ABSTRACT

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

1986

Illinois State Board of Education
Department of School Improvement Services

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

Ted Sanders
State Superintendent of Education

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Introduction

Computer Search Printouts of ERIC

Copies and Summaries of Documents

Listing of Suggested Materials

Suggestions for Further Study

Resource Agencies

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

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

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

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

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

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

Some monitoring techniques are easily established. Arranging student desks for maximum eye contact between teacher and student is one obvious solution (Wyne and Stuck 1982 711). Rather than monitoring all students at all times (an impractical, impossible task), teachers may observe a "steering group" of a few students for their understanding of the assignment. These randomly selected students include low achievers who are good predictors of the ability of the whole class to complete the task. Successful teachers monitor weak students to determine whether everyone understands the task, to reduce the number of student errors, and to encourage complete assignments (Good and Brophy 1978 346 347). When students are left on their own for seatwork, individual reading contracts and completing ditto sheets or workbook pages (three activities shown by research to encompass about 50 percent of their classroom time) then engaged learning time significantly declines. Students perform better in classrooms where the teacher has high visibility and substantive interactions with students (Berliner 1984 62).

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

This booklet Monitoring A Casebook is part of a series of publications on the eight characteristics of the Illinois Quality Schools Index (IQSI) leadership, mission, expectations, time on task, monitoring, basic skills, climate, and parent and community participation. The IQSI involves a committee of school and community persons in reviewing the school's operation and identifying priorities for improvement. The Casebook is a useful reference for locating resources and developing an action plan after the committee has identified monitoring as a priority. The resources included in this publication are selected as introductory information to the topic for staff training and for program plans.

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

Monitoring

Monitoring means observing and checking student progress. In quality schools, monitoring occurs often to make sure students are learning what is being taught. Teachers monitor by observing student behavior, calling on students in class, sending students to the chalkboard, giving tests, checking homework, and other evaluative activities. Parents monitor by observing homework, checking test scores, asking their children about school, and talking often with teachers. Monitoring is most meaningful and relevant when it occurs frequently and provides immediate feedback. In this way teachers, students, and parents know whether or not students are reaching educational goals.
The study of effective schools and what makes schools effective continues, and the research and literature continue to study the effective schools movement and make information available to Illinois schools. School personnel are encouraged to send requests, comments, and suggestions to

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

References

Berliner, David C. 1984 “The Half-Full Glass A Review of Research on Teaching” In Using What We Know About Teaching Alexandria, Virginia Association for Supervision and Curriculum Development

Evertson, Carolyn M., and Emmer, Edmund T. 1982 “Preventive Classroom Management” In Helping Teachers Manage Classrooms Alexandria, Virginia Association for Supervision and Curriculum Development

Doyle, Walter 1984 Effective Classroom Practices (Secondary) Austin, Texas Research and Development Center for Teacher Education. p 32


“How Hard Are Your Classroom Tests” 1985 Captrends 10 2 (March) 7 Portland, Oregon Center for Performance Assessment


Johnston, J Howard, Markle, Glenn C, DePerez, J Maria 1984 Middle School Journal (August) 8-10, 24

Murphy, Joseph, and Pruyn, Jennifer 1983 “Factors That Contribute to School Effectiveness” Thrust 12 7 (May/June) 18-21

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

Funds to support this activity were provided by Chapter 2, Education Consolidation and Improvement Act (Block Grant) to the Illinois State Board of Education.
To be successful with tasks involving higher order cognitive processes, teachers must carefully structure the tasks students are to accomplish, clearly focus students' attention on the operations to be learned, provide explicit instruction and models of these processes, monitor progress and provide feedback, and hold students accountable for work.

—Walter Doyle Effective Classroom Practices (Secondary)
EDUCATIONAL JOURNALS

EJ330443  SE538759
Towards Science Profiles.
Hodson, D.; Brewster, J.
School Science Review, v67 n239 p231-40 Dec 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAY86
Target Audience: Teachers; Practitioners
Discusses the use of student profiles in recording student progress related to science processes and skills, indicating that profile reporting is a fundamentally different way of describing and monitoring academic progress. Implications for the science curriculum are considered. (JN)

EJ302891  FL515943
Relationships between Use of the Strategy of Monitoring and Cognitive Style.
Abraham, Roberta
Studies in Second Language Acquisition, v6 n1 p17-32 Fall 1983
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJNOV84
Questions whether observed differences in use of strategy of monitoring is related to the following cognitive styles: field independence, reflection, flexible control, and preference for processing information by the written word. Field independence was positively related to amount of monitoring on all written tasks, and reflection was weakly but positively related to amount of monitoring on the proofreading task. (SL)

EJ300091  IR512704
Electronic Learning's In-Service Workshop. Part VIII: Classroom Tips.
Electronic Learning, v3 n8 p1h-8h May-Jun 1984
Language: English
Document Type: TEACHING GUIDE (052)
Journal Announcement: CIJSEP84
This final section of an eight-part series of computer literacy workshops for classroom teachers provides forms for monitoring students' computer progress and reporting to parents, tips on computer use, ready-to-reproduce badges for computer-achieving students, fun computer facts, and a list of free or inexpensive resources and materials. (MBR)

EJ293739  RC505364
Does Your School Need to Improve?
Cooper, Muriel
Education Canada, v23 n4 p32-35 Win 1983
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJMAY84
Explains how Dr. Ronald R. Edmonds discovered five characteristics common to 55 (cont. next page)
United States schools exhibiting academic effectiveness. Explains the characteristics: large portion of principal's time spent in classrooms, global understanding of school's major purpose, orderly school climate, teacher behavior, and close monitoring of students through standardized tests. (SB)

EJ288558  JC503318

When Teachers Become "Real" Teachers.
Swick, Kevin J.
Momentum, v14 n2 p42-43 May 1983
Available from: UMI
Language: English
Document Type: POSITION PAPER (120)
Journal Announcement: CIJFEB84
Contends that teaching is wholistic--a synthesis of planning, organizing, implementing, and evaluating/assessing. Discusses qualities and conditions necessary in the development of good teachers, including factors of safety, leadership, team support, goals, and teacher renewal. Compares routine teaching and "real" teaching. (DMM)

EJ284869  TM508242

Airasian, Peter W.; Madaus, George F.
Journal of Educational Measurement, v20 n2 p103-18 Sum 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); REVIEW LITERATURE (070)
Journal Announcement: CIJNOV83
This overview of the problem of linking testing and instruction describes two general policy areas which have focused attention on these links: studies of school effectiveness and minimum competency testing. Techniques used to investigate links between tests and instruction and policy issues that must be addressed are also discussed. (Author/CM)

EJ284309  PS512018

School Effects on Pupil Progress: Research Findings and Policy Implications.
Rutter, Michael
Child Development, v54 n1 p1-29 Feb 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJNOV83
Argues that, in the assessment of school "effects," multiple indicators of school effectiveness are required, including scholastic attainment, classroom behavior, absenteeism, attitudes to learning, continuation in education, employment, and social functioning. Assesses empirical evidence on the extent to which schools may be effective in raising standards of pupil attendance, behavior, or achievement. (Author/RH)
Effective Schools: A Friendly but Cautionary Note.
Cuban, Larry
Phi Delta Kappan, v64 n10 p695-96 Jun 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJNOV83
Effective schools research problems (unreliable descriptions and definitions, over-dependency on tests, research limited primarily to elementary schools) result in narrow formulas leading to increased standardization, neglect of nonacademic areas, and failure to improve in schools with high test scores. Author urges using broader, more complex measures. (PB)

Social and Moral Development and Individualized Instruction.
Herring, Mark
Educational Forum, v46 n1 p23-30 Fall 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJMAR82
Sets forth a theory of social development (represented by Maslow), a theory of moral development (represented by Kohlberg), and then synthesizes these theories to develop a set of student needs and teaching techniques for each stage of social and moral development. (CT)

Richardson, Glenn E.
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJFEB82
Educational imagery is a teaching method that guides students into decision-making situations through directed daydreaming or fantasizing. The theory is that if a decision is clearly imagined and acted out, the process will be facilitated in real life. (JN)

Inservice for Countering the Dropout Problem.
Enger, John M.; Vaupel, Carl F., Jr.
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJAN82
Describes an instruction and workshop inservice program on dropout identification, interpersonal communication and classroom management techniques provided by a consultant team for middle school personnel. Recommendations include some alternative curricula, monitoring of student participation, and administrative commitment. (JAC)

EJ245126 AA533095
*Out of the Frying Pan, Into the Fire: A Teacher's View.*
Gallent, Barbara L.
Clearing House, v54 n8 p345-48 Apr 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJSEP81
Argues that regular class placement is inappropriate for the special student because (1) regular classes are too competitive; (2) rejection by other students may occur; and (3) the regular class teacher lacks the necessary special training and support. Suggests upgrading special classes and seeking other methods of integrating students. (SJL)

EJ226367 SE527471
*The Croton-Yorktown Model of Individualized Earth Science.*
Matthias, George F.; Snyder, Edward B.
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV80
The individualized learning model, discussed in this article, uses an efficient feedback mechanism which incorporates an innovative student evaluation program and a unique system of classroom management. The design provides a model for monitoring student progress. (Author/SA)

EJ191524 SP507554
*Monitoring Student Achievement for Accountability: The Demonstration of a Model.*
Berry, Stewart
Available from: Reprint: UMI
Language: ENGLISH
Journal Announcement: CIJMAR79
Individual schools can assess the progress of their students using equivalent achievement test scores in subject areas at grade levels, between grade levels, and across subgroups of students. A demonstration of this procedure is presented. (Editor)
Two Perspectives on School Climate: Do Staff and Students See a School the Same Way?
Stavros, Denny; Moore, JoAnne E.
1985
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEJAN86

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

Kopple, Henry
1 Apr 1985
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJAN86
Target Audience: Policymakers; Researchers

Replicating Success, a school improvement program in Philadelphia, is designed to raise the achievement level of all students in 30 selected, racially isolated, low achieving schools. Each school undertakes an extensive needs assessment process and then develops an individualized schoolwide plan which takes into account the characteristics of effective schools and incorporates five basic components: (1) use of Philadelphia's mandated curriculum in all curriculum areas; (2) monitoring
of student performance in all curriculum areas; (3) use of a curricular component that addresses the students' self-image; (4) training of staff and administrators to support the reshaped school; and (5) training and use of parents. The most distinctive feature of the program is its focus on how the expectations of administrators, teachers, students and parents work upon one another. Other distinctive features are the program's heavy reliance on the role of the academic facilitator, and its funding basis-half private foundation, half Chapter 1. Problems encountered in implementing the program include principal resistance to the change in the principal's role from manager to instructional leader, general staff resistance to change, and the difficulties in maintaining a balance between bureaucracy, the total school, and the individual classroom. Among the lessons learned from and about the program is the fact that reasons for program effectiveness are difficult to pin down, with some participants attributing it to principals, and others to individuals, school improvement councils, monitoring, or the outside facilitator. (CG)

ED258232# CS209018
Assessing English: Helping Students to Reflect on Their Work.
Johnston, Brian
1983
161p.; Published by St. Clair Press, Sydney, New South Wales, Australia.
Available from: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 02085, $8.50 member, $11.00 nonmember).
Document Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); BOOK (010)
Geographic Source: Australia; New South Wales
Journal Announcement: RIENTIV85
Target Audience: Teachers; Practitioners
As a result of research showing that students are more motivated when English teachers avoid grades and marks, this book focuses on ways to involve students in the assessment process. The book covers the following topics: learning and reflection, students controlling language, the purpose of assessment, assessing students' relationship to the subject matter, helping students describe what they do when they write, monitoring the students' written products, monitoring engagement with a text, monitoring oral language, reflecting on the demands of the curriculum, organizing judgmental assessment, making records and reports, and promoting students. The appendixes contain a discussion of the motivational effects of different schemes for assessing students' writing, a transcript of the author's comments while reading a piece written by a nine year old student, and examples defining the demands of tasks in English. (EL)

ED255594 UD024142
Instructional Leadership System Research Report.
Davidson, Jack L.; Montgomery, Margret A.
Tyler Independent School District, Tex.
Mar 1985
50p.; Paper presented at the Annual Conference of the American Association of School Administrators (Dallas, Texas, 1985).
EDRS Price - MF01/PC02 Plus Postage.
The Tyler (Texas) Independent School District's Instructional Leadership System, which is based on the premise that effective leadership is the basis for the success of the instructional program, is described and evaluated in this report. The system is described in terms of administrative organization; management design; the system's basis in the effective schools research; data analysis; goal setting and planning; and evaluation. Significant gains in student achievement at the fifth grade level in 1983-84 and 1984-85 are reported, and these improvements are attributed to the systematic planning and supervision of the instructional program by the building principal under the Instructional Leadership System. Data are presented showing significant student achievement gains as principals and faculties became more proficient in assessing needs, setting common goals, establishing a cooperative school climate, monitoring student progress, and evaluating instructional activities on a regular basis. (KH)

ED254543 TM850151
Bringing the Future Into Focus.
National Assessment of Educational Progress, Princeton, NJ.
[1984
28p.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Grant No.: NIE-G-83-0011
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEJUL85
This report describes the National Assessment of Educational Progress (NAEP), a project designed to keep parents, school officials, and policy makers abreast of the educational realities. Information is collected and reported at regular intervals concerning the knowledge, skills, and attitudes of elementary and secondary school students. NAEP has developed educational objectives based upon the consensus of concerned citizens. Exercises written to fit these objectives are evaluated by educators before being administered to students. The results of each assessment are published, and total results are summarized to indicate the relative performance of specific groups. By regular monitoring of students' progress, NAEP is able to determine developing trends and potential problems. Information about young adults, ages 21 to 25, is also being compiled by NAEP, which reports useful information not only to the federal government but also to the individual states. (DWH)

ED251973 EA017384
Effective Use of Classroom Time.
Stallings, Jane
Sep 1984
Beginning with general observations on the human element in excellent teaching that often goes unnoticed by researchers, this speaker provides a wide range of suggestions for making more effective use of class time. These suggestions pertain to monitoring time on and off task, classroom organization and planning, making assignments, clarifying expectations, improving distribution of materials, assigning seats, grouping students vs. working with individuals, working with groups, rules for behavior, interactive instruction, reviewing, organizing information, checking for understanding, reteaching, oral reading, summarizing, establishing a supportive environment, and monitoring student outcomes. A summary lists the advantages and disadvantages of some major teaching strategies: lecture, discussion, drill and practice, independent study, group investigation, laboratory approach, discovery, the learning center, simulation, behavior modification, performance-based learning activity packages, and "do-look-learn" (teacher-guided, small group instruction). References and handouts are included. (TE)

The Secondary Student Progress Plan aims to provide uniform educational expectations for successful course completion and progress toward graduation beginning with grade 7 in school year 1984-85. Arranged in outline form, the plan shows the course or study for grades 7-12, guidelines for evaluating and reporting student progress, promotion requirements, and provisions made for special education students and for gifted and talented students. Procedures are enumerated for dealing with different student entry levels, and a building-level support system for underachievers and retainees is outlined. Other procedures to help students include provisions for summer school remediation and enrichment; steps for monitoring student progress; and general guidelines for course outlines, homework assignments, school and class rules and regulations; and suggested forms for letters to parents. A plan implementation training schema and a description of evaluation procedures conclude the report. The appendix contains a list of the task force members who designed the plan. (MLF)
English teachers' approaches to the problems of assessment and evaluation have been characterized by uncertainty and confusion, and this uncertainty is communicated to students. It is not simply that students do not know "how" they are being judged; they do not know "when" they are being judged. They soon begin to stop taking risks and fail to articulate their difficulties. These considerations have led to a model of evaluation, to guide teachers in their day-to-day work, that can be applied to individual instructional units, or over a longer time period. In the space of a single unit, the teacher is required to undertake four quite distinct evaluative tasks: (1) monitoring and describing performance, (2) reflecting on progress, (3) appreciating or judging quality, and (4) determining accomplishments and what should be undertaken next. The model demands that teaching be so organized that students know when each of these tasks is or is not in progress. The model urges teachers to recognize that many of the students' experiments and mistakes are a necessary part of the learning process, that such experiences are confidential to the learning process and should not be the basis for judging the quality of the students' work. It reminds teachers that it is not necessary that the product of every unit be judged. It also suggests that an important part of the teacher's role is to encourage the students to develop self-evaluation skills. (HOD)
professional staff. The outline is subdivided as follows: (1) program objectives, (2) student progression folders (contents), (3) infractions that earn demerits, (4) action taken for demerits, (5) disciplinary referrals, (6) disciplinary flow charts, (7) prescreening committee at school level--collecting data, (8) campus screening committee--possible members, (9) district staffing committee referral procedures, and (10) a flow chart of campus screening committee activities. (TE)

ED247647 EA017016
How to Evaluate Your School Instructional Program.
Cipfl, Joseph J.
1984
9p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJAN85
Target Audience: Administrators; Policymakers; Practitioners
This speech presents instructional evaluation techniques currently used in C.,;leville, Illinois. These are based on two criteria: (1) community opinion, and (2) performance level of students. To discover community opinions, needs, priorities, and levels of support, questionnaires are distributed, presenting a series of curricular goals and soliciting community opinions on (A) the relative importance of each goal, and (B) the success of the program in achieving that goal. Another technique is to organize school-community councils, representative of various school organizations and neighborhoods. From these, a district-wide community council is formed. Student performance is measured by both norm-referenced and criterion-referenced testing. The latter, entitled "Instructional Monitoring System," consists of three components: (a) a skills continuum, reflecting district faculty decisions about what skills should be taught at what level; (b) exit tests, measuring how much students have learned from classes; and (c) objective evaluation, depending on analysis of the exit tests to determine the effectiveness of the program for individual students, classes, schools, or the entire district. These test results can be used to earn community support and to develop responsive educational programs. (TE)

ED246936 JC840406
Monitoring Student Progress and Publicising the Results. Information Bank Number 1270.
Jones, D. T. L.
Further Education Staff Coll., Blagdon (England).
3 Nov 1976
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: United Kingdom; England
Journal Announcement: RIEDEC84
Arguing that assessments of student progress describe the consequences of the
interaction of the multitude of elements that make up the educational system, this paper examines the three-tiered assessment system used at Redhill Technical College (RTC), in Surrey, England, to fulfill diagnostic and motivational functions for the college as a whole. Introductory material presents the student as part of a broad system, rather than as an isolated entity; argues that changes in the educational system will lead to changes in student performance; and suggests that student assessment should diagnose the weaknesses and strengths of the system which do not attach to particular students. After discussing the purposes to be served by assessing student progress and the success with which the college is operating in relation to the student, progress monitoring is examined in terms of its role as a diagnostic tool. The argument is put forth that student assessment should include the monitoring of information about the performance of the class as a whole, enrollments, and other aspects of the educational system, and the value of this kind of information for students and educators is underscored. Next, the monitoring system used at RTC is described, followed by a review of the three main tiers for the publication of assessment data: the principal's annual report to the governing body; the presentation of departmental data to the academic board and other college bodies; and the report on departmental progress to members of the departments. (HB)

**ED246548 EA017005**
*Princeton's Formula for Academic Excellence.*
Denoyer, Richard A.
1984
9p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEDEC84
Target Audience: Practitioners; Community
Princeton City School District Staff and parents created a plan for monitoring student achievement. Each group—teachers, counselors, coaches and club sponsors, parents, students, and administrators—was given responsibilities; parents, for example, were asked to emphasize learning's importance in the home. Biweekly computer printouts note students' areas of study and student problems to help staff outside the classroom assist students with difficulties inside. The junior high plan focuses upon student/teacher teams and involves a computer listing of students checked by teachers and passed to "resource" persons. At intervals parents are informed of students' problems and progress. The high school plan revolves around biweekly and interim progress reports containing teachers' assessments for parents and counselors; students rated deficient are to be counseled by several staff members. That the young program is successful is shown in students' heightened level of academic concern and counselors' use of the biweekly reports to help students before it is too late. (KS)

**ED245339 EA016881**
*An Effective School: A Case Study.*
Poindexter, Candace
18 Nov 1983
14p.; Paper presented at the Annual Meeting of the California Educational
An elementary school principal's successful attempts to improve her inner-city school are described in this case study, which includes a diagram representing her formula for better education. The principal, a charismatic, elderly woman, takes an aggressive role in improving the school environment and student nutrition, encouraging and monitoring the improvement of teachers' skills, increasing discipline, and communicating individually with students and teachers. Her tasks are made difficult by lack of parental support, crime, high transiency rate, and the economic disadvantages of her students. Most of her students are Black and Hispanic; for the Hispanics she helped write a grant that resulted in an exemplary bilingual program. This principal emphasizes listening, taking into account the needs of the whole child, consistency in discipline, developing a staff with unified goals, team teaching, holding teachers accountable for the progress of their students, and developing independent thinking in the students. Her methods have been successful in raising performance scores and improving attitudes in the school and the community. (FWR)
Shoemaker, Joan; Pecheone, Raymond
Apr 1984
EDRS Price MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Connecticut
Journal Announcement: RIEOCT84
Target Audience: Researchers
The focus of this paper is the degree to which school effectiveness characteristics are alterable from a measurement perspective. The basis for measurement was the Connecticut School Effectiveness Questionnaire. The sample included seven schools which took the questionnaire for the first time between January and June of 1982 and for the second time in June of 1983. Five schools were elementary, one housed grades 7 and 8, and the seventh was a K-8 school. Three of the schools were in large cities, two were in small towns, and two were in rural areas. The first set of pre/post questionnaire data suggest that in schools where teachers and principals are attempting to improve in accordance with research-based school effectiveness practices: (i) changes are more likely to happen in curriculum development, home/school partnerships, principal behavior, assessing student progress, and providing safety and security; (2) changes are less likely to happen in teaching practices and teachers' attitudes; classroom-based variables may be harder to change and take more time than school-based variables; and (3) changes are more likely to happen in schools where the intensity of school improvement efforts are greater. (Author/BW)

Color Our Children Carefully. A Guide to Equity and Excellence in Education.
Denbo, Sheryl; And Others
American Univ., Washington, D.C. Mid-Atlantic Center for Sex Equity.
[1982]
35p.
Sponsoring Agency: Department of Education, Washington, DC.
Grant No.: G008100820
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIESEP84
Target Audience: Practitioners; Teachers
The information in this packet has been selected for the purpose of assisting educators in their efforts to create and sustain effective schools for all students. The articles in Section 1, "Overview and Resources," contain statistical profiles assessing minority progress, research information on the effects of desegregation, and practitioner-oriented lists of resource materials and organizations. The articles in Section 2, "Issues and Strategies," contain summaries of significant research findings and practitioner-oriented strategy checklists based on the research. The topics covered are a positive school climate;
teacher expectations; issues in evaluation; monitoring student progress, testing and ability grouping; curriculum and instruction; instructional supervision and staff development; and discipline. (CMG)

ED244009 UO23544
The Effective Principal: Achieving Equity and Excellence in Schools.
Denbo, Sheryl; Ross, Marlene
American Univ., Washington, D.C. Mid-Atlantic Center for Sex Equity.
Jun 1983
20p.
Sponsoring Agency: Department of Education, Washington, DC.
Grant No.: G008200815
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIESEP84
Target Audience: Administrators; Practitioners

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

ED243941 TM840254
Stiggins, Richard J.
National Education Association, Washington, D.C.
1984
33p.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Contract No.: 400-80-0105
Available from: NEA Professional Library; P.O. Box 5079, West Haven, CT 06516
(Stock No. 1525-8, $5.50 ea.)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
This is a guide to help teachers at all grade levels to improve the quality of their student assessments. It is designed for preservice and inservice teacher education to assist in conducting performance assessments to evaluate student learning. Performance assessment requires a student to analyze a problem, synthesize information, and attempt to apply acquired information to a new problem situation. It enables the teacher to measure a student's ability to transfer, not just recall, skills and knowledge. The basic aspects of a performance assessment are the decision situation, exercise, response, and rating. Performance assessments must be handled systematically to produce dependable and useful information about student achievement. The guide provides instructions for designing a performance test and guidelines for maximizing the quality of assessments. (DWH)

ED243216 EA016712
The Literature on Social Promotion versus Retention.
Southwest Educational Development Lab., Austin, Tex.
Sep 1981
52p.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Contract No.: 400-80-0107
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Texas
Journal Announcement: RIESEP84
Target Audience: Policymakers; Administrators; Teachers; Practitioners
This general review of the relative merits of social promotion and retention examines research on the benefits of each, describes current strategies for resolving the policy dilemma involved, and considers issues raised by abolishing social promotion and establishing remedial programs. A summary of the history of the widespread adoption of the social promotion policy precedes a literature review outlining arguments against both social promotion and retention. The review then describes studies indicating that retention appears to have a beneficial effect on elementary school students and that the self-concepts of promoted and retained elementary students are virtually the same. Some new approaches to the problem are offered in the following section, which presents guidelines for selecting children for retention, lists strategies for individualizing instruction, describes one widely publicized example of a district that abolished social promotion and reorganized its schools, and reports the experience of a teacher who decided not to follow her school's social promotion policy. A final section considers competency based education, financial concerns, and legal implications. The paper concludes that while competency testing and remedial programs are expensive and often controversial, schools appear to feel that they are serving students better through such policies. A bibliography is appended. (Author/MJL)

ED242742 TM840122
Dorr-Bremme, Donald W.
Some of the major findings of CSE's (Center for the Study of Evaluation) Test Use in Schools Project are synthesized and interpreted. The Project incorporated fieldwork and survey techniques to answer questions about the kinds of tests teachers administer in their classrooms, the kinds of information teachers need from tests to make decisions about their students, and how teachers use test information to make decisions. Data collected during the study are described and interpreted from the standpoint of teachers' routine assessment needs and practices. The classroom teacher is seen as a practical reasoner and decision maker who makes clinical use of assessment information to diagnose, prescribe, and monitor instruction. The tests teachers use most frequently are those that fit their practical circumstances: formal and informal measures they themselves construct or seek out for the information they provide; and curriculum embedded tests that come with commercial or district materials. Policy implications germane to the development of testing programs are presented and features of a testing system that could be directly useful to teachers are described. (LC)
findings toward implementation; that is, how to improve teacher expectations and attitudes and how to build positive and realistic self-concepts in students. Four appendices are included: (1) Flanders' Interaction Analysis; (2) The Metfessel, Michael and Kirsner Instrumentation of Bloom's Taxonomy of Educational Objectives; (3) Carkhuff's Interpersonal Process Scales; and (4) some common self-report inventories. (JMK)

ED242427 PS014302
Thinking About Test Development.
Haney, Walter
National Inst. of Education (ED), Washington, DC.
Jan 1981
24p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEAUG84

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

ED241587 TM840135
Reporting Test Scores to Different Audiences.
Frechtling, Joy A.; Myerberg, N. James
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Dec 1983
77p.; Some tables contain small print.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Contract No.: 400-83-0015
Report No.: ERIC-TM-85
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); ERIC PRODUCT (071)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEJUL84

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

ED241523 SP024010
Teachers, Teaching and Educational Effectiveness. Session 1: Overview Presentation. Title I Dissemination and Program Improvement. East Coast Seminar.
Anderson, Lorin W.
Jan 1982
21p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJUL84

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

ED241499 SP023953
Effective Management at the Beginning of the School Year in Junior High Classes.
Emmer, Edmund T.; Evertson, Carolyn M.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Mar 1980
49p.
Year-long observations of 51 teachers in 11 junior high schools resulted in identification of 2 groups of teachers who were rated as either more or less effective in classroom management during the year. Subsequently, these groups were observed and comparisons were made of their behaviors and activities during the first three weeks of school. After examining narrative and observational data, several broad themes or clusters of variables emerged to differentiate the more and less effective managers. These areas included: (1) rules and procedures; (2) teacher monitoring of student compliance and following through with consequences; (3) establishment of a system of student responsibility or accountability for work; (4) skills for communicating information; and (5) skills in organizing instructional activities. This report presents an analysis of teacher behaviors for each group in each of these areas. Implications of the results for teacher education and research on teaching are discussed. Appended tables provide data on all of the variables measured and compared during the study. (JD)
Data Collection Procedures and Descriptive Statistics for the Grade Two (Spring) Achievement Monitoring Tests (A-1 and A-2), Coordinated Study No. 1.

Buchanan, Anne E.; Romberg, Thomas A.
Wisconsin Center for Education Research, Madison.
Jun 1982
430p.; Report from the Program on Student Diversity and Classroom Processes: Skill Development.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Grant No.: NIE-G-81-0009
Report No.: WCER-WP-320
EDRS Price - MF01/PC18 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEJUN84

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

Using Test Results to Improve Instruction.

Bassler, Otto C.; Caulkins, Thomas G.
Jan 1984
11p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEJUN84
Target Audience: Practitioners

A model for summarizing test scores and using them to modify instructional programs is presented. The proposed model consists of two types of summaries of the data gathered through standardized tests. The first summary contains individual and single class results. Information in a "Class Item Response Record" chart provides individual student responses for each item on the test, class percent correct for each item, and national percent correct. This chart enables teachers to determine the skills that individual students have or have not attained, the concepts learned by a majority of students in the class, how the class differs from the national norms, and the strengths and weaknesses of the instructional program. The second summary of data contains a response record chart for all students taking the test in a given school. It contains identifying information pertaining to school, grade
level and test, item numbers, item description, and the percent of students responding to each choice for each question. Percent of correct response for the city and national testing population are also included. Suggestions for using the charts and activities for principals to use test results to improve instruction are presented. (PN)

ED239337 EA015970
San Diego County Effective Schools Program.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN84
Target Audience: Practitioners
A program description and supporting materials of the San Diego County (California) Effective Schools Program are presented. The program involves a three-phase, research-based process for improving effectiveness at the school site. The phases are: assessment, planning, and implementation. Following an overview of the program, the steps involved in each phase are detailed. Reproducible visual masters and comments on each master are provided for seven areas which have been identified by research as characteristics of effective schools: (1) safe and orderly environment; (2) clear school mission; (3) instructional leadership; (4) high expectations; (5) opportunity to learn and student time-on-task; (6) frequent monitoring of student progress; and (7) home-school relations. A four-page brochure for schools which explains the program is included. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

ED238945 TM840051
Testing in the Nation's Schools: Collected Papers. Research Into Practice Project.
Baker, Eva L.; Herman, Joan L.
Grant No.: NIE-G-83-0001
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); REVIEW LITERATURE (070)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN84
Target Audience: Practitioners; Researchers; Policymakers
The Center for the Study of Evaluation, of the Graduate School of Education at the University of California at Los Angeles (CSE) hosted a two day conference on
"Paths to Excellence: Testing and Technology" on July 14-15, 1983. Attended by over 100 educational researchers, practitioners, and policymakers, the first day of the conference focused on issues in educational testing; day two explored the status and future of technology in schools. This document presents the collected papers from the first day of the conference. Presentations focused on CSE's study of teachers' and principals' use of achievement testing in the nation's schools. The study provided basic data about the nature and frequency of classroom testing, the purposes for which test results are used, principals' and teachers' attitudes toward testing, and local contexts supporting the use of tests (e.g., amount of staff development, testing resources, leadership support). The findings were presented at the conference, and presenters were asked to provide their interpretations of the data and their perspectives on their implications for national, state, and/or local testing policies. One speaker, William Coffman, was asked to provide context for the conference by considering the study in the light of the history of research on educational testing. (PN)

ED238908 TM832017
Instructional Clarity. Turning Research into Practice.
4p.
Report No.: AISD-ORE-82.68
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Texas
Journal Announcement: RIEMAY84
Target Audience: Teachers
The editors of "Practical Application of Research (PAR)," a newsletter of Phi Beta Kappa's Center on Evaluation, Development, and Research, reviewed all of the research done since 1971 on the subject of instructional clarity. Instructional clarity was defined as the interaction between what a teacher does or says and the student's perception of that behavior. This summary of the PAR findings lists 11 specific behaviors of elementary teachers with good instructional clarity that were identified by students. The behaviors include making sure that explanations are clear and understood, providing adequate practice time, synthesizing ideas and demonstrating relevancy, adjusting teaching to the learner and continuously monitoring students, emphasizing important ideas, and demonstrating a high degree of verbal fluency. For teachers who want to increase their instructional clarity, it is suggested that they tape-record and analyze their instructions for a lesson. Four impediments to instructional clarity are described: fillers; vague or garbled instructions; inaudible pitch; and mazes (combinations of the three previous impediments). Examples are provided of the right way and the wrong way to introduce a lesson. (DC)

ED238143 EA016238
A Study of the Letter Grade System and Its Effect on the Curriculum.
Burton, Fredrick
Apr 1983
This study explores and identifies patterns of teacher, student, parent, and administrator responses to letter grade evaluation systems. The study examined four main points: rationales for letter grades, interpretations of grading procedures and process, the consequences of letter grades, and alternatives to letter grades. The study involved an open-ended questionnaire, formal and informal interviews, and a survey. The researcher determined that letter grades influence the sustenance of traditional curriculum based on behaviorist theory with a resultant "trivialization" of content. Students associate their worth and value as human beings with their grades and focus their attention on finishing their work rather than on learning. The letter grade system seems to support a school curriculum shackled by time. (MD)

Effective Teachers in Effective Schools.
Hathaway, Walter E.
Apr 1983
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEAPR84
Target Audience: Researchers; Practitioners
While effective schools research has inspired new efforts toward improving education for all students, it is flawed by offering simplistic prescriptions based on correlational studies focusing on basic skills achievement. Effective school research and theory can be upgraded by a more careful definition of the goals of learning and a systematic analysis of the interdependencies of effective learning, teaching, and schooling that sorts out conditions from causal factors. Interacting factors of learning include characteristics of the learner and the learning task, and learner activities, all of which are at least partially under the influence of schools. Factors of effective teaching include belief that all students can learn, clear and high academic and behavioral expectations, well defined and maintained classroom procedures, evaluation of student progress and evaluative feedback, clear communication of material, the direct instructional approach, appropriate questioning strategies, and frequent and appropriate reinforcement. Effective schooling is marked by such factors as staff commitment to success of students and colleagues, secure and orderly environment, progressive student involvement and responsibility, appropriate use of time, accurate and timely evaluation, clear and consistent consequences for meeting and exceeding expectations, parent and community support, and strong leadership. An instructional effectiveness checklist illustrates application of the research. (MJL)
Maximizing Student Achievement through Testing.
Wilkins, S. A.
Bossier Parish Community Coll., Bossier City, LA.
Mar 1981
13p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Louisiana
Journal Announcement: RIE8AR84
The present research attempted to determine if tests can serve as teaching devices by comparing student achievement in classes where several examinations were administered. Students in ten classes of introductory psychology served as subjects in the study. Three classes received weekly, teacher-made quizzes of 15 multiple-choice items; four classes received no examinations; three classes received three tests. The findings provide a basis for the more frequent use of examinations in teaching psychology. Examinations, or more precisely, the study they force, enables students to review and recapitulate material between classes. Although students in the weekly-tested groups did not particularly like quizzes every week, they were glad at the end of the semester that they had been tested so frequently. (BW)

Sources of Elementary School Grading.
Leiter, Jeffrey; Brown, James S.
28 Aug 1983
33p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIE8AR84
The objective and subjective determinants that influence the way elementary school teachers grade students were explored. A longitudinal study was made of 213 students in 6 elementary schools as the students progressed from the first to the third grade. Possible determinants for assigning grades included student acquisition of valuable skills as reflected in standardized test scores, and classroom-specific achievement, based upon what the teacher considered important. Subjective factors in grading were seen to be teacher bias based upon individual reputations, the track level of the student, and the possibility that teacher expectations may be based on ethnic or gender prejudice. Student compliance with the teacher's preferred attitudes and behaviors was also considered. Factors shaping student achievement included the student's previous grades and general ability, track level, compliance and involvement, and race and gender. In analyzing the study findings, the question was asked: "Do teachers assign grades solely on the basis of merit or do other factors enter into grading decisions?" Student conformity to teacher preferences for certain attitudes and behaviors consistently appeared to be one of the strongest determinants of grading at this level. (JD)
Effective School Research: Will It Play in the Country?
Buttram, Joan L.; Carlson, Robert V.
11 Apr 1983
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEMAR84
Target Audience: Researchers

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

ED234493 EA016080
What Recent Research Says about Effective Schools and Effective Classrooms.
Behling, Herman E., Jr.
Maryland State Dept. of Education, Baltimore.
1981
34p.; Broken type may cause some pages to be marginally reproducible.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEFEB84
Government: State
Target Audience: Researchers
Focusing on 67 studies written since 1970, this report reviews the literature on the topic of school effectiveness to discover those characteristics most in evidence in effective schools and classrooms. Research on effective schools has concentrated on such topics as school climate, the role of leadership, students' preschool experiences, and class size. School climate studies, for example, have examined the high expectations of effective schools and their students' acceptance of school norms. Leadership studies have concluded that the principal sets the tone of success in effective schools by emphasizing high expectations, a congenial atmosphere, reading skills, and careful evaluation of student progress. Students who attend preschools, it has been found, score significantly higher in achievement than others and so contribute to the effectiveness of their later education. Class size, however, has a debatable influence on student achievement. Research on effective classrooms has concentrated on such topics as teacher expectations, individualized instruction, and the role of time in learning. High expectations produce high achievement, it has been found, and most teachers are most effective in working with smaller groups of students. On the role of time in learning, studies have shown that the more time allocated to a content area, the higher was the academic achievement; students spending much time engaged in activities that promote learning are also higher achievers. (JW)

ED234479 EA015933
Highlights from Research on Effective Schools.
Purkey, Stewart C.; Smith, Marshall S.
Educational Leadership, v40 n3 p67 Dec 1982 Dec 1982
2p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); JOURNAL ARTICLE (080)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEFEB84
Two elements in particular appear to be common to effective schools: high expectations for student achievement on the part of school staff members, and strong instructional leadership on the part of the school principal or another staff member. Other elements that are common to a significant number of effective schools include: well-defined school goals and emphases; staff training on a schoolwide basis; control by staff over instructional and training decisions; a sense of order; a system for monitoring student progress; good discipline. In addition, private schools with high student achievement have good attendance, assign more homework, offer a strong academic program, and emphasize high standards. Schools that are safe for students also stress academic excellence and program improvement, and have strong leadership. However, schools should not blindly accept or attempt to institute all of the characteristics associated with effective schools. The studies undertaken thus far have not been longitudinal, nor have they concentrated on other than urban elementary schools that already have successful programs. In some schools, structural or procedural factors may simply preclude the successful implementation of certain characteristics. While one approach to improving achievement is based on a highly structured model that imposes change from higher levels of administration, most successful change results from collaborative efforts that involve schoolwide reforms, the participation of staff members on all levels, and a focus on the overall culture of the individual school. Resource Information Service (RIS) provides ASCD members access to research and sources of information on selected topics. The information is available through RIS-sponsored research syntheses, the RIS column in "Update," and the quarterly publication "Curriculum Update." (Author)

ED233380 CS207797
Reed, Linda
1983
41p.
Contract No.: 300-81-0400
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); REVIEW LITERATURE (070)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJAN84
Target Audience: Teachers; Administrators; Practitioners
Prepared as part of a series applying recent research in oral and written communication to classroom practice, this booklet reviews a number of concepts and issues important to communication assessment. The first section of the booklet discusses several issues related to assessing communication at both district and classroom levels. Issues discussed include the availability of assessment instruments, conflicts in definitions, concerns about curriculum, demands placed on teacher time, and mismatches between classroom instruction and standardized tests. The second section answers a number of questions teachers ask before they decide how they will assess student progress, while the third briefly discusses several factors that play an important role in the student-teacher relationship. The fourth
examines the role of assessment in developing communication competence and reviews assessment techniques. Writing assessment methods covered include holistic scoring, analytical scoring, T-unit analysis, primary trait scoring, and informal assessment. A copy of a teacher-made rating scale for assessing oral communication is also presented. Examples of student work are included throughout the booklet.

ED232972 SP022765
Effective Schools and Classrooms: A Research-Based Perspective.
Squires, David A.; And Others
1983
142p.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Report No.: ISBN-C-87120-119-4
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141); BOOK (010)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEDEC83
Target Audience: Practitioners
A model for improving school and classroom effectiveness must pay attention to:
(1) leadership; (2) school climate; (3) supervision; (4) teacher behaviors; (5) student behaviors; and (6) student achievement. Chapter 1 of this book on effective schools and classrooms introduces these important issues and describes a model incorporating these issues. Chapter 2 reviews research about student and teacher behaviors and how they affect classroom effectiveness. Chapter 3 suggests ways administrators can help teachers promote student involvement, coverage, and success through positive supervision. Research concerning effective schools is the topic of chapter 4, and chapter 5 demonstrates how indicators of effective schools are grouped into the more general categories of school climate and leadership. Chapter 6 uses a hypothetical case study to show how school leadership processes can promote a school climate where there is an academic emphasis, an orderly environment, and expectations for success. The chapter ends with suggestions for superintendents and school boards for improving student achievement. Chapter 7 includes a questionnaire for assessing a school's effectiveness. The eighth chapter discusses principles of the school improvement process. A summary is offered in the ninth chapter, and appendices provide information on monitoring student behavior and the policy statement of a school district on school effectiveness. (JMK)
Good classroom management not only increases the amount of time students spend in learning but also reduces the time teachers spend supervising routine activities and helps to prevent discipline problems. Recent research on effective management practices suggests that the following factors are particularly important: (1) planning; (2) routines and rules; (3) attention to students' needs; (4) transitions and pacing of lessons; (5) monitoring student behavior; and (6) mode of instruction. References are included. (Author/JW)

ED232269 EA015817
Monitoring Achievement in Pittsburgh (MAP): Assumptions and Components.
Wallace, Richard C., Jr.
Apr 1983
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.: Pennsylvania
Journal Announcement: RIEDEC83
Target Audience: Practitioners
As a testing procedure designed to link instruction and testing in a helping relationship, Monitoring Achievement in Pittsburgh (MAP) is based on four assumptions: (1) classroom teachers are the primary untapped resource in schools and should be called upon for all their professional experience and talents; (2) all testing evidence about student learning, including the monitoring component of MAP, should be recognized as imperfect measures that are no replacement for professional judgement; (3) teacher attempts to focus their instruction and improve their teaching skills must be encouraged and supported; and (4) the principal must be regarded as the instructional leader of her or his school, intimately involved with the curriculum. Beyond these assumptions, MAP consists of five key components: (1) to foster student learning of specific skills, MAP first delineates skill expectations on which instruction is to focus; (2) MAP emphasizes identification of a manageable set of skills for classroom instruction; (3) MAP calls for periodic feedback to students and teachers on student skill achievement as a tool for improving instructional focus; finally (4 and 5), MAP encourages administrators to take an active role in identifying and developing instructional strategies and materials, and in providing teacher support services that foster continuous professional growth. (JBM)

ED231852 TM830381
Measuring School Effectiveness: How Achievement Data Can and Cannot Be Used.
Linn, Robert L.
Apr 1983
EDRS Price - MF01/PC01 Plus Postage.
In considering the problem of measuring achievement for the evaluation of school effectiveness, there are at least three questions that need to be answered: (1) What is to be measured? (2) How is it to be measured? (3) How are the results to be analyzed? Following a discussion related to the first two questions—determining content objectives and selecting or constructing tests that match the school’s curriculum—attention is focused on the problems of translating test results into measures of school effectiveness. Primary consideration is given to what kinds of test scores should be used for analysis. The following types of scores are discussed: (1) global scores from survey tests, including the use of different forms of the same test; (2) average scores on a norm-referenced test or passing rates on a criterion-referenced test—including ranking in terms of status scores or trends in means for a grade, use of an SES indicator to adjust scores, and use of regression analysis to adjust for bias in mean gain scores; and (3) pretest/posttest scores, including three approaches for going beyond discussions of school means. The author concludes that comparisons of observed posttest results to those predicted from a regression of posttest on pretest scores seems the soundest approach to using achievement data as indices of school effectiveness.

ED229452 UD022513

Reiser, Diane
United Parents Association of New York City, Inc., N.Y.
May 1982
39p.; Supported by a grant from the Charles H. Revson Foundation, New York.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP83

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

(AOS)
A Preliminary Evaluation of the Pilot In-School Suspension Program, 1980-81.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
Aug 1981
48p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAUG83

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

Teachers Can Improve Their Instructional Skills through Staff Development--One District's Approach That Works
Vantine, A. William
1982
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJUL83

A need for greater consistency in the teacher performance expectations held by teachers, principals, and central office administrators in the Abington Heights School District of Clarks Summit (Pennsylvania) prompted a search for and implementation of a successful staff development program aimed at teacher effectiveness. The program selected was based on learning research conducted at the University of California at Los Angeles and was observed in use in Newport News (Virginia). The version adopted in the Abington Heights district began with a 6-week-long pilot program for administrators, which was positively evaluated by participants. The program was then budgeted as a comprehensive program for the entire professional staff and named "A Program for More Effective Teaching." Trainers and previously trained teachers assist the teachers currently undergoing
training through conferences and guided practice. The program emphasized improvement of four instructional skills: the selection of appropriate learning methods for students' abilities, teaching to objectives, monitoring student progress, and adjusting teaching strategies to meet changing conditions. Techniques for preparing to teach, for dealing with students, and for making effective instructional decisions are also covered. The program provides the long-term experience that seems required when new methods are to be adopted successfully. (PGD)

ED225249 EA015267
State Educational Policy Alternatives for the "Basics" Movement.
Hansen, Kenneth H.
Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.
Sep 1979
29p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEJUN83

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

ED224177 EA015387
Effective Principals: What Do We Know from Various Educational Literatures?
Persell, Caroline Hodges; And Others
1982
77p.; Prepared for the national conference on the principalship, convened by the National Institute of Education (October 20-22, 1982).
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Contract No.: P-81-0181
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); POSITION PAPER
Based on a review of the literature, the author summarizes and evaluates research on the role of principals in effective schools and suggests additional factors needing study. Her review identifies nine features of effective principals and schools, involving commitment to academic goals, academic expectations, school climates that facilitate learning, time utilization, and principals' instructional leadership, personality traits, interpersonal style, organizational potency, and goal monitoring and evaluation activities. Six assumptions in the literature are discussed by the author, including the assumptions that principals' observed behaviors are causally related to observed outcomes and that schools are tightly coupled systems. From this discussion she proposes a new model that adds the variables of social context, principal characteristics, and inschool mediating processes to the existing variables of principals' behaviors and educational outcomes. She reviews further literature to suggest specific social contexts (such as federal, state, teacher union, district, and community pressures) and mediating processes (including schools' demographic, institutional, interpersonal, and labor relations characteristics) that should be accounted for in research on effective principals. Finally, the author discusses the usual criteria used for school effectiveness--test scores--and suggests adding other criteria, such as school attendance rates. Two appendices reorder the bibliography by topic and propose an agenda for future research on principal effectiveness. (RW)
In the spring of 1979, the National Institute of Education, in collaboration with the United States Office of Education, the UCLA Center for the Study of Evaluation (CSE), and members of a nation-wide network of research and development agencies, sponsored a national colloquy on the theme that testing could have an important impact in improving the effectiveness of instruction, but that much remained to be understood about testing needs and problems. Eight regional conferences were held. Each conference involved presentations from national and regional figures in the area of testing and instruction. The conferences also provided an initial training opportunity in test development and test selection to acquaint participants with some of the newer ideas in the field. Each conference devoted its second day to important regional issues and needs. The recommendations of the regional conferences can be synthesized as follows: (1) current testing perspectives need to be refocused; (7) decisions about test development and selection should involve a much broader constituency than is presently the case; (3) the instructional application of testing needs to be refined; and (4) greater coordination is needed among federal, state, and local testing needs. Some implications growing from these recommendations are presented. (Author/BW)
of classroom rules and procedures should be developed; (3) "consequences"—consequences of appropriate and inappropriate behavior should be communicated to students; (4) "teaching rules and procedures"—lesson plans should include rules or procedures, when and how objectives will be taught, and when re-learning or practice will occur; (5) "beginning of school activities"—activities for the first few days of school should involve all students and maintain a group focus; (6) "strategies for potential problems"—strategies should be planned to deal with potential problems which could upset the classroom organization and management; (7) "monitoring"—student behavior should be monitored closely; (8) "stopping inappropriate behavior"—inappropriate and disruptive behavior should be stopped quickly; (9) "organizing instruction"—instruction should be organized to provide learning activities at suitable levels for all students; (10) "student accountability"—procedures that keep children responsible for their work should be developed; and (11) "instructional clarity"—the presentation of information and the giving of directions should be clear. In each section, a discussion is given of the rationale for the prescription, followed by guidelines for achieving the stated objective, class activities, and a narrative case study. (JD)
Organizing and Managing the Junior High Classroom.
Emmer, Edmund T.; And Others
Texas Univ., Austin. Research and Development Center for Teacher Education. [1982]
157p.; Prepared by the Classroom Organization and Effective Teaching Project.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Contract No.: OB-NIE-G 30-0116
Report No.: RD-R-6151
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Texas
Journal Announcement: RIEAPR83
Target Audience: Practitioners
This manual provides guidelines and activities for organizing and managing junior high school classes. The first five chapters are devoted to the topic of getting ready for the beginning of the school year; the last four chapters suggest guidelines and activities that are helpful in maintaining a management system. Chapter 1 deals with organizing the classroom and materials before the beginning of school. The topic of chapter 2 is developing a workable set of rules and procedures and planning individual classroom routines. The third chapter discusses the major facets of student accountability, such as work requirements, communicating assignments, monitoring, checking work, and offering academic feedback. In chapter 4, the subject of discipline is dealt with; consequences, penalties, and incentives are discussed. Suggestions are provided in chapter 5 on planning for the first day and week of school. Chapter 6 provides guidelines for maintaining a classroom management system, including monitoring student behavior, handling inappropriate behavior, using consequences consistently, and dealing with special problems. The seventh chapter is devoted to a discussion of instructional clarity. In the eighth chapter, planning and organizing instruction is discussed. The ninth chapter presents recommendations for adjusting instruction for special groups and classes with heterogeneous abilities. In each chapter, summary guidelines are included as well as a teacher checklist, suggested activities, and a narrative case study. (JD)
allocated time and engagement rate; content coverage, including prior learning and instructional overlap; and success rate, including such aspects of student academic success as success on daily work and success on topic tests. Procedures for evaluating the effectiveness of improvement strategies over time are described. A variables management strategy called the instructional improvement cycle was adopted to assist teachers and administrators in making decisions. This strategy assumes that student achievement is more likely to increase if classrooms are at appropriate levels on student engaged time, content coverage, and success rate. The necessity for formal data collection in monitoring critical student behaviors and in meeting requirements of accountability and effective performance is discussed.

(DWH)

Teacher Self-Assessment.
Rohrkeper, Mary M.
1982
20p.; Chapter 5 of "Helping Teachers Manage Classrooms" (EA 014 720). For related documents, see EA 014 720-728.
Contract No.: 400-76-0073
Available from: Not available separately; see EA 014 720.
Document Not Available from EDRS.
Language: English
Document Type: POSITION PAPER (120); TEACHING GUIDE (052)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEDEC82

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

Preventive Classroom Management.
Evertson, Carolyn M.; Emmer, Edmund T.
1982
30p.; Chapter 1 of "Helping Teachers Manage Classrooms" (EA 014 720). For related documents, see EA 014 720-728.
Available from: Not available separately; see EA 014 720.
Document Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052); RESEARCH REPORT (143)
Geographic Source: U.S.; Arkansas
This chapter of "Helping Teachers Manage Classrooms" presents strategies and processes that teachers can use to establish well-managed classrooms. These recommendations are based on the results of year-long descriptive studies of the management methods used by third grade teachers and by seventh and eighth grade English and mathematics teachers. Before the school year begins, management planning should include determining expected student behaviors, translating those expectations into procedures and rules, and identifying consistent and reasonable consequences for either failing or succeeding in following the rules. During the first part of the school year teachers should explain rules clearly, systematically, and at appropriate times; should involve children in easy tasks providing high success rates; should avoid small group formats or complex procedures until behavior patterns are established; and should expect to review procedures several times. The system can be maintained through a process of monitoring student behavior, managing inappropriate behavior in straightforward and simple ways, and developing student accountability through clear two-way communications. (Author/PGD)
Effective Schools. Seminar Report.
Carson, Mary R.; And Others
Seattle Public Schools, Wash.
Feb 1982
34p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Washington
Journal Announcement: RIEAUG82
Target Audience: Practitioners

Early in 1982 the Seattle (Washington) School Board organized a seminar on school effectiveness in Seattle. The seminar group, including teachers, administrators, a community representative, and a school board member, looked at relevant research and considered testimony by community groups, individuals, teachers, and students on school effectiveness. This report is the product of that process. It begins with a brief summary of research on effective schools. A short definition of effective schools is offered, describing them as those in which all students master basic skills, seek academic excellence in all subjects, and demonstrate achievement through systematic testing. The report then lists 12 characteristics that are necessary for effective schools in Seattle, ranging from clear goals to parent and community involvement. The next chapter presents a summary of problems identified by the seminar in 11 areas in Seattle schools, such as staff dedication, goals, time on task, and communication. Based on the problems identified, the report lists general and specific recommendations for making Seattle schools more effective. The roles of all participants in the Seattle schools are then delineated. A list of existing policies and policy recommendations relating to effective schools concludes the report. (Author/JM)
educational needs. Examples of "maverick" schools in urban, suburban, and rural contexts, presented in chapters 4-6, illustrate how a wide variety of schools are effective, be they rich or poor, old or new, elementary or secondary, alternative or traditional, comprehensive or specialized, or vocational or academic. Chapter 7 reviews recommendations from educators, researchers, journalists, parents, and students for making schools effective. The recommendations involve school leadership and governance, staff skills, school expectations and monitoring of student performance, and community support. (RW)

ED210794 EA014273
Governor's Task Force on Effective Schooling, Juneau, Alaska.
1981
80p.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Alaska
Journal Announcement: RIEMAY82
Government: State
This task force report attempted to clarify the responsibilities of Alaska's schools, identify the practices essential to effective schooling, and make recommendations to institute these practices in the state. Following an historical perspective on the role of education and Alaska schools, the report lists three kinds of school responsibilities--primary (fulfilled by the school alone), shared (fulfilled in conjunction with other agencies), and supportive (fulfilled through helping other groups that provide education)--and specifies goals appropriate to each. The authors make broad recommendations for curriculum content in kindergarten through grade twelve. From the literature, factors associated with effective schooling are identified, with special emphasis on effects of the principal's instructional leadership, class size, computer-assisted instruction, parent participation, learning time factors, and classroom organization and grouping. Specific recommendations are offered regarding the formal specification of school responsibilities, revision of the elementary school course of study, revision of high school graduation requirements, and state adoption of recommendations for effective schooling practices. Additional recommendations pertain to monitoring and reporting, inservice activities, continued effort to identify additional effective schooling practices, and evaluation and refinement of practices. Also recommended is a general implementation strategy for a two-year period. (Author/JM)

ED209772 EA014236
The Effective School Board Member. An Introduction to the Work of Boards of Education in Illinois.
Alberts, William G.
Illinois Association of School Boards, Springfield.
1981
33p.
Available from: Illinois Association of School Boards, 1209 South Fifth Street, Springfield, IL 62703 ($1.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
To help new school board members gain a quick understanding of their job, this handbook's seven chapters and five appendices present useful guidelines and information. The first chapter discusses the general nature of school board membership, lists 12 characteristics of a good board member, and presents the Illinois Association of School Boards' code of conduct for school board members. Chapters two and three describe the structure of Illinois school government and of local school boards. The school board's powers and duties, including policy-making and school district monitoring, are addressed in chapter four. Chapter five looks at school board operations and meetings and suggests how to conduct effective meetings. The last two chapters introduce the new board member to school finance and collective bargaining. The appendices add further hints for conducting productive board meetings and provide a list of additional readings as well as guidelines for a board's relations with its chief administrator. (RW)

**Variables Associated With Effective Schooling.**
Daniel, Gary S.; Grobe, Robert P.
Sep 1981
30p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Texas
Journal Announcement: RIEFEB82
In this review of research findings, the authors identify ten categories of variables that may influence student learning and schools' instructional effectiveness. All the studies reviewed define effectiveness in terms of basic skills achievement, and all limit their research primarily to elementary schools and students with low socioeconomic status. The ten categories comprise (1) principals' achievement expectations and other characteristics; (2) time-related factors, such as time spent in school or time on task; (3) coordination among instructional programs; (4) teacher attitudes and other characteristics; (5) instructional materials and methods; (6) teacher-student interaction, including a discussion of reinforcement techniques; (7) basic skills acquisition; (8) instructional accountability, including teacher and student evaluation; (9) student background characteristics, including family income, race, or residence; and (10) organizational variables such as class size or resource allocation within the school. The research findings indicate that some school-effectiveness variables--including principals' instructional leadership and high expectations, time factors, and teachers' positive reinforcement--correlate highly with student achievement, while other variables are less closely related to achievement. (RW)

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

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

Bibliographies.
Goss, Sandra Schweighart; Ingersoll, Gary M.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Feb 1981
63p.
Contract No.: 400-78-0017
Available from: ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($5.00).
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAUG81
Target Audience: Practitioners
In this collection of annotated references on the subject of classroom management, preference was given to primary research studies or articles about such research, and, with the exception of a few fundamental articles, is limited to studies published in the last decade. Classroom management is defined as the maintenance of on-task behavior or the discouragement of off-task behavior in the normal classroom. A brief presentation is given of commonalities that emerged in reviewing these references. The following generalities about effective classroom management appeared: (1) smooth transitions from one activity to another; (2) establishment of routine daily tasks; (3) adherence to fair and reasonable rules;
clearly stated behavioral expectations; (5) effective monitoring of student behavior; (6) timely and appropriate reaction to disruptions; (7) routines, rules, and procedures established in the first weeks of school; and (8) authoritative, firm control paired with warmth and genuine concern for the well-being of the students. This bibliography is divided into sections on Conceptual and Organizational Studies, Research Studies, and Summaries of Research. (JD)

ED198643 EA013252
Lundberg, R. Donald
Oregon School Study Council, Eugene.
Dec 1980
23p.
Available from: Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($4.00; $3.00 if prepaid; 10% discount for 10 or more copies).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEJUL81
Target Audience: Practitioners

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

ED197842 PS011982
Individualized Early Learning Program.
Wang, Margaret C.; And Others
1980
90p.; Small print may be marginally legible.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJUN81
A description and discussion of the design, development, implementation, evaluation and effects of the Individualized Early Learning Program (IELP) are
presented in this paper. Implemented in Project Follow Through and other school settings, the IELP gives priority to teaching basic skills and concepts needed for school performance to children in preschool and the early elementary grades. Built into the program are features such as instructional tasks, diagnostic procedures, instruments for evaluating and monitoring student learning, recommendations for the physical design of the classroom, and a learning management system. Organized into four major sections, the paper provides an overview of the IELP, discusses the process of program development, describes the field research activities undertaken, and discusses the insights gained while developing and studying the program. Selected samples of objectives included in various prescriptive curricula are appended. (Author/RH)

ED193762 EA012990

Documenting Successful Schools: Is There a Better Way?
Lezotte, Lawrence W.
Jul 1980

EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEMAR81

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

ED170394 UD019281

A Discussion of the Literature and Issues Related to Effective Schooling.
Edmonds, Ron
[1979]
49p.; Not available in hard copy due to the reproduction quality of the original document; For a related document see UD 019 304

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIESEP79
Target Audience: Practitioners
Examined in this paper are the characteristics that distinguish successful
schools from unsuccessful schools. Particular attention is given to the instructional success of schools with poor children. An extensive review of related literature illustrates the wide range of opinions held by educators and researchers on the subject. Reference is made to studies and literature dealing with compensatory education programs, school characteristics, and family and social background. Some of the factors discussed and evaluated include school size, teacher experience, teacher's race, teacher salaries, per pupil expenditure, and school facilities. Reference is also made to school studies that are most explicit in identifying and advocating particular changes. Described are certain aspects of school organization, instructional strategies, and school-community dynamics that seem most relevant to achievement gains for poor children. Factors that seem to be the most tangible and indispensable characteristics of effective schools are summarized. Included are such factors as strong administrative leadership, school expectations, school atmosphere, emphasis on basic skills, and frequent monitoring of student progress. (Author/EB)
Copies and Summaries of Documents

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

—"How Hard Are Your Classroom Tests." Captrends
Monitoring—Summary of Selected Sources

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


Summary

Monitoring Success Rate

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

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

Monitoring

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

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


Summary

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

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

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

Some activities require more intense monitoring. For example, the class working in small groups, each on different content is a difficult monitoring situation. When the teacher is the center of the activity, e.g., in lecture or whole class discussions, monitoring may be complicated because the teacher’s attention is divided with performing in an activity when the teacher is detached from an active role, e.g., students working independently at their desks on the same assignment. Monitoring requires less concentration. Uncomplicated activities...
need less concentrated monitoring. Seatwork, which is about two thirds of total learning time, is a situation of low involvement of students but is highly manageable.

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


Monitoring Work Involvement

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

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

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


Summary

Teachers cannot assume that students understand teacher behavior and intentions just because they are...
clear to the teacher. The difference between student and teacher expectations is easier to see if the teacher gathers information from and about students.

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

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

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

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

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

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

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

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

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

Teachers monitor student behavior effectively if they:
- Show consistency and fairness about student behavior,
- React quickly to stop inappropriate behavior which may cause disruptions,
- Ignore slight misbehavior which is inconspicuous, not likely to get out of hand, or if acknowledging the behavior would distract from the instructional objective,
- Stress the academic focus rather than behavioral or procedural issues,
- Know which students are concentrating and which ones are inattentive,
- Maintain contact with the whole class,
- Teach lessons which are consistent with the students' cooperation and task level,
- Plan lessons and select materials for an appropriate sequence of difficulty for students.
• Move from one activity to another with minimal disruptions.
• Communicate explanations, objectives and directions clearly.
• Avoid tasks that require long uninterrupted seatwork.
• Vary materials and assignments with students of different achievement levels.
Classroom Assessment: Teachers Express Some Confidence—Many Concerns

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

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

How the Study Was Conducted

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

continued on page 2
nature of classroom assessment and the use of performance assessment, suggested that teachers used performance assessments frequently to evaluate students. These preliminary studies were based on small-group discussions and individual interviews with 40 teachers from a wide diversity of subject areas and grade levels. The fourth study, based on a sample of 228 teachers controlled for grade level and subject area, replaced interview data collection methods with the “Teachers’ Self-Analysis of Classroom Assessment,” a comprehensive questionnaire mapping many dimensions of student testing.

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

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

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

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

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

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

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

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

What can be done to improve things? Here are NWREL researchers’ recommendations:
- More research on teacher-developed classroom assessment and teachers’ testing needs.

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

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

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

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

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### Teachers Report Comfort with Test Use

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

<table>
<thead>
<tr>
<th>Level of Use</th>
<th>Teacher-made Objective Tests</th>
<th>Published Tests</th>
<th>Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not currently using—no intent to use</td>
<td>24%</td>
<td>35%</td>
<td>10%</td>
</tr>
<tr>
<td>Anticipate future use: preparing to use</td>
<td>1%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Using with some effort</td>
<td>14%</td>
<td>7%</td>
<td>15%</td>
</tr>
<tr>
<td>Using comfortably</td>
<td>49%</td>
<td>45%</td>
<td>46%</td>
</tr>
<tr>
<td>Refining use</td>
<td>14%</td>
<td>8%</td>
<td>22%</td>
</tr>
<tr>
<td>Collaborating with others in using</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>

*Numbers indicate the percentage of 228 teachers who classified themselves at various levels of test use.
"Windows on the Classroom:"
A Look at Teachers' Tests

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

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

Analyzing Teachers' Tests

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

How well are tests designed?

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

A review of 342 tests from all grades produced equally important data on the kinds of questions teachers use most frequently (see Table 1). Short answer questions were overwhelmingly preferred. This format is not without problems. Major flaws cited by reviewers included ambiguity in questions that increase the range of responses which could be considered correct and inclusion of more than one acceptable response. While teachers favored the short-answer format, they showed minimal interest in essay questions; less than 2% of the items in all tests reviewed were essay based.

continued on page 3

On the Inside

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

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

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

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

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

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

These results would seem to indicate that teachers give little priority to applying knowledge in testing. This inference draws reinforcement from the virtual absence of essay questions, even in areas where they would seem to be logically included. Overall, contend Fleming and Chambers, students may have little opportunity to learn to express themselves coherently. The authors further point out that teachers' avoidance of the essay format seems to support educational critics' contention that schools have been successful at teaching students to handle quick, short interpretations, while overlooking activities that call for analysis or application.

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

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

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Summary of Percentages of Ratings of Teacher-Made Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject/Grade Level</strong></td>
<td><strong>Tests In Sample</strong></td>
</tr>
<tr>
<td>Lang. Arts (4-6)</td>
<td>31</td>
</tr>
<tr>
<td>Math (4-6)</td>
<td>45</td>
</tr>
<tr>
<td>English (7-9)</td>
<td>27</td>
</tr>
<tr>
<td>Science (7-9)</td>
<td>24</td>
</tr>
<tr>
<td>English (10-12)</td>
<td>17</td>
</tr>
<tr>
<td>Math (10-12)</td>
<td>20</td>
</tr>
<tr>
<td>Science (10-12)</td>
<td>22</td>
</tr>
</tbody>
</table>

**Comprehensive Inservice In One Neat Testing Package**

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

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

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

Determining Difficulty

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

1. Arrange the scored test papers in order from the highest to lowest score.
2. Distribute the upper half of the test papers, one to each student in either the front or back half of the room. Give the bottom half of the tests to students in the other half of the room. Test papers with tied scores in the middle should be randomly assigned to top and bottom halves.
3. For each test question ask students in each half of the room to raise their hands whenever their test papers show a correct response. This will give you the numbers of low scoring and high scoring students who got each item correct. Record this information. If a question is a good one for ranking students, then substantially more high than low scorers should have gotten it right. If, on the other hand, both high and low scoring students had difficulty with a question, or if more lows than highs answered it correctly, look carefully at the wording of the item and at the kinds of responses students gave. The item may be keyed incorrectly (i.e., the wrong response is marked correct), may be highly ambiguous, or - in the case of multiple-choice items - may be worded in such a way that more than one response could be considered correct.

4. For each item then, sum the number of students (low and high) who got the item correct. If more than 90% got it right, the question may be too easy. If fewer than 30% got it right, the item may be too hard. Remember that item difficulty is not the only criterion for judging quality; both easy and difficult test items must occasionally be retained because - despite their relative ease or difficulty - they measure critical concepts in the best way possible. At the same time, any item identified as very easy or very hard should be reviewed to be sure it is testing a key concept and is doing so appropriately. If an appropriate item is giving students trouble, further instruction may be needed.

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

Two publications from Educational Testing Service, Princeton, New Jersey, provide more detailed discussion of this easy strategy for determining test question difficulty. They are Making the Classroom Test: A Guide for Teachers (1979) and Short-Cut Statistics for Teacher-Made Tests by Paul Diederich (1979).
The entire staff of the effective school is held accountable and takes responsibility for the academic progress of students as reflected in test scores. In effective schools, test results are not filed away and forgotten.

—Joseph Murphy and Jennifer Pruyn, "Factors That Contribute to School Effectiveness"
Suggested Resources on Monitoring

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

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

Resources:

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

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

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

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

Resources:

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

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

Resources:

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

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

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

The Role of Measurement in the Process of Instruction
Smith, Jeffrey K. Testing can be an effective, efficient, and nonthreatening method of gathering information for making instructional decisions about children. This paper includes discussions of measurement and classroom instruction, standardized tests and testing terms, and some consideration in constructing classroom tests (ERIC/TM Report 70, 1979).
Sex Bias in Testing. An Annotated Bibliography by Hunt, Barbara. An awareness of subtle forms of sex bias has led to a rapidly expanding interest in the ways in which tests, test items, and testing situations discriminate against women. This 125-item bibliography was compiled to provide access to various aspects of this pertinent subject (ERIC/TR Report 71, 1979).

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

Resource: 

Parents Can Understand Testing. This publication can help parents to understand what test results mean and how they may affect the child, whether a student did poorly on a math test, has a low IQ, or is performing above or below grade level.

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

Resource:

Evaluating Students by Classroom Observation. Watching Students Grow is an individual study guide assists teachers in constructing assessments based on behavioral observations and teacher judgments. (Reference and Resource Series, book)
Suggestions for Further Study

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

--David C. Berliner, *The Half-Full Glass: A Review of Research on Teaching*
Updating This Publication

Section I of this publication contains computer searches of the Educational Resources Information Center (ERIC) database through June 1980. However, the ERIC database is updated monthly with nearly 1,200 new document entries and articles from over 780 major educational journals. Therefore, new information is continually available.

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

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

---

**Monitoring**

**Concept A**

- student evaluation
- educational testing

**Related terms**

- grading/dt
- testing/dt
- test use
- test results
- educational assessment
- evaluation methods

**Concept B**

- schoolw efectiveness/ti, de, ab, id
effective(school?/ti, ab, id
- quality(school?/ti, ab, id
- monitor(school?/ti, ab

**Concept C**

UD = 8606 UD = 9999

---

**Note to computer searcher**

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

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

Educational Journals (EJ)

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

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

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

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

Educational Documents (ED)

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

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

ERIC Document Reproduction Service (EDRS)
P.O. Box 190
Arlington, Virginia 22210
703/841-1212
How to Read Citations Listed in the Printout

ERIC educational resources information centers contain references to almost 10,000 reports and documents (ERI) of interest to the educational community.

Sample Record (EJ)

Accession Number: EJ241799
Commercial Order No.: 1455299
Title: School Effectiveness: Teacher Effectiveness
Author(s): Hansen, J. Merrell
Volume Issue Number: Available from Recent Literature
Language: English
Document Type: JOURNAL ARTICLE (080) REVIEW LITERATURE (100) POSITION PAPER (120)

The author argues that effective teachers are far more critical to school effectiveness than innovations in school organization, facilities, or curriculum. He reviewed some studies on the characteristics of effective teachers to suggest criteria for identifying and evaluating effective teachers. He urges schools to invest in teacher proficiency.


Sample Record (ED)

Accession Number: ED231755
Commercial Order No.: ED231755
Title: Focus on These 4 Factors to Affect What Students Learn
Author(s): Wolfe, Leslie G
Data Published: Natl Sch Boards Assn, Washing, DC Educational Policies Service
Number of Pages: 26
Language: English
Document Type: NON-CLASSROOM MATERIAL (055) SERIAL (022)
Geographic Source: U.S. District of Columbia
Journal: Journal Announcementタイトル

School boards can improve their schools if they focus on four factors that affect educational research. The four factors are: (1) the time students spend on the subject each day; (2) textbooks; (3) teachers and their methods; and (4) principals' support to help teachers achieve instructional objectives. For each factor, board policies can help improve effectiveness. The four factors are: (1) the time students spend on the subject each day; (2) textbooks; (3) teachers and their methods; and (4) principals' support to help teachers achieve instructional objectives. For each factor, board policies can help improve effectiveness.


ERIC journals and documents are available commercially. There are no charge for information.
**How to Order ERIC Documents**

**Document Reproduction Service**
3800 Wheeler Ave, Alexandria, VA 22304-3112
- Phone: 1-800-347-6739
- Operated by Computer Microfilm Corporation

**Important Instructions**
- **Order by ED NO.** (6 digits)
  - See Resources in Education (RIE)
- **Specify either:**
  - Microfiche (MF)
  - Paper Copy (PC)
- **Enter Unit Price**
  - (See Below)
- **Include Shipping Charges**
  - (See Charts Below for U.S. Shipments)
  - (Foreign shipments are based on International Postal Rates)

**Order Form**

<table>
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<tr>
<th>Date</th>
<th>Signature</th>
<th>Title</th>
</tr>
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**Unit Price Schedule**

### Microfiche (MF)
- **Number Fiche Each ED**
  - # Price Code Price
  - 1 to 5 (up to 480 pages) MF01 $7.50
  - 6 to 7 (577-672 pages) MF02 $9.00
  - 8 to 9 (673-768 pages) MF03 $10.00
  - Each Additional microfiche (additional 96 pages) $0.15

### Paper Copy (PC)
- **Number Pages Each ED**
  - # Price Code Price
  - 1 to 25 PC01 $1.80
  - 26 to 50 PC02 $3.60
  - 51 to 75 PC03 $5.40
  - 76 to 100 PC04 $7.20
  - Each Additional 25 pages $1.80

**Charts for Determining Shipping Charges**

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**United Parcel Service Service Charges-Continental U.S. Shipments Only**

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<td>or 226-300 PC</td>
<td>or 301-375 PC</td>
<td>or 376-450 PC</td>
<td>or 451-525 PC</td>
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**Note**

- Orders for 81 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed.

**Please Do Not Remove**

This form may be photocopied or additional copies obtained from EDRS

Revised April 1986

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Resource Agencies

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

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

**Educational Service Center 1**
The Honorable Blanche Martin
Regional Superintendent
Courthouse Room 712
Rockford IL 61101
815/987 3060

**Educational Service Center 2**
The Honorable William Thompson
Regional Superintendent
Room A 904 County Building
Waukegan IL 60085
312/989 6313

**Educational Service Center 3**
Dr William Allen
Community Consolidated Dist #34
1401 Greenwood Road
Glenview IL 60025
312/998 5000

**Educational Service Center 4**
The Honorable Brenda J. Desimone
Regional Superintendent
421 County Farm Road Box 500
Wheaton IL 60187
312/662 7150

**Educational Service Center 5**
Dr Lawrence Stoneburger
Elwood Park Cons Dist #401
5201 West Fullerton Avenue
Elwood Park IL 60035
312/452 7272

**Educational Service Center 6**
Dr McNeal Grant
Chicago Board of Education
1819 West Pershing Rd
Chicago IL 60609
312/290 8000

**Educational Service Center 7**
Dr Edward J Rafford
Homewood-Flossmoor CHS Dist #233
999 Kedzie Avenue
Flossmoor IL 60442
312/779 3013

**Educational Service Center 8**
The Honorable Philip Keut
Regional Superintendent
Courthouse
Morrison IL 61270
815/772 7201

**Educational Service Center 9**
The Honorable Joe Mino
Regional Superintendent
119 West Madison, Room 102
Ottawa IL 61355
815/434 0700

**Educational Service Center 10**
The Honorable Richard Kruse
Regional Superintendent
Courthouse Room 29
Morris IL 60450
815/942 4024 ext 247

**Educational Service Center 11**
The Honorable Jack Picard
Regional Superintendent
Box 500
Machesney IL 61115
309/837 8301

**Educational Service Center 12**
The Honorable Sebe Grady
Regional Superintendent
P.O. Box 650
Peoria IL 61601
309/360 3111

**Educational Service Center 13**
The Honorable Roger Johnson
Regional Superintendent
200 S Atwood Box 919
Ralph IL 61201
217/723 2199

**Educational Service Center 14**
The Honorable Richard Vose
Regional Superintendent
Room 208 County Building
Springfield IL 62701
217/755 5230

**Educational Service Center 15**
The Honorable Roger Moman
Regional Superintendent
Box 340
Charleston IL 61920
217/348 0611

**Educational Service Center 16**
The Honorable Martha O Malley
Regional Superintendent
10 Public Square
Belleville IL 62220
618/277 6600

**Educational Service Center 17**
The Honorable Samuel White
Regional Superintendent
Richland County Courthouse
Olney IL 62460
618/599 4631

**Educational Service Center 18**
The Honorable William E.
Regional Superintendent
11" N 8th Gun
Huntsham IL 61340
618/253 5681
## Computer Search Services — Illinois

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

<table>
<thead>
<tr>
<th>Agency Name</th>
<th>Address</th>
<th>City, State, Zip</th>
<th>Phone Number</th>
<th>Services</th>
<th>Turnaround Time</th>
<th>Notes</th>
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<tr>
<td>Argonne National Laboratory</td>
<td>9700 South Cass Avenue Argonne, Illinois 60439</td>
<td>Argonne, Illinois</td>
<td>312/972-4225</td>
<td><strong>Cost of Service:</strong> Connect time cost plus offline print costs (if any) plus $20 administrative fee</td>
<td>Not known</td>
<td></td>
</tr>
<tr>
<td>Loyola University of Chicago</td>
<td>820 North Michigan Avenue Chicago, Illinois 60611</td>
<td>Chicago, Illinois</td>
<td>312/670-2875</td>
<td><strong>Cost of Service:</strong> Inquire for charges</td>
<td>Online — immediate offline printout — five days</td>
<td></td>
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<tr>
<td>McHenry County College</td>
<td>Learning Resources Center Route 14 at Lucas Road Crystal Lake, Illinois 60014</td>
<td>Crystal Lake, Illinois</td>
<td>815/455-3700</td>
<td><strong>Cost of Service:</strong> Cost of search plus $3.00 service charge</td>
<td>Two to four days</td>
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<tr>
<td>Northwestern University Medical Library</td>
<td>320 East Superior</td>
<td>Chicago, Illinois 60611</td>
<td>312/649-8109</td>
<td><strong>Cost of Service:</strong> Administrative fee of $30 plus all direct search costs</td>
<td>Not known</td>
<td></td>
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<tr>
<td>The John Crerar Library of the University of Chicago</td>
<td>5730 South Ellis Avenue Chicago, Illinois 60637</td>
<td>Chicago, Illinois</td>
<td>312/962-8347</td>
<td><strong>Cost of Service:</strong> Administrative fee of $50 plus connect time and print charges</td>
<td>Not known</td>
<td></td>
</tr>
<tr>
<td>The University of Illinois at Chicago</td>
<td>Library of the Health Sciences Information Services 1750 West Polk</td>
<td>Chicago, Illinois 60612</td>
<td>312/996-8993</td>
<td><strong>Cost of Service:</strong> ERIC database — $9 for 10 minutes, plus $15 per offline page printed, $15 surcharge for non-university users</td>
<td>Online — one day, offline printout — seven days</td>
<td></td>
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<tr>
<td>University of Illinois at Chicago Library of the Health Sciences Information Services</td>
<td>1750 West Polk</td>
<td>Chicago, Illinois 60612</td>
<td>312/996-8993</td>
<td><strong>Cost of Service:</strong> ERIC database — $9 for 10 minutes, plus $15 per offline page printed, $15 surcharge for non-university users</td>
<td>Online — one day, offline printout — seven days</td>
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<tr>
<td>Eastern Illinois University Library, Information Systems Department</td>
<td>Charleston, Illinois 61920</td>
<td>Charleston, Illinois</td>
<td>217/581-6094</td>
<td><strong>Cost of Service:</strong> ERIC database — $20.00, no charge to Eastern Illinois University community</td>
<td>One day plus mailing time</td>
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<tr>
<td>University of Northern Illinois Founders Memorial Library</td>
<td>DeKalb, Illinois 60115</td>
<td>DeKalb, Illinois 60115</td>
<td>815/753-1995</td>
<td><strong>Cost of Service</strong> Dependent on computer time and length of printout. Approximately $40/minute plus $10/citation</td>
<td>Five days</td>
<td></td>
</tr>
<tr>
<td>The John Crerar Library of the University of Chicago</td>
<td>5730 South Ellis Avenue Chicago, Illinois 60637</td>
<td>Chicago, Illinois</td>
<td>312/962-8347</td>
<td><strong>Cost of Service:</strong> Administrative fee of $50 plus connect time and print charges</td>
<td>Not known</td>
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</tbody>
</table>
Cost of Service
University community — charge only for actual cost of offline printouts; others — full cost

Turnaround Time
Seven days

Reference Hotline
312/256-1057

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

Turnaround Time
Online — one day

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

Turnaround Time
Three to four days

Cost of Service
Cost of search

Turnaround Time
Ten minutes

Cost of Service
On a case by case basis

Turnaround Time
Varied

Cost of Service
$10 per database searched

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

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

Turnaround Time
Call for information

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

Turnaround Time
Three to six days

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

Turnaround Time
Within 24 hours
Rockford College
Howard Collman Library
5050 East State Street
Rockford, Illinois 61108 2393
815/226-4035
Cost of Service $2.00 service charge plus cost of the search
Turnaround Time Within 24 hours

Rockford Public Library
215 North Wyman Street
Rockford, Illinois 61101
815/956-6731
Cost of Service Cost of search, no additional service charge
Turnaround Time 24-48 hours

University of Illinois
College of Medicine
Library of the Health Sciences
1601 Parkview Avenue
Rockford, Illinois 61107
815/987-7364
Cost of Service Faculty and students — cost of search plus $2.00, Non-faculty — cost of search plus $15.00
Turnaround Time Same day

North Suburban Library System
5215 Oakton Street
Skokie, Illinois 60007
312/679-1380
Cost of Service Administrative fee of $10 plus all direct search costs
Turnaround Time Not known

ERIC Clearinghouse on Elementary and Early Childhood Education
College of Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801
217/333-1386
Cost of Service ERIC database — $15 base fee plus actual cost of time online, plus actual cost of printout, plus $2.00 postage and handling
Turnaround Time Quick search — eight hours, local — one to five days, other — live to ten days, SDI by arrangement

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
217/328-3870
Cost of Service $25 for up to 50 citations. $10 for each additional citation
Turnaround Time One to two weeks

Morrison-Talbott Library
219 Park Street
Waterloo, Illinois 62298
618/939-6232
Cost of Service Cost of search plus telephone costs
Turnaround Time One week or less
**ERIC Locations — Illinois**

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

<table>
<thead>
<tr>
<th>City</th>
<th>Site</th>
<th>Agency</th>
<th>Phone</th>
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<tr>
<td>Carbondale</td>
<td>Morris Library</td>
<td>Southern Illinois University</td>
<td>618/453-2274</td>
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<tr>
<td>Charleston</td>
<td>Booth Library</td>
<td>Eastern Illinois University</td>
<td>217/581-3720</td>
</tr>
<tr>
<td>Chicago</td>
<td>425 North Michigan, 12th Floor</td>
<td>Chicago Public Library</td>
<td>312/269-2830</td>
</tr>
<tr>
<td>Chicago</td>
<td>95th and King Drive</td>
<td>Chicago State University</td>
<td>312/995-2235</td>
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<tr>
<td>Chicago</td>
<td>Julia D. Lewis Library</td>
<td>Loyola University</td>
<td>312/670-2875</td>
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<td>Chicago</td>
<td>Library</td>
<td>Northeastern Illinois University</td>
<td>312/583-4050</td>
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<td>Chicago</td>
<td>Joseph Regenstein Library</td>
<td>University of Chicago</td>
<td>312/753-3766</td>
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<td>University of Illinois at Chicago</td>
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<td>Lovejoy Library</td>
<td>Southern Illinois University</td>
<td>618/692-2906</td>
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<td>Northwestern University</td>
<td>312/492-7604</td>
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<tr>
<td>Evanston</td>
<td>Library</td>
<td>National College of Education</td>
<td>312/256-5150</td>
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<tr>
<td>Grayslake</td>
<td>Learning Resources Center</td>
<td>College of Lake County</td>
<td>312/223-6601  Ext 394</td>
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<tr>
<td>Macomb</td>
<td>Library</td>
<td>Western Illinois University</td>
<td>309/298-2411  Ext 263.4.5</td>
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<td>Normal</td>
<td>Milner Library</td>
<td>Illinois State University</td>
<td>309/438-3675</td>
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<td>Palos Hills</td>
<td>Library</td>
<td>Moraine Valley Community College</td>
<td>312/974-4300</td>
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<tr>
<td>Park Forest</td>
<td>Library</td>
<td>Governors State University</td>
<td>312/534-5000  Ext 2323</td>
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<tr>
<td>Peoria</td>
<td>Cullom-Davis Library</td>
<td>Bradley University</td>
<td>309/676-7611  Ext 530.531</td>
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<td>River Forest</td>
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<td>Concordia College</td>
<td>312/771-8300  Ext 448</td>
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<td>Brockens Library</td>
<td>Sangamon State University</td>
<td>217/786-6633</td>
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<td>Media and Resources Center</td>
<td>Illinois State Board of Education</td>
<td>217/782-4433</td>
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<td>ERIC Clearinghouse on Elementary and Early Childhood Education</td>
<td>College of Education, University of Illinois</td>
<td>217.333.1386</td>
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<tr>
<td>Urbana</td>
<td>ERIC Clearinghouse on Reading and Communication Skills</td>
<td>National Council of Teachers of English</td>
<td>217.328.3870</td>
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</table>
Resource Agencies — National

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One DuPont Circle, N W, Suite b10
Washington D C 20036
202/293-2480