

Educational Programs That Work!

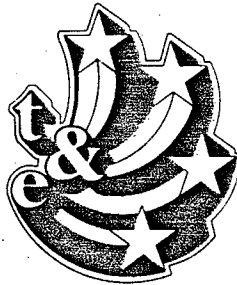


A catalogue of demonstration sites of successful educational programs disseminated through the New Jersey Elementary and Secondary Act, Title III, IV-C program, 1977 edition.

Educational Programs That Work

A CATALOGUE OF DEMONSTRATION SITES OF
SUCCESSFUL EDUCATIONAL PROGRAMS DISSEMINATED
THROUGH THE ELEMENTARY AND SECONDARY EDUCATION ACT,
TITLE IV-C PROGRAM IN NEW JERSEY

The programs described in this catalogue have been validated as successful, cost-effective, and exportable by the standards and guidelines of the United States Office of Education. Designed to meet local district needs, some were developed by district funds, others funded by the Elementary and Secondary Education Act, Titles III and IV-C. Their dissemination is effected through funding from ESEA, Title IV-C.



T & E

**SCHOOL
IMPROVEMENT
IN NEW JERSEY**

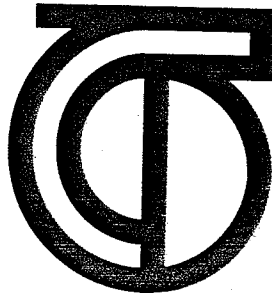
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Center On Teaching

Parsippany-Troy Hills



OVERVIEW

The Center on Teaching (COT) was established to implement the *Spectrum of Teaching Styles*, research its impact on teaching and learning behavior, and develop training programs for teachers and administrators in its alternative teaching styles.

Conceived and developed by Muska Mosston¹, the Spectrum is a theoretical structure comprising seven alternative teaching styles ranging from Command to Discovery. It is an integrated theory which: shows the place of each style on the Spectrum; identifies the assets and liabilities of each; highlights the relationship among the styles rather than their disparity; and delineates the specific roles of both teacher and learner in each style. This *specificity* clarifies *expected behaviors* for both teacher and learner in a given episode. It does *not* promote a single teaching style since human learning behavior is multiple, warranting several teaching styles. Operating on the theory that the same learner is capable of different learning styles at different times, it trains teachers to employ alternative teaching styles. By thus providing mobility along the Spectrum, teachers and administrators are encouraged to eliminate their own general idiosyncrasies, personal opinions and random teaching behavior in favor of developing objective methods and teaching assessments which will enhance their impact on the cognitive, affective, social, and physical development of their students.

Since its inception, the Center has done experimental work with teachers, administrators and students in a variety of subject matter areas and on all educational levels, focusing on the refinement of the *deliberative* behaviors of the teachers in each style along the Spectrum, thus improving the relationship between the given teaching style, the stated objectives and learning behaviors.

¹Mosston, Muska, *Teaching: From Command to Discovery*, Wadsworth Publishing Co., Belmont, California 1972.

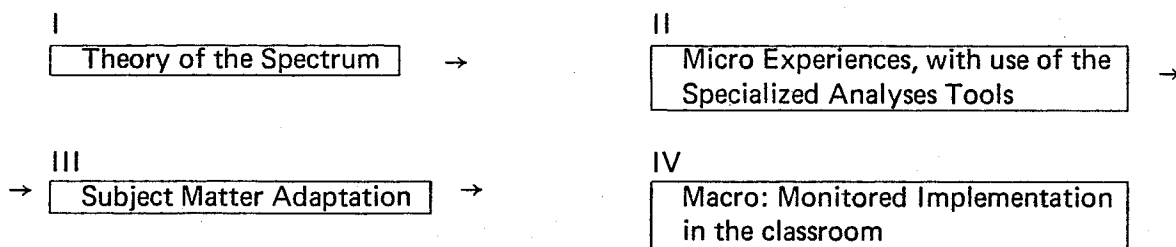
The Spectrum provides teachers and administrators with the following:

1. A theory of alternative styles.
2. The anatomy of each style which serves as a guide for specific behaviors.
3. The specific learning goals accomplished by each style.
4. A basis for a *rational* training program.
5. *Objective* analysis tools (developed by Sara Ashworth), used during training and during implementation.
6. *Objective* procedures and analysis to be used by teachers and administrators in order to determine whether or not the *teacher's intent and action are congruent*.
7. A training program which analyzes the implications of each style to: classroom organization and management, the impact of verbal behavior on a social interaction, material design, etc.

Together all these offer an opportunity for sharper insights into what happens to students during their learning experiences, their growth, their agonies and joys.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication of one or more styles in a new site is defined by participating in the four steps as prescribed by the C.O.T.:



GOALS, EVALUATION DESIGN AND RESULTS

- Goals:**
1. Spectrum teachers will give significantly more individual attention to students during class time than Control teachers (both in terms of frequency of individual contacts and in percentage of class time used for giving individualized attention).
 2. Spectrum teachers will spend significantly less time than Control teachers dominating classroom academic discussions.
 3. More efficient use of class time will be made in Spectrum classes than non-Spectrum classes. Specifically, Spectrum students will pay closer attention in class; class pace will be faster; less time will be wasted getting started; students will spend more time on school work; students will give their teachers fewer discipline problems; and students will waste less time than non-Spectrum students.

Evaluation: The evaluation techniques used three sources of data: student and teacher questionnaires administered both years of the study and a systematic analysis of videotapes of actual classroom sessions by Spectrum and Control teachers. Care was taken to get control teachers and students comparable to the trainees. To determine where differences exist-

ed between Spectrum and non-Spectrum classrooms, the strategy was to measure those traits of teachers and students which have strong relationships with student achievement: time spent on task; teacher time spent with individuals; less teacher domination of academic discussion; attention; and class pace.

Results: Goal one was decisively confirmed. In two studies Spectrum pupils reported they received more individual attention from teachers than did non-Spectrum pupils. In both years Spectrum teachers reported giving more individual attention than Control teachers. Finally, analysis of videotaped classroom episodes showed that Spectrum teachers spent over twice as much time as Control teachers in academically oriented interactions with individual students. Conclusion: Spectrum teachers appear to give more individual attention.

Goal two was clearly supported. Results of the chronometric analysis of the classroom videotapes showed that Spectrum teachers spent less than half as much time as Control teachers in such activities as disseminating information, lecturing, and reading aloud. Conclusion: Spectrum teachers appear to display less domination of academic discussions.

Goal three was also achieved. In both 1975 and 1976, Spectrum students reported moving at a faster pace and paying closer attention than non-Spectrum students. Other trends in the *student* questionnaire data for both years favored the Spectrum: fewer discipline problems, more time spent in hard work, and less wasted class time. These trends were also seen in both years in the comparisons of the reports of Spectrum and Control *teachers*. The chonometric analysis of classroom videotapes indicated that slightly less time was wasted in Spectrum classes. Conclusion: There appears to be more efficient use made of class time in Spectrum classes.

The experimental work was conducted with administrators and teachers in South Brunswick's Constable Elementary School and Crossroads Middle School, and in Red Bank Regional High School over a 3-year period, 1973-76². The program achieved validation in 1976.

COSTS

The costs of replicating the program include:

1. Staff training
2. Rental for videotape equipment
3. Materials at cost
4. Film — nominal rental fee
5. Services of C.O.T. staff are free of charge

DISSEMINATION SERVICES AND MATERIALS

A brochure which describes the project is available free of charge from the Center on Teaching. Visitation opportunities are available to educators who wish to see the Spectrum in operation.

²The Research and Evaluation study was conducted by Dr. Richard C. Anderson, Director, Laboratory for Cognitive studies in Education, Univ. of Illinois, Champagne-Urbana, Illinois.

The C.O.T. offers 3 *options* for training:

- Option 1* – Training in *any one* style
Time: 3 days for training, 1-2 months monitored implementation.
- Option 2* – Training in *two* or more styles
Time: 5 days for training, 2-3 months monitored implementation.
- Option 3* – Training in the *entire* Spectrum
Time: 10 days for training, 4-6 months monitored implementation.

To be eligible for the C.O.T. programs:

1. The school must identify an administrator(s) who will be trained and assume responsibility for the continuation of the program. (The number of administrators depends on the number of participating teachers.)
2. The participants must agree to follow through with the four steps of the program outlined as essential elements.

The following materials are available from the Center on Teaching (cost to be determined):

1. **Film "Teaching: From Command to Discovery"** (The Spectrum of Teaching Styles)
2. **Brochure – General description of the program**
3. **Training Manual**
4. **Workshop materials**

Inquiries regarding the program, dissemination services and materials should be addressed to the project director.

CONTACT PERSONS

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