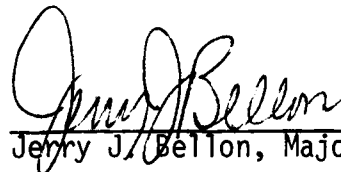


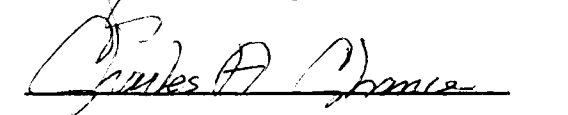
To the Graduate Council:

I am submitting herewith a dissertation written by Oneida L. Martin entitled "An Analysis of Classroom Management Behaviors Used by Selected Secondary English Teachers." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

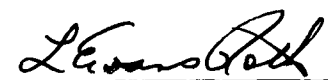

Jerry J. Bellon, Major Professor

We have read this dissertation
and recommend its acceptance:





Accepted for the Council:


Vice Chancellor
Graduate Studies and Research

AN ANALYSIS OF CLASSROOM MANAGEMENT BEHAVIORS USED BY
SELECTED SECONDARY ENGLISH TEACHERS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Oneida L. Martin

December 1980

3048258

DEDICATION

This dissertation is dedicated to my family: my parents, William and Regenia Martin; my godmother, Birdie Frazier; my aunts, Rhoda and Mayme Martin, and my sisters and brothers. The educational pursuits and attainments would not have been possible without the love, faith, strength, encouragement, understanding, and sacrifices from my family.

I wish to also make a special dedication to the late Dr. Howard J. Foster, my fiancé, whose wish was for me to pursue these educational endeavors. With his encouragement, inspiration, and hope, he enriched my life during the five years together. I am sure that he would have been very proud of my educational pursuits and attainments.

ACKNOWLEDGMENTS

Many valuable human resources and efforts have contributed to this dissertation. The writer wishes to acknowledge those individuals who made this dissertation possible.

Special appreciation is extended to members of my Doctoral Committee for their extensive support and efforts. The writer wishes to first express deep appreciation to Dr. Jerry J. Bellon, Chairman, for his steadfast encouragement, guidance, and patience which have been the impetus during the course of this study. Throughout my graduate studies at The University of Tennessee, Knoxville, his concern and support enabled me to grow personally and professionally. Likewise, the writer wishes to express deep appreciation to the other members of her committee for their cooperative efforts, support, and guidance: Dr. Charles Chance, Dr. John Peters, and Dr. Francis Trusty.

The writer is most grateful to Mr. James McCullough, Superintendent of the Chattanooga Public School System, for consenting for the study to be conducted in the district. Appreciation is also extended to the principals and teachers of the schools who participated in the study.

The writer wishes to acknowledge other persons who contributed to the work of the dissertation: Rev. Harold Middlebrook who encouraged the dissertation endeavors; Dr. Ken McCullough who assisted with needed materials; Mrs. Althia N. Canty and Mr. Trenton Cooper who assisted in identifying and coding the narrative data; Mr. Lonell Anderson who assisted in editing the dissertation, and Mrs. Marilyn Caponetti who typed the final dissertation.

ABSTRACT

The purpose of this study was to determine how selected effective secondary English teachers managed classroom time, students, and materials to achieve instructional goals and objectives. The study was conducted in the Chattanooga, Tennessee Public School District during the Spring quarter 1980.

Three junior and three senior high schools volunteered to participate in the study. The principals at the schools selected their most effective English teachers. Effective teaching behaviors and teacher characteristics that were obtained from the literature review helped serve as the basic criteria in selecting the teachers. Eleven teachers volunteered to be participants in the study.

Data were collected from interviews and classroom observations. Two interviews were conducted with the participants, and seventy-five classes were observed. Prior to observing classes, the participants were asked five open-ended questions about classroom plans. After all classes had been observed, the participants were asked five open-ended questions about how instructional decisions are made and how management skills were acquired. Log forms were used to record verbal and physical teaching behaviors. The time of the behaviors was also recorded.

Content analyses were used to analyze the data. Two instruments were designed for the purposes of: identifying, coding, and analyzing instructional and managerial behaviors; identifying, coding, and analyzing how the teachers manage classroom time, students, and

materials. Effective instructional and managerial behaviors obtained from the literature review were the criteria used. Two people were trained to identify and code the behaviors from the narrative logs. The researcher analyzed the data. Interview responses were analyzed and compared to observational findings.

Some of the major findings of the research were: (1) planning, organizing, decision-making, maintaining, and disciplining were the management skills most often used by the teachers; (2) the management skills were used to present instructional tasks and activities and create and maintain an academic learning environment; (3) the management skills were also used to manage classroom time, students, and materials; (4) the teachers were not aware that behaviors were managerial; (5) students also used management skills, and (6) basic skills such as planning, organizing, and decision-making can be acquired through preservice and inservice education programs.

Some of the conclusions resulting from the study were: (1) principals can identify effective management skills that enable teachers to create and maintain an academic learning environment; (2) teachers who use poor management skills will have difficulties maintaining an academic learning environment; (3) basic management skills such as planning, organizing, and decision-making can be used effectively by all teachers, and (4) based on research findings, more effective management skill training programs can be developed as an efficient way of better preparing teachers to manage classrooms for better student learning.

Based on the data results and conclusions of the study, the recommendations included: (1) further research to continue to identify

management skills that enable teachers to manage other classroom resources and events; (2) experimental research projects and pilot training projects are needed at the preservice and inservice education levels; (3) research is needed to determine how administrators and supervisors can help teachers to improve instruction with management skills, and (5) the need to explore teachers' modeling behaviors of managerial behaviors that tend to help students prepare and organize themselves.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of Problem	2
Purpose of Study	3
Importance of Study.	4
Assumptions and Limitations.	5
Definition of Terms.	6
Organization of Study.	7
II. REVIEW OF THE LITERATURE	8
Introduction	8
Effective Teaching	10
Classroom Management	17
Summary.	35
III. METHODS AND PROCEDURES	38
Introduction	38
Population Studied	44
Data Collection.	46
Data Analysis.	50
IV. PRESENTATION AND ANALYSIS OF DATA.	52
Introduction of Managerial and Instructional Behaviors	52
Results from Classroom Observations.	59
Findings of Other Managerial Behaviors	66
Interview Responses.	70
V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.	75
Summary.	75
Findings	79
Conclusions.	84
Recommendations.	85
BIBLIOGRAPHY	87
APPENDICES	97
A. EFFECTIVE TEACHING AND TEACHER CHARACTERISTICS FORMS AND RELATED CORRESPONDENCE TO PRINCIPALS	98
B. INTERVIEW AND OBSERVATION CONSENT FORMS FROM PRINCIPALS AND TEACHERS	102
C. FIRST AND SECOND SESSION INTERVIEW QUESTIONS	105

CHAPTER	PAGE
D. EXAMPLE OF LOG FORMS USED TO RECORD CLASSROOM DATA	107
E. INSTRUMENTS AND INSTRUCTIONAL CODING MATERIALS AND RESULTS .	109
F. INFREQUENT MANAGERIAL BEHAVIORS AND SUMMARY FREQUENCIES. . .	133
G. DATA SUMMARIES OF HOW CLASSROOM TIME WAS USED.	141
H. SOME BEHAVIORAL PATTERNS	145
VITA	148

LIST OF TABLES

TABLE	PAGE
I. Characteristics of the Six Schools Included in the Study. .	41
II. Effective Teaching Behaviors and Teacher Characteristics Obtained from the Literature Review	42
III. Criteria Results of the Number of Observed and Unobserved Behaviors of Selected Secondary English Teachers.	45
IV. Characteristics of Participating Secondary English Teachers.	46
V. Identification Code and Description of Managerial Behaviors Used to Classify Instructional Tasks and Activities.	53
VI. Identification Code and Description of Managerial Behaviors Used to Manage Students, Misbehaviors, and Material Resources.	58
VII. The Most Frequent Managerial Behaviors Used with Instructional Tasks and Activities.	60
VIII. The Most Frequent Behaviors Teachers Used to Manage Students, Misbehaviors, and Material Resources.	62
IX. How Teachers Allotted Classroom Time to Instructional Tasks and Activities.	67
X. Examples of Observed Behavioral Patterns Among Teachers . .	68
XI. Teachers' Responses to Classroom Instructional Plans for Tasks and Activities.	71

CHAPTER I

INTRODUCTION

During the decade of the 70's, demands for public education reform were heard. The public view was that schools and teachers should be evaluated on their merits. Therefore, what schools and teachers were doing was reassessed. Classrooms were revisited to appraise and develop curriculum and instructional programs. Teachers, regardless of tenure, were re-evaluated.

As schools began to face the transitional era, accountability became the basis for schools and teachers to improve classroom instruction. Research studies were conducted to investigate teaching behaviors that contribute to teacher effectiveness and student achievement. Good, Biddle, and Brophy (1975) reported that by 1975, more than 10,000 studies had already been devoted to the topic of teacher behaviors.

In 1979 one of the National Institute of Education's (NIE) primary research goals was to focus on improving teaching. NIE sponsored a major program that would facilitate educators and researchers in studying and identifying effective teaching and practices. One report stated:

Traditionally, teaching has been informed by research on how individuals learn. Increasingly, however, this research needs to be complemented by information about the process of learning which comes from descriptive studies conducted in a variety of natural settings. Such research is concerned with how successful teachers manage to keep all students motivated; how school and classroom organization affects the instructional program and learning; and how teachers can be helped to manage classes and instruct effectively (FY Report, 1979, p. 19).

Teacher research studies by Good (1979), Evertson and Anderson (1979), Shavelson and Borko (1979), Doyle (1977), and other studies identified and described effective teaching behaviors from a managerial perspective. That is, these studies suggested that effective teachers who practice classroom management know what instructional decisions to make, as well as when to make these decisions.

Teachers are not only seen as facilitators of learning. They are seen as planners, decision makers, leaders, implementors, controllers, and evaluators. Recent research studies have suggested that management skills enable teachers to effectively plan instructional lessons and activities in the classroom environment, and decide what instructional plans, activities, and methods are appropriate for various classroom situations.

When teachers become more effective, they are able to facilitate and enhance student attainment of goals and objectives within the available classroom time. Rosenshine (1978, p. 38) asserted that research studies are beginning to focus on what students do in classroom settings, including what proportion of student time is spent in seatwork and in discussion. This information has important implications for the role of the teacher.

The amount of time teachers and students have in a classroom is limited. How the teacher and students spend that time together is especially important. Time is a valuable classroom resource.

I. STATEMENT OF PROBLEM

Classroom teachers have many tasks to perform, and they are concerned about the available time that is allotted to attain goals and objectives.

Many instructional tasks, such as assessing student characteristics, planning and selecting appropriate methods and materials, keeping students engaged in academic activities, and monitoring student progress are specific management skills that teachers have not acquired. As a result, valuable classroom time is lost.

Guesti and Hogg (1973, p. 41) have postulated that teachers need skills that will enable them to effectively manage the learning environment. They state:

The act of teaching is performed solely for the purpose of helping students learn. Unless learning is facilitated by the teacher's activities, the art of pedagogy is merely an idle exercise which squanders the time and talents of students. . . . the teacher loses sight of, or is completely unaware of, the need to manage significant variables so that they work with him rather than against him in the promotion of learning.

Traditional research studies, such as Flanders (1970), identified effective teaching patterns from pre-established categories. How teachers and students managed allocated classroom time, however, to achieve instructional goals and objectives was not described. This kind of information is needed to gain a better understanding of classrooms and their management.

II. PURPOSE OF STUDY

The purpose of this study was to determine how selected effective secondary English teachers managed classroom time, students, and materials to achieve instructional goals and objectives. The study focused on answering the following research questions:

1. Which management skills are used most often by the selected effective teachers?

2. How frequently do the effective teachers use management skills that the literature identifies as being important for student achievement?
3. When effective teachers utilize management skills, are they aware of these skills, and how were the skills acquired?
4. Which management skills can be acquired through either preservice or inservice education programs?

III. IMPORTANCE OF STUDY

There are many goals that society expects schools and educators to attain. These goals should be attained within the regular school and classroom schedule. In a 1964 report on the Instructional Program of the Public Schools, John Goodlad asserted:

Much school time is used, apparently for things not directly bearing upon ends purportedly being sought. The educational process is inevitably bound and prescribed by limitations in time. The imaginative teacher is able to get the equivalent of 200 minutes of teaching-learning time out of 150 minutes of clock time. Schools are caught up in a straight-jacket with respect to their present use of time. Most recent proposals for improving organization of time speak of more. The day or the week or the year at school is to be lengthened. Such proposals may have merit--but not until we are using present time allocations as productively as possible.

One of Goodlad's conclusions and recommendations was that time utilization studies are needed to reveal what actually transpires in the classroom.

Although there is agreement about what the well-organized classroom looks like, there has been very little classroom research that provides teachers with specific advice and suggestions about achieving the goal of the smooth, well-run classroom. Research has had little to

say to the new teacher, student teacher, or teachers who want to improve their management skills and keep students happily and busily engaged (Evertson and Anderson, 1979).

Popham and Baker (1970a) pointed out that most beginning teachers fear the prospect of ending a class period twenty minutes early and then having nothing planned to do. They will select almost any instructional activity that promises to look instructional and occupy time. During the second year of instruction, after an initial year of such time-filling activities, the teacher has good reason for continuing the same activities he/she already used. Teachers have not been prepared to carry out instructional tasks. They are often unskilled in managing and organizing classroom activities.

In a recent Phi Delta Kappan article, Benjamin Bloom (1980, p. 382) cited that current educational research is moving away from teacher and student characteristic studies to direct observation of learning. One of Bloom's premises was that how teachers utilize and allocate classroom time with students will affect the learning that occurs in teacher and student interactions.

IV. ASSUMPTIONS AND LIMITATIONS

The assumptions that were made in the study are: (1) effective teaching is related to student achievement; (2) management skills are related to student achievement, and (3) students are more likely to accomplish instructional goals and objectives when teachers manage classroom time, students, and materials efficiently.

The delimitations of the study were: (1) schools were recruited for inclusion in the study; (2) teachers and principals volunteered;

(3) the population was recruited from one school district; (4) volunteered schools and teachers did not randomly represent the various types of schools and teachers in the district, and (5) data were collected during the Spring quarter 1980.

V. DEFINITION OF TERMS

Effective teaching. Behaviors that enable students to achieve instructional goals and objectives. Such behaviors include: presenting instructional information and methods clearly to students; providing practice opportunities for students to learn criterion material, and providing feedback to students about progress and attainment of instructional goals and objectives.

Management skills. Managerial behaviors that enable teachers to create and maintain an academic learning environment. These skills include: decision making, planning, and organizing instruction for students; planning and organizing students for instruction; monitoring student performance; and disciplining.

Academic learning environment. Teacher and students spending classroom time on instructional tasks and activities to achieve goals and objectives.

Instructional behaviors. Teaching methods and approaches that are used for the attainment of instructional goals and objectives.

Student achievement. Accomplishment of instructional goals and objectives.

Direct instruction. Lesson presentations that are presented to the total group of students in an academic learning environment.

VI. ORGANIZATION OF STUDY

This study is presented in five chapters: Chapter I includes an introduction, statement of problem, purpose of study, importance of study, assumptions and limitations, definition of terms, and organization of the study; Chapter II contains a review of the related literature and a summary of the literature review; Chapter III discusses the methodology of the study, including an introduction, the population studied; the data collection procedures, and the data analysis; Chapter IV presents and discusses the data results; Chapter V contains summary of the study, findings, conclusions of the study, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

I. INTRODUCTION

Research on teaching is not novel. In 1954, Hughes and associates studied three school districts in Utah. They wanted to determine which teaching acts enhanced student achievement. Nine teaching behaviors were found to identify a "good" teacher, and "good" teaching.

Characteristic studies, such as Ryans' (1960), were used to identify good teachers during the 60's. The emphasis was on teachers' personal traits, not their teaching styles or methods. Consistent results from characteristic studies showed that personal traits were not related to student achievement. Bloom (1980, p. 384) recently stated:

Over the past four decades there has been a great deal of research on teacher characteristics and their relations with student learning. This research has been concerned with such variables as the age of the teachers, their training, teaching experience, personality and attitudes, and even performance on achievement tests related to their field of teaching. Researchers in the past may not have selected the right teacher characteristics for study. However, based on the research done to date, we may conclude that the characteristics of teachers have little to do with the learning of their students.

Brophy and Evertson (1973a) concurred that measures such as teacher exam scores, average years of experiences, and advanced degrees are unrelated to student achievement.

During the early 70's researchers began to address the concern and interest in instructional processes in the classroom. Early

researchers, such as Flanders (1970), Rosenshine and Furst (1971, 1973), and Dunkin and Biddle (1974), investigated what classroom teachers did. Teaching behaviors, not teacher traits, were observed.

Over the past ten years research on teaching moved from subjectively observing teacher characteristics to objectively observing teaching behaviors. Good, Biddle, and Brophy (1975) maintained that student performance results from various teaching behaviors that are used in the classroom. It is the instructional behaviors of teachers that influence the achievement (Jackson, 1968; Kounin, 1970; Good and Brophy, 1973, and Rosenshine and Furst, 1973).

Five teaching behaviors that relate to student achievement were obtained from a review of the literature. These were:

1. Clarity of the teacher's presentation.
2. Variability of the teacher's classroom activities.
3. Teacher enthusiasm.
4. Teacher being task or achievement oriented.
5. Teacher providing opportunity for students to learn criterion materials.

Results from several studies have identified these behaviors as effectively related to student achievement (Rosenhine and Furst, 1971, 1973; Brophy and Evertson, 1973a, 1973b, 1974a, 1974b, 1976, 1978; Evertson, Anderson, and Brophy, 1979; Good and Grouws, 1975, 1977, 1978, 1979; Good, Ebmeier, and Beckerman, 1978; McDonald, 1976; McDonald and Elias, 1976; Stallings, 1976, and Stallings and Kaskowitz, 1974).

As these studies addressed the relationship between effective teaching behaviors and student achievement, other important behaviors

were identified. Effective teachers tended to be well-prepared and organized to manage classroom events. Kounin's (1970) study had previously suggested that successful teachers not only knew how to manage misbehaviors, they also knew how to manage all classroom events. Replicated studies have supported Kounin's results (Brophy and Evertson, 1973a, 1973b, 1974a, 1974b; Good and Grouws, 1975, 1977, 1978, 1979a, and Stallings and Kaskowitz, 1974).

This chapter includes literature that identifies and describes effective classroom teaching behaviors and effective classroom management skills.

II. EFFECTIVE TEACHING

Brophy and Veldman (1974) maintained there are teachers who elicit more student learning than other teachers. Research studies began to provide more specific information about effective teaching during the last decade. The studies have identified and described the instructional processes that foster student achievement (Soar and Soar, 1972; Tikunoff, Berliner, and Rist, 1975; Ebmeier and Good, 1979b, and Anderson, Brophy, and Evertson, 1979). The findings from these studies were explicit enough to distinguish between effective and ineffective teaching.

Teaching behaviors have been investigated with basic skill instruction at elementary levels. They were later expanded to include middle and upper grade levels to see if identified elementary teaching behaviors existed with higher grade teachers (Evertson, Anderson, and Brophy, 1978, 1979; Stallings, Needels, and Staybrook, 1979). Teaching behaviors have been observed and compared in high and low

socioeconomical settings, grade levels, and subjects. Teachers' instructional processes facilitated student achievement. There were several teaching behavioral patterns that influenced the achievement.

Directing Instruction

A consistent finding in the literature has shown that students achieved more with teachers who used direct instruction (Brophy and Evertson, 1976, 1978; Stallings and Hentzell, 1978; Good and Grouws, 1979a, and Anderson, Evertson, and Brophy, 1979). Rosenshine (1979) favored direct instruction because it enables teachers to be task-oriented. Consequently, this improved the quality of instruction. Students did better when they received instruction directly from task-oriented teachers.

Teachers who used direct instruction selected instructional processes for their students. They matched the teaching behaviors with assessed student characteristics. This enabled students to understand what behaviors were desired by the teacher.

Presenting Information

Effective and ineffective teaching behaviors were observed and compared in various contextual settings. Behavioral patterns varied according to student socioeconomical status (SES), grade, subject and ability levels. Results from data showed that when teachers selected presentation methods matched with student characteristics, they were more effective with students. Teaching methods were prepared and organized for the student characteristics (Brophy and Evertson, 1973a, 1973b, 1974a, 1974b, 1977; Stallings and Kaskowitz, 1974; Good and Grouws, 1975, 1977; McDonald and Elias, 1976; Stallings, 1976;

Tikunoff, Berliner, and Rist, 1976; Good and Beckerman, 1978a, and Evertson, Anderson, and Brophy, 1978).

Performance results were also associated with teachers who presented information to large groups. Students tended to do better when rules, procedures, problems and lesson content were presented to everyone at the same time (Good and Grouws, 1975, 1977; Stallings, Needels and Staybrook, 1979). This did not suggest that small-group presentation methods were ineffective. Stallings and Kaskowitz (1974); Stallings (1976), and McDonald and Elias (1976) observed that students in first and third grades seemed to benefit from small groups. Small-group presentation methods were effective because teachers selected methods that would be appropriate for their students.

Effective teachers tended to clearly present lesson content objectives to students. Students were informed about what was expected of them and what they would be doing (Evans, 1978; Brophy and Evertson, 1979; Powell, 1979b, and Emmer and Evertson, 1980).

Teaching methods varied. Lesson content was presented in lectures, discussions, and demonstrations. Data from Brophy and Evertson (1973b, 1974a, 1974b); Brophy, 1975; Good and Brophy (1977); Evertson, Anderson, and Brophy (1978), and Good and Beckerman's (1978b) studies illustrated the variations among SES settings and subjects. Information was organized so the written and verbal examples and illustrations would match student levels. For example, low SES students benefitted from structured lectures, although lecture was not related to achievement. Demonstration was only related to student achievement in various subjects. Low SES students accomplished more when information was outlined step-by-step for them.

Student performance also resulted from paced instruction (Good and Grouws, 1975; Good, Grouws, and Beckerman, 1978). Effective teachers expected students to succeed. Therefore, they tended to pace their instruction, as well as adjust it, to student readiness, ability, and SES levels (Brophy and Evertson, 1976; Anderson, Evertson and Brophy, 1978). Slower SES students required a slower pace than high SES students. In presenting the lesson content, main points were indicated and repeated for low SES and elementary students. In discussions, students were encouraged and motivated to participate. At the end of the lessons, a summary of main ideas was given to students.

Presenting Questions

As effective teachers moved into questions or discussion questions, they alerted students in advance that they were making a transition in the lesson presentation (Arlin, 1979; Kounin and Doyle, 1975). Questions were addressed to the whole class.

Brophy and Evertson (1978, 1979) noticed that the type of questions depended on student characteristics, such as their ability to answer specific questions. Low SES students were asked more recall questions, and high SES students were asked process questions. A similar pattern was observed with elementary and junior high students. Open-ended questions were negatively related to student achievement (Soar, 1973; Stallings, Needels, and Kaskowitz, 1974, and Brophy and Evertson, 1974). The questioning methods depended on the type of students.

Questions were usually directed to the whole class. However, the method for calling on students varied. There were teachers who

addressed questions to specific students by calling their names (Berliner and Tikunoff, 1976; Gage, 1978; Stallings, 1978, and Stallings and Staybrook, 1979). Other teachers tried to give low SES students many opportunities to learn. They called on non-volunteers in some predetermined order (Brophy, Anderson, and Evertson, 1973a; Brophy and Evertson, 1979). A high percentage of achievement was found when students volunteered to respond. Effective teachers also tended to give students adequate response time.

Presenting Feedback

Effective teachers tended to recognize and acknowledge student responses. All students were given some type of immediate feedback before teachers proceeded with the next question. Data results have reported teacher feedback is associated with student achievement (Soar, 1973; Stallings and Kaskowitz, 1974, and Good and Grouws, 1975). The type of feedback varied among effective teachers.

The influence of teacher praise varied according to student SES, grade, subject, and ability levels. This accounted for the inconsistent results from studies. Good and Grouws' (1977) study did not find praise relating to achievement. Effective teachers praised students less, but they tended to give students the appropriate and immediate feedback. It was suggested that this enabled students to arrive at correct answers. When Good, Emeier, and Beckerman (1978) observed praise in two different SES settings, praise was highly associated with low SES achievement. Stallings and Kaskowitz (1974) reported that praise was given to correct responses in reading and math classes. Low SES students seemed to benefit more from teacher praise than high

SES students. Evertson, Anderson, and Brophy (1978) observed that praise for student contributions was related to junior high seventh and eighth grade math students. Stallings (1978, 1979, 1980) also noticed that senior high students did better in reading when teachers praised them for their achievements. Stallings noted that praise is important in senior high classrooms, and it should be used by secondary teachers.

Some teachers gave students answers when they responded incorrectly, rather than call on other students for answers (Brophy and Evertson, 1979). The students were still given time to respond. Some teachers praised students even when they gave partial answers. They did not linger on minor inaccuracies or on student mistakes (Brophy and Evertson, 1979). Other teachers gave feedback to relevant comments (Brophy and Evertson, 1973a). With other effective teachers, if students did not respond correctly, the teacher stayed with the student by rephrasing questions, giving clues, and/or asking a new question (Stallings and Kaskowitz, 1974; Stallings, 1978, and Stallings and Staybrook, 1979).

Providing Practice Opportunities

Giving students an opportunity to engage in learning activities enables them to attain instructional goals and objectives (Stallings and Kaskowitz, 1974; McDonald and Elias, 1976; Rosenshine and Berliner, 1978, and Berliner, 1979). The type of practice experiences depended on student characteristics and the goals and objectives. The literature favored teachers using a variety of classroom activities, especially for high SES students. Low SES student activities were structured (Emmer and Evertson, 1980; Evertson, 1980, and Emmer,

Evertson, and Clements, 1980). Studies by Soar (1973) and Stallings (1974) have found a negative relationship between variety of activities and elementary student achievement. Generally students were engaged in the same activities. Studies showed that large group activities were more effective when they were planned before students engaged in them (Soar, 1973; Stallings and Kaskowitz, 1974, and Arlin, 1979).

Some effective teachers found recitation and drill practices to be appropriate for their students. Low SES students and elementary students learned more from structured activities. High SES students did better when they were given independent work that was challenging (Brophy and Evertson, 1976). Stallings and Kaskowitz's (1974) study concluded that a high rate of drill and practice contributed to first and third graders' reading and math achievement, good attendance, and desired student behaviors.

Teachers tended to use seatwork assignments. The influence on student achievement varied. There were positive and negative findings. If teachers assigned seatwork as a time filler for students to keep busy, it was negatively related to achievement (Brophy and Evertson, 1974a). Evertson and Anderson (1978) observed that some students spent an average of twenty-three minutes on busy seatwork assignments. If seatwork assignments were consistent with achieving instructional goals and objectives, as well as with student characteristics, it was positively related to achievement. Good and Grouws (1975) and McDonald (1976) noticed that seatwork assignments directed second and fourth grade math students to the task. It was not effective for fifth grade math. This suggested that activities and assignments must be organized and prepared for various student characteristics.

Other Contributing Behaviors

The literature cited other behavioral characteristics that tended to relate to student achievement. These were teacher enthusiasm, frequent teacher talk, knowledge of subject matter, and knowledge of students (Brophy and Evertson, 1978; Marliave, 1976; Lockhead, 1976; Ekstrom, 1976; McConnell, 1977, and Evans and Guyman, 1978).

Teacher enthusiasm and warmth motivated and encouraged students. This was positively related to achievement (Brophy and Evertson, 1978; McConnell, 1977). Frequent teacher talk related to teacher behaviors and attitudes of achievement in algebra classes (McConnell, 1977).

In 1962, Schmid and associates reported that knowledge of subject matter and students was associated with teacher effectiveness. Recent studies by Evans and Guyman, Ekstrom, Lockhead, and Marliave examined these factors. Knowledge of subject matter and students was found to be directly related to achievement.

III. CLASSROOM MANAGEMENT

Until the late 70's, classroom management was viewed as a disciplinary concept. One of the teacher's responsibilities was to prevent students from misbehaving. As teachers became more involved in disciplining, there was hardly time for teaching. Most of the classroom time was spent on correcting student misbehaviors. Teachers found it difficult to achieve instructional goals and objectives with behavioral problems.

In Phi Delta Kappan's Tenth Annual Gallup Educational Poll (1978), parents cited discipline as the number one educational problem

and concern. Phi Delta Kappan reported that only once in the ten years, since the surveys were conducted, had discipline failed to receive more mention than any other problem. Parents saw the lack of discipline as the major school problem. The Eleventh Annual Gallup Educational Poll (1979) reported the same results as cited previously.

As parents, citizens, teachers, administrators, and researchers became more concerned about classroom problems and learning, the focus on classroom management intensified. There was a shift from viewing managing for disciplinary reasons to managing for learning. Rosenshine (1978) noted that management was a critical problem that had not received enough attention.

Johnson and Bang (1970, p. 7) recognized:

For over a quarter of a century educators have been aware that the quality of classroom management is important to pupil achievement and to teaching success. Although the organization of children into classes and groupings for the attainment of educational objectives is ages old, a science of managing these organized groupings has not been developed. In fact, in recent years efforts to describe and analyze the task of classroom management have lagged far behind revolutionary movements in curriculum and instruction. There are several reasons why education has not taken an operational approach to the management area of teacher functioning and has not trained teachers in management skills.

Earlier effective teaching studies, such as Brophy and Evertson (1973a, 1973b, 1974a, 1974b); Good and Grouws (1976); McDonald and Elias (1976), and Stallings and Kaskowitz (1974), suggested that teachers had effective instructional skills that enabled them to successfully utilize those teaching skills. The inference was that effective teachers used managerial skills with the instructional tasks and activities.

Kounin's (1970) study had postulated that effective teachers had managerial skills. His study had suggested the need to explore how teachers manage not only behaviors, but all classroom events as well. There seemed to be an overlap of effective teaching and effective managing. Johnson and Bang (1970) proposed that a new concept of classroom management be established before conceptual and operational skills are developed. They pointed out teachers need to be trained to deal with management problems.

Recently, studies have consistently found that effective teachers are also effective classroom managers (Brophy and Evertson, 1978; Good and Grouws, 1977; Good and Brophy, 1977; Powell, 1979a, 1979b; Berliner and Tikunoff, 1976; McDonald and Elias, 1976, and Rosenshine and Berliner, 1978). These studies have supported most of Kounin's earlier findings. Teacher managerial abilities have been found to relate positively to student achievement in every process-product study conducted to date (Good, 1979). Brophy (1979) pointed out that recent work suggested that classroom management skills correlate with student learning gains not only because skilled classroom managers maximize student engagement on tasks but because good managers also tend to be good instructors.

Kounin's (1970) generalizations have been replicated. Researchers identified and described effective classroom management skills that foster achievement. Results from studies showed that such skills as planning, decision making, organizing, monitoring, and maintaining/disciplining encompass the instructional processes (Shavelson and Borko, 1979; Evertson and Anderson, 1979; Evertson,

et al., 1980; Emmer, Evertson, and Anderson, 1980, and Powell, 1979a, 1979b).

Some of the generalizations about effective teachers were that they:

1. are able to manage a series of academic class activities at one time.
2. are task-oriented.
3. utilize available time efficiently.
4. keep students actively engaged in academic work.
5. are able to make smooth transitions from one activity to another without losing too much time.
6. know how to manage behavioral problems.

Planning Skills

The literature described effective teachers as being well-prepared and well-organized. Planning was cited as the foundation in which the classroom learning structure is determined. Student characteristics were seen as the basis for planning. Planning directs and coordinates what students are to learn. It gives directions and purpose to teaching. It gives order and coherence for student characteristics, such as grade, subject, SES, and ability levels (Taylor, 1970; Dettre, 1970; Clark and Yinger, 1979; and Johnson and Brooks, 1979).

Planning skills are needed to make instructional decisions about what students are to learn and what learning experiences will be provided for them. Instructional goals and objectives should be planned around student characteristics. Planning skills enable

teachers to analyze the objectives for their intended purposes. It involves selecting the content that is consistent with objectives and deciding on instructional strategies that will help objectives to be attained (Dettre, 1970; Kounin, 1970, and Clark and Yinger, 1979).

The literature advocated planning more than one instructional strategy for students. A specific set of skills will not apply in all situations. The planned strategy is often subject to modification. What the teacher wants to occur in the classroom should be planned. Classroom schedules are often interrupted by fire drills and unannounced school programs. Contingency plans are needed for what to do when scheduled activities are cancelled at the last minute (Dettre, 1970; Kounin, 1970; Brophy and Putnam, 1978; Johnson and Brooks, 1979, and Lemlech, 1979). The teacher who is not constrained by habit or by prescribed materials and procedures will provide the best opportunities for all students (Clark and Yinger, 1979; Kounin, 1970).

Hewett and Blake (1973) and Lemlech (1979) emphasized planning skills for emotionally disturbed students and handicapped students. They recommended precise objectives that individual students can understand and accomplish. Planning skills would enable teachers to have clear directions about what is needed for the students.

Decision-Making Skills

Dettre (1970); Peterson, et al. (1978), and Doyle (1979) saw decision-making skills complementing planning skills. Peterson, Marx, and Clark (1978) viewed teachers making planning decisions prior to and during the act of teaching. Dettre (1970) and Doyle (1979) viewed teachers making various decisions as they planned instructional decisions.

Decisions have to be made before, during, and after instruction. Hunter (1979) maintained that teachers should know where a student's knowledge leaves off and new learning begins. Lesson content and teaching behaviors should be based on student needs and characteristics. When teachers make these type of decisions, student achievement is increased (Shavelson, 1973, 1978).

Shavelson and Borko (1979) illustrated how teachers made decisions. They used a decision-making paradigm. The model delineated between how various instructional decisions are made. They are not only based on student characteristics, but also on educational beliefs and external pressures and constraints.

Effective teachers have been observed making quantitative, qualitative, and action decisions (Dettre, 1970). They decide how long to lecture. They make transitional changes to discussions or questions. They decide that students do not need all planned questions. Arlin's (1979) premise was that it is the teacher who must make these decisions. They have to decide whether to speed up or slow down a lesson or shift topics within lessons. Deciding how and when to pace instructional tasks and activities has been found to be associated with student achievement.

Organizing Skills

Organizing instructional processes for learners and organizing the classroom for learning was stressed throughout the literature. The implications were that organizational skills are essential for effective teaching (Johnson and Bang, 1970; Calfee and Brown, 1979; McDonald, 1976; McDonald and Elias, 1976; Brophy and Evertson, 1978, and Stallings and Hentzell, 1978).

Classrooms were viewed as formal organizations that have specific requirements to keep events moving from one activity to another. Higher achievement gains were associated with a well-organized structured classroom. Effective teachers were identified as those who organized their instructional processes around academic tasks and activities (Johnson and Bang, 1970; Stallings and Hentzell, 1978).

Jackson (1968) noticed that much of classroom time was lost when ineffective teachers failed to organize the classroom structure for learning. He observed that these teachers and students spent much of the time waiting, because no one was organized. The teachers rushed about calling on students and distributing materials and supplies. They turned activities on and off quickly. Tasks and activities were stopped before they were completed. They were left dangling when the bell rang.

Gump (1971) maintained that when organizational skills are not used, time will be spent on incompleting and non-academic tasks that do not advance instructional goals and objectives.

The organizing function entails making preparations to implement plans. Planning what is to happen is one thing; having everything in order so it can happen is another. Organizing also entails structuring students and defining rules (Evertson and Anderson, 1978; Johnson and Brooks, 1979).

Arlin (1979) described how effective teachers were organized. Organizational patterns began when the bell rang. If there were announcements, effective teachers made them immediately following the bell. Evertson and Anderson (1978, 1979) observed that at the beginning of the year, effective teachers organized students.

Effective teachers initially introduced the classroom structures to students. They introduced the classroom rules and procedures, as well as the physical arrangement of the room.

Kounin (1970) and McDonald and Elias (1976) observed that effective teachers were organized to implement planned instructional processes. They had organized their lessons. The lessons did not lack coherence. Teachers did not repeat and review material that students already understood. They did not divert from the lesson for no apparent reason. Brophy and others (1978) saw effective teachers using organizational skills to shift the class from one academic classroom format to another. McDonald and Elias (1976, p. 778) suggested that a teacher's ability to organize instruction when using a variety of material is a critical factor in influencing effective learning.

Monitoring

Monitoring skills were identified as being essential to keep students engaged in academic tasks and activities and to observe their progress of attainment of goals and objectives (Lemlech, 1979; Rosenshine, 1979).

Kounin (1970) emphasized monitoring as an important skill for effective classroom managers. In his study he noticed that effective teachers tended to always know what was occurring in their classroom. When students were engaged in seatwork tasks and activities, effective teachers did not sit and grade papers. Gage (1978) inferred that teachers should move around the room to monitor student seatwork. They should communicate their awareness of student behavior, while also attending to their academic needs.

Monitoring students and learning was associated with student achievement and effective teachers. This was especially seen in low SES student achievements (Kounin, 1970; Good and Grouws, 1975; Tikunoff, Berliner, and Rist, 1975, and Brophy and Evertson, 1976).

Maintaining Disciplining

The literature did not prescribe ways in which misbehaviors were managed. Instead, the literature illustrated what effective teachers did to prevent major classroom disorders and curtail minor ones (Kounin, 1970; Brophy and Evertson, 1976; Berliner and Tikunoff, 1976; Bellon, Bellon, and Handler, 1976; Brophy and Putnam, 1979; Emmer and Evertson, 1980, and Evertson, Emmer, and Clements, 1980).

Brophy and Putnam (1979) maintained that the effective way to manage misbehaviors is to plan and organize the classroom into a learning environment for students. They stated:

Too often, "classroom management" is taken to mean punishment, or other methods used to stop unacceptable behavior. However, one idea that is common to most writings on the topic . . . is the need to stress prevention over remediation. Knowing how to deal with student behavior problems is important, but the teacher skills that appear most crucial to success in managing the classroom appear to those involved in planning, organizing, and maintaining a learning environment that maximizes student engagement in productive activities and thus minimizes the need to deal with problems in the first place.

It was apparent the structure of classroom processes aided the creation and maintenance of the learning environment. Teaching behavior influenced student behavior. Effective teachers were well-organized and prepared for expected and unexpected classroom events. The following instructional behaviors prevented any behavioral problems from occurring. They were:

1. Using time effectively.
2. Explaining rules and procedures clearly.
3. Giving students clear directions and expectations.
4. Providing meaningful and appropriate information.
5. Pacing instructional processes.
6. Alerting students for transitions in tasks and activities.
7. Altering essential instructional methods for students.
8. Recognizing attention spans of students.
9. Adjusting questions to level of students.
10. Providing feedback and praise to students.
11. Listening to students.
12. Motivating and encouraging student participation and growth.
13. Keeping students engaged in academic work.
14. Providing meaningful tasks and activities.
15. Providing appropriate tasks, activities, and materials.
16. Creating a relaxed and flexible atmosphere for learning.
17. Monitoring students and activities.

These were not behaviors which effective teachers exhibited to solve problems. They were behaviors that prevented problems. Rollins and McCandless' (1974) experimental study showed that when teachers were trained to use positive behaviors before misbehaviors occurred with inner-city students, there were positive results. On-task behaviors increased and disruptive behaviors decreased.

Effective teachers did not view disciplining as punishing. They ignored minor or irrelevant misbehaviors to prevent major problems. When disciplining had to be used, they applied established rules and procedures as the consistent method for all students (Downing, Evertson,

and Anderson, 1978). Kounin (1970) and Berliner and Tikunoff (1976) observed that effective teachers were careful not to belittle students in front of their peers. They specified the misbehavior or they asked the student to specify the problem. Effective teachers did not resort to excluding students from class or activities as a means of punishment. They tended to reinforce student behaviors that were in the right direction.

Managing Time

According to Berliner (1976), prior to 1976, very little data were available describing the nature of the instructional activities and episodes a student engaged in each day. Berliner maintained that instructional time is an important variable in the learning process. He pointed out that accurate records of how time has been allocated to various instructional activities and episodes were needed.

Research studies have explored the utilization of classroom time (Good and Grouws, 1977, 1979; Brophy and Evertson, 1978, 1979; Evertson, Anderson, and Brophy, 1978; Stallings, 1978, 1979; Berliner, 1977; Fisher, et al., 1978; Evertson and Anderson, 1979, Wang, 1979, and Evertson, Emmer, and Clements, 1980). These studies, as well as others, examined how effective teachers managed classroom time efficiently. As Hunter (1976) pointed out:

We have become acutely aware that time is the coin of teaching. "Time" is what teacher and learner have to "buy" learning. That time can be spent wisely, with escalating learning activities or fritted away with no learning return on its investment. The teacher has great influence on the expenditure of time and energy because he or she can deliberately exclude or eliminate teaching and learning activities and materials that do not contribute to or complement the achievement of an intended learning.

The literature addressed classroom time as academic engaged time, time-on-task, activity learning time, and allocated time (Rosenshine, 1978; Berliner, 1977, and Arlin, 1979). All the terms related to the management of classroom time. The terms described how time was used to achieve instructional goals and objectives.

Allotting time to a subject does not necessarily mean increased learning if that time is not used wisely. Teachers may not have control of allocated time that is scheduled for subjects or objectives, but they do have control of learning time for students (Feldhusen, 1970; Arlin and Roth, 1978). Once teachers receive allocated school time, classroom time becomes one of their valuable resources. Students cannot learn what they do not spend time on doing (Carroll, 1963; Wiley and Harnichfeger, 1974, and Corno, 1979). As Bloom (1980) advocated, teachers can use instructional time to alter learning positively or negatively. Quality instructional time enhances quantity time; and consequently, student achievement is increased.

Effective teachers who managed time efficiently were described as well-prepared and organized. They had information written on the board before students entered class. They used the classroom time to focus on more academic tasks. Good and Brophy (1973) noticed time in junior and senior high school classes being lost, because teachers did not use advance preparation. The proportion of time spent on academic subjects varied (Fisher, Marliave, and Filby, 1979, and Fisher, 1979). In some classes as much as 80% of the time was spent on academic work (Powell, 1979a).

It was observed that effective teachers used planned and organized instructional processes to manage time. They were able to

complete lectures. They did not have to rush through tasks and activities at the last minute. Time was not lost on non-academic or irrelevant tasks (Arlin, 1979). Effective teachers perceived their student learning rates because they knew their characteristics. For example, teachers in high SES settings did not need to spend much time reviewing, outlining, and repeating content information (Berliner and Tikunoff, 1976; Brophy and Evertson, 1976). If students gave indications they knew the content, teachers proceeded with another task. They altered their strategies and made smooth transitions to other academic tasks. Effective teachers seemed to know when to make the various transitional changes (Good and Grouws, 1977; Berliner, 1978). As they made changes, they did not use the time to prepare the equipment that could have been prepared earlier or to look something up in the manual (Good and Brophy, 1973).

Because effective teachers maintained an academic learning environment, they did not lose time trying to correct misbehaviors or problems. This is not to say that they did not spend any time on disciplining. The literature described how effective teachers used managerial skills, such as planning, organizing, and decision-making to facilitate efficient classroom time (Kounin, 1970; Brophy and Everston, 1979, and Berliner and Tikunoff, 1976).

Managing Students

The literature described how effective teachers managed students in various organizational settings. Students were seen as valuable resources in the classroom. The instructional processes were dependent upon student resources being managed effectively (Johnson and Bang, 1970).

Managing students includes bringing them together in a well-prepared and organized environment to achieve specific goals and objectives. Students need a well-defined structure so they will know what the common goals are. They need a system of rules and procedures that will help give direction to their behaviors (Rosenshine, 1978; Lemlech, 1979).

Kounin (1970) pointed out that even the best program requires good management techniques to get students started and to keep them moving toward achieving instructional goals and objectives. He maintained that educational objectives will not be achieved if a teacher cannot get students involved in the work or keep them from disturbing other students.

Students were basically managed in large group settings. This was observed especially when effective teachers were teaching a new concept or skill and when they wanted to provide precise information to everyone. In addition, time was divided among all the students. It was necessary to provide independent or small-group work for some students. These students were not isolated from other students, nor were they totally dependent on themselves (Calfree and Brown, 1979; Stallings, 1975, and McDonald and Elias, 1976). The teachers provided students the time they needed to master tasks. They provided high SES students with challenging opportunities (Brophy and Evertson, 1976).

The literature described how these teachers managed students successfully. They provided a relaxed, organized learning environment. Student behavioral patterns seemed to have been a result of patterns that teachers had established at the beginning of the year (Kounin, 1970; Arlin, 1979).

Students were given meaningful and appropriate work. Parenthetically, instructional strategies were appropriate for them. It was not difficult for effective teachers to move students from one activity to another because students expected the transitional change. Arlin (1979) observed that this affected student behaviors.

Students were engaged in activities or assignments that were consistent with academic goals and objectives. Effective teachers did not try to manage students by keeping them engaged in busy seatwork so they could grade papers. Less effective teachers managed students by using seatwork assignments to keep students busy.

Effective teachers gave students directions for activities or assignments. They were informed about what to do if they finished early, as well as what to do with papers. It was observed that the teachers had a variety of materials available for students (Soar, 1973; Stallings and Kaskowitz, 1974; Tikunoff, Berliner, and Rist, 1975, and Fisher, Filby, and Marliave, 1977).

The progress of students was monitored regularly as they engaged in work. This was found to be very effective in managing students. Students did not have to wait endlessly for the teacher's attention. Effective teachers in low SES settings spent more time monitoring. In high SES settings, effective teachers tended to encourage students to solve their problems on their own (Cohen, Intili, and Robbins, 1979; Kounin, 1970, and Brophy and Evertson, 1976).

Other factors that were influential in managing students were: (1) having a pattern for calling on students; (2) being more accepting to students' feelings and attitudes; (3) more attentive to what students were saying and doing; (4) allowing students to be involved in

class decisions; (5) allowing students to move around more, and (6) using less sarcasm with students (Berliner, 1976; Evertson, Anderson, and Brophy, 1979).

Managing Materials

The literature focused on how effective teachers selected material resources. There was very little literature that addressed the order in which effective teachers distributed materials or the effects of various materials on students.

The teachers made preparations for materials to be used. When students entered, materials were ready, and there was a sufficient quantity. If media materials were used, effective teachers had them set up and ready to use. Brophy and Evertson (1976) found a positive relationship between appropriate media resources and student achievement.

Effective teachers used materials to reinforce lesson content, achieve instructional goals and objectives, and to give students the opportunity to practice. Material resources were not used as time fillers. Effective teachers selected materials that were consistent with instructional goals and objectives. They also selected material resources that were appropriate for their particular students. For example, standardized materials were not used with low SES students. Instead, effective teachers relied on more teacher-made materials. Studies have shown that when teachers match materials with student characteristics, learning is evident (Brophy and Evertson, 1973a; Stallings and Kaskowitz, 1974, and McDonald and Elias, 1976).

The teachers tended to use a variety of materials with students. This was especially observed with high SES students because high SES students required challenging tasks and they engaged in more academic independent tasks. McDonald (1976) found that a variety of instructional materials was not related to second-grade math and fifth-grade reading achievement. McDonald suggested that these findings could have resulted from teachers' inability to manage all the materials, or the materials were inappropriate for students. Stallings and Kaskowitz (1974) found first-and-third-grade reading and math scores were higher when textbooks, programmed workbooks, and other materials were used.

Students were given clear directions for use of materials. If students had to share materials, clear rules for sharing materials were given. Effective teachers did not permit students to begin using materials until they had gone over it. They also informed students how much time they would have to use materials. With slower students, teachers monitored them more to see if they were using the materials accurately and adequately (Good and Brophy, 1973; Brophy and Evertson, 1973a, and Evertson, Emmer, and Clements, 1980).

In Evertson, Emmer, and Clements' (1980) study, they noticed that effective teachers had organized consistent procedures in which they distributed and collected materials. This was found to relate to academic achievement.

Managing Activities

Being able to manage several activities at the same time is a characteristic of teacher effectiveness. When teachers are able to

manage an array of activities, they are in control of classroom events, instead of the events controlling them (Good and Brophy, 1978).

Doyle (1977) described classroom demands as multidimensional. He pointed out that the classroom comprises many events and processes in which the teacher has many tasks of processing, evaluating, managing, recording, as well as other tasks.

In Doyle's (1977) study he observed student teachers being initially overwhelmed by the quantity of activities that seemed to interfere with their primary interest in managing the subject. Even with the subject, many teachers found themselves having to attend to the pace of the interaction, sequence of student responses, and logic and accuracy of content. Simultaneously, they had to monitor an array of work involvement levels and anticipate interruptions from students and/or announcements.

Teachers also had to remember to scan the rest of the room for signs of possible misbehavior or to acknowledge other students who were requesting assistance. All this had to be remembered when teachers were assisting students. Doyle observed that unsuccessful teachers could not manage these activities. They had not learned to anticipate consequences. They had not learned to predict student reactions to a set of materials. Neither had they learned to judge how much time it would take to complete an activity. Consequently, they had difficulty in keeping students engaged in academic work.

There were many aspects of teacher behavior that indicated whether or not teachers clearly understood what they were to do with students. Managing activities was one indicator. Kounin's (1970) study illustrated how effective teachers were able to manage more than

one activity successfully. They did not lose time managing more than one activity. They did not neglect some students while tending to others. They knew who was doing what, where, and when.

Effective teachers were able to coordinate and integrate classroom activities. They made seatwork assignments consistent with instructional goals and objectives. They used the activity time and work for diagnosis and remediation (Cohen, Intili, and Robbins, 1979; Kounin, 1970, and Good and Brophy, 1978).

IV. SUMMARY

There are specific teaching and managerial behaviors that seem to make a difference in quality instruction and student achievement. Teaching behaviors were observed and compared across various SES levels, grade levels, age levels, and ability levels. What some teachers did in the classroom made a difference in student performances.

The instructional behaviors that seem to influence student achievement can be described as basic teaching skills that facilitate instructional processes. They include: (1) directing, (2) presenting, (3) explaining, (4) lecturing, (5) demonstrating, (6) discussing, (7) motivating, (8) questioning, (9) responding, (10) listening, and (11) summarizing. Specific basic management skills include: (1) planning, (2) organizing, (3) decision making, (4) pacing, (5) signaling, (6) monitoring, and (7) maintaining and disciplining. Teachers used these basic teaching and management skills to manage classroom time, students, materials, and activities effectively.

Effective teachers plan and organize and decide on instructional methods, objectives, activities, and materials that will be appropriate for their student characteristics (grade, age, ability, SES, needs, interests, etc.). Very little time seems to be lost when teachers plan and organize for students.

Teachers who plan and organize provide and maintain an academic and relaxed learning environment for students. They are task-oriented and they manage to keep students actively engaged in academic tasks and activities. Effective teachers tend to know what is to be accomplished in the classroom. They select appropriate material resources that enable them to accomplish objectives. They prepare students by transmitting the objectives clearly to students in whole groups.

When lectures, demonstrations, and/or discussions are selected to present lesson content to students, effective teachers tend to structure it for their particular students. Pointing out main ideas in the lesson, pacing the instruction, and signaling transitions in the lessons enable students to understand and attain instructional objectives. Teachers who know when to slow down or speed up instructional tasks and activities are more effective in motivating and encouraging students to participate in academic learning. If students do not seem to be attaining the objectives, teachers are prepared and organized to alter their teaching methods. They decide on methods that accommodate learners' needs. When teachers prepare students for the transitional changes in the lesson, they manage to move from one task or activity to another without losing much time. There are very few interruptions from students. As a result, students remain on task and the teacher is able to prevent possible discipline problems.

Teachers are more effective when they select the appropriate methods for the transitions. When transitions are made from lectures to questions or discussions, teachers manage time and students by selecting the type of questions in which students can respond and discuss. Questioning patterns tend to vary among effective teachers because of SES, grade, age, and ability levels. Regardless of the various levels, teachers give students some type of feedback.

Academic activities and materials are consistent with instructional objectives. Activities that students can engage in successfully are selected. Effective teachers are able to manage several tasks or activities simultaneously without encountering severe behavioral problems from students. They give students clear directions for activity assignments. They monitor student progress and activities. Teachers who use seatwork assignments to occupy student time are not successful in keeping students engaged in the activities; nor are they successful in completing the activities.

The effects of these instructional and managerial behaviors on students seem to facilitate achievement. Elementary and low SES students seem to benefit more from outlined instruction and slow-paced instruction. They also seem to benefit from practice drills, repetition and monitoring. They need more motivation and encouragement. Middle and upper grades and high SES students seem to require more large group instructional tasks, more discussion, rapid-pace, and less practice drills. However, the effects of the teaching and management behaviors result from teachers matching the instructional processes with the characteristics of their students.

CHAPTER III

METHODS AND PROCEDURES

I. INTRODUCTION

Effective teaching has been described in terms of what teachers do to help students attain instructional goals and objectives. There were specific teaching behaviors that influenced teachers' and students' attainment of the goals and objectives. The relationship between student characteristics and instructional processes enhanced quality instruction and academic achievement. The overlap of instructional and managerial behaviors made it possible for teachers to provide and maintain an academic learning environment for students.

Classroom instruction has to be planned and organized for student ability, age, grade, needs, interest, and socioeconomical (SES) levels. Teachers must take an interest in these characteristics if students are to be motivated and encouraged to participate in learning activities. Classroom tasks, activities, and resources must be managed effectively so instructional goals and objectives can be accomplished.

The qualities of effective teaching and managerial behaviors were described in the review of literature. Twenty-six behaviors were used to prepare items for checklist forms. Two columns were used to indicate the presence or absence of the twenty-six teaching behaviors that either had or had not been observed. These items helped

to serve as the criteria in selecting teachers who were observed for the research study that was conducted during the Spring quarter 1980 in the Chattanooga, Tennessee Public School District. To observe how selected effective secondary English teachers manage classroom time, students, and materials was expressed to the superintendent of the school system. The superintendent's consent of the study in the system led to recruiting schools to participate.

In recruiting schools to participate in the study, the purposes of the study were explained to twelve junior and senior high schools. There were six schools that volunteered to participate in the study. These schools included four urban, one suburban, and one rural. The volunteered schools did not randomly represent the various types of schools in the district.

These school settings varied. Five of the schools comprised grades 7-9 and 10-12. The other school comprised grades 7-12. The enrollment (as of December, 1979) ranged from 300 to 1204 students. All the schools had self-contained classes. The curriculum programs varied. They included vocational, academic arts and sciences, college preparatory, career, and high school preparatory programs.

One of the high schools was referred to as the School of Academics with emphasis on a solid foundation for college-bound students. Besides the regular academic courses, the school included courses beyond the traditional high school curricular. Latin III and IV, French III and IV, Spanish III and IV, Calculus, Computer Science, Chemistry, Physics, and Orchestra were offered. Students can elect to take courses for advanced college credit that can be earned during

their junior and senior years. Prospective students have to submit an application and must be recommended by their previous principal and counselor. They must have at least a B average and good conduct and attendance. Students who enter the tenth grade must have completed at least five credits in English, Math, and Science. All students have a proposed major in which they are accepted if they meet the high standards of that particular course of study.

One of the junior high schools prepared their students for a college preparatory high school. The curriculum included Latin, French, Spanish and Calculus courses.

The schools were located in downtown business areas, near industrial plants, and in residential communities. The socioeconomical status varied. Two of the schools had high SES students; three of the schools had low SES students, and one of the schools had high and low SES students. (See Table I for characteristics of the six schools included in the study.)

A follow-up letter was mailed to the six principals who volunteered to participate in the study. They were asked to select their most effective English teachers. Teaching criteria forms of effective teaching behaviors were enclosed with the letters. (See Table II for the effective teaching behaviors and teacher characteristics obtained from the literature.) Principals were informed they could use the forms to help select effective teachers. They were asked to check the column for the behaviors that were and were not observed. They were also asked to include any other criteria they used to select the teachers, if the items were not cited on the forms. Space was provided at the bottom of the second page for the additional information.

TABLE I
CHARACTERISTICS OF THE SIX SCHOOLS INCLUDED
IN THE STUDY

Type	Grade Levels	Enrollment ^a	Curriculum Program
Urban	7-9 10-12	300 300	Basic Skills; High School Preparation; Vocational; Academics; College Preparatory; Career
Suburban	7-9	1,200	Academic; High School Preparation
Rural	7-12	300	High School and College Preparatory

^aThese numbers represent minimum student enrollment.

TABLE II

EFFECTIVE TEACHING BEHAVIORS AND TEACHER CHARACTERISTICS
OBTAINED FROM THE LITERATURE REVIEW

Effective Teaching Behaviors and Teacher Characteristics
Teaching behaviors indicate that classroom instruction has been planned and organized
Teaching behaviors indicate that knowledge of the subject matter and content is mastered
Assesses and understands student prerequisite skills before adding new knowledge
Informs students about what they should learn from lesson activities
Makes clear presentations of instructional information to students
Works productively to achieve instructional goals and objectives
Uses a variety of teaching methods, materials, and activities to help students achieve instructional goals and objectives
Allocates classroom time to teaching activities and maintains an academic focus
Gives appropriate feedback to enable students to achieve instructional goals and objectives
Directs and guides students in completing academic tasks
Keeps students engaged in academic activities
Presents clear directions for students engaging in learning activities
Encourages and motivates students to participate in class activities
Monitors the performance and progress of students
Maintains a classroom learning environment for productive academic activities
Interacts with students in class activities
Manages the class so that instructional goals and objectives can be accomplished

TABLE II (Continued)

Effective Teaching Behaviors and Teacher Characteristics	
Obtains cooperation from students to accomplish goals and objectives	
Gives students an opportunity to make classroom decisions	
Uses flexibility with students	
Takes an interest in student needs and interests	
Understands student feelings and attitudes	
Has a good rapport with students	
Shows enthusiasm in learning activities with students	
Participates in community and professional activities	
Takes an interest in school activities	

None of the principals added to the list. (See Appendix A for effective teaching behaviors and teacher characteristics forms and related correspondence to principals.)

Principals were contacted by telephone to see if they had received the correspondence. All principals were prepared to submit the names of the teachers whom they had selected as possible participants. Thirteen teachers were selected. The checklist forms were collected from principals during the week of observations at that particular school. The total number of teachers for each item was recorded in the two columns after all the forms were collected. (See Table III for criteria results of the number of observed and unobserved behaviors of selected secondary English teachers.)

Arrangements were made with the principals to secure teachers' consent to participate in the study. The principals scheduled the meetings with teachers during their planning periods.

A meeting was held with each selected teacher to explain the purposes of the research study. Eleven teachers volunteered to participate in the study. The other two teachers did not consent to participate in the study.

II. POPULATION STUDIED

The eleven teachers who volunteered for the study consisted of five junior high school teachers who taught English in grades 7-9 and six high school teachers who taught English in grades 10-12. Their ages ranged from thirty to fifty, and their teaching experiences ranged from five to twenty-five years. Eight of the teachers were white, and three of the teachers were black. Ten of the teachers were

TABLE III

CRITERIA RESULTS OF THE NUMBER OF OBSERVED AND UNOBSERVED
BEHAVIORS OF SELECTED SECONDARY ENGLISH TEACHERS

Teacher	Number of Observed Effective Behaviors	Number of Unobserved Effective Behaviors	Other Responses ^a
1	26		
2	26		
3	18		18
4	12		14
5	25	1	
6	26		
7	26		
8	26		
9	26		
10	26		
11	26		

^aThese responses consisted of sometimes, some, tries, and most of the time.

females. (See Table IV for characteristics of participating secondary English teachers.)

The population of teachers was not considered a random sample of Chattanooga teachers. The population of teachers and schools was voluntary. English teachers were selected for the study for two reasons: (1) Public concern with basic skill instruction; (2) Research on teaching has focused on reading as one of the basic skills in elementary schools. Research studies that have investigated the basic skill of English instruction have been conducted in junior high schools. The authors of the studies have reported inconclusive results about what effective English teachers are like (Brophy and Evertson, 1978, 1979).

III. DATA COLLECTION

The primary data were collected from personal interviews with teachers and descriptive classroom observations of teaching behaviors. Arrangements were made with each participant to conduct the interviews

TABLE IV
CHARACTERISTICS OF PARTICIPATING SECONDARY
ENGLISH TEACHERS

Grades Taught	Age	Sex	Teaching Experience
7-9	30-50	Female	5-25
10-12	30-50	Male and Female	5-25

on the days that classrooms would be observed. Teacher classroom schedules were obtained and recorded.

All participants were informed about the purposes of the interviews and observations. They were also informed about what would be recorded and how they would be recorded. Two interview sessions and two observational visits were requested of each participant. Eleven teachers agreed to the requested number of interview sessions. Nine of the teachers agreed to the requested number of observational visits. One observational visit was made with two of the teachers. (See Appendix B for interview and observation consent forms from principals and teachers.)

Interviews

The research questions basic to this study were used by the researcher to construct two sets of open-ended questions for the participants. The flexibility of the instrument was designed to elicit information that would enable the researcher to understand what was going on in the classrooms and why. Five questions were developed for each interview session with participants. The first set of questions focused on intended objectives, activities, progress assessment, and evaluations of objective attainments. Instructional theories (Popham and Baker, 1970; Kemp, 1971, and Saylor and Alexander, 1974) were the basis on which five questions were developed for the first interviews. The second set of five questions were expected to ascertain unobservable information about how classroom tasks and activities are planned.

The researcher interviewed all participants twice. None of the interviews exceeded fifteen minutes. The first personal interview was scheduled and conducted prior to collecting the first set of classroom data. The sessions were conducted before the first class was observed or during teachers' planning periods the day prior to observing classes. Participants' classrooms were used for the interviews.

The purposes of the first interview session were to: (1) acquire information about classroom plans for that day; (2) obtain a clear understanding of lesson objectives; (3) understand how student progress would be measured; (4) answer and clarify questions; (5) reassure participants that interview and observational information would not be associated with individuals. Each participant was asked the same five questions. (See Appendix C for first session interview questions.)

The second session with participants was scheduled simultaneously with the last day of the final classroom observations. The interviews were conducted after all classroom data were collected. The interviews took place after the last class was observed or after school. All participants were asked five questions. Four of the questions were identical for everyone. The other question was modified for each participant so specific management skills could be named. The purpose of the second session was to acquire information that was unobservable from classroom observations. (See Appendix C for second session interview questions.) The purpose of the second interview was to ascertain whether or not participants were aware of various instructional behaviors and processes, and how English instructional goals and objectives were determined.

Classroom Observations

The researcher collected classroom observational data from three junior high and three senior high school English classes in the Chattanooga, Tennessee Public School District. A total of seventy-five classes was observed. The number of classes that were observed for each participant varied. This was due to the arrangements that were made with teachers for the number of classes that would be observed. Nine of the teachers were observed twice. Two of the teachers consented to be observed once.

Time narrative logs were designed to record teaching behaviors in the classroom. This type of instrument was developed for the following reasons: (1) to decrease the chances for inferred behaviors; (2) to record behaviors chronologically; (3) to be able to record the time of the behaviors; (4) to be able to record verbal and physical behaviors, and (5) to be able to use flexibility in recording events that may intervene to cause a verbal or physical behavior. Using pre-established categories would not have adequately answered the research questions in the study.

The teacher's name, sex, years of teaching experience, date, subject, grade level, class period, and number of students present in the class were recorded at the top of the first log page. Information was recorded from the beginning of the class period to the ending. The length of the logs depended on instructional plans and available classroom time. There were observational days when classes were five or ten minutes shorter because of activity schedules.

The logs also included behaviors during homeroom periods, because homeroom period was also first period in some schools. There

were classes in which homeroom time overlapped with first period class time. Approximately 500 pages were used to collect the classroom descriptive data. (See Appendix D for an example of log forms used to record classroom data.)

IV. DATA ANALYSIS

Content analysis methods were used to categorize and quantify the classroom narrative data (Berelson, 1971). Effective instructional and managerial behaviors that were reviewed in the literature were the basic criteria used to analyze the data.

The researcher developed two instruments that identify and describe managerial behaviors that interact with the instructional behaviors. Behaviors that prepared and organized students for instruction and behaviors that prepared instruction for students were coded. Behaviors that managed students, misbehaviors, and material resources were also coded. (See Appendix E for instruments used to code and analyze classroom narrative data.)

All classroom narrative data were coded by two trainees and the researcher. In a four-hour preliminary training session, the trainees were given the procedures for coding the narrative data. Afterwards, each person was given a sample of the same narrative data to code. This consisted of one teacher's class. The trainees and researcher scheduled a time to reconvene to determine the extent of coding consistency and agreement. It was agreed that a week would allow the trainees to not only code the data, but also would enable them to practice and become familiar with the codes and instructions. (See

Appendix E for instructional guide for coding and the sample of the classroom data coded.)

After the three coders identified the behaviors, the results were analyzed. A total of 105 behaviors was identified. For the first forty minutes of classroom time, the behaviors differed less than 1.7% among coders. There were four behavioral differences. Most of the differences about the behaviors occurred during the last fifteen minutes of the teacher's classroom time. There was a 4.3% difference among coders. The coders disagreed on nine behaviors. (See Appendix E for the results and differences among coders.)

The instruments were used to identify and analyze all classroom narrative data. Each trainee was given twenty classroom narrative logs and the researcher had thirty-five. All data were analyzed by the researcher. The results of the behaviors identified were transferred to contingency tables so the behaviors could be tallied. (See Appendix E for an example of how results of identified behaviors were recorded.) The behaviors were analyzed on the basis of what behaviors were used most often by the teachers, and how frequently the behaviors were used.

The classroom time that was recorded with the teaching behaviors and classroom events was used to analyze how time was spent on tasks and activities. Interview responses were compared to observational findings.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter consists of an introductory section explaining coded managerial and instructional behaviors that were analyzed. The second section presents and discusses the data results from classroom observation. These results are reported and analyzed by answering the first two questions posed by the study: (1) What management skills are used most often by the selected effective teachers; (2) How frequently do effective teachers use management skills that the literature identified as being important for student achievement? The third section presents other findings of managerial behaviors that were not addressed in the research questions. The fourth section presents and discusses the data from two interview sessions with the participants.

I. INTRODUCTION OF MANAGERIAL AND INSTRUCTIONAL BEHAVIORS

The data were analyzed by examining managerial behaviors and teacher instructional behaviors. Table V identifies and describes the behaviors that were coded from 1.0 to 10.6.

The managerial behaviors include how teachers prepared and organized instructional tasks and activities before students entered class. For example, information written on the board (1.1), and material resources ready to be used (1.2) were analyzed. How teachers prepared and organized students at the beginning of class included behaviors such as: checking the roll (2.1, 2.2); making

TABLE V

IDENTIFICATION CODE AND DESCRIPTION OF MANAGERIAL BEHAVIORS
USED TO CLASSIFY INSTRUCTIONAL TASKS AND ACTIVITIES

Identification Code	Description
1.0	Preparation and organization
1.1	Information written on board for students
1.2	Material/media resources ready to be used
2.0	Beginning of class
2.1	Calls roll aloud
2.2	Checks roll silently
2.3	Organizes students
2.4	Writes on board
2.5	Gets student attention
2.6	Makes announcements/reminds students
2.7	Introduces rules and procedures
2.8	Gives students directions
3.0	Preparation of lesson presentations
3.1	Gets student attention
3.2	Prepares all students for lecture/discussion/ test/review
3.3	Assesses student readiness levels
3.4	Reviews/gives overview of content
3.5	States, outlines, demonstrates objectives of lesson clearly
4.0	Organization of lesson presentations
4.1	Presents information to whole class
4.2	Presents information clearly
4.3	Uses written or verbal examples and illus- trations to explain
4.4	Presents lesson contents on level of students
4.5	Relates information to student interests, needs, and characteristics
4.6	Uses specific method to achieve goals and objectives
4.7	Alters method/uses flexibility
4.8	Paces instruction on level of students
4.9a	Repeats/emphasizes main points as they occur in lesson
4.9b	Signals transitions in lesson
4.9c	Does not divert from focus of lesson
4.9d	Redirects students back to lesson
4.9e	Summarizes/emphasizes main ideas upon completing instructional segment
4.9f	Assesses student level of understanding

TABLE V (Continued)

Identification Code	Description
5.0	Discussion
5.1	Directs students into discussion
5.2	Facilitates discussion
5.3	Motivates/encourages participation
5.4	Recognizes participation/ideas
5.5	Listens to students/responds
5.6	Encourages other students to listen to students
6.0	Questions
6.1	Alerts students for questions
6.2	Uses types of questions for student level
6.3	Addresses questions to everyone
6.4	Asks questions and then calls on students
6.5	Asks questions and calls on specific students to respond
6.6	Calls on specific students and then asks questions
6.7	Uses a variety of ways to call on students
6.8	Waits for students to respond
6.9a	Calls on students in some consistent order
6.9b	Alerts students for order of questions
7.0	Feedback
7.1	Repeats responses
7.2	Praises students
7.3	Gives answers
7.4	Calls on another student to give answers
7.5	Repeats question
7.6	Rephrases question
7.7	Gives clues to answers
7.8	Asks new questions
7.9	Gives no feedback
8.0	Practice opportunities
8.1	Introduces desired tasks and activities
8.2	Establishes procedures for tasks and activities before students ask and before a problem occurs
8.3	Provides material resources
8.4	Indicates start of task and activity
8.5	Checks to see if everyone understands what they are to do
8.6	Uses recitation
8.7	Uses drills
8.8	Uses seatwork assignments
8.9a	Uses small groups
8.9b	Uses individual approach
8.9c	Accomplishes tasks and activity goals & objectives

TABLE V (Continued)

Identification Code	Description
9.0	Monitors student tasks and activities
9.1	Moves around the room/observing students
9.2	Moves around room/giving feedback
9.3	Sits down/observing students
9.4	Stands observing students
9.5	Assesses what students have done during time
10.0	Ending tasks and activities
10.1	Gives advance notice to finish up tasks and activities
10.2	Directs students to put materials away
10.3	Gives clear directions
10.4	Summarizes at the end of tasks and activities
10.5	Makes references to future tasks and activities
10.6	Uses this time to include assignments

announcements (2.6); introducing classroom rules and procedures (2.7), and giving directions to students (2.8).

The behaviors that describe how teachers prepared students for the lesson presentations, and how teachers organized lesson presentations for students are coded from 3.0 to 7.9. These behaviors include: assessing readiness levels (3.3); reviewing and giving an overview of the lesson content (3.4); stating objectives (3.4); relating information to student interests and needs (4.5); pacing the instruction (4.8); emphasizing and summarizing main ideas in lessons (4.9a), and redirecting students back to the lesson (4.9d). The behaviors also include how teachers addressed questions (6.0 to 6.9b), and gave feedback to students (7.0 to 7.9). Some of these behaviors are: alerting students for questions (6.1); addressing questions to everyone (6.3); calling on specific students and then asking questions (6.6); repeating responses (7.1); giving answers (7.3); calling on other students for responses (7.4), and rephrasing questions (7.7).

The management behaviors that teachers used for practice opportunities for students to learn lesson objectives are coded from 8.0 to 8.9c. How teachers monitored students engaged in these tasks and activities are coded from 9.0 to 9.5. These behaviors include: preparing students for the tasks and activities (8.1); organizing students for them (8.2); checking to see if students understand the tasks and activities (8.5); moving around to observe student engagement of tasks and activities (9.1); moving around giving feedback (9.2), and assessing what students have done with the time allotted to the tasks and activities (9.5).

The behaviors that teachers used to end tasks and activities are also presented. These managerial behaviors show how teachers prepared and organized students before class ended (10.0 to 10.6). The behaviors are: giving advance notice to complete tasks and activities (10.1); directing students to put away materials (10.2); giving clear directions (10.3); summarizing at the end of the tasks and activities (10.4); making reference to future tasks and activities (10.5), and using the time to include assignments (10.6).

Table VI presents behaviors that teachers used to manage students, misbehaviors, and material resources. The behaviors are coded as A.0 to C.7. How teachers managed students (A.0 to A.8) include: expecting students to participate in tasks and activities (A.1); getting students engaged in tasks and activities (A.2); having students do the same tasks and activity (A.4); keeping students engaged in tasks and activities (A.7), and giving students directions after completed tasks and activities (A.8).

The management of misbehaviors (B.0 to B.9) include: ignoring misbehaviors (B.1); citing rules (B.2); ordering student to stop misbehaviors (B.3); expressing feelings about misbehavior (B.6), and punishing student (B.9).

How teachers manage material resources are coded from C.0 to C.7. These behaviors include: having adequate materials (C.3); giving students directions for use of materials (C.4); distributing materials in some consistent order (C.5), and using materials that are consistent and appropriate for objectives and students (C.6 and C.7).

TABLE VI

IDENTIFICATION CODE AND DESCRIPTION OF MANAGERIAL BEHAVIORS
USED TO MANAGE STUDENTS, MISBEHAVIORS, AND
MATERIAL RESOURCES

Identification Code	Description
A.0	Management of students
A.1	Expects all students to participate in tasks and activities
A.2	Gets everyone engaged into tasks and activities
A.3	Has no problems getting students moved into positions
A.4	Has all students doing the same task and activity
A.5	Has different tasks and activities going on at the same time
A.6	Provides something that will reflect student engagement of tasks and activities
A.7	Keeps students involved in tasks and activities
A.8	Gives students directions what to do after tasks and activities are completed
B.0	Management of misbehaviors
B.1	Ignores misbehaviors
B.2	Cites rule
B.3	Orders student to stop misbehaviors
B.4	Names misbehavior
B.5	Signals/reinforces appropriate behavior
B.6	Expresses feelings about misbehavior
B.7	Questions student to gain information about misbehavior
B.8	Isolates/separates student from other students and class
B.9	Punishes student in some way
C.0	Management of material resources
C.1	Prepares to get materials resources ready
C.2	Has material resources set up and ready to use at the beginning of tasks and activity
C.3	Has adequate materials
C.4	Gives students directions for use of materials
C.5	Distributes materials in some consistent order
C.6	Uses materials that are consistent with lesson objectives
C.7	Uses materials that are appropriate for students

II. RESULTS FROM CLASSROOM OBSERVATIONS

Research Question 1: What management skills are used most often by selected effective teachers?

Management skills were observed and analyzed as teachers presented instructional tasks and activities. Skills related to how teachers managed time, students, misbehaviors, and materials were also observed. Of the managerial behaviors that were presented in Table V, page 53, twenty-two behaviors were found to be used frequently by the teachers with instructional tasks and activities. These are the behaviors that were used at least 85 to 405 times by the teachers. Of the managerial behaviors presented in Table VI, twelve of them were used frequently by the teachers to manage students, misbehaviors, and materials. These are the behaviors that were used at least 20 to 90 times by the teachers.

Tables VII and VIII present these behaviors that occurred most often. These behaviors are listed according to their frequency. The behaviors indicate that planning, organizing, decision making, maintaining, and disciplining were the most frequent skills used with instructional tasks and activities, and with the management of students, misbehaviors, and materials. These skills are reflected in how teachers: (1) prepared and organized students for instruction; (2) decided, prepared, and organized instruction; (3) decided, prepared, and organized practice opportunities for students; (4) created and maintained an academic learning environment; (5) disciplined misbehaviors, and (6) prepared and organized students to complete tasks and activities.

In Table VII the behaviors indicate how management skills were used to prepare and organize students for instruction. Teachers tended to get student attention (3.1), and then they prepared students for the instructional lesson (3.2). Student readiness to learn new

TABLE VII
THE MOST FREQUENT MANAGERIAL BEHAVIORS USED WITH
INSTRUCTIONAL TASKS AND ACTIVITIES

Identification Code	Description	Frequency
4.3	Uses written or verbal examples and illustrations to explain	460
6.3	Addresses questions to everyone	279
7.1	Repeats responses	272
3.1	Gets student attention	270
6.8	Waits for students to respond	210
4.9a	Repeats/emphasizes main points as they occur in lesson	190
4.9b	Signals transitions in lesson	183
3.3	Assesses student readiness levels	178
4.1	Presents information to whole class	171
8.8	Uses seatwork assignments	165
4.9f	Assesses student level of understanding	140
4.2	Presents information clearly	133
3.5	States, outlines, demonstrates objectives of lesson clearly	127
6.5	Asks questions and calls on specific students to respond	126
8.2	Establishes procedures for tasks and activities before students ask and before a problem occurs	117
6.2	Uses types of questions for student level	114
8.1	Introduces desired tasks and activities	111

TABLE VII (Continued)

Identification Code	Description	Frequency
10.1	Gives advance notice to finish up tasks and activities	106
3.4	Reviews/gives overview of content	103
7.3	Gives answers	99
3.2	Prepares all students for lecture/discussion/test/review	96
10.5	Makes references to future tasks and activities	85

TABLE VIII

THE MOST FREQUENT BEHAVIORS TEACHERS USED TO MANAGE
STUDENTS, MISBEHAVIORS, AND MATERIAL RESOURCES

Identification Code	Description	Frequency
B.4	Names misbehavior	99
A.8	Gives students directions what to do after tasks and activities are completed	69
C.5	Distributes materials in some consistent order	66
B.3	Orders student to stop misbehavior	51
B.2	Cites rule	50
B.1	Ignores misbehaviors	49
A.7	Keeps students involved in tasks and activities	48
C.7	Uses materials that are appropriate for students	36
B.6	Expresses feeling about misbehavior	32
A.1	Expects all students to participate in tasks and activities	31
A.2	Gets everyone engaged in tasks and activities	27
C.2	Has material resources set up and ready to use at the beginning of tasks and activities	21

knowledge was assessed frequently (3.3). The management skills can also be seen in how instructional presentations were given to students. The teachers presented information to the whole class (4.1). Reviews were given, as well as an overview of the lesson content to be presented (3.4). Objectives were given to students (3.5). Teachers presented information clearly (4.2) and frequently used written or verbal examples and illustrations to explain (4.3). They made students aware of important information to be retained by repeating and/or emphasizing main points as they occurred in the lesson (4.9a). Student level of understanding the information was assessed (4.9b). If teachers decided to interrupt the flow of the lesson, they prepared and alerted students for the transitional changes (4.9b). These transitional changes included teachers asking students questions. Teachers tended to address the questions to the whole class (6.3). Afterwards, they called on specific students to respond (6.5). Students were given time to respond (6.8), and then teachers repeated student responses (7.1). Answers to student incorrect responses were also given (7.3).

The data also indicate teachers' preparation, organization, and decisions about providing opportunities for students to learn criterion materials. Seatwork was frequently assigned for the practice tasks and activities (8.8). Teachers introduced the desired tasks and activity (8.1), and they gave students the procedures before students asked about them and before a problem occurred (8.2). These tasks and activities did not end as the bell rang. Teachers gave students advanced notice to complete them (10.1). They also were prepared to

use that time to make references to future tasks and activities (10.5).

Table VIII shows how teachers used the management skills to manage students, misbehaviors, and materials. Teachers expected all students to participate in tasks and activities (A.1). They got students engaged in the tasks and activities (A.2), and they kept them engaged (A.7) by giving directions for what to do if work was completed early (A.8). These behaviors indicate that teachers had prepared and organized to keep students involved in academic tasks and activities.

The disciplining skills that teachers used most often to manage student misbehaviors are also presented in Table VIII. Teachers tended to ignore misbehaviors (B.1). They also managed by citing classroom and/or school rules (B.2). Students were not only told to stop the misbehavior (B.3), but the misbehavior was named for them (B.4). Students who misbehaved were given approval for appropriate behaviors (B.6).

Preparation and organizational skills are also reflected in how teachers managed materials. They tended to have material resources set up and prepared to use at the beginning of a task and activity (C.2). They also managed materials by distributing them in some consistent order to students (C.5). These materials were appropriate for student levels (C.7).

Research Question 2: How frequently do effective teachers use management skills that the literature identified as being important for student achievement?

The effective management skills that were obtained from the literature were: (1) planning; (2) organizing; (3) decision-making;

(4) monitoring, and (5) maintaining and disciplining. These skills were observed in the classrooms. All the teachers used some of the management skills before, during, and after instruction.

Management skills used most frequently were: (1) planning; (2) organizing; (3) decision-making; (4) maintaining, and (5) disciplining. Of the managerial behaviors most often used, the frequency was 4,257. In comparison to the frequency of all behaviors (6,504), the most frequent behaviors were used 65% of the time.

As presented in Table VII, page 60, the managerial behaviors occurred frequently with instructional behaviors. The frequencies of the management skills used to get students ready for instruction (3.2, 3.3) were 96 and 178; present instructional objectives and lessons to students (3.4, 3.5, 4.2, 4.1, 4.9a, 4.3) were 103, 127, 133, 171, 190, 460; decide when to make transitions in the lesson (4.9b) were 183; ask students questions (6.2, 6.5, 6.3) were 114, 126, and 279; decide to give feedback (7.3, 7.1) were 99 and 272; introduce tasks and activities (8.1, 8.2) were 111 and 117; end tasks and activities (10.5, 10.6) were 85 and 106; keep students engaged in tasks and activities (A.2, A.1, A.7, A.8) were 27, 31, 48, and 69; manage misbehaviors (B.1 - B.6) were 32, 49, 50, 51, 99; and manage material resources (C.2, C.7, C.5) were 21, 36, and 66.

The management skill that was not used frequently was monitoring (9.0 to 9.5). This skill was cited in the literature as being important for keeping students involved in academic tasks and activities, and helping students to attain goals and objectives. The frequency for seatwork assignments provided for students (8.8) was 165. The teachers established procedures for the tasks and activities before

students asked and before a problem occurred (8.2). The frequency was 117, but the teachers did not monitor or assess student performance frequently.

Table IX illustrates where classroom time was spent when teachers used the management skills. Most of the skills occurred when teachers spent time on instructional tasks and activities for lesson presentations (4.0 to 7.9), and for practice opportunities (8.0 to 8.9c). (See Appendix G for data summaries of how classroom time was used.)

III. FINDINGS OF OTHER MANAGERIAL BEHAVIORS

There were other findings about managerial behaviors that resulted from the study. In an examination of the data results, it was observed that there was no definite order of behavioral patterns with teachers. Table X depicts some of the behavioral patterns that were used. For example, number one shows that after the teacher prepared students for lecture/discussion/test/review (3.2), reference was made to future tasks and activities (10.5). In number two, after the teacher prepared students for the instructional presentation (3.2) and made reference to future tasks and activities (10.5), the teacher decided to use that time to include assignments (10.6). Conversely, number seven represents the behavior that occurred at the beginning of class. The teacher made a homework assignment first (10.6), and then began to ask students questions (6.3).

Teachers not only gave students the instructional objectives (3.5) for that day, they presented students with instructional goals and objectives and activities that were planned for the remainder of

TABLE IX
HOW TEACHERS ALLOTTED CLASSROOM TIME TO INSTRUCTIONAL
TASKS AND ACTIVITIES

Tasks and Activities	Description	Time-on-Tasks and Activities ^a
8.0-8.9c	Preparation, Organization, and Decision-Making of Practice Opportunities for Students	1362
4.0-7.9	Preparation and Organization of Lesson Presentations for Students	1288
9.0-9.5	Monitoring of Student Progress and Attainment of Instructional Goals and Objectives	908
2.0-3.5	Preparation and Organization of Students for Class and Lesson Presentations	384
10.0-10.6	Preparation and Organization of Ending Tasks and Activities	240

^aTime is given in total minutes.

TABLE X

EXAMPLES OF OBSERVED BEHAVIORAL PATTERNS AMONG TEACHERS

Behavioral Patterns
1. Prepares all students for lecture/discussion/test/review (3.2); Makes reference to future tasks and activities (10.5); Uses written or verbal examples and illustrations to explain (4.3); Gives students directions (2.8); Makes announcements/reminds students (2.6). 2. Gets student attention (2.5); Prepares all students for lecture/discussion/test/review (3.2); Makes reference to future tasks and activities (10.5); Uses this time to include assignments (10.6); Gives students directions (2.8); States, outlines, demonstrates objectives of lesson clearly (3.5). 3. Gets student attention (2.5); Prepares all students for lecture/discussion/test/review (3.2); States, outlines, demonstrates objectives of lesson clearly (3.5); Organizes students (2.3); Calls roll aloud (2.1). 4. Gets student attention (2.5); Prepares all students for lecture/discussion/test/review (3.2); Assesses student readiness levels (3.3); Assesses student level of understanding (4.9f); Assesses student readiness levels (3.3). 5. Gives advance notice to finish up tasks and activities (10.1); Makes reference to future tasks and activities (10.5); Gives clear directions (10.3); Uses this time to include assignments (10.6). 6. Checks roll silently (2.2); Organizes students (2.3); Gives directions (2.8). 7. Uses this time to include assignments (10.6); Addresses questions to everyone (6.3); Repeats responses (7.1); Repeats/emphasizes main points as they occur in lesson (4.9a). 8. Uses this time to include assignments (10.6); Gives clear directions (10.3).

of the week and/or for the next week. In presenting instructional goals, objectives, and activities to students, teachers explained to students why various decisions had been made.

Another managerial behavior that consistently occurred with all teachers was to make students aware of when they were going to present instructional tasks and the amount of time that would be used to work on task activities. Students also decided how much time they would need in class to complete tasks and activities.

Teachers encouraged students to become a part of managerial processes. For example, students helped to make some classroom instructional decisions. A teacher decided to use the instructional method that students said helped them to do better on one part of a test. Students gave input on a new seating arrangement and for a better way to have information on dittos. They also suggested acting out the roles in Romeo and Juliet as they read it in class.

Teachers made students a part of the management processes by assigning them to distribute and/or collect material resources. Students were told how to collect the materials. As teachers non-verbally signaled students to stop talking, some students verbally announced the intent to other students. As a result, students became quiet and the teachers proceeded with explanations and presentations.

Students tended to prepare and organize themselves as they entered class. They sharpened their pencils; got books from bookcases, and took a book from the table as they went to their seats. If students saw information on the board for them, they began copying it without directions.

IV. INTERVIEW RESPONSES

Two interview sessions were conducted with participants. The first was conducted before teachers' classes were observed, and the second one was conducted after all teachers' classes had been observed. Five open-ended questions were asked in the interview sessions.

The following questions and responses are from the first interview session with the participants:

Question 1: What are you expecting to happen in your classroom today?

Question 2: What activities will you and the students be involved in?

Question 3: What instructional goals and objectives will be attained?

Question 4: How do you determine if students have progressed?

Question 5: What measuring devices do you use in assessing student attainment of goals and objectives?

The purposes of the first three questions were to acquire information about classroom plans for the day of observation, and to obtain a clear understanding of lesson objectives. The purpose of the third question was intended to ascertain how teachers know if students are achieving instructional goals. The fifth question was intended to ascertain what kind of performance criteria teachers use to evaluate student achievement of goals and objectives.

Table XI represents teachers' responses to the first three questions. The teachers knew what they were planning to do and what they had planned for the students. Some of the teachers planned

TABLE XI

TEACHERS' RESPONSES TO CLASSROOM INSTRUCTIONAL PLANS FOR
TASKS AND ACTIVITIES

Teacher	Classes	Instructional Plans
1	7	We will grade two homework assignments in class; test review
2	8	Discussion of business letters; go over test taken; discuss homework; explain lesson for tomorrow; last half of class period for assignment
3	3	Go over test taken; review of sentence rules; exercise assignment
4	5	Review of test; two tests
5	9	Literature unit; go over assignment; discussion of author; discussion of communication of PUSH Pro- gram; reading novels; group work
6	9	Continue to work on Step IV of research papers; check bibliographies; introduction to letter writing, job applications; paragraph develop- ment; workbook exercises
7	7	Review of phrases; test review; diagramming infinitive phrases; introduction of appositives and appositive phrases; discussion of events and characters in story; vocabulary words; test: <u>Romeo and Juliet</u>
8	6	Quiz on capitalization rules; worksheets on con- fused words; will have assignment
9	9	Work in vocabulary books; vocabulary words for reading, spelling, dictionary, and writing skills; exercises; introduction to <u>Romeo and Juliet</u> ; com- pleting mastery test in workbook; will show film- strips; study sheets; introduction to Shakespeare and the objectives; Globe Theatre
10	8	Reviewing phrases for test; vocabulary words review; listening to tape that just arrived; complements; filmstrip; vocabulary test; go over assignment; continue with exercise on predicate nominatives and adjectives; reading assignment on Betsy Smith
11	4	Introduction to Trojan War; will show filmstrip; ask questions about filmstrip; will have assign- ment

several tasks and activities to occur within the allotted time. There were also unplanned activities that were included. For example, one teacher added an unplanned activity because of the arrival of material resources that were needed for a past incomplete activity.

All planned objectives occurred, and ten teachers' planned task activities occurred. It was also observed that the planned activities that occurred were consistent with the instructional objectives.

Teachers gave several responses to how they determine student progress toward objectives. All the teachers responded that they listen to how students answer questions. They also observe their participation in class discussions. Five of the teachers use assignments and units tests to assess student progress. Four teachers also included weekly assessments. These weekly assessments included weekly spelling tests. Three teachers specified the use of teacher-made tests, as well as textbook questions.

In response to the criteria used to evaluate student achievement of goals and objectives, teachers still said, "student responses." Seven of the teachers use unit tests that include several objectives that students should have attained from lesson presentations. Only four of the teachers said they use teacher-made tests. Six teachers responded they use assignments as one of the performance criteria.

Second Interview Session

The following questions and responses are from the second interview session:

Question 1: How do you decide on what lessons and/or units to teach?

Question 2: When do you do most of your planning?

Question 3: How do you decide how much time is needed for planned activities?

Question 4: Are you aware of managerial skills (will name these, if any) that you employ in the classroom?

Question 5: How did you acquire these skills that you employ?

In response to the first question, teachers gave several sources they use to plan their instructional goals and objectives. The most frequent responses were student characteristics, English departmental goals, and colleagues, and self. Three teachers responded they use Tennessee's basic skills objectives so students will be competent to pass the proficiency exam. Goals and objectives outlined in the school system and special school programs, such as ESEA, are also used. Only two teachers stated that textbooks and manuals are used to plan instructional goals and objectives. Most of the planning is done at home and during the planning period. Three teachers also stated that they try to plan on Friday. One teacher responded that most of the planning is done during the summer.

Two types of responses were given to how teachers decide on allotted time for planned activities. Six teachers said they use past teaching experiences, and six of the teachers said they use trial and error experiences with other classes. If there were time for tasks and activities in one class, teachers said they would know how much time they could spend on the same tasks and activities planned for other classes.

When teachers were asked if they were aware of management skills, ten of them responded they were not. If management skills were

observed in individual teachers' classes, specific managerial behaviors were identified for the teacher. Afterwards, all teachers responded that they were aware of the behaviors, but they did not know they were called managerial ones. The teachers responded they had acquired skills with teaching experiences. Only one teacher acquired the skills from a student teacher director, educational method courses, and preservice or inservice programs. Two teachers acquired the skills from a practice teacher and from self. Three teachers said they acquired the skills from colleagues. The teachers emphatically pointed out that they had not acquired skills from their method courses in undergraduate schools. One teacher stressed the importance of sharing the skills with colleagues in inservice programs.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Introduction

The quality of instruction continues to be a primary concern of education. Research studies on teaching have focused on identifying effective teaching behaviors that facilitate student attainment of educational objectives.

Teachers have many classroom tasks that must be accomplished within the available classroom time. They have to: (1) obtain information about student needs, interests, and capabilities; (2) decide what should be taught; (3) plan instructional lessons; (4) select media and materials; (5) check the roll; (6) organize students; (7) present instructional lessons; (8) motivate students to learn; (9) get students engaged in tasks and activities; (10) assess student learning; (11) give students feedback about their progress, and (12) keep students from disturbing other students.

Research studies by Brophy and Evertson (1977); Anderson, Evertson, and Brophy (1979); Arlin (1979); Doyle (1979), and Emmer and Evertson (1980), as well as others, have suggested that management skills, such as planning, organizing, and decision-making, facilitate teachers' accomplishment of tasks within the available classroom time. How teachers manage classroom time is important for both teacher and students.

The purpose of this study was to determine how selected effective secondary English teachers manage classroom time, students, and materials to achieve instructional goals and objectives.

Research Questions

The study focused on answering the following questions:

1. What management skills are used most often by the selected effective teachers?
2. How frequently do the effective teachers use management skills that the literature identifies as being important for student achievement?
3. If effective teachers utilize management skills, are they aware of these skills, and how were the skills acquired?
4. Which identified management skills can be acquired through either preservice or inservice programs?

Methodology

After effective teaching and managerial behaviors were obtained from a review of the literature, secondary schools were recruited to participate in the study. Six schools from the Chattanooga, Tennessee Public School District volunteered for the study. These schools consisted of three junior high schools and three senior high schools. The schools were urban, suburban, and rural. The enrollment was from 300 to 1,204.

The population studied consisted of eleven secondary English teachers who volunteered to participate in the study. They taught English, in grades 7-12, and their ages ranged from thirty to fifty with five to twenty-five years of teaching experiences. The

population was not a random sample of secondary English teachers in the Chattanooga, Tennessee Public School District. They were selected by their principals as being the most effective English teachers.

Principals used criteria forms that were developed to help select the teachers. The criteria consisted of effective teaching and teacher behaviors that were obtained from the literature review.

During the Spring 1980 the data were collected from two personal interviews with the participants and descriptive classroom observations of teaching behaviors. The first interview with participants was conducted prior to observing classes. Five open-ended questions were asked about: classroom plans that were to occur; objectives to be attained, and assessments of student attainment of instructional objectives. The second interviews with participants were conducted after all teachers' classes were observed. Five open-ended questions were posed to ascertain unobservable information about how participants: (1) decide on instructional lessons or units to teach; (2) decide on time needed for tasks and activities, and (3) acquired management skills.

Seventy-five classes were observed to collect data for teaching behaviors. Log forms were used to record: (1) teaching behaviors chronologically from the beginning to ending of class; (2) the time of the behaviors; (3) verbal and physical behaviors, and (4) other classroom events that may cause verbal or physical teaching behaviors.

Analysis of Data

Content analyses were used to analyze the data. The researcher developed two coded instruments to classify and quantify the

classroom data. Effective instructional and managerial behaviors that were reviewed in the literature were the basic criteria used. The first instrument was designed to code: managerial behaviors of how teachers were prepared and organized for students as they entered class; information written on the board and material resources ready to be used (1.0 to 1.2); how teachers organized students at the beginning of class (2.0 to 2.8); how teachers prepared students for the lesson, and how teachers organized lesson presentations for the students (3.0 to 7.9); how teachers provided practice opportunities for students to learn lesson objectives (8.0 to 8.9c); how they monitored student progress and attainment of goals and objectives (9.0 to 9.5), and how they ended tasks and activities (10.0 to 10.6).

The second instrument was designed to code behaviors that teachers used to manage classroom resources, such as students, student misbehaviors, and materials (A.0 to C.7). These management behaviors included getting and keeping students engaged in tasks and activities; ignoring misbehaviors; citing rules for misbehaviors; preparing and distributing materials, and directing students.

The researcher recruited two people to identify and code the classroom narrative data. One of the persons was a former English instructor at a community college for five years. The other person was a graduate student in curriculum and instruction. These two people were trained to use the two instruments to code narrative data. After a four-hour preliminary training session, a sample of one teacher's class was coded by the two trainees and researcher. The coding results were compared and contrasted to determine the extent of agreements and disagreements. Of the 105 behaviors that were

identified, there were thirteen behaviors on which the coders disagreed. The results indicated that the two instruments could be used to code the narrative data.

After the behaviors were identified and coded, the data were analyzed by the researcher. Contingency tables were designed and used to record and tally teacher behaviors results. Behaviors were analyzed as to frequency of use. Classroom time that was recorded with the behaviors was used to analyze the amount of time spent on tasks and activities. Interview responses were compared to observational findings.

II. FINDINGS

The following findings, based on classroom observations, relate to Research Questions 1 and 2 posed in the study:

Research Question 1: What management skills are used most often by the selected effective teachers?

Research Question 2: How frequently do effective teachers use management skills that the literature identified as being important for student achievement?

1. The management skills that were used most often by teachers were: planning, organizing, decision-making, maintaining, and disciplining. These management skills were used as instructional tasks and activities were presented.

2. Instruction was prepared and organized for students as they entered class. Information was written on the board, and materials were ready to be used.

3. Before instructional objectives and lessons were presented, the teachers organized and prepared students for learning. They got students' attention. Student readiness to receive new knowledge was assessed.

4. Instructional presentations were organized. Teachers used whole-class instruction and lectures and demonstrations.

5. When teachers decided to make transitional changes in the lesson, they alerted students to the changes.

6. Appropriate practice opportunities for students to attain objectives were planned and organized. Students were given the opportunity to make responses and receive feedback for their responses.

7. The teachers prepared and organized students for practice opportunities. Students knew what was expected of them. They also knew what to do if they completed their tasks and activities early because the teachers had given them directions.

8. The teachers also prepared and organized students to end tasks and activities. Students were given advance notice to complete tasks and activities.

9. The management skills were used to manage classroom time, students, misbehaviors, activities, and material resources.

10. The teachers managed classroom time by having instructional tasks and activities planned and organized.

11. The teachers managed students by: preparing and organizing them for learning; having instruction prepared and organized; alerting students to transitional changes in the lessons; giving students feedback; providing practice opportunities for students to learn criterion material; expecting and getting all students to

participate in tasks and activities; keeping students engaged in tasks and activities; giving students directions, and using appropriate materials for the level of students.

13. The teachers managed misbehaviors by: ignoring minor misbehaviors; citing class and school rules; ordering students to stop misbehaviors; naming the misbehavior, and expressing feelings about misbehaviors.

14. The teachers managed material resources by having materials prepared and organized to be used, and distributing materials in an organized way.

15. Monitoring skills were only used sixteen to seventy-five times by the teachers.

The following findings, based on teacher responses and classroom observations, relate to Research Question 3 posed in the study:

Research Question 3: If effective teachers utilize management skills, are they aware of these skills, and how were the skills acquired?

1. The teachers utilized management skills in the classroom, but they were not aware they were called management skills.

2. When observed management skills were identified for the teachers, they acknowledged awareness of planning, organizing, and disciplining skills.

3. The teachers did not acquire management skills from teacher education courses.

4. The teachers did not acquire management skills from pre-service or inservice education programs.

5. The teachers acquired management skills from their teaching experiences and trial and error experiences with classes.

The following findings, based on the observed management skills and experimental studies that have investigated if teachers can be trained to use specific management skills effectively, relate to Research Question 4 posed in the study:

Research Question 4: Which management skills can be acquired through either preservice or inservice education programs?

Experimental studies by Ebmeier and Good (1978); Good (1979), and Anderson, Brophy, and Evertson (1979) have illustrated how teachers were trained to use specific management skills. Based on results from previous studies that identified effective managerial behaviors, teachers were trained to use specific management skills. The training programs included using such skills as: preparation, organization, and decision-making.

Good (1979) developed a training program to show that specific behaviors could be taught to teachers. The program consisted of training teachers how to: (1) prepare and organize instructional processes; (2) make decisions during instruction, and (3) prepare, organize, and decide on how much time to spend on tasks and activities. The results and conclusions from this study, as well as others, are the bases for stating:

1. Planning, organizing, and decision-making can be acquired through preservice and inservice education programs for teachers. Teachers can become aware of what management skills are needed and appropriate for their students and their instructional tasks and activities.

2. As teachers become aware of why they plan, organize, and decide on instructional tasks and activities, the quality of instruction can be improved, and student achievement can be enhanced.

Other Observational Findings

The following findings about managerial behaviors, based on an examination of the data collected, were not addressed in the research questions:

1. There was no definite order of behavior patterns. All the teachers did not begin with instructional presentations. Some teachers began with homework assignments and reference to future tasks and activities. Then they presented the lesson.

2. The teachers not only stated and outlined daily instructional objectives, they also stated and outlined weekly instructional objectives.

3. The teachers made students aware of allotted time for tasks and activities.

4. Students were given opportunities to make classroom decisions about instructional methods, tasks, and activities.

5. Some students also used management skills. They distributed and collected materials. They managed to get students quiet for the teachers. They also prepared and organized themselves as they entered class by: sharpening their pencils; getting their books and materials ready, and copying information from the board without directions.

Interview Responses

The following findings are based on responses from two interview sessions with the participants:

1. The teachers knew what to plan and organize for students.
2. The teachers knew what instructional methods would be used with students.
3. The teachers frequently use student characteristics, such as ability, needs, and readiness levels, to plan instructional tasks and activities. They also use state and local goals and objectives.
4. The teachers rely on past teaching experiences and trial and error experiences with classes to determine how much time should be allotted to instructional tasks and activities.
5. Students' responses to questions and participation in class discussions are used to decide if students are learning criterion materials.
6. Students' responses and participation and tests are the performance criteria used to evaluate student attainment of goals and objectives.

III. CONCLUSIONS

Conclusions have been drawn about how the selected effective secondary English teachers manage classroom time, students, and materials to achieve instructional goals and objectives. The findings of the study were the bases for the following conclusions:

1. Teachers can utilize classroom resources effectively.
2. Principals can identify effective management skills that enable teachers to create and maintain an academic learning environment.

3. Teachers who use poor management skills will have difficulties maintaining an academic learning environment.

4. Basic management skills such as planning, organizing, and decision-making can be used effectively by all teachers.

5. Quality instruction results from effective management skills being used.

6. Based on research findings, more effective management skill training programs can be developed as an efficient way of better preparing teachers to manage classrooms for better student learning.

IV. RECOMMENDATIONS

Based on the data results and conclusions of the study, the following recommendations are made:

1. The study should be replicated to include a large sample of teachers to make comparisons and generalizations.

2. Further research is needed to continue to identify management skills that facilitate the utilization of available classroom time.

3. Further research is needed to continue to identify management skills that enable teachers to manage other classroom resources and events.

4. Experimental research projects and pilot training projects are needed at the preservice and inservice education levels.

5. Research is needed to determine how administrators and supervisors can help teachers to improve instruction with management skills.

6. Other findings in the study suggest the need to explore teachers' modeling behaviors of managerial behaviors that tend to help students prepare and organize themselves.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Anderson, L. M., C. M. Evertson, and E. T. Emmer. "Dimensions of Classroom Management Derived from Recent Research." Paper presented in Symposium, Perspectives on Classroom Management Research at the annual meeting of the American Educational Research Association, San Francisco, California, 1979.
- Anderson, L. M., and C. M. Evertson. "Classroom Organization at the Beginning of School: Two Case Studies." Paper presented at the meeting of the American Association of Teacher Education, Chicago, Illinois, 1978.
- Anderson, L. M., C. M. Evertson, and J. Brophy. "An Experimental Study of Effective Teaching in First-Grade Reading Groups." Elementary School Journal 79:193-223, 1979.
- Arlin, M. "Teacher Transitions Can Disrupt Time Flow in Classrooms." American Educational Research Journal 16(1):42-56, 1979.
- Arlin, M., and G. Roth. "Pupils' Use of Time While Reading Comics and Books." American Educational Research Journal 15:201-216.
- Bellon, Jerry J., Elner C. Bellon, and Janet R. Handler. Instructional Improvement Principles and Processes. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1976.
- Berelson, Bernard. Content Analysis in Communication Research. New York: Hafner Publishing Company, 1971.
- Berliner, D. "Allocated Time, Engaged Time and Academic Learning Time in Elementary School Mathematics Instruction." Paper presented at the meeting of the National Council on Teaching Mathematics, San Diego, California, 1978.
- Berliner, D. C. "Instructional Time in Research on Teaching." Paper presented to the American Educational Research Association, 1977.
- Berliner, D., and W. Tikunoff. "The California Beginning Teacher Evaluation Study: Overview of the Ethnographic Study." Journal of Teacher Education 27:24-30, 1976.
- Bloom, Benjamin. "The New Direction in Educational Research: Alterable Variables." Phi Delta Kappan, pp. 382-385, February, 1980.
- Brophy, J. E. "Teacher Behavior and Student Learning." Educational Leadership, pp. 33-38, October, 1979.

- Brophy, J., and J. Putnam. "Classroom Management in the Elementary Grades." D. Duke (ed.). Classroom Management. 78th Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1979.
- Brophy, J., and J. Putnam. "Classroom Management in the Elementary Grades." Institute for Research on Teaching, Michigan, 1978. (ERIC Document Reproduction Service No. ED 167 537.)
- Brophy, J., and C. M. Evertson. "Context Variables in Teaching." Educational Psychologist 3:310-316, 1978.
- Brophy, J., C. Evertson, M. Baum, W. Cranford, and D. Edgar. "Texas Junior High School Study: Final Report of Process-Outcome Relationships: Manual for Low Inferences Behavioral Coding System. Appendix C." Austin, Texas: Research and Development Center for Teacher Education, April, 1978. (ERIC Document Reproduction Service No. ED 173 747.)
- Brophy, J., and C. Evertson. "Teacher Behavior and Student Learning in Second and Third Grades." G. D. Borich (ed.). The Appraisal of Teaching Concepts and Processes. California: Addison-Wesley Publishing Company, 1977.
- Brophy, J., and C. Evertson. Learning from Teaching: A Developmental Perspective. Boston: Allyn and Bacon, 1976.
- Brophy, J. "Teacher Behaviors Related to Learning by Low vs High Socio-economic Status Early Elementary Students." Report #75-5. Paper presented at the annual meeting of American Educational Research Association, Washington, D. C., 1975. (ERIC Document Reproduction Service No. ED 146 143.)
- Brophy, J., and D. Veldman. "Measuring Teacher Effect on Pupil Achievement." Journal of Educational Psychologist 66:319-324, 1974.
- Brophy, J., and C. Evertson. "Process-Product Correlations in the Texas Teacher Effectiveness Study: Final Report." Austin, Texas: Research and Development Center for Teacher Education, 1974a.
- Brophy, J., and C. Evertson. "The Texas Teacher Effectiveness Project: Presentation of Non-linear Relationships and Summary Discussion." Austin, Texas: Research and Development Center for Teacher Education, 1974b. (ERIC Document Reproduction Service No. ED 099-345.)
- Brophy, J., and C. Evertson. "Low-Inference Observational Coding Measures and Teacher Effectiveness." Austin, Texas: Research and Development Center for Teacher Education, 1973a. (ERIC Document Reproduction Service No. ED 077 879.)

- Brophy, J. and C. Evertson. "High-Inference Behavioral Ratings as Correlates of Teaching Effectiveness." Austin, Texas: Research and Development Center for Teacher Education, 1973b. (ERIC Document Reproduction Service No. ED 078 042.)
- Calfee, Robert, and Roger Brown. "Grouping Students for Instruction." Daniel L. Duke (ed.). Classroom Management. 78th Yearbook for the Study of Education. Chicago: The University of Chicago Press, 1979.
- Carroll, John B. "A Model of School Learning." Teachers College Record 64:723-733, 1963.
- Clark, Christopher M., and Robert J. Yinger. "Three Studies of Teacher Planning." Research Series #55, The Institute for Research on Teaching, June, 1979. (ERIC Document Reproduction Service No. ED 175 855.)
- Cohen, Elizabeth G., JoAnn Intili, and Susan H. Robbins. "Task and Authority: A Sociological View of Classroom Management." D. L. Duke (ed.). Classroom Management. Chicago: The University of Chicago Press, 1979.
- Corno, Lyn. "Classroom Instruction and the Matter of Time." D. L. Duke (ed.). Classroom Management. 78th Yearbook for the National Study of Education. Chicago: The University of Chicago Press, 1979.
- Dettre, John R. Decision Making in the Secondary School Classroom. Scranton: Intext Educational Publishers, 1970.
- Downing, D., C. Evertson, C., and L. M. Anderson. "From Teachers to Teacher: Relationships Between Junior High English Teachers' Instructional Self-Reports and Student 'Amount of Learning.'" The Texas Junior High School Study, 1978. (ERIC Document Reproduction Service No. ED 175 001.)
- Doyle, W. "Making Managerial Decisions in Classrooms." D. L. Duke (ed.). Classroom Management. 78th Yearbook of the National Society for the Study of Education. Chicago: The University of Chicago Press, 1979.
- Doyle, W. "Learning the Classroom Environment: An Ecological Analysis." Journal of Teacher Education 28(6):51-55, 1977.
- Dunkin, M. J., and B. J. Biddle. The Study of Teaching. New York: Holt, Rinehart and Winston, 1974.
- Ebmeier, H., and T. Good. "An Investigation of the Interactive Effects Among Student Types, Teacher Types, and Instruction Types on the Mathematics Achievement of Fourth Grade Students," 1979a. (ERIC Document Reproduction Service No. ED 171 549.)

- Ebmeier, H., and T. Good. "The Effects of Instructing Teachers about Good Teaching on the Mathematics Achievement of Fourth Grade Students." American Educational Research Journal 16:1-16, 1979b.
- Ekstrom, Ruth B. "Beginning Teacher Evaluation Study: Phase II, 1973-74, Final Report: Vol. 1, The Relationship of Teacher Aptitudes to Teaching Behavior." Educational Testing Services, Princeton, New Jersey, 1976.
- Emmer, Edmund T., and Carolyn M. Evertson. "Effective Management at the Beginning of the School Year in Junior High Classes." Paper presented at the annual meeting of the American Educational Research Association, Boston, Mass., 1980.
- Evans, Warren E., and Ronald F. Guyman. "Clarity of Explanation: A Powerful Indicator of Teacher Effectiveness," March, 1978. (ERIC Document Reproduction Service No. ED 151 321.)
- Evertson, C. M. "Differences in Instructional Activities in High and Low Achieving Junior High Classes." Paper presented at the annual meeting of the American Educational Research Association, Boston, Mass., 1980.
- Evertson, C. M., E. T. Emmer, and B. S. Clements. "Junior High Classroom Organization Study: Summary of Training Procedures and Methodology." Paper presented at the annual meeting of the American Educational Research Association, Boston, Mass., 1980.
- Evertson, C. M., and L. M. Anderson. "Beginning School." Educational Horizons 57(4):164-168, 1979.
- Evertson, C. M., L. M. Anderson, and J. Brophy. "Texas Junior High School Study: Final Report of Process-Outcome Relationships," Volume 1. (Research Report No. 4061.) Austin: Research and Development Center for Teacher Education, The University of Texas at Austin, 1978.
- Evertson, C. M., L. M. Anderson, and J. Brophy. "An Experimental Study of Effective Teaching in First-Grade Reading Groups." Elementary School Journal 79:193-223, 1979.
- Evertson, C. M., L. M. Anderson, and J. Brophy. "Texas Junior High School Study: Final Report of Process-Outcome Relationships." Vol. 1, Report No. 4601. Austin: Research and Development Center for Teacher Education, University of Texas, 1978. (ERIC Document Reproduction Service No. ED 173 744.)
- Feldhusen, John. "Problems of Student Behavior in Secondary Schools." D. L. Duke (ed.). Classroom Management. 78th Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1979.

- Filby, N. N., R. J. Marliave, and C. W. Fisher. "Allocated and Engaged Time in Different Content Areas of Second and Fifth Grade Reading and Mathematics Curriculum." Paper presented at the annual conference of the American Educational Research Association, 1977.
- Fisher, C. W., N. N. Filby, R. S. Marliave, L. S. Cahen, M. M. Dishaw, J. E. Moore, and D. C. Berliner. "Teaching Behaviors, Academic Learning Time and Student Achievement." Final report of Phase III-B, Beginning Teacher Evaluation Study. San Francisco, California: Technical Report V-1, Beginning Teacher Evaluation Study, Far West Laboratory for Educational Research and Development, 1978.
- Fisher, C. W., Richard Marliave, and Nikola Filby. "Improving Teaching by Increasing 'Academic Learning Time.'" Educational Leadership, pp. 52-54, October, 1979.
- Flanders, N. Analyzing Teaching Behavior. Reading, Mass.: Addison-Wesley, 1970.
- Gage, N. L. "The Yield of Research on Teaching." Phi Delta Kappan, pp. 229-235, November, 1978.
- Good, T. "Teacher Effectiveness in the Elementary School: What We Know About It Now." Journal of Teacher Education 30:52-64, 1979.
- Good, T., and D. Grouws. "The Missouri Mathematics Effectiveness Project: An Experimental Study in Fourth Grade Classrooms." Journal of Educational Psychology 71:335-62, 1979a.
- Good, T., and D. Grouws. "Teaching and Mathematics Learning." Educational Leadership, pp. 39-45, October, 1979b.
- Good, T., and D. Grouws. "Missouri Mathematics Effectiveness Project: A Program of Naturalistic and Experimental Research." Technical Report No. 142, Center for Research in Social Behavior, University of Missouri, Columbia, Missouri, 1978.
- Good, T., and T. M. Beckerman. "An Examination of Teachers' Effects on High, Middle, and Low Aptitude Students." American Educational Research Journal 15:477-482, 1978a.
- Good, T., and T. M. Beckerman. "Time on Task: A Naturalistic Study in Sixth-Grade Classrooms." The Elementary School Journal 78: 192-201, 1978b.
- Good, T., D. A. Grouws, and T. M. Beckerman. "Curriculum Pacing: Some Empirical Data in Math." Journal of Curriculum Studies 10:75-81, 1978.

- Good, T., Howard Ebmeier, and T. M. Beckerman. "Teaching Mathematics in High and Low SES Classrooms: An Empirical Comparison." Journal of Teacher Education, pp. 85-90, September-October, 1978.
- Good, T., and D. Grouws. "Teaching Effects: A Process-Product Study in Fourth Grade Mathematics Classrooms." Journal of Teacher Education 28:49-54, 1977. (ERIC Document Reproduction Service No. ED 125-907.)
- Good, T., and D. Grouws. "Process-Product Relationships in Fourth-Grade Mathematics Classrooms." Final Report of National Institute of Education Grant NE-G-00-3-0123. Columbia: University of Missouri, October, 1975.
- Good, T., B. Biddle, and J. Brophy. Teachers Make a Difference. New York: Holt, Rinehart, and Winston, 1975.
- Good, T., and J. Brophy. Looking in Classrooms. New York: Harper and Row, 1973.
- Goodlad, John. Planning and Organizing for Teaching: A Project on the Instructional Program of the Public Schools. Washington: NEA, 1964.
- Guesti, Joseph, and James Hogg. "Management in Instruction." Journal of Teacher Education 24(1):41-43, Spring, 1973.
- Gump, P. V. "What's Happening in the Elementary Classroom." I. Westburg and A. A. Bellack (eds.). Research into Classroom Processes. New York: Teachers College Press, 1971.
- Hewett, Frank M., and Phillip R. Blake. "Teaching the Emotionally Disturbed." Robert M. W. Travers (ed.). Second Handbook of Research on Teaching. Chicago: Rand McNally College Publishing Company, 1973, pp. 657-688.
- Hughes, Marie M., et al. A Research Report: Assessment of the Quality of Teaching in Elementary Schools. Salt Lake City: University of Utah, 1959.
- Hunter, Madeline. "Teaching is Decision Making." Educational Leadership, pp. 62-67, October, 1979.
- Jackson, Phillip. Life in Classrooms. New York: Holt, Rinehart and Winston, 1968.
- Johnson, L., and M. Bang. Classroom Management. New York: The Macmillan Company, 1970.
- Johnson, Mauritz, and Harry Brooks. "Conceptualizing Classroom Management." Daniel L. Duke (ed.). Classroom Management. 78th Yearbook for the Study of Education. Chicago: The University of Chicago Press, 1979.

- Kemp, Jerrold E. Instructional Design. California: Fearon-Pitman Publishers, Inc., 1977.
- Kounin, J. S., and P. H. Doyle. "Degree of Continuity of a Lesson's Signal System and the Task Involvement of Children." Journal of Educational Psychology 67:159-164, 1975.
- Kounin, J. S. Discipline and Group Management in Classrooms. New York: Holt, Rinehart and Winston, 1970.
- Lemlech, Johanna K. Classroom Management. New York: Harper and Row, Publishers, 1979.
- Lockhead, Marlaine E. "Beginning Teacher Evaluation Study: Phase II, 1973-74, Final Report: Vol. 2. Some Determinants and Consequences of Teacher Expectations Concerning Pupil Performance." Educational Testing Services, Princeton, New Jersey, 1976.
- McConnell, J. "Relationships Between Selected Teacher Behaviors and Attitudes/Achievements of Algebra Classes." Paper presented at the annual meeting of the American Educational Research Association, 1977.
- McDonald, F. "Report on Phase II of the Beginning Teacher Evaluation Study." Journal of Teacher Education 27(1):39-42, Spring, 1976.
- McDonald, F., and P. Elias. "The Effects of Teacher Performance on Pupil Learning." Beginning Teacher Evaluation Study: Phase II, Final Report, Vol. 1, Princeton, New Jersey: Educational Testing Service, 1976.
- Peterson, P. L., R. M. Marx, and C. M. Clark. "Teacher Planning, Teacher Behavior, and Student Achievement." American Educational Research Journal 15(3):417-32, 1978.
- Phi Delta Kappan. "Tenth Annual Gallup Education Poll," September, 1978.
- Phi Delta Kappan. "Eleventh Annual Gallup Education Poll," September, 1979.
- Popham, W., and Eva Baker. Systematic Instruction. New Jersey: Prentice-Hall, Inc., 1970a.
- Popham, W., and Eva Baker. Establishing Instructional Goals. New Jersey: Prentice-Hall, Inc., 1970b.
- Powell, M. "Time Allocations: Teachers Help Determine Curriculum." Educational Horizons 57(4):175-177, Summer, 1979a.
- Powell, M. "New Evidence for Old Truths." Educational Leadership, pp. 49-51, October, 1979b.
- Powell, M. "Research on Teaching." The Educational Forum 43:27-37, 1978.

- Preliminary Fiscal Year 1979 Research Plans for National Institute of Education. Washington, D. C., September, 1978.
- Rollins, H. "Project Success Environment: An Extended Application of Contingency Management in Inner-City Schools." Journal of Educational Psychology 66:167-178, 1974.
- Rosenshine, B. "Content, Time, and Direct Instruction." P. Peterson and H. Walberg (eds.). Research on Teaching: Concepts, Findings, and Implications. Berkeley, California: McCutchan, 1979.
- Rosenshine, B. "Academic Engaged Time, Content Covered, and Direct Instruction," 1978. (ERIC Document Reproduction Service No. ED 152 776.)
- Rosenshine, B., and D. Berliner. "Academic Engaged Time." British Journal of Teacher Education 4:3-16, 1978.
- Rosenshine, B. "Recent Research on Teaching Behaviors and Student Achievement." Journal of Teacher Education 27:61-64, 1976.
- Rosenshine, B., and N. F. Furst. "The Use of Direct Observation to Study Teaching." M. W. Travers (ed.). Second Handbook on Teaching. Chicago: Rand McNally, 1973.
- Rosenshine, B., and Norma F. Furst. "Research on Teacher Performance Criteria." B. Othanel Smith (ed.). Research in Teacher Education: A Symposium. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.
- Ryans, D. G. Characteristics of Teachers. Washington, D. C.: American Council on Education, 1960.
- Saylor, J. Galen, and William M. Alexander. Planning Curriculum for Schools. New York: Holt, Rinehart and Winston, Inc., 1974.
- Schmid, John, et al. An Analysis of Some Necessary Qualities of Teachers. Cooperative Research Project No. 453. University of Arkansas, 1962.
- Shavelson, R., and H. Borko. "Research on Teachers' Decisions in Planning Instruction." Educational Horizons 57(4):183-189, 1979.
- Shavelson, R. "A Model of Teacher Decision Making." Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario, March, 1978.
- Shavelson, R. "What Is the Basic Teaching Skill?" Journal of Teacher Education 24:144-51, 1973.
- Soar, R. "Follow Through Process Evaluation, 1970-71." Gainesville: University of Florida, Institute for Human Development, June, 1973.

- Soar, R. S., and R. M. Soar. "An Empirical Analysis of Selected Follow Through Programs: An Example of a Process Approach to Evaluation." *Early Childhood Education*. Chicago: National Society for the Study of Education, 1972.
- Stallings, Jane A. "In Defense of Praise in Secondary Schools." Paper presented to American Educational Research Association, Boston, Mass., 1980.
- Stallings, Jane A. "How to Change the Process of Teaching Reading in Secondary Schools." *Educational Horizons* 57(4):196-201, Summer, 1979.
- Stallings, Jane A., M. Needels, and N. Stayrook. How to Change the Process of Teaching Basic Reading Skills in Secondary Schools. Menlo Park, California: SRI International, 1979.
- Stallings, Jane A. "Teaching Basic Reading Skills in Secondary Schools." Paper presented to the American Educational Research Association, Toronto, Canada, March, 1978.
- Stallings, Jane A., and S. Hentzell. "Effective Teaching and Learning in Urban Schools." Paper presented at the National Conference on Urban Education, 1978.
- Stallings, Jane A. "How Instructional Processes Relate to Child Outcomes in a National Study of Follow Through." *Journal of Teacher Education* 27(1):43-47, 1976.
- Stallings, Jane A., and D. Kaskowitz. Follow Through Classroom Observation Evaluation, 1972-73. Menlo Park, California: SRI International, 1974.
- Taylor, Phillip H. How Teachers Plan Their Courses. National Foundation for Educational Research, England, 1970.
- Tikunoff, W., D. Berliner, and R. Rist. "An Ethnographic Study of the Forty Classrooms of the Beginning Teacher Evaluation Study Know Sample." Technical Report No. 75-10-5. San Francisco: Far West Laboratory for Educational Research and Development, 1975.
- Wang, M. C. "Maximizing the Effective Use of School Time by Teachers and Students." *Contemporary Educational Psychology*, 1979.
- Wiley, D. E., and A. Harnischfeger. "Explosion of a Myth: Quantity of Schooling and Exposure to Instruction, Major Educational Vehicles." *Educational Researcher* 3(4):7-12, 1974.

APPENDICES

APPENDIX A

EFFECTIVE TEACHING AND TEACHER CHARACTERISTICS FORMS AND
RELATED CORRESPONDENCE TO PRINCIPALS

LETTER MAILED TO VOLUNTEERED SCHOOL PRINCIPALS

Dear

In reference to my recent conference with you about the research study that will be conducted at your school, I am enclosing a list of some teaching behaviors that recent research studies have cited as being dominant factors in facilitating classroom instruction and enhancing student achievement. You may use these criteria as a guide in selecting the most effective English teachers in your school.

There are also teacher characteristics and qualities that have been cited in which administrators, supervisors, teachers, students, and parents consider important in fostering student growth. Please use the enclosed forms to check those behaviors and characteristics that the teacher possesses.

If there are other behaviors and/or characteristics that have been cited, which you believe are important, please list them under "other indicators."

I am looking forward to spending some time in your school. I also want to express my gratitude to you for permitting me to conduct the study at your school.

If there are any questions or problems, you may contact me at the following address and/or phone numbers. I will also contact you about the selection of the effective English teachers.

Sincerely,
(Signed:)
Oneida L. Martin
215 Castle Street
Knoxville, TN 37916

Home Phone: (615) 525-2343 (after 4:00 p.m./weekly)
Office Phone: (615) 974-3072 (10:00-3:00/weekly)

School: _____
 Teacher: _____
 Yrs. of Exp.: _____

EFFECTIVE TEACHING BEHAVIORS	HAVE OBSERVED	HAVE NOT OBSERVED
Teaching behaviors indicate that classroom instruction has been planned and organized		
Teaching behaviors indicate that knowledge of the subject matter and content is mastered?		
Assesses and understands student prerequisite skills before adding new knowledge		
Informs student about what they should learn from lesson activities		
Makes clear presentations of instructional information to students		
Works productively to achieve instructional goals and objectives		
Uses a variety of teaching methods, materials, and activities to help students achieve instructional goals and objectives		
Allocates classroom time to teaching activities and maintains an academic focus		
Gives appropriate feedback to enable students to achieve instructional goals and objectives		
Directs and guides students in completing academic tasks		
Keeps students engaged in academic activities		
Presents clear directions for students engaging in learning activities		
Encourages and motivates students to participate in class activities		
Monitors the performance and progress of students		
Maintains a classroom learning environment for productive academic activities		

School: _____
 Teacher: _____
 Page 2 _____

EFFECTIVE TEACHING BEHAVIORS	HAVE OBSERVED	HAVE NOT OBSERVED
Interacts with students in class activities		
Manages the class so instructional goals and objectives can be accomplished		
Obtains cooperation from students to accomplish goals and objectives		
Gives students an opportunity to make classroom decisions		
Uses flexibility with students		
TEACHER CHARACTERISTICS		
Takes an interest in students needs and interests		
Understands students feelings and attitudes		
Has a good rapport with students		
Shows enthusiasm in learning activities with students		
Participates in community and professional activities		
Takes an interest in school activities		
Other indicators:		

APPENDIX B

INTERVIEW AND OBSERVATION CONSENT FORMS FROM
PRINCIPALS AND TEACHERS

INTERVIEW AND OBSERVATION CONSENT FORM
FOR PRINCIPALS

I understand that the researcher, Oneida L. Martin, a graduate student at The University of Tennessee, Knoxville is interested in investigating how effective secondary English teachers manage classroom time, students, and materials to achieve instructional goals and objectives.

The project director has explained that the purposes of the research are to collect data from interviews and classroom visits so effective management skills can be identified and described. I also understand that the collected data will be used to determine which managerial skills are most often employed in the classroom. I am aware that the project director is collecting the data as part of a doctoral research program.

If I have any further questions concerning the research study, or if I need to reschedule or cancel interview and/or observational appointments, the project director has provided the following address and phone number(s) to direct any questions or problems:

Miss Oneida L. Martin
215 Castle Street
Knoxville, TN 37914

Home Phone: Collect (615) 525-3243 (after 4:00 p.m./weekly)
Office Phone: (615) 974-3165 (10:00-3:00/weekly)

Researcher

Principal

Date

Date

INTERVIEW AND OBSERVATION CONSENT FORM
FOR TEACHERS

I understand that the researcher, Oneida L. Martin, a graduate student at The University of Tennessee, Knoxville, is interested in investigating how effective secondary English teachers manage classroom time, students, and materials to achieve instructional goals and objectives.

The project director has explained that the purposes of the research are to collect data from interviews and classroom visits so effective management skills can be identified and described. I also understand that the collected data will be used to determine which managerial skills are most often employed in the classroom. I am aware that the project director is collecting the data as part of a doctoral research program.

If I have any further questions concerning the research study, or if I need to reschedule or cancel interview and/or observational appointments, the project director has provided the following address and phone number(s) to direct any questions or problems:

Miss Oneida L. Martin
215 Castle Street
Knoxville, TN 37914

Home Phone: Collect (615) 525-3243 (after 4:00 p.m./weekly)
Office Phone: (615) 974-3165 (10:00-3:00/weekly)

Researcher

Teacher

Date

Date

APPENDIX C

FIRST AND SECOND SESSION INTERVIEW QUESTIONS

FIRST SESSION INTERVIEW QUESTIONS

1. What are you expecting to happen in your classroom today?
2. What activities will you and the students be involved in?
3. What instructional goals and objectives will be attained?
4. How do you determine if students have progressed?
5. What measuring devices do you use in assessing students attainment of goals and objectives?

SECOND SESSION INTERVIEW QUESTIONS

1. How do you decide what lessons and/or units to teach?
2. When do you do most of your planning?
3. How do you decide how much time is needed for planned activities?
4. Are you aware of managerial skills (will name these, if any) that you employ in the classroom?
5. How did you acquire these skills that you employ?

APPENDIX D

EXAMPLE OF LOG FORMS USED TO RECORD CLASSROOM DATA

Age: _____
Sex: _____
Yrs. of Exp.: _____

Teacher: _____
School: _____
Grade Level: _____
Date: _____
Time: _____

CLASSROOM OBJECTIVE(S):

BEGINNING OF TIME ENDING OF TIME TEACHING BEHAVIORS AND ACTIVITIES

Information is already on the board (3 different things are divided by dotted lines).

Students enter/go to bookcase to get books/some students discuss homework/some sharpen pencils.

9:56

10:00

Bell rings.

"Okay, quiet." /tells a student to sit down.

"We have a lot to do today. You need two sheets of paper and nothing else on your desk." /students talk/repeats directions/ students sharpen pencils/teacher writes a pass for student/ reminds students that when she calls the roll, students are to turn in their book reports and if they're not there, that's a zero and she will not take it Monday/student asks question/ responds, "No"/repeats that she will check it off in her roll book when she takes them up. . . /students continue to ask questions/ teacher responds/tells a student that she's talking and to sit down/asks her where is her book/student responds/asks where is it?/ student responds/a student comments/teacher calls on him/responds.

10:01

10:03

"All right, you will need both . . . also tomorrow. That's when you'll . . . your assignment, okay? All right, did everybody hear me?"/students respond/announcement from the office.

APPENDIX E

INSTRUMENTS AND INSTRUCTIONAL CODING MATERIALS
AND RESULTS

CONTENT ANALYSIS OF MANAGEMENT SKILLS

- 1.0 Preparation and Organization
- 1.1 Information written on board for students
- 1.2 Material/media resources ready to be used

- 2.0 Beginning of Class
- 2.1 Calls roll aloud
- 2.2 Checks roll silently
- 2.3 Organizes students
- 2.4 Writes on board
- 2.5 Gets student attention
- 2.6 Makes announcements/reminds students
- 2.7 Introduces rules and procedures
- 2.8 Gives students directions

TIME DEVOTED: _____

- 3.0 Preparation of Lesson Presentations
- 3.1 Gives student directions
- 3.2 Prepares all students for lecture/discussion/test/review
- 3.3 Assesses student readiness levels
- 3.4 Reviews/gives overview of content
- 3.5 States, outlines, demonstrates objectives of lesson clearly

TIME DEVOTED: _____

- 4.0 Organization of Lesson Presentations
- 4.1 Presents information to whole class
- 4.2 Presents information clearly
- 4.3 Uses written or verbal examples and illustrations to explain
- 4.4 Presents lesson contents on level of students
- 4.5 Relates information to student interest, needs, and characteristics
- 4.6 Uses specific method to achieve goals and objectives
- 4.7 Alters method/uses flexibility
- 4.8 Paces instruction on level of students
- 4.9a Repeats/emphasizes main points as they occur in lesson
- 4.9b Signals transitions in lesson
- 4.9c Does not divert from focus of lesson
- 4.9d Redirects students back to lesson
- 4.9e Summarizes/emphasizes main ideas upon completing instructional segment
- 4.9f Assesses student level of understanding

TIME DEVOTED: _____

- 5.0 Discussion
- 5.1 Directs students into discussion
- 5.2 Facilitates discussion
- 5.3 Motivates/encourages participation
- 5.4 Recognizes participation/ideas
- 5.5 Listens to students/responds
- 5.6 Encourages other students to listen to students

TIME DEVOTED: _____

- 6.0 Questions
- 6.1 Alerts students for questions
- 6.2 Uses types of questions for student level
- 6.3 Addresses questions to everyone
- 6.4 Asks questions and then calls on students
- 6.5 Asks questions and calls on specific students to respond
- 6.6 Calls on specific students and then asks questions
- 6.7 Uses a variety of ways to call on students
- 6.8 Waits for students to respond
- 6.9a Calls on students in same consistent order
- 6.9b Alerts students for order of questions

TIME DEVOTED: _____

- 7.0 Feedback
- 7.1 Repeats responses
- 7.2 Praises students
- 7.3 Gives answers
- 7.4 Calls on another student to give answers
- 7.5 Repeats question
- 7.6 Rephrases question
- 7.7 Gives clues to answers
- 7.8 Asks new questions
- 7.9 Gives no feedback

TIME DEVOTED: _____

- 8.0 Practice Opportunities
- 8.1 Introduces desired tasks and activities
- 8.2 Establishes procedures for tasks and activities before students ask and before a problem occurs
- 8.3 Provides material resources
- 8.4 Indicates start of task and activity
- 8.5 Checks to see if everyone understands what they are to do
- 8.6 Uses recitation
- 8.7 Uses drills
- 8.8 Uses seatwork assignments
- 8.9a Uses small groups
- 8.9b Uses individual approach
- 8.9c Accomplishes task and activity goals and objectives

TIME DEVOTED: _____

- 9.0 Monitors Student Tasks and Activities
- 9.1 Moves around the room/observing students
- 9.2 Moves around room/giving feedback
- 9.3 Sits down/observing students
- 9.4 Stands observing students
- 9.5 Assesses what students have done during time

TIME DEVOTED: _____

- 10.0 Ending Tasks and Activities
- 10.1 Gives advance notice to finish up tasks and activities
- 10.2 Directs students to put materials away
- 10.3 Gives clear directions
- 10.4 Summarizes at the end of tasks and activities
- 10.5 Makes references to future tasks and activities
- 10.6 Uses this time to include assignments

TIME DEVOTED: _____

MANAGEMENT OF STUDENTS, MISBEHAVIORS, AND
MATERIAL RESOURCES

- A.0 Management of Students
- A.1 Expects all students to participate in tasks and activities
- A.2 Gets everyone engage into tasks and activities
- A.3 Has no problems getting students moved into positions
- A.4 Has all students doing the same task and activity
- A.5 Has different tasks and activities going on at the same time
- A.6 Provides something that will reflect student engagement of tasks and activities
- A.7 Keeps students involved in tasks and activities
- A.8 Gives students directions what to do after tasks and activities are completed

TIME DEVOTED: _____

- B.0 Management of Misbehaviors
- B.1 Ignores misbehaviors
- B.2 Cites rule
- B.3 Orders student to stop misbehaviors
- B.4 Names misbehavior
- B.5 Signals/reinforces appropriate behavior
- B.6 Expresses feelings about misbehavior
- B.7 Questions student to gain information about misbehavior
- B.8 Isolates/separates student from other students and class
- B.9 Punishes student in some way

TIME DEVOTED: _____

- C.0 Management of Material Resources
- C.1 Prepares to get materials resources ready
- C.2 Has material resources set up and ready to use at the beginning of task and activity
- C.3 Has adequate material
- C.4 Gives students directions for use of materials
- C.5 Distributes materials in some consistent order
- C.6 Uses materials that are consistent with lesson objectives
- C.7 Uses materials that are appropriate for students

TIME DEVOTED: _____

INSTRUCTIONAL GUIDE FOR CODING CLASSROOM NARRATIVE DATA

Introduction

Classroom narrative data from eleven junior and senior high school English classes were collected. The data primarily consist of instructional behaviors that were recorded. Other classroom events that correspond with the behaviors are also recorded. Each behavior was recorded in a log according to the time in which the behavior occurred. (A sample of the classroom data is included in the package.) The data consist of approximately 45 to 60 minutes of behavioral recordings.

Description of Instruments

Included in the training package are two instruments that have been designed to identify teachers' instructional and managerial behaviors.

The first instrument consists of four pages that identify and describe the teachers' classroom behaviors. These behaviors are divided into ten main categories that are coded from 1.0 to 10.0. They identify preparation and organizational behaviors for instruction, instructional presentation behaviors, and monitoring behaviors.

There are specific behaviors for these ten main categories. They are coded from 1.1 to 10.6. These behaviors describe what teachers did in preparing students for instruction, how they presented instructional presentations, and how they monitored students.

The second instrument is designed to identify how teachers managed students, misbehaviors, and material resources. They are coded

from A.0 to C.0. The specific behaviors that describe the A.0 - C.0 behaviors are coded from A.1 to C.7.

Procedures for Coding Specific Behaviors

Category 1.0 to 1.2

- 1.0 This is the first main category that identifies teachers' preparation and organizational behaviors before students enter class. This section is divided into two (2) specific behavioral categories (1.1 and 1.2).
- 1.1 The data logs will state whether or not teachers already have information written on the chalkboard as students enter.
- 1.2 If material resources are ready to be used, it will be indicated in the context or at the bottom of the page that says, "Note:" when teachers are using them.

Category 2.0 to 2.8

- 2.0 The second main category identifies beginning class behaviors. The specific behaviors are divided into eight (8) categories.
- 2.1 Whenever the teachers check the roll aloud, this should be recorded.
- 2.2 Whenever the teachers check the roll silently, this should be recorded.
- 2.3 When teachers tell students to take out paper, pencil, notes, books, or copy the information from the board, they are organizing students.
- 2.4 Writing on the board is a behavior that may occur at other times throughout the data. When this occurs, record it.
- 2.5 Examples of getting student attention are telling students to settle down, or telling them to get quiet. Some teachers may directly ask for student attention.
- 2.6 If teachers make announcements or remind students about what they should have done or turned in, or inform them what they need to do before leaving class, this should be recorded.
- 2.7 Teachers inform students about classroom rules and procedures. This may consist of teachers telling students not to move desks;

remove their paper from the floor; being in class on time, or raise their hand to recite.

- 2.8 Behaviors that direct students what to do next. Teachers may tell students to turn to a page or read silently. This behavior may occur at any time throughout the logs.

Category 3.0 to 3.5

- 3.0 Behaviors that identify how teachers prepare students for lesson presentations. This category is divided into five (5) specific behaviors.
- 3.1 Although this behavior is the same behavior given in 2.5, its meaning corresponds with instructional preparation behaviors. When teachers say, "Alright or Okay, let's get ready to go over the test or review, or all eyes on the board."
- 3.2 Teachers announcing the lesson, discussion, test, or review to students.
- 3.3 Behaviors that show teachers finding out if students are ready for the lesson, discussion, test, or review. Teachers may ask students questions to see how much they have retained from yesterday's class or from what they have had during the year.
- 3.4 Teachers remind students of the content they have had and what today's content will include.
- 3.5 Teachers inform students about what they should receive from the lesson. Example: "You should be able to spell these words. You should be able to use the words in sentences."

Category 4.0 to 4.9f

- 4.0 Behaviors that identify how teachers organized lesson presentations for students. This category is divided into fourteen (14) specific behaviors.
- 4.1 Teachers giving information to all students at one time. This is often indicated on log pages.
- 4.2 This behavior may be determined by noticing student questions after information is presented to students. If students stated they were confused or did not understand, this is indicated in the logs.
- 4.3 When teachers use written examples to get students to understand what is being explained, this is indicated in the logs. Teachers' verbal behavior of examples are in the context of the logs.

- 4.4 This behavior can be determined by what the teacher is saying and noticing the type of students teachers have. The ability and grade levels are indicated at the top of the first log page for each class.
- 4.5 This is determined by what teachers say and how they explained information. Example: Teachers relate story to a television program or world event or invention.
- 4.6 Because of the student level, teachers may use a discussion method to include student thoughts, or teachers may talk about a recent invention to get students involved or to understand the lesson objectives.
- 4.7 Behaviors that indicate teachers using a combination of lectures, discussions, demonstrations.
- 4.8 This behavior can be determined by noticing how much time teachers are using with instructional behaviors. The behavior must consider ability and grade levels of students.
- 4.9a This behavior may also be indicated by teachers telling students to write main points down. They may call student attention to what they should specifically retain.
- 4.9b Behaviors that alert students that teachers are moving from lesson presentations to discussion, demonstrations, or questions. At this point, teachers may use other coded behaviors. Example: "Let's see how many of you remember (4.9b). What did we say . . . modify (3.3)?"
- 4.9c This behavior can be determined when teachers maintain the academic lesson focus.
- 4.9d This behavior can be seen when the teacher says, "Let's get back to the lesson, or we've gotten off the lesson."
- 4.9e Pointing out the main ideas presented in lessons.
- 4.9f Behaviors that indicate teachers finding out if students understood what was presented to them. Teachers may ask students if they understand or if there are questions.

Category 5.0 to 5.6

- 5.0 Behaviors that lead into discussions. Category is divided into six (6) specific behaviors.
- 5.1 Teachers may involve students by asking for their thoughts or opinions. Example: "What do you think would happen if there . . . ?"

- 5.2 Behaviors that reveal teachers guiding students with discussion questions and comments, not presentations.
- 5.3 Examples: Calling on more students for their thoughts.
Relating discussion to something students are familiar.
- 5.4 Example: Telling students that a thought was good or acknowledging students for comments.
- 5.5 Behaviors that indicate teacher was listening to student; using student ideas in comments or repeating student comments to other students.
- 5.6 Example: Tells students to listen to what a student has said or asks, "Did everyone hear what . . . said?"

Category 6.0 to 6.9b

- 6.0 Teachers asking questions. This category has ten (10) specific behaviors that describe how teachers asked questions.
- 6.1 Behaviors that teachers used to warn students that questions will be asked. Example: "From those notes I gave you yesterday, I'm going to ask you a few questions."
- 6.2 This behavior can be determined if teachers don't continue to rephrase questions. Students' grade and ability levels must also be considered.
- 6.3 Teachers direct question to all students. Example: "What is meant by the word . . . ?" This behavior may be also indicated in the log as "question."
- 6.4 This behavior may stem from behavior 6.3. The teacher asks everyone the question and then calls on student whose hand is raised. When this behavior occurs, it may be also indicated in the logs as "calls on student"?
- 6.5 This behavior stems from behavior 6.3. The teacher asks everyone a question and then calls on a specific student by name. This behavior may be also indicated as "calls on a student (or the student's name may be given)."
- 6.6 Example: "_____, what is the plot?"
- 6.7 Behaviors that indicate there is no specific method used to ask students questions.
- 6.8 If teachers wait for students to respond, this is indicated by the next behavior that follows. Example: Teacher may repeat

responses, rephrase question, or ask new question. If this behavior occurred, this is cited in logs.

- 6.9a If behavior occurred, notations are made in the context or at the bottom of the log pages.
- 6.9b Behavior can be determined if teachers inform students how questions will be asked. Example: Teacher may tell students they're going to go down the row or around the circle in order.

Category 7.0 to 7.9

- 7.0 Behaviors that acknowledge student responses to questions or comments. Category is divided into nine (9) specific behaviors.
- 7.1 Teacher repeating student responses.
- 7.2 Examples: "Very good or You did very well."
- 7.3 Behavior occurs when teacher doesn't receive correct response or doesn't wait for responses.
- 7.4 Behavior occurs when teacher doesn't receive correct response or doesn't wait for responses.
- 7.5 Behavior occurs when response isn't received or when teacher wants to make sure question is understood.
- 7.6 Behavior occurs when question isn't understood or correct response isn't given.
- 7.7 Behavior occurs when correct response isn't received. Teacher attempts to help student arrive at correct response.
- 7.8 Behavior occurs when correct response isn't received. Behavior also occurs when teacher asks another question from response.
- 7.9 Behavior occurs when correct response is accepted, but teacher gives no feedback. Example: A student gives correct answer, but teacher moves to next question or student.

Category 8.0 to 8.9c

- 8.0 Behaviors that provide students with tasks and/or activity opportunities to achieve instructional goals and objectives. There are eleven (11) specific behaviors.
- 8.1 Behavior occurs when teacher informs students what they are going to do. Examples: Exercises at the end of the chapter, board exercises, reading, etc.

- 8.2 Behavior occurs when teacher explains how task or activity should be done.
- 8.3 Teachers provide material resources that students need to do desired task or activity. Example: It may be a worksheet for students to practice.
- 8.4 Teachers tell students when they are to begin on tasks or activity.
- 8.5 Teacher makes sure all students understand directions.
- 8.6 Teachers have students reciting aloud. Example: Spelling or pronouncing words aloud; calls out examples of figures speech for students to identify aloud.
- 8.7 Teacher involves students in oral drill exercise.
- 8.8 Teacher gives students work to do at their desk.
- 8.9a Teacher divides students into small groups for task or activity. If this behavior occurs, it is indicated on log pages.
- 8.9b Teacher assigns individual tasks or activities. If this behavior occurs, it is indicated on log pages.
- 8.9c If teachers complete the planned activities, this can be determined by the behaviors that follow. If teachers tell students they can bring the work in tomorrow or complete it in class tomorrow, the task or activity is incomplete.

Category 9.0 to 9.5

- 9.0 Behaviors that indicate teachers' monitoring of students, tasks, and activities. There are five (5) specific behaviors. Behaviors are indicated in the logs when they occur.
- 9.1 Behaviors occur when teacher moves around room to see what students are doing.
- 9.2 Behavior occurs when teacher not only moves around the room but stops to comment on students' work, direct student, or answer questions.
- 9.3 Teacher sits but still observes student. When teacher sits to work on other tasks, this should not be recorded as 9.3. Such teacher behaviors are indicated in logs.
- 9.4 Teacher stands (not moving), but observes students.

- 9.5 Teacher may ask students to show what they have done, or teacher may ask how many have completed various segments.

Category 10.0 to 10.6

- 10.0 Behaviors occur when teachers are ending tasks and activities. There are six (6) specific behaviors.
- 10.1 Teacher gives students advanced notice to complete tasks and activities. Example: Teacher may tell students they should try to finish in the next five minutes before the bell rings.
- 10.2 Example: Teacher tells students to return books to their places.
- 10.3 Examples: Tells students to put chairs in row, or what to do with task or activity assignments.
- 10.4 Makes specific points about tasks and activities.
- 10.5 Relates completed tasks and activities to other ones that will occur in the future.
- 10.6 Gives students homework assignment.

Category A.0 to A.8

- A.0 This is the first main category for the second instrument. The behavior is intended to identify how teachers managed students. There are eight (8) specific behaviors that can be.
- A.1 This behavior can be determined from teachers' verbal behaviors to students. A teacher may say, "Everyone should be doing Exercise 10." "I want to see everyone busy."
- A.2 This behavior can be determined from the notations that are indicated at the bottom of the page of each log. Example: All students are working on exercise.
- A.3 This behavior can be determined by teachers' verbal behaviors after they have assigned tasks and activities to students. Example: "People, hurry and get busy" indicates that the teacher does have problems at that moment getting students moved into positions.
- A.4 This behavior can be determined from the notations at the bottom of log pages, and from teachers' verbal behaviors. When teachers assign tasks and activities to everyone, record this as A.4.

- A.5 This behavior can be determined from the notations at the bottom of log pages and from teachers' verbal behaviors.
- A.6 This behavior occurs when teachers can assess if students have used time for task or activity. A teacher may tell students to turn in a seatwork assignment. A teacher may ask various students to show what they have done.
- A.7 This behavior can be determined from the log content and from notations at the bottom of log pages. The behavior can also be determined from teachers' verbal behaviors. Example: A teacher may suggest to students that they practice spelling words after they have defined them.
- A.8 This behavior occurs when teachers tell students what to do if they complete task and activity early. Example: "After you read the short story, write out a description of the major character."

Category B.0 to B.9

- B.0 This behavior occurs when teachers manage student misbehaviors. The category is divided into nine (9) specific behaviors.
- B.1 Examples: If students are talking aloud, the teacher continues to lecture without saying anything. The teacher does not respond if a student disturbs another student.
- B.2 Examples: "You know you are not to move chairs in here."
"We do not chew gum in here."
- B.3 Examples: "Stop that!" "Phil!"
- B.4 This behavior differs from behavior B.3. Behavior B.4 occurs when teacher specifies the misbehavior. Instead of merely saying, "Stop that," the teacher tells student to stop beating on the desk.
- B.5 This behavior occurs when teacher acknowledges the desired behaviors of student who was misbehaving. Example: "Now that is better."
- B.6 Example: "I do not like to lose time with the lesson while you are talking. I think it is very rude of you."
- B.7 Examples: "Is there a problem, people?" "Why does it take you so long to settle down?"
- B.8 Example: Puts students outside; tells students to move their seats.

- B.9 Examples: Sends student to office; gives student a zero or U; tells student to do another exercise.

Category C.0 to C.7

- C.0 This behavior occurs when teachers manage material resources. There are seven (7) specific behaviors. If behaviors occur, they are noted throughout the logs.
- C.1 Example: Setting up filmstrip projector: getting out books for students, or getting out worksheets.
- C.2 Examples: Films or filmstrips are ready to be shown; worksheets and books are ready to be distributed.
- C.3 Example: Sufficient worksheets or books for all students.
- C.4 Informs students how to use materials.
- C.5 Example: Tells student to take one sheet and pass the others back or passes out materials to each student.
- C.6 This behavior is determined from notations in logs.
- C.7 This behavior is determined from notations in logs.

Ground Rules and Recommendations for Coding

1. Included in the package are instructional objectives for the sample classroom data. The objectives should be read before attempting to code any of the data. This will assist in understanding what is expected to occur in the data logs.

2. Record the beginning and ending time minutes first before coding behaviors. The classroom time used with behaviors is located in the columns of the logs. Begin to code the behaviors using the two instruments. Try to follow the teaching behaviors as they occur.

3. If a behavior can be identified, but it cannot be described, record the main category code number. For example, if a

teacher ends a task or activity (10.0) but the task or activity cannot be coded, only record the appropriate main category code number such as 10.0.

4. If there are behaviors that cannot be coded, do not try to code them. Make a note that this did occur and what the behavior was.

INSTRUCTIONAL OBJECTIVES FOR SAMPLE NARRATIVE DATA

1. Two homework exercises will be graded in class.
2. Will go over the review exercise.
3. Will review a spelling unit.

3rd Period

[19 students present]

- 10:35 Bell rings/teacher stands at high table/sits/tells students they have a lot to do and she suggests they get quiet/ calls out a student's name/calls roll aloud
- 10:38 Ends roll call/calls on a student to ask him if he got his book/responds/asks where is it/asks students for book numbers
- 10:39 Tells a student to close his mouth/instructs students to take their homework out and exchange papers (a student goes to pencil sharpener)
- 10:40 "Now what we are going to do then is go over this assignment . . . and then I am going to give you another assignment, and then I am going to take your highest of the 3 grades, okay?"/ student question/responds "Okay, p. 520, Exercise 13"/ calls on a student to take the first one/responds/repeats response/ announces #2/calls on student/
- Teacher stands in front holding book
- tells students if they miss it, raise their hand, and she will repeat the word/continues to call on students for answers
- 10:42 Teacher moves to high table/explains there is difference in the pronunciation of those words/pronounces words/tells students what they hear in words/continues to call on students/
- 10:43 Informs students that when they have a choice of these 3 words, she suggests they forget contraction and substitute/cites examples/explains/asks question/no response/gives answer/ explains/continues calling on students/often explains some words
- 10:45 Explains/gets girls' attention for talking and says, "Please." Tells students to count up the number of X's and subtract from 102/informs students they get 2 bonus points for coming to school on Memorial Day and . . ./informs students that the vacationers do not get anything/repeats directions for counting points/students' questions

NOTE: When students give correct response, teacher says "alright" or "okay."

- 10:46 "Now, we are going to finish Exercise 15. Okay, give the paper back. I will let you grade your own paper on Ex. 15"/repeats points/repeats exercise/gives page number
- 10:47 Calls on a student to take the first one/continues to call on students/says, "Alright" to responses/repeats response/informs students about the only mistake is pronunciation of word/closes door
- 10:49 Asks students how can they tell when to use "to" and "too"/a student responds out/tells a student to raise hand/student responds/erases board as she explains/writes on board/ explains/cites examples
- 10:50 Goes to #5/calls on student/students respond/teacher says, "Alright" to responses, but does not repeat responses/informs students if they are having trouble with the contraction, they should remember to use the two words that contraction stands for/cites examples
- 10:51 Continues to call on students/asks student why she used a word/ tells her to substitute/substitutes word for student/explains words are used with/continues to call on students/a student enter/teacher talks to student/returns to student who was responding/tells him, "I am sorry"/student continues
- [Pattern Continues with Students Taking Sentences]
- 10:54 Exercise Ends/tells students to count up their X's, multiple . . . and subtract from . . ., and . . ./student question/ restates how to count
- 10:55 "Right now, I am going to give you 15 minutes to do the exercise"/gives exercise number and page/tells students how many sentences/student asks, "15 minutes for all that?"/teacher changes mind and says, "I will give you 16 minutes"/student says, "Thank you"/student questions/responds/tells students to work quickly/students talk/informs students that she will give them until 4 after 11/student question/informs students what time is now and what that leaves/student asks about using same paper/ informs them to

NOTES: If students were absent yesterday on holiday, teacher refers to them as a vacationer. All students are not paying attention. Informs students they will grade them in class.

please put it on the same sheet/students talk out/walks around to students/goes down the aisles/opens door/students are quiet

- 10:56 Sits at desk sorting out yellow cards. "Let's go easy on the chewing gum, please. . . ."
- 10:57 Sits down at desk/sorts out cards/students are working quietly
- 10:59 Teacher finishes/gets up to get roll book behind her/returns to desk to sit with cards/goes through cards
- 11:00 "Go easy on that chewing gum or throw it away!"
- 11:01 Calls on a student to get homeroom teacher
- [Announcement from office]
- Teacher continues to call on students to get homeroom teacher information
- 11:05 "Okay, you have got 10 more minutes."
- 11:15 "Okay, you should be finished"/begins to go over exercise/calls on student/paces from side to side in front/tells a student to get his act together/repeats first student's response/continues to call on students/does not repeat all responses
- 11:24 Exercise Ends/Tells students how many points for each one and what to subtract from/informs students they get a point for their name/tells students as she calls out their names they are to give grade/informs students to keep papers and words they have missed; learn why they missed them/tells students to study them/cites example of contraction problem/informs students of test tomorrow/how many and what it will consist of/asks for highest grade made
- 11:25 Begins to record grades/students ask what did each other make on last paper/students convince teacher to take 2 grades instead of highest
- 11:27 Ends that/informs students what she will have for remaining of week/review sheet for semester exam/reminds students of what she told them yesterday about review work being extra credit, and if she finds they need one point to pass for the semester, she will take review grade and average it in, and that is the only way she can do it/tells students to please bring paper, pencil, and their English book tomorrow/student question/responds/asks if there are questions about test tomorrow and she wants to see a blue book go home today/students talk
- 11:29 Collects books/leaves from room
- 11:30 Bell rings

NOTE: No consistent pattern for calling on students.

RESULTS OF HOW CODERS AGREED AND DIFFERED ON
TYPES OF BEHAVIORS

<u>Class Time</u>	<u>Coder A</u>	<u>Coder B</u>	<u>Coder C</u>	<u>Difference</u>
10:35-10:38	2	2	2	0
10:38-10:39	4	4	4	0
10:39-10:40	4	4	4	0
10:40-10:42	10	10	10	0
10:42-10:43	5	5	5	1
10:43-10:45	7	7	7	1
10:45-10:46	3	3	3	0
10:46-10:47	4	4	4	0
10:47-10:49	3	3	3	0
10:49-10:50	6	6	6	0
10:50-10:51	6	6	6	0
10:51-10:54	6	6	6	1
10:54-10:55	3	3	3	0
10:55-10:56	1	1	1	0
10:56-10:57	2	2	2	0
10:57-11:00	8	8	8	0
11:00-11:01	3	3	3	0
11:01-11:05	2	2	2	1
11:05-11:15	5	5	5	0
11:15-11:24	9	9	9	2
11:24-11:25	4	4	4	2
11:25-11:27	2	2	2	2
11:27-11:29	5	5	5	3
11:29-11:30	1	1	1	0

APPENDIX F

INFREQUENT MANAGERIAL BEHAVIORS AND SUMMARY FREQUENCIES

THE MOST INFREQUENT MANAGERIAL BEHAVIORS USED WITH
INSTRUCTIONAL TASKS AND ACTIVITIES

<u>Identification Code</u>	<u>Description</u>	<u>Frequency</u>
2.8	Gives students directions	2
8.9a	Uses small groups	4
5.5	Listens to students/responds	7
5.6	Encourages other students to listen to students	7
5.2	Facilitates discussion	8
5.4	Recognizes participation/ideas	9
7.8	Asks new questions	9
8.9b	Uses individual approach	9
10.4	Summarizes at the end of tasks and activities	9
5.3	Motivates/encourages participation	10
5.1	Directs students into discussion	10
6.7	Uses a variety of ways to call on students	10
1.2	Material/media resources ready to be used	12
10.2	Directs students to put materials away	12
2.4	Writes on board	13
9.3	Sits down/observing students	16
4.7	Alters method/uses flexibility	17
6.9a	Calls on students in some consistent order	18
2.1	Calls roll aloud	19
9.4	Stands observing students	22
8.3	Provides material resources	24
4.9d	Redirects students back to lesson	32

SUMMARY FREQUENCIES FOR INSTRUCTIONAL AND MANAGERIAL BEHAVIORS

Identification Code	Description	Frequency
1.1	Information written on board for students	63
1.2	Material/media resources ready to be used	12
2.1	Calls roll aloud	35
2.2	Checks roll silently	19
2.3	Organizes students	47
2.4	Writes on board	13
2.5	Gets student attention	16
2.6	Makes announcements/reminds students	61
2.7	Introduces rules and procedures	2
2.8	Gives students directions	270
3.1	Gets student attention	75
3.2	Prepares all students for lecture/discussion/ test/review	96
3.3	Assesses student readiness level	178
3.4	Reviews/gives overview of content	103
3.5	States, outlines, demonstrates objectives	127
4.1	Presents information to whole class	171
4.2	Presents information clearly	133
4.3	Uses written or verbal examples and illus- trations to explain	460
4.4	Presents lesson contents on level of stu- dents	72
4.5	Relates information to student interest, needs and characteristics	63
4.6	Uses specific method to achieve goals and objectives	50
4.7	Alters method/uses flexibility	17
4.8	Paces instruction on level of students	47
4.9a	Repeats/emphasizes main points as they occur in lesson	190
4.9b	Signals transitions in lesson	183
4.9c	Does not divert from focus of lesson	47
4.9d	Redirects students back to lesson	32
4.9e	Summarizes/emphasizes main ideas upon com- pleting instructional segment	54
4.9f	Assesses student level of understanding	140
5.1	Directs students into discussion	10
5.2	Facilitates discussion	8
5.3	Motivates/encourages participation	10
5.4	Recognizes participation/ideas	9
5.5	Listens to students/responds	7
5.6	Encourages other students to listen to students	7
6.1	Alerts students for questions	76
6.2	Uses types of questions for student level	114
6.3	Addresses questions to everyone	279

<u>Identification</u>	<u>Description</u>	<u>Frequency</u>
6.4	Asks questions and then calls on students to respond	51
6.5	Asks questions and calls on specific students to respond	126
6.6	Calls on specific students and then asks questions	81
6.7	Uses a variety of ways to call on students	10
6.8	Waits for students to respond	210
6.9a	Calls on students in some consistent order	18
6.9b	Alerts students for order of questions	40
7.1	Repeats responses	272
7.2	Praises students	82
7.3	Gives answers	99
7.4	Calls on another student to give answers	44
7.5	Repeats questions	27
7.6	Rephrases questions	44
7.7	Gives clues to answers	56
7.8	Asks new questions	61
7.9	Gives no feedback	9
8.1	Introduces desired tasks and activities	111
8.2	Establishes procedures for tasks and activities before students ask and before problem occurs	117
8.3	Provides material resources	24
8.4	Indicates start of task and activity	51
8.5	Checks to see if everyone understands what they are to do	45
8.6	Uses recitation	52
8.7	Uses drills	46
8.8	Uses seatwork assignments	165
8.9a	Uses small groups	4
8.9b	Uses individual approach	9
8.9c	Accomplishes tasks and activity goals and objectives	75
9.1	Moves around the room/observing students	64
9.2	Moves around room/giving feedback	49
9.3	Sits down/observing students	16
9.4	Stands observing students	22
9.5	Assesses what students have done during time	75
10.1	Gives advance notice to finish up tasks and activities	106
10.2	Directs students to put materials away	12
10.3	Gives clear directions	33
10.4	Summarizes at the end of tasks and activities	9
10.5	Makes references to future tasks and activities	85
10.6	Uses this time to include assignments	44

FREQUENCIES OF HOW TEACHERS MANAGED STUDENTS

Behaviors	Frequency Numbers Among Individual Teachers												
Expects all students to participate in tasks and activities (A.1)	4	7	1	1	8	3	1	3	1	2			
Gets everyone engaged into tasks and activities (A.2)	2	1	1	2	3	2	2	1	4	5	4		
Has no problems getting students moved into positions (A.3)		1	1	1	2	1		1		1	1		
Has all students doing the same task and activity (A.4)	1	1	1	1	1	1	1	1	1	1	1		
Has different tasks and activities going on at the same time (A.5)					2								
Provides something that will reflect student engagement of tasks and activities (A.6)	1				4	1		1		1			
Keeps students involved in tasks and activities (A.7)	3	4	2	1	6	1	5	1	7	10	7		
Gives students directions what to do after tasks and activities are completed (A.8)	14	10	2	2	6	2	3	8	8	13	1		

MISBEHAVIORS THAT TEACHERS MANAGED

<u>Teacher</u>	<u>Number of Classes</u>	<u>Misbehaviors</u>	<u>Time Used for Misbehaviors</u>
1	7	Talking, reciting out, chewing gum, doing outside work, writing on board	9 min.
2	8	Inattentive, head down, talking, out of place	5 min.
3	3	Talking, writing in books	13 min.
4	5	Talking, cheating	3 min.
5	9	Talking, out of seat, without materials, too loud	10 min.
6	9	Turned around, out of seat, talking, reciting out, combing hair, not doing the work	9 min.
7	7	Talking, inattentive, playing, writ- ing on desk	30 min.
8	6	Talking, not doing the work, reciting out	6 min.
9	9	Talking, playing, inattentive	62 min.
10	8	Talking, out of seat, chewing gum, reciting out, writing on desk, turned around	18 min.
11	4	Talking, reciting out, playing with rubber band, reading magazine, lying down	5 min.

FREQUENCIES OF HOW TEACHERS MANAGED MISBEHAVIORS

Behaviors	Frequency Numbers Among Individual Teachers									
Ignores misbehaviors (B.1)	1	4	11	2	30	1				
Cites rule (B.2)	7	5	3	2	8	8	5	11	2	
Orders student to stop misbehaviors (B.3)	10	6	10	2	12	13	20	4	36	22
Names misbehavior (B.4)	4	2	5	1	5	10	7	8	24	29
Signals/reinforces appropriate behavior (B.5)	1	1								4
Expresses feelings about misbehavior (B.6)	1	4	1	2	3	1	3	6	10	1
Questions student to gain information about misbehavior (B.7)	1	3	1	1	2					
Isolates/separates student from other students and class (B.8)	1									
Punishes student in some way (B.9)	1	4	1	1	4	3				

FREQUENCIES OF HOW TEACHERS MANAGED MATERIAL RESOURCES

Behaviors	Frequency Numbers Among Individual Teachers									
Prepares to get materials resources ready (C.1)	6	1	2							
Has material resources set up and ready to use at the beginning of task and activity (C.2)	1	5	2	5	1	5	2			
Has adequate material (C.3)	1	1	2	2	1					
Gives students directions for use of materials (C.4)	3	2	2	1	2					
Distributes materials in some consistent order (C.5)	4	8	7	11	2	8	4	7	8	3
Uses materials that are consistent with lesson objectives (C.6)	1	2	1	3	1	2	1			
Uses materials that are appropriate for students (C.7)	5	3	3	6	5	3	1	4	2	4

APPENDIX G

DATA SUMMARIES OF HOW CLASSROOM TIME WAS USED

CLASSROOM ALLOCATED TIME FOR TEACHERS

<u>Teacher</u>	<u>Classes</u>	<u>Class Minutes</u>
1	7	380
2	8	405
3	3	180
4	5	240
5	9	440
6	9	525
7	7	350
8	6	390
9	9	475
10	8	460
11	4	220
TOTAL	75	4065

HOW INSTRUCTIONAL TIME VARIED AMONG TEACHERS*

Teacher	Classes	Preparation and Organization of Instruction	Preparation and Organization of Students	Organization of Lesson Presentations	Practice Tasks and Activities	Monitoring	Ending Tasks and Activities
1	7	4	34	30	156	15	29
2	8	11	48	166	85	19	22
3	3		26	89	49		9
4	5	7	16	23	132	94	27
5	9	15	54	133	196	61	34
6	9	8	45	104	336	192	101
7	7	5	32	124	76	46	25
8	8	2	28	147	85	55	20
9	9	2	26	101	106	18	28
10	8	8	54	243	112	6	23
11	4	2	21	128	30	2	13
TOTAL MINUTES		64	384	1288	1362	908	240

*Time is given in minutes.

HOW OFTEN CLASSROOM TIME WAS USED FOR OTHER CLASSROOM AND SCHOOL EVENTS

Teacher Classes	School Announce- ments	Visiting		Visiting		Visiting	
		Minutes	Administrators	Minutes	Teachers	Minutes	Students
			Minutes	Minutes	Minutes	Minutes	Other Minutes
1	7				2	1	
2	8			2	3	2	
3	3	1	3	1		2	1
4	5					3	1
5	9	1	1/2				
6	9	29	19		3	10	5
7	7	1	1		1		3
8	6	9	7	1	1	1	2
9	9	4	2				1
10	8	2	4		2	2	1
11	4	2	3	1	2		1/2
TOTALS		50	39 1/2	3	4	9	16
						17	11 1/2
							5
							16

APPENDIX H

SOME BEHAVIORAL PATTERNS

SOME BEHAVIORAL PATTERNS AMONG TEACHERS

Teacher	Behavioral Patterns
1	Organizes students (2.3); Calls roll aloud (2.1); Gets student attention (3.1); Prepares all students for lecture (3.2); Reviews/gives overview of content (3.4); States, outlines, demonstrates objectives of lesson clearly (3.5); Indicates start of task and activity (8.4); Asks questions and calls on specific students to respond (6.5); Uses recitation (8.6).
2	Prepares all students for lecture/discussion/test/review (3.2); Makes references to future tasks and activities (10.5); Uses written or verbal examples and illustrations to explain (4.3); Gives students directions (2.8); Makes announcements/reminds students (2.6).
3	Makes references to future tasks and activities (10.5); Assesses student level of understanding (4.9f); Uses written or verbal examples and illustrations to explain (4.3); Gives answers (7.3).
4	Gets student attention (3.1); Prepares all students for lecture/discussion/test review (3.2); Assesses student readiness levels (3.3); Organizes students (2.3); Calls roll aloud (2.1).
5	Gives advance notice to finish up tasks and activities (10.1); Makes references to future tasks and activities (10.5); Gives clear directions (10.3); Uses this time to include assignments (10.6).
6	Makes references to future tasks and activities (10.5); Reviews/gives overview of content (3.4); States, outlines, demonstrates objectives of lesson clearly (3.5); Assesses student readiness levels (3.3); Uses written or verbal examples and illustrations to explain (4.3); Gives students directions (2.8); Assesses student level of understanding (4.9f); Makes references to future tasks and activities (10.5); Uses this time to include assignments (10.6).
7	Gives students directions (2.8); Gets student attention (2.5); Addresses questions to everyone (6.3); Assesses student readiness level (3.3); Repeats responses (7.1).
8	Checks roll silently (2.2); Organizes students (2.3); Gives students directions (2.8); Prepares all students for lecture/discussion/test/review (3.2); Reviews/gives overview of content (3.4).

<u>Teacher</u>	<u>Behavioral Patterns</u>
9	Prepares all students for lecture/discussion/test/review (3.2); Reviews/gives overview of content (3.4); Presents information to whole class (4.1); Presents information clearly (4.2); Uses written or verbal examples and illustrations to explain (4.3).
10	Uses this time to include assignments (10.6); Addresses questions to everyone (6.3); Repeats response (7.1); Repeats/emphasizes main points as they occur in lesson (4.9a).
11	Gives advance notice to finish up tasks and activities (10.1); Moves around the room/observing students (9.1); Moves around room giving feedback (9.2); Assesses what students have done during time (9.5); Addresses questions to everyone (6.3); Uses written or verbal examples and illustrations to explain (4.3).

VITA

Oneida L. Martin was born February 14, 1949, in Chattanooga, Tennessee. She was educated in the Chattanooga Public Schools, and was graduated with honors from Riverside High School in June, 1967. Upon completion of high school, she received a scholarship and entered Alabama A & M University, Huntsville, Alabama where she majored and minored in English and French. She received her B.S. degree in January, 1971.

Miss Martin began teaching English in Centreville, Alabama while pursuing graduate study at the University of Montevallo, in February, 1971. In September, 1971, she began teaching English in the Chattanooga Public School System where she was later appointed Chairperson of an English Department and nominated as Outstanding Young Educator of America in 1976. She also worked with the Chattanooga Adult Evening Program; Upward Bound Program at UTC, and worked several years at McKenzie Business College in Chattanooga. She received her M.Ed. with a major in Curriculum and Instruction in August, 1976 from Middle Tennessee State University in Murfreesboro, Tennessee.

Miss Martin was granted a leave of absence from the Chattanooga Public Schools for the 1978-1979 and 1979-1980 school years to pursue her education at The University of Tennessee, Knoxville. She received a graduate teaching assistantship from the Curriculum and Instruction Department for 1978-1979, and in June, 1979, she was a recipient of a National Institute of Education Fellowship at UTK. She received

the Doctor of Education degree with a major in Curriculum and Instruction.

She is affiliated with a number of professional organizations: American Education Research Association; Association for Supervision and Curriculum Development; Alpha Kappa Alpha Sorority; Mid-South Education Research Association; National Council of Teachers of English; Phi Delta Kappa, and Pi Lambda Theta. She has been elected to Outstanding Young Women of America in 1976 and was awarded the Distinguished Service Award in 1975 in Chattanooga, Tennessee.