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ABSTRACT

This paper describes a survey of teachers trained in Teacher Expectations and Student Achievement (TESA) interactions, a behavior change program based on expectation theory. It teaches 15 interactions by clustering them into five units of three behaviors. Each unit has an interaction designed to improve student academic achievement, provide constructive feedback, and strengthen self-esteem. The study examined whether teachers: agreed that TESA interactions were useful with today's children; continued to practice the TESA coding and observation process after being trained; and would recommend TESA to colleagues. The survey was completed by 227 California teachers who had been trained in TESA within the past 2 years. It was also sent out in the Phi Delta Kappa monthly journal, with 793 completed

TESA training. Most respondents considered their TESA training excellent or good and found the training highly useful for the classroom. Most respondents would recommend TESA to their colleagues. Most teachers continued to work in their collaborative teams and continued coding each other well after the training ended. (Contains 18 references.) (SM)

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Amazing Results!

Teacher Expectations and Student Achievement (TESA) Follow-Up Survey of TESA-Trained Teachers in 45 States and the District of Columbia

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Dr. Kester presented the final version at the 1997 Annual Conference of CERA held in Santa Barbara, California.

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Amazing Results!

TESA works in every classroom, every day, and with every student.

On my first day of teaching, I stood in front of my classroom of students and tried to hide the panic I felt. I wondered silently: "Will I be able to motivate my students to learn?" "Will I be able to discipline my students firmly but lovingly?" "Will I be able to help each child meet the scholastic standards required by the state?" "Will my students like me?" I wondered if I would ever have the confidence of the seasoned teacher in the room next door to me.

I have been teaching now for well over 20 years and I can say, "Yes," with a sigh of relief, to each of my questions. Yes, I can motivate my students. Yes, I can usually handle even the tough discipline problems. Yes, I can help almost every child to meet rigorous state academic standards. And, best of all, my students seem to love me.

The skills of teaching and managing a classroom brimming with children did not come easily for me. Each daily lesson that I taught effectively in my fifth year of teaching came from four years of diligent efforts to refine each lesson plan and develop boxes full of stimulating teaching examples and activities. Every classroom discipline problem handled effectively in my 10th year was preceded by many earlier failed efforts to avert the misbehaviors. Trial and error was the way I learned every worthwhile method for getting positive results from my students.

What I would have given for a "bag of tricks" to tell me everything I needed to know in my very first year about being an effective teacher!

Fourteen years passed before I discovered that "bag of tricks." In the meantime, a new generation of students began entering my classroom: sullen, unmotivated, withdrawn, and extremely hard-to-reach. I was back to square one. How do I teach this new generation of students? The teacher next door to my classroom told me about a workshop coming to our district and suggested that I attend. I hesitantly signed up thinking, "I hope this isn't just another entertaining but impractical workshop." What a surprise I got! I was introduced to TESA (Teacher Expectations and Student Achievement). Finally, finally, something worthwhile for teachers! TESA provided simple, effective teaching behaviors that could have saved me a decade of trial-and-error experimentation. TESA is almost 30 years old and is based on proven research and sound principles that work in every classroom, every day,

Fifteen behaviors, called interactions, are taught in the TESA workshops. The interactions are designed to help teachers treat students with equality and dignity through heightened awareness of how teachers' perceptions affect their expectations for the students. The interactions can be used with any lesson, in any subject area, and without having to redesign the curriculum. The results are instant and tangible: improved student academic performance, increased student attendance, reduced

discipline problems, and improved classroom climate and student behavior.

Today our students come into our classrooms from devastating home conditions that most of us witness only on the six-o'clock news: dire poverty, families ravaged by violence, inability to understand or read the language, and lack of adequate health care. Any one of these problems can have devastating results on the child's ability to learn. Struggling to learn can lead to misbehavior, absenteeism and tardiness, verbal and physical abuse of teachers, and even more serious crimes. Every teacher searches for the "tools" to create a classroom where all children can learn together regardless of their academic level, home conditions, or community influences. I still search for practical ways to reach my students but I have developed a great set of effective teaching skills and most of them came from TESA. Good educational programs are priceless. TESA is one of the best.

Setting Standards for Educators

During the last 25 years, interest in teacher effectiveness has increased dramatically. State mandates have enforced teacher competency levels. Mentor teacher and peer-coaching programs offer support to new teachers. Across the country school officials are searching for solutions to campus violence, the curse of poverty, lack of language fluency, and low teacher morale. Teacher staff development programs abound. Unfortunately, not all staff development programs are created

equal. Staff development programs run the spectrum from one-shot "booster" programs that leave one feeling good but not generating any real change in the classroom to systemic teacher education reforms such as state competency testing for teachers.

Great teaching is both an art and a science. It is a magical weave of skill, information, and tender devotion. Teachers have learned that workshop attendance doesn't guarantee good teaching. TESA ranks among the relative few proven effective staff development programs.

The standards of quality and relevancy established by TESA in 1971 are the same standards faithfully maintained almost 30 years later. The dedication to maintaining those standards has helped to build a national reputation for quality teacher education and sets TESA apart from the growing crowd of look-alike staff development programs.

The following survey results reflect responses of teachers trained in TESA interactions within the last four years. Results overwhelmingly

program.

The Program: How TESA Works

TESA is a behavioral change program based on expectation theory. Early studies by Thomas Good and Jere Brophy inspired research on expectations in the classroom. Teachers' expectations are judgments that teachers make about future behavior or academic achievement of their students based on what they know about the student. Two kinds of teacher

expectations affect students' performance: self-fulfilling prophecy and sustaining expectations. Self-fulfilling prophecy effects can be based on erroneous expectations, which lead teachers to behave toward a student in ways that may be damaging to the student's learning. Sustaining expectations occur more frequently. Here the teacher assumes that student performance will remain the same as in the past. Teacher behaviors sustain that level rather than help move the student to a higher level. TESA is designed to intervene by heightening teachers' awareness of their perceptions and how those perceptions affect their awareness. Teachers are encouraged to give all students more opportunities to perform in class, to receive more feedback, and to establish appropriate and respectful relationships with their students.

The TESA Interaction Model

TESA teaches 15 interactions by clustering them into five units of three academic achievement, provide constructive feedback, and strengthen self-esteem. Teachers use three interactions per month with their students every day, then meet with their colleagues to discuss areas of success or concern. The 15 interactions are listed below:

- *Equitable Distribution of Response Opportunity*
  The teacher provides an opportunity for all students to respond or perform in classroom learning situations.
- *Affirmation or Correction*
  The teacher gives feedback to students about their classroom performance.

- *Proximity*
  The teacher is physically close to students as they work.

- *Individual Helping*
  The teacher provides individual help to each student.

- *Praise the Learning Performance*
  The teacher praises the student's learning performance.

- *Courtesy*
  The teacher uses expressions of courtesy in interactions with students.

- *Latency*
  The teacher allows the student enough time to think over a question before assisting the student or ending the opportunity to respond.

- *Reasons for Praise*
  The teacher gives a reason for praising the student's learning performance.

- *Personal Interest Statements and Compliments*
  The teacher asks questions, compliments or makes statements related to a student's personal interest or experiences.

- *Delving, Rephrasing, Giving Clues*
  The teacher provides additional information to help the student respond to a question.

- *Listening*

- *Touching*
  The teacher touches students in a respectful, appropriate and friendly manner.

- *Higher-Level Questioning*
  The teacher asks challenging questions that require students to do more than simply recall information.

- *Accepting Feelings*
  The teacher recognizes and accepts a student's feelings in a nonevaluative manner.

- *Desisting*
  The teacher stops a student's misbehavior in a calm and courteous manner.

The History: How TESA Began

The Civil Rights Movement of the '60s fueled the examination of equal treatment for all individuals in many American institutions. Observers noted that desegregation can occur in an organization but it does not ensure integration throughout society. In classrooms, teachers sought ways to improve learning for each child by providing an education free of bias, prejudice and discrimination. TESA gave teachers a straight-forward method of reaching each student effectively, efficiently, and without discrimination.

TESA was originally called Equal Opportunity in the Classroom and was based on the Flanders model for teacher staff development that included a process of coding observable teaching behaviors. TESA was a uniquely designed program because it was the first of its kind to include the coding process by involving teams of educators leading their own professional growth and becoming aware of their own behaviors while

The Los Angeles County Office of Education (LACOE) developed TESA in 1971 under the leadership of Dr. Mary Martin, a consultant in the Compensatory Education and Intergroup Relations Division. Federal funding through the Elementary and Secondary Education Act (ESEA) Title III provided the initial resources to write, field-test in 22 school districts, and publish the three-year project report. The division director, Dr. John Landrum, supported Dr. Martin in her efforts.

LACOE consultant Sam Kerman directed TESA during the dissemination phase from 1974 to1983. Mr. Kerman is credited with expanding awareness of TESA throughout the United States, Europe and Asia. LACOE formed a partnership with Phi Delta Kappa International between 1985 and 1999 to publish TESA instructional materials and conduct workshops. Since 1999, TESA operates from the Los Angeles County Office of Education, which administers the program, conducts worldwide workshops, and publishes the instructional materials.

TESA program directors have included the following LACOE staff: consultant Victoria Medina (1983-86); consultant Elsa Brizzi (1986-93); consultant-in-charge Dr. Alice Sesno (1993-94); and assistant director Virginia Hoffman (1994-96). Dr. Anita Miller, project director, has been managing the program since 1997. In 1991, Elsa Brizzi organized a national cadre of Certified TESA Trainers, developed the trainer materials, revised the TESA Coordinator Manual and TESA Teacher Handbooks, the TESA Instructional Video.

Changes for TESA

A recent interview with Dr. Martin from her home in Laguna Beach, California, revealed that, given an opportunity to revise and improve the TESA interactions, she would eliminate the interaction of *praise* following more recent research indicating that praise is a reward for achievement usually given by someone in authority. *Praise* reflects

external reinforcement of personal gain and overlooks encouragement for effort, improvement and even interest. *Praise* doesn't necessarily foster internal motivation in a student. More emphasis should be put on *reasons for praise*, she now believes.

Another improvement Dr. Martin suggested is to emphasize the importance of *wait time* 1 and 2 within the interaction of *latency*. *Wait time* 1 is pausing after asking a question. *Wait time* 2 is pausing after a student responds, thereby giving a student the chance to improve their initial response. Both elements significantly contribute to student learning and self-esteem.

Parent Expectations Support Achievement (PESA)

In 1996, LACOE developed the companion program for parents: Parent Expectations Support Achievement. PESA provides a link between home and school through the development of a consistent environment

PESA teaches parents 15 interactions to use at home with their children to improve academic achievement, communication within the family, and self-esteem. Together TESA and PESA form a strong foundation for parent involvement in their children's achievement and ultimate success.

Contact Information

TESA Coordinator trainings and PESA Facilitator trainings are available through the Los Angeles County Office of Education. For further information about TESA or PESA, please contact the Los Angeles County Office of Education, 9300 Imperial Highway, Downey, CA 90242-2890. Phone: (800) 566-6651. FAX: (562) 401-5659.

The Research

Do teachers agree that the TESA interactions are still useful with today's children? Do teachers continue to practice the coding and observation process after being trained in TESA? Would teachers recommend TESA to a colleague? To find out, in February 1996 the Los Angeles County Office of Education and Phi Delta Kappa International conducted a survey of teachers' attitudes toward the TESA program. Some highlights of those responses follow.

External Validation Study

In 1973-74, a national validation study of teachers using TESA in their classrooms revealed significant student gains in reading, language arts and math scores. The study was conducted by four researchers from outside the Los Angeles County Office of Education: Mr. Richard Keene, Utah State Board of Education; Dr. Anthony Saville, University of Nevada; Dr. Leon Webb, Arizona Consortium for Individualized Learning; and Mr. Richard Duncan, Mesa School District, Arizona. Almost 30 years later the

program still holds a remarkable reputation among educational institutions because of the consistently positive results in student self-esteem and achievement.

The external validation study concluded, in part, that "the analysis of CTBS Language Arts scores indicated an increase in mean performance of the [TESA trained] experimental group over the controls." The study employed an analysis of covariance using the pretest as the covariant. The external research group concluded: "Hays omega square was .01, indicating *a significant* educational effect."

TESA Follow-up Satisfaction Survey

During the fall of 1994, the Los Angeles County Office of Education and Phi Delta Kappa International conducted a TESA satisfaction follow-up survey of TESA-trained teachers across the United States. A team of educators from LACOE developed a survey instrument. The team was Dr. Don Kester, Victoria Medina, and Judith Moses. Dr. Anita Miller later joined the team in 1996. Dr. Kester and Jean Cantor wrote the survey items and mailed the survey to TESA-trained teachers in California. Phi Delta Kappa International included the survey in the September 1996 issue of the nationally distributed *Phi Delta Kappan* journal. A total of 931 surveys were completed and returned.

Pilot testing of the TESA Follow-up Satisfaction Survey involved two groups of teachers. The first consisted of 13 teachers at Patrick Henry

Elementary School in Anaheim Unified School District. Mr. Pat Hart, principal and TESA trainer, coordinated the study at the school site. The second group consisted of 11 teachers in the New Teachers program for the Division of Alternative Education at LACOE under the direction of Janie Gates.

The teams were represented by the following individuals: (Group 1) Sandra Barr, Sandy DiSario, Melanie Hamilton, William Keys, Laura Mather, Laura Mathiowets, Janie Patton, and Mary Ann Sanderson; (Group 2) Jerald Carr, Jennifer Conroy, Becky Hougland, Judy Immel, Frank Janowicz, Margie Lonenger, Michael Phinney, Judy Rader, and Tim Sanchez.

After slight modifications in the pilot instrument, the survey was revised and sent to a target group of recently trained TESA teachers in California. To increase the sample size of respondents beyond California, the survey was included with the *Phi Delta Kappan* journal for a general

returned their surveys to LACOE while individuals responding to the survey in the *Phi Delta Kappan* journal returned their surveys to Phi Delta Kappa International, Bloomington, IN. Will Santos and Steve Yamarone, administrative analysts at LACOE, analyzed all surveys.

Research Procedures for the California Sample

Early in May 1995 surveys were sent to 227 teachers who had been inserviced in California by LACOE TESA trainers within the last two years. A

second mailing was sent in October 1995 to those not responding to the first mailing. Returns from both mailings combined resulted in a response rate of 61 percent (61%) or 138 total surveys.

Research Procedures for the Phi Delta Kappa International Sample

Subscibers to the *Phi Delta Kappan* received the TESA survey with their monthly journal. The survey was included inside the wrapper of the September 1996 issue of the magazine. It was identified as the *TESA Training Follow-up Survey*, and contained the following invitation to complete and return the survey to Phi Delta Kappa International, 408 N. Union, P.O. Box 789, Bloomington, IN 47402-0789:

> Phi Delta Kappa (PDK), in conjunction with the Los Angeles County Office of Education (LACOE), would like your cooperation in completing the attached survey. If you have ever been TESA (Teacher Expectations and Student
>
> this survey and return it PDK. PDK and LACOE will utilize the results to provide future direction in research and development.

As a result of the survey being made available nationally, 793 completed surveys were returned to the PDK International headquarters in Bloomington, Indiana. PDK's enormous influence through the *Phi Delta Kappan* journal was a tremendous advantage in reaching an interested, nationwide audience of professional educators.

LACOE/California Sample

The composition of the 138 California target group of teachers included the following:

- 83% were female, 17% were male.
- 64% taught at an elementary school, 16% at a middle school, and 20% at a high school.
- 83% were "White, not Hispanic"; 7% were "Black, not Hispanic"; 7% were 'Hispanic"; and 3% were "Asian, Filipino, or Pacific Islander."
- 65% were fluent in only one language (English), 24% were fluent in both English and Spanish, and 11% were fluent in English and another language other than Spanish.

PDK/California Sample

Fiftv teachers from California responding to the instrument in the *Phi*

- 75% of the teachers were female, 25% were male.
- 44% of the teachers taught at an elementary school, 23% at a middle school, 24% at a high school, and 9% indicated "other."
- 93% of the teachers were "White, not Hispanic"; 5% were "Black, not Hispanic"; 0% were "Hispanic"; 0% were "Asian, Filipino, or Pacific Islander"; and 2% were "American Indian."

- 58% of the teachers were fluent in only one language (English), 21% were fluent in both English and Spanish, and 21% were fluent in English and another language other than Spanish.

LACOE and PDK/California Sample

California teachers responding to either the LACOE or the PDK survey totaled 188.

- 79% of the teachers were female, 21% were male.
- 54% taught at an elementary school, 20% at a middle school, 22% at high school, and 5% indicated "other."
- 88% were "White, not Hispanic," 2% were "Asian, Filipino, or Pacific Islander."
- 16% were fluent in English and another language other than Spanish.

PDK/All States Other than California Sample

than California totaled 743.

- 75% of the teachers were female, 25% were male.
- 39% taught at an elementary school, 18% at a middle school, 28% at a high school, and 15% indicated "other."
- 93% were "White, not Hispanic"; 5% were "Black, not Hispanic"; 1% were "Hispanic"; 1% were "Asian, Filipino, or Pacific Islander"; and 0% were "American Indian."

- 51% were fluent in only one language (English), 16% were fluent in both English and Spanish, and 33% were fluent in English and another language other than Spanish.

Composition of All Samples Combined

The total responses from all states to the LACOE and PDK surveys totaled 931.

- 77% of the teachers were female, 23% were male.
- 42% taught at an elementary school, 18% at a middle school, 27% at a high school, and 13% indicated "other".
- 91% were "White, not Hispanic"; 5% were "Black, not Hispanic"; 2% were "Hispanic"; 1% were "Asian, Filipino, or Pacific Islander"; and 1% were "American Indian."
- 56% were fluent in English only, 19% were fluent in both English and

than Spanish.

Table 1

PDK TESA Survey Respondents by State

Number of Respondents	State Postmark of Returned Survey
More than 60	Ohio
50-59	California, Illinois, Indiana
40-49	Texas
30-39	
20-29	Kansas, Pennsylvania, Virginia, Washington
10-19	Arizona, Arkansas, Colorado, Connecticut, Florida, Georgia, Maryland, Michigan, Missouri, Nebraska, New York, North Carolina, Tennessee, Wyoming
5-9	Iowa, Kentucky, Louisiana, Nevada, New Jersey, New Mexico, Oregon, South Carolina, South Dakota, West Virginia, Wisconsin
1-4	Alaska, Delaware, District of Columbia, Idaho, Massachusetts, Minnesota, Missouri, Montana, New Hampshire, North Dakota, Oklahoma, Vermont

Summary of the Samples

The demographic characteristics of the samples are summarized in Table 2 on the following page.

Table 2

Demographic Characteristics of Respon[dents] by Sample Group

Respondents	LACOE/ California Sample	/ornia Sample	LACOE & PDK California Sample	PDK/All States Other than California	All States Combined
Number of Respondents	138		188	743	931
Gender					
Male	17%		21%	25%	23%
Female	83%		79%	75%	77%
Classroom Level					
Elementary	64%		53%	39%	42%
Middle School	16%		20%	18%	18%
High School	20%		22%	28%	27%
Other	---		5%	15%	13%
Ethnicity					
White, not Hispanic	83%		88%	93%	91%
Black, not Hispanic	7%		6%	5%	5%
Hispanic	7%		4%	1%	2%
Asian, Filipino, or Pacific Islander	3%		2%	1%	1%
American Indian	---		1%	---	1%
Fluency[a]					
English Only	65%		62%	51%	56%
English and Spanish	24%		23%	16%	19%
English and Other	11%		15%	33%	25%

[a]Fluency information was gathered differently e LACOE and the PDK survey. The LACOE survey asked, "In addition to English, what language do you speak?" The PD vey item asked, "Fluency: Spanish, other, none." All other items on the two surveys were identical.

Study Limitations

The results of the study may be affected by the following limitations:

- The TESA training follow-up surveys were sent or otherwise made available to potential respondents from two sources, LACOE and PDK headquarters;
- the surveys arrived at different times;
- the LACOE and PDK surveys were identical in every way but one, they measured "fluency" differently (see Table 2); and
- PDK surveys went to those who had "ever been TESA-trained," while LACOE surveys went to those who had been TESA-trained within the last two years.

Even with these limitations, responses to the follow-up survey items by the LACOE and PDK samples were remarkably similar. These similarities are presented in the "Selected Item Results" section that immediately follows.

The data clearly indicate that teachers and school administrators are pleased with the results of their TESA training. The survey results were overwhelmingly positive for the following:

1) When asked, "How would you rate your TESA training?" 95 percent of the responses were positive.
2) Ninety-four percent responded positively when asked, "How useful has your TESA training been?"
3) Ninety-four percent would recommend TESA to a colleague.

4) Eighty-nine percent support TESA continuing as a professional development priority in their district.

5) Eighty-three percent of TESA-trained teachers continue to team by observing and coding each other's teaching lessons one and one-half to two years after the training.

6) Seventy-one percent of the teachers reported that their principal understands and promotes the tenets of TESA.

7) Over half the respondents indicated that they would like more training or coaching in TESA.

Ninety-five percent of the sample evaluated their TESA training as being *excellent* or *good*. It is important to note that teachers gave similar responses throughout the United States. Virtually all teachers find their TESA training to be highly useful in the classroom. Ninety-four percent of the respondents gave a positive response when asked, "How useful has

effective in helping to facilitate learning in the classroom. Ninety-five percent of the respondents judged the 15 TESA interactions to be *positively substantial* in facilitating classroom practices.

Teachers overwhelmingly agree that they would recommend TESA to their colleagues. Ninety-four percent respond *affirmative* when asked, "Would you recommend TESA to a colleague?" This response is reinforced by the endorsement that TESA should continue as a staff

development training priority in the school district with 89 percent electing to preserve the program.

Most teachers continue to work in their collaborative teams observing and coding each other well after their TESA training has concluded. Eighty-nine percent respond in the *affirmative* to preserving their coaching teams and maintaining their commitment to using the TESA interactions. Teachers say, for the most part, that their principals understand and promote the tenets and standards of TESA. Seventy-one percent of the respondents confirm that their principals welcome and support their efforts to apply TESA interactions in the classroom.

More than half of the educators state that they would like to attend additional TESA training or a refresher course if offered in their area. Fifty-six percent confirm that supplementary training would be welcomed. Fifty-one percent would request TESA coaching if available.

The findings throughout the study indicate overall satisfaction with the TESA program. Teachers find the interactions they learned in the TESA program to work as well with today's students as the original study found when the program was first introduced to educators across the United States. Teachers continue to use the interactions and practice the coding process with their colleagues years after receiving the training. Perhaps the strongest support for continuing to offer the program comes from those teachers practicing the 15 interactions in their classrooms.

Teachers overwhelmingly report that they would recommend the program to a colleague and attend additional TESA training if given the opportunity.

TESA training strongly supports the following five tenets of student-centered teaching and learning:

1. Students interact with each other and with the teacher to stimulate their inquiry (Table 1 and Figure 1) (compare to Joyce and Weil, 1996, p. 46, 188).
2. Students learn by doing (Table 2 and Figure 2) (compare to Brooks and Brooks, 1993. p. 103)
3. Teacher interacts frequently with students individually or in small groups (Table3 and Figure 3) (compare to Joyce and Weil, 1997. P. 65-88)
4. Students are given opportunities to demonstrate their understanding of their learning (Table 4 and Figure 4) (compare to Brooks and Brooks, 1994. P. 49)

have learned (Table 5and Figure 5) (Eisner, 1994. p. 161-165).

TESA supports three national reform efforts:

1. **The Coalition of Essential Schools** is a national network of schools and centers engaged in restructuring schools to promote better student learning and is believed to lead to better teaching and learning in American high schools (Northwest Regional Educational Laboratory,

1998). The Coalition is based on the 10 Common Principles. TESA supports the following three common principles:

a) Teaching and learning should be personalized to the greatest possible extent.

b) The school's climate should be one of "unanxious expectations," trust, and decency.

c) Schools are encouraged to honor diversity, challenge inequity, and model democratic principles.

2. **Goals 2000** is federal legislation that allows schools to engage in organizing for systemic reform and providing associated staff development to improve student learning.

3. **The Improving America's Schools Act (IASA)**, 1994, identifies behaviors and activities that promote learning among high-poverty and low-performing schools. TESA reinforces the principles of IASA.

professional development, as endorsed by the California Department of Education, SB 1882 (CDE, 1997). High-quality professional development should be embedded in the workplace so it is more closely related to educators' work experiences, accessible to teachers of all levels and groups of students, offer opportunities for leadership development, require key administrative participation, support and follow-up. These elements are:

1) Promotion of long-term, in-depth, sustained learning activities that include a variety of strategies to help educators apply what they've learned;
2) Opportunities to give and receive feedback. Examples include: membership in peer support groups, learning from videotaped and audiotaped lessons, self-critique, participation in peer coaching and helping trios, keeping anecdotal records and journals;
3) Allocation of time for educators to reflect, analyze, and refine their own professional practice; and
4) Encouragement for educators to develop collaborative relationships and a safe learning environment that promotes and sustains continuous improvement of professional practice.

Selected Item Results

Results will now be presented for 16 items on the TESA Training

both of which are presented on a single page.

Selected Item Results

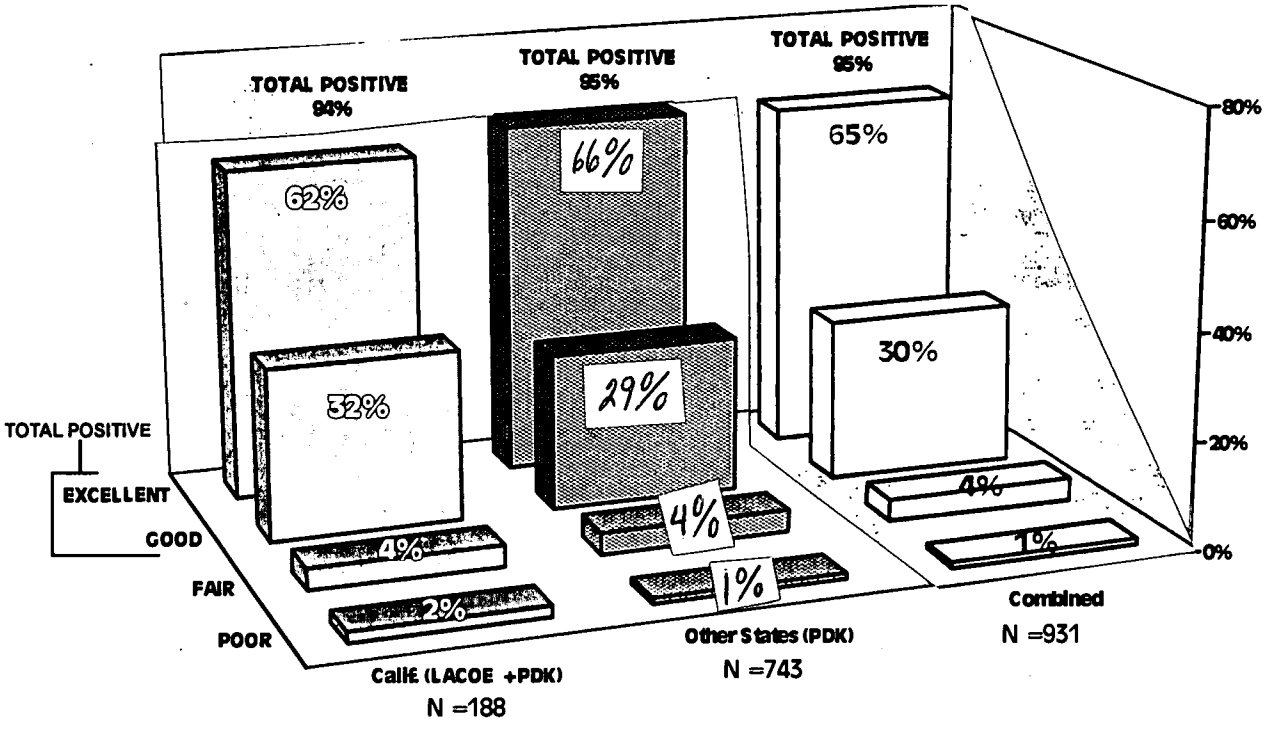

Figure 1. Responses to Item 3: How would you rate your TESA training?

Table 3

Responses to Item 3: How would you rate your TESA training?

	N	Excellent		Good		Fair		Poor	
		n	%	n	%	n	%	n	%
California (LACOE + PDK)	188	117	62.2%	60	31.9%	8	4.3%	3	1.6%
Other States (PDK)	743	489	65.8%	215	28.9%	30	4.0%	9	1.2%
Combined	931	606	65.1%	275	29.5%	38	4.1%	12	1.3%

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Selected Item Results

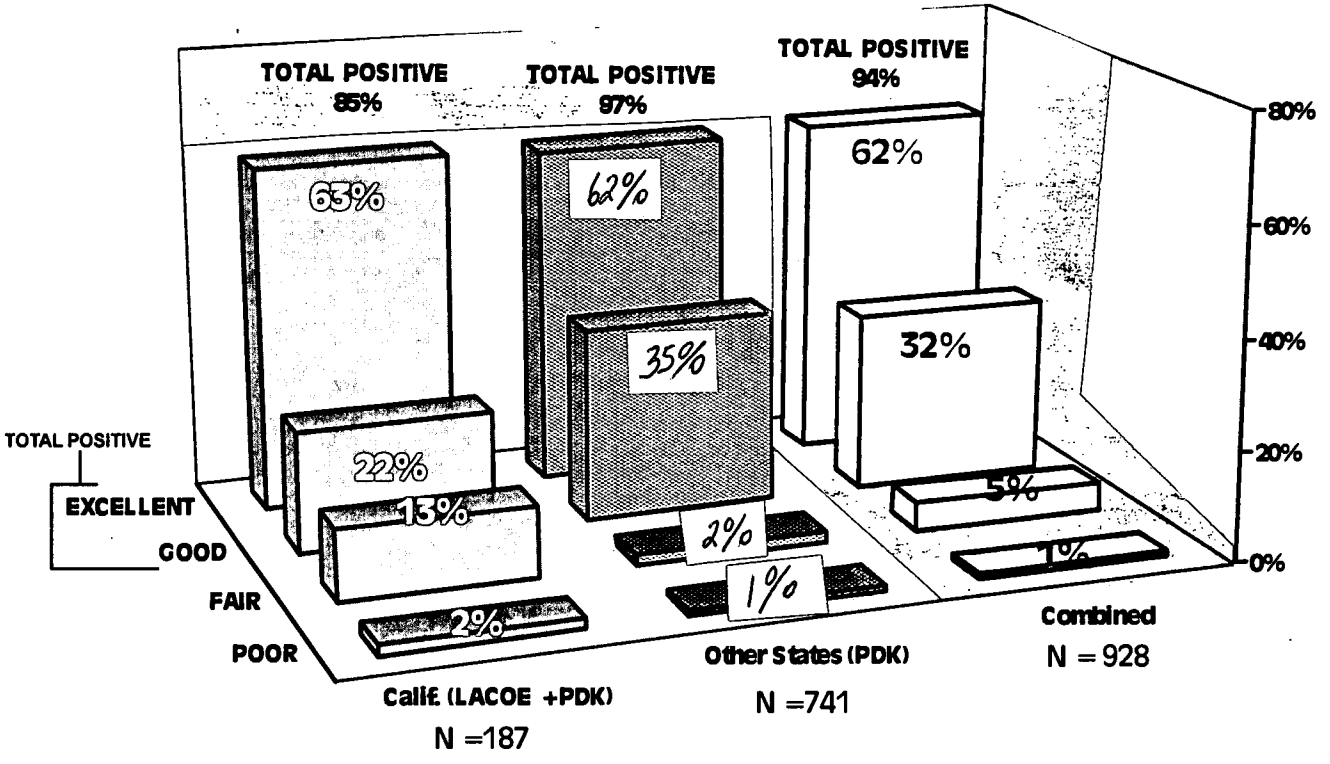

Table 4

Responses to Item 4: How useful has your TESA training been?

		Extremely Useful		Somewhat Useful		Not Very Useful		Not At All Useful	
	N	n	%	n	%	n	%	n	%
California (LACOE + PDK)	187	117	62.6%	41	21.9%	25	13.4%	4	2.1%
Other States (PDK)	741	455	61.4%	259	35.0%	17	2.3%	10	1.4%
Combined	928	572	61.6%	300	32.3%	42	4.5%	14	1.5%

Selected Item Results

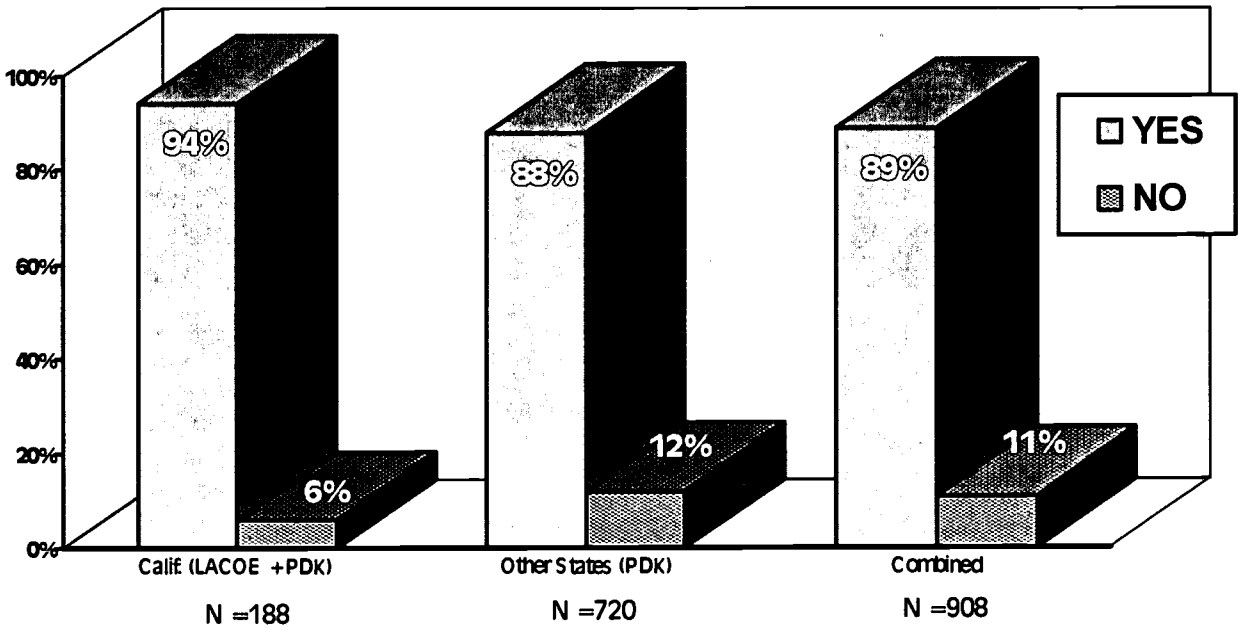

Figure 3. Responses to Item 5: Do you believe that TESA should continue as a professional development training priority in your district?

Responses to Item 5: Do you believe that TESA should continue as a professional development training priority in your district?

	N	Yes		No	
		n	%	n	%
California (LACOE + PDK)	188	176	93.6%	12	6.4%
Other States (PDK)	720	636	88.3%	84	11.7%
Combined	908	812	89.4%	96	10.6%

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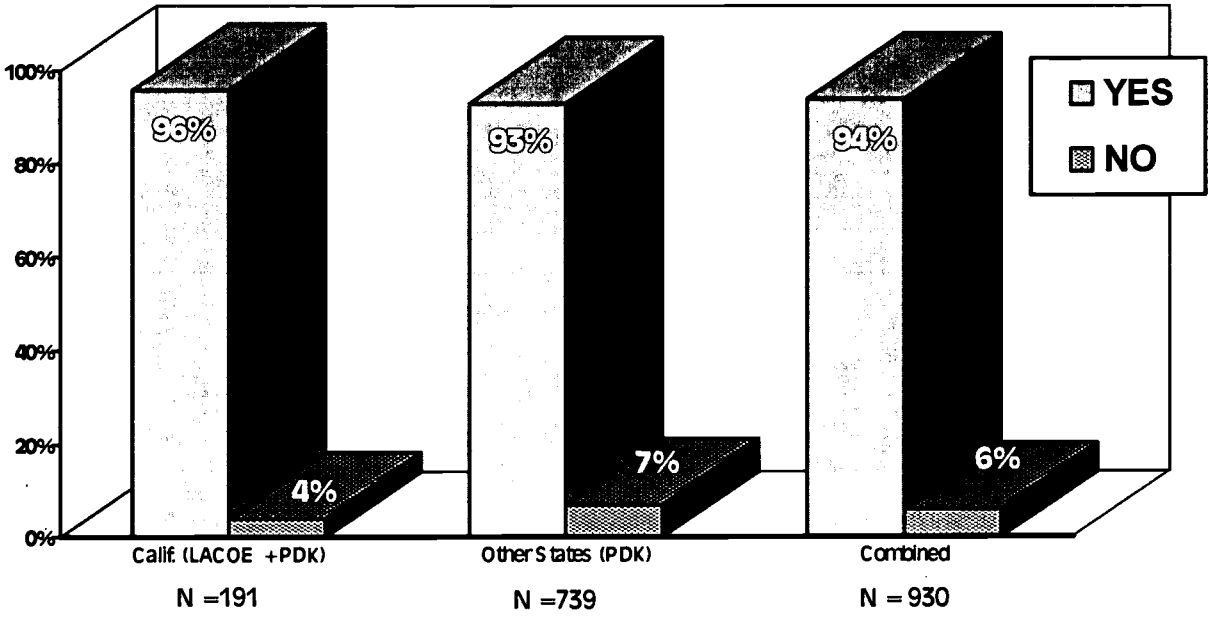

Figure 4. Responses to Item 7: Would you recommend TESA to a colleague?

Responses to Item 7: Would you recommend TESA to a colleague?

	N	Yes		No	
		n	%	n	%
California (LACOE + PDK)	191	183	95.8%	8	4.2%
Other States (PDK)	739	688	93.1%	51	6.9%
Combined	930	871	93.7%	59	6.3%

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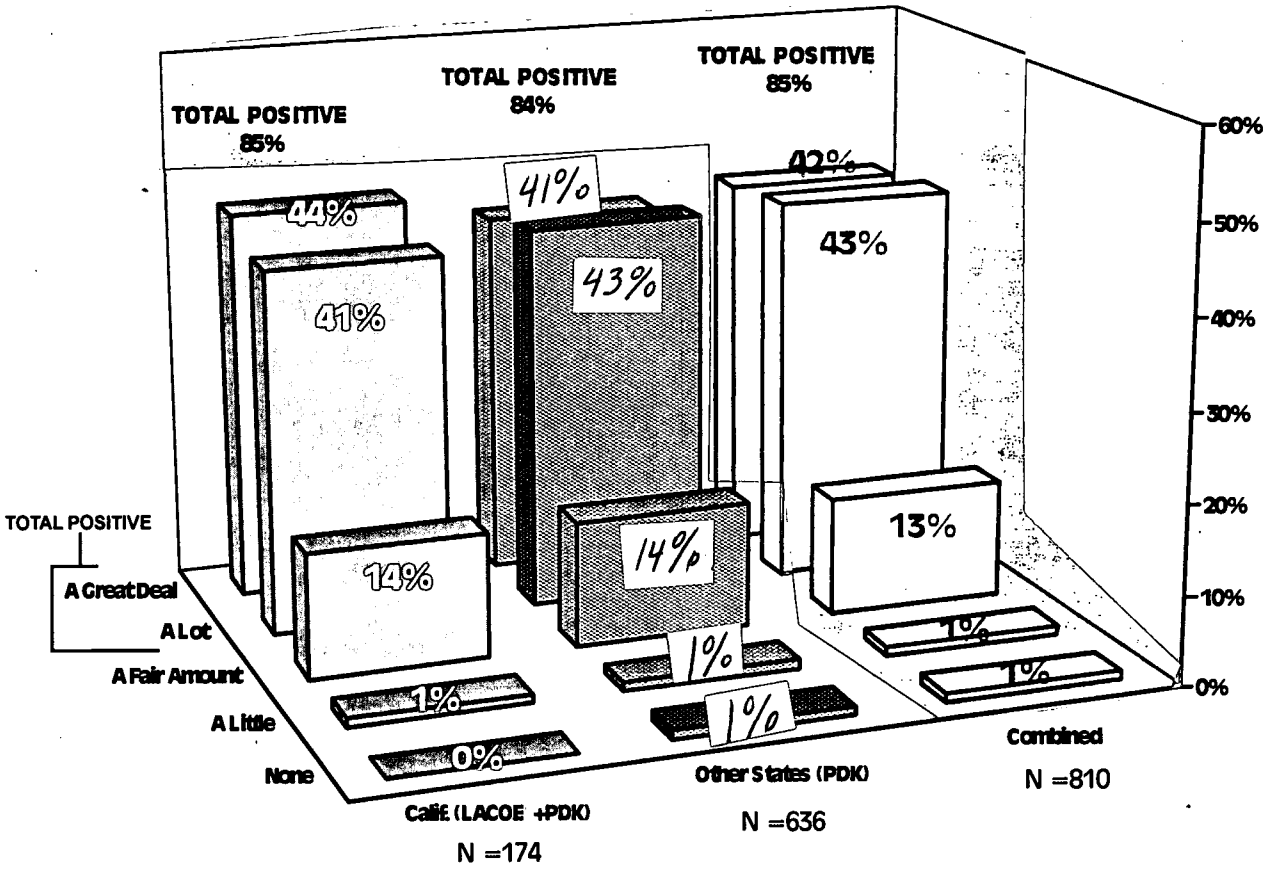

inquiry.

Table 7

Responses to Item 16b: Students interact with each other and with the teacher to stimulate their inquiry.

		A Great Deal		A Lot		A Fair Amount		A Little		None	
	N	n	%	n	%	n	%	n	%	n	%
California (LACOE + PDK)	174	77	44.3%	71	40.8%	25	14.4%	1	0.6%	0	0.0%
Other States (PDK)	636	262	41.2%	275	43.2%	85	13.4%	7	1.1%	7	1.1%
Combined	810	339	41.9%	346	42.7%	110	13.6%	8	1.0%	7	0.9%

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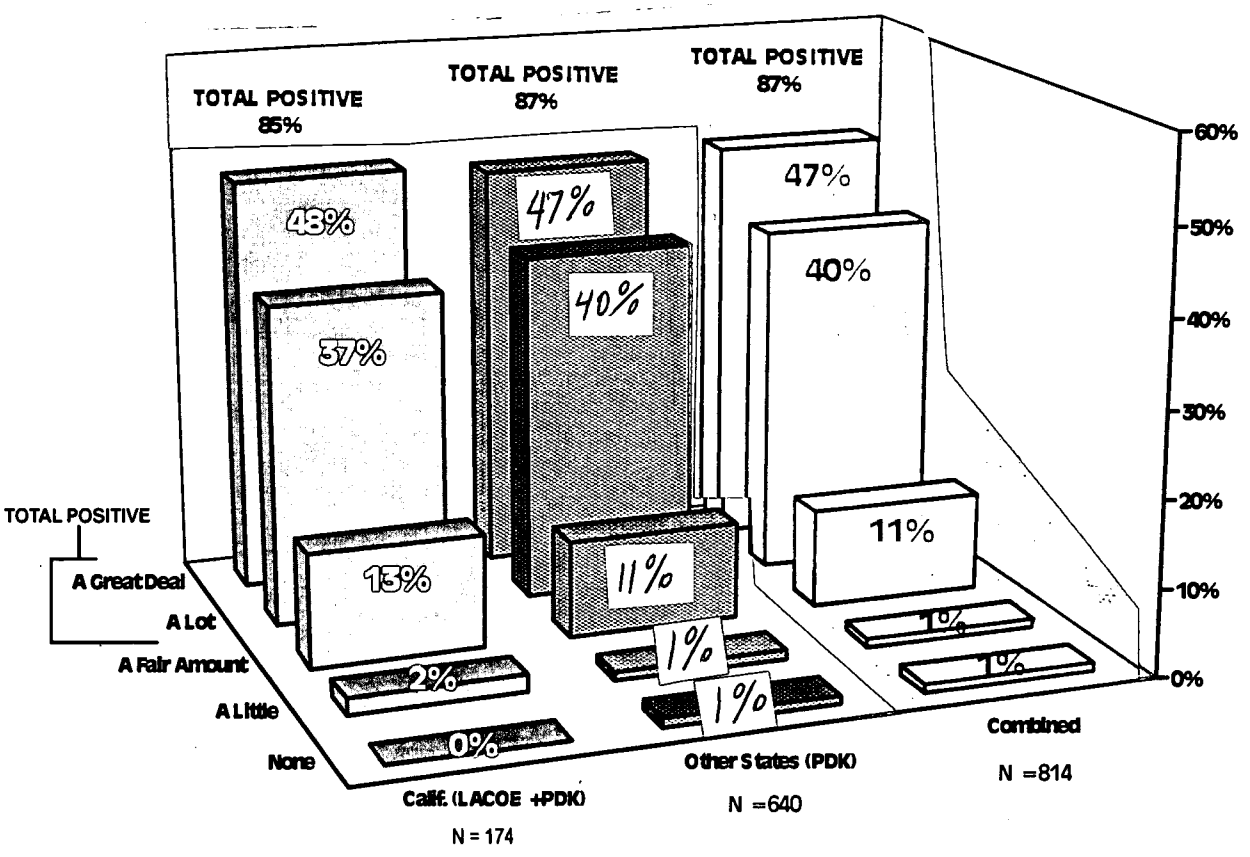

Table 8

Responses to Item 16c: Students learn by doing?

		A Great Deal		A Lot		A Fair Amount		A Little		None	
	N	n	%	n	%	n	%	n	%	n	%
California (LACOE + PDK)	174	84	48.3%	64	36.8%	22	12.6%	4	2.3%	0	0.0%
Other States (PDK)	640	298	46.6%	259	40.5%	71	11.1%	5	0.8%	7	1.1%
Combined	814	382	46.9%	323	39.7%	93	11.4%	9	1.1%	7	0.9%

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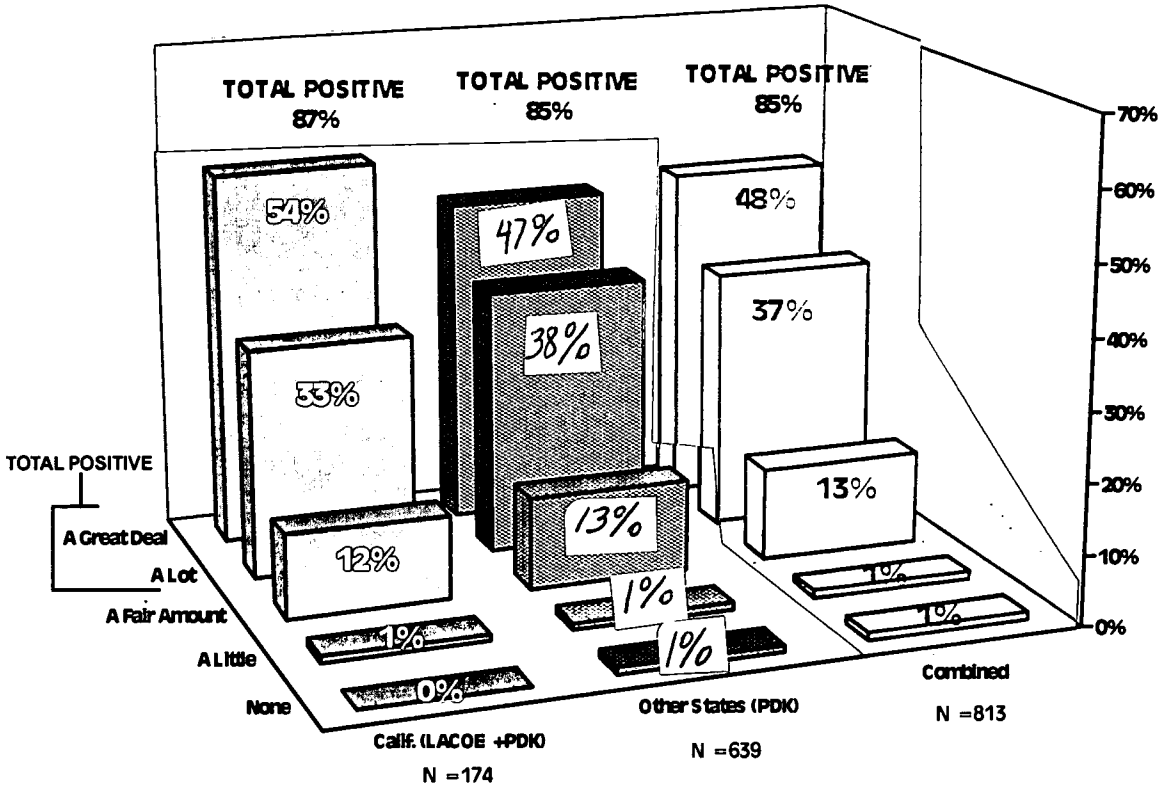

Figure 7. Responses to Item 16e: Teacher interacts frequently with students individually or in small groups?

Table 9

Responses to Item 16e: Teacher interacts frequently with students individually or in small groups?

		A Great Deal		A Lot		A Fair Amount		A Little		None	
	N	n	%	n	%	n	%	n	%	n	%
California (LACOE + PDK)	174	94	54.0%	58	33.3%	21	12.1%	1	0.6%	0	0.0%
Other States (PDK)	639	300	47.0%	242	37.9%	82	12.8%	9	1.4%	6	0.9%
Combined	813	394	48.5%	300	36.9%	103	12.7%	10	1.2%	6	0.7%

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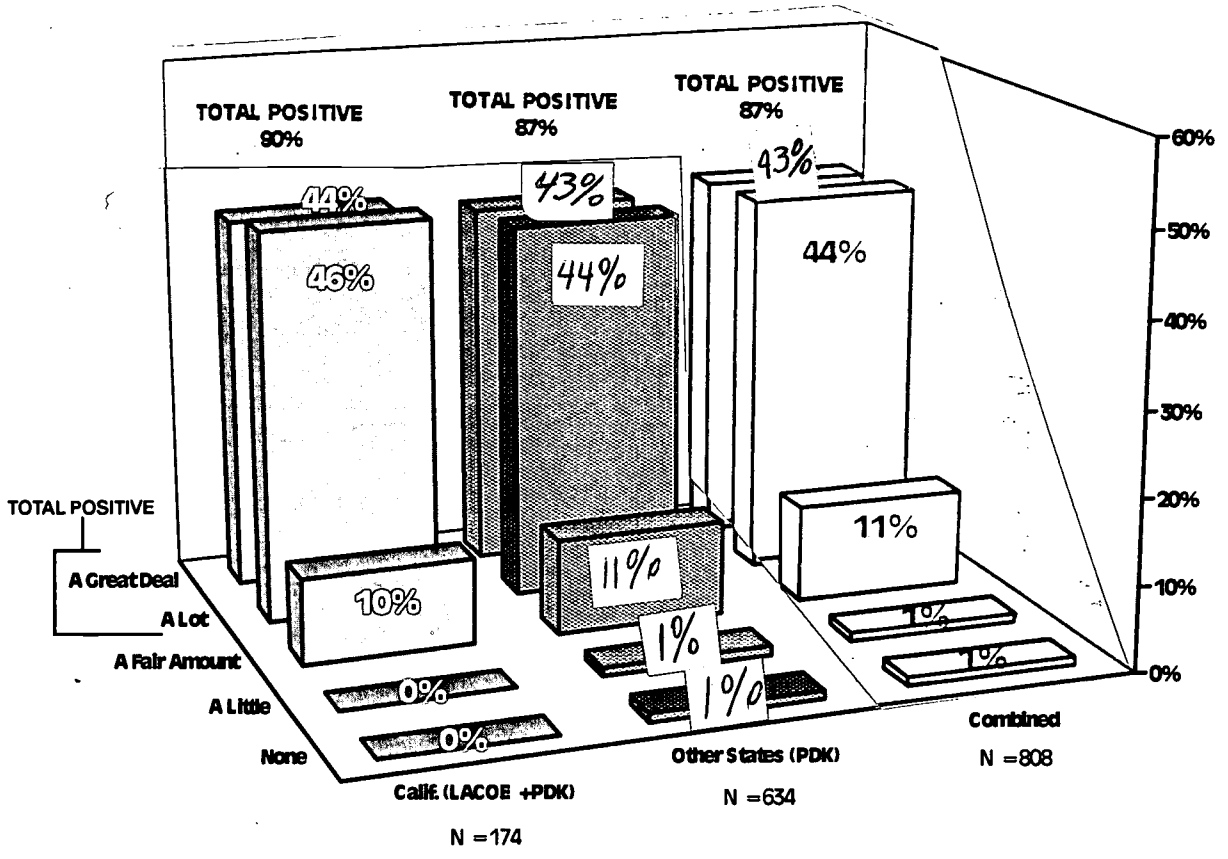

Figure 8. Responses to Item 16h: Students are given opportunities to demonstrate their understanding of

Table 10

Responses to Item 16h: Students are given opportunities to demonstrate their understanding of their learning?

		A Great Deal		A Lot		A Fair Amount		A Little		None	
	N	n	%	n	%	n	%	n	%	n	%
California (LACOE + PDK)	174	76	43.7%	80	46.0%	18	10.3%	0	0.0%	0	0.0%
Other States (PDK)	634	273	43.1%	279	44.0%	69	10.9%	6	1.0%	7	1.1%
Combined	808	349	43.2%	359	44.4%	87	10.8%	6	0.7%	7	0.9%

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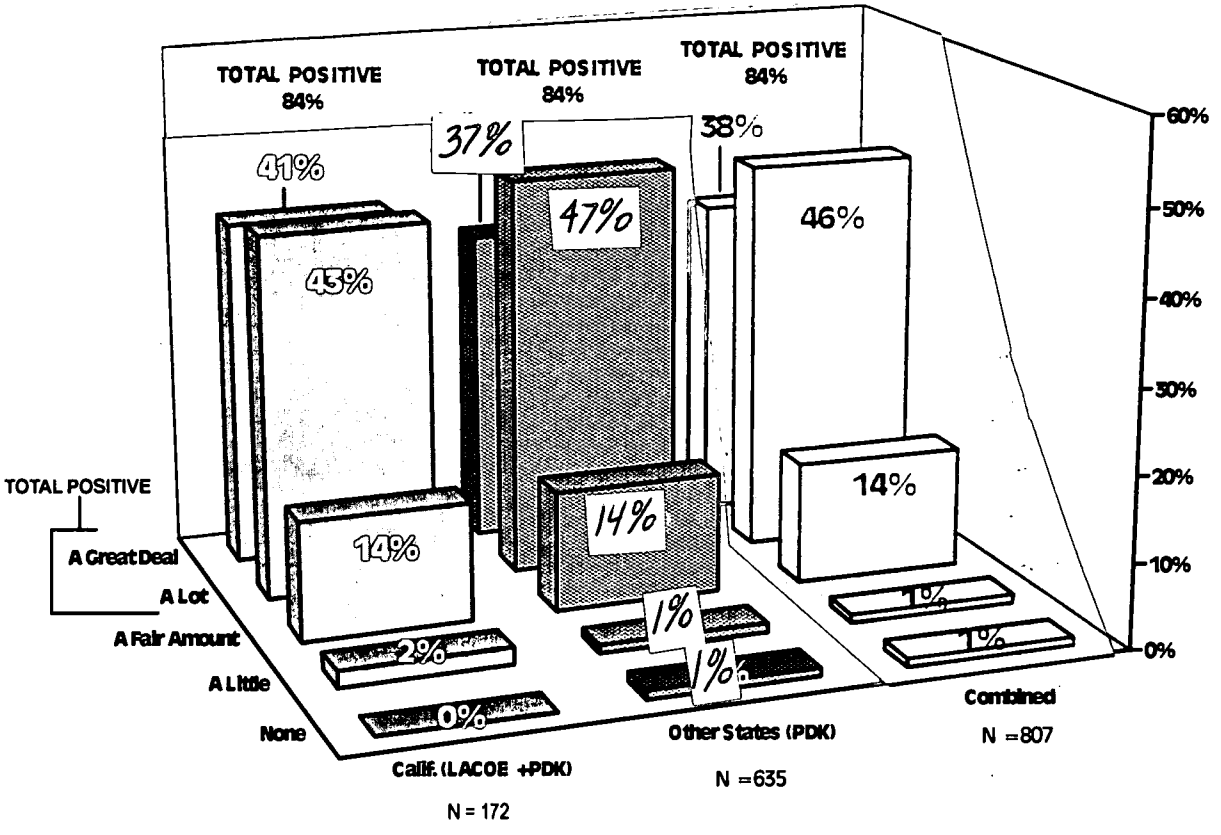

Table 11

Responses to Item 16j: Instruction encourages students to think about and apply what they have learned?

		A Great Deal		A Lot		A Fair Amount		A Little		None	
	N	n	%	n	%	n	%	n	%	n	%
California (LACOE + PDK)	172	71	41.3%	74	43.0%	24	14.0%	3	1.7%	0	0.0%
Other States (PDK)	635	233	36.7%	302	47.6%	88	13.9%	5	0.8%	7	1.1%
Combined	807	304	37.7%	376	46.6%	112	13.9%	8	1.0%	7	0.9%

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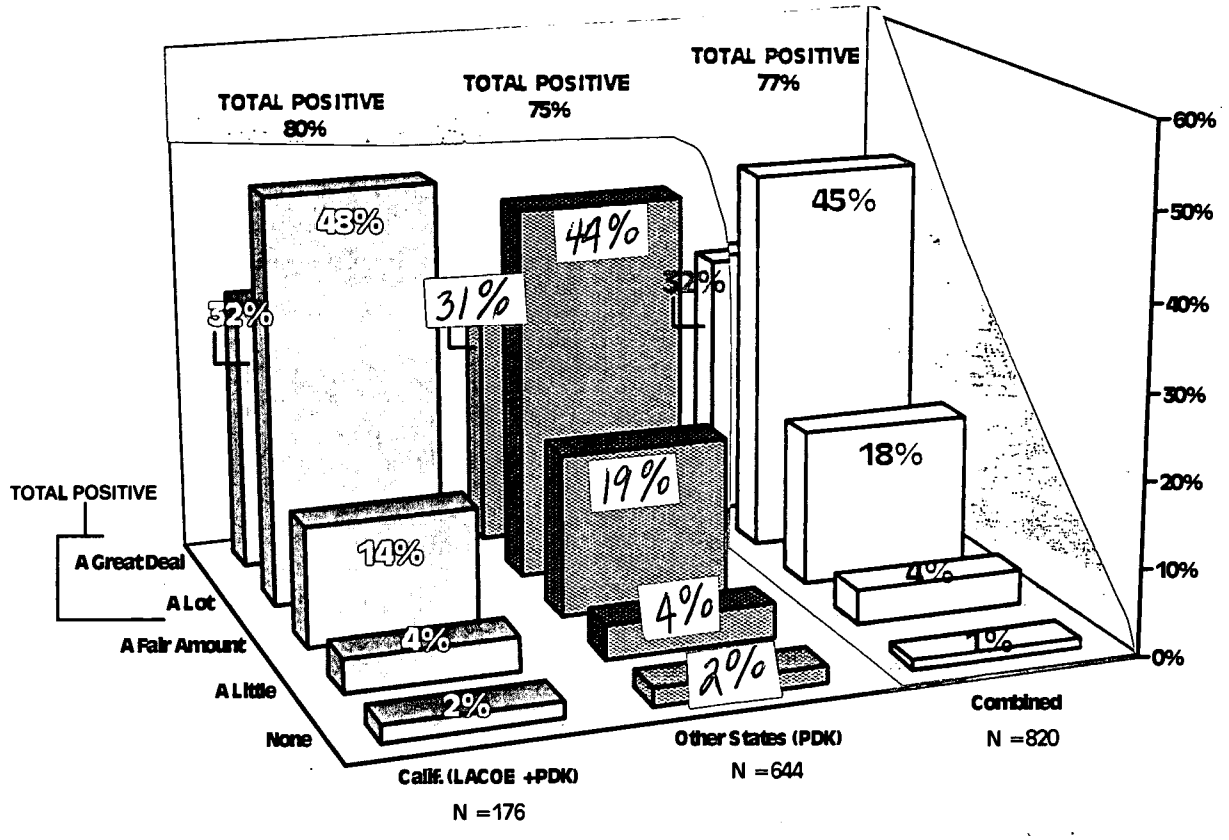

Table 12

Responses to Item 17: To what extent do the TESA interactions facilitate the above classroom practices?

		A Great Deal		A Lot		A Fair Amount		A Little		None	
	N	n	%	n	%	n	%	n	%	n	%
California (LACOE + PDK)	176	57	32.4%	84	47.7%	25	14.2%	7	4.0%	3	1.7%
Other States (PDK)	644	203	31.5%	286	44.4%	122	18.9%	23	3.6%	10	1.6%
Combined	820	260	31.7%	370	45.1%	147	17.9%	30	3.7%	13	1.6%

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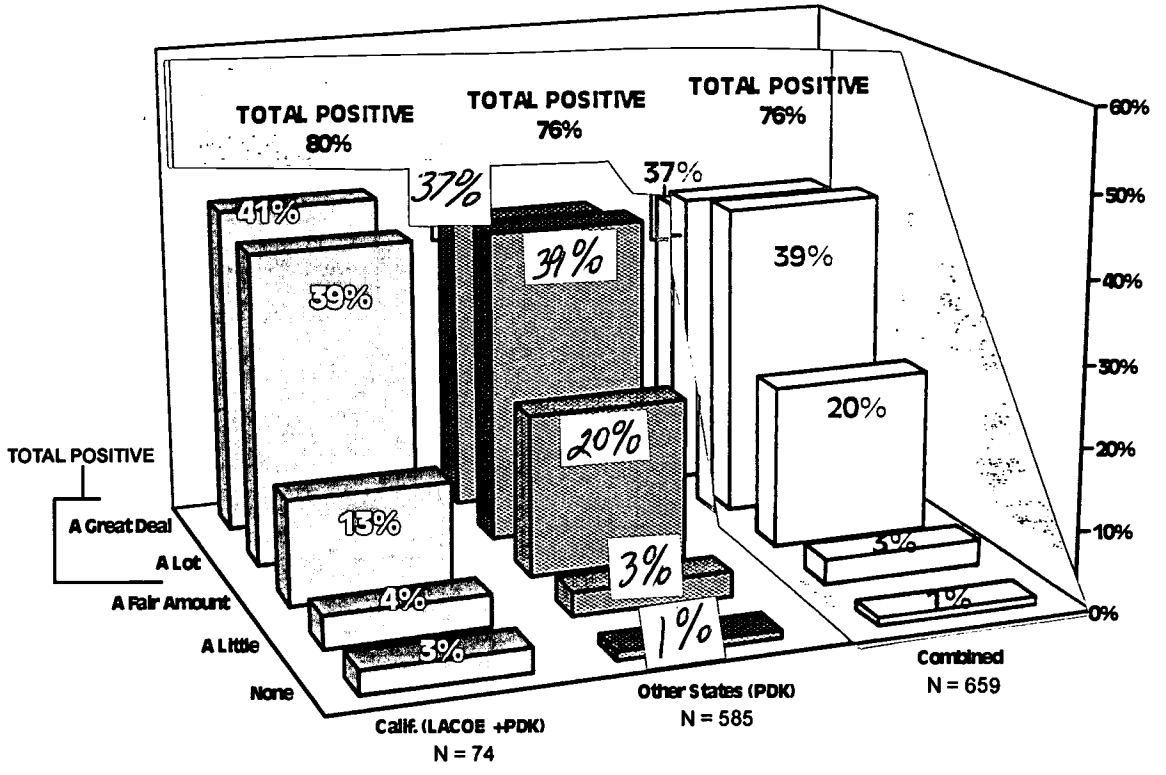

Figure 11. Responses to Item 18b: To what extent do you believe TESA supports the Coalition of Essential

Table 13

Responses to Item 18b: To what extent do you believe TESA supports the Coalition of Essential Schools reform efforts?

		TESA SUPPORT LEVEL									
		A Great Deal		A Lot		A Fair Amount		A Little		None	
	N	n	%	n	%	n	%	n	%	n	%
California (LACOE + PDK)	74	30	40.5%	29	39.2%	10	13.5%	3	4.1%	2	2.7%
Other States (PDK)	585	215	36.8%	229	39.2%	118	20.2%	16	2.7%	7	1.2%
Combined	659	245	37.2%	258	39.2%	128	19.4%	19	2.9%	9	1.4%

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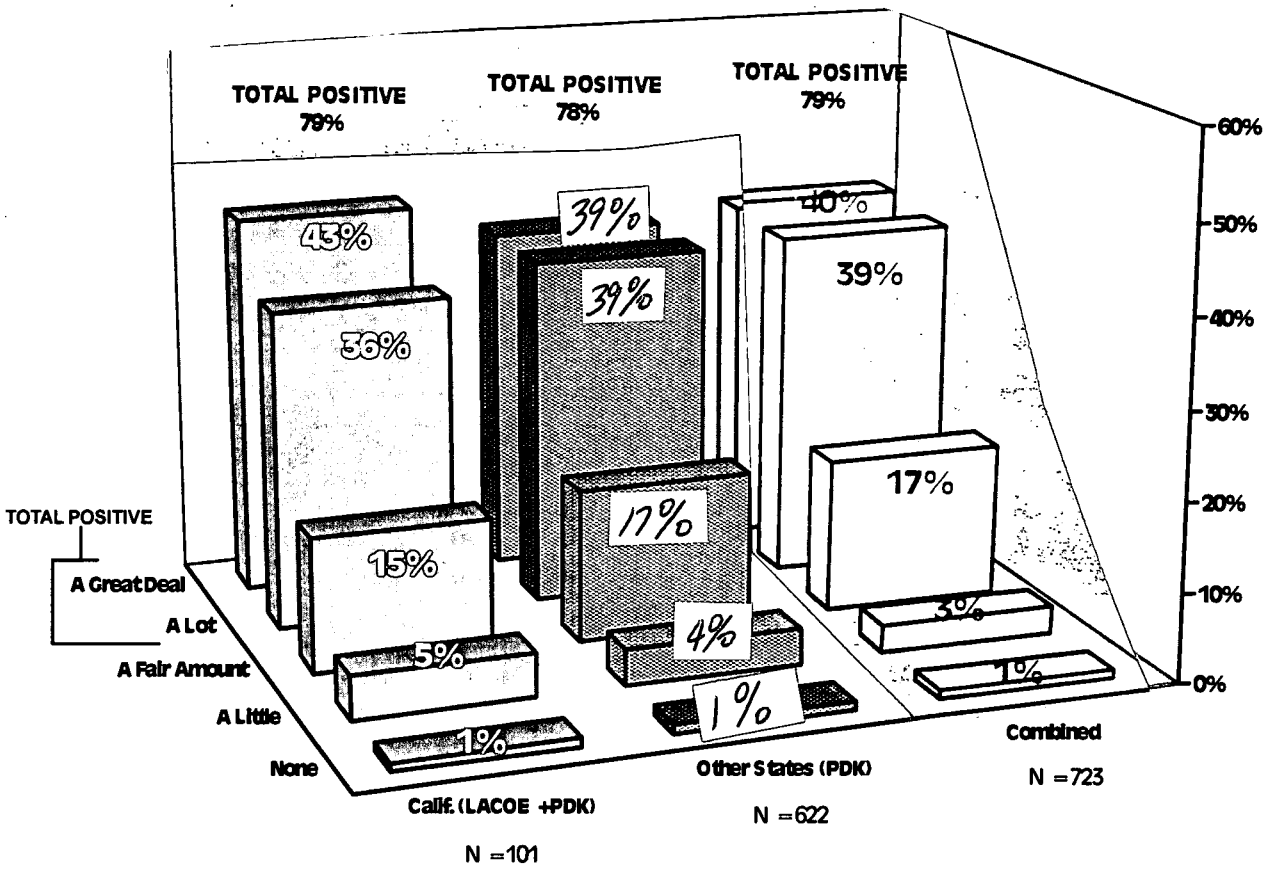

Table 14

Responses to Item 18d: To what extent do you believe TESA supports Goals 2000 reform efforts?

		TESA SUPPORT LEVEL									
		A Great Deal		A Lot		A Fair Amount		A Little		None	
	N	n	%	n	%	n	%	n	%	n	%
California (LACOE + PDK)	101	44	43.6%	36	35.6%	15	14.9%	5	5.0%	1	1.0%
Other States (PDK)	622	245	39.4%	245	39.4%	105	16.9%	20	3.2%	7	1.1%
Combined	723	289	40.0%	281	38.9%	120	16.6%	25	3.5%	8	1.1%

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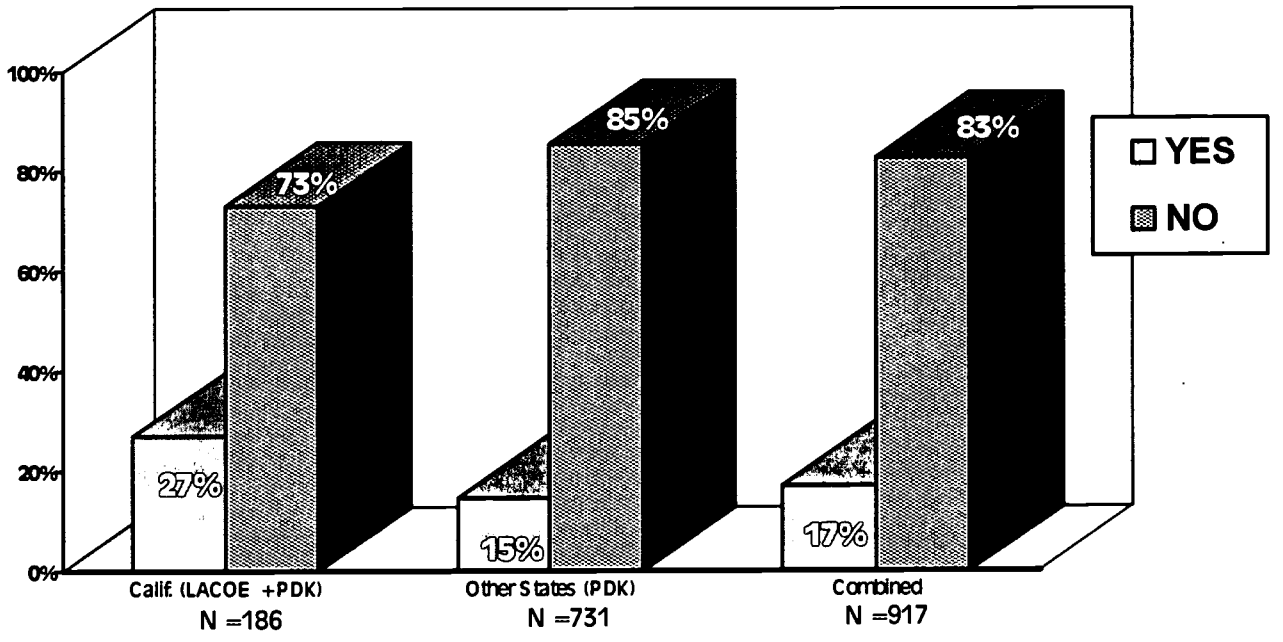

Figure 13. Responses to Item 6: Are you continuing to observe/code and be observed/ coded by TESA colleagues?

Responses to Item 6: Are you continuing to observe/code and be observed/coded by TESA colleagues?

		Yes		No	
	N	n	%	n	%
California (LACOE + PDK)	186	50	26.9%	136	73.1%
Other States (PDK)	731	107	14.6%	624	85.4%
Combined	917	157	17.1%	760	82.9%

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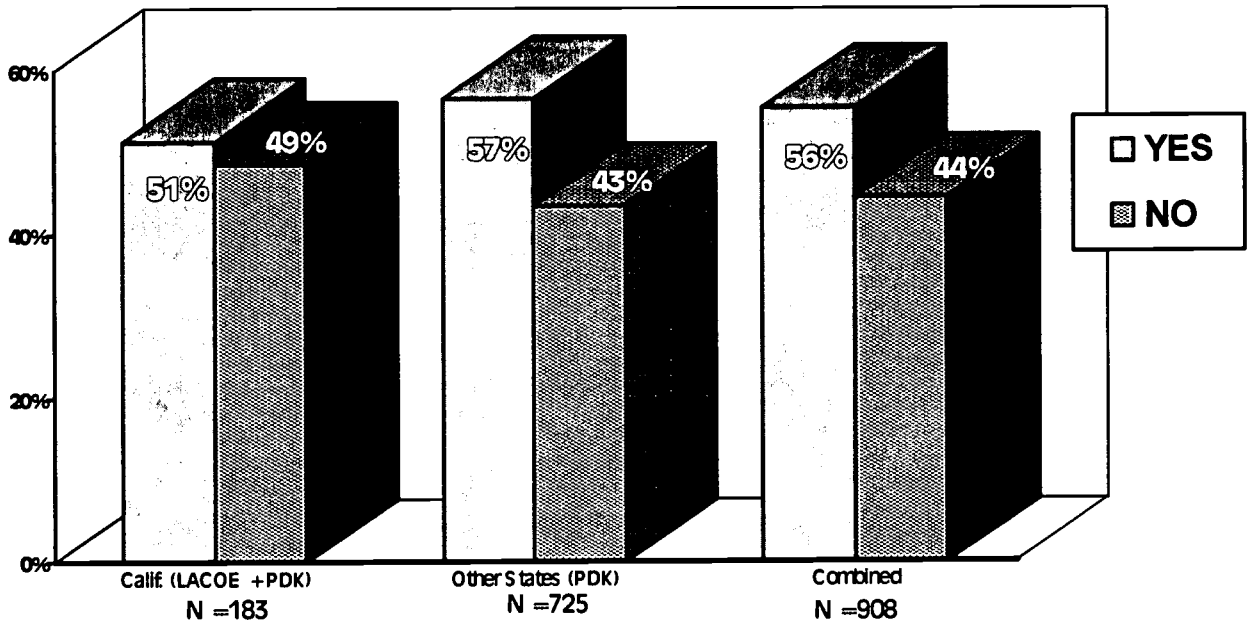

Figure 14. Responses to Item 8: Would you like more training or a refresher training course in TESA?

Responses to Item 8: Would you like more training or a refresher training course in TESA?

		Yes		No	
	N	n	%	n	%
California (LACOE + PDK)	183	94	51.4%	89	48.6%
Other States (PDK)	725	410	56.6%	315	43.4%
Combined	908	504	55.5%	404	44.5%

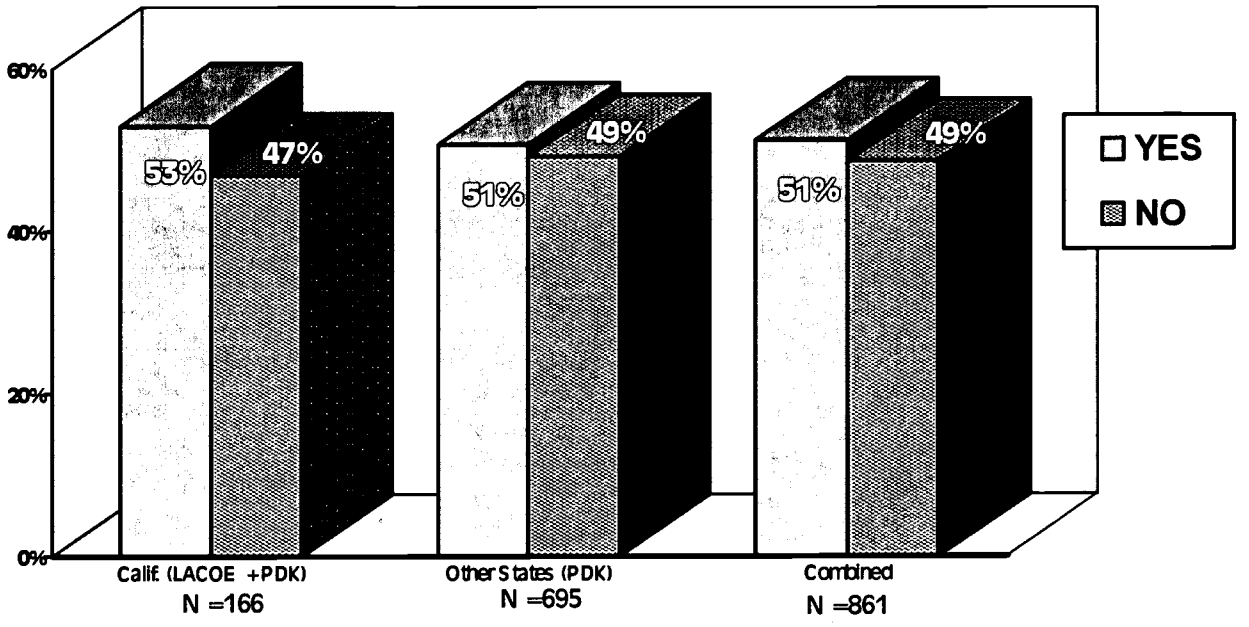

Figure 15. Responses to Item 9: If it were available, would you request TESA coaching?

Responses to Item 9: If it were available, would you request TESA coaching?

		Yes		No	
	N	n	%	n	%
California (LACOE + PDK)	166	88	53.0%	78	47.0%
Other States (PDK)	695	353	50.8%	342	49.2%
Combined	861	441	51.2%	420	48.8%

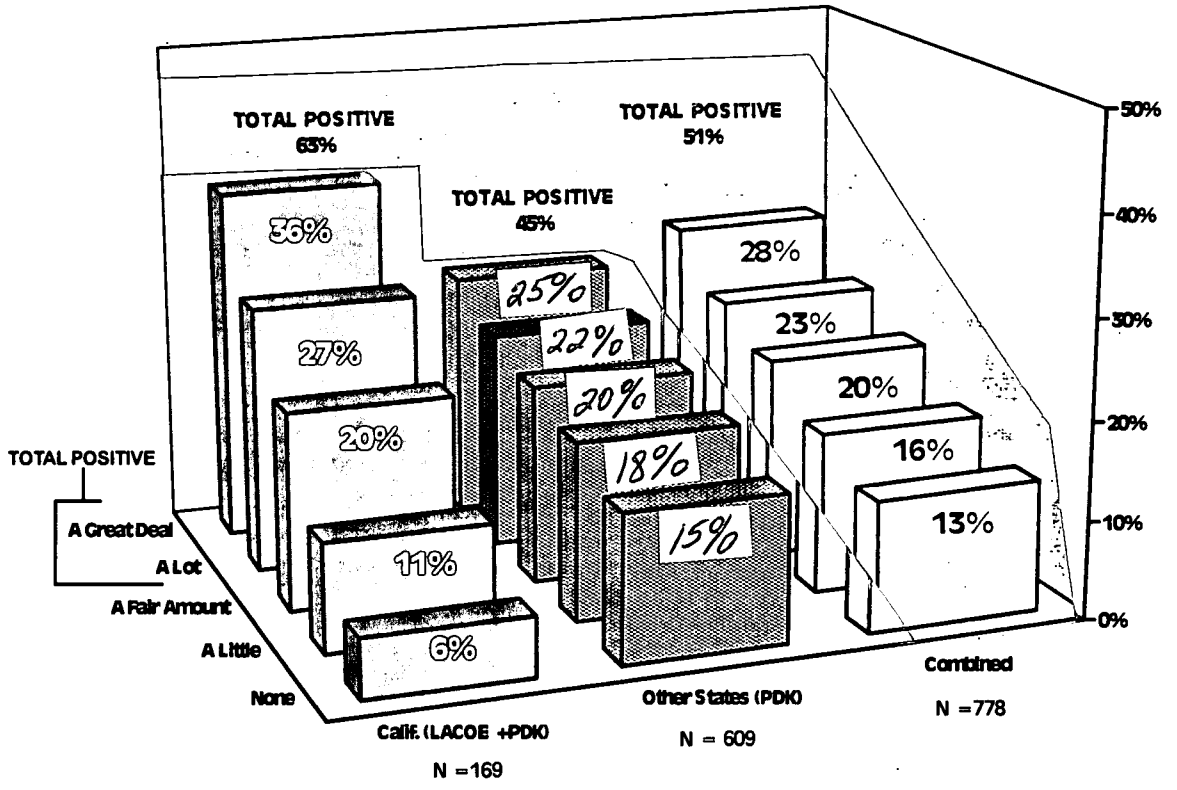

Figure 16. Responses to Item 15: To what degree does your current principal understand and promote the tenets of TESA?

Table 18.

Responses to Item 15: To what degree does your current principal understand and promote the tenets of TESA?

		A Great Deal		A Lot		A Fair Amount		A Little		None	
	N	n	%	n	%	n	%	n	%	n	%
California (LACOE + PDK)	169	61	36.1%	45	26.6%	34	20.1%	18	10.7%	11	6.5%
Other States (PDK)	609	154	25.3%	135	22.2%	121	19.9%	108	17.7%	91	14.9%
Combined	778	215	27.6%	180	23.1%	155	19.9%	126	16.2%	102	13.1%

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