loud noise level, inability to find a seat, insecurity
about what to do next, rowdiness which involves pushing
and shoving, etc. Teacher will attempt to call class to
order. (Fielding will select and coach students who will
participate).

Discussion of situation will be held after the role-playing.
Students will be asked how they felt about the situation and
what they felt the teacher should have done to avoid the con-
fussion.

9:30-10:00 a.m. - Review of BYCM research which was presented at
last staff development session by Sue and Fielding. Most of
this time will be spent developing the "consequences" portion
of rule-setting. e.g. consistent, enforceable, and hierarchal.

10:00-10:15 a.m. - Transition -
Activity for whole group
"Linking Management Strategies for Kounin, Evertson, et al.

10:15-10:30 a.m. - Overview of Kounin Group Management Strategies
(Lovely and/or Brenda)
With-it-ness - Overlapping, Smoothness, Momentum, Group Focus
and Accountability

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10:30-10:45 a.m. - Coffee Break and Group movement to 3 classrooms

10:45-11:30 a.m. - Small group activities (3 groups)

    a) Role playing - Kounin Classroom Management
       (With-it-ness, Overlapping)

    b) Smoothness and Momentum Activity - Kounin

    c) Group Focus and Accountability - Kounin

    (Fielding, Lovely, Brenda - take one group each)

11:30-12:00 noon - Wrap-up - Sharing and Evaluation
(Auditorium)

LHB/kls

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F I E L D   L O G

LOVELY H. BILLUPS
STAFF MEMBER

FRANCES JR. HIGH SCHOOL
WASHINGTON, D.C.
SITE OR LOCATION

DEC. 1, 1982   3:00-4:30 PM
DATE   TIME

PURPOSE OF VISITATION

ASSIST TRL IN RESEARCH PRESENTATION TO STAFF AT FRANCES JR. HIGH SCHOOL

PERSONS CONTACTED

Esther Hankerson, TRL, Presenter

FIELD ACTIVITIES

Research presented - Evertson - Rules, Procedures, Consequences
           Kounin - With-it-ness, Overlapping, Smoothness, Momentum,
                Group Focus

INTERACTIONS - COMMENTS - FOLLOW-UP

When I arrived at the school for a pre-session planning period with Esther, she
shared with me a chart she had made listing Kounin's Group Management vocabulary.
She had also prepared some 3x5 cards on which she had written notes and definitions
for her presentation. She discussed her presentation plan with me and we made
some minor adjustments.

Approximately 30 teachers attended the workshop, in addition to the building prin-
cipal (and assistant principal). Esther presented the information on Rules, Pro-
cedures and Consequences. She encouraged discussion and the group cooperated.
One teacher said he had only one rule "Remain in your seat and listen to me (the
teacher)". Other teachers took issue with him and began to brainstorm some of
their own rules. Esther congratulated the entire staff and administration of that
school as a newly - arrived teacher there, noting that she found Frances J.H.S. to
be a very orderly school and an "environment in which learning can take place."

This sat <u>very</u> well with the group and helped set a very positive tone. It was
apparent to me that Esther was not clear about the application of consequences
for disobeying rules, as she kept referring to "consequences" as "good rules."

She had a much better handle on the information on with-it-ness etc. By then,
she was very relaxed and held the attention of the audience. She worked from
the vocabulary listed on the chart and defined each of the concepts through notes
taken from the ER&D summary. Throughout the presentation, however, she did
entertain questions and comments from the group. I presented the information
on group focus and student accountability, after which Esther reviewed Kounin's
list of behaviors of "less successful" teachers, i.e. thrusts, dangles, truncations.

The session ended at 4:40. To my surprise, I learned that the mettings officially
end at 4:15 and that teachers usually walk out at exactly that time. Many people
commented to Esther that they stayed because the information was very interesting.
The principal expressed specific delight in the session and said that the teachers
paid better attention to us, than to him.

I met with Esther after the session to discuss what had taken place. She said
she feels very good about what happened and will be more confident next time.
(The principal and teachers requested that we present another session in the near
future).

We talked about having a firm grip on the research information and she said that
when she first joined the project, she was working in schools in which she was
very uncomfortable and alienated from the administration. She knew that she
would not attempt to disseminate there so she did not pay attention to the research
material from a "presenter's" eye. She finds that she now has to bone-up on the
information so that she can use correctly in her sessions. She will continue to
disseminate and hopes that the project will continue in D.C.

attached: Meeting Agenda
        Copy of E. Hankerson's Class rules and consequences

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Nov. 23, 1982

Management

Record-keeping system is in place.

All staff involved in some stage of implementation of
test-taking skills.

Progress charts used in many classes.

Weekly assignment sheet is worth sharing with other principals.

Instructional

Planning and preparation indicated.

Good use of CBC technology.

Volunteer program functional. Volunteers scheduled.

Students received objectives orally and in writing.

Seventh grade math laboratory class.

Chapter I reading classes for seventh grade.

Student work displayed.

Library materials seemed to be very relevant to the variety
of ethnic groups in the school.

Library classes at each lunch period.

Student Services

Attendance officer in school two days a week.

Excellent attendance program.

Daily attendance list published.

Student Government officers elected and functioning.

Nurse in the building three days a week.

Learning center with emphasis on reading and mathematics.

Counselors obtain clothing and shoes for needy students.

FRANCIS JUNIOR HIGH SCHOOL

Faculty Meeting Agenda

Students' Cafeteria   December 1, 1982

I.   The holiday season

     A.   Please refrain from having individual room parties.

     B.   Mrs. Kenney has offered her home for December 17, 1982
          for a staff get together.

II. Assessment - (See attached page)

III. <u>Mini-workshop</u> - Mrs. Hankerson and Ms. Billups

     A.   Rules/Regulations/Consequences

     B.   Overlapping/Smoothness/Momentum

     C.   Room Arrangement

IV. Mr. Fletcher

C L A S S   R U L E S

1. ARRIVE ON TIME FOR CLASS.
2: BRING ALL MATERIALS NECESSARY FOR CLASS.
3. DRESS INTO UNIFORM QUICKLY...grade 7, 10 minutes
                                grade 8-9, 8 minutes

4. LAVATORY PRIVILEGE IS INCLUDED IN THE TIME TO DRESS.

5. SELF-RESPECT AND RESPECT FOR OTHERS IS ALWAYS EXPECTED.

6. NOTES FROM PARENTS WILL EXCUSE YOU FROM ACTIVITY ONLY.
   EVERY STUDENT MUST DRESS DAILY.

7. PASS QUIETLY TO AND FROM ALL AREAS AT ALL TIMES.

8. WHEN THE WHISTLE BLOWS, ALL ACTIVITIES MUST STOP.
   EVERY STUDENT MUST LISTEN FOR FURTHER INSTRUCTION.

9. EVERY STUDENT MUST WASH-UP AFTER EACH ACTIVITY.
   GOOD PERSONAL HYGIENE SHOULD BE PRACTICED BY ALL.

10. COLOR REQUIREMENT FOR EACH GRADE LEVEL.
         7th - GREEN/WHITE   WHITE SOCKS ARE TO BE WORN
         8th - BLUE/WHITE   BY ALL STUDENTS
         9th - RED/WHITE

.... C O N S E Q U E N C E S ....

1. Late arrivals must present a tardy slip.

2. Students without a uniform must:
     a) FIRST TIME- write 100 times, a sentence given by the teacher.
     b) SECOND TIME-write 200 times, a sentence given by the teacher;
                    the parents will be notified.
     c) THIRD TIME - be referred to an assistant principal.
     d) M T W -   6 times not in uniform (unexcused) constitutes
                    an automatic failure for the advisory.

        TU -TH -   4 times....(same as MTW)

3. One point will be deducted for each minute a student is late
   getting dressed, without an excuse- acceptable to the teacher.

4. The lavatory door will be locked at the end of dressing time.

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D L O G

LOVELY BILLUPS
STAFF MEMBER

WASHINGTON, D.C.
SITE OR LOCATION

DECEMBER 3, 1982
DATE   TIME

PURPOSE OF VISITATION

FINAL ER&D TRAINING SESSION FOR D.C. TRLs UNDER NIE GRANT

PERSONS CONTACTED
Willa Faulkner, Rosa Freeman, Fielding Gentry, Esther Hankerson, Elyane Martin, Doris Nelson, Percell Thomas, Shirley Ritter, Frances Robinson, Linda Satterthwaite, Jean Smith, Dee Smith, Brenda Valentine

FIELD ACTIVITIES

Review video tape from Nov. 12th District-wide workshop presentations.
Fill out project evaluation forms.
Introduce Linguistics research.

INTERACTIONS - COMMENTS - FOLLOW-UP

The video-tape reviewing session lasted much longer than expected, but was a very valuable experience. All TRLs paid close attention to the 1½ of film, took notes and made very good critical comments. The tone remained professional and only on a few occasions did we have to remind the TRL who presented not to become defensive. It was a high-level learning experience for everyone involved, presenters and non-presenters. Some comments made by TRLs warned TRLs to be aware of time limitations as presenters, whether co-presenting with a partner, a team or presenting alone. Another aspect of team-presenting involved avoiding one presenter's overshadowing the other. Point was made that given time restraints, it is sometimes good to have one presenter. Some TRLs read from cue cards, but did remember to look up occasionally and spoke in clear, well-modulated voice. One TRL, in particular, was especially good at relating the research material to personal classroom practice. This made her a very credible presenter, and is a practice that is very popular with teachers. (Fits theory of how adults learn).

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Most of the TRLs used charts and other visuals to augment their presentations. One TRL made a graphic of a room arrangement to which she referred throughout her presentation. This was a very effective technique which we may consider using in the project.

A situation evolved where one of the workshop participants dominated the discussion period with personally oriented questions and comments. We discussed this as another possible adversarial situation in which presenters may find themselves and discussed ways in which it could be handled. Usually, these people have come to the workshop with a personal agenda. They may have to be "heard out" and then promised a personal consultation at a later date, or have group contribute solutions to person's dilemma after question is re-stated by the workshop leader. Main thing is not to turn the person off.

It was noted by ER&D team and the TRLs themselves that presenters were "cold" and nervous during first presentations, but warmed up during subsequent sessions. The TRLs commented on the variety of styles utilized by each group in their pre-sentation format. The first group, Rules and Procedures was lecture-oreinted, by necessity of the information and the order of presentation (setting the stage). They were quite effective. The second group (With-it-ness, over-lapping, etc.) almost evenly divided the time between lecture and participant interaction. The third group (Group Focus and Accountability) was activity-oriented with high level of audience participation.

TRLs learned a lot about their own presentation styles as individuals and realized that people operate in the mode that makes them comfortable. The above differences "just happened" it was not designed by overall plan. This was an excellent experience that I wish we had tried in other sites. People respond well to video. They love seeing themselves and their peers in action. The comradery developed in the ER&D process allows them to accept and benefit from constructive criticism.

After the video-tape review, the group was asked to complete the written evalua-tions of the project as time was running out. Ocne settled down, the group was entirely absorbed in the process. Completion of form took approximately 1 hour.

Social event-lunch at Chef's Table Restaurant followed. Each TRL received an AFT Special Awards Pin.

LHB/kls
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FIELD LOG

SUSAN VEITCH
STAFF MEMBER

SAN FRANCISCO
SITE OR LOCATION

OCTOBER 19, 1982   4:00 PM
DATE   TIME

| PURPOSE OF VISITATION |

DISTRIC-WIDE CM WORKSHOP W/JR. AND SR. HIGH SCHOOL TEACHERS

| PERSONS CONTACTED |

Joan Regan, co-leader

| FIELD ACTIVITIES |

See Outline

| INTERACTIONS - COMMENTS - FOLLOW-UP |

Outline concepts covered. We did not take this group through activities. It
was clear early on that they needed discussion time.

Three areas of concern emerged:

1. administrative back up for discipline
2. clerical work
3. Can you begin the year over if you need to?

In discussion establishing rules/procedures/consequences, the group pretty well
agreed that referral could not fit into a hierarchy, since there was little ad-
ministrative support.

One teacher brought out the fact that at the secondary level attendance is taken
every period and you are expected to have it done at the beginning of the period,

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(OVER)

since someone comes around to collect it. We suggested the establishing of /
routines--do nows, warm-ups for the first 5 min. of each class. It could be an
on-going assignment, or something related to the day's lesson. These are veteran
teachers, not beginners. It is clear and continues to be so, that this kind of
exchange is extremely important.

One other teacher in the group had had rather lengthy service at the high school
level and has just been re-assigned to a middle school. (Poor man--what a culture
shock!) Joan said later on that he really was having some problems adapting. He
asked in almost a half-embarrassed, half-desparate voice tone: "Is it possible
to start all over even though we're so far into the school year?" I pointed out
to him that indeed, if things are not going the way you want them to, to feel free
to go ahead and make changes. In fact, I used Julie Sanford's findings regarding
the training of mid-year teachers she did with the Texas BYCM information as
background info.

I am not sure that if this has been an administrative sponsored workshop that this
gentleman would have felt free to ask his question. And without asking it, he
would have never gotten the information and assurance that it was "OK" to change.

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opeiu2aflcio

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EFFECTIVE CLASSROOM MANAGEMENT BEHAVIOR

Jacob Kounin, Discipline and Group Mangement in Classrooms (Holt, Rinehart and Winston, NY 1970), identified the following teacher behavior patterns associated with more effective classroom management as evidenced by greater student time spent on learning activities and less student misbehavior.

With-it-ness is a teacher's ability to communicate to her students that she knows what they are doing in the classroom at all times. In effect, its what a teacher does to give her students the impression that she has eyes in the back of her head. The easiest and most visible way for teachers to let their students know they are with-it is by "nipping behavior problems in the bud" before they escalate, catching the right student-culprit, and stopping the most serious of two misbehaviors from occurring simultaneously.

Overlapping is the teacher's ability to effectively handle two classroom events at the same time as opposed to becoming so totally "glued" to one event that the other is neglected. Teachers frequently encounter such problems as having to deal with a student who needs assistance completing an assignment or who has just returned from a pull-out program while trying to work with a small group of students, or having to deal with a misbehavior such as student talking or a student reading a newspaper while trying to lead a whole class discussion. Teachers skilled in overlapping are able to maintain the flow of their instruction or otherwise hold students accountable for their work while at the same time effectively dealing with the interruption.

Smoothness is a teacher's ability to manage smooth transitions between learning activities. It involves having good transition routines; using signals as cues to prepare students for transitions and clearly ending one activity before moving on to another. Smoothness also involves selectively ignoring certain minor misbehaviors which can just as effectively be handled after a learning activity is over in order to avoid interrupting the instruction.

Momentum is the ability to maintain a steady sense of movement or progress throughout a lesson or the day. Teachers skilled in momentum conduct their lesson at a brisk pace, providing a continuous academic signal or task for students to focus upon. They avoid any behavior such as giving long drawn out directions or explanations, lecturing about student behavior or breaking activities down into two small steps which may result in slowing down a lesson and losing students' interest.

Group Focus and Accountability refer to a teacher's abilities to keep the whole class or group of students "on their toes" and involved in learning by structuring activities so that all students, both non-performing students and performing students (reading aloud, answering a question) are actively participating; by holding students accountable for doing their work; and by creating suspense or other high interest techniques for holding students' attention.

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opeiu2aflcio

Guidelines for Room Arrangement

KEYS TO GOOD ROOM ARRANGEMENT

High traffic areas are free of congestion.

Students are always visible to the teacher.

Storage space and necessary materials are
readily accessible.

Students can easily see instructional
displays and presentations.

AVOID UNNECESSARY CONGESTION IN THE FOLLOWING AREAS:

Group work areas, centers and stations

Pencil sharpener and trash can

Bathrooms, sink and water fountain

Bookshelves and storage areas

Students' desks

Teacher's desk

TIPS FOR ARRANGING FURNITURE

1. Make sure all students can **easily** see:

   You, when you are presenting information

   Chalkboards

   Overhead projector screen

   Instructional displays

2. Keep in mind potential distractions such as:

   Windows and doors

   Animals or other interesting displays

   Small group work areas

3. Leave plenty of room around student desks so that you can get to
   each student when monitoring.

4. Locate your desk, work areas and instructional areas where you can
   see all of the students all of the time. Avoid placing centers and
   work areas in "blind corners" where you will not be able to monitor
   adequately.

5. Plan to seat students who need extra help or attention close to
   where you will be most of the time.

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6. If you must use tables or desks with inadequate storage space, you will want to have "tote trays" or boxes for student belongings and materials. These should be easy for students to get to, but out of the way.

7. Even if other arrangements are to be used later in the year, consider placing student desks in rows facing the major instructional areas at the beginning of the year. This minimizes distractions for the students and allows the teacher to monitor behavior more readily and to become familiar with individual students' work habits.

STORAGE SPACE

* Place instructional materials that you will need where they are easily accessible to instructional areas.

* Include adequate, convenient space for students' coats, lunch boxes, show-and-tell items, and materials.

* Find easily accessible shelves on a bookcase for those everyday books and materials that will not be kept in student desks.

* Place long-term, seldom-used or special occasion items at the back of cupboards, on top of cabinets, or out of the room, if possible.

OTHER THINGS TO CONSIDER

1. Plan a particular location, easily seen by all students, where you will post assignments for the day (or week, if possible). This can be done on the chalkboard, a bulletin board, poster on a wall, large tablet, or individual assignment sheets.

2. Check all electrical equipment (e.g., overhead projector, record player, movie projector) to be sure it is working and that you know how to use it, before using it in class. Be sure a plug is within easy reach, or have a sturdy extension cord available. Plan a space to post instructions for the use of complicated equipment.

3. Wall space and bulletin boards provide extra areas to display rules, procedures, assigned duties, calendar, schedule, student work and extra credit activities. In addition, ceiling space can be used to hang mobiles, decorations, and student work, and windows can be used for displays, decorations, and student work.

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David Berliner was director of
California's Beginning Teacher
Evaluation Study, the prime
source of today's attention to
time-on-task. In this interview
with Executive Editor Ron
Brandt, Berliner claims there's
one best way to make teachers
more effective.

Q: What's been your experience in
helping teachers use the re-
search on teacher effectiveness?

Berliner: I've tried to disseminate
knowledge by making presentations,
but that seemed to have very little im-
pact. The times I've gone into class-
rooms, though, what I did and said
meant something to teachers and it
made a difference. We could chart the
changes. So my experience is simple:
the research on teacher effectiveness
gets used when somebody works with
teachers in their classrooms. There's
no substitute for what Bruce Joyce calls
"coaching."

Q: What is that like? Exactly what do
you do?

Berliner: Take the major variable of
"engaged time." I asked teachers in a
district near Tucson if we could send
graduate students into their classrooms
to take some records of their function-
ing and feed it back to them. The
graduate students had learned how to
code engaged time, transition time,
wait time, and so on. They coded and
graphed data from three, four, maybe
five visits. Then they sat down with
the teacher and had a conference, us-
ing some very precise consultation
techniques developed by Professor
John Bergan of the University of Ari-
zona.[1] Bergan's approach is designed
to elicit from the client both a state-
ment of the problem and a statement
of intent to change it.
   When the teachers had defined their
problems and solutions, the consul-
tants—the graduate students—took
some more measures. Five of the six
classes showed remarkable change:
they went from 40 or 50 percent on-

On Improving Teacher Effectiveness: A Conversation with David Berliner

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EDUCATIONAL LEADERSHIP

task time up to whatever goals the teachers had set—70 or 30 percent. The only exception was a mathematics teacher whose time-on-task was about 40 percent. That teacher said, "Fine, that's all I want it to be." At that point, we had nothing more to do. Teachers have to make those decisions.

Q: That indirect, consultative approach seems inconsistent with the image of direct instruction.

Berliner: It's indirect in the sense that we don't tell teachers what their problem is or how to solve it. It's coercive in that we never leave an interview without a statement of the problem and either a proposed solution or the teacher's statement that he or she doesn't want to change.

Q: How does setting a goal lead to improvement?

Berliner: Let me give you an example. I might say to the teacher, "Your time-on-task in mathematics averages 43 percent over the five days we observed. How could you bring it up?" The teacher might say, "Okay, let me think. Maybe, because I'm grading papers when they're doing their math workbooks. I'm not monitoring them enough."

"Terrific. Why don't you take some breaks from your grading of papers and wander the classroom a little bit. Let's see if that has an effect."

So we collect data as the teacher increases his or her monitoring. Well, we happen to know that works. If the teacher is roaming the classroom, attending rates are higher.

Another thing the teacher might say is, "When kids are through with their assignments, I'll have other assignments ready so they'll have something to work on."

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in our consultative model, the consultants learn eliciting questions like, "What can you do to accomplish that?" "Is there any other way you can use resources?"

Q: Wouldn't it be simpler just to tell a group of teachers some of the common problems and some ways to make better use of time?

Berliner: Teachers already know these things; they've heard about them in methods courses; they've been preached to. But nothing happens until someone gets the teacher to specify what he or she is going to do, and then monitors and helps the teacher look at the effects.

Q: Considering all the things teachers need to be concerned with, how important is time management?

Berliner: Probably 50 percent of all teachers don't have to worry about time allocation. But the other 50 percent ought to look at it. And half of them—25 percent of all teachers—are probably badly under-allocating time in some areas of the curriculum. We have evidence that the actual time available for instruction in reading and math in some elementary classrooms may total less than 100 hours. That strikes me as a gross misuse of time. So I'd say that as many as one-fourth of the teachers in this country could make marked improvements in instruction by just looking at time allocations.

Beyond that, maybe 70 percent of teachers could be helped by attending to engaged time—how time is used. Whenever managers in the business world do time audits, they find ways to save minutes. And that's true of teaching. For example, when the Austin, Texas, school district took this concept seriously, they found ways to save the

"But nothing happens until someone gets the teacher to specify what he or she is going to do, and then monitors and helps the teacher look at the effects."

equivalent of 10–14 days of school, worth $2–3 million.

Q: Determining engaged time involves making judgments about whether students are doing what they're supposed to be doing. How can an observer tell whether students are on-task or not?

Berliner: Young kids have no guile. To observe on-task or off-task behavior in kids third grade or under is easy. You and I could sit in the back of the room, come up with some rules in about ten minutes, and show almost perfect reliability all day long. Young kids either are or are not on-task and you can tell. If they're off-task, they're dancing, tapping their pencils, chatting with friends, and so on. They're on-task if they scrunch up their faces and hold their pens and pencils tightly. You can almost see them thinking!

As students get older, you begin to see "anticipatory graduate student behavior": head-nodding, smiling, note-taking, and other signs of attending.

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You may code this as on-task, but in your heart of hearts, you know the kid's not processing anything. The opposite occurs with the kid who's looking out the window: you code him off-task even though you're pretty sure he's processing everything. Because of this, we decided that with older students, individual data may be faulty, but the means for classes or groups are still valid. There are probably as many students off-task that we coded "on" as on-task that we coded "off." So once you and I agree on some coding rules, our inter-rater reliability would be about .95 at virtually any grade level.

Q: Are you suggesting that principals and central office supervisors should concentrate their staff development efforts on in-class coaching?

Berliner: I sure am. I think they should bring in fewer speakers and instead have somebody in classrooms helping teachers make changes.

Q: But that's a very time-consuming approach. With fewer people in supervisory roles can we really expect them to do coaching?

Berliner: They won't get much change unless they do. I'm convinced that the number of people who will change by exposure to books and lectures and workshops is just too small.

Q: How would someone who's already a principal or supervisor learn more about consultation skills?

Berliner: Well, Professor Bergan's model takes time to learn because it involves asking questions that do not prompt but elicit. Becoming expert requires many practice sessions, as well as analyzing transcripts of those sessions. It's extraordinarily useful, but very technical. But there are other consultation models: Meredith Gall

and Keith Acheson[2] have one, and I'm sure there are others.[1] The behavioral one appeals to me because it puts the responsibility on the person being counseled.

Q: How confident are you that this is what is implied by the term "coaching"?

Berliner: A precise definition isn't necessary. What's important is that somebody who knows the skills in question is in the classroom and provides feedback. Just as a batting coach might say, "Spread your legs a little farther apart," or "Hold the bat a little higher," a teaching coach might say. "You had the opportunity at that point to ask an analytic question and you didn't. Let's figure out why."

Q: That kind of statement is part of the consultative model?

Berliner: Not during the time of eliciting solutions. At that point you'd only say, "Here's the data. Is this what you want?" If the teacher says. "No. I want to change," you say, "Okay, how can you change?" The teacher might say. "I'm going to try to ask analytic questions." Then you can follow up by watching and saying, "Here was an opportunity to ask an analytic question. Why didn't you?"
     What I exclude from coaching is walking into the classroom and saying. "You're deficient in analytic questions. I'm going to tell you how to do it." That strikes me as the wrong way to work with professionals.

Q: Must the consultant be an expert teacher?

Berliner: Coaches may not have to be

superior teachers themselves, but they must know good teaching. I'll use another analogy. We all marvel at the Olympics when somebody does a very complex dive and the judges hold up scores within three tenths of a point of one another. It happens because every one of those judges knows how to analyze a dive. Even though the dive takes only 1.8 seconds, they have coded 30 different aspects of it—entry into the water, where the legs were, whether the rollover was correct, and a lot of other things that experts know and novices don't. They're connoisseurs of diving. We need connoisseurs of teaching.

Q: What else besides time allocation, engagement rates, and time management do you watch for when you're observing classrooms?

Berliner: One thing is the match of the instructional materials to the goals of the school or district. For example, if the district says second grade kids should learn two-column addition. I look for whether there's two-column addition going on. I check the teacher-made materials to see if they're congruent with the expected goals, because lots of teachers work very hard making their own materials, some of which are good and some which are not. I've seen teachers put a lot of effort into producing units that are irrelevant to the goals of the district.
     Another thing is classroom management and discipline. If the class is not learning because the teacher's time is being taken up by two or three kids, that has to be dealt with.
     I also look for politeness and kindness. Classrooms should conform to a model of what a democratic workplace

...like the teacher is in charge and the kids have work to do. But they should be able to talk to each other about their assignments. There should be some choices. There should be consideration.

Q: These things you look for—are they based on research or are they simply common sense and personal values?

Berliner: They're really extrapolations from research. We don't have research that says polite classes do better, but we do have research that says observers' ratings on a scale of one to ten for "How willing would you be to send your own child to this place?" correlate pretty well with school effectiveness indicators.

It takes a connoisseur of classrooms to know what that means, just as it takes a connoisseur of wine to know a full-bodied wine. You can't define an effective classroom precisely, but I can point to some things: there's laughter and the teacher doesn't bother with it, doesn't say, "Quiet." If it goes on for ten minutes, though, the teacher does: there are limits.

Kids should learn that school is fun and school is work. Classes that are high on academic engaged time do better. Classes that are high on conviviality also score higher.

Q: There's no inconsistency, then, between what you like to see and what research says you should be seeing?

Berliner: No. The only time I hit an inconsistency was on the issue of success rate. I didn't believe very high success rates were necessary for kids to learn. I thought kids should be "stretched." The data changed my mind on that. It changed Barak Rosenshine's and Jere Brophy's minds, too. Now, we're all saying—especially for young kids and slow learners—that high success rate is important.

Q: You also seem to be saying that test scores aren't the only measure of teacher effectiveness.

Berliner: Effectiveness can be defined that way, but I don't think you can avoid certain moral concerns. If a school produces achievement better than other schools but its suicide rate for teenagers is higher, is that a price you're willing to pay? We have evidence that there are schools like that.

We need at least two criteria for judging schools: we have to see them

as work places in which society expects certain things to be mastered. But schools are also places where young people spend important parts of their lives—so they should be enjoyable.

Q: But time-on-task research can be misused if educators aren't concerned with both criteria?

Berliner: Sure.

Q: Are you worried that some administrators may in fact be abusing the idea of time-on-task? That their singleminded devotion to improving test scores may be at the cost of other outcomes?

Berliner: I don't think so. I haven't heard of any real abuses. History may look back on these times and say there were some: I don't know. The administrators who adopted scientific management principles in the 1920s probably didn't feel foolish even though history says they did some of the stupidest things possible. I don't know what a Callahan[+] would say about the current back-to-basics movement, but my feeling is that for the most part we're reasonably well-balanced.

If American schools have gone overboard, it's in the direction of an educational smorgasbord: smatterings of knowledge and low time-on-task. We ought to take more seriously the outcomes we want.

Q: Your comments seem a bit paradoxical. You've said supervisors need to recognize that teachers have goals of their own, so they can best be approached by asking, "How can I help you accomplish your goals?" Children have goals as well, but the time-on-task researchers say effective teachers don't waste time involving students in decision making. They tell kids what the goals are and get on with teaching them.

Berliner: You've tapped right into a basic educational philosophy of mine. I believe the amount of choice you should give kids in school looks like an inverted pyramid. It should be very limited in the first few grades, but maximal in the last year or two of high school. In the early grades where basic skill acquisition is taking place, we should offer whatever opportunities for choice are reasonable—because that's the way we should treat human beings—but in fact, the expected outcomes of education are quite clear at that level: there aren't a lot of choices.

We shouldn't be hypocritical about it: kids are there to learn to read and write and do math, and a school has failed if large numbers of its kids can't do that by the end of elementary school.

But schools have also failed if that's all students can do at the end of 12 grades. Once they've acquired basic literacy, students should begin making choices about their own education.

Q: There are early childhood classrooms that are very impressive in the amount of freedom children are given and the amount of self-control they develop. In some of those classrooms the kids continue to work even when the teacher leaves the room. Yet those classrooms tend not to produce the highest standardized test scores, at least in the short run. Wouldn't it be wrong for a supervisor to come into that kind of classroom and report data about how the kids are not quite as much on-task as they would be if the teacher stood up in front and said, "Everybody listen to me"?

Berliner: If the teacher has a good system working and we're talking about a few lousy items on a standardized test, I'd leave the teacher alone. If the class is at the 20th percentile but predicted to be at the 60th, the teacher has somehow missed the boat.

The kind of classroom you've described is wonderful, but among teachers who have tried it, more have failed than succeeded. You can get teachers to succeed more easily in a direct instructional model than in an open model. So if I have to make a choice; and only 10 percent of the teachers can pull off the more open kind of classroom, while 90 percent fail—and I think the rates are pretty close to that—I'm going to try to redirect some of them into a more structured situation. That way, kids won't be cheated of their education. But for the 10 percent who can pull it off, my god, hug them. EL

[+] J. Bergan. Behavioral Consultation (Columbus, Ohio: Charles E. Merrill. 1977).

[+] Keith A. Acheson, and Meredith D. Gall. Techniques in the Clinical Supervision of Teachers (New York: Longman, Inc., 1980).

[+] See also David Champagne and R. Craig Hogan. Consultant Supervision: Theory and Skill Development. 1981. available from C. H. Publishing Company, 312 Irving St. Wheaton, IL 60187.

[+] Raymond E. Callahan. Education and the Cult of Efficiency (Chicago: University of Chicago Press, 1962).

CLASSROOM ORGANIZATION AND MANAGEMENT

Jere Brophy

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Despite its recognized importance, there was little systematic research on the topic of classroom management until the last 10 - 15 years. Teachers seeking advice on how to organize and manage their classrooms had to rely on psychological theories developed outside classroom settings or on the "bag of tricks" suggestions of individual teachers. Unfortunately, many of the theory-based ideas were incorrect or impractical for classroom use, and the experienced-based advice was unsystematic and often contradictory. As a result, teachers were often left with the impression that classroom management is purely an art rather than partly an applied science, and that "you have to find out what works best for you!"

Classroom research conducted in the last 10 - 15 years has improved this situation dramatically. Research by several teams of investigators has developed clear and detailed information about how successful teachers organize and manage their classrooms, including information about how they get off to a good start at the beginning of the year. If learned and applied systematically, the principles to be discussed here will enable teachers to establish their classrooms as effective learning environments and to prevent or successfully cope with most of the conduct problems that students present. There is less classroom research available on methods of handling students with chronic problems who require more intensive or individualized treatment, but even here, more information is becoming available and there is a growing consensus about which problem solving strategies are both practical and effective for use by teachers.

Prior to discussion of the principles themselves, a few of the assumptions underlying the perspective on effective classroom organization and management taken in this paper should be mentioned. One is that the teacher is both the authority figure and the instructional leader in the classroom. Students can be invited to share in decision making about what and how to learn and about appropriate classroom conduct, but the teacher retains ultimate authority and responsibility. This assumption conflicts with the views of certain radical critics of education, but it matches the perceptions of most school administrators, teachers, and parents. Furthermore, recent research (Metz, 1978; Nash, 1976) indicates that it matches the views of students, as well.

A second basic assumption is that good classroom management implies good instruction, and vice versa. Recent research makes it very clear that successful classroom management involves not merely responding effectively when problems occur but preventing problems from occurring very frequently in the first place. In turn, this prevention is accomplished primarily by good planning, curriculum pacing, and instruction that keeps students profitably engaged in appropriate academic activities. Furthermore, instruction is involved in much of the activity that would ordinarily be described as classroom management, as when teachers provide their students with instruction in and opportunities to practice the procedures to be used during everyday classroom routines. We can discuss classroom management separately from instruction in the formal curriculum, but in practice these two key teaching tasks

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ars interdependent. Because successful classroom managers maximize the time that their students spend engaged in academic tasks, they also maximize their students' opportunities to learn academic content, and this shows up in superior performance on achievement tests (Brophy, 1979; Fisher, et. al., 1980; Good, 1979; Rosenshine & Berliner, 1978).

A third assumption built into the perspective taken in this paper is that optimal classroom organization and management strategies are not merely effective, but cost/effective. Consequently, there will be little consideration of approaches that are unfeasible for most teachers (token economies, extended psychotherapy approaches) or likely to engender undesirable side effects (certain authoritarian or punitive approaches).

The Well Organized and Managed Classroom

Let us begin with the look and feel of a classroom that is functioning efficiently as a successful learning environment. First, it reveals organization, planning, and scheduling. The room is divided into distinct areas furnished and equipped for specific activities. Equipment that must be stored can be removed and replaced easily, and each item has its own place. Traffic patterns facilitate movement around the room, and minimize crowding or bumping. Transitions between activities are accomplished efficiently following a brief signal or a few directions from the teacher, and the students seem to know where they are supposed to be, what they are supposed to be doing, and what equipment they will need. (Arlin,

The students appear attentive to the teacher's presentation and responsive to questions. Lessons, recitations, and other group activities move along at a brisk pace, although they are structured so that subparts are discernible and separated by clear transitions. When students are released to work on their own, they seem to know what to do and to settle quickly into doing it. Usually, they continue the activity through to completion without difficulty, and then turn to some new approved activity. If they do need help, they can get it from the teacher or some other source, and thus can quickly resume their work. To an untrained observer, the classroom seems to work automatically, without much teacher effort devoted to classroom management. Classroom research has established, however, that such well-functioning classrooms do not just happen. Instead, they result from consistent teacher efforts to create, maintain, and (occasionally) restore conditions that foster effective learning.

Kounin (1970) and his colleagues first showed this conclusively in a videotaped study of two types of classrooms. The first type included the smooth functioning classrooms described in the previous paragraph. In contrast, teachers in the comparison classrooms were fighting to keep the lid on. Activities suffered from poor attention and frequent disruption. Transitions were lengthy and often chaotic. Much of the teachers' time was spent dealing with student misconduct.

Kounin and his colleagues began by analyzing the videotapes from these classrooms in detail, concentrating on teachers' meth

of dealing with student misconduct and disruption. Given the great

differences in classroom management success displayed by these two

groups of teachers, the researchers expected to see large and sys-

tematic differences in methods of dealing with student misconduct.

To their surprise, they found no systematic differences at all!

Good classroom managers were not notably different from poor class-

room managers when responding to student misconduct.

Fortunately, the researchers did not stop at this point. In

the process of discovering that the two groups of teachers did not

differ much in their responses to disruptive students, they noted

that the teachers differed in other ways. In particular, the ef-

fective classroom managers systematically did things to minimize

the frequency with which students became disruptive in the first

place. Some of these teacher behaviors are as follows.

Withitness. Effective managers nipped problems in the bud

before they could escalate into disruption. They were able to do

this because they monitored the classroom regularly, stationing

themselves where they could see all of the students and scan all

parts of the classroom continuously. This and related behaviors

let students know that their teachers were "with it" -- aware of

what was happening at all times and likely to detect inappropriate

behavior early and accurately.

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Overlappingness. Effective managers also had learned to do

more than one thing at a time when necessary. When conferring with

an individual pupil, for example, they would continue to monitor

events going on in the rest of the classroom. When teaching reading

groups, they would deal with students from outside the group who

came to ask questions, but in ways that did not involve disrupting

the reading group. In general, they handled routine housekeeping

tasks and met individual needs without disrupting the ongoing activ-

ities of the class as a whole.

Signal continuity and momentum in lessons. When teaching the

whole class or a small group, effective managers were well prepared

and thus able to move through the activity at a brisk pace. There

were few interruptions due to failure to bring or prepare a prop,

confusion about what to do next, the need to stop and consult the

teacher's manual, false starts, or backtracking to present informa-

tion that should have been presented earlier. Minor, fleeting in-

attention was ignored. More serious inattention was dealt with

before it escalated into disruption, but in ways that were not them-

selves disruptive. Thus, these teachers would move near to the in-

attentive students, use eye contact where possible, direct a ques-

tion or comment to them, or cue their attention with a brief com-

ment. They would not, however, interrupt the lesson unnecessarily

by delivering extended reprimands or other overreactions that would

focus everyone's attention on the inattentive students rather than

the lesson content. In general, these methods were effective be-

cause students tend to be attentive (and their inattention tends

to be fleeting) when they are presented with a continuous academic

"signal" to attend to. Problems tend to set in when they have no

clear "signal" to attend to or task to focus on, and these problems

will multiply in frequency and escalate in intensity the longer

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the students are left without such a focus.

Group alerting and accountability in lessons. In addition
to conducting smooth, briskly paced lessons which provided students
with a continuous signal on which to focus attention, effective
classroom managers used presentation and questioning techniques
designed to keep the group alert and accountable. These included
looking around the group before calling on someone to recite, keep-
ing the students in suspense as to whom would be called on next
by selecting randomly, getting around to everyone frequently, inter-
spersing choral responses with individual responses, asking for
volunteers to raise their hands, throwing out challenges by declar-
ing that the next question would be difficult or tricky, calling
on listeners to comment upon or correct a response, and presenting
novel or interesting material. The idea here is to keep students
attentive to presentations because something new or exciting could
happen at any time, and to keep them accountable for learning the
content by making them aware that they might be called upon at any
time.

Variety and challenge in seatwork. Kounin was one of the first
to recognize that students spend much (often a majority) of their
classroom time working independently rather than under the direct
supervision of the teacher, and that the appropriateness and inter-
est value of the assigned work will influence the quality of task
engagement during these times. Ideal seatwork is selected to be
at the right level of difficulty (easy enough to allow successful
completion but difficult or different enough from previous work

to provide a degree of challenge to each student), and within this,
to include enough variety to stimulate student interest.

Subsequent research has supported most of Kounin's recommenda-
tions. In a correlational study at the second and third grade level
(Brophy & Evertson, 1976), and in an experimental study of in-
struction in first grade reading groups (Anderson, Evertson, &
Brophy, 1979), indicators of withitness, overlappingness, and smooth-
ness of lesson pacing and transitions were associated both with better
group management, and with better student learning. However, these
studies did not support some of the group alerting and accountability
techniques, especially the notion of being random and unpredictable
in calling on students to recite. Good and Grouws (1977), in a
study of fourth grade mathematics instruction, found that group
alerting was positively related to student learning but accountabil-
ity was related curvilinearly (teachers who used a moderate amount
were more successful than those who had too much or too little).
These various findings are all compatible with the interpretation
that group alerting and accountability devices are appropriate for
occasional use within classroom management contexts established
by the apparently more fundamental and important variables of with-
itness, overlappingness, signal continuity and momentum in lessons,
and variety and appropriate level of challenge in seatwork activities.
Group alerting and accountability devices do stimulate student atten-
tion in the short run, but if they have to be used too often, it
is likely that the teacher is failing to implement some of the more
fundamental classroom management strategies sufficiently.

Recent research on teacher effectiveness in producing student learning gains also suggests a cautionary note about the appropriate level of challenge in seatwork assignments. This work suggests that learning proceeds most efficiently when students enjoy very high rates of success in completing tasks correctly (that is, where the tasks are easy for them to do). Where the teacher is present to monitor responses and provide immediate feedback (such as during recitations), success rates of at least 70-80% should be expected (Brophy & Evertson, 1976). Where students are expected to work on their own, however, success rates of 95 - 100% will be necessary (Fisher, et. al., 1980). This point deserves elaboration, because to many obervers, a 95% success rate seems too high, suggesting a lack of challenge. Bear in mind that we are talking about independent seatwork and homework assignments that students must be able to progress through on their own, and that these assignments demand application of hierarchically organized knowledge and skills that must be not merely learned but mastered to the point of overlearning if they are going to be retained and applied to still more complex material. Confusion about what to do or lack of even a single important concept or skill will frustrate students' progress, and lead to both management and instructional problems for teachers. Yet, this happens frequently. Observational study suggests that, to the extent that students are given inappropriate tasks, the tasks are much more likely to be too difficult than too easy (Fisher, et. al., 1980; Gambrell, Wilson, & Gantt, 1981; Jorgenson, 1977). Thus, although varie

and other features that enhance the interest value of tasks should be considered, and although students should not be burdened with busy work that involves no challenge at all, teachers should insure that whatever new or more difficult challenges may be involved in seatwork tasks can be assimilated by the students (i.e., the students can complete the tasks with a high rate of success). This will require differentiated assignments in many classrooms, at least in certain subjects.

Getting Off To A Good Start

Kounin's work established that the key to the well functioning classroom is maintaining a continuous academic focus for student attention and engagement, and avoiding "downtime" when students have nothing to do or are not sure about what they are supposed to be doing. His work also identified some of the key teacher behaviors involved in maintaining the classroom as an efficient learning environment on an everyday basis. He did not, however, deal with a question of great practical importance to teachers: How does one establish a well-managed classroom at the beginning of the year?

Brophy and Putnam (1979) and Good and Brophy (1978, 1980) suggested that the process begins with advanced preparation and planning done before the school year begins. Given the types of students and academic activities anticipated, what is the most efficient use of the available space? How should the furnishings be grouped and the equipment placed? Thought devoted to these questions when preparing the classroom for use by the students may maximize the

degree to which students get the intended benefit from the equipment and activities (Nash, 1981).

Consideration of traffic patterns can make for smoother transitions later, and thoughtful equipment storage can minimize bottlenecks and lines. Consideration of student convenience in planning storage space can maximize the degree to which students can handle their personal belongings and school supplies on their own, thus minimizing their need to get instructions or help from the teacher. Thought devoted to appropriate procedures and routines for handling paper flow and other daily classroom business will produce clarity about procedures that will help students to know exactly what to do (and again, will maximize the degree to which they can handle things themselves without needing help or directions from the teacher)

These speculations based on Kounin's work have been validated and elaborated in great detail by Evertson, Emmer, Anderson, and their colleagues at the the Research and Development Center for Teacher Education at the University of Texas at Austin. In the first of a series of studies, these investigators intensively observed 28 third-grade teachers, visiting their classrooms frequently during the first few weeks of school and occasionally thereafter (Anderson, Evertson, & Emmer, 1980; Emmer, Evertson, & Anderson, 1980). Observers took detailed notes about the rules and procedures that teachers introduced to their students, their methods of doing so, and their methods of following up when it became necessary to employ the procedures or enforce the rules. In addition, every 15 es during each observation they scanned the classroom and

recorded information on the percentage of students who were engaged in lessons, academic tasks, or other activities approved by the teacher. These student engagement data and other information from the observers' descriptions of the classroom were later used to identify successful and unsuccessful classroom managers.

This study made it clear that the seemingly automatic smooth-functioning observable throughout most of the school year in the classrooms of successful managers results from a great deal of preparation and organization at the beginning of the year. Successful managers spent a great deal of classroom time in the early weeks introducing rules and procedures. Room arrangement, materials storage, and other physical aspects had been prepared in advance. On the first day and throughout the first week, special attention was given to matters of greatest concern to the students (such as information about the teacher and their classmates, review of the daily schedule, description of times and practices for lunch and recess, where to put personal materials, access to the lavatory, when and where to get a drink). Classroom routines were introduced gradually as needed, without overloading students with too much information at one time.

Implementing classroom rules and procedures was more a matter of instruction than "control," although it was important for the teachers to follow through on their stated expectations. Effective managers not only told their students what they expected them to do, but personally modeled the correct procedures for them, took time to answer questions and resolve ambiguities, and, where

necessary, allowed time for practice of the procedures with feed-

back as needed. In short, key procedures and routines were taught

to the students during more or less formal lessons, just as academic

content is taught.

In addition, effective managers were thorough in following

up on their expectations. They reminded students of key aspects

of procedures shortly before they were to carry them out, and they

scheduled additional instruction and practice when procedures were

not carried out properly. The students were monitored carefully

and not "turned loose" without careful direction. Consequences

of appropriate and inappropriate behavior were clearer than in

other classrooms, and were applied more consistently. Inappro-

priate behavior was stopped more quickly. In general, the more

effective managers showed more of three major clusters of behavior:

Behaviors that conveyed purposefulness. Students were held

accountable for completing work on time (although the teachers

taught them to pace themselves using the clock). Regular times

were scheduled each day to quickly review independent work (so

that difficulties could be identified and follow up assistance

could be offered quickly). The teachers regularly circulated through

the room during seatwork, checking on each student's progress. Com-

pleted papers were returned to students as soon as possible, with

feedback. In general, effective managers showed concern about max-

imizing the time available for instruction, and about seeing that

their students learned the content (and not just that they remained

quiet).

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Behaviors that taught students how to behave appropriately. Ef-

fective managers were clear about what they expected and what they

would not tolerate. In particular, they focused on what students

should be doing, and on teaching them how to do it when necessary.

This included the "don'ts" involved in keeping order and reasonable

quiet in the classroom, but it stressed behaviors that were more

prescriptive and learning-related, such as how to read and follow

directions for independent work. Responses to failure to follow

these procedures properly stressed specific corrective feedback .

rather than criticism or threat of punishment. In general, the

stress was on teaching (presumably willing) students what to do

and how to do it, rather than on manipulating (presumably unwill-

ing) students through reward and punishment.

Teacher skills in diagnosing students' focus of attention.

Effective managers were sensitive to student concerns and contin-

ually monitored their students for signs of confusion or inatten-

tion. They arranged desks so that students could easily face the

point in the room where they most often focused attention. They

used variations in voice, movement, and pacing to refocus atten-

tion during lessons. Daily activities were scheduled to coincide

with changes in students' readiness to attend vs. needs for physical

activity. Activities had clear beginnings and endings, with effici-

ent transitions in between. In general, the teachers required ac-

tive attention of all students when important information was being

given.

Even after these early weeks of the school year, effective

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managers were consistent in maintaining desired routines.
They devoted less time to procedural instruction and practice, but
they continued to give reminders and remedial instruction when nec-
essary, and they remained consistent in enforcing their expectations.

Follow-up work at the junior high school level (Emmer &
Evertson, 1980; Sanford & Evertson, 1981) revealed similar dif-
ferences between effective and ineffective classroom managers, al-
though the junior high school teachers did not need to put as much
emphasis on rules and procedures, especially on teaching the
students how to follow them. It was especially important, however,
for junior high school teachers to communicate their expectations
clearly, monitor their students for compliance, and maintain stu-
dent responsibility for engaging in and completing work assign-
ments (see also Moscowitz & Hayman, 1976).

More recently, this research team has followed up their ob-
servational studies with intervention studies, in which teachers
are trained in effective classroom management techniques, using
extremely detailed manuals based on their earlier work. These in-
tervention studies have been successful in improving teachers'
classroom management skills, and consequently, students' task en-
gagement rates. As intervention studies are completed, the train-
ing manuals are revised and then made available at cost to teachers
and teacher educators. The junior high manual is still under re-
vision, but the elementary manual is already available (Evertson,
Emmer, Clements, Sanford, Worsham, & Williams, 1981).

Supplemental Group Management Techniques

The classroom organization and management techniques identi-
fied by Kounin and his colleagues and by Evertson, Emmer, Anderson,
and their colleagues complement one another and, taken together,
appear to be both necessary and sufficient for establishing the
classroom as an effective learning environment. It is clear from
this research that the key to effective classroom management is
prevention: Effective classroom managers are distinguished by their
success in preventing problems from arising in the first place,
rather than by special skills for dealing with problems once they
occur. It is also clear that their success is not achieved through
a few isolated techniques or gimmicks, but instead is the result
of a systematic approach to classroom management which starts with
advanced preparation and planning before the school year begins, is
implemented initially through systematic communication of expecta-
tions and establishment of procedures and routines at the beginning
of the year, and is maintained throughout the year, not only by con-
sistency in following up on stated expectations, but by presenting
the students with a continuous stream of well chosen and well pre-
pared academic activities which focus their attention during group
lessons and engage their concentrated efforts during independent
work times.

Such a thorough and integrated approach to classroom manage-
ment, if implemented continuously and linked with similarly thorough
and effective instruction, will enable teachers to prevent most

problems from occurring in the first place and to handle those that do occur with brief, non-disruptive techniques. This approach appears to be both necessary (less intensive or systematic efforts are unlikely to succeed) and sufficient (the teacher establishes the classroom as an effective learning environment without requiring more intensive or cumbersome techniques such as token economies). Yet, some students with intensive personal or behavioral problems will require individualized treatment in addition to (not instead of) the group management techniques described above, and many teachers will want to pursue broader student socialization goals beyond establishing the classroom as an effective learning environment (developing good group dynamics, promoting individuals' mental health and personal adjustment, etc.). Additional techniques beyond those already described can and should be used for these purposes, although it should be recognized that they are supplements to, and not substitutes for, the set of basic techniques already described.

Group Relationships

Recent research has produced a great deal of information useful to teachers concerned about establishing good interpersonal relationships and group dynamics in their classrooms, including information about how to overcome the social barriers that are often associated with differences in sex, race, social class, or achievement level. This research makes it clear that merely bringing antagonistic or voluntarily segregated groups together for frequent contact will not by itself promote prosocial, integrated activities (in fact, may even increase the level of group conflict).

Prosocial outcomes can be expected, however, when students from different groups are not merely brought together but involved in cooperative activities, especially interdependent activities that require the active participation of all group members to insure successful accomplishment of the group mission (Aronson, et. al., 1979; Johnson & Johnson, 1975; Sharan, 1980; Slavin, 1980).

An example is the Jigsaw approach (Aronson, et. al., 1978), in which group activities are arranged so that each member of the group possesses at least one key item of unique information which is essential to the group's success. This requires the brighter and more assertive students who might ordinarily dominate group interaction to the exclusion of their peers (Webb, 1980) to encourage the active participation of everyone, and to value everyone's contribution. It also encourages the slower and more reticent students, who might otherwise contribute little or nothing, to participate actively in group activities and consider themselves as true group members and important contributors.

The Teams - Games - Tournaments (TGT) approach accomplishes similar goals in a different way (Slavin, 1980). Here, students are divided into teams (in which members vary in sex, race, achievement level, etc.) which compete for prizes awarded for academic excellence. In addition to working together as a team on whatever cooperative activities may be included in the program, team members contribute to their teams' point totals through their performance on seatwork and other independent activities. Each team member

contributes roughly equally to the team's relative success, because points are awarded according to a handicapping system in which performance standards are based on each individual's previous levels of success. Thus, low achievers who succeed in meeting the performance standards assigned to them contribute as much to their team's total score as high achievers who succeed in meeting the performance standards assigned to them. This approach has been shown to improve the quantity and quality of contact among team members inside and outside of the classroom, and it sometimes leads to improved achievement in addition to improved interpersonal relationships (Slavin, 1980).

Other approaches in which group members cooperate to pursue common goals have been successful in promoting good group dynamics (see Stanford, 1977, regarding the formation and development of classroom groups), and approaches which allow individuals to display unique knowledge or skills have been successful in enhancing the social status or peer acceptance of the individuals involved. In general, successful techniques have in common the fact that they do not merely bring together individuals who do not often interact, but bring them together in ways that require them to cooperate prosocially or allow them to see positive attributes in one another that they might not have become aware of otherwise. In addition to these group based approaches, there are a variety of social skills training approaches that teachers can use to coach socially isolated or rejected students in such skills as initiating interactions with their peers, reinforcing prosocial contact, and the

like (Cartledge and Milburn, 1988).

Behavior Modification Techniques

Techniques of behavior analysis and behavior modification are often recommended to teachers based on social learning theory: Reward desirable behavior and extinguish (by ignoring) undesirable behavior, or if necessary, punish undesirable behavior (O'Leary & O'Leary, 1977; Krumboltz & Krumboltz, 1972). Early applications were mostly limited to the shaping of the behaviors (such as staying in the seat or remaining quiet) of individual students through material or social reinforcement. Since then, systems have been developed for use with the class as a whole (Thompson, et. al., 1974) there has been a shift of emphasis from inhibiting misconduct to rewarding good academic performance (Kazdin, 1977) and from controlling students externally to teaching them to learn to control themselves (Meichenbaum, 1977; McLaughlin, 1976), and techniques have proliferated. Procedures for increasing desired behavior include praise and approval, modeling, token reinforcement programs, programmed instruction, self-specification of contingencies, self-reinforcement, establishment of clear rules and directions, and shaping. Procedures for decreasing undesired behavior include extinction, reinforcing incompatible behaviors, self-reprimands, time out from reinforcement, relaxation (for fears and anxiety), response cost (punishment by removal of reinforcers), medication, self-instruction, and self-evaluation. The breadth of this list indicates the

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practical orientation of contemporary behavior modifiers, as well
as the degree to which they have embraced techniques which origi-
nated elsewhere and which have little or nothing to do with social
learning theory or reinforcement.

Most of the early, reinforcement-oriented behavior modifica-
tion approaches proved impractical for most teachers. For exam-
ple, the financial and time costs involved in implementing token
economy systems make these approaches unacceptable to most teach-
ers, although token economies have been popular with special ed-
ucation teachers working in resource rooms where individualized
learning programs and a low student-teacher ratio make them more
feasible (Safer & Allen, 1976). Approaches based on social rather
than material reinforcement are less cumbersome, but they have
problems of their own. For one thing, a single teacher working
with a class of 30 students will not be able to even keep track
of, let alone systematically reinforce, all of the desirable behav-
iors of each individual student (Emery & Marholin, 1977). Second-
ly, praise and other forms of social reinforcement by teachers do
not have powerful effects on most students, at least after the first
grade or two in school. Thirdly, the "praise and ignore" formula
so often recommended to teachers as a method of shaping desirable
behavior has inherent drawbacks that limit its effectiveness in
classroom situations. Praising the desirable behavior of classmates
is a less efficient method of shaping the behavior of the target
student than more direct instruction or cuing would be. Further-
more, ignoring undesirable behavior will have the effect of

extinguishing only if the behavior is being reinforced by teach-
er attention. This is probably true of only a small minority of
the undesirable behaviors that students display, and even where it
is true, ignoring the problem may lead to escalation in intensity
or spread to other students, as Kounin (1970) has shown. Thus,
the principles of extinction through-ignoring and of shaping be-
havior through vicarious reinforcement delivered to the peers of
the target student cannot be applied often in the ordinary class-
room, and certainly cannot be used as the basis for a systematic
approach to classroom management.

Reinforcement can be used efficiently to shape behavior when
it is applied directly to the target student and delivered as a
consequence of the performance of desired behavior (at least to
some degree; it has become clear that the reinforcers under the
control of most teachers are numerous but weak, so that certain
behaviors by certain students cannot literally be controlled by
teacher-administered reinforcement). Although this can bring about
desired behavior and even academic performance, it does so through
processes of extrinsic reinforcement, which may reduce the degree
to which students find working on or completing school tasks to be
intrinsically rewarding (Lepper & Greene, 1978). The degree to
which this is likely to occur depends on the degree to which stu-
dents are led to believe that they are performing solely to obtain
the extrinsic rewards, and not because the performance is inherently
satisfying or involves the acquisition or exercise of valued skills.
Thus, the motivational effect of controlling students' behavior

through reinforcement will be determined by the meanings that the
students are led to attribute to the reinforcement process. Draw-
ing on the work of several attribution theorists, Brophy (1981)
developed the guidelines shown in Figure 1 for using praise in ways
that would not only shape students' behavior but encourage rather
than discourage their development of associated intrinsic motiva-
tion. The same guidelines would apply to the use of any reinforcer,
not just praise.

Notice that the principles summarized in Figure 1 stress teach-
ing students how to think about their behavior rather than merely
reinforcing it. They also stress the devlopment of self-monitor-
ing and self control o' "uhavior. These are representative of the
general changes that have been introduced into applications of be-
havior modification to classrooms. For example, teachers desiring
to shape student behavior through reinforcement are now being ad-
vised not merely to reinforce contingently, but to draw up a for-
mal contract with the student in advance, specifying precisely the
performance standards that must be attained to earn the promised
rewards. This "contingency contracting" approach can be used to
specify improvements in both conduct and academic performance.
The technique allows teachers to individualize arrangements with
separate students, and it places more emphasis on student self-
control, self-management, and self-instruction, and less on one-
to-one relationships between specific behaviors and specific re-
wards. Contracts can be helpful in dealing with students who are
otivated, easily distracted, or resistant to school work

Figure 1. Guidelines for Effective Praise [1]

EFFECTIVE PRAISE	INEFFECTIVE PRAISE
1. Is delivered contingently	1. Is delivered randomly or unsystematically
2. specifies the particulars of the accomplishment	2. Is restricted to global positive reactions.
3. shows spontaneity, variety, and other signs of credibility; suggests clear attention to the student's accomplishment.	3. shows a bland uniformity which suggests a conditioned response made with minimal attention.
4. rewards attainment of specified performance criteria (which can include effort criteria) however).	4. rewards mere participation, without consideration of performance processes or outcomes.
5. provides information to students about their competence or the value of their accomplishments.	5. provides no information at all or gives students information about their status.
6. orients students toward better appreciation of their own task-related behavior and thinking about problem solving.	6. orients students toward comparing themselves with others and thinking about competing.
7. uses students' own prior accomplishments as the context for describing present accomplishments.	7. uses the accomplishments of peers as the context for describing students' present accomplishments.
8. Is given in recognition of noteworthy effort or success at difficult (for this student) tasks.	8. Is given without regard to the effort expended or the meaning of the accomplishment (for this student).
9. attributes success to effort and ability, implying that similar successes can be expected in the future.	9. attributes success to ability alone or to external factors such as luck or (easy) task difficulty.
10. fosters endogenous attributions (students believe that they expend effort on the task because they enjoy the task and/or want to develop task-relevant skills).	10. fosters exogenous attributions (students believe that they expend effort on the task for external reasons -- to please the teacher, win a competition or reward, etc.).
11. focuses students' attention on their own task-relevant behavior.	11. focuses students' attention on the teacher as an external authority figure who is manipulating them.
12. fosters appreciation of, and desirable attributions about, task relevant behavior after the process is completed.	12. intrudes into the ongoing process, distracting attention from task-relevant behavior.

[1] From Brophy, Jere E., "Teacher Praise: A Functional Analysis." *Review of of Educational Research*, Spring 1981, pp. 5-32. Copyright 1981, American Educational Research Association, Washington, D. C.

or the teacher.

Experience with some of the elements involved in contingency contracting, such as goal setting and self-monitoring of behavior, led to the realization that these elements can have important positive effects of their own, independent of reinforcement. For example, inducing students to set goals for themselves can lead to performance increases, especially if those goals are specific and difficult rather than vague or too easy (Rossvork, 1977). Apparently, engaging in the process of setting goals not only provides students with specific objectives to pursue, but leads them to concentrate their efforts and monitor their performance more closely. The process does not work always or automatically, however. Sagotsky, Patterson, and Lepper (1978) found that exposure to goal setting procedures had no significant effect on students' study behavior or academic achievement, largely because many of the students did not follow through by actually using the goal setting procedures they had been shown.

That same study did show the effectiveness of self monitoring procedures, however. Students taught to monitor and maintain daily records of their own study behavior did show significant increases in both the study behavior and tested achievement (Sagotsky, Patterson, & Lepper, 1978). This was but one of many studies illustrating the effectiveness of procedures designed to help students monitor their own classroom behavior more closely and control it more effectively (Glynn, Thomas, & Shee, 1973; McLaughlin, 1976; O'Leary & Rubey, 1979; Rosenbaum & Drabman, 1979). These procedures based on developing self control in students have two

potential advantages over earlier procedures which depended on external control by the teacher (to the extent that they are implemented successfully). First, as noted previously, reinforcement oriented approaches to classroom management which depend on the teacher as the dispenser of reinforcement are impractical in the typical classroom, where a single teacher must deal with 30 students. Even the most skillful and determined teacher cannot continuously monitor all of the students and reinforce all of them appropriately. When responsibility for monitoring (and perhaps reinforcing) performance is shifted from the teacher to the students, this bottleneck is removed. Second, to the extent that teachers are successful in using behavior modification methods to shape student behavior, the effects depend upon the presence and activity of the teacher and thus do not generalize to other settings nor persist beyond the term or school year. Again, to the extent that students can learn to monitor and control their own behavior in school, they may also be able to generalize and apply these self control skills in other classrooms or even in non-school settings.

Self control skills are typically taught to students using a variety of recently developed procedures that Meichenbaum (1977) has called "cognitive behavior modification." One such technique combines modeling with verbalized self instructions. Rather than just tell students what to do, the model (teacher) demonstrates the process. The demonstration includes not only the physical

motions involved, but verbalization of the thoughts and other self-
talk (self-instructions, self-monitoring, self-reinforcement) that
would accompany the physical motions involved in doing the task.
For example, Meichenbaum and Goodman (1971) used the technique with
cognitively impulsive students who made many errors on a matching-
to-sample task because they would respond too quickly, settling on
the first response alternative that looked correct rather than tak-
ing time to examine all of the response alternatives before sel-
ecting the best one. Earlier studies had shown that simply telling
these students to take their time, or even requiring them to in-
hibit their response for a specified delay period, did not improve
their performance because the students did not use this time to ex-
amine the available alternatives. They simply waited until the
time period was up. However, the technique of modeling with verb-
alized self instructions stressed the importance of carefully ob-
serving each alternative. As the models "thought out loud" while
demonstrating the task, they made a point of resisting the tempta-
tion to settle on an alternative that looked correct before exam-
ining all of the rest, reminded themselves that one can be fooled
by small differences in detail that are not noticed at first, etc.
This approach was successful in improving performance on the task,
because the students learned to carefully compare each alternative
with the model before selecting their response. Rather than mere-
ly imposing a delay on their speed of response, the treatment pre-
sented them with a strategy for responding to the task successfully,

and presented this strategy in a form that the students could easi-
ly understand and apply themselves.

Modeling combined with verbalized self instructions (as well
as various related role play approaches) can be helpful with a great
variety of student problems. Meichenbaum (1977) describes five
stages to this approach: 1) an adult models the task while speak-
ing aloud (cognitive modeling); 2) the child performs the task
under the model's instruction (overt, external guidance); 3) the
child performs the task while verbalizing self instructions aloud
(overt self guidance); 4) the child whispers self instructions while
doing the task (faded overt self guidance); 5) the child performs
the task under self guidance via private speech (covert self in-
struction). Variations of this approach have been used not only
to teach cognitively impulsive children to approach tasks more
effectively, but also to help social isolates learn to initiate
activities with their peers, to teach the students to be more cre-
ative in problem solving, to help aggressive students learn to
control their anger and respond more effectively to frustration,
and to help frustrated and defeated students to learn to cope with
failure and respond to mistakes with problem solving efforts rather
than withdrawal or resignation.

Recent applications include the "turtle" technique of Robin,
Schneider, and Dolni   ) in which teachers teach impulsive
and aggressive students to assume the "turtle" position when upset.
The students learn to place their heads on their desks, close their
eyes, and clench their fists. This gives them an immediate response

to use in anger provoking situations, and buys time that enables

them to delay inappropriate behavior and think about constructive

solutions to the problem. The "turtle" position is actually not

essential; the key is training children to delay impulsive respond-

ing while they gradually relax and think about constructive alter-

natives. However, it is a gimmick that many younger students find

enjoyable, and may also serve as a sort of crutch to certain child-

ren who might otherwise not be able to delay successfully.

Similarly, the "Think Aloud" program of Camp and Bash (1981)

is designed to teach children to use their cognitive skills to

guide their social behavior and to learn to cope with social prob-

lems. It is especially useful with students in the early grades,

especially those prone to paranoid interpretations of peers' behav-

ior or aggressive acting out as a response to frustration. In gen-

eral, although generalization of skills taught through cognitive

interventions has not yet been demonstrated convincingly (Pressley,

1979), approaches featuring modeling, verbalized self instructions,

and other aspects of self monitoring and self control training ap-

pear to be very promising for use in classrooms, both as instruc-

tional techniques for students in general and as remediation tech-

niques for students with emotional or behavioral problems (McLaughlin,

1976; O'Leary & Dubey, 1979; Rosenbaum & Drabman, 1979).

Individual Counseling and Therapy

In addition to behavior modification techniques, a variety

of techniques developed by counselors and psychotherapists have

en recommended for use by teachers with students who have

chronic personal or behavioral problems. Early on, many of these

approaches stressed psychoanalytic or other "depth" interpretation

of behavior and treatment through methods such as free association

or acting out of impulses against substitute objects to achieve

catharsis or gratification. Many of those early theories have

proven unnecessary or incorrect, and the early treatment methods

have proven ineffective or unfeasible for consistent use by most

teachers.

More recently, however, therapy-based suggestions to teach-

ers have shifted concern from unconscious motivations to overt

behaviors, from long term general treatment toward i   isis

intervention, and from viewing disturbed students as "sick" to-

ward viewing them as needing information or insight which will

allow them to understand themselves better and achieve better con-

trol over their emotions and behavior. As a result, these therapy-

based notions have become more compatible with one another and with

the cognitive behavior modification approaches described above.

Suggestions from different sources are mostly complementary rather

than contradictory, and taken together they provide the basis for

systematic approaches to counseling problem students.

Dreikurs (1968) sees disturbed students as reacting to their

own feelings of discouragement or inferiority by developing defense

mechanisms designed to protect self esteem. He believes that stu-

dents who do not work out satisfactory personal and group adjust-

ments at school will display symptoms related to seeking after one

of the following goals (listed in increasing order of disturbance):

attention, power, revenge, or display of inferiority. He then sug-
gests how teachers can determine the purpose of student symptoms
by analyzing the goals that the students seem to be pursuing and
the effects that the students' behavior seems to be having on the
teacher, and also suggests ways that teachers can use this informa-
tion to help students eliminate their need to continue such behavior.

Morse (1971) describes the "life space interview," in which
teachers work together with students until each understands trou-
blesome incidents and their meanings to the student, and until
ways to prevent repetition of the problem are identified. During
these interviews, the teacher lets the students get things off
their chests and makes an effort to appreciate the students' per-
ceptions and beliefs, but at the same time forces the students to
confront unpleasant realities, tries to help the students develop
new or deeper insights, and, following emotional catharsis and
problem analysis, seeks to find mutually agreed upon solutions.

Good and Brophy (1978, 1980) present similar advice about
maintaining a neutral but solution oriented stance in dealing with
student conflict, conducting investigations in ways that are like-
ly to obtain the desired information and avoid escalating the con-
flict, negotiating agreements about proposed solutions, obtaining
commitment, and promoting growth through modeling and communication
of positive expectations.

Gordon (1974) discusses the need to analyze the degree to which
es to a conflict "own" the problem. The problem is owned by

the teacher but not the student if only the teacher's needs are
being frustrated (as when a student persistently disrupts class
by socializing with friends). Conversely, the student owns the
problem when the student's needs are being frustrated (such as
when a student is rejected by the peer group through no fault of
the teacher). Finally, teachers and students share problems in
situations where each is frustrating the needs of the other.
Gordon believes that student owned problems call for a generally
sympathetic and helpful stance, and in particular, an attempt to
understand and clarify the student's problem through "active
listening." During active listening, the teacher not only listens
carefully to the student's message, tries to understand it from
the student's point of view, and reflects it back accurately to the
student, but also listens for the personal feelings and reactions
of the student to the events being described, and reflects under-
standing of these to the student, as well. When the teacher owns
the problem, it is necessary for the teacher to communicate the
problem to the student, using "I" messages which state explicitly
the linkages between the student's problem behavior, the problem
that the behavior causes the teacher (how it frustrates the teach-
er's needs), and the effects of these events on the teacher's feel-
ings (discouragement, frustration). The idea here is to minimize
blame and ventilation of anger, and to get the student not only
to recognize the problem behavior itself but to see its effects on
the teacher.

Gordon believes that active listening and "I" messages will

help teachers and students to achieve shared rational views of prob-

lems, and help them to assume a cooperative, problem solving atti-

tude. To the extent that conflicts are involved, he recommends a

"no lose" method of finding the solution that will work best for

all concerned. The six steps in the process are: define the prob-

lem; generate possible solutions; evaluate those solutions; decide

which is best; determine how to implement this decision; and assess

how well the solution is working later (with negotiation of the

new agreement if the solution is not working satisfactorily to all

concerned).

Glasser (1969, 1977) has suggested applications of what he

calls "reality therapy" to teachers, providing guidelines for both

general classroom management and problem solving with individual

students. The title of his book, Schools Without Failure (Glasser,

1969) illustrates his interest in a facilitative atmosphere in the

school at large, and not just in individual teacher-student rela-

tionships. In that book he advocated that classroom meetings be

used for teachers and students to jointly establish classroom rules,

adjust these rules, develop new ones when needed, and deal with

problems. This part of his approach is not as well accepted as his

later suggestions, because many teachers oppose student self govern-

ment on principle, and others find it overly cumbersome and time

consuming. Also, it can involve exposure of vulnerable individuals

to public scrutiny and pressure, violation of confidences, and other

:al problems.

More recently, Glasser (1977) has advanced what he calls his

"ten steps to good discipline", which he describes as a constructive

and nonpunitive but no-nonsense approach. It is predicated on the

beliefs that: students are and will be held responsible for their

in-school behavior; rules are reasonable and fairly administered;

and teachers maintain a positive, problem solving stance in deal-

ing with students.

Glasser's ten-step approach is intended for use with students

who have not responded to generally effective classroom management

(thus, like other .echniques described in this section, it is a

supplement to the general principles described earlier in the paper,

and not a starting place or basis for managing the class as a whole).

Each consecutive step escalates the seriousness of the problem,

and thus should not be implemented lightly. The ten steps are as

follows:

1. Select a student for concentrated attention and list typi-

cal reactions to the student's disruptive behavior.

2. Analyze the list to see what techniques do and do not work,

and resolve not to repeat the ones that do not work.

3. Improve personal relationships with the student by pro-

viding extra encouragement, asking the student to perform

special errands, showing concern, implying that things will

improve, etc.

4. Focus the student's attention on the disruptive behavior

by requiring the student to describe what he or she has been

doing. Continue until the student describes the behavior

accurately, and then request that he or she stop it.

5. Call a short conference; again have the student describe the behavior, and also state whether or not it is against the rules or recognized expectations. Then ask the student what he or she should be doing instead.

6. Repeat step five, but this time add that a plan will be needed to solve the problem. The plan will be more than a simple agreement to stop misbehaving, because this has not been honored in the past. The negotiated plan must include the student's commitment to positive actions designed to eliminate the problem.

7. Isolate the student or use time out procedures. During these periods of isolation, the student will be charged with devising his or her own plan for ensuring following of the rules in the future. Isolation will continue until the student has devised such a plan, gotten it approved by the teacher, and made a commitment to follow it.

8. If this does not work, the next step is in-school suspension. Now the student must deal with the principal or someone other than the teacher, but this other person will repeat earlier steps in the sequence and press the student to come up with a plan that is acceptable. It is made clear that the student will either return to class and follow reasonable rules in effect there, or continue to be isolated outside of class.

9. If students remain out of control or in in-school suspension, their parents are called to take them home for the day, and the process is repeated starting the next day.

10. Removal from school and referral to another agency for students who do not respond to the previous steps.

There is little systematic research available on the strategies described in this section. Survey data reported by Glasser (1977) indicate that implementation of his program has been associated with reductions in referral to the office, fighting, and suspensions, but neither his program nor any of the others described here has yet been evaluated systematically to the degree that behavior modification approaches have been evaluated. In part, this is because many of these approaches are new, so that many teachers have not yet heard of them and very few have received specific training in them.

This was shown clearly in a study by Brophy and Rohrkemper (1981), who observed and interviewed 44 teachers working in the innercity schools of a large metropolitan school system and 54 teachers working in more heterogeneous schools in a smaller city. All of the teachers had had at least three years of experience (most had 10 or more). Half were nominated by their principals as outstanding at dealing with problem students, and half as average in this regard.

Few of these teachers had had significant preservice or inservice training in how to manage classrooms or cope with problem

students, so most of them had to learn from other teachers and from
their own experience. Although many were quite successful, many
were not, and even most of those who were successful relied on an
unsystematic "bag of tricks" approach developed through experience
and had problems articulating exactly what they did and why they
did it. Gordon's notion of problem ownership proved useful in pre-
dicting the responses of these teachers to various classroom prob-
lems, in that most teachers responded with sympathy and attempts
to help students who presented student owned problems but reacted
unsympathetically and often punitively to students who presented
teacher owned problems. Few teachers were aware of the term "prob-
lem ownership" or of Gordon's suggestions for handling classroom
conflicts, however, and none used the problem ownership concept in
conjunction with the problem solving methods that Gordon suggests.

Teachers' responses to interviews about general strategies
for dealing with various types of problem students, along with their
specific descriptions of how they would respond to vignettes depict-
ing problems that such students typically cause in the classroom,
did show some consistent correlations with principals' and observers'
ratings of teacher effectiveness at dealing with problem students.
One basic factor was willingness to assume responsibility. Teach-
ers rated as effective made some attempt to deal with the problem
personally, whereas teachers rated ineffective often disclaimed
responsibility or competence to deal with the problem and attempted
to refer it to the principal or someone else (counselor, social
worker, etc.). Effective teachers often involved these other

professionals as part of their attempt to deal with the problem,
but they remained involved personally and did not try to turn over
the entire problem to others, as the ineffective teachers did.

The second general difference was that the effective teachers
used long term, solution oriented approaches to problems, whereas
the ineffective teachers stressed short term desist/control respons-
es. Effective teachers would check to see if symptomatic behavior
was being caused by underlying personal problems (including home
problems), and if so, what might be done about these underlying
problems. If they suspected that students were acting impulsive-
ly or lacked sufficient awareness of their own behavior and its
effects on others, they would call for socialization of these stu-
dents designed to provide them with needed information and insights.
If they were behavioristically oriented, they would consider of-
fering incentives, negotiating contracts, or devising other ways
to call attention to and reinforce desirable behavior. If they
were more insight oriented, they would call for spending time with
problem students individually, attempting to instruct and inform
them, getting to know them better personally, and fostering insight
with techniques much like Gordon's active listening. If they had
more of a self concept/personal adjustment orientation, they would
speak of encouraging discouraged students, building self esteem
by arranging for and calling attention to success experiences,
improving peer relationships, and so on. All of these various ap-
proaches seemed to be more successful than rejecting, punitive ap-
proaches or approaches limited to controlling troublesome behavior

In the immediate situation without attempting to derl with larger underlying problems. None of the apparently effective approaches, however, seemed clearly superior to the others in every respect. In fact, a follow up study (Rohrkemper, 1981) comparing teachers who used behavior modification approaches successfully with teachers who used induction (insight oriented) approaches successfully suggested that each approach has its own (desirable) effects, so that a combined approach would be better than an emphasis on one to the exclusion of the other.

Context Differences

So far, this paper has been written as if principles of effective classroom organization and management were identical for all teachers and settings. To an extent, this is true. Advanced planning and preparation, clarity about rules, routines, and procedures, care in installing these at the beginning of the year and following up thereafter, and regular use of the group management techniques described by Kounin (integrated with an effective instructional program) are important in any classroom. So is the teacher's willingness to assume responsibility for exercising authority and socializing students by communicating expectations, providing instruction, stimulating insight, helping students to set and pursue goals, resolving conflicts, and solving problems. A great deal of classroom based research is available to guide teachers in developing many of these skills, and a consensus of nion is available to support most of the rest. Thus, an

internally consistent, mutually supportive collection of ideas and techniques is now available for training teachers in effective classroom management.

There still is much room for individual differences, however. For example, although it is important that students become clear about classroom rules and expectations, teachers can follow their own preferences regarding how these rules are determined (on a continuum from teacher as the sole authority who propounds the rules to the students to a democratic approach in which rules are adopted by majority vote at class meetings). Similarly, classrooms can be managed quite nicely without reliance on contingent reinforcement, but there is no reason that teachers who enjoy or believe in rewarding their students for good performance should not do so (although the principles outlined in Figure 1 should be kept in mind). As another example, it seems to be important that students have clear options available to them when they finish their assigned work, and that they learn to follow expectations concerning these options, but what these options are will be determined mostly by teacher preferences and beliefs about what is important (options may all require staying in seat or may involve moving to various learning or enrichment centers, for example, and options may differ in the degree to which they are required vs. optional or subject matter related vs. recreational).

In addition to these differences relating to teacher preference, there will be differences in what is appropriate for different

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classes of students. Brophy and Evertson (1978) identified four
general stages of student intellectual and social development that
have implications for classroom management:

Stage One (kindergarten - grade two or three): Most children
are compliant and oriented toward conforming to and pleasing
their teachers, but they need to be socialized into the stu-
dent role. They require a great deal of formal instruction,
not only in rules and expectations, but in classroom pro-
cedures and routines.

Stage Two (grades 2 - 3 through grades 5 - 6): Students
have learned most of what they need to know about school
rules and routines, and most remain oriented toward obey-
ing and pleasing their teachers. Consequently, less time
needs to be devoted to classroom management at the begin-
ning of the year, and less cuing, reminding, and instruct-
ing is required thereafter.

Stage Three (grades 5 - 6 through grades 9 - 10): Students
enter adolescence and become less oriented toward pleasing
teachers and more oriented toward pleasing peers. Many be-
come resentful or at least questioning of authority, and
disruptions due to attention seeking, humorous remarks, and
adolescent horseplay become common. Classroom management
once again becomes more time consuming, but in con-
trast to Stage One, the task facing teachers is not so much
one of instructing willing but ignoring students about what
to do as it is motivating or controlling students who know

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what to do but are not always willing to do it. Also, in-
dividual counseling becomes more prominent, as the relative
quiet and stability that most students show in the middle
grades gives way to the adjustment problems of adolescence.

Stage Four (after grades 9 - 10): Most students become more
personally settled and more oriented toward academic learning
again. As in Stage Two, classroom management requires less
teacher time and trouble, and classrooms take on a more busi-
nesslike, academic focus.

Note that these grade level differences in classroom manage-
ment are more in how much effort is needed and in degree of empha-
sis given to various classroom management tasks, and not in the
underlying principles. This seems to be the case with regard to
other individual and group differences in students, as well. At
any given grade level, the same basic classroom management princi-
ples and strategies seem to apply for boys as well as girls, blacks
as well as whites, and for students of various ethnic and social
class groups. Physically handicapped students being mainstreamed
into regular classrooms may require special arrangements or assist-
ance (see Chapter 24 in Good and Brophy, 1980), but this will be
in addition to rather than instead of the principles described here.
Similarly, these principles apply as well to students labeled emo-
tionally disturbed as to other students (Kounin & Obradovic, 1968),
although the disturbed students may need more individualized atten-
tion and closer monitoring.

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thin limits, some adaptation to local expectations or com-

ctice is appropriate. For example, middle class teachers

ly expect students to maintain eye contact with them during

inary contacts, as a sign of both attention and respect.

, individuals in certain minority groups are taught to avert

yes in such situations, and for them, maintaining eye con-

y even connote defiance. Obviously, it is important for

a working with such individuals to be aware of these cul-

ifferences so as to be able to interpret their students'

r correctly and respond to it appropriately. Similarly,

achers need to be especially sensitive about avoiding un-

ry conflicts between themselves and their students. For

, student monitor roles should be confined to those that

t place students in conflict with the peer group, and ap-

nts to peer leadership positions will require the involve-

at least the support of the existing peer leaders (Roberts,

iessman, 1962). In general, it seems important for teach-

any background and in any setting to be openminded and tol-

n dealing with students who come from very different social

ural backgrounds.

is does not necessarily mean catering to student preferences

matically reinforcing their expectations, however. For ex-

middle class teachers accustomed to forbidding violence in

ion with conflicts and forbidding language that they con-

o be obscene tend to become noticeably more tolerant of these

behaviors if they are assigned to work with lower class students,

presumably in deference to local moras (Weiss & Weiss, 1975).

Yet, Brookover, et. al. (1979) have shown that schools which are

most effective with lower class students are those that propound

and enforce standards for conduct and academic performance, and

interviews with students regularly reveal that they are concerned

about safety and that they expect and desire their teachers to

enforce standards of conduct in the classroom (Metz, 1978; Nash,

1976). Thus, certain behavior should not be accepted even if it

is common in the area in which the school is located.

As another example, many students from low socioeconomic

status backgrounds are accustomed to authoritarian or even brutal

treatment at home, but this is not what they need from their teach-

ers. If anything, these students have a greater need for, and re-

spond more positively to, teacher acceptance and warmth (Brophy &

Evertson, 1976). Specifically in the case of minority group stu-

dents who are alienated from school learning and discriminated

against by the majority of the student body, successful teaching

involves a combination of warmth with determination in demanding

achievement efforts and enforcing conduct limits (Klainfeld, 1975).

In general, then, the overall goals of classroom management

for various categories of special students will be the same as they

are for more typical students, although the specific methods used 493

to accomplish these goals may differ somewhat. Distractible stu-

dents may need study carrels or other quiet places to work, very

slow students may need special tutoring and opportunities to get

more frequent and personal help from the teacher; and poor workers

may need contracts or other approaches that provide a record of

progress, break tasks into smaller segments, or provide for more

individualized reinforcement.

Conclusion

A comprehensive approach to classroom management must include

attention to relevant student characteristics and individual dif-

ferences, preparation of the classroom as an effective learning

environment, organization of instruction and support activities

to maximize student engagement in productive tasks, development

of a workable set of housekeeping procedures and conduct rules,

techniques of group management during active instruction, tech-

niques of motivating and shaping desired behavior, techniques

of resolving conflict and dealing with students' personal adjust-

ment problems, and orchestration of all these elements into an

internally consistent and effective system. Clearly, no single

source or approach treats all of these elements comprehensively.

However, the elements for a systematic approach to class-

room management can be gleaned from various sources (particular-

ly recent and research based sources) that provide complementary

suggestions. The research of Kounin and his colleagues and of

Evertson, Emmer, Anderson, and their colleagues has provided ex-

tremely detailed information on how teachers can organize their

classrooms, launch the year, and manage the classrooms on an

everyday basis. There is less research support for suggestions

about counseling individual students and resolving conflicts, but

the approaches of cognitive behavior modifiers, Dreikurs, Glasser,

Good and Brophy, Gordon, and Morse, among others, implicitly agree

on a common set of principles. These include respect for student

individuality and tolerance for individual differences, willingness

to try to understand and assist students with special needs or prob-

lems, reliance on instruction and persuasion rather than power as-

sertion, and humanistic values generally. However, they also recog-

nize that students have responsibilities along with their rights,

and that they will have to suffer the consequences if they persist

in failing to fulfill those responsibilities. These ideas appear

to mesh nicely with the evolving role of the teacher as a profes-

sional with particular expertise and specific but limited responsi-

bilities to students and their parents, and with certain rights as

the instructional leaders and authority figures in the classroom.

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Linda M. Anderson, Carolyn M. Evertson, & Edmund T. Emmer. Dimensions in classroom management derived from recent research. Journal of Curriculum Studies, 1980, 12, 343-356.

This paper contrasts the behavior of successful and unsuccessful classroom managers at the third grade level. It reports data from the same study described in the paper by Emmer, Evertson, and Anderson (1980), but focuses on general differences between the two groups of teachers rather than only on differences seen in the first few weeks of the school year. It stresses three general clusters of teacher behavior:

1. Teacher behaviors that convey purposefulness: Holding students accountable for completing work within the alloted time, scheduling regular times each day to review completed work and give help or feedback, regularly circulating through the room during seatwork periods to check students, requiring participation of all students in group activities (including requiring consistent attention in addition to occasional overt participation), developing procedures for turning in completed work and noting student progress, and systematically providing feedback to students about the work they did. Other factors grouped here include showing concern that students learn the content and not merely be quiet, maximizing the time spent in instruction and minimizing the time spent in procedural matters and transitions, and in general, maintaining a businesslike emphasis on learning.

2. Teaching students how to behave appropriately: Stating expectations clearly and in behavioral terms, prescribing what students should be doing rather than concentrating on what they should not, providing detailed instructions or modeling to make sure that students understood procedures, providing follow-up and feedback once the students begin using the procedures themselves, and helping students to discriminate when certain behaviors are appropriate and when they are not.

3. Diagnosing students' focus of attention: Being sensitive to students' needs and concerns, arranging seating so that students could easily face the point in the room where they most often focused attention, use of "tricks" for regaining attention during lessons (voice modulation, movement, pacing changes), clear beginnings and endings of activities, warnings prior to transitions, spacing directions for new activities to help prevent confusion, and consistently requiring the active attention of all students when important information is being given.

In addition to describing these effective teacher behaviors in detail, this paper provides instructive contrasting information by describing the parallel behaviors of ineffective classroom managers. This material makes it clear that the latter teachers are ineffective in getting their students to do what they want them to do because they are vague, confusing, inconsistent, or otherwise ineffective in stating and following through on their expectations, and not because they haven't learned how to "make the students behave."

Brophy, Jere. Teacher praise: A functional analysis. Review of Educational Research, 1981, 51, 5-32.

This is an integrated review and critique of theory and research on teacher praise as a method of social reinforcement useful for motivating and shaping the behavior of students. It concludes that praise has been oversold to teachers, because it is a weak reinforcer for most students (at least after the first grade or two), and may even be counterproductive if used inappropriately. Most teachers seem to recognize this intuitively, and in fact use praise for a variety of purposes (such as encouragement) in addition to reinforcement of student behavior. Public praise actually occurs infrequently in most classrooms, which seems appropriate because it is often intrusive or embarrassing rather than reinforcing, and because even when it is reinforcing it often is delivered in ways that encourage students to attribute their behavior to extrinsic factors rather than intrinsic motivation.

These problems with the use of praise are not so much inherent in praise itself but reflective of teachers' needs for information about how to praise effectively. Drawing on theory and research by both reinforcement theorists and attribution theorists, the author presents guidelines for praising students in ways that will help them realize and value their own accomplishments and increase their intrinsic motivation for academic activities.

Brophy, Jere E. & Rohrkemper, Mary M. The influence of problem ownership on teachers' perceptions of and strategies for coping with problem students. Journal of Educational Psychology, 1981, 73, 295-311.

The first of what will be a series of reports from a large study, this paper is based on the coding of teachers' responses to vignettes depicting classroom events involving problem students who disrupt activities or otherwise present teachers with some kind of problem requiring response. The data indicate that teachers were disposed to be sympathetic and helpful to students who presented student owned problems. These students tended to be seen as blameless victims of circumstances beyond their control, and yet teachers were confident of being able to help them. In contrast, teachers were predisposed to respond with rejection and controlling or punitive reactions to students who presented teacher owned problems. These students were seen as able to control themselves if they desired to do so, and thus as misbehaving deliberately or intentionally, and teachers were less confident of their ability to change these students meaningfully.

Although the concept of problem ownership was useful in predicting teachers' responses to the various vignettes, it was clear that few teachers were familiar with this concept, and that none used it systematically in conjunction with the techniques of conflict resolution suggested by Gordon (1974). Correlations of coding scores based on teacher responses to the vignettes with principals' and observers' ratings of teacher effectiveness at

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dealing with problem students indicated that the more effective

teachers took personal responsibility for dealing with problems

rather than attempting to refer them to the principal or some-

one else. Effective classroom managers were also less likely to

respond with punitive or merely short term control/desist ap-

proaches to student problems, and more likely to use long term,

solution oriented strategies involving behavioral shaping, at-

tempts to instruct or induce insight, or attempts to strengthen

self concept or interpersonal adjustment.

Edmund T. Emmer, Carolyn M. Evertson, and Linda M. Anderson. Effec-
tive classroom management at the beginning of the school year.
Elementary School Journal, 1980, 80, 219-231.

This paper contrasts the behavior of effective and ineffec-

tive managers of third grade classrooms as they launched the school

year. The data come from the same study described in the paper

by Anderson, Evertson, and Emmer (1980), but this paper focuses

explicitly on the beginning of the year. It indicates that the

successful classroom managers devoted much of the first day and

the first few weeks to establishing classroom procedures and rules,

beginning with those of most immediate interest to the students

(bathroom, storage, lunch, recess, etc.). The first few academic

activities introduced were simple, enjoyable, and likely to pro-

duce success experiences. The teachers usually worked with the

whole class and stayed with and personally supervised the students

the entire time, putting off grouping and sustained independent

work activities until basic procedures and routines were established.

They monitored the students carefully, so that they were prepared

to move quickly when instructional help or behavioral intervention

was needed. They told the students precisely and in detail what

they wanted them to do, and then supervised them while they did

it. In general, they established their credibility by following

through on their statements so that the students learned that they

meant what they said.

The successful managers also revealed evidence of advanced

planning and preparation. They had arranged their rooms to make

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the best of whatever resources they were given to work with, often

making changes in anticipation of problems with the existing arrange-

ment. They had thought about their rules and expectations so they

were prepared to be specific about them when they met the students.

They had arranged to handle most housekeeping and paper work tasks

before the students arrived or after they went home, so that they

could spend most of their classroom time actively supervising the

class. In general, they were better prepared and organized, not

only for managing student conduct in the classroom but for instruct-

ing them in lessons and academic activities. In contrast, the

least effective classroom managers created problems for themselves

practically from the moment the students arrived, because they

were unclear or inconsistent about stating what they wanted, or

because they failed to follow through. Along with the book by

Kounin (1970), the reports from this research project are among the

most important in the literature on classroom management.

Glasser, William. Ten steps to good discipline. Today's Education, 1977, 66, 4 (November-December), 61-63.

This brief article presents Glasser's 10-step approach to

dealing with persistent discipline problems, along with support-

ing rationale and survey data. The approach prescribes a gradual-

ly escalating degree of pressure applied (and degree of implied

seriousness of the problem) by teachers (and later, principals

or other school officials) in an attempt to impress upon students

with chronic misconduct problems that their behavior is unaccept-

able and that they (the students) must assume responsibility for

it and make serious commitment to change it.

This approach appears appropriate and useful for dealing with

those few students who do not respond acceptably to reasonable rules

of friendly and helpful teachers. These teacher qualities are as-

sumed implicitly in the method, however. Teachers whose rules are

unreasonable, or who are hostile or apathetic toward their students,

will only abuse the students rather than help them by using the

techniques described here.

Gordon, Thomas. T.E.T. Teacher Effectiveness Training. New York:
    David McKay, 1974.

This is not a research report or even a presentation based
on systematic research, but it is nevertheless a useful source
of advice to teachers about solving problems and resolving con-
flicts with students. Gordon introduces concepts such as "prob-
lem ownership" for analyzing problems, suggests and illustrates
different techniques for resolving student owned, teacher owned,
or teacher-student shared problems, and gives guidelines for de-
veloping "no-lose" solutions to conflicts. Methods include active
listening (for projecting attention and sympathy toward and in-
ducing insight in students describing their problems) and "I" mes-
sages (for communicating teacher owned problems to students in ways
that are likely to induce the students to recognize their own
roles in causing these problems and to become willing to talk seri-
ously about finding solutions).

Gordon is probably overly optimistic in believing that all
students will respond positively to these techniques, and that
enforcement of demands and punishment should rarely if ever be
necessary. Also, he may overestimate the degree to which child-
ren in the first few grades of school can engage in the kind of
rational problem analysis and negotiation of potential solutions
that he recommends. In general, though, this book is a valuable
resource for teachers who seek to go beyond merely controlling stu-
dents' unacceptable behavior by solving some of the interpersonal
problems that underlie it.

Kounin, Jacob S. Discipline and Group Management in Classrooms
    New York: Holt, Rinehart, and Winston, 1970

This brief book presents the research by Kounin and his col-
leagues indicating that the key to successful classroom manage-
ment is preventing disruptions from occurring in the first place.
The book describes and illustrates the importance of: the general
characteristics of withitness and overlapping; the variables of
smoothness, momentum, signal continuity, valence, challenge
arousal, group alerting, and accountability during lessons and
recitations; and the variables of variety and appropriate lev-
el of challenge in seatwork. It also illustrates how unneces-
sarily loud, disruptive, or harsh teacher reactions to students'
misbehavior ("desist" attempts) can lead to counterproductive
"ripple effects." That is, teacher overreactions may distract
or disturb onlookers who were not involved in the original prob-
lem, tending to raise the general level of tension in the room
and increase rather than decrease the frequency or intensity of
additional disruptions. In contrast, effective interventions
stop inattention or misbehavior before it escalates into more
severe disruption, but do so in ways that do not unnecessarily
interfere with the momentum of ongoing academic activities or
attract attention to the disruptive behavior.

This is one of the most comprehensive and important sources
in the literature on classroom management.

Meichenbaum, Donald. Cognitive-Behavior Modification: An Integrated Approach. New York: Plenum, 1977.

This book provides a detailed treatment of the theory and procedures involved in cognitive behavior modification. Although it is written in somewhat technical language and covers a variety of clinical applications in addition to classroom applications, it is well worth examination by teachers and teacher educators interested in this approach. In addition to Meichenbaum's own work, such as the Meichenbaum and Goodman (1971) study in which cognitively impulsive students were trained to examine all response options carefully before selecting one, the book discusses applications such as the Think Aloud approach of Camp and Bash (1981) and the "turtle" technique of Robin, Schneider, and Dolnick (1976). It also discusses the application of modeling, verbalized self instruction, and related approaches to the development of control over emotions and aggressive behavior, the improvement of self concept and confidence, and the management of anxiety.

Moskowitz, Gertrude, & Hayman, M. L. Success strategies of inner-city teachers: A year long study. Journal of Educational Research, 1976, 69, 283-289.

This study compared the classroom management approaches and levels of success of new junior high school teachers with those of experienced teachers that had been nominated as the best teachers in the school by the students. The differences found here between the "best" teachers and the new teachers are similar to the differences found by Evertson, Emmer, and their colleagues between successful and unsuccessful managers. The "best" teachers began the year with more time spent establishing expectations and procedures, and on getting to know the students personally and responding to their first-day anxieties and information needs. The "best" teachers were more at ease in the classroom and more personal with the students, joking, smiling, and accepting their ideas more frequently. This is one of many studies that show directly or indirectly that, although establishing and following through on rules and procedures is essential to effective classroom management, there is no need for artificial harshness nor support for the "Don't smile until Christmas" notion.

B. C. Nash. The Effects of Classroom Spatial Organisation on Four-
and-Five-Year-Old Children's Learning. British Journal of
Educational Psychology, 1981, 51, 144-155.

This paper describes a three year study in which 19 preschool
and kindergarten classrooms in which space was deliberately arranged
to promote learning were compared with 19 similar classrooms
arranged randomly or according to teacher preferences based on house-
keeping convenience criteria. In general, as expected, students in
the planned spatial environments showed more creative combination
of materials from different locations, and more ability to: select the
best materials or methods for solving problems at hand; think of
themselves as capable of making things successfully; and understand
and apply science, number, and readiness concepts that involved
manipulating the environment.

Although the data come from preschool rather than elementary
or secondary classrooms, they provide an important reminder that
the physical environment can affect the quantity and quality of
of students' learning, and that the physical arrangements of class-
rooms should be compatible with the curricula and instructional ob-
jectives being used.

Sagotsky, Gerald, Patterson, Charlotte, & Lepper, Mark. Training
children's self-control: A field experiment in self-monitor-
ing and goal-setting in the classroom. Journal of Experimental
Child Psychology, 1978, 25, 242-253.

This paper describes a study of the effects of goal setting
and self monitoring on fifth and sixth grade children's mathematical
study behavior and achievement. Students in the goal setting condi-
tion were asked to estimate how far they would get in their work
book if they worked hard for the entire period prior to beginning
work each day. At the end of the period, they were to write down
the page and problem number they had reached to see if they had
achieved their goal. Students in the self monitoring condition
were given a grid with 12 empty boxes when they began each period,
and were asked to note from time to time whether or not they were
working on their math by putting a plus sign in a blank box if
they were working and a minus sign if they were not.

Comparisons of these groups with each other and with a no-
treatment control group revealed that the goal setting treatment
had no significant effects but the self monitoring treatment yielded
improved study behavior and performance on achievement tests. Part
of the reason for the lack of significant effect in the goal setting
group was that many of the students failed to follow the goal setting
instructions, whereas almost all of the students in the self monitor-
ing group followed the self monitoring instructions.

This is but one of many studies supporting the effectiveness
of self monitoring procedures for improving students' classroom
conduct and achievement (see the reviews by O'Leary and Dubey; 1979,

and by Rosenbaum and Drabman, 1979). Also, although the goal setting

treatment in this particular study was not effective, other studies

have supported the effectiveness of goal setting, especially when

it involves establishing specific and difficult goals instead of

the rather general goals suggested in the present study (see Rosswork,

1977).

Sanford, Julie P. & Evertson, Carolyn M. Classroom management in
    a low SES junior high: Three case studies. Journal of
    Teacher Education, 1981, 32, 34-38.

The first of what will be a series of reports, this paper pre-

sents data from the Junior High Classroom Organization Study con-

ducted by Evertson, Emmer, and their colleagues. It illustrates

effective classroom management strategies at the junior high lev-

el for the first day of school and throughout the year, by con-

trasting three teachers. Teacher A was an effective classroom

manager (as indexed by high levels of student attention, engage-

ment, and cooperation, and low levels of inappropriate behavior)

in the beginning and throughout the year, and her students showed

high residual achievement gains at the end of the year. In con-

trast, Teacher B was burdened with high rates of inappropriate be-

havior right from the beginning of the year, and these persisted

throughout the year. Finally, Teacher C enjoyed low rates of in-

appropriate behavior at the beginning of the year (almost as low

as those in Teacher A's room), but this good start was not sustained.

Data from Teacher C's classroom taken in the middle and end of the

year revealed high rates of inappropriate student behavior. In

contrast to Teacher A's relatively high success in producing stu-

dent learning gains, learning gains of the students of Teachers

B and C were average for the sample of 51 seventh and eighth grade

classrooms studied.

Data from the first day indicated that Teacher A spent the

most time and Teacher B the least time discussing rules and

procedures, and that Teachers A and C gave their students some seat-work on the first day but Teacher B did not. These assignments were easy and produced success experiences for the students. Teacher B, in contrast, spent much of the period administering a diagnostic test, which the other teachers postponed until later in the week. She responded ineffectively to inappropriate behavior such as talking, giggling, or cheating during the test, sometimes ignoring it and sometimes reprimanding or threatening ineffectively.

In subsequent weeks, Teacher A continued to spend more time presenting rules and procedures to her class, and was consistent in enforcing expectations and providing feedback. Expectations were clear, students were held accountable, the available time was used for academic purposes, and the teacher continuously and prominently assumed the role of instructional leader and authority figure in the classroom. Teacher B showed the opposite characteristics. Teacher C, despite a generally excellent first day and despite a good feel for students' concerns and information needs and clarity in articulating expectations, failed to maintain her good start because she failed to follow through on those expectations. Even during the first week of class she did not enforce rules about tardiness, calling out of answers, or use of the pencil sharpener, and she ignored increasing amounts of inappropriate behavior. The students gradually learned to respond to the guidelines she would nforce rather than to those originally articulated. Furthermore, as time went on Teacher C shifted from an emphasis on whole class

presentation and recitation to an emphasis on individual seatwork. Soon she was spending most of her time helping individuals at their seats, while other students waited idly and impatiently for help.

In general, this paper illustrates classroom management factors that are especially important at the junior high school level, and also shows how even an excellent beginning will not be sustained without affective follow through.

Slavin, Robert. Cooperative learning. Review of Educational
Research, 1980, 50, 315-342.

This article reviews theory and research on fostering stu-
dent cooperation, particularly within small groups, in classroom
activities. It describes the similarities and differences between
the Jigsaw approach, the Teams-Games Tournaments (TGT) approach,
and other well known approaches developed in the United States and
in Europe, and reviews the research on their effects on a variety
of student outcomes. These approaches have proven especially use-
ful for overcoming racial and other group difference barriers to
interpersonal contact and cooperation, and they also frequently
have positive effects on achievement, self concept, attitudes to-
ward school, and group cohesiveness.

Written by one of the leading developers and researchers in
this area, this is a comprehensive and scholarly review. The same
issue of the Review of Educational Research contains a review of
similar topics by Shlomo Sharan, and both reviews contain numerous
references for those who want to follow up by getting more informa-
tion on specific programs.

THE END

of

CLASSROOM ORGANIZATION AND MANAGEMENT

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F I E L D   L O G

LOVELY BILLUPS
_____
STAFF MEMBER

STANFORD UNIVERSITY - CALIFORNIA
_____
SITE OR LOCATION

OCTOBER 20, 1982
_____
DATE   TIME

PURPOSE OF VISITATION

PROJECT COLLABORATION MEETING
SAN FRANCISCO SITE

PERSONS CONTACTED

Nate L. Gage	Brenda Biles	Kathy King
Ralph Putnam	Lovely Billups	
Lee Shulman		

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Dr. Gage opened the meeting by giving feedback as to his reactions to the SFFT
TRL session he visited at Far West Lab in June. He said that he was quite im-
pressed. He said that Ralph Putnam did have some questions about a process for
project evaluation. In other words, "Is there evidence that teacher practice is
really changing?" Another question posed: "How is the decision made as to what
research should be presented?"

We responded that our present method of gathering data for evaluation rested with
"self-report" information from our TRLs. Our non-threatening/non-evaluative mode
makes us fairly sure that teachers' reports are accurate.

Gage then asked about the possibility of observers in the classrooms to prove that
practice has changed. We said we don't have any pre-test info. He recommended
"peer observation" method whereby project participant could be compared to non-
participants. (Sampling should represent teachers who are as "alike" as possible).
Anonimity would be a big "sale" item to encourage trust factor. Also suggested
use of video tapes of teachers who exemplify concepts we are advocating. (Consider
pairing and use video tapes to demonstrate the ideal.) Suggested use Ralph
Putnam as consultant to facilitate process. Plan for opportunities for teachers

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to engage in dialogue after observing tapes. Kathy King felt that a strategy
which involved peer training with peer observations (in pairs) might be a viable
consideration.

Gage mentioned that there is a small amount of money in the <u>Stanford in the Schools</u>
Project that could be devoted to this on-going process. Reference was made to
the Research project in Milpatis (Marsha Wiel and Pete Mesa coordinators). Lee
Shulman felt that our process could be expanded to some degree to investigate
the way in which collaboration between the union, LEA and the univeristy could be
developed.

Ralph Putnam had to leave early. I spoke to him privately and asked would he be
willing to serve as a part-time consultant in helping us to develop an observation
and/or evaluation process/instrument, if we decide to go in that direction. He
said he would and if not, he could recommend someone.

NOTE: AFT President, Albert Shanker is on the Advisory Board of the Stanford in
the Schools Project.

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opeiu2aflcio

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D   L O G

LOVELY BILLUPS

LOVELY BILLUPS
STAFF MEMBER

SAN FRANCISCO
SITE OR LOCATION

OCTOBER 21, 1982
DATE

TIME

PURPOSE OF VISITATION

TRL TRAINING SESSION

PERSONS CONTACTED

Presenters - Biles, Billups
Lee Shulman - visiter

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Two important notes to be added to other documentation of events in this session.

1) Joan Regan - The teachers at Aptos Middle School collaborated on a
   strategy to diminish number of students who were late to shcool each day.
   Changed homeroom to 2nd period - put academic class at 1st period.   Student
   attendance better because they don't want consequences of being tardy to
   an academic class.

2) Betty Rothenberger - some TRLs like herself, are and have been exper-
   ienced presenters. They just needed help in how to present the ER&D
   material.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

SUSAN VEITCH
STAFF MEMBER

SAN FRANCISCO
SITE OR LOCATION

NOVEMBER 16, 1982   4:00 PM
DATE   TIME

PURPOSE OF VISITATION

SYSTEM-WIDE WORKSHOP ON EFFECTIVE TEACHING

PERSONS CONTACTED

Betty Rothenberger - partner

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Betty did not do a lot of "presenting" although I drew upon her to reinforce con-
cepts presented. TRL Rudi Faltus also added a lot to this group. The information
appeared to be well-received, but it was difficult to draw out group. Henne
Kelly was a major contributor and stated she wished she had had the info sooner.
She had just finished a term with a group of high school students and realized
she had not been successful with them. She is a veteran teacher. She wants to
work on questioning and checks for understanding.

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(OVER)

F I E L D   L O G

SUSAN VEITCH
STAFF MEMBER

COLLABORATION
SAN FRANCISCO - STANFORD (ER)
SITE OR LOCATION

NOVEMBER 17, 1982
DATE   *TIME*

PURPOSE OF VISITATION

PURSUE DISCUSSION OF TRL EVALUATION FORM AND INTERVIEW QUESTIONNAIRE.

PERSONS CONTACTED

Ralph Putman - Center for Educational Research

FIELD ACTIVITIES

Discuss appropriateness of our questions.
Discuss format.
Discuss possibility of Ralph developing instrument.

INTERACTIONS - COMMENTS - FOLLOW-UP

First, let me say that Ralph clearly requested that we devise the instrument.
Evidently, he feels he does not have the time.

He did, however, think that the questions we were considering would elicit the
right information. I asked about being able to identify my thologists, technicians,
(mechanics) and professionals. He was not familiar with those "categories".

He did suggest a format for the questionnaire and offered to draft some sample
items which we could use as a guide. Although, he is not offering to write up
the instrument, it was nice to know that our questions were on target.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D   L O G

LOVEY BILLUPS
_____
STAFF MEMBER

SAN FRANCISCO
_____
SITE OR LOCATION

NOVEMBER 18, 1982
_____
DATE

_____
TIME

PURPOSE OF VISITATION

PROJECT ORIENTATION SESSION FOR PERSPECTIVE TRLs

PERSONS CONTACTED   Presenter - L. Billups

Participants - June McLaughlin - James Lick Middle School
           Beth Marine - Golden Gate School (Kdg.)

FIELD ACTIVITIES

Introduction to general sense of project. Presented BYCM research.

INTERACTIONS - COMMENTS - FOLLOW-UP

We talked about setting up an atmosphere that was conducive to learning, but
this was a very difficult task with only two participants who represented such
widely diverse teaching styles and teaching areas. McLaughlin works with middle
school students and is highly organized and grade oriented. Her room arrangement
which she sketched is well thought out considering limitation of room size and
storage areas. Marine is a kindergarten teacher with a more relaxed approach.
Her room is also well arranged because that is a specific focus in kindergarten
and Day Care due to the program at those levels.

It was very difficult to effect commonalities or encourage discussion between
these two. It is the first time in project process that I felt that something
couldn't work. I'm sure it could, but I didn't find it. They were courteous and
tried to interact, but it did not fly!

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

LOVELY BILLUPS
STAFF MEMBER

STANFORD UNIVERSITY
PALO ALTO, CA
SITE OR LOCATION

DECEMBER 8, 1982   2:45 P.M.
DATE   TIME

PURPOSE OF VISITATION

SAN FRANCISCO SITE COLLABORATION MEETING WITH STANFORD UNIVERSITY

PERSONS CONTACTED

Nate L. Gage, Lee Shulman, Ralph Putnam, Kathy King, Rudi Faltis, Betty Rothenberg,
Lovely Billups

FIELD ACTIVITIES

Group Discussion on ways in which to continue ER&D process in S.F. schools via
collaboration mechanism between Stanford U., AFT and SFFT

INTERACTIONS - COMMENTS - FOLLOW-UP

Dr. Gage initiated the discussion by referring to the December 3rd letter he re-
ceived from Brenda, re: possible directions for the project collaboration process.
He said that upon review of the letter he was again impressed with the magnitude
of the proposition and because of this he was concerned that adequate staff be
available to carry on the functions. He said that there are people at Stanford
who could do it . This he said involves money, (We might note that this is the
first time that financial considerations were mentioned in our discussions with
Stanford). Dr. Gage then proceeded to discuss a plan whereby (¼) one quarter
of a research grad student's time, like Ralph Putnam, could be purchased, thereby
freeing the student to devote this percentage of time entirely to project demands,
mainly research identification and translation. He said he recognized the enormity
of the task performed by the AFT ER&D Team over the past 2 years. The quality
of that performance must be continued as best as possible. Rough figures were
proposed which closely approximated $250.00 per month or $4,000.00 a year.

Lee Shulman asked about AFT commitment in terms of which one of us (AFT Team) would
be coming to San Francisco over the next two years to maintain the continuity.
He said that he, too, was impressed with the enormity of the task.

Lee proposed an alterntive model for ER&D Collaboration with Stanford which he
said was implemented at MSU. Primarily, the plan called for creating the equiva-
lent of an AFT Fellowship, whereby a person could engage in study for a second
masters or even a Ph.D. This person would train for expertise in educational
research techniques and would be on-site to receive and translate the latest
relevent research. Assuming a funding source that would approximate $10,000.00
a year, the person could be a teacher who is on sabbatical. The university or
project would pick up ½ of the teachers subbatical pay and engage the teacher
services for the project for one year. The second year (which he sees as important
because it should be a two-year process). The university or project pay's for
½ teacher's salary. The teacher teaching ½ day and devotes 2nd half of day to
project. He also mentioned that a long-term commitment should involve 2 people
in the process and an overlapping process by which one experienced person was
always involved via a staggered enrollment device (e.g. Plan for 2 people for a
2 year commitment in an overlapping process).

Nate Gage then suggested that AFT should be developing its own research expert
similar to the process by which newly graduated economists go to work for UAW.
He described a degree-oriented program through which AFT sponsored someone,
conceivably from National Staff to train in research on teaching with courses in
statistics, measurement, ethnicgraphy, etc. In this way he sees AFT as having
developed its own on-site expert in ed. research.

Each of the above ideas overlapping but in each case, Ralph, Lee and Nate seemed
to indicate that the possibilities were very exciting from Stanford's perspectives.
They relish the idea of practictioner input to Stanford at this level. They also
mentioned the "Distinguished visiting Practioner" program at Stanford for project
cooperation. Should investigate this because practioners may get in on courses
without paying tuition. Kathy King volunteered that the corporate community
"is quite anxious to get involved in good public endeavors. She has been able to
get two grants totalling $40,000 for her school, Claire Lilienthal Alternative
School and feels that she may be successful in soliciting funds for this collabora-
tive effort. Lee offered help in putting proposals together and further volun-
terred to make verbal presentations on behalf of the project.

Several possibilities were mentioned, including the Marin Foundation (Judith
Mallory). It was porposed that Kathy and Lee meet with Judith Mallory to explore
possibilities of Funding as an ancillary process in the Marin program. Lee thought
it might be beneficial if AFT - sponsored programs in ER&D be opened up to all
teachers (NEA & AFT) to encourage Foundations to donate funds. We reminded him
that we had already initiated this process by inviting all teachers in San
Francisco to our system-wide Classroom Practice Seminars in October and November.

Another possible funding source that Kathy King pursue would be through Gladys
Thatcher who is Chair of the Board of Directors of Corporate Community Funding
for schools. The charge to Kathy is to investigate these possibilities and get
back to Lee and Nate after about 6 weeks into the new year to outline a possible

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path to follow in obtaining funds. I reminded the Stanford Staff that we could
"buy" some time because the experienced TRLs had at least 5 pieces of research
under their belts which they can disseminate. Also they will be involved in
training the new line of TRLs in 1983. AFT should remain on top of this.

TRLs Rudi Faltis and Betty Rothenberg addressed the issue of their involvemnt
in the ER&D program. Rudi said that some ER&D information appeared at first, to
be "old hat" but it incites teachers to thinking about practice and talking to
each other about "little things that have been bothering them" for which the
research has solutions. Betty and Rudi outlined their plan for 4 research sharing
sessions at their school, mid January to early February. They will present the
same material for six consecutive sessions during the day so that the staff can
come to the sessions on their individual preparation periods and not lose class
time.

Betty contributed that even though some teachers would be interested in being in-
volved in this process for degrees and credit there are others like herself who
would like to be involved for the sheer joy of the knowledge acquisition. Lee
mentioned a new program of his that would benefit from having new teachers interact.
We need details on what is involved.

Dr. Gage has extended an invitation for TRLs to sit in on his course on Psycholog-
ical Research on Teaching - starting January 4th, Tuesday and Thursday 3:15-5:05
Rm. 230 as visiting practioners. Rudi Faltis has expressed interest. Meeting
adjourned with promise for all of us to get in touch after holidays.

Kathy King explained that Julie Koppich could not be present at this meeting be-
cause she was busy setting up a "viewing" of the AFT video television series
"Inside Your Schools" for the San Francisco Schools Central administration and
major community groups. A ten minute segment of the 30 minute tape is devoted to
the ER&D project (specifically a classroom management segment from practice).
Several S.F. TRLs and a member of the AFT Project Team appear in the film.
Dr. Gage was very interested in fact that the project was represented in the
film and instructed Ralph Putnam to be in touch with Kathy to get the tape. Gage
wants to show it to his classes at Stanford.

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FIELD LOG

LOVELY BILLUPS
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STAFF MEMBER

SAN FRANCISCO
_____
SITE OR LOCATION

DEC. 9, 1982   3:30 P.M.
_____ _____
DATE   TIME

PURPOSE OF VISITATION

FINAL TRL TRAINING SESSION UNDER NIE GRANT

PERSONS CONTACTED

Presenter - Lovely Billups
Kathy King, Henry King, Joan Regan, Sandy Berger, Rudi Faltus, Betty Rothenberger,
June Jobin

FIELD ACTIVITIES

Project evaluation experienced TRLs

INTERACTIONS - COMMENTS - FOLLOW-UP

After a general introductory session during which Kathy King addressed both ex-
perienced and new TRLs about the intent of the project, we broke up into two
groups. Brenda took the new TRLs and I conducted a project evaluation session.

First, we engaged in an oral discussion of project events during which TRLs
contributed comments about their experiences.

Rudi reiterated her point about "the little things" in a teacher's life that bother
them with which research info seems to be helful, especially classroom management
research. She also said that she finds herself turning more to the Direct Instruction
Techniques especially the Instructional Functions for planning a lesson. She has
been sharing it with other teachers and helped one teacher in particular who was
apologizing for having "gone back" to large group instruction. Rudi shared the
research that validated this practice.

Joan Regan said that she reviewed all of her research action plans in preparation
for her workshop presentation in November. She found this very helpful and

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was amazed at what she had learned. She feels she grew as a professional (and shared info with others). She realizes now that this is a slow "process" that grows on you and makes you change practice for the better.

Henry says he has gradually changed practice based on the research. Has a few more teachers in the school and wants to know when is appropriate to begin sharing the info with them. Does not want to overwhelm them. Sandy Berger said that when you're new is the best time to receive the help before it's too late.

After discussion, the group worked on writing responses to the Project Evaluation form, herein attached.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D L O G

LOVELY BILLUPS
STAFF MEMBER

NEW YORK CITY - UFT OFFICES
SITE OR LOCATION

OCT. 2, 1982   8:30 - 3:30
DATE   _TIME_

PURPOSE OF VISITATION

CONDUCT ER&D WORKSHOP SESSION FOR DISTRICT-WIDE CLASSROOM MANAGEMENT CONFERENCE

PERSONS CONTACTED

District Special Education Teachers - grades pre-K to 12
13 participants

FIELD ACTIVITIES

Presentation of basic concepts of:

BYCM research (Evertson, et al.) - Teacher Praise Research (Brophy)
Group Management (Kounin) research Direct Instruction (Rosenshine)
                                    Time on Task (Stallings, et al.)
Also, sharing of activities related to the research.

INTERACTIONS - COMMENTS - FOLLOW-UP

Initially, we had some concerns as to potential reactions to the research from this
specialized group of teachers. Even though we have found that many of the research
strategies are transferable from elementary to secondary school situations, we were
not certain that the transfers could be applied to classes in special education.
Thirteen participants were present at the session, teaching age levels from pre-
kindergarten to senior high school. Additionally, these teachers teach classes of
students with a variety of handicaps, including hearing and visually impaired, to
autistic and emotionally handicapped.

My introductory statements to these teachers suggested that we would share research
on classroom and group management strategies as much for our information, as theirs.
That is, we would be very interested in their feedback as to whether or not aspects
of the research could be applied to the conditions of the special education classrooms.
I set up ground rules for lots of interaction from participants, so we could get
feedback.

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I was very ably assisted by Fran Coletti, a special education teacher who also serves
as an instructor in some of the Teacher Center courses in special ed. She is a
very capable person, who was highly supportive and helpful in the session process.
She was able to supply information that specifically related to the interests of
special education teachers; and she facilitated the translation of some of our
materials for use in those classes.

We started the session by having each participant do the activity, "Inventory of
Management Styles" which helped them to focus on themselves as "interventionists,"
"non-interventionists" or "shared-interventionists" in the classroom management
process. There was a good deal of discussion about how they "scored". Some were
surprised that they appeared to lean in one direction when they perceived themselves
as being totally opposite. We emphasized that this was not a definitive document,
simply one indication of teacher style. This group responded quite well to the
process.

We briefly covered the basics of the Beginning of the Year Classroom Management
research, emphasizing the establishment of classroom procedures and rules. They
said that procedures are very important in special ed classes often, being the
difference between survival or disaster or injury to students. We reminded them
that procedures may be many, but rules should be few and clear and well taught to
students. This group of teachers was heavily in favor of soliciting student par-
ticipation in the development of classroom rules. When we discussed consequences
for disobeying rules, some of them admitted that they had not developed a "hierarchy"
of consequences and tended to use their final consequence much too early in the
process. We brainstormed the kinds of consequences that might be applied to a
situation where a teacher has witnessed one child striking another. After
much discussion, this group developed a mutually agreed upon set of consequences in
a process from the instance of a "first offense" to a "repeated offender".

> Step 1 - Review the class or school rule regarding hitting.
>   Remind students of reasons for the rule.
>
> Step 2 - Talk to both students to try to determine why incidence took place.
>
> Step 3 - Change seat or location of the proven offender.
>
> Step 4 - Communicate with parents by mail or phone.
>
> Step 5 - Report repeated offender to principal.
>
> Step 6 - Conference with other school personnel for input.
>
> Step 7 - Have parents come to school.
>
> Step 8 - Remove child from class.
>
> Step 9 - Suspension from school.

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One teacher commented that he used "step 2" quite extensively at one time, and
discovered that he was spending a great deal of time trying to verbally settle
fights and the class was enjoying it. He stopped because he found that elementary
school students had forgotten about it in an hour or so, and were back to being
friends. Other teachers responded that it was best to talk it out, or they'd
take the dispute to the playground or after-school.

As was expected, Kounin's Group Management behaviors were quite popular and
elicited considerable dialogue, especially in reference to Group Focus. Because
of the smaller class-size for special ed classes, they felt that it was easier
to employ "With-it-ness" skills. Also, they have always to be "on the watch" with
these children because of their handicaps. They liked the strategies for Group
Focus "Keeping Students on Their Toes" (attached), especially the process of
holding individuals accountable for the lesson by giving them props for use in
working or responding while one student is reciting or working at the board.

Brophy's findings on the teacher merit of teacher praise as unrelated efficient
student learning was quite a surprise to this group. Many of them use some forms
of behavior modification and other systems of rewards. They were able to justify
what they were doing without becoming hostile or distrustful of the research. In
fact, they agreed that praise could be used as a "positive ally" in the class if
coupled with specificity, contingency and credibility.

When we discussed Direct Instruction under the Teaching Effectiveness research, this
group contributed the following as special to its application in the areas of
special ed.

   a) They never perceive direct instruction as "whole class" instruction. Most
       of them are involved in a tutorial process of individualized instruction.

   b) By nature of their student composition, special education teachers must do
       a great deal of direct teaching.

TIME-ON-TASK

Special education classes "Allocated Time" is completely under the mandate of the
state. Because most instruction is individualized, they feel they may be doing a
fairly good job in the area of appropriate use of "academic learning time" although
they did feel that they may be over-drilling on some skills and thus wasting
learning time. This idea was further developed when we discussed the area of
teacher questioning. Some teachers said that it was difficult to ask higher order
questions of handicapped students because of their limitations. Others argued
that even if they had limitations, language sight, etc. they could "feel".
Therefore, they could respond to "why" and "how" questions. It was agreed that
wherein it is good to establish the informational level or base with these students-
who-what-why-when, teachers should try to pose more questions to handicapped
students which developed more critical thinking skills.

These special education teachers responded to Stallings suggestion of time well
spent in during an ideal class period. They said that in a special ed class, ap-
proximatley 10% of the time is spent on organizational skills, 15% on individual

assignment or seatwork skills and 75% of the time on interactive teaching. One
High School teacher quipped "Seatwork leads to violence."

This was a very informative session which was very well received by the participants
and which gave us quite a few insights about the applicability of the research in
special ed classroom situations. Many of these teachers have asked for copies of
the Organizaing and Managing the Elementary (and J.H.S. manuals), from the University
of Texas. We will follow through on this.

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TRLs' SUGGESTED STRATEGIES FOR GROUP FOCUS
("Keeping Students On Their Toes")

- Maintain eye contact with students.

- Appeal to individual learning styles.

- Vary turn-taking approaches.

- Use props for non-reciting students in the group.

- Use divergent as well as convergent questioning modes.

- Have students act as reviewers of lesson.

- Teacher models as an interesting presentor and discussant.

- Make sure instructions and presentations are clear to all students.

- Teach students how to constructively critique each other's work.---

- Vary lesson presentation approaches --

    to appeal to individual learning styles

    to challenge students

    to maintain student interest

    to utilize strategy of "suspense" about what comes next

- Allow students to call on each other according to prearranged and agreed upon system.

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D L O G

SUSAN VEITCH
STAFF MEMBER

UFT - TC - NEW YORK CITY
SITE OR LOCATION

OCT. 2, 1982   9:00-3:00
DATE   _TIME_

| PURPOSE OF VISITATION |

Work with TRLs in offering city-wide workshop on classroom management and teaching
effectiveness

| PERSONS CONTACTED |

Organized by Myrna Cooper, Clare Cohen, Elliot Weitz, Aminda Wrenn

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| FIELD ACTIVITIES |

See attached materials and agenda, and UFT Bulletin.

| INTERACTIONS - COMMENTS - FOLLOW-UP | GENERAL COMMENTS:

In the general session Myrna, Marilyn Rauth and Fred McDonald all helped to set the
stage for the breakout sessions. (Teachers were divided by level, specialty ie.
elementary, jr. high, sr. high, special ed, first year.) Myrna spoke of the Center
operation; Marilyn gave a pep talk on how research can give power to the teacher;
Fred, praised the project and pointed out specific findings in the BTES.

Participants were charged $5.00 and provided with a hot buffet luncheon (rewards).
Prior to Saturday 150 had signed up, but many came and had to be turned away because
of space limitations. A second session was offered Monday afternoon for turn aways
and those who honored the Saturday sabbath. In a follow up phone conversation with
Myrna, she reported that the Monday session was well attended, and as a result of the
workshop, that group would like to meet on a regular basis. This is significant
since the group is made up of teachers from all over the 5 boroughs. We suspect
that some of Saturday's group would also favor this idea. The center has already
received calls for follow up in schools.

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(OVER) -

My session: <u>High school</u> conducted with Roni Wattman and Janet Slavin, teacher specialists at the high school level. I had previously met with Roni and Janet (see log dated Sept. 30th) to work out agenda.

First a comment about the group. All major content areas were represented except foreign language (about 17 teachers in all plus one education professor from City College [Lehman]). Math, English/speech, bilingual, social studies, science, vocational. We also had an elementary teacher who has a high school age son. She was looking for a kind of more personal assistance and remarked afterwards that she found the information helpful.

We covered rules, procedures and routines; Kounin; Praise; and the direct instruction model offering caveats about its limits with older students and more abstract, complex subject matter. We focused on the practice and feedback elements.

Teacher reponses: One teacher made the comment that teaching rules and procedures was not something she knew <u>how</u> to do. We spent some time discussing the possibility of individual consultation. This teacher has had 10 years of experience and my suspicion is that she really needs help identifying what she's doing right and making a conscious effort to do it more often.

Teachers reacted very well to the Kounin, praise and direct instruction model presentations. Praise once again caused a stir. Our elementary person offered a comment that a psychologist told her that many teachers negate praise or academic feedback by stating things like "Your paper is well-organized, but...." We had some discussion of the theory that in providing criticism you also point out something good. Communicatively, this may confuse the child and muddle the feedback.

In response to the scenario - "Johnny has never participated in class discussions. He has just ventured his first response and the answer is incorrect" - one participant offered a strategy specifically to extend Johnny's interaction (Interestingly enough he offered an elementary example). The script would look something like this:

     T: What is 2 plus 2?
     J: Five
     T: Five is the answer to 3 plus 2. Now, Johnny, what is the sum of 2 plus 2.

An interesting response to the "wrong" answer without using the term. This also fostered a discussion of extended teacher-student interaction through rephrasing, prompts etc. Janet pointed out to them the need for recognizing older students typical reaction to public praise and the misuse of vicarious praise.

A significant note regarding the gestalt of the TRLs. In follow up discussions after the session, it seems we all felt there was more content than time and almost to the person, we all cut out the same things - we all had the same prioritized agenda although in the planning session this was not specifically verbalized.

Myrna will be sending evaluation sheets after they have pulled off info for follow up.

Attachments: Billups log   Abe Levine's letter
              workshop materials   evaluations

Myrna Cooper, Director

October 2, 1982

The New York City Teacher Centers Consortium with the support and coopera-
tion of The United Federation of Teachers and the American Federation of
Teachers presents the first

City-Wide Conference on
Classroom Management and
Teacher Effectiveness

Agenda

9:00 - 9:15   Coffee (Room 7)

               General Session   (Room 7)

9:15 - 9:30   Welcome, Myrna Cooper, Director
                       New York City Teacher Centers Consortium

9:30 - 9:45   Marilyn Rauth, Director
               Educational Issues Department of
               The American Federation of Teachers

9:45 - 10:15   Dr. Fred McDonald, Keynote Speaker
               "Teacher Effectiveness - A Research Perspective"

               *Breakout Sessions

10:30 - 11:15 Discipline and Group Management in the Classroom;
               setting expectations, establishing routines and
               enforcing rules

11:15 - 12:00 Study of Group Dynamics in the Classroom; techniques
               to better understand your students as individuals and
               as group members resulting in more effective use of
               praise

12:00 - 1:00   A Buffet Lunch Will Be Served in Room 7

               *Tag indicates the room set aside for your group

Federation of Teachers   New York City Board of Education   Institutions of Higher Education

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1:00 - 1:45	The Relationship of Time on Task and Direct Instruction to Student Achievement
1:45 - 2:30	Investigating Instructional Strategies that Better Classroom Managers Employ: a) Thematic planning/Brainstorming b) Questioning techniques c) Matching teaching style to learning style
2:30 - 3:00	Feedback Session a) Individual Conferences b) Network Procedures c) Evaluation

F I E L D   L O G

VEITCH w/BILES
STAFF MEMBER

NEW YORK   PS 105 BRONX
SITE OR LOCATION

OCT. 13, 1982   .11:00-1:15
DATE   TIME

PURPOSE OF VISITATION

OBSERVE BUILDING SESSION "RESEARCH FOR LUNCH BUNCH"

(see attachements)

PERSONS CONTACTED

Sol Lubow, Principal   Irwin Davis, UFT Chapter Chair
Elliot Weitz, Teacher Specialist
Hannah Fishman TRL

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Let me first mention that Hannah had done a terrific job of organizing these two
lunch time sessions. She enlisted the aid of Chapter Chairman Irwin Davis. His
name appeared on all the invitations and he and Hannah financed the coffee, cookies,
cheese and crackers available to those who attended. All 41 teachers and 3
administrators attended the session.

While Hannah did not present the research at this first session she gave a general
overview of the purpose of the project and explained her involvement, offering
her "expertise" at future sessions. There is a reluctance on some of the TRLs
parts to be the prophet in their own land. This technique of having someone else
actually present the first session is helpful in initiating interest and
setting the stage for the building TRL.

Elliot presented the Kounin information on with-it-ness and overlapping and group
focus. This was in response to Hannah's request and the limits of time. Once
teachers had eaten there was a lot of interchange among and between them. He
also embellished the information with some of his own-like personal space between
the teacher and student. In talking about desisting inappropriate behavior one way

to be with-it is to know the student's sense of personal space. For the student
whose "circle of safety" is small, a glare may not be an appropriate desist. The
teacher may have to move in or actually touch the student or his/her desk. He
also talked about placing potentially disruptive students not just close to the
teacher, but within easy range for monitoring. For example, if the teacher
writes on the board frequently and is right-handed, "disruptors" can be placed to
the left so the teacher can more easily monitor. Elliot is very good at linking
the research to useable strategies. He was actually modelling how to be more
with-it! He also talked about identifying a student as a barometer in maintaining
group focus. The student who is usually with you. When this student "acts-up"
the teacher can bet she's lost others. A really good session!

As a follow up to the sessions, Elliot and Hannah surveyed the staff (her idea) as
to content for future sessions. The results are attached. Hannah also mentioned
at our next training session that the most positive verbal feedback she got was
from a specific group of teachers. Not the real "old-timers" but those whose
teaching experience lies between 8-16 years. Her feeling is that this is the group
more willing to seek out new strategies and will be a good target group to start
with.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

VEITCH w/BILES
STAFF MEMBER

NEW YORK   FORDHAM UNIVERSITY
SITE OR LOCATION

OCT 14, 1982   2:00 pm
DATE   _TIME_

PURPOSE OF VISITATION

COLLABORATION FOLLOW-UP - MORE OF A COURTESY-CALL

PERSONS CONTACTED

Max Weiner, Dean School of Education

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Tentatively scheduled including Max, Tom Mulkeen and Fred McDonald in the November 22 TRL session. We spent most of our time listening to Dean Weiner's philosophy of how teacher training should look. He claims schools of education have done their job-providing training in teaching content. The school should provide the other, should produce the teacher. We explained that we felt there was a lot of information about schools and classrooms the prospective teacher should have. He agreed but said it's the schools responsibility to provide it not the university.

It was an interesting meeting!

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F I E L D   L O G

SUSAN VEITCH
STAFF MEMBER.

NEW YORK   PS 205 QUEENS
SITE OR LOCATION

OCTOBER 15, 1982   11:30 am
DATE   TIME

PURPOSE OF VISITATION

MEETING WITH PRINCIPAL IRENE FITENI
MEETING WITH TRL PENNY DENTON AND TEACHER

PERSONS CONTACTED

Same as above.

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

I met with Mrs. Fiteni first, outlining the project and enlisting her support. The
Superintendent in this district has made classroom management a focus, so Mrs. Fiteni
was quite receptive. She is scheduling a staff meeting November 22 for Penny to
do an awareness session. Penny was on sabbatical last school year.

I then met with Penny and Teacher X. Penny had explained the situation over the
phone and made a special request that I do some work with this teacher.

This teacher is Chinese-American and lives in the Bronx. She had requested a school
in that borough, but because of minority placement was given this school in Queens.
She leaves home at an early hour to get to school using public transportaion.
This is her first year of teaching. The student population is primarily middle-class,
with very few minority students of any background.

The class is made up of 10 4th graders and 23 5th graders - the "highest ability" in each
grade. The teacher's initial problem by Penny was that because of the high

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ability, the teacher was having trouble keeping up with the kids. She would give
the 4th graders work to do while she was working with 5th and they'd get it all
done and become "antsy." This teacher kept saying "I have a master's degree,
but nobody ever told me I was going to be facing this or how to deal with it."

Note: At the first parent meeting the principal told parents that having a new
teacher work with this group was not preferable, but that she had no control
over that. Sort of a Pontius Pilate routine!

The room needs some rearranging. Routines and procedures need to be clearly taught.
We had some discussion about the "culture clash" going on. The teacher wants to be
perfect, wants all of her kids to achieve and focuses all of her energy on
content. "They have tests in February that I have to prepare them for."

The principal comes in almost everyday to observe or "work" with her. So far there
has been no formal evaluation. The principal did do a "demonstration lesson in
reading," but she did it with the whole class. What the teacher needs is some
group management strategies!

We planned a course of action for this teacher as follows:

1. Anita Cimino, teacher center specialist will work with her in the
    classroom (Penny cannot do this).

2. She should ask for specific help from the principal in writing and note
    when she does not receive it. Penny will monitor. One of this teacher's
    greatest fears is dismissal - dismissal without a chance.

3. Penny will share the Evertson and Kounin work with her which will be
    reinforced by Anita's work.

4. Attend the next TRL training session.

I want to add a personal note. This teacher wants to teach and be good at it.
She has not received information that she feels can help her. In light of our
conversation with Max Weiner (Oct. 14th) I am more convinced more than ever that our
position is right at least at this point in time. I sure hope we can help her.
I think we can.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

VEITCH w/BILES
STAFF MEMBER

NEW YORK PS 104 BRONX
SITE OR LOCATION

OCTOBER 14,1982   11:00 am
DATE   TIME

| PURPOSE OF VISITATION |

OBSERVE TRL DAVE MITTLER PRESENT (BLDG. DISSEMINATION)

| PERSONS CONTACTED |

Dave Mittler

| FIELD ACTIVITIES |

| INTERACTIONS - COMMENTS - FOLLOW-UP |

Dave was doing a brief presentation on Rosenshine's Instructional Functions at a
grade level conference. These were teachers of 1st, 2nd and 3rd grade. About 12
in all. Dave's principal, Boston Chance and the Chapter Chair Cheryl Berman have
been very supportive of the Program.

While Dave's time was limited (20 min.) he did a good job. He also developed an
activity which we will include in the manual. In an effort to get teachers inter-
acting around the research information, he had cards with the functions (review,
demonstrate, practice, feedback, etc.) written on them. He also had cards with
teacher statements written on them. His style is very informal, putting the teachers
in a relaxed, conversational mode. He does, however, not give himself enough credit
for what he is able to do. He has been one of our strongest supporters and activists.
Attendance at sessions has been perfect and he also was involved in the Promotional
Gates training and the October 2 city-wide session. He is a classroom teacher!

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D   L O G

S. VEITCH w/ L. BILLUPS
STAFF MEMBER

NEW YORK - TEACHER CENTER
SITE OR LOCATION

OCTOBER 25, 1982   1:30 PM
DATE   *TIME*

PURPOSE OF VISITATION

PLANNING FOR TRANSITION AND INSTITUTIONALIZATION OF PROJECT IN NEW YORK

PERSONS CONTACTED

Myrna Cooper, Clare Cohen, Aminda Wrenn, Elliot Weitz

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Where do we go from here? That was the focus of this meeting. What does AFT need?
What does UFT need?

It is clear that the need for the program has been established. The teacher center
specialists cannot manage the requests for training in buildings being made, and
regular teacher TRLs are busy in their own buildings. This planning meeting focused
on three specific topics:

1. Developing a new line of TRLs
2. Collaboration
3. AFT's continued role

1. Developing a new line of TRLs
   Using the evaluations from the October 2nd city wide conference, Aminda and
   Elliot were charged with a follow-up activity to keep this group engaged and

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begin to develop second line TRLs. (See Oct. 27th documentation.)

2. Collaboration

As documented in previous reports, money is an issue for the universities.
Myrna Cooper has been working with representatives from Columbia-Teachers
College, Fordham and Queens College* (Ann Lieberman, Fred McDonald and Dan
Brovey, respectively) and the administration in putting together a funding
proposal for submission to local foundations. Funds would be used for higher
ed faculty time and stipends for trainees. The concept would be something
like the grant covering one third of training, the school system and/or
teacher center covering one third of training and the TRL donating one third
of training time. The plan has a three-pronged approach:

1. Target by district and train a TRL in each school
2. Use a study circle approach (see Oct. 27 doc.)
3. Offer specific course credit through the center with present TRL and
   higher ed faculty staffing, suggested title "Recent and Relevant Research
   for Teachers."

3. AFT continued assistance

Since there will be some slack-time in terms of getting new research should
the collaborative funding project come through, New York's concern is a valid
one. In order to keep momentum going, they will still need assistance in
identifying and translating research and building their own collaborative
network beyond the local institutions.

Informally, this concern has been presented to Ed. Issues Dept. Director,
Marilyn Rauth. At least one of the project personnel will be responsible for
maintaining the network of pilot sites and developing replication in other
sites. Pilot sites will have to assume training responsibility. It may be
worth it to conduct a two-week "internship" here during the summer for local
pilot site coordinators or their designees and really map out some strategies.
(Note - this is my suggestion and has not been cemented, but something on
 this order may be feasible.)

The teacher center is increasing its staffing. Of our original TRLs, 4 have been
relieved of their classroom responsibilities to become Teacher Center Specialists.
I would like to add that Myrna is totally committed to maintaining the project and
its integrity in the New York schools. I believe that one of the reasons we
have been so successful there is that we tapped into a system that was already
institutionalized. The center had been in operation since 1978 using the specialist
model. When they were not refunded in 1981 they had already received a committ-
ment from the UFT, the administration and other groups to continue its operation.
All of this support has added to the effectiveness of this project, there.

*John Lidstone, Dean

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SCHOOL OF EDUCATION
COLLEGE OF THE CITY OF N.Y.
NEW YORK CITY
_____STITE OR LOCATION_____

LOVELY BILLUPS
_____STAFF MEMBER_____

OCTOBER 25, 1982
_____DATE_____   _____TIME_____

PURPOSE OF VISITATION

PROJECT COLLABORATION MEETING

PERSONS CONTACTED

Arnold Webb, Dean of Education
Jim Neujahr, Associate Dean
Nola Whitehead, Director of Teacher Education

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Discussion centered around some questions which the City College group had as a
result of our past meetings.

The first question raised regarded turf, namely how would power to make decisions
be divided between the Teacher Center and City College. They would be concerned
with attitude that reflected "Just find the research, translate it and turn it
over to us. We'll do as we please from there." City College would want to be
given some accountability as to what happened with the information and would
want to have some "say" in the on-going process. They are also intersted in
knowing what would be the role of AFT in as regards continuation.

Flexibility - They wanted to know whether or not there would be flexibility in
selecting areas of research and research studies. They note that we have locked
into a certain school of thought in research (Behaviorist).

Lillian Weber's Center for Learning - between Lillina Weber's Center and Myrna

Cooper's Center. They feel that Weber is the best suited on their staff to carry
out the program as it closely fits their style.

I promised to discuss above questions with all interested parties and get back
to them. They will also continue to discuss options.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D L O G

<u>SUSAN VEITCH</u>
STAFF MEMBER

<u>NEW YORK - UFT TRAINING SESSION</u>
· SITE OR LOCATION

<u>OCTOBER 25, 1982</u>   <u>4-6 PM</u>
DATE   TIME

| PURPOSE OF VISITATION |

TRAINING SESSION

| PERSONS CONTACTED |

Merri Fogel	Roni Wattman	Arlene Smith	Lila Feldman	Elliot Weitz
Stu Lyons	Joan Milano	Dave Mittler	Bunny Nadelman	
Anita Cimino	Aminda Wrenn	Joe Mancin	Hannah Fishman	
	Candy Cook	Penny Denton	Clare Cohen	

| FIELD ACTIVITIES |

Review and discuss "Linguistics" piece
Hannah, Dave report on building-activity

| INTERACTIONS - COMMENTS - FOLLOW-UP |

TRLs had received the linguistics draft and had had a chance to read it. 1 reminded
them that the piece had to be reworked and asked for suggestions. Clare felt it
was too "arrogant" - too much vocabulary. (Perhaps the socio/psycho-linguists
should come up with a voacbulary like Kounin's.) Hers was the only really negative
complaint. My suspicion is that she has not done as much with the research as
others have.

We focused on the reference to Donna Eder's study regarding participation structure
and reading style in high and low ability 1st grade reading groups. Initially
some TRLs said this was in conflict with the Teaching Effectiveness research.
Joan Milano was the first to state that perhaps there is not a conflict with the
findings that, in fact, the findings represent two different things. It did not
take the group long to concur. This says something about how far these folks
have come. They have learned to sift and sort and identify intent.

I must admit. even with the problems in the piece itself - this is one of the best
discussions we've had!

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I then had them go through the script and pick out reasons why Albert came up
with "pessent".

1. The teacher gave the wrong rules.
2. The syllabification is wrong.
3. Teacher and/or Albert never pronounce the entire word.
4. Every interaction was over a mistake.
5. Albert integrated the errors to come up with "pessent"

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THE LINGUISTICS OF TEACHING

Communication. That's what the teaching-learning process is all about--communication among the teacher and students. That communication is governed by how each participant in the classroom process plays out his or her role. Teachers and students continually assess expectations and performance based on a series of both verbal and non-verbal communicative events. Teachers ask, "How can I present this so they understand? What questions do I ask? What responses do I anticipate? How do I get Samuel to participate?" Students ask, "How can I get a turn? What does she want me to do? I need help; who do I ask? How will I know my answer is correct?"

One of the most beneficial outcomes of examining the research on teaching as a linguistic process--communicative events in classrooms--is that it confirms that which teachers already know: teaching is a tough job. Metaphorically, participating in classroom structures is like playing golf. In order to succeed, there are a series of checks to be monitored--feet apart, knees bent, head down, eyes on the ball, one arm straight, the other bent, etc. A slip on any one of these can affect expected results. And so, communicatively, the teacher must monitor questions asked, responses given, nonverbal behavior, social context, etc., to help insure expected results in the learning process.

While approaching the classroom from a linguistic perspective is a relatively new arena of educational research, the results of a variety of studies can be useful to teachers in examining their own classrooms, determining why things happen the way they do, and making adjustments so that outcomes more closely match intentions.

The following subheadings are constructs used by a variety of researchers examining the linguistic processes in classrooms. While further work is continuing in this area, the body of knowledge generated by these studies provides concepts for the classroom teacher's investigation and discussion.

Participating in Face-to-Face Interaction - A Rule-Governed Process

Rules for engaging in conversation are culture specific and learned through a process of observation. The term "culture," for our purposes, can apply to the home, the classroom or to socio-ethnic groups. Knowledge of how the culture functions guides participation and determines what will or will not occur. Generally, when asked a question, we are expected to respond. However, in response to the question, we may provide the desired information; respond with another question; not respond at all; or respond with something unrelated. In addition, any response different from the anticipated response helps to clarify the rules of communication for that setting.

In the home or at play, rules governing children's participation are different than those at school. In the home or within the social group of playmates or peers multiple, extended conversations may take place. Children may focus attention on more than one event at a time "switching" back and forth between them. In the classroom, however, gaining access to conversation may be more constrained; and students who apply rules for participating in play conversation to classroom conversation soon find out the difference. They also learn that responses like "I don't know" to a question generally don't generate the same reaction in teachers as in playmates or parents. In observing these contrasts in interaction, students soon learn the rules governing classroom conversation. If there is a strong enough clash in these rule-governed participation structures, student achievement can be affected (ref. Philips, Erickson and Mohatt) and often teachers inaccurately access student performance. For example, Philips (1972) studied children's language patterns among the Warm Springs Indians in Oregon. At home, discourse rules allowed that each participant determine the form and time of participation. It was unheard of to have a "leader" who could make someone "perform" in front of others. When these same children were in the classroom and the teacher called on them, they did not respond and consequently, were misjudged as "dumb, shy" etc.

Since so much of classroom life is communication not only is formal conversation between and among the teacher and students rule-governed but also all communicated cues, routines, etc., whether verbal or nonverbal. Like our golfer preparing to tee off, the slightest alternation of the "nuances" of communication can produce what linguists call a "frame clash." Simply, a frame clash occurs when one or more parties in the communication structure come from a different frame of reference than the others resulting in some type of unanticipated outcome. Consider this example of a "nonverbal" frame clash. Michele Stoffan-Roth reports in "Shh the Children Are Watching" (1981)

> "On a day midway into last school year, the
> teacher played a piano chord signal to clean up
> Arrival Time activites as usual. The children put
> away their materials and moved to the group
> meeting circle but continued to talk to their
> neighbors. The teacher took her place in the
> circle. This was usually followed by quiet around
> the circle so that opening activities could begin.
> This did not happen. By reflecting on specific
> nonverbal behaviors, the teacher realized she had
> not yet picked up the attendance roster and pencil,
> a signal that she was ready to begin. She picked
> them up. Silence ensued and class began without
> any comment or direction by the teacher."

Here is another example. In establishing a beginning of the year rule for participation in class (see Evertson) students were

asked to raise hands to be called on. One student in this seventh
grade class consistently violated the rule by talking out, talking
when others were performing, etc. The eighth-grade brother
exhibited the same kind of behavior. During a parent conference,
the mother was asked what kinds of conversation went on in the
family. She replied that dinner time was the only time when
the entire family (mother, father, six children) was together.
She admitted that most of the time all family members were talking
at the same time! It was easy to understand why these two boys
saw nothing "wrong" with their behavior. Once it was clearly
explained, then reinforced, that the rules in class were indeed
quite different from the home, the number of "frame clashes"
diminished.

Philips', Stoffan's and the above example point out that
difference in rules governing communication can exist between
the classroom and the community or the home and even within the
classroom itself. Whether or not students themselves recognize
these differences depends on their ability to <u>infer</u> what is
happening in the communication process.

<u>Understanding Conversation: An Inferencing Process</u>

By using communicative, social and cognitive skills partici-
pants, i.e. students and teachers, begin to define the meaning of
what is going on around them. They infer or make sense of the
event(s) and then determine what is expected of them. Two factors
make the inferencing process a complex one. Different messages
can be delivered at the same time. While presenting information
verbally to the class on photosynthesis, the teacher "glares"
at Sarah who is not following along in the textbook. In addition
to these different forms, another factor affecting the task of
inferencing is that the message can serve multiple functions.
Besides providing instructional content, a message can give a
behavior cue to students. "Let's all (in a louder voice) look
to the board as James shows us how to solve problem 9." The use
of "let's all" in a louder voice communicates the expectation
that all students are quieted down and focused on the math problem.
This is one of Kounin's suggested group focus techniques (see
Kounin)

In performing these inferencing tasks, frame of reference also
is a factor. Frames of reference can be modified by receiving
both overt (explicit) and covert feedback (Frederiksen, 1981).
Covert feedback results from observing what other participants do.
Morine-Dershimer and Tennenberg (1981) report that students make
use of covert feedback from not only the teacher but other students
as well, typically using other students' responses to check their
own knowledge or to learn the right answer.

Work by Michaels & Cook-Gumperz, 1980; Scollon & Scollon,
1981; Griffin, Newman & Cole, 1981 also identify a covert nature
in frame clashes as well. These covert clashes, because they

are not so obvious, often add to a negative evaluation of student ability. Beyond that, Hymes (1981) reports clashes between parents and teachers on perceptions about homework. Teachers ask parents to "check" homework. Because the parents do not understand what is meant by the direction "check," they were not signing work that was not correct. Teachers interpreted papers not returned and signed as an indication that parents did not care. It is often only through a series of interviews with the "participants" that these covert frame clashes can be clarified.

A whole series of studies comparing the "linguistics" of home and school have generated thought and action regarding curriculum and instruction. The Kamehameha Early Education Program used in-depth studies of interaction patterns in the community to alter how teachers taught reading. After careful planning and investigation it was found that student achievement improved by more closely matching the school and community patterns (Au 1981). Time on task was high both before and after the changes, underscoring the importance of task appropriateness to student learning gains (see Time on Task).

Meaning and Context

The meaning of verbal and nonverbal messages is context specific. That is, what a message "means" depends on what came before, it's present use and what follows it. Consider the use of the term okay in the following scenarios.

> Teacher: Okay (as "good" in response to a correct student response)
>
> Okay, Richard and James, that's enough!
> (desisting inappropriate behavior)
>
> Okay, Michelle, that's enough.
> (in a reading group, changing reciters - signals change)
>
> Okay? (checking for understanding, are you still with me, etc.)
>
> Okay (mouthed with a nod in response to student request to use the restroom "you have my permission)

Messages then clearly derive their meaning from the context surrounding them. Complicating this process, however, is the fact that at any time in interpretation (inference) of a message can alter one's perception of the meaning of prior messages (Gumperz, 1981).

Classroom Communication: Not a Scripted Event

For the interactive teacher who doesn't always get through
the day's plan, there is professional solace in the linguistic
finding that contexts are constructed. Teachers and students do
not read from scripts. Therefore, although we would like
predictable outcomes, we will not get them 100% of the time.
How the participants interact in this evolving process determines
the context and subsequently the meaning. Researchers have looked
at three factors influencing the construction of context: Con-
textualization cues (Gumperz & Herasimchuk, 1973; Cook-Gumperz &
Gumperz, 1976 Corsaro, 1981); participation structure (Phillips,
1972; 1974; Erickson & Shultz, 1977; 1981; Erickson & Mohatt,
1978; Florio & Shultz, 1979); and communicative competency (Hymes,
1972).

Contextualization cues are both verbal and nonverbal cues
used to clarify meaning. The teacher who circulates around th.
room during seatwork reinforces the verbal statement "I'll be
available to help you or check your work." This verbal and
nonverbal behavior reiterates to students that the teacher is
there to teach and provide feedback.

Participation structures refer to the demands for partici-
pation and the rights and responsibilities of the participants.
Another way of looking at participation structures is through
routines since these enhance the continuity and stability of
repeated activities. These routines also signal expectations for
behavior at the same time instruction is delivered.

Communicative competence refers to the participant's ability
to know when, how, and to whom to talk in a given situation. This
is a developmental process that ideally only the participant can
assess. However, this competence is generally evidenced by
appropriate behavior.

The Communicative Environment of the Classroom

Work done on participation structures indicates the communi-
cative environment of the classroom shifts both across and within
lessons. As a result, there are a variety of demands placed on
all participants. Consider these results reported by Eder (1982).

In comparing the communicative styles of varying reading
ability groups, high ability group gained access to conversation
more readily than other groups, especially the low group (1st
grade groups - high, medium-high, medium-low, low). Interruptions
by high-group members were often reprimanded, while they were
accepted when initiated by low-group members. As a result, low-
group members did not recognize the typical reading turn pattern -
one person reading uninterrupted. They had learned a different
rule for participation than the high group. What can happen as
a result of this differentiation? In whole group activities,

these low group children can be misjudged on their competence if they apply the same rule. Within their own group, unless the teacher is aware of the differentiation, they may also be assessed inaccurately.

It is important to relate these findings to those in the teacher effectiveness studies (see Teacher Effectiveness) since that body of research suggests acceptance of call-outs from lower-achieving students. Eder includes a personal communication with Gumperz & Cook-Gumperz on a finding that the teacher made more interruptions during turns with low students (correcting errors) than high resulting in a choppy style of reading for the low group compared with a flowing style for the high group.

In the Eder study higher group students seemed to develop an awareness for general speaking turns. Because interruptions were limited, they also had a tendency to "hold" comments or questions until after the turns making for a more fruitful discussion period, thus developing other communication skills. This did not happen with the low group.

By the spring of the school year these first-grade students had clearly developed different communicative styles.

The Teacher's Role

For our purposes, the role of teachers in the communicative process is twofold. They "orchestrate" participation (whole class, small group, individual) and assess student ability based on these interactions. The teacher is ultimately responsible for what occurs in the classroom, since she develops a series of strategies designed to achieve a variety of objectives based on intended academic and social outcomes.

Work done by Merritt & Humphrey, 1979; Merritt 1981, 1982 supports much of Kounin's work. Teachers orchestrate and monitor a lesson, "the primary vector of activity" as well as secondary vectors. The way teachers handle the flow between vectors is also rule governed. Teachers develop patterns of "slotting-in and -out of vectors--Kounin's overlapping--in an attempt to manage both instruction and behavior. For example, the teacher is working with a reading group or high school lab group--the primary vector of activity. Carlos comes over indicating he needs help. The teacher temporarily "slots out" of the primary vector, deals with Carlos's question (the secondary vector) and slots back in to the primary vector. If the teacher has left instructions for the group, thus preserving the activity, the transitions between these activities are smooth.

From a linguistic perspective the evaluation role of the teacher is the ongoing assessment based on observation of how students participate in interaction.

Since communication and interacting in "communicative events" is a complex process, students' competence can be misjudged as pointed out in several examples. The findings of some of the linguistic studies can be linked to other work on teacher perceptions and expectations. Michaels & Cook-Gumperz (1980) found that in teacher assessment of story-telling ability, students whose stories were topic-centered were viewed more positively than students who "topic-chained"--went off on related tangents. It was found in further analysis that the chaining style was culture specific, but the overall judgement of student ability was negative.

The point of results like these is that teachers can get a better understanding of the basis of their assessments by examining these studies and make adjustments in instruction to teach "appropriate" story-telling styles.

The Role of the Student

While the various studies do not focus on this topic specifically, there is an underlying message regarding the student's role and the complexity of "acting" it out.

Consider the following situation. The teacher is working with a small group of students while the rest of the class is engaged in seatwork. Barney is "stuck" on his assignment. He has several choices: 1) interrupt the teacher; 2) ask someone else for help; 3) "tough it out"; 4) abandon the problem momentarily and go on; 5) abandon the activity all together, possibly leading to misbehavior. That is a big decision for some children; and unless the tacit rules governing his behavior at that moment are clearly inferred, one or many "frame clashes" can occur.

The research on teaching as a linguistic process clearly points out the complexity of the teacher's role as decision maker. Equally important is the fact that it reminds us that being a student is also a tough job.

SV/mmp

Transcript Lines	Episode Number	Speaker	Verbal and Nonverbal (NV) Messages
001	1	Albert:	(Albert is reading and comes to the word "peony" and stops)
002nv		TEACHER:	(Teacher points to the "eo" in peony)
003		TEACHER:	REMEMBER THE TWO VOWEL RULE.
004		Albert:	Peen - y
005nv		TEACHER:	(Points to the first syllable--"pe")
006		TEACHER	"pe" SAYS...
007		Albert:	pē (correctly pronounces syllable)
008nv		TEACHER:	(Points to second syllable--"on")
009		TEACHER:	THIS SAYS...
010		Albert:	ŏn (correctly pronounces syllable)
011nv		TEACHER:	(Points to last syllable--"y")
012		TEACHER:	AND THIS SAYS.....
013		Albert:	ē (correctly pronounces syllable)
014		TEACHER:	WHAT'S THIS WORD?
015		Albert:	Peen - y
016nv		TEACHER:	(Points to "pe" again)
017		TEACHER:	THIS SAYS...
018		Albert:	pē (correctly pronounces syllable)
019nv		TEACHER:	(Points to "on" again)
020		Albert:	ŏn (correctly pronounces syllable)
021nv		TEACHER:	(Points to "y" again)
022		Albert:	ē (correctly pronounces syllable)
023		TEACHER:	GOOD
			(Albert continues reading until he comes to the word "pest" and then he stops again)

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Transcript Lines	Episode Number	Speaker	Verbal and Nonverbal(NV) Messages
024n7	2	Albert:	(Pauses at the word "pest")
025		TEACHER:	PEST
026		TEACHER:	DO YOU KNOW WHAT A PEST IS?
027		Albert:	Something that bothers you.
028		TEACHER:	UH HUH
			(Albert continues reading the story. He mispronounces the word rodent and the teacher intervenes)
029	3	Albert:	rodent (uses short "o")
030		TEACHER:	LONG "O"
031		Albert:	rodent(corrects pronunciation error)
032		TEACHER:	GOOD
			(Albert complete the story)
033	4	TEACHER:	NOW I WANT TO ASK YOU SOME QUESTIONS ABOUT THE STORY.
034		TEACHER:	WHAT WAS THE NAME OF THE FLOWER IN THE STORY?
035		Albert:	pessent...

AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

SUSAN VEITCH
STAFF MEMBER

PS 197 - TC SITE FOR ELLIOT WEITZ
SITE OR LOCATION

OCTOBER 27, 1982   9:00 - 12:00
DATE   TIME

PURPOSE OF VISITATION

PLAN FOLLOW UP TO OCTOBER 2ND CITY-WIDE SESSION

PERSONS CONTACTED

ELLIOT WEITZ, AMINDA WRENN

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Using the evaluation sheets a letter of invitation will be sent to all participants who requested continued involvement. Using a study circle approach teachers will be "pulled in" in each borough. The first study circle will run 4 weeks beginning Monday, Nov. 29th. Elliot and Aminda felt it would be better not to wait until after the holidays or to run circles for 6 weeks with the holiday breaks to chop them up. Facilitators were identified from the list of TRLs who have received training in ER&D and study circles. At the 29th session, teachers will be asked to evaluate the usefulness of the research they implemented after the Oct. 2nd session as part of that meeting's agenda.

See attached packet on study circles.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D   L O G

<u>SUSAN VEITCH</u>
STAFF MEMBER

<u>NEW YORK</u>
SITE OR LOCATION

<u>OCTOBER 27, 1982</u>   <u>1:30 - 5:00 PM</u>
DATE   TIME

| PURPOSE OF VISITATION |

COLLABORATIVE MEETING (see below)

| PERSONS CONTACTED |

Involved: Myrna Cooper; Anne Sabatini; Fred McDonald, Fordham; Judith Green, Delaware;
Greta Dershimer, Syracuse; Phil Winne, Simon Fraser

| FIELD ACTIVITIES |

| INTERACTIONS - COMMENTS - FOLLOW-UP |

Originally, we had been invited to attend a pre-NERA conference in Ellenville NY
on action research which Greta and Judith were coordinating. Because various other
"players" - including invited NIE staff who could not travel due to budget constraints -
would not be in attendance the Ellenville meeting was cancelled. However, Judith
and Greta wanted to meet with us and came to Manhattan.

After some debate between Judith and Fred as to the merits of ethnographic research,
we began to explain our various topics which was the purpose of the meeting.

Anne Sabatini outlined her involvement in the IR&DS study on positive teachers
done with the center and Columbia Teachers college. Teacher-researchers were
taught how to collect and analyze interview data gathered from teachers identified
as "positive." Myrna pointed out that many of those teachers were part of our
project as TRLs. A final report on the study is being compiled. Anne pointed
out that the experience was rewarding for her in terms of the process, and the

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(OVER)

fact that while the study lead to some conclusions, not all questions were answered. She pointed out that just the process of deciding the research question has given her a new appreciation of the researcher's role.

I gave a brief overview of our project highlighting the research used and the process. The fact that we had just used the linguistics work was of interest to Judith and Greta.

Greta was very interested in how she could become involved in something like this in Syracuse. I explained to her that once the final manual was available we could link her up with unions in her location who want to pursue the project. Syracuse itself is NEA.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

FIELD LOG

SUSAN VEITCH
STAFF MEMBER

PORTLAND (OREGON) QuEST
SITE OR LOCATION

OCT. 8, 1982
DATE   TIME

PURPOSE OF VISITATION

SFFT TRL BETTY ROTHENBERGER WAS SENT TO REPRESENT THE PROJECT BY CONDUCTING
A CLASSROOM MANAGEMENT WORKSHOP

PERSONS CONTACTED

Deanna Woods

FIELD ACTIVITIES

INTERACTIONS - COMMENTS - FOLLOW-UP

Deanna had attended the AFT convention and was anxious to use part of the project and
our resources to organize their October 8 PFT QuEST Conference. She and I spent
several hours planning by phone. Our role was primarily to link her up with resources.
She had originally requested one of us to do the session and be on the panel, but
because of pilot site demands we decided to utilize a San Francisco TRL. Betty
was selected. Deanna and the PFT were very grateful for our networking. With
local support from Northwest Regional Lab this may be a good target site for
replication. Resources we helped link up are bulleted on the workshop offering
page.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D L O G

LOVELY BILLUPS
STAFF MEMBER

BALTIMORE, MD
SITE OR LOCATION

OCTOBER 15/16, 1982
DATE   TIME

PURPOSE OF VISITATION

ATTEND BALTIMORE TEACHER'S UNION QuEST CONFERENCE
PRESENT ER&D WORKSHOPS

PERSONS CONTACTED

50 participants

FIELD ACTIVITIES

Workshops - "Classroom Mangement and Discipline"

INTERACTIONS - COMMENTS - FOLLOW-UP

The research information was very well received by this group. We were able to
do the role playing activity involving the L.D. child in the pull-out schedule
from the classroom. Generated good discussion. One of the most verbal teachers
has been newly placed in a classroom for the chronically disruptive child. He
says he received the assignment because he was the only male on staff. He
said it was important for him to think through his rules and consequences because
he is not allowed to suspend students from class. (They are sent to a room with
padded walls which is called the "Quiet Room"). He says when they come back
they're worse. He needed to develop a process whereby he maintains control (power)
over the situation by keeping them in class. (This is good info for the research
community.)

ng principal, who was also a presenter for another session, was in the
e said the information had great potential. Wanted session for his school.

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SUE VEITCH
STAFF MEMBER

BUTTE, MONTANA
SITE OR LOCATION

OCTOBER 21, 1982   ALL DAY
DATE   TIME

PURPOSE OF VISITATION

1. WORKSHOP PRESENTATION
2. PLANNING MEETING WITH LEADERSHIP AND STAFF ON MAKING USE OF THE PROJECT AND OTHER ED ISSUES

PERSONS CONTACTED

James McGarvey, Executive Director; Eileen Egeland, PR
Veryl Kosteczko

FIELD ACTIVITIES

2 workshops   See attached program.

INTERACTIONS - COMMENTS - FOLLOW-UP

1st session was large group - about 50 people. No way to break them up into small groups. Had to bring in extra chairs to take care of overflow.

2nd session was on instructional strategies from TE research. Program had no descriptor so group was small - 14. However, rather than a presentation we had a discussion group format using research concepts to solve specific concerns. I began by asking teachers the steps they took in teaching a lesson. As we went around the group all of the instructional functions got mentioned. The discussion proceeded from there.

One teacher raised a concern about seatwork and homework. It seems that in her junior high setting she uses the end of the period for letting kids get started on homework, but some of them dawdled claiming they'd do it at home. I suggested she clearly delineate between in class assignments and homework. In class seatwork is to be completed in class and collected. Students even at that age may need to be told "you have X minutes to complete this." In this manner, students cannot "cop out" on staying on task.

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FIELD LOG

LOVELY BILLUPS
_____
STAFF MEMBER

GARY, INDIANA
_____
SITE OR LOCATION

OCTOBER 28/29, 1982
_____
DATE   TIME

PURPOSE OF VISITATION

ATTEND EDUCATIONAL CONFERENCE OF GARY TEACHERS UNION
PRESENT ER&D WORKSHOPS

PERSONS CONTACTED

Number of workshop participants.- 46

FIELD ACTIVITIES

Workshops - "Strategies for Effective Classroom Management"
         - "Using Educational Research to Build and Maintain a Professional Knowledge Base"

INTERACTIONS - COMMENTS - FOLLOW-UP

This is a very large regional conference which offers an average of 24 workshops
in a given time frame. Teachers are free to select. Group size averages 20.

Size of group for Classroom management was almost double that of research utiliza-
tion session. Conversations with teachers indicated that they were "wary" of
the term Educational Research in the session title and felt it would be a dull and
uninteresting session. I used the A.S.C.D. film on School and Teacher Effectiveness
with Barak Rosenshine and Ron Edmonds, as a focus for discussion on the applica-
bility of research-based information in the classroom. Those who attended were
quite impressed and told others, which is what prompted them to come to me about
the title. (I learned something!)

The classroom management workshop went very well. I covered the identification of
classroom procedures, establishment of classroom rules and the development of en-
forceable consequences. I also covered Kounin's Group Management techniques. The
group was quite interactive. Teachers ranged from K-12 and two were teachers of

bilingual classes. Some lingered well after the session time was over to ask
questions. Some questions centered around use of "puddling" as a consequence for
breaking rules. They said that perhaps developing a hierarchy of consequences
would help them cut down on the need to "spank".

Program attached.

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AFT - EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

F I E L D   L O G

LOVELY BILLUPS
_____
STAFF MEMBER

NCSIE CONFERENCE - ATLANTA, GA
_____
SITE OR LOCATION

NOV. 19-23, 1982
_____
DATE   TIME

P..... OF VISITATION

ATTEND CONFERENCE AND PRESENT SESSION ON ER&D PROCESS FOR INSERVICING

PERSONS CONTACTED

FIELD ACTIVITIES

SESSION PRESENTER
"Teachers + Research = An Effective Union"
The AFT Educational Research and Dissemination Program

INTERACTIONS - COMMENTS - FOLLOW-UP

There were 15 people present at the project presentation session. Most of the
participants were from State Educational Agencies. Questions revolved around the
ways in which we got teachers to volunteer their participation in the project with-
out credit or monetary remuneration. Dennis Loro from NYSUT said he would like to
pursue possibility of establishing this model in upstate N.Y. and tie in some of
his trainers for Project TEACH etc. into the program I told him to contact
Marilyn and think about setting up a meeting with his people, the AFT ER&D Team
and Myrna Cooper. Another participant who is in charge of a Teacher Center Con-
sortium in California was also arranging a meeting with Marilyn to further discuss
the project.

Also attended sessions:

    -Planning and Implementing A Collaborative Multi-Institutional Inservice Program
    -Development/Operation of a Multisystem Staff Development Consortium
    -High Tea for Staff Developers
    -All general sessions

Program and materials attached.

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