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AN ANALYSIS OF PERCEPTUAL AND BEHAVIORAL DATA
RELATING TO TEACHER CLASSROOM INTERACTION

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
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* * * * *

The Ohio State University
1975

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Curriculum and Foundations
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PUBLICATIONS


FIELDS OF STUDY

Major Field: Education

Studies in Curriculum and Foundation. Professor Charles M. Galloway.
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CHAPTER I

THE PROBLEM

Significance of the Study

The advent of Sputnik in 1958, followed by writings such as "Why Johnny Can't Read" and Silberman's "Life in The Classroom," were forces instrumental in creating a critical educational climate in the United States. Massive efforts were mounted to improve and provide quality education. These efforts, for the most part, were directed toward changing the curricula, organizational patterns, physical spaces, teacher's classroom behaviors, and media. Attempts to improve student achievement by constructing the teacher-proof curriculum, non-grading schools, substituting open-space and team teaching for the self-contained classroom, and instituting instructional television and computerized curriculum were too frequently disappointing. Too often the few successful innovations experienced failure when the innovators departed or others tried to replicate them. These disappointments gave added weight to the thesis that, in the final analysis, the most important single factor in the educative process was the
teacher's behavior. Consequently, the study of classroom behaviors and development of observational systems for instructional analysis attracted a large following.

Beginning in the thirties and extending through the early fifties, researchers Anderson (1939), Withall (1949), and Bales (1950) were developing observational systems of classroom behavior based on theoretical premises. However, it was not until articles headlined "Teachers Talk Too Much" detailed data gathered through the use of Flanders' (1963) verbal interaction analysis system that observational systems for instructional analysis gained national recognition. These systems, except for Flanders' "silence" category, omitted nonverbal behaviors. Galloway (1962) in his exploratory study of nonverbal behavior, relied on theoretical constructs and observation of teacher classroom behavior in developing a nonverbal observational system. While Withall (1949) and Flanders (1963) noted nonverbal behavior, they relied entirely on verbal behavior and made no provision for recording the nonverbal in their systems. Actually, one of Withall's (1949) basic assumptions was that "the teacher's verbal behavior is a representative sample of her [sic] total behavior" (p. 348). It was not until a few years after Galloway's (1962) exploratory study of nonverbal behavior that the impact of teacher's nonverbal communication was universally recognized. In
1968, Galloway's two category (encouraging-restricting) analysis of nonverbal communication was used to further describe Flanders' system of verbal analysis (Lal, 1968). Hough and Duncan (1970) included the categories of unspoken responding, unspoken initiating, and reflecting-manipulating in their observational system for instructional analysis.

These observation systems were developed from theoretical constructs (Anderson, Bales, Withall, and Flanders) plus classroom observations of behavior (Galloway and Hough-Duncan). The perception of students, receivers of signals sent by teachers, were omitted until Whitfield (1973) developed an observation system based on responses to a student questionnaire and interview schedule administered to sixth-grade students. An examination of Whitfield's twelve-category system, including both verbal and nonverbal behaviors and the category conventions, tends to support Galloway's thesis of the importance of teacher nonverbal behaviors and the impact in the affective domain of all teacher behaviors.¹ It also supports Tuckman's (1970) findings that there is considerable

¹The Whitfield category definitions and conventions are the first twelve categories and conventions listed in the Modified Whitfield Observation System, Appendices A and B. The investigator modified the Whitfield System by adding two categories to the System: Category 13, Elicits Participation; and Category 14, No Interaction.
discrepancy in the perceptions and interpretations of the teacher's classroom behavior held by students and perceptions held by adult observers. The Whitfield Observation System contains 189 discrete student statements describing teacher behaviors. Of these, 29 percent (55 statements) fall into the nonverbal communication classification and 63 percent (119 statements) into the affective domain related categories.

What appeared to be needed was further exploration of teacher nonverbal and affective domain related behaviors, verbal and nonverbal, as perceived by students. The study was an investigation to determine (1) the degree of agreement between teacher and student perceptions and observer observations of teacher classroom verbal and nonverbal behaviors and (2) the implications of these sources of feedback for the teacher. Inasmuch as students are the targets of teacher behavior, it is important to know how the students perceive teacher behavior. It follows that student learning can be facilitated and approach responses toward school increased when teachers are aware of their students' perceptions. The student feedback can serve as a guide for teachers who seek to improve their classroom interaction techniques and to become proficient in providing an optimal learning climate.
**Purpose of the Study**

In recent years most public school systems have provided staff development or in-service training programs for their teachers. A survey of the program contents shows that a considerable number of school districts invest time and resources training teachers in the use of a classroom observation system. Flanders' system of verbal analysis has been one of the most widely used instruments for this training; however, provision for use of the observation instrument back in the classroom is often neglected. Consequently, many teachers have little opportunity to evaluate the efficacy of observer feedback. In those instances where teachers do have the benefit of feedback, it is generally information about their verbal behavior derived from systems developed through theoretical constructs and/or adult observations of classroom behavior.

Without question, these systems have served the purpose of providing feedback to teachers about their verbal behavior; nevertheless, in the light of research related to group dynamics, socio-emotional climate, and teaching behaviors in relation to student achievement, teachers need more specific, refined information about their total behaviors. Rosenshine (1971), in his report of all available studies (approximately 51) in which
teacher behavior was examined in relation to student achievement, found that the most frequently used observational category system was Flanders' (1965-1970) and Amidon-Flanders' (1961-1967) interaction analysis instruments. His findings and recommendations indicate that categories should be expanded and many more studies conducted. A selection of Rosenshine's findings follow:

1. Results of studies of teaching behaviors in relation to student achievement generally were conflicting and not definitive.

2. In an analysis of 16 studies in which the variables characterized as "teacher warmth" were related to student achievement, he states:

   There were clear, consistent, linear correlations between ratings on warmth and student achievement in only one study (Fortune, 1967). In the remaining eight studies the significant results were either mixed or resulted from the use of inferential statistics in which only extremes of the available sample were used in the analysis. Despite the mediocre results in terms of statistical significance, the consistency of results is very high. Of the 15 studies for which the trend can be determined (the two studies by Walle, 1966, are excluded), 12 showed consistent, positive results (Anderson and Walberg, 1968; Beiderman, 5th Grade, 1964; Solomon, et al., 1963 [1971, 84-91]).

3. Studies related to "teacher talk" appeared to contradict the highly publicized idea that teachers talk too much. Rosenshine suggested
that there may be higher yields from focusing upon types of teacher talk (1971, 155-156).

Additional need for expanded categories, specification of types of teacher talk, and inclusion of nonverbal communication is highlighted by the following incident. A few weeks ago, the investigator and six observers were viewing a 1973 video tape of a teaching episode for the purpose of examining nonverbal behaviors. This tape had been coded in October 1973 by the six observers using the Hough-Duncan Observational System for Instructional Analysis (OSIA) conventions. These observers had (1) received intensive training in the OSIA coding conventions, (2) reached an inter-rater-agreement coefficient of .80, and (3) participated in coding classroom instruction throughout the 1973-1974 school year.

During the viewing and discussion of the film it became exceedingly clear that much more precise information was obtained when the dimension of nonverbal behavior was added through use of the Whitfield Observation System. To illustrate: At one point a student queried, "Is this too high?" The teacher responded, "Of course, that's too high." The teacher's behavior previously had been coded under the OSIA as a T 5, Judging Incorrectness. However, all observers agreed that her facial expression plus the tone
and inflection of her voice clearly implied that she was actually saying, "You dummy, anyone could see that's too high." In the Whitfield System the teacher behavior codes 9, Attacks-Belittles-Ridicules. The teacher, seemingly sincere and kind, probably would have been horrified to realize the negative and incongruous message she was conveying nonverbally. However, once alerted, she could have effected changed nonverbal behavior if she so desired. Incidentally, the student said nothing further for the duration of the session.

Later, the teacher said enthusiastically, "Camille, that is excellent! Class, look at what Camille is doing." Under the OSIA convention the statements were coded as T 6 and T 12 (Judging Correctness and Managerial Initiating, respectively). Under the Whitfield system it would be coded as 7 and 11 (Positive Reinforcement-Rewards and Models-Displays-Demonstrates) and paint a much clearer picture of the teacher's behavior.

Rosenshine's analyses and these few examples support the thesis that (1) richer more explicit descriptive categories of teacher behavior are needed and (2) non-verbal communication and student perceptions of teacher behavior are important elements which should be included in observational systems. Especially is this true if
teachers are to be assisted in analyzing and making necessary changes in those behaviors which influence student affective domain behaviors. These appeared to be essential requirements needing further study and exploration if teachers were to become proficient in providing optimal learning climates. Additionally, the category conventions of observation systems for teacher use should be sufficiently clear and concise so that a relatively short period of time is required for mastery. The Whitfield (1973) Observation System meets these criteria.

Many writers and investigators have highlighted the importance of verbal and nonverbal communication in the classroom, teacher influence in the affective domain, and discrepancies between student (child) and teacher (adult) perceptions. However, no single analysis system included all of these aspects prior to the development of the Whitfield (1973) System. Briefly, then, there is a need to determine the degrees of agreement between teacher and student perceptions and observer observations of the teacher's total behavior and the implications of these sources of feedback utilizing an observational system developed by categorizing pupil perceptions of teacher verbal and nonverbal behaviors. Considering the magnitude and implications of the problem, further investigation and study appeared to be needed.
Design of the Study

Statement of the Problem

The study was an investigation to determine (1) the degree of agreement between teacher and student perceptions and observer observations of teacher verbal and nonverbal behaviors and (2) the implications of these sources of feedback for the teachers when the Modified Whitfield System was utilized. Thus, the questions which represented the major problems and provided focus for the study follow:

1. Do teacher perceptions about their classroom behavior represent a higher degree of agreement with the perceptions of their students or with the observations of classroom observers?

2. Do student perceptions about teacher classroom behavior represent a higher degree of agreement with the perceptions of the teachers or with the observations of the classroom observers?

3. Which of the four forms of data about their own behavior will be most useful to teachers as feedback:
   a. raw data of student statements obtained from a student questionnaire-interview-schedule;
b. student statements obtained from a student questionnaire-interview-schedule, tabulated and collated into categories;
c. the percent and rank order of student responses by categories; or
d. codings of observers translated into percents by categories?

Delimitations and Limitations

**Delimitations.**—The present study includes all teachers and selected students in the middle and upper clusters of an elementary school with a team-teaching, open-space organizational pattern: twelve teachers, 344 third through sixth-year students, and four trained observers.

**Limitations.**—The student subjects in this study are limited to those students who had been in an instructional setting with the same teacher on a minimum daily basis of two-and-one-half hours for a period of no less than eight weeks.

Definition of Terms

**Communication.**—"The transference of thought or feeling with one person to another through gesture, posture, facial expression, tone and quality of voice as well as by speech" (Good, 1959, p. 113).

**Nonverbal communication.**—"Transmitting a thought or feeling from one person to another through gesture, posture, facial expression, tone and quality of voice, or physical
contact, as an auxiliary function to speech, or without speech" (Galloway, 1962, p. 8).

**Verbal communication.**--"Transmitting a thought or feeling from one person to another through the use of a spoken language system" (Whitfield, 1973, p. 7).

**Teacher-pupil relationship.**--"An interdependent relationship that has been established by the teacher and the pupil through socio-emotional, physical, and intellectual contacts" (Galloway, 1962, p. 8).

**Questionnaire-interview-schedule.**--An instrument to collect information from students and teachers about teacher classroom behavior for the purpose of collating discrete statements into categories.

**Focused interview.**--An interview which provides an interview guide with a list of objectives but gives the interviewer considerable latitude within the framework of the interview guide (Merton and Kendall, 1946).

**Observation record.**--Descriptions by categories of teacher's verbal and nonverbal behaviors as recorded by trained observers.

**Observer.**--A person trained to code teacher behaviors.

**Procedure for Collecting the Data**

The elementary school involved in the study was an innovative, open-space school with an ungraded, team-teaching organizational pattern. The teachers had
participated in extensive staff development programs such as nonverbal communication, interpersonal relationships, and the Observational System for Instructional Analysis. The staff, strongly committed to personalized learning and individualized instruction, had an overarching goal of promoting the development of rational, autonomous individuals. The population used for this study included all twelve teachers and selected students assigned to the middle and upper levels (third through fourth-year students). These levels were chosen in order to obtain written responses to the student questionnaire-interview-schedule items. The criterion for selection of students within these levels was that students had been in an instructional setting with the same teacher on a minimum daily basis of two-and-one-half hours for a period of no less than eight weeks.

The decision to use the population in the study was influenced by three basic assumptions:

1. Teachers with this experiential background will exhibit a wider-than-average range of behaviors and perceptions about their own behavior.

2. Perceptions of teacher behavior by students in this instructional setting, receiving an extensive amount of their teacher's individual
attention, will provide extensive data about teacher classroom interaction.

3. The classroom atmosphere will tend to be less artificial, more relaxed, and normal with these students and teachers than would be the case in a first-time coding situation.

Given these basic assumptions, the study should provide rich, valuable data with educational implications.

The data about teacher behavior were collected from three sources: (1) Student perceptions were assessed by the administration of the Whitfield Student Questionnaire-Interview-Schedule. (2) Teacher perceptions were obtained by the administration of a questionnaire-interview-schedule rephrased to parallel the Whitfield Student Questionnaire-Interview-Schedule. (3) Observer data were obtained by coding teacher classroom behavior according to the category conventions of the Modified Whitfield Observation System. The Whitfield System was modified by the addition of two categories, Elicits Participation (13) and No Interaction (14). The Whitfield System had the advantages of being based on student perceptions, permitting coding of both verbal and nonverbal behavior, and possessing both cognitive and affective categories; however, this minor modification was considered essential for coding purposes.
It became apparent during observer training sessions that there were no appropriate categories for coding some frequently recurring teacher behaviors. For example, a video-tape of classroom instruction showed the teacher saying quite frequently, "Work the next problem." At other points the teacher left the cluster briefly, talked to another teacher, and graded papers at her desk. As a consequence of these incidents the investigator modified the System, hereafter referred to as the Modified Whitfield System, by adding two categories: one category to designate non-substantive but substantive-related procedural teacher directions (Elicits Participation) and another to designate those instances when the teacher was not actively engaged with students (No Interaction).

Data to determine which of the four forms of data (raw data of student statements obtained from a student questionnaire-interview-schedule; student statements obtained from a student questionnaire-interview-schedule, tabulated and collated into categories; the percent and rank order of student responses by categories; codings of observers translated into percents by categories) would be most useful to teachers was obtained from an evaluation form developed and administered by the investigator to the teacher population in the study.
The procedure of the study centered on obtaining descriptions of teacher behavior from three different sources: Students, teachers, and observers. In obtaining the data, the following activities were completed during a 2-week time span:

1. The teacher and student questionnaires requiring written responses were administered by the investigator to the teachers and selected students. Twelve teachers and 322 students were involved (Appendices C and D, Student and Teacher Questionnaire-Interview-Schedules).

2. Four trained observers, parent aides who had previously coded classroom instruction using the Observational System for Instructional Analysis, were trained by the investigator to use the Modified Whitfield Observation System in coding and tallying teacher behavior in terms of the specified categories. Each teacher was observed in fifteen-minute segments on three separate coding sessions. Prior to these observations and during the training sessions the observers coded a minimum of five 10-minute video-taped and classroom teaching episodes.
Cohen coefficients of inter-rater-agreement were calculated on these coding tallies.

Audio-taped interviews of thirty-six randomly selected students (three per teacher) were conducted by the investigator during the three-week period immediately following the activities listed above. The teacher-behavior descriptive statements, both written and oral responses, obtained from the questionnaire-interview-schedule and the observer tallies were used for the purpose of determining specific categories of teacher behaviors.

Treatment of the Data

The treatment of the data is presented here in chronological order. The perceptual responses to the teacher and student questionnaire were tabulated, analyzed, collapsed, and collated into the fourteen categories to form individual teacher class master keys and cluster composites. One-hundred-sixty-three of the discrete student perceptual statements were randomly selected and presented to a panel of judges, experts in the field of observational research, for further analysis. The judges sorted the perceptual statements into the fourteen categories and the results of that sorting were statistically analyzed to ascertain the degree of agreement between the sortings of the judges and the investigator.
The observer tallies and the teacher and student perceptual responses were tabulated and converted to percents by category. Appropriate tables were constructed and these data were used to calculate the Spearman Rho to determine coefficients of correlation.

The final procedure employed in this study was collecting and analyzing teacher evaluation data. The four sets of data and evaluation forms were presented to the twelve teachers. The teachers wrote responses to the evaluation items and participated in interviews conducted by the investigator using the evaluation items. The teacher responses were analyzed and the six items containing quantitative data converted to percents.

Plan of the Report of the Study

The problem of the study entailed an exploration of the correspondence between teacher, student, and observer perceptions of teacher verbal and nonverbal behaviors. A selected review of the scholarly literature and research related to observational systems, perceptions, validity of classroom observer data, and the interview as a data-gathering instrument is presented in Chapter II. A detailed explanation of the procedures employed in the study is contained in Chapter III. An analysis of the
data for determining which of the four forms of data was
the most useful and the correspondence of perceptions
derived from the three sources represents Chapter IV.
Finally, Chapter V includes conclusions and implications
relevant to the problem of the study and suggestions for
further research.
CHAPTER II

BACKGROUND OF THE STUDY

This chapter of the study is a presentation of the related literature and is divided into three major sections. The first section is a presentation of the historical development of classroom observational systems and is divided into two parts. The first part presents observation systems developed to record classroom verbal communication and the second part presents a system to record classroom nonverbal communication. The second section presents a review of the literature related to the problems involved in obtaining reliable and valid classroom observational data. The third section is a review of the literature related to the interview in social research and the use of the interview technique as a data gathering instrument.

Historical Development of Classroom Observational Systems

That there is a plethora of observational instruments to investigate classroom interaction is evidenced by the compilation of seventy-three observational
systems by Simon and Boyer (1967) and additional systems cited by Rosenshine and Furst (1973). As a consequence of this large number of observation systems effort has been made to be selective in the systems reviewed. This portion of Chapter II is a presentation of the chronological development and use of the most widely known and possibly the most influential models or systems for describing teacher classroom verbal and nonverbal behavior. Representative data reflecting the relationship between teacher behavior and student outcomes for the selected observation systems are included when available.

Observation Systems Developed to Record Teacher Verbal Behavior

In 1936 Harold H. Anderson (1945) developed a twenty-category checklist and conducted a study that corroborated the impact of the teacher upon student attitudes and activities. The purpose of Anderson's study was to measure domninate and integrative teacher and pupil behavior.

Trained observers and Anderson used his checklist of preliminary categories to observe kindergarten teachers and pupils and to revise the categories. Anderson (1945) states:

Revised categories of teacher contacts were offered, together with certain mental hygiene assumptions regarding the classroom behavior of
teachers and children. It was shown that by these revised classifications of teacher's dominnative
and integrative behavior data could be reliably recorded. It was further shown that the behavior
of the teachers had correlations with the behavior of the children (p. 152).

Anderson's dominnative and integrative behaviors were similar to Dewey's (1916) and Lewin-Lippitt-Whites' (1943)
autocratic and democratic behaviors and leadership characteristics. Anderson found that teacher dominnative
behavior restricted pupils' activities and led to pupil aggression and non-cooperative behavior and that teacher
integrative behavior promoted teacher-pupil cooperative activities and pupil directed activities. Thus, through
the data obtained from the correlational study, Anderson was able to support the theoretical construct of dominnative
and integrative behavior.

Conclusions of a study designed by Lewin, Lippitt and White (1943) to analyze the impact of authoritarian,
democratic, and laissez faire adult leadership behavior on children in after-school club meetings tended to confirm
Anderson's general findings: adult leadership behavior influenced the behavior of the children and the social-
emotional climate of club meetings. The subjects in the study were eleven-year-old boys who were exposed to the
three types of leadership.
Both of the foregoing studies generated considerable interest in the analysis of teacher classroom behavior and the research of Withall, following that of Anderson, added momentum to the movement. Withall (1949) developed a seven-category system focused on the categorization of teacher statements and founded on three basic assumptions:

1. . . . that the socio-emotional climate is a group phenomenon;
2. that the teacher's behavior is the most important single factor in creating climate in the classroom; and
3. that the teachers' verbal behavior is a representative sample of her total behavior (p. 347).

Social-emotional climate was operationally defined by Withall (1949) as influencing the following:

1. the inner private world of each individual;
2. the esprit de corps of a group;
3. the sense of meaningfulness of group and individual goals and activities;
4. the objectivity with which a problem is attacked; and
5. the kind and extent of interpersonal interaction in the group (p. 347).

Withall postulated that "learning" was most likely to occur when experiences "occur in a non-threatening situation" and are "meaningful to the learner." He conducted research into the examination of the influence of the classroom teacher on the social-emotional climate of the classroom by modifying his system so that the index of teacher behavior was conceptually related to the dominative-integrative ratio of Anderson. He showed that,
"a simple classification of teacher verbal statements into seven categories produced an index of teacher behavior almost identical to the integrative-dominative ratio described by Anderson" (Flanders, 1965; p. 5) and concluded that, "a valid measure of social-emotional climate of groups is obtainable by categorizing teacher statements" (Withall, 1949; p. 360) based on an inter-observer-agreement range of 64 percent to 75 percent. However, his conclusion was partially validated through the use of students recording their "feelings" at different points in the classroom lesson by pushing a button to indicate whether their feelings were positive or negative.

From the foregoing data Withall concluded that students tended to have a more positive attitude during the "learner-centered" part of the class. The terms "learner-centered" and "teacher-centered" are similar to Anderson's "integrative and dominative behavior" and Lewin, Lippitt and Whites' "authoritarian and democratic leadership behavior." Withall's use of direct information from students in the instructional event to confirm the influence of teacher behavior on the social-emotional climate of the classroom as measured by his observational instrument provided a form of validity for his observation system.
The influence of teacher behavior on the behavior of students and the influence of this relationship on the social-emotional climate of the classroom is implied by Thelen. He describes several teaching style models and notes that the teacher functions according to the model he (teacher) has in mind. Thelen (1954) describes the models as: Socratic discussion, The town meeting, Apprenticeship, Boss-Employee or Army Model, The business deal, The good old team, and The guided tour. Thelen (1954) states that:

Models like the above help the teacher define the working relationship between himself and his class. They serve to clarify the role of the teacher; his power, his concerns, his style of teaching. The roles of the students are not differentiated in these models—all the students are expected to behave alike in ways which enable the teacher to enforce his role (p. 41).

Thelen concluded that the teacher is the main determiner of his own behavior and that roles open to students are dependent upon the role the teacher plays.

Flanders' Interaction Analysis System is one of the most well-known classroom observation systems and the System most frequently used by investigators other than the authors of systems. Additionally, it has been used for the four designated and dominant purposes of observation systems (Rosenshine and Furst, 1973).
That the System has been widely used for the purpose of training both preservice and inservice teachers and to a lesser degree for experimental and correlational studies may be partially explained by the fact that:

1. Flanders incorporated the outstanding work of Anderson; Lewin, Lippitt and White; Withall; and Thelen in the development of his System for Interaction Analysis (Flanders, 1965).

2. A training kit is available and the System is short (ten categories) and relatively simple to teach to observers and teachers, at least on a superficial basis. How well consumers of the System understand the theoretical construct on which it is based is open to question.

3. The two teacher behavior patterns, originally Direct and Indirect and later Teacher Talk and Student Talk, are neutral terms. The behavior patterns correspond to the Anderson integrative and dominative behaviors and to the Lewin, Lippitt and White democratic and autocratic behaviors; however, the Flanders' terminology is neither emotionally loaded for nor threatening to teachers as are the other terms. Consequently, teachers are more likely to accept the Flanders' System, to
permit observers to record their classroom behavior for the purpose of receiving feedback, and to participate in experimental research studies.

Flanders (1965), believing that the teacher's verbal behavior was an adequate sample of the teacher's total influence, developed his observation system on a construct of the influence of teacher verbal behavior on the social-emotional climate of the classroom and defined classroom climate in the following way:

The term "classroom climate" refers to generalized attitudes toward the teacher and class that the pupils share in common despite individual differences. The development of these attitudes is an outgrowth of classroom social interaction. As a result of participating in classroom activities, pupils soon develop common attitudes about how they like their class, the kind of person the teacher is, and how he will act in certain typical situations. These common attitudes color all aspects of classroom behavior, creating a social atmosphere, or climate, that appears to be fairly stable, once established (p. 3).

Flanders' (1967), in his ten-category system, identified teacher indirect verbal behaviors as accepts feelings, praises or encourages, accepts student ideas, and asking questions and identified teacher direct verbal behaviors as lecturing, giving directions, and criticizing or justifying authority. Two categories representing student talk behaviors are identified as student talk in response to questions or directives from the teacher and
student talk initiatory in nature. The final category of Flanders' System of Interaction Analysis is silence or confusion. Data obtained from classroom observer recordings of classroom verbal behavior according to the System's defined categories can be plotted on a matrix and a teacher's total verbal behavior pattern analyzed in relation to Flanders' construct of indirect and direct teacher verbal behavior.

In his New Zealand and Minnesota studies conducted in 1955-1975 and 1959-60, respectively, Flanders (1965) attempted to draw a relationship between teacher influence and student attitude and student achievement. Flanders' (1965) conclusions were that "teachers of classes that scored high on liking the teacher, motivation, fair rewards and punishments, lack of anxiety, and independence used more indirect influence, while the teachers of classes that scored low used less indirect influence" (p. 64), and that "in those mathematics and social studies classrooms in which the teacher had a higher i/d ratio, (indirect/direct ratio) the students scored significantly higher on a measure of achievement controlled for initial ability" (p. 96). The findings indicate that teacher direct and indirect verbal behaviors have varying effects on the classroom social-emotional climate and that the classroom
climate influences the achievement and attitudes of students.

From a study designed to investigate the effects of direct versus indirect teacher behavior on the geometry achievement of dependent prone and independent prone eighth-grade students, Amidon and Flanders (1961) concluded that:

Compared with students in general, dependent-prone students are apparently more sensitive to the influence pattern of a geometry teacher . . . We assume that dependent-prone students are more sensitive to the directive aspects of the teacher's behavior. As the teacher becomes more directive, this type of student finds increased satisfaction in more compliance, often with less understanding of the problem-solving steps carried out (p. 290).

The research of Flanders and Amidon revealed a positive correlation between indirect teacher verbal behavior and student achievement; however, other researchers using the Flanders' System have failed to substantiate the findings of Amidon and Flanders. One such study was that of Carline (1969) who designed a study specifically to provide a confirmation of the relationship between indirect verbal teaching strategies and increased student achievement. The Flanders' System of Interaction Analysis was used as a data-gathering device to determine indirect teacher verbal behaviors. Findings in Carline's study
showed no significant connection between increased indirect teaching strategies and student achievement.

Perhaps the conflicting findings in research studies related to the influence of indirect teacher behavior has influenced Flanders (1970) in his more recent move away from dealing with the concepts of direct and indirect teacher behavior and toward dealing instead with "response" and "initiation" teacher and student talk. Flanders (1970) points out that the relationship between a high degree of teacher indirectness and student growth may vary for different measures of educational outcomes. Rosenshine and Furst (1973) cite the 1968 Soar and 1970 Sprauge studies as two studies that demonstrate the possibility of the variation of outcomes.

Observation System Developed to Record Teacher Nonverbal Behavior

The focus of the foregoing observation systems for recording teacher classroom behavior has been teacher verbal behavior. Teacher nonverbal behavior had been largely neglected by educators though other professional people such as anthropologists, naturalists, zoologists, neurologists, social psychologists, and psychiatrists have engaged in extensive research related to nonverbal behavior. Dunning (1971) states:
The results of Darwin's study, .... (The Expression of the Emotions in Men and Animals), has served as a benchmark from which other formulations later developed. It is curious that Darwin's contemporary, French neurologist G. B. Duchenne, is seldom given credit for the explorations he made into the response of facial muscles to electrical stimulation. Duchenne also is rarely credited for producing in 1867, a major system making him the father of modern kinesiology. Darwin, while conceding the unique contributions of Duchenne, apparently assigned a lesser place to Duchenne's work on body musculature, concentrating instead on the study of facial expressions. This choice by Darwin and others who followed kept research on nonverbal communication largely focused on facial affect (p. 250-251).

People closely associated with domestic animals such as cats, dogs, and horses have been aware of and respected the nonverbal signals emitted by these animals. Moreover, members of numerous segments of society (confidence men, actors, social workers) are adept at reading nonverbal behaviors of people. It was not until after Galloway (1962) developed his observation system for recording teacher nonverbal classroom behavior that the importance and influence of teacher nonverbal behavior was widely recognized and considered by the educational profession.

Galloway (1962) designed a study that involved the development and validation of an observation system that described teacher nonverbal classroom behavior. The seven categories of the Galloway system described behaviors that
encouraged communication: Enthusiastic support, helping, and receptivity. The last three categories described behaviors that inhibited communication: Inattentive, unresponsive, and disapproval. Within any one of the categories, three major nonverbal foci were identified; facial expressions, action, and vocal language (Galloway, 1962). A middle category, "pro forma," served as a vehicle for categorizing communicative acts that existed as a matter of form.

In the Galloway study three observational procedures were employed by three different groups of observers: One group used a structured observation schedule for tallying the teacher nonverbal behaviors; a second group made narrative recordings of the teacher nonverbal behaviors; a third group of observers, leaders in the areas of leadership, curriculum, and communication, observed and assessed each teacher's nonverbal behavior on a continuum ranging from encouraging to inhibiting communication. Pupil perceptions of the teachers were collected by the administration of the Davidson-Lang Adjectival Checklist. Results of the study reported by Galloway (1962) showed no significant correlation between the student perceptions and any of the observer groups; however, there was significant correlation between student perceptions and the observations of the curriculum expert.
Later, Galloway (1968) refined the System so that the teacher's nonverbal behavior is represented by six dimensions on a continuum ranging from encouraging to restricting communication. The model follows:

*TEACHER COMMUNICATION*

<table>
<thead>
<tr>
<th>Encouraging</th>
<th>Restricting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congruity</td>
<td>Incongruity</td>
</tr>
<tr>
<td>Responsive</td>
<td>Unresponsive</td>
</tr>
<tr>
<td>Positive</td>
<td>Effectivity</td>
</tr>
<tr>
<td>Attentive</td>
<td>Negative Affect</td>
</tr>
<tr>
<td>Facilitating</td>
<td>Inattentive</td>
</tr>
<tr>
<td>Supportive</td>
<td>Unreceptive</td>
</tr>
</tbody>
</table>

Galloway also developed a two-category system for nonverbal communication to further describe categories two through ten of the Flanders' System for Interaction Analysis. Category 1, Accepts Feelings, needs no extension or qualification. Lail (1968) describes the categories and reports on the use of the combined Flanders' and Galloway System for teacher training purposes. The extension of the nonverbal dimension to the widely used Flanders Verbal System is an important development. Knapp (1971) highlights the importance of such a development in the following way:

Any attempt to analyze the nonverbal aspects of classroom situations must also be concerned with the verbal dimensions. They are not discrete categories; they work together. Nonverbal cues may reinforce, contradict, complement, substitute for, accent, or
help to regulate the flow of verbal communication. A grossly distorted analysis of the total process of communication would result if one neglected either of the two major systems (p. 247).

The function of nonverbal communication in influencing student perceptions of the teacher is synthesized by Galloway (1962) in the following statements:

1. The meanings pupils ascribe or impute to a teacher's nonverbal messages have significance for teacher-pupil relationships.
2. A teacher has his own unique way of sending nonverbal messages.
3. A teacher's nonverbal messages, conveyed through the means of facial expressions, body movements, and gestures, are given meanings by pupils who feel that the teacher's attitudes and feelings are somehow revealed.
4. A pupil will attempt to determine whether there is a discrepancy or contradiction between the verbal and nonverbal messages a teacher transmits; that is, between what a teacher verbally says and what he does.
5. Pupils are constantly reading the nonverbal expressions of a teacher's behavior regardless of whether the teacher realizes it or not; moreover, pupils probably pay closest attention to the nonverbal expressions that appear to be spontaneous and ungovernable.
6. How a teacher communicates nonverbally will determine, in part, how a pupil interprets the meanings of messages, but by the same token, an interpretation and response will be determined by the perceptual and dispositional state of the pupil (p. 50).

That teacher verbal communication influences student perceptions of the teacher has been well established and needs no further elucidation here.
Problems Involved in Obtaining Reliable and Valid Classroom Observational Data

This section in Chapter II establishes the need for reliable and valid data about teacher classroom behavior and presents research related to the problems of obtaining valid and representative data using classroom observation systems as a consequence of perception variables and the presence of a classroom observer.

The influence of teacher behavior on student behavior and the responsibility of the teacher in the educational process are indeed tremendous. Teacher influence and responsibility as summarized by Galloway (1962) are:

1. Pervading the various instructional roles that a teacher fulfills is the process of communication, the nature and extent of which is largely determined by the teacher.
2. The teacher highly influences the kind of socio-emotional climate that prevails in the classroom.
3. There is a positive relationship between teacher behavior and pupil behavior.
4. Communication in the classroom is profoundly affected by the interdependent relationship existing between the teacher and his pupils.
5. The teacher has a responsibility for understanding what his behavior means to pupils.
6. Although a teacher's communicative behavior is interpreted differently by pupil's, the responsibility of what a pupil perceives about the teacher and the instructional setting rests to a large extent with the teacher. (p. 49).
The purposes of observation systems and the Galloway statements of teacher influence and responsibility imply that teachers need to have data about their behavior so that they can effect needed changes in behavior. Rosenshine and Furst (1973) state that the four dominant purposes for which observation systems have been designed are:

1. To describe current classroom practice;
2. To train teachers;
3. To monitor instructional systems;
4. To investigate relationships between classroom activities and student growth (p. 147).

If teachers are to modify their behavior to promote specific student outcomes on the basis of the data they receive about their classroom behavior, then it is essential that the data possess validity as well as reliability. It is relatively easy to establish observer reliability by training observers until significant coefficients of correlation have been obtained. However, observational research raises serious questions about the validity and reliability of observer data. The difficulty of the observer in obtaining reliable and valid data is compounded by (1) the individual nature of perceptions, (2) the influence on teacher behavior of the observer's presence, and (3) the cumulative effect of teacher-student communication.
There is little agreement on many aspects of perception; however, there is general agreement that perception is dependent upon the perceiver regardless of what is being perceived. The individual nature of perception is summarized by Combs (1972):

Perceptions are within the individual and will not be brought out unless the climate outside is safe for them. No one can force them out. They come only when the perceiver feels that he wants them to be present, and he will not bring them out in the classroom or anywhere else if there is danger that they will be attacked or ridiculed (p. 70).

According to Cantrill (1968) perceptions can only be understood within the individual perceiver's purposive context and he defines perception as: "An implicit awareness of the probable consequences an action might have for us with respect to carrying out some purpose that might have value for us" (p. 7). Cantrill (1968) further states that "What we can label as our 'social' perceptions involves other people whose purposes have the potential influence on our purposes. Hence, these perceptions are especially characterized by affective or emotional overtones" (p. 8).

Galloway (1962) adds the dimension of unconscious perceptions. He states:

Occurring in the subliminal nonverbal channels of communication, there are manifold silent and hidden interplays of feelings, thoughts, and attitudes. Such a process might be properly called
unconsciously felt perceptions. At any rate, the signals of subliminal motions and impulses are transmitted silently through nonverbal modes of communication. Thus, there seems to be an understanding of another without conscious perception (p. 26).

Individual perceptions are complex and frequently baffling. Secord and Backman (1964) provide a guideline of four basic processes affecting perceptual responses:

1. The selectivity of perception and characteristic ways of organizing stimulus patterns. At any given moment, the perceiver responds to only a small portion of the sensory information provided by his environment, and he organizes it in certain ways.

2. The frequency of previous experience with particular stimulus patterns and responses. Later perceptions are affected by these previous experiences.

3. Experiences with stimuli and responses that have been positively or negatively reinforced. This reinforcement history also influences later perceptions.

4. The contemporary factors prevailing at the moment of perception. Certain current conditions; such as hunger, fatigue, or anxiety, may affect what is perceived (p. 14).

When one considers that the classroom observer and each student in the class is perceiving the teacher total verbal and nonverbal behavior subject to the above identified processes, the difficulty of the researcher's task becomes evident. Additionally, all students do not agree about the meaning of a teacher's behavior. The varying perceptions of the student participants illustrate (1) the concept that perceptions are influenced by numerous variables, (2) the complex nature of the observer's task, and (3) the difficulty of obtaining valid and
reliable observer data. The research of Peak (1958) support the foregoing concepts. The factors of family background, age, intelligence and academic ability, sibling rank, sex, emotional stability, self-insight, character integration, social skill, and popularity are cited by Taft (1955) as possible influences on perceptions.

Reality is perceived from the perspective of the observer according to Combs and Snygg (1959):

The facts of human behavior . . . are not the facts that exist for others but the facts that exist for the behavior. . . . If behavior is a function of perception, then a science of human relationships must concern itself with the meaning of events for the behavior as well as for the observer. Human feelings, attitudes, fears, hopes, wants, likes, and aversions cannot be set aside while we deal with objective events. The subjective aspects of human experience cannot be suspended from operation. Perceptions are the very fabric of which human relationships are made (p. 307-309).

Gage (1953) concluded:

Behavior of all kinds is governed by perception as well as by motives. If we assume a certain kind of motive, then satisfaction of it depends on our ability (a) to perceive the situation accurately and (b) to govern our subsequent behavior in accordance with the motivation and the perception. If we may assume sufficient integration of the personality, we may expect behavior appropriate to a given motivation when perceptions of the surrounding environment are accurate. We can test whether perceptions of personalities are accurate in terms of the accuracies of predictions of the behavior of those personalities (p. 15).
Efforts to obtain valid classroom data should rely on participant perceptual data as well as observer data. This view is confirmed by a major research conducted by Morse, Bloom, and Dunn (1961) in which they concluded that "the appraisers cannot be substituted one for another. Each observer, teacher, pupil, outsider--sees different aspects of the classroom. Classroom research should take this fact into consideration" (p. 53).

The preceding studies related to perceptual variables have highlighted the problem of obtaining valid observational data and the difficult task of the classroom observer. Research directly related to classroom observers further supports the crucial task of the observer.

Masling and Stern (1969), using seven trained classroom observers, found no consistent pattern of observer effect; however, they concluded that:

The effects of the observer are more complex than had been forseen and affect various aspects of teacher and pupil behavior differentially. . . . The implications for teacher and children to have an observer stationed in the back of the class, surveying all and saying nothing, writing cryptic notes, and noting all that occurs with clipboard, stopwatch, coded categories, and fixed, scientific expression are not well understood (p. 353).

Samph (1968) found that the presence of a classroom observer leads to changes in teacher verbal behavior. Observers coded teacher behavior in the classroom with
and without the teacher's prior knowledge and outside the classroom without the teacher's knowledge. The data showed that the teacher changed verbal behavior and that there was an observer effect on the teacher.

Generalizing an observer's sampling of teacher behavior as having the same effect on all students raises the question of representative validity. Good and Brophy (1969) question the data gathered through the use of an observational system when "many coding categories are most properly conceptualized as interactions between teacher and individual students" (p. 15). They state:

Traditional interaction analysis studies treat the classroom as a group as the unit of analysis. This usage involves two key assumptions: (1) the interaction variables being studied are properly conceptualized as interactions between the teacher and the class as a group and (b) teachers are consistent across students in their classroom behavior so that individual differences within a classroom are of little or no importance relative to inter-class difference (p. 15).

Good and Brophy found differences in teacher behavior when observers recorded interactions between a teacher and individual students. Teacher behavior varied according to sex and academic standing of the student.

Jackson and Lahaderne (1966) in a recent study concluded: "For at least a few students, individual contact with the teacher is as rare as if they were seated in a class of 100 or more pupils, even though there are
actually only 30 or so classmates present" (p. 13). In an earlier study Anderson and Brewer (1945) found that the psychological environment differed for each student in the same room and that teachers focus dominative and integrative verbal behavior on only a few students. Davis and Dollard (1940) found that the economic levels of students influenced the manner in which a teacher used praise and criticism.

The findings in the preceding studies indicate the risk involved in relying solely on the classroom observer for reliable and valid data about the teacher's classroom behavior. Additionally, the research shows that the task of the classroom observer is a most difficult one.

**The Interview in Social Research**

This section of Chapter II presents the literature related to the significance of the interview in social research, the problems related to interviewing children, the methodological concerns of the interview, and the three basic types of interviews. Much of the literature related to the interview in social research focuses on general guidelines for the development and use of the interview with adults as a data-gathering device. The focus of this section is the use of the interview with children.
Many researchers have employed the interview technique in clinical studies. However, only recently has there been widespread social science research that employs the interview as a data-gathering device. The interview has been employed as a major technique to obtain many kinds of information. Anthropologists and other social scientists employ the interview technique to obtain information concerning subjects such as tribal customs, family life, sexual relationships, consumer product selection, and political trends.

The significance of the interview as a means of obtaining data about attitudes, perceptions, and expectations people hold has been affirmed by many anthropologists and sociologists. Connell and Kahn (1953) state:

To an increasing degree . . . social science is demanding data which must be reported by individuals out of their own experience. Attitudes, perceptions, expectations, anticipated behaviors are available to the economist, sociologist, psychologists and anthropologist only through direct communication . . . if the focal data for a research project are the attitudes and perceptions of individuals, the most fruitful approach is to ask the individuals themselves (p. 327-330).

In discussing the use of the interview with children Yarrow (1960) expresses a similar view that "the interview is a technique particularly well adapted to uncovering subjective definitions of experiences, to assessing a child's perceptions of the significant people and events"
in his environment, and to studying how he conceptualizes his life experiences" (p. 561).

There are a number of major problems to be considered when interviewing children. The age of the interviewee is a major methodological concern. Generally, the younger child is more limited in his speaking and listening vocabulary. Moreover, age affects the role relationship of children and adults and the motivational characteristics of children, thus interfering with interviewing techniques.

The language problem of younger children seems to have created a general reluctance to interview preschool children through a direct verbal technique; however, Radke (1946) found that children just under four years old verbalized with extreme clarity and coherence. Ammons (1950), using the direct interview in conjunction with doll play, found that the interview was well adapted for use with children beyond the age of two years but that two-year-old children had a high rate of refusals to respond (56 percent for the two-year-olds to 10 percent for the five-year-olds).

Yarrow (1960) says that many two- and three-year-olds are difficult to interview because articulation creates a language problem. Approximately 30 percent of
the speech of two-year-olds is incomprehensible; however, with three-and-one-half-year olds there is a negligible percent of language responses that cannot be understood though articulation may still be poor (Metraux, 1950, and McCarthy, 1930).

Yarrow (1960) suggests that the direct interview can be used most effectively with children aged four or older because they have developed a more articulate speech pattern and are more willing to participate in verbal interaction with an adult. Two techniques often used to obtain data about complex and subtle feelings and attitudes of children under the age of four are the use of pictures (Horowitz, 1943) and the use of doll play (Levy, 1933, 1936; Conn, 1938; Conn and Kanner, 1947; and Bender, 1953).

The validity of the interview may be affected in interviews with middle school children who exhibit a reluctance to reveal feelings, concerns, and attitudes to adults. Yarrow (1960, p. 556) says that middle school children often keep their feelings and thoughts to themselves as a defense mechanism against upsetting an unstable equilibrium that exists between children and adults.

A methodological issue that demands attention and that applies equally to children and adults is the open
atmosphere in which the interview is conducted. The interviewer must be nonjudgmental, accept the interviewee responses without criticism or threat, display a genuine interest in the child being interviewed. Yarrow (1960) says that an "interview that probes feeling, attitudes, and deeply personal orientations requires a deeper level of relationship in terms of warmth, sensitivity, and responsiveness than one concerned primarily with obtaining factual data" (p. 569).

Rogers (1951) and Sullivan (1954) confirm the importance of an open, nonjudgmental atmosphere during the interview. The interviewer needs to minimize anxiety and exhibit genuine concern and warmth for the interviewee. The interviewer must continue to be supportive throughout the interview and refrain from pressing his own ideas on the interviewee.

Yarrow (1960) says, "A quiet room that fosters a feeling of privacy, one free from 'convenient' distractions, will facilitate the interview process" (p. 571). Physical arrangements that impose limits within the interview room such as being seated at a table often improves concentration and gives the child a feeling of being "protected" by being separated from the adult.
A final methodological concern is the structure of the interview. Basically, there are three types of interviews:

1. Standardized interview—The questions have been decided upon in advance of the interview and the same questions are asked of all respondents in the same order. The interviewer is not at liberty to vary from the prescribed questions (Maccoby and Maccoby, 1954).

2. Unstandardized interview—Differs from the standardized interview in one respect; the interviewer is permitted to make any alterations in the questions deemed necessary to obtain the desired kinds of information (Maccoby and Maccoby, 1954).

3. Semi-standardized or "focused" interview—An interview guide is used, but the interviewer is permitted to vary from the guide through techniques such as probes (Merton and Kendall, 1946).

The primary purpose of the focused interview is to focus attention upon a given experience and its effects. The respondent is free to express his own ideas; however, the direction of the interview is still in the hands of the interviewer. According to Selltiz and Jahoda (1959)
the focused interview, often called the clinical, depth, or nondirective interview, is used for a more "intensive study of perceptions, attitudes, motivations, etc., than a standardized interview, whether with open or closed questions, permits" (p. 263).

The open-ended question, a "free-response" question, is the format most often used in the focused interview. Komhauser (1959) says:

The outstanding advantage of the free-response questions is that they can provide a more adequate picture of what the respondent has in mind, what is important to him in respect to the topic under discussion, how intensely he feels about it, what the question means to him, within what frame of reference he is answering (p. 427).

A last methodological concern is the use of the probe when there is a need for further exploration of certain points made by the respondent. Yarrow (1960) says that the probes should be natural and without pressure. Rogers (1945, 1951) refers to the probe as a nondirective restatement of the expressed content or feelings, ending in a questioning tone, thus stimulating further response.

Summary

The basic purpose of this chapter has been a presentation of the literature related (1) to the development of recognized classroom observational systems or models, (2) to the problems involved in obtaining reliable
and valid classroom observation data, and (3) to the interview in social research. Four observation systems for recording teacher classroom verbal behavior, the constructs on which their developments were based, and representative data reflecting the relationship between teacher behavior and student outcomes for the systems have been presented in the first section. Included in the second section has been research related to the individual nature of perceptions, the effect of observer presence in the classroom, and representative sampling of teacher classroom behavior. Literature related to the significance of the interview in social research, the problems related to interviewing children, the methodological concerns of the interview, and the three basic types of interviews has been presented in section three.
CHAPTER III
PROCEDURES OF THE STUDY

The study was conducted to determine (1) the degree of agreement between teacher and student perceptions and observer observations of teacher verbal and nonverbal classroom behaviors and (2) the implications of these sources of feedback for teachers when the Modified Whitfield Observation System was utilized. Thus, the questions representing the major focus for the study were:

1. Do teacher perceptions about their classroom behavior represent a higher degree of agreement with the perceptions of their students or with that of the observations of classroom observers?

2. Do student perceptions about teacher classroom behavior represent a higher degree of agreement with the perceptions of the teachers or with that of the observations of the observers?

3. Which of the four forms of data about their own behavior will be most useful to teachers as feedback:
a. raw data of student statements obtained from a student questionnaire-interview-schedule;
b. student statements obtained from a student questionnaire-interview-schedule, tabulated and collated into categories;
c. the percent and rank order of student responses by categories; or
d. codings of observers translated into percents by categories?

Inasmuch as the procedures of the study centered on obtaining descriptions of teacher classroom behavior from three different sources, the major purpose of the chapter is to describe the procedures used for the collection and treatment of student, teacher, and observer perceptual data. A considerable amount of space is devoted to describing and explaining the procedure used to collapse or eliminate student perceptual statements which failed to meet categorization criteria. This detailed explanation was deemed necessary because teachers in the study considered many of the deleted statements to be important. Moreover, the findings of the study and recommendations for changes require a detailed explanation.

A secondary emphasis is the procedure for the collection and treatment of the teacher evaluation of the
four data forms. Some attention is also given to procedures used to train the observers to code teacher behavior using the Modified Whitfield System, the methodology employed to obtain inter-judge agreement, and the population used in the study.

Population Definitions

The study was conducted in an open-space, ungraded elementary school in a mid-western public school district. The school was chosen because it was an innovative school whose teachers had participated in extensive staff development programs dealing with interpersonal relationships, nonverbal communication, and observational system for instructional analysis. The organizational structure was a combination of the self-contained classroom, team teaching, and departmentalization operating in four clusters—Cluster A (grades 1 and 2), Cluster B (grades 3 and 4), Cluster C (grades 5 and 6), and Cluster D (grade K). Six teachers were assigned to the first three clusters and one to the last cluster.

1Three of the twelve teachers used in the study were first-year teachers who had participated in only one of the interpersonal relations workshops with the school staff.
Students and teachers from Clusters B and C, grades 3 - 6, participated in the study. Written responses were obtained from students and teachers on the questionnaire-interview schedule, hereafter referred to as the questionnaire (Appendix C). The teachers in Clusters B and C expressed great interest after the proposal was presented by the investigator and all twelve teachers (10 female, 2 male) participated. To avoid inadvertent identification of the two male teachers, all teachers were designated by the pronoun "she." Only Clusters B and C students who had been in an instructional setting with the same teacher on a minimum daily basis of two-and-one-half hours for a period of no less than eight weeks were used. This amount of time was considered adequate for students to know their teachers sufficiently well to answer items on the questionnaire.

Twelve teachers and 322 of the 344 enrolled students participated in the study. The range of enrolled students per teacher was 26 to 31, with ten students absent during administration of the questionnaire and twelve students ineligible because they had not been enrolled for the stipulated no less than eight-week period. The questionnaire was not administered at a later date to the ten absent students because teachers and students had discussed
the student responses to the questionnaire items. These discussions had occurred in school before and after the return of the absent students and in the homes of the absent students before their return to school. The discussion of the student questions and responses with the absent students had the potential of influencing the response of the absent students, thereby contaminating the results of the study. The data for each teacher are shown in Table 1.

**Procedures Used to Collect Student Perceptions**

All perceptions (teacher, student, and observer) were collected during a two-week time span. The Whitfield student questionnaire-interview-schedule was administered by the investigator in each teacher's section of the cluster without the teacher being present. Questions such as "What does your teacher do to make you pay attention?" and "What does your teacher do that makes you like school?" are examples of the questionnaire items. A complete listing of all student questionnaire items can be found in Appendix C. The school staff facilitator, trained by the investigator, assisted in the administration of the questionnaire.
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Grade</th>
<th>Number Students Enrolled</th>
<th>Number Students Ineligible</th>
<th>Number Students Absent</th>
<th>No. Students Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>28</td>
<td>1</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>28</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>28</td>
<td>3</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>30</td>
<td>3</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>29</td>
<td>2</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>29</td>
<td>1</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>28</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>31</td>
<td>0</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>29</td>
<td>0</td>
<td>2</td>
<td>27</td>
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<tr>
<td>11</td>
<td>3</td>
<td>28</td>
<td>2</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td><strong>344</strong></td>
<td><strong>12</strong></td>
<td><strong>10</strong></td>
<td><strong>322</strong></td>
</tr>
</tbody>
</table>
One hour was allowed for each group to receive instructions and to respond to the 25-item questionnaire. Some of this allotted time was spent by the investigator to establish rapport with the students and to create a climate of mutual trust. The students were assured that no one except the investigator would see their handwritten responses and were directed not to write their names on the questionnaire form. They were also informed that, by answering the questionnaire items as truthfully as possible, they were helping their teacher to evaluate her teaching and classroom behaviors.

Audio-taped interviews with thirty-six randomly selected students, three per teacher, were conducted three weeks after the administration of the student questionnaire. The investigator used the same questionnaire for the interviews that was used to collect the student written responses. The interviews were conducted privately with only the investigator and student present. A pleasant, informal atmosphere was maintained throughout the interview and mutual trust was established. Students were assured that the interviews were confidential and that no one other than the investigator would hear their responses. They were directed to speak into the microphone, state their names, and/or say anything they wished. Immediately
after each child had completed this "talking" to the recorder, the tape was played so that he/she could listen to him/herself. This procedure alleviated the apprehension of a few tense students and delighted most of the students.

During the 30-minute interview prompting was used when needed to facilitate responses, questions were asked to clarify student meanings inasmuch as there is a wide discrepancy between adult and child vocabularies, and nonverbal cues displayed by the student were noted. Students were questioned as to the exact meaning of words. For example, when a student responded, "She yells at us," the investigator said "What do you mean by yell?" or "Show me how loudly your teacher speaks when she yells." Responses of students showed that sometimes teachers did yell according to adult standards; however, in the case of unusually soft-spoken teachers the children considered a reprimand spoken in an average or normal tone of voice to be yelling. Nonverbal behaviors such as tensing, hesitating, fidgeting, and deep breathing alerted the investigator to some of the immediate needs of students. Reassuring, clarifying, prompting, humorous, and tension-breaking behaviors were employed when appropriate by the investigator in these situations.
Treatment of Student Perceptions

Similar student responses for each teacher were grouped and tabulated, question by question, to form a questionnaire class master key. The audio-taped interviews were transcribed and only those perceptual statements which had not appeared in the written responses for individual teachers were added to the questionnaire master key to form a complete class master key. These additional responses derived from the interviews averaged 15 statements per question for the twelve teachers, or 1.2 statements per teacher for each question. It should be noted here that no statement of teacher behavior was completely different from the questionnaire responses. In other words, even though a new statement had been made about a specific teacher, that statement had been made about some other teacher(s).

Once the complete class master keys were developed for each teacher, the keys were then collapsed (deletion of statements failing to meet the criteria) and collated into categories. All responses for each question were analyzed according to the following criteria established by Whitfield (1973):

1. Is the perceptual statement in terms that are too vague to be used to make inferences of teacher intent or behavior?
2. Is the reported behavior ambiguous?
3. Is the reported behavior a teacher behavior?
4. Could this teacher behavior logically occur in the context of that question?
5. Could this perceived teacher behavior be observed by someone other than the student making the statement?
6. Could this perceived teacher behavior be observed by an outside observer in a single sitting not to exceed one hour in duration?
7. Can a behavior descriptor be associated with the perception being studied? (p. 70-71).

All perceptual statements which failed to meet the seven specific criteria were deleted from the cluster profiles and school composite (Clusters B and C). However, they were listed at the end of each question on the individual teacher keys under a "No Category" classification. This additional information gave valuable insights to the teacher about student feelings, interpersonal relationships, and a cumulative, on-going classroom environment. The behavior listed as "No Category" behavior would have been difficult, if not impossible, for the trained observers to perceive. For example, to the question "Are there students in the class that your teacher really likes? How do you know?"--some student responses were:

1. Spends her time with them; kinda makes them pets.
2. Lets her do anything. Her name is JANE. Never gets mad at her.
3. Lets them do more things than she does the others.
4. Treats or likes everybody the same.
5. I am one. Talks to me, mostly doesn't get upset with me.
To the question: "Does your teacher ever make you feel important?" some replies were:

1. No, not me.
2. No, she doesn't like me.
3. I never had the experience.

To the question: "Does your teacher ever think anything is funny? What does she do?" one child wrote, "Not from me, not ever; I can't get her to laugh at me like she does the others."

While these types of responses had implications for the individual teacher, they did not meet the above listed criteria and were not pertinent to the problems addressed in the study; consequently, they were eliminated from the profiles for the Cluster B, Cluster C, and Clusters B and C composites. It should be noted here, too, that even though responses were included in the teacher class master keys they were excluded in determining the category percentages of perceptual statements and are neither reflected in the individual teacher profiles nor the composites.

In analyzing the perceptual statements for the purpose of eliminating the statements not meeting the criteria the above listed seven questions were considered for the discrete statements. Because the collapsing
process is somewhat difficult, further illustrations of perceptual statements listed under the specific criteria precipitating their elimination have been included in the following paragraphs. Also, teachers in the study objected to the deletion of student statements even though these statements fail to meet specific criteria. Additionally, these statements are important to the findings and recommendations of the study.

Perceptual statements that are too vague to be coded are illustrated by the responses "Says something to you" and "Looks at us in a funny way." What the teacher says and how she looks at you determine the categories in which the statements are placed. They raise questions such as did the teacher say, "Class, please be quiet and pay attention" (categorized as Managerial Signals) or "If you don't pay attention you're going to stay after school" (categorized as Attacks-Belittles-Ridicules), or exactly what did the teacher say?

Ambiguous behavior shown by the response "Doesn't call your name" in reply to the question "How do you know when your teacher isn't listening to you?" is ambiguous in that it is difficult to ascertain whether the teacher was actually listening even though she did not acknowledge the child by name.
Some reported behaviors are non-teacher behaviors. For example, in response to the question "Does your teacher trust you? How can you tell?" numerous students described their own behavior rather than teacher behavior. The statements "Yes, because I am a trustable [sic] person" and "I go get Webster Masters and I bring them back" do not focus on teacher behavior and are not codable. No student responses indicated illogical teacher behavior; however, it is important that any perceptual statements reporting teacher behavior that could not logically occur within the context of the question is deleted.

Teacher behaviors nonobservable by someone other than the student were numerous. The question "Are there students in the class that your teacher really likes? How do you know?" evoked the responses "She likes everybody about the same" and "Yes, especially the people who do all the work." While it is true that these are the students' perceptions it would be difficult for someone else to perceive the same phenomena in a one-hour observation. Additionally, manifestations of teacher overt behaviors are not described in such a way that another person could perceive them.

The criterion that the perceived teacher behavior must be observable by an outside observer in a single
session not to exceed one hour in duration is limiting. The reported behaviors "She really likes Betty, she checks her language folder every day" and "She plays with us after school" would be impossible to observe during a single, one-hour observation session.

No category behavior descriptor can be associated with "Tries to make school fun" and "Encourages us to learn" from replies to the question "Does your teacher do anything to make you really like school? What does she do?" These responses fail to give specific, overt behaviors and raise the questions "What does the teacher do to make school fun?" and "How does she encourage students to learn?"

After the elimination process, the remaining student perceptual statements for each teacher were assigned to the category which most closely approximated the description the student provided. These categories with student descriptions were used to form individual teacher class master keys. The fourteen categories used for this sorting of perceptual statements were:

<table>
<thead>
<tr>
<th>Category No.</th>
<th>Category Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seeks Clarification</td>
</tr>
<tr>
<td>2</td>
<td>Answers Questions</td>
</tr>
<tr>
<td>3</td>
<td>Explains or Clarifies</td>
</tr>
<tr>
<td>4</td>
<td>Asks Questions</td>
</tr>
<tr>
<td>5</td>
<td>Corrective Feedback</td>
</tr>
<tr>
<td>6</td>
<td>Assisting-Active Listening-Focusing Attention</td>
</tr>
<tr>
<td>7</td>
<td>Positive Reinforcement-Rewards</td>
</tr>
<tr>
<td>8</td>
<td>Denies-Avoids-Ignores</td>
</tr>
</tbody>
</table>
These teacher master keys were then combined to form a Cluster B and C composite of student perceptual statements. (See Appendices A and B for category definitions and extensive examples of student perceptual statements describing teacher behaviors for each category.)

Next, the total number of statements appearing in each category was tabulated and converted to percentages for each teacher. Tables and histograms were then developed to show student perceptions (1) by number, percent, and category and (2) rank ordered by category and percent for each teacher. The totals for the individual teachers were then combined for teachers one through six and seven through twelve to develop similar tables and histograms for Cluster B, Cluster C, and Clusters B and C composites.

**Inter-Judge-Agreement**

Once the student perceptual statements had been collapsed, tabulated, and collated into categories, a random sample of the perceptual statements was presented to a panel of three judges, recognized experts in the field
of classroom interaction analysis, to obtain a measure of inter-judge-agreement. These random sample statements were selected from the Cluster B and C composite of student perceptual responses (Appendix F). The minimum and maximum numbers of discrete statements for 25 questions on the student questionnaire (Appendix C) were four and fifty, respectively. Consequently, the minimum number of statements per question for the random sample was arbitrarily set at four and the maximum at ten. The following formula was then derived to provide a ratio to determine the random sample number of statements per question.

\[
\frac{\text{Number statements in question} - 4}{50 - 4} + 4 = \text{Number of random sample statements per question.}
\]

Where:

- \(4\) = Minimum number of statements contained in any of the 25 questions.
- \(50\) = Maximum number of statements contained in any of the 25 questions.
- \(6\) = Difference between maximum and minimum number of statements per question allowed for random sample (10 - 4 = 6).

The formula was used to determine the number of statements per question for the random sample.
Each judge received a packet of material which included:

1. Directions for categorizing the random sample of student responses (Appendix L);
2. A presentation of the Modified Whitfield Observation System: fourteen category definitions and conventions (Appendices A and B);
3. A list of the fourteen categories by name and number and the seven criteria to be used in categorizing student responses (Appendix L);

The judges were directed to write the number of one of the fourteen categories on the blank line immediately to the left of each statement under the column headed "Category" and to categorize the statements according to the seven criteria.

In order to convert the categorized statements by judges into useful data, an investigator key was developed by sorting the student perceptual statements into categories. Each statement was given a score of +1 making the investigator's score equal 163. If the judge had
assigned a statement in the same category as the investigator, he received a score of +1 for that statement. The scores were then totaled and statistically analyzed by using the following formula to obtain a measure of the percent of agreement between the judges' categorization and that of the investigator.

\[
\text{Percent of Agreement} = \frac{\text{Judge's score}}{\text{Investigator's score}}
\]

Where:

- **Judge's score** = number of statements the judge assigned to the same category as did the investigator.
- **Investigator's score** = total number of random sample statements.

A mean inter-judge agreement of .80 was obtained by calculating this formula. Individual scores and percents of agreement are shown in Table 2.

**Procedures Used to Collect Teacher Perceptions**

Teacher perceptions were collected during a scheduled one-hour meeting on the first day of the two-week period set for the collection of the student and observer data. This timing was followed so that the teachers would be aware of the types of information that were to be obtained from their students and to maintain
### TABLE 2

**PERCENT OF AGREEMENT BETWEEN JUDGE AND INVESTIGATOR CATEGORIZATION OF STUDENT PERCEPTUAL STATEMENTS**

<table>
<thead>
<tr>
<th>Judge</th>
<th>Score</th>
<th>Percent of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>155</td>
<td>95.00</td>
</tr>
<tr>
<td>B</td>
<td>127</td>
<td>77.91</td>
</tr>
<tr>
<td>C</td>
<td>110</td>
<td>67.45</td>
</tr>
<tr>
<td>Investigator</td>
<td>163</td>
<td></td>
</tr>
</tbody>
</table>

*Mean Inter-Judge Agreement: 80.16*
the climate of trust established during the proposal presentation meeting. After explaining that they would be given a questionnaire (Appendix D) containing the same questions (reworded to apply to teachers) to be answered by their students, the investigator administered the teacher questionnaire to the twelve participating teachers. For example, the student question was "What does your teacher do to make you pay attention?" The teacher question was "What do you do to make your students pay attention?" One hour was allotted for the administration of the teacher questionnaire; however, more than half of the teachers required more time to complete their responses, with the remaining teachers finishing twenty-five minutes after the one-hour period.

**Treatment of Teacher Perceptual Statements**

The teacher perceptual statements of their own behavior were subjected to the same criteria for deletion, tabulation, categorization and analysis as the student perceptions. Similar keys, tables, and histograms were constructed.

**Procedures Used to Collect Observation Data**

The observers recorded teacher classroom behavior during the same two-week period that teacher and student
perceptual statements were collected. (See Training of Observers for selection and training of observers.) Each observer was assigned four teachers for coding sessions and the teachers were instructed to proceed in their usual manner and informed that they would be observed when they had their own home-room students. Observations were made during three 15-minute instructional settings: early morning, mid-day, and late afternoon. It was believed that these procedures would provide the observers an opportunity to record a wider range of teacher behavior than would have been the case had the observations occurred at the same time for three days or for one 45-minute uninterrupted segment.

Treatment of Observation Data

The coded tallies of the observers were totaled by category and converted to percentages for each teacher. Tables and histograms, the same as for the student and teacher data, were then constructed for analysis and comparison with the converted teacher and student perceptual statements. After the construction of all tables was completed, a Spearman Rho coefficient of correlation was calculated to determine the degree of agreement among the three sources of data regarding the amounts and kinds of teacher behavior.
Training of Observers

Four trained observers, volunteer parents who had recorded teacher classroom behavior using the Hough-Duncan Observational System for Instructional Analysis (OSIA) throughout the 1973-74 school year, were selected to be the observers for the study. They were taught the Modified Whitfield Observation System during ten 2-hour training sessions conducted from mid-October through mid-November. In the initial meeting the observer trainees (hereafter called observers) were introduced to and given copies of the original Whitfield Observation System (first twelve categories of the Modified Whitfield System, Appendices A and B).\(^2\) A lecture-discussion format was used for the presentation of the category definitions and conventions.

The next training session consisted of (1) checking observers' proficiency in category definitions and conventions, (2) presenting criteria for coding classroom interaction, (3) discussing and clarifying the coding of specific situations, and (4) practicing coding a video-tape

\(^{2}\)The placement of the categories on the Whitfield Observation System had been changed so that the category numbers would coincide, insofar as possible, with the OSIA to facilitate the observers learning the system since they were familiar with the OSIA codes. This resulted in the first five categories paralleling those of the OSIA to a great degree; however, there were subtle distinctions between the OSIA and Whitfield definitions.
of teacher classroom interaction. The guidelines for coding were:

1. Code only teacher behaviors.
2. Code verbal and/or nonverbal behaviors.
3. Code behaviors following, as nearly as possible, the conventions discussed during the training sessions.
4. Code one tally every five seconds unless there is a rapid changing of behaviors, in which case code as often as the behavior change occurs. (Whitfield, 1973.)

It is interesting that the guidelines 2, 3, and 4 duplicate the OSIA guidelines. In the OSIA both teacher and student behavior is recorded whereas in the Whitfield System only teacher behavior is recorded. However, only three of the nineteen OSIA categories permitted coding of teacher nonverbal behavior, whereas in the Modified Whitfield System all except one of the fourteen categories include both verbal and nonverbal behavior codings.

After the video-tape practice coding, the Cohen coefficient of inter-rater-agreement was calculated. The results served as a basis for in-depth discussion in an effort to clarify differences and reach observer agreements related to coding conventions. During the discussion of proper codes for specific teacher behaviors shown in the tape it became obvious that there were no suitable categories for coding some frequently recurring teacher behaviors. For example, the tape showed the teacher saying
quite frequently, "Work the next problem." At other points the teacher left the cluster briefly, talked to another teacher, and finally started grading papers at her desk. As a consequence of these incidents the investigator modified the Whitfield System by adding two categories and conventions: Elicits Participation (number 13) and No Interaction (number 14) to designate (1) non-substantive but substantive-related procedural directions given by the teacher and (2) those instances when the teacher was not actively engaged with her students.

The following three training sessions were practice codings of both video-tape and classroom instructional episodes. The Cohen coefficient of inter-rater-agreement was calculated on all practice codings with the coefficient of agreement reaching .68 in the fifth session. This coefficient was accepted as an indication that the observers understood the conventions.

**Inter-Rater-Agreement**

The last five training sessions were used to obtain measures of inter-rater-reliability. During sessions six through ten, the observers simultaneously coded two 13-minute uninterrupted segments of video-taped classroom interaction and three 15-minute segments of live classroom interaction.
At the conclusion of the last five coding sessions, the observer tallies were totaled by categories, converted to percentages, and the data used to construct appropriate tables for the purpose of analysis and determination of a Cohen coefficient of inter-rater-agreement. Table 3 shows the observer codings by category and percents of the two video-taped and three classroom instructional episodes. A mean coefficient of inter-rater-agreement of .75, shown in Table 4, was determined by calculating the Cohen formula. (The Cohen coefficients were converted to z scores to determine a mean coefficient.) The Cohen formula is:

\[
K = \frac{P_o - P_e}{1 - P_e}
\]

Where:

- \(P_o\) = the percent of agreement between two categories.
- \(P_e\) = the sum of the cross products of each category.

Observer D was designated the standard in calculating the Cohen coefficient of inter-rater-agreement and a mean coefficient of .75 was considered acceptable for the purpose of the study.
## TABLE 3

OBSERVER CODINGS OF TEACHER BEHAVIOR OF TWO VIDEO-TAPED AND THREE CLASSROOM INSTRUCTIONAL EPISODES BY CATEGORY AND PERCENT

<table>
<thead>
<tr>
<th>Coding Episode</th>
<th>Observer 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>24</td>
<td>0</td>
<td>55</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>21</td>
<td>0</td>
<td>56</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>22</td>
<td>0</td>
<td>54</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>22</td>
<td>0</td>
<td>54</td>
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### TABLE 4

COHEN INTER-RATER-RELIABILITY COEFFICIENTS OF THREE OBSERVERS WHEN COMPARED TO THE FOURTH OBSERVER ON THE FIVE TEACHING EPISODES

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Mean Inter-Rater Reliability Coefficients

| p  | .8625 | .7301 | .7249 | .7169 | .6856 | .750 |
| z  | 1.293 | .929  | .918  | .897  | .838  |
Procedures Used to Collect Teacher Evaluations
of Four Forms of Data

After the teacher, student, and observer data were processed, a one-hour meeting was held with the twelve participating teachers to explain and distribute copies of the Modified Whitfield Observation System (Appendices A and B) and the four sets of perceptual data obtained from the three sources (Appendices E, G, H, I, and J), and the teacher evaluation form (Appendix M). Each teacher was given her own set of data which formed her individual profile. Additionally, the two cluster leaders received the Clusters B and C perceptual statements (Appendices F and K) with the request to share them with the cluster teachers so that teachers would have a basis for comparing perceptual statements of their behavior with other teachers.

The meeting was conducted by the investigator, assisted by an Ohio State University professor skilled in classroom observation and inter-personal relations techniques. An accepting, non-judgmental climate was maintained throughout the meeting. This procedure was followed because the school administrative staff and the investigator were aware that the data contained in the study were of a highly sensitive nature; consequently, it was most important that the teachers, after having exposed
themselves to such feedback, be protected from adverse emotional reactions.

Teachers were requested to examine their own data and be prepared the following week to respond to the items listed on the teacher evaluation form (Appendix M). The four sets of data presented to the teachers for evaluation purposes were (1) typed copies of all student statements, untabulated and uncategorized raw data; (2) student perceptual statements tabulated and categorized, question by question (Appendix E); (3) student responses rank ordered by category and percent (Appendices H and I); and (4) observer tallies rank ordered by percent and category (Appendices H and I).

The interviews for teacher evaluation (30-minute sessions) were arranged with the understanding that teachers could request additional sessions if desired. The investigator used the evaluation form items as questions for the focused interview. Six teachers interested in discussing the data requested and received additional time with the investigator.

Treatment of Teacher Evaluation Data

Of the fourteen items on the evaluation form, six were quantitative and required teachers to give a specific answer selected from a list of choices for each item in
addition to their free responses to the six items. The six items were considered highly significant for the purposes of the study. Responses for these items were tabulated and converted to percentages. The results of these data are presented in tabular form in Chapter IV. The responses to the remaining eight open-ended questions were examined, listed under the appropriate questions, and analyzed (all teacher evaluative statements can be found in Appendix N).

Summary

This chapter has presented the basic research questions investigated and the procedures employed in the study. The procedure used to collect teacher, student, and observer data of teacher-classroom interaction were described in detail; the procedural treatment of the data was also presented. The processes and methodologies used to train observers in the use of the Modified Whitfield Observation System and to obtain a measure of categorization of inter-judge-agreement were included in this chapter.

This chapter also contained a description of the procedures used to obtain teacher evaluative information of the four forms of data: (1) raw data from the student
questionnaire-interview schedule; (2) student statements from the student questionnaire-interview-schedule, tabulated and collated into categories; (3) the percent and rank order of student responses by categories; and (4) the codings of trained observers translated into percents by categories.
CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The purpose of the chapter is to report the research findings obtained in an investigation to determine (1) the degree of agreement between teacher and student perceptions and observer observations of teacher classroom behavior and (2) the implications of these sources of feedback for teachers when the Modified Whitfield Observation System was utilized. Each of the research questions, an analysis of the data, and a teacher evaluation of the four forms of data and the System will be presented.

The research questions representing the major focus of the study were:

1. Do teacher perceptions about their classroom behavior represent a higher degree of agreement with the perceptions of their students or with that of the observations of classroom observers?
2. Do student perceptions about teacher classroom behavior represent a higher degree of agreement with the perceptions of the teachers or with that of the observations of the observers?

3. Which of the four forms of data about their own behavior will be most useful to teachers as feedback:
   a. raw data of student statements obtained from a student questionnaire-interview-schedule;
   b. student statements obtained from a student questionnaire-interview-schedule, tabulated and collated into categories;
   c. the percent and rank order of student responses by categories; or
   d. codings of observers translated into percents by categories?

The data collected in the study are so extensive that a large portion of the data has been placed in the Appendices and in Tables 5-11 in this chapter. The specific appendices for the data presented in this chapter are:

Appendix E-Class Master Key of Student Perceptual Statements for Individual Teachers
Appendix F--Clusters B and C Composite of Student Perceptual Statements of Teacher Classroom Behaviors
Appendix G--Teacher, Student, and Observer Data By Percent, Rank, and Category for Individual Teachers
Appendix H--Teacher, Student, and Observer Data by Percent, Rank, and Category Composites
Appendix I--Teacher, Student, and Observer Data Rank Ordered by Percent and Category
Appendix J--Class Master Key of Teacher Perceptual Statements for Individual Teachers
Appendix K--Cluster B and C Composite of Teacher Perceptual Statements of Teacher Classroom Behavior
Appendix N--Teacher Evaluation Responses

Explanations of the tables (5-11) and appendices (E - N, L and M excluded) are included in this chapter to provide background for the primary data for the three research questions. These data are presented in two sections. Included in the first section, Comparison of Teacher, Student Perceptions and Observer Data, are presentations of teacher and student perceptual statements--response totals, description, contrasted examples,
identification of cognitive and affective categories, and teacher-student-observer data by rank, percents, and category; and primary data for the first and second research questions. The second section, Teacher Evaluation of Four Forms of Data, includes a presentation of quantitative and qualitative data derived from the Teacher Evaluation Form and data for the third research question.

**Comparison of Teacher and Student Perceptions and Observer Observations**

The student and teacher perceptual statement composites, obtained by using questionnaire-interview-schedules (Appendices C and D), are shown in Appendices F and K. These composites in which the perceptual statements have been tabulated and categorized are a compilation of the individual teacher class master keys (Appendices E and J). An examination of these perceptual statements shows that the teachers and students tended, for the most part, to perceive similar teacher classroom behaviors but to use different vocabularies to express their perceptions. The student perceptions are expressed more succinctly, candidly, and intensely than are those of the teachers. Generally, teacher statements were candid, subtle, explanatory, and descriptive. Many teacher statements were somewhat introspective and, consequently,
noncategorizable. Teachers, while describing essentially the same behaviors their students had identified, softened their responses. For example, some teacher and student responses to the question that asked what the teacher did to make students pay attention were:

**Teacher responses**--I do call students by name when I notice attention wandering.

**Student responses**--Calls your name loudly and embarrasses you. Says the name of whoever she wants to stop talking.

**Teacher responses**--Sometimes I have the tendency of trying to talk over the children's loud voices. I'm sure my voice gets louder to be heard above the other noise. Speak in a loud voice.

**Student responses**--Hollers or yells, "Be quiet, shut up, pay attention, go to your desk, hey, I heard it enough."

**Teacher responses**--I call on those to answer who are not listening. Call on those who are not participating to see if they are attending. Ask questions or for comments from those I think are tuned out.

**Student responses**--She'll pick on you or ask you a question when she knows you aren't listening and you won't know the answers.

**Teacher responses**--Will stop talking, sit or stand quietly in front of them until they take notice and are quiet. Harsh eye contact.

**Student responses**--Stops talking or whatever she was doing and looks or stares at you really mad like. Frowns or has a mean look on her face. Stares or looks at you (me) sometimes in a strange way.

**Teacher responses**--I will take a child firmly by the arm. I touch them on the head occasionally.

**Student responses**--She pinches your arm. Taps you on the head. Spanks you. (Appendices F and K.)
These examples are equally representative of nonverbal teacher behaviors. Moreover, they demonstrate an acute awareness of both teachers and students of the important role nonverbal behavior plays in classroom interaction. Twenty-one of the twenty-eight discrete behaviors listed above are either totally nonverbal or include nonverbal behaviors that influence the category determination according to the Modified Whitfield Observation System.

Some of the perceptual statements listed above support the saying, "It's not what you say, but how you say it that counts." In more academic terminology, some of the statements lend credence to the importance of congruity in teacher behavior. Galloway (1968) says incongruity exists when there is a discrepancy or contradiction between the verbal message and nonverbal information. For instance, in the first example the teacher sees herself as simply calling students by name when she notices their attention wandering. If she were questioned about her intent she would probably say that she wanted to facilitate their learning. However, her students receive the message that her intention is to discipline and embarrass them evidenced by the addition of the words "loudly and embarrasses you" after "calls your name."
When a discrepancy between verbal and nonverbal behaviors occurs most children depend on the nonverbal as the valid source of information. For example, during the student interviews one child reported that his teacher didn't like him; she told his mother that she liked him, but he knew she didn't really like him because she didn't act like it. She didn't smile at him, didn't hug him, and never had time to talk to him about things he did outside school like she did the others. These statements do not appear in the student perceptual statement composite because they fail to meet the seven category criteria listed in Chapter III; however, there are many examples of these events contained in the teacher and student composites.

Tables 5, 6, and 7 present the teacher and student perceptual statements and the observer tallies for individual teachers by number, percent, and category. The totals of these data for Clusters B, C, and B and C composites are shown in Table 8. There were 6,020 student responses which met the category criteria, a mean of 501.6 statements per teacher within a range of 423 to 607 responses; 603 teacher responses, a mean of 50.2 responses per teacher within a range of 31 to 75 responses, and 6,040 observer tallies per teacher, a mean of 503.3 tallies
# TABLE 5

**TEACHER PERCEPTUAL STATEMENTS OF TEACHER CLASSROOM BEHAVIOR**

*By Number, Percent, and Category*

**CLUSTER B & C COMPOSITE**

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TABLE 6
STUDENT PERCEPTUAL STATEMENTS OF TEACHER CLASSROOM BEHAVIOR
BY NUMBER, PERCENT, AND CATEGORY

CLUSTER B & C COMPOSITE

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TABLE 6
STUDENT PERCEPTUAL STATEMENTS OF TEACHER CLASSROOM BEHAVIOR
BY NUMBER, PERCENT, AND CATEGORY

CLUSTER B & C COMPOSITE

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### TABLE 7

**OBSERVER TALLIES OF TEACHER CLASSROOM BEHAVIOR**

**BY NUMBER, PERCENT, AND CATEGORY**

**CLUSTER B & C COMPOSITE**

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<td><strong>Totals</strong></td>
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</table>
TABLE 8
TEACHER, STUDENT PERCEPTUAL AND OBSERVER DATA OF TEACHER
CLASSROOM BEHAVIOR BY NUMBER, PERCENT, AND CATEGORY

COMPOSITES: CLUSTERS C, B, AND C&B

<table>
<thead>
<tr>
<th>Clusters &amp; Responders</th>
<th>Categories</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
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<tr>
<td>C</td>
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<td></td>
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<td>304</td>
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<td>S</td>
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<td>3161</td>
</tr>
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<tr>
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<td></td>
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</tr>
</tbody>
</table>

*C, B, and C&B indicates the school clusters (6 teachers per cluster); T indicates teacher responses, S indicates student responses, and O indicates observer tallies.
within a range of 425 to 645 tallies. These data were considered more than adequate for the purposes of the study.

The Modified Whitfield Observation System classifies seven of the categories as cognitive categories (teaching strategies) and five as affective categories. The cognitive category descriptors and numbers are:

- Seeks Clarification (1)
- Answers Questions (2)
- Explains or Clarifies (3)
- Asks Questions (4)
- Corrective Feedback (5)
- Models-Displays-Demonstrates (11)
- Elicits Participation (13)

The affective category descriptors and numbers are:

- Assisting-Active Listening-Focusing Attention (6)
- Positive Reinforcement-Rewards (7)
- Denies-Avoids-Ignores (8)
- Attacks-Belittles-Ridicules (9)
- Breaks Tension-Humorizes (12)

The Clusters B and C composite of teacher, student, and observer data of teacher classroom behavior rank ordered by percent and category is shown in Table 9. The
Table 9

Teacher, Student, and Observer Data of Teacher Classroom Behavior
Rank Ordered by Percent and Category

B & C Composite

<table>
<thead>
<tr>
<th>Rank</th>
<th>Teacher Response Category</th>
<th>Teacher Response %</th>
<th>Student Response Category</th>
<th>Student Response %</th>
<th>Observer Tallies Category</th>
<th>Observer Tallies %</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Focus. Attention</td>
<td>43</td>
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<tr>
<td></td>
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<td>Focus. Attention</td>
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<tr>
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<td>9</td>
<td>7 Pos. Rein.-Rewards</td>
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<tr>
<td>6</td>
<td>8 Denies-Avoids-Ignore</td>
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<td>8 Denies-Avoids-Ignore</td>
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<tr>
<td>7</td>
<td>12 Breaks Ten.-Humor.</td>
<td>6</td>
<td>5 Corrective Feedback</td>
<td>6</td>
<td>10 Managerial Signals</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>11 Model-Disp.-Demon.</td>
<td>4</td>
<td>3 Explains or Clarif.</td>
<td>5</td>
<td>5 Corrective Feedback</td>
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<tr>
<td>9</td>
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<tr>
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<td>5 Corrective Feedback</td>
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</tr>
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<td>11 Model-Disp.-Demon.</td>
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<td>12</td>
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<td>13 Elicits Particip.</td>
<td>4</td>
<td>12 Breaks Ten.-Humor.</td>
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<td>14</td>
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<td>4 Asks Questions</td>
<td>2</td>
<td>9 Attack-Belittle-Rid.</td>
<td>1</td>
</tr>
</tbody>
</table>
rank order of categories for teacher and student responses for the first four ranks are identical:

Positive Reinforcement-Rewards (7)
Assisting-Active Listening-Focusing Attention (6)
Attacks-Belittles-Ridicules (9)
Managerial Signals (10)

The observer data show the rankings of these categories to be 5, 1, 14, and 7, respectively. Category 6 (Assisting-Active Listening-Focusing Attention) data from the observations is the only category that falls within the first four ranks identified by teachers and students.

The first three teacher and student categories in ranks are affective and account for 53 percent of teacher responses and 51 percent of student responses. The observer data show that one affective category, Assisting-Active Listening-Focusing Attention (Category 6), accounted for 43 percent of the tallies. A check with the observers by the investigator revealed that the teachers were mostly engaged in the activity of listening to students answer questions when Category 6 was recorded. Three of the four lowest ranked observer categories (8, 9, and 12) are affective categories and account for one percent of the tallies. Two of these categories, Denies-Avoids-Ignores (8)
and Attacks-Belittles-Ridicules (9) identify negative teacher behavior and one, Breaks Tension-Humorizes (12), identifies positive behavior.

The total percent of teacher responses for all affective categories is 66 percent and all cognitive categories, 33.2 percent; student responses, 67 percent and 29.3 percent; and observer tallies, 49 percent and 48 percent. The ranking and percents of categories for Cluster B and Cluster C, shown in Tables 10 and 11, closely parallel the Composite B and C data. (See Appendix I for these data for individual teachers.)

These data support the thesis of the Whitfield (1973) study that teachers refrain from exhibiting negative behaviors when being observed. The data indicate teachers refrain from positive, affective behaviors when being observed as evidenced by Category 12 (Breaks Tension-Humorizes) receiving .4 percent of tallies. Moreover, Category 7 (Positive Reinforcement-Rewards) accounts for only 5 percent of observer tallies. The low percents of these observational tallies, coupled with the information that 43 percent of observer tallies were "teacher listening to students answer questions" behavior, supports the inference that teachers teach in cognitive dimensions when being observed. In other words, the data reflect a
### TABLE 10

**TEACHER, STUDENT, AND OBSERVER DATA OF TEACHER CLASSROOM BEHAVIOR**

**RANK ORDERED BY PERCENT AND CATEGORY**

**CLUSTER B**

<table>
<thead>
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<th>Rank</th>
<th>Teacher Response</th>
<th>Category</th>
<th>%</th>
<th>Student Response</th>
<th>Category</th>
<th>%</th>
<th>Observer Tally</th>
<th>Category</th>
<th>%</th>
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</thead>
<tbody>
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<td>9</td>
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<td>10</td>
<td>10</td>
<td>Managerial Signals</td>
<td>10</td>
<td>2</td>
<td>Answers Questions</td>
<td>6</td>
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<tr>
<td>5</td>
<td>1</td>
<td>Seeks Clarification</td>
<td>9</td>
<td>12</td>
<td>Breaks Ten.-Humor.</td>
<td>9</td>
<td>7</td>
<td>Pos. Rein.-Rewards</td>
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</tr>
<tr>
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<td>8</td>
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<td>8</td>
<td>Denies-Avoids-Ignore</td>
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<td>Elicits Particip.</td>
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</tr>
<tr>
<td>7</td>
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<td>Model-Disp.-Demon.</td>
<td>6</td>
<td>5</td>
<td>Corrective Feedback</td>
<td>7</td>
<td>10</td>
<td>Managerial Signals</td>
<td>3</td>
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<tr>
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<td>12</td>
<td>Breaks Ten.-Humor.</td>
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<td>Corrective Feedback</td>
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<td>Explains or Clarif.</td>
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<td>Seeks Clarification</td>
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<td>Explains or Clarif.</td>
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<td>14</td>
<td>No Interaction</td>
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<td>5</td>
<td>Corrective Feedback</td>
<td>1</td>
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<tr>
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<td>11</td>
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<td>.7</td>
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<td>Elicits Particip.</td>
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<td>9</td>
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</table>
### TABLE 11
**TEACHER, STUDENT, AND OBSERVER DATA OF TEACHER CLASSROOM BEHAVIOR RANK ORDERED BY PERCENT AND CATEGORY**

**CLUSTER C**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Teacher Response Category</th>
<th>%</th>
<th>Student Response Category</th>
<th>%</th>
<th>Observer Tallies Category</th>
<th>%</th>
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<tbody>
<tr>
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<td>7 Pos. Rein.-Rewards</td>
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<tr>
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<td>12 Breaks Ten.-Humor.</td>
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<td>3 Explains or Clarif.</td>
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<td>4 Asks Questions</td>
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<td>9 Attack-Belittle-Rid.</td>
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</tr>
</tbody>
</table>
tendency for teachers to teach cognitively for observers and to deal more affectively with students in the absence of adult observers.

The primary data for the first research question for the study, "Will teacher perceptions about their classroom behavior represent a higher degree of agreement with the perceptions of their students or with that of the observations of the classroom observers?", are presented in Table 12. Percents and ranks by categories and Spearman Rho values are also presented. (See Appendix G for category percents and rank.)

The Spearman $p$ of .903 for teachers and students is significant at the .01 level of confidence; the Spearman $p$ of -.169 is not significant. Therefore, the data reveal in response to the first question that teacher perceptions represent a higher degree of agreement with the perceptions of their students than with that of the observations of classroom observers.

The data related to the second research question, "Will student perceptions about teacher classroom behavior represent a higher degree of agreement with the perceptions of the teachers or with that of the observations of the observers?", can be found in Table 12. The Spearman $p$ of -.197 for students and observers was not significant. Thus,
### Table 12

**Spearman Coefficients of Correlation with Teacher, Student, and Observer Category Percents and Ranks for Total Responses and Tallies**

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<td>3</td>
<td>13</td>
<td>6</td>
<td>.4</td>
<td>3</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td>9.5</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>8.5</td>
<td>4</td>
<td>2</td>
<td>9.5</td>
<td>8.5</td>
</tr>
</tbody>
</table>

- *Where T = Teacher; S = Student; O = Observer*
- \( p = .903 \) Sig. .01
- \( p = -.169 \) N.S.
- \( p = -.1978 \) N.S.
- \( p = .645 \) Sig. .01
the data reveal in response to the second question that student perceptions represent a higher degree of agreement with the perceptions of their teachers than with that of the observations of classroom observers.

Teacher Evaluation of Four Forms of Data

After teachers had received all of the data, except the Spearman Rho coefficients of correlations, presented above they made written responses to an evaluation schedule. Further, they participated in focused interviews conducted by the investigator using the evaluation schedule items (Appendix M). Table 13 presents the results of the six quantitative evaluation items. (See Appendix N for complete evaluation data.)

These six evaluation items required teachers to select specific responses from a list of choices. In Item 1, when asked to give their general impressions of the Modified Whitfield Observation System, given the choices "terrible-mediocre-acceptable-great-super," 50 percent of the twelve teachers checked "great" and 50 percent, "super." The teacher comments showed unequivocally that the student feedback was the most valuable element of the System for them (Appendix N).
### TABLE 13
QUANTITATIVE TEACHER EVALUATION OF FOUR FORMS OF DATA

<table>
<thead>
<tr>
<th>ITEM</th>
<th>RESPONSES BY PERCENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>What is your general impression of the Modified Whitfield Observation System?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Great</strong></td>
</tr>
<tr>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td><strong>Do you think the category names and conventions are appropriate and descriptively accurate?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td></td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td><strong>On a scale of 0-5 designate the value of the four sets of data:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A. Student Statements, Uncategorized Raw Data</strong></td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>B. Student Statements, Tabulated and Categorized</strong></td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>C. Student Responses, Rank Ordered by Category and Percent</strong></td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>D. Observer Tallies Rank Ordered by Category and Percent</strong></td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td><strong>If it were possible for you to receive any of the above data on a yearly basis, which would you prefer?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A</strong></td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td><strong>Would you like to have the student questionnaire re-administered to your students?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td></td>
<td>92</td>
</tr>
<tr>
<td>8</td>
<td><strong>Would you like to have the Observer record your classroom behavior again?</strong></td>
</tr>
<tr>
<td></td>
<td>42</td>
</tr>
</tbody>
</table>
Item 4 shows that there was general agreement that the category descriptors and conventions were appropriate and accurate: 75 percent of the teachers responded positively to this item; 17 percent, negatively; and 8 percent, no response. Some criticisms were that the behavior descriptor for Category 9, Attacks-Belittles-Ridicules, had a too negative connotation and was too strong and harsh an expression. The conventions for this category were believed to be more managerial than attacking behaviors. One teacher pointed out that she stared at her students to refrain from attacking behaviors; however, some of her students reported that she stared at them "mad like" which changed the category from Managerial Signals (10) to Attacks-Belittles-Ridicules (9). There are subtle distinctions between these two categories that make coding and classification of behavior difficult.

In Items 7 and 8 the data show that all teachers, except one, indicated a desire to have the student questionnaire readministered to their students, but that five (42 percent) wanted the observer to record their classroom behavior again. Further substantiation for these views can be found in the responses to subsequent evaluation items.
When the teachers were asked if they had any explanation for the wide discrepancy between teacher-student data and observer data and how they would use the observer data, teachers responded in these ways:

1. Observers are outsiders, not personally involved, who spend short periods of time in the classroom; therefore, observer data is not valid because observers cannot possibly understand the interpersonal relationships or see and record the total picture.

2. Observers cause changes in teacher behavior; the presence of observers frustrates teachers and place restrictions on their behavior of being a person; teachers, consciously and unconsciously, put their best foot forward and refrain from engaging in negative or severe behaviors; some teachers view the observation session as a game and deliberately try to "out-fox" the observer.

3. Student data are much more important to teachers than observer data; student views reflect the rapport established by teacher and students which observer data cannot reveal; teachers really care about their students, their feelings about teacher acceptance of them, and their feelings of isolation.

4. Teachers need to see themselves as their students see them so they can continue positive behaviors and eliminate negative behaviors that student, not observer, data give them.

5. Observation of classroom instruction is a waste of time, even though observer codings are objective and as accurate as student responses. (Appendix N.)

The data for the third research question, "Which of four forms of data about their behavior will be most useful to teachers: (a) raw data of student statements obtained from a student questionnaire-interview-schedule;
(b) student statements obtained from a student questionnaire-interview-schedule, tabulated and collated into categories; (c) the percent and rank order of student responses by categories; or (d) codings of observers translated into percent by categories," can be found in Table 13. Item 5 shows that the first preference of all teachers was student statements, tabulated and categorized. Student statements in uncategorized raw data form received the second highest rating; student responses rank ordered by category and percent was third; and observer tallies rank ordered by category and percent was fourth. Item 6 shows that 92 percent of the teachers chose the combination of student statements, tabulated and categorized, and the student statements rank ordered. Eight percent preferred student statements, uncategorized. Thus, the data reveal that teachers overwhelmingly consider student perceptual statements, tabulated and categorized, more useful than the other three forms of data. Teachers expressed a preferred value for: (1) the specific teacher behaviors their students identified rather than just behavior descriptors, (2) the exact student wording and expressions, and (3) the feelings and reactions of students. The student statements, both categorized and uncategorized, provide these data; however, the categorized statements had the advantage of being less time consuming to interpret.
These statements were tabulated as well as categorized so that teachers could more quickly see how many of their students had made similar responses. Moreover, the teachers did not have to spend time in deciding the appropriate category for their behaviors. When asked how they would utilize these two forms of data (categorized or uncategorized), teachers responded as follows:

1. I can narrow down the area where I need to work on communicating better with students.

2. Examine with a view to changing or improving teaching behavior and attitudes.

3. Look for students' statements which reveal "left out" or "picked on" feelings.

4. Match student statements with teacher responses to discover discrepancies between two sources.

5. Use for group discussions, to determine general feeling of children's attitudes, and to set objectives for professional growth.

6. Will work on self-concept and acceptance in group of each student.

7. Will use these to try to figure out who the couple of students were that consistently wrote negative comments to see if I can relate to them better than I am doing now; to see if any student attitudes and comments can be changed over a period of time.

8. Be more aware of a specific category to try to improve. (Appendix N.)

In addition to the value teachers placed on student statements, teachers appreciated the advantage of student
responses, rank ordered by percent and category, for a check of their general classroom interaction and to compare quickly category changes in rank and percent between pre and posttest data. Some teachers voiced concern with their need to reduce percent and rank of negative behaviors, Categories 8 and 9, Denies-Avoids-Ignores and Attacks-Belittles-Ridicules. Ten of the teachers considered the observer data of little use for their purposes. Two teachers stated that they would use the observational data to restate professional objectives, as a comparison of their "best" behavior with student perceptions, and as a way to describe what's going on in the classroom to visiting parents.

The twelve teachers in the study were much more concerned with the affective dimension in the classroom than with the cognitive dimension. This attitude was reflected in their comparison of the value of the Observation System for Instructional Analysis (OSIA) and the Modified Whitfield Observation System. Some of the teachers stated:

1. OSIA is more objective—maybe even more valid, but really measures something different. Modified Whitfield System measures more of a climate or attitude, the affective domain.

2. The Modified Whitfield System gives student input which is so valuable. OSIA does give student behavior data in response to specific teacher behaviors and vice versa.
3. Modified Whitfield System may be more suitable to our kind of informal classroom interaction. OSIA would be more helpful in a direct lesson-teaching situation. Modified Whitfield suits open situation—receive information from all students.

4. I prefer the Modified Whitfield System over OSIA simply because it has the children's responses and opinions.

5. Modified Whitfield more valuable as an instrument for change. Gives small details which you can be aware of—your and students' feelings are most important. It is important to know whether you perceive your methods the way your children do. It is what really happens.

6. Modified Whitfield System gets at nonverbal behavior and the affective domain much more than does OSIA which is more sophisticated and slanted toward the cognitive domain.

7. Student responses are more valid than OSIA observer codings. (Appendix N.)

Conclusions

This chapter has been a presentation and analysis of qualitative and quantitative data. Summaries of the conclusions for each of the three research questions indicated by these data follow.

1. The data reveal in response to the first research question that teacher perceptions represent a higher degree of agreement with the perceptions of their students than with that of the observations of classroom observers.
2. In response to the second research question, the data show that student perceptions represent a higher degree of agreement with the perceptions of the teachers than with that of the observations of classroom observers.

3. The data reveal in response to the third research question that teachers overwhelmingly consider tabulated and categorized student perceptual statements about teacher behavior more useful than the other three forms of data.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study investigated the degrees of agreement between teacher and student perceptions and observer observations of teacher verbal and nonverbal behaviors and the implications of these sources of feedback when the Modified Whitfield Observation System was utilized. Many writers and investigators have highlighted the importance of verbal and nonverbal communication in the classroom, teacher influence in the affective domain, and discrepancies between student (child) and teacher (adult) perceptions. However, no single analysis system has included all of these aspects prior to the development of the Whitfield (1973) System. His analysis system of teacher behavior was based on student perceptions of verbal and nonverbal teacher behaviors.

The research questions representing the major focus of the study were:

1. Do teacher perceptions about their classroom behavior represent a higher degree of agreement
with the perceptions of their students or with that of the observations of classroom observers?

2. Do student perceptions about teacher classroom behavior represent a higher degree of agreement with the perceptions of the teachers or with that of the observations of the observers?

3. Which of the four forms of data about their own behavior will be most useful to teachers as feedback:
   a. raw data of student statements obtained from a student questionnaire-interview-schedule;
   b. student statements obtained from a student questionnaire-interview-schedule, tabulated and collated into categories;
   c. the percent and rank order of student responses by categories; or
   d. codings of observers translated into percents by categories?

The procedure of the study centered on obtaining descriptions of teacher behavior from three different sources: students, teachers, and observers. The teacher
and student data were collected in one elementary school by administering questionnaires to twelve teachers and 322 students and by interviewing thirty-three randomly selected students.

Four observers were trained to use the Modified Whitfield Observation System and the reliability of their observations was determined by calculating Cohen coefficients of inter-rater-agreement. The observer data were collected by the observers coding each teacher's classroom behavior for three 15-minute segments.

The perceptual data of student responses to their teacher were taken from a questionnaire administered to students. A similar questionnaire was also administered to the teachers. These data were tabulated, analyzed and collated into the fourteen categories of the Modified Whitfield Observation System to form individual teacher class master keys and cluster composites. One hundred sixty-three of the discrete student perceptual statements were randomly selected and presented to a panel of judges, experts in the field of observational research, for further analysis. The judges sorted the perceptual statements into the fourteen categories and the results of that sorting were statistically analyzed to ascertain the degree of agreement between the sortings of the judges and the investigator.
The observer tallies and the teacher and student perceptual responses were tabulated and converted to percents by category. Appropriate tables were constructed and these data were used to calculate the Spearmen Rho to determine coefficients of correlation.

The final procedure employed in this study was collecting and analyzing teacher evaluation data. The four sets of data and evaluation forms were presented to the twelve teachers. The teachers wrote responses to the evaluation items and participated in interviews conducted by the investigator using the evaluation items. The teacher responses were analyzed and the six items containing quantitative data converted to percents.

Conclusions

This study has been an investigation to determine the degrees of agreement between teacher and student perceptions and observer observations of teacher classroom behavior and the implications of these sources of feedback for the teachers. Both qualitative and quantitative data were analyzed and the following conclusions for the research questions of the study were established.

1. The perceptions of the twelve teachers about their classroom behavior represent a higher
degree of agreement with the perceptions of their students than with the observations of classroom observers.

2. The perceptions of the 322 students about teacher classroom behavior represent a higher degree of agreement with the perceptions of the teachers than with the observations of the observers.

3. These twelve teachers overwhelmingly consider tabulated and categorized student perceptual statements about teacher behavior more useful than the other forms of data.

Another obvious conclusion that can be drawn is that teachers do indeed exhibit the fourteen category behaviors defined in the Modified Whitfield System. The data revealed that teachers, students, and observers are in agreement here; however, the degree of agreement is where the discrepancy occurs. The correlation between the teacher and student perceptual statements was high and significant (p < .01); however, the observer tallies show negative coefficients of correlation to both student and teacher responses.

A fifth major conclusion that can be drawn as a result of this study is that teachers and students perceive teacher behavior in similar ways but with some subtle
distinctions. The distinctions between teacher and student perceptual statements were commented on in Chapter IV. There it was noted, and supportive examples given, that student and teacher perceptual statements describe essentially the same teacher behaviors. However, student perceptions were expressed more succinctly, candidly, and intensely than were those of the teachers, who softened their responses. Moreover, the category rankings of teacher-student responses and the highly significant Spearman Rho coefficient of correlation (.90) support this conclusion.

A sixth major conclusion to be drawn as a result of the study is that both teachers and students identify teacher nonverbal behaviors as important elements of teacher classroom interaction. Additionally, these nonverbal behaviors fall into the cognitive categories as well as the affective categories. This conclusion questions by implication the often-made assumption by past researchers: that the verbal behavior of the teacher was representative of all significant classroom communication.

Galloway (1962, 1968) in his 1962 study theorized that certain teacher nonverbal behaviors significantly influenced student attitudes and his subsequent work
stressed the importance of congruity between teacher verbal and nonverbal behaviors. The results of the present study, especially the student perceptual statements, presented in Chapter IV and Appendix F, support the significance of nonverbal communication.

A fourth major conclusion is that teachers are more concerned about, and value most highly, the perceptions of their students. Teacher evaluations of the data support this conclusion and show that the teachers considered the observer data to be less useful. The teacher rating of the four forms of data shows the lowest rating for the observer data. Moreover, eleven of the teachers indicated a desire to have the student questionnaire readministered to their students but less than half wanted recordings by the observers.

Implications of the Study

The investigation has been a study that dealt with three views of classroom reality in which it was possible to examine slices of this reality. The exact nature of the reality as perceived by teachers, students, and classroom observers is impossible to determine with a fine degree of preciseness: Is the true reality that reported by the students, the teachers, the observers, or
is it a complex blending of each of these? Examining the data can be compared to looking through the eye of a camera. It is desirable to get close enough to the data to obtain a clear, sharp picture but not so close that distortion occurs. A perfectly representative picture of classroom life is patently impossible, and validity questions remain. The investigator recognizes the dangers inherent in comparing data collected by varied procedures from different sources; however, the data in this study were sufficiently powerful to enable one to arrive at certain warranted assertions and inferences.

The data indicate that a useful picture of classroom reality has been captured in the statements of teacher and student perceptions and that the observer data provided a different picture. The teacher-student data show high rankings (according to frequency of occurrence) for the more affective categories and low rankings for the cognitive categories. Conversely, the observer data show high rankings (higher number of tallies in category) for the cognitive categories and low rankings for the affective categories. For example, Categories 7 and 9 (Positive Reinforcement-Rewards and Attacks-Belittles-Ridicules) are ranked first and third in the teacher and student columns but are ranked fifth and fourteenth in the observer column.
There are many possible explanations for this wide discrepancy between teacher-student perceptions and observer tallies. The data support the inference that teachers teach in cognitive dimensions when being observed and deal more affectively with students in the absence of adult observers.

The observer data demonstrate that the cognitive categories: Explains or Clarifies (3), Asks Questions (4), and Answers Questions (2) rank second, third, and fourth; however, the negative categories Denies-Avoids-Ignores (8) and Attacks-Belittles-Ridicules (9) rank twelfth and fourteenth. Other observational research has produced similar findings. Flanders' (1965) observers' codings loaded into the categories Asks Questions (4), Lectures (5), and Giving Directions (6), but Category 7, Criticizing or Justifying Authority, ranked very low. (A form of the Flanders' System of Interaction Analysis was used for the Flanders' study.)

In the present study the low rankings for the negative categories may be partially explained by observer reluctance to interpret any teacher behavior as negative behavior. During the training sessions the observers in this study tended to code in the least negative and most positive categories whenever possible. For example, in one video tape when a student approached a teacher to have
her paper checked the teacher said, "I don't have time for that now. Go back and sit down." The child, shrugging her shoulders as she turned away, facially displayed mixed emotions of frustration, disappointment, and hurt feelings which quickly turned to disgust. Three observers coded this teacher behavior as Managerial Signals (10); one observer reported that she had coded a 10, but changed it to Denies-Avoids-Ignores (8) when she saw the child's reaction. Perhaps observer attitudes contribute to the low percentages of negative category codings and the differences between observers' tallies and student responses. Good and Brophy (1969) theorize that the category system should use the individual student as the unit for data gathering.

The teachers in the study expressed the opinion that their behavior changed when adult observers were present and that observers, outsiders not personally involved, could not capture the total classroom climate in short observation periods. The influence of active participant involvement (Peak, 1958; Shrauger and Altrocchi, 1964) and the influence of motivation on perceptions (Taft, 1955; Gage, 1953) tend to support the latter speculation.

Research related to the effects of the presence of an observer in the classroom support the inference that
teachers do change their behavior when an observer is present. Samph (1968) conducted a study carefully designed to ascertain the effect of the observer on teacher classroom verbal behavior. An observer, using the Flanders' System of Interaction Analysis, recorded the teacher's verbal behavior (1) in the classroom with the teacher's advance knowledge, (2) by a monitoring system without the teacher's knowledge, (3) in the classroom without the teacher's advance knowledge, and (4) by monitoring outside the teacher's classroom when the teacher was anticipating the observer's presence. The data substantiated the conclusion that the presence of a classroom observer does lead to changes in a teacher's verbal behavior. Masling and Stern (1969) concluded that "The effects of the observer are more complex than had been foreseen and affect various aspects of teacher and pupil behavior differentially" (p. 353).

Yet another point is brought to question in the confidence which might be placed on the data gathered through the use of an observational system. Good and Brophy (1969) contend that "Traditional interaction analysis studies treat the classroom as a group as the unit of analysis" (p. 15). Thus, the studies are based on the faulty assumption that teachers are consistent in
their classroom behavior toward all students and that individual differences are of little or no importance. Good and Brophy also found that teacher behavior varied with different students. Davis and Dollard (1940), Anderson and Brewer (1945), Jackson and Lahaderne (1964) reached similar conclusions. The student perceptual statements in this study, made in response to specific questions, support these conclusions: Teacher behavior varied from positive to negative behaviors with different students in similar situations.

There are many implications to be derived from the preceding discussion. When teachers are concerned with changing their behavior to promote positive student attitudes and to provide optimal learning climates, several sources for collecting data about teacher behavior should be considered. Inasmuch as the students are the primary consumers of teacher behavior then the students should be asked (1) to identify significant teacher behavior, (2) to designate frequency of occurrence of significant teacher behaviors, and (3) to describe or classify their reactions to and feelings about teacher behavior. What may be perceived by adult observers as highly negative or highly positive teacher behavior may not be so perceived by students. It is important for teachers to have these kinds
of data rather than trying to change in such a way as to conform to a preconceived ideal of a "good" teacher.

If the objective for gathering observer data is to assist the teacher in viewing her behavior for the purpose of changing and improving her classroom interaction techniques, perhaps the methodology for gathering observer data should be changed. The teacher could be observed without her knowledge or, if observed with her knowledge, the observer should check out the observations with the students. However, observing a teacher without her knowledge raises serious ethical questions and is a procedure that may create additional problems.

A final implication resulting from the present study is that teacher nonverbal behavior plays a significant role in the environment in the classroom. Students depend on the nonverbal behavior of the teacher to establish fidelity for the verbal behavior. In reporting teacher verbal behavior the students also reported the emotional state of the teacher as revealed by the nonverbal behavior. An example of incongruous teacher behavior is illustrated by one student who pointed out that his teacher had said she liked him, but he didn't believe it because she didn't act like it.
Recommendation for Future Research

The heuristic advantage of an exploratory study is to generate hypotheses or research questions that serve as focal points for future research in the field. Recommendations for future studies follow.

The teacher population in this study expressed a decided preference for categorized student perceptual statements above observer data about teacher classroom behavior. The collecting, tabulating, collapsing, and collating into categories of student responses and training personnel is so time consuming and expensive that many school districts would be likely to reject this method for providing feedback to teachers. A more pragmatic approach would be the use of a checklist of student responses already categorized. Much of the time involved would then become clerical in nature and less expensive. Studies need to be conducted to verify the reliability and validity of a student checklist of perceptual statements about teacher classroom behavior.

There is a need for this study to be replicated in a school somewhat more traditional than the innovative school in which the study was conducted. The teachers in the study were somewhat unique in that they had been selected for their innovative characteristics and had
participated in extensive staff development programs related to nonverbal communication, interpersonal relationships, and observational systems. Consequently, it is important to compare the perceptions of more traditional teachers with the perceptions of the innovative teachers in the study to determine similarity of results.

Another important study needed is one to determine student feelings about and reaction to specific teacher behaviors with a view toward basing category names and definitions on student data. The Modified Whitfield System used in this study was based on student perceptions as the source of data; however, the category descriptors, definitions, and conventions were designated from the viewpoint of adults. The assumption that students perceived the described teacher behaviors as they were categorized may be a faulty assumption. In the present study one child wrote, "She stares at you real mad and almost makes you laugh." According to the System conventions "stares at you real mad" normally would be categorized as Attacks-Belittles-Ridicules (9), but the reaction "almost makes you laugh" indicates that this student did not feel threatened, attacked, belittled, or ridiculed. Moreover, several teachers questioned some of the category conventions, especially the perceptual
statement describing Category 9 (Attacks-Belittles-Ridicules) behaviors which they (teachers) perceive as Managerial Signals (10).

A study using a checklist of student perceptual statements of specific teacher behaviors is needed. The teachers in the present study expressed a desire to know how frequently their students perceived a specific behavior. While students tended to recall and describe affective behaviors, both positive and negative, more often and vividly than neutral and cognitive behaviors, an investigation is needed to determine the frequency of specific teacher behaviors as perceived by students. The duration of specific teacher behavior, as well as their frequency, could be incorporated into this kind of study.
APPENDIX A

MODIFIED WHITFIELD OBSERVATION SYSTEM OF TEACHER BEHAVIOR AS PERCEIVED BY STUDENTS
<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SEEKS CLARIFICATION:</td>
<td>behaviors used by the teacher to seek additional information which serves to clarify previous student talk.</td>
</tr>
<tr>
<td>2. ANSWERS QUESTIONS:</td>
<td>includes direct answers to student questions. such answers may give information or opinion but must be responses which answer or are directed toward answering student questions.</td>
</tr>
<tr>
<td>3. EXPLAINS OR CLARIFIES:</td>
<td>giving facts or opinions about content or procedure; expressing his own ideas; asking rhetorical questions. rendering a previous statement more intelligible either by (a) restating or rephrasing, or (b) adding informative details.</td>
</tr>
<tr>
<td>4. ASKS QUESTIONS:</td>
<td>asking questions about content or procedure with the intent that a student answer such questions. the question may also ask for student opinion regarding content or procedure.</td>
</tr>
<tr>
<td>5. CORRECTIVE FEEDBACK:</td>
<td>includes behaviors that are designed to indicate the incorrectness or inappropriateness of student behavior in a way that enables the student to see that his behavior is incorrect or inappropriate and/or why. such teacher behaviors are restricted to cognitive or skill areas in which behavior can be considered correct or inappropriate by definition, generally accepted convention, or can be empirically validated as being a fact.</td>
</tr>
</tbody>
</table>
6. ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION:

A behavior that implies a willingness to listen with patience and interest to a pupil. By paying attention to the pupil, the teacher exhibits an interest in the pupil, and implicitly manifests approval, satisfaction, or encouragement. An act that meets a pupil's request; a nurturant act.

7. POSITIVE REINFORCEMENT-REWARDS:

A supportive behavior which exceeds a simple designation of correctness, and rewards students for their performance. Includes behaviors with a positive value orientation directed at student behavior. Behaviors which praise or reward current behavior as well as previous or predicted future behavior are included in this category.

8. DENIES-AVOIDS-IGNORES:

A behavior that implies an unwillingness or inability to engage attentively in the communicative process, thus, indicating disinterest or impatience with the pupil. A behavior that openly ignores a pupil's need, or that is insensitive to pupils' feeling; a tangential response.

9. ATTACKS-BELITTLES-RIDICULES:

A harsh, punitive, blamelaying, or guilt inducing behavior. A behavior implying strong disapproval of a pupil's behavior or pupil interaction. An expression that indicates strong negative overtones, disparagement, or strong dissatisfaction. An expression which functions in making someone or something the object of contemptuous laughter by joking, mocking, or caricaturing.
10. **MANAGERIAL SIGNALS:**

Giving directions, commands, or orders to which the student is expected to comply. These behaviors may be either verbal or nonverbal. The behaviors may be intended to change student behavior from a non-acceptable to acceptable pattern.

11. **MODELS-DISPLAYS-Demonstrates:**

Behaviors which point up student work as being considered as a standard of excellence to be imitated. Such teacher behaviors as writing on the board, providing extra reference materials, doing experiment, or demonstrations, etc., are also included in this category.

12. **BREAKS TENSION-Humorizes:**

Behaviors which tend to open up and/or eliminate the tension or anxiety of the situation. Jokes that release tension not at the expense of others. Laughing and joking that tend to ease tension.

13. **ELICITS PARTICIPATION:**

A teacher-initiated behavior which acknowledges, recognizes, and/or includes a student with the intent that the student respond. Such behaviors are restricted to content or procedure. Includes giving directions such as directing a student to recite or asking a student if he will recite. Example: "Will you spell butter?" "Spell butter."
14. **NO INTERACTION:** Non-attending teacher behaviors. Includes those teacher activities such as grading papers, talking with a visitor, absence from the room, housekeeping duties, etc. The No Interaction category, in this context, is used to denote the absence of behaviors defined in the other thirteen categories.
APPENDIX B

CATEGORY CONVENTIONS OF MODIFIED WHITFIELD OBSERVATION SYSTEM
1. **SEeks Clarification**

Asks other questions about it  
Asks me to repeat my answer  
Sort of has a puzzled look on his face  
Asks me where I got the information  
Asks you something that sort of sounds like what you were talking about  
Says he doesn't understand  
Asks you to go back over it  
Asks you what you mean  
Asks you to explain it in more detail  
Keeps talking and asking more questions  
Keeps going over it and over it  
Says, "Repeat it in different words."  
Sort of rubs her head and looks confused  
Asks someone else to explain it to her.

2. **ANSwers QUESTIONS**

Answers you  
Answers your questions

3. **EXPlains AND CLARIFIES**

Lectures  
Explains it to us  
Goes over it with the whole class  
Goes back over the question and repeats it  
Gives examples  
When two or three questions have been asked about the same thing she explains it to the whole class  
Tells us step by step how to do our lessons  
Gives us clues  
If someone doesn't understand something she goes over it again  
She squences her eyes and tries to explain it again  
Puts it in easier words

4. **ASKs QUESTIONS**

She asks a lot of questions about what she is teaching  
After she explains things she asks us a lot of questions about it
5. CORRECTIVE FEEDBACK

Says, "No, that's not right."
Marks it wrong
Says, "Wrong."
Shakes her head no
Says, "Nope."
Circles the wrong answer

6. ASSISTING-ACTIVE LISTENING-FOCUSBING ATTENTION

Comes around helping us
Stretches out her neck and squences her eyes like she is trying to get what you say
Takes you up to the board and helps you
Sits in the middle of the room and when you go up to her she helps you
Looks straight in your eyes as you talk to her
Nods her head as you talk
Makes comments like "Yes" or "O.K." while you talk
Doesn't talk while you are talking
Waits until we are done then answers
If anyone tries to interrupt us she sends them back
She stops what she is doing
She looks at the papers you are working on
Doesn't talk to anyone else but you
Looks like she is thinking about it by squinting her eyes and trying to picture what you are saying

7. POSITIVE REINFORCEMENT-REWARDS

Says things like: "Good." "Very good," "Right on," "Hey you're catching on!" "Yes" or "Yes, that's right!"
Puts a check on your paper
Repeats what we say
Gives you a pat on the back
Puts a good note on your paper
Says, "You're doing great. I think you are the best in the class."
Tells me I am smart
Says, "That was a smart answer."
When I draw pictures she says she likes them
She tells me she is proud of me
She says, "Keep it up."
Says, "That's wonderful!"
Says, "That's really interesting."
She hugs you up a lot
She lets you check papers
Lets me run errands
Lets us come up to the front of the room to read
Picked me as captain
Lets me put things away for her
Lets me take the lunch money to the office
Lets me take notes to other teachers
Lets me clean his desk
Lets me be a lab helper and put away the glass
Lets me take up the lunch money
Lets me pass out papers
Lets you do what you want after you finish your work
Lets you stand up if you get good grades

8. DENIES-AVOIDS-IGNORES

Says, "Go sit down."
Keeps on working and writing
Doesn't look at you
She does not talk back
Says, "Tell me after school."
Says, "Let's not go into that now."
Says she doesn't have time for me
Tells us to find the answers on our own
Does not show us how to do something
Changes the subject on you
If you raise your hand she won't call on you
Says he'll help you later
Doesn't give you the answer you asked for
Tells you to go back to your seat and wait
Sends me away when I try to tell her something

9. ATTACKS-BELITTLES-RIDICULES

Says, "Shut up and sit down."
Laughs at me
Tells everyone I made bad grades
Draws a circle on the board and has them put their nose in it.
Shakes you
Says, "Ah, you should have done better."
Says, "You're smarter than that."
Gives you a dirty look
Says, "You didn't study very good."
Says, "Look at that, is that right?"
Says, "That's a stupid answer."
Tells us we have a bad note for our parents
Says our work is terrible
Stands in front of the class and says things about you
Calls you names like "knucklehead"
Tells you you goofed it
Pulls your hair
Rips up your papers and gives them back
Says, "You're wrong!" real loud
Takes me out in the hall for a talking to
Makes us put our hands over our mouths
Makes us stand up with our hands on our heads for 10 minutes.
Points at you.
Stands you out in the hall
Tells us to keep our mouths shut and eyes to the front
Makes us stand in the corner
Sits you in a chair by yourself
Gives us 5 or 10 minutes of silence
Sends you to the office
Makes you stay after school
Takes us to the office
Makes us write something 100 times
Moves you from where you are sitting
Sends you to the office
Makes the whole class stay after school
Aasks if she is disturbing us
Aasks where have I been all day
Says, "Sad, sad, sad!"
Gripes and says, "Think and try again."
Yells at us
He looks me straight in the eyes when something goes wrong
She will come around and tear up what you are doing and fuss at you
Gets steamed up when we ask her a question
Blames stuff on me
Says, "The longer you talk now the longer you will have to stay after school."
Says, "There's going to be trouble and a lot of bad grades."
Says he doesn't want to see that again
Fusses at you for a while
Embarasses you in front of the whole class

10. MANAGERIAL SIGNALS

Says, "Listen!" or "Pay attention!"
Says, "All eyes up front." or "Turn around."
If someone is going to talk to us she tells us to get out our notebooks
If the floor gets full he has us raise our hands for help
Has us to line up at the left side of his desk for help
Has us copy things off the board
Tells us to settle down and get to work
Tells us to be quiet
Tells us to shut up
Turns off the lights
Claps her hands
Holds up a sign that says, "Cool it" and taps on the back of it
Writes "Be quiet" on the board
Raises her voice
Clears his throat
 Beats his desk with his hand
Holds her ears
Gets out the paddle
Stops talking and waits
Slams the door
Taps a ruler on the desk
Hits the chalkboard with a yardstick
Stands with her hands folded and waits for us to be quiet
Waves her hands to keep us quiet
Looks at us out of the corner of her eyes
Motions with her finger for us to come there
Folds up her arms and puts out a deep breath

11. MODELS-DISPLAYS-DEMONSTRATES

Writes on the board
Does experiments
Writes everything on the board that we need to put in our notes
Brings extra materials, films, and speakers
Shows pictures
Puts your work on the bulletin board
If you brought in something she tells the class to look
Writes your answer on the board
Tells your answer to the class and has them repeat it
Uses her hands a lot to point out things
Tells everyone to listen to my answer
Tells me to explain it to the whole class

12. BREAKS TENSION-HUMORIZES

Laughs
Makes a joke
Has fun with us
Gives us a break every once in a while
Has a big grin on her face
Lets us draw pictures
Lets us talk a little
Lets us make things with paper
Plays records and lets us sing
Gives us puzzles to work

13. ELICITS PARTICIPATION

Says, "Now do the rest like that."
Calls on us to respond, answer, or recite.
Calls us up to her desk to help us, work with us.
Has discussion groups.  
Asks us how much of our work we got finished.  
Says, "Work the next problem."  
Says, "Will you pronounce the next word?"

14. **NO INTERACTION**

Checks and grades papers.  
Corrects all folders.  
Marks our charts.  
Goes to the office or out of the room.  
Talks to visitors.
APPENDIX C

WHITFIELD STUDENT QUESTIONNAIRE-INTERVIEW-SCHEDULE
1. What does your teacher do to make you pay attention?
2. Where in the classroom does your teacher spend most of her time?
3. What does your teacher do when you give a wrong answer?
4. What does your teacher do when you give a right answer?
5. How do you know when your teacher is listening to you?
6. How do you know when your teacher isn't listening to you?
7. Do you ever get the feeling that your teacher is really trying hard to teach? What does she do when she is teaching?
8. Does your teacher ever think anything is funny? What sorts of things does she think are funny? What does she do when something is funny?
9. Does your teacher ever make you feel important? What does she do?
10. Does your teacher ever make you feel you are not important? What does she do?
11. Does your teacher trust you? How can you tell?
12. Are there students in your class that your teacher does not trust? How do you know?
13. What does your teacher do when a visitor comes in the room?
14. Does your teacher spend much time helping students? What does she do?
15. Does your teacher do anything that makes you really like school? What does she do?
16. Does your teacher do anything that makes you really dislike school? What does she do?
17. What does your teacher do when someone in the class acts up?
18. Do you think your teacher likes teaching? How can you tell?

19. How do you know when your teacher is happy with what you've done?

20. How do you know when your teacher is not happy with what you've done?

21. Are there students in the class that your teacher really likes? How do you know?

22. Are there students in the class that the teacher doesn't especially like? How can you tell?

23. If you ever had to explain something to the teacher, how would you know that she really understood you?

24. How do you know when your teacher doesn't understand you?

25. What does your teacher do when something she is trying to demonstrate or explain messes up?
APPENDIX D

TEACHER QUESTIONNAIRE-INTERVIEW-SCHEDULE
1. What do you do to make your students pay attention?
2. Where in the classroom (cluster) do you spend most of your time?
3. What do you do when your students give a wrong answer?
4. What do you do when your students give a right answer?
5. What do you do when you are listening to a student?
6. What do you do when you are not giving your undivided attention to a student?
7. What do you do when you are really trying hard to teach?
8. Do you ever think anything is funny? What sorts of things do you think are funny? What do you do when something is funny?
9. What do you do to make your students feel important?
10. What do you do that makes your students feel unimportant?
11. What do you do when you trust a student or students?
12. What do you do when you distrust a student or students?
13. What do you do when a visitor comes into the room (cluster)?
14. What do you do when you are helping students?
15. What do you do that makes your students really like school?
16. What do you do that makes your students really dislike school?
17. What do you do when someone in the class acts up?
18. What do you do that shows you really like teaching?
19. What do you do when you are happy with what student(s) has/have done?

20. What do you do when you are not happy with what student(s) has/have done?

21. What do you do when you really like a student?

22. What do you do when you don't especially like a student?

23. What do you do when you really understand a student's explanation?

24. What do you do when you really don't understand a student's explanation?

25. What do you do when you mess up on something you are trying to demonstrate or explain?
TEACHER 5

QUESTION 1. WHAT DOES YOUR TEACHER DO TO MAKE YOU PAY ATTENTION?

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (7)

1. Points her finger at us.
2. Says, "You're not being considerate to the class."
2. Yells at us.
2. Stops talking, and when most of the kids stop, says the name of whoever is talking and says, "You are saying that you do not want to hear what she is saying." or "Are you saying what she has to say is not important?"
1. Taps you on the head.

CATEGORY 10: MANAGERIAL SIGNALS (53)

2. Says, "Look at me" or "Get to work."
1. Stares at you.
1. Says, "Go back to your seat."
10. Clicks or snaps her fingers.
7. Rings her little bell.
2. Makes us go up on the floor or makes us sit by her to tell us to settle.
2. Puts her finger over her mouth or says, "Shh."
1. Puts up her hand.
1. Makes rules.
1. Says, "Be quiet" in a nice manner so as not to make you feel bad.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (1)

1. Will come up behind you.

QUESTION 2. WHERE IN THE CLASSROOM DOES YOUR TEACHER SPEND MOST OF HER TIME?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (10)

10. With us, helping kids.
CATEGORY 14: NO INTERACTION (12)

12 Grades papers, etc.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (39)

13 Seated in or around her desk area.
12 Sits by the window on ledge, sill, or bench.
 9 Stands in the middle of the room.
 1 On the floor.
 3 Walks around.
 1 Sometimes in the office.

QUESTION 3. WHAT DOES YOUR TEACHER DO WHEN YOU GIVE A WRONG ANSWER?

CATEGORY 1: SEeksClarification (2)

1 Asks you if you understand it.
1 Asks me to explain it.

CATEGORY 3: EXPLAINS OR CLARIFIES (13)

1 Gives directions.
2 Says, "Check this or check it."
1 If we don't understand directions, explains it.
1 Might tell you where to find the right answer.
2 Explains what I said or did wrong.
1 Explains why it could not be that answer.
3 Helps you understand it better if you don't get the problem.
1 Tries to help you find out the right answer.
1 If you just make a silly mistake she makes you do it over until you get it right.

CATEGORY 5: CORRECTIVE FEEDBACK (29)

8 Sends us back to our seat to correct it or do it over.
1 Sends folder back and shows what answer you missed.
2 Says, "It's wrong" or "No, that is not right."
6 Marks it wrong or puts "X" or check mark on it.
2 Circles it.
3 If written corrects it.
3 If oral with group, asks someone else.
Corrects us.
Smiles and says, "Well, no."
Makes you read the directions.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (1)

If we are supposed to know it, she talks to us.

QUESTION 4. WHAT DOES YOUR TEACHER DO WHEN YOU GIVE A RIGHT ANSWER?

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (44)

Tells us that that was the best answer or "That's the answer."
Says that it's right and continues talking.
Sometimes she gives you a CIP.
Says, "Good" and makes you feel like she really cares for you (and she really does).
Says or writes "Good," "Very good," "Excellent."
Says, "Right, Sugar" or "Right, Babe."
Compliments you or praises you.
Says, "O.K." or "Right" or "That's right."

CATEGORY 8: DENIES-AVOIDS-IGNORES (4)

Doesn't say anything.

CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (2)

Explains my answer to the rest of the class.
When nobody's listening she tells you to say it over.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (4)

Doesn't mark it wrong.
Nothing on a paper.
Sure doesn't go crazy.

QUESTION 5. HOW DO YOU KNOW WHEN YOUR TEACHER IS LISTENING TO YOU?

CATEGORY 1: SEEKS CLARIFICATION (1)

Asks questions about it.
CATEGORY 2: ANSWERS QUESTIONS (1)

1 Answers your questions.

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (31)

19 Looks at me.
1 Pays attention.
1 Asks, "What do you want?"
1 She isn't talking.
2 Watches me as I talk.
1 Sits there not doing anything and listening.
1 When she puts her arm around you.
2 Tells people to be quiet.
2 Discusses it with you when you're finished.
1 Looks at you with interest.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (2)

2 At the end, thanks you.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (4)

2 When she is standing behind you.
1 When I'm done with all my work.
1 Always listens.

QUESTION 6. HOW DO YOU KNOW WHEN YOUR TEACHER ISN'T LISTENING TO YOU?

CATEGORY 8: DENIES-AVOIDS-IGNORES (31)

5 Sometimes she might be looking around or looks the other way; her eyes wander.
7 She is talking with someone else while you speak.
2 Doesn't answer you.
3 Doesn't pay attention to what you say.
3 Is doing something else.
8 Looks at others, doesn't look at you when you talk; isn't looking at me.
1 Turns her head toward you, but not her eyes.
2 Tells you to be quiet.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (12)

1 When she asks someone what I said and then I have to repeat it.
Always listens to us and never ignores us.

Listens most of the time.

Keeps on talking to somebody else.

I have never experienced that with any teacher so I really don't have an answer.

When she is not standing near you.

I do not know.

Turns around and says, "What?"

**QUESTION 7.** DO YOU EVER GET THE FEELING THAT YOUR TEACHER IS REALLY TRYING HARD TO TEACH? WHAT DOES SHE DO WHEN SHE IS TEACHING?

**CATEGORY 3: EXPLAINS OR CLARIFIES (9)**

9 Explains or talks about it.

**CATEGORY 4: ASKS QUESTIONS (1)**

1 Asks questions.

**CATEGORY 5: CORRECTIVE FEEDBACK (2)**

2 Most of the time tries to correct you.

**CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSBING ATTENTION (6)**

3 Helps us.

3 Comes around and asks if you are doing ok.

**CATEGORY 10: MANAGERIAL SIGNALS (2)**

1 Tells us to pay attention.

1 Looks for good listeners.

**CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (1)**

1 Puts things on the board.

**CATEGORY NC: NO CATEGORY-NOT APPLICABLE (26)**

1 Acts like she don't know a word and then asks how to spell it.

1 We talk about it.

1 Stops if the group is going too fast so that you can get your answer down.
6 Yes.
3 No.
2 Sometimes.
2 Everything; everything special.
2 If you don't like it makes you like it.
1 Gets frustrated trying to teach you.
1 Tries to get you interested so you'll listen
to what is said.
1 Has them (the kids) following along.
1 I think she isn't trying to teach hard.
1 She already is.
1 I don't know.
1 Wants kids to know everything.
1 She's that kind of person.

**QUESTION 8. DOES YOUR TEACHER EVER THINK ANYTHING IS FUNNY?**
**WHAT SORTS OF THINGS DOES SHE THINK ARE FUNNY?**
**WHAT DOES SHE DO WHEN SOMETHING IS FUNNY?**

**CATEGORY 8: DENIES-AVOIDS-IGNORES (1)**
1 You can't get her to laugh at you.

**CATEGORY 12: BREAKS TENSION-HUMORIZES (26)**
20 Laughs or laughs a lot.
  1 Says, "That's funny."
  4 Smiles, giggles.
  1 In a funny way she wrinkles up her eyes and
     makes jokes back. (She calls me ugly.)

**CATEGORY NC: NO CATEGORY-NOT APPLICABLE (23)**
2 No.
  1 Doesn't laugh very much unless she's with a 
     teacher.
20 Jokes, when she goofs up, halloween costumes, 
     answers, etc.

**QUESTION 9. DOES YOUR TEACHER EVER MAKE YOU FEEL IMPORTANT?**
**WHAT DOES SHE DO?**

**CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSBING**
**ATTENTION (3)**
1 Helps me so I get all my work done early.
2 Usually listens to me very well.
CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (14)

1 Says, "Here is the person who knows everything."
7 Lets you do special things, go places, go to the office, make a poster, be head of a play.
5 Compliments you. Says, "That's very good." "I really like that." Says good things about my ideas. Says I'm a very good student in math.
1 Sometimes she gives me 10 CIP points just for listening good.

CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (2)

1 Says that you're going to show them how to do it.
1 When we bring in a project she says, "Look what she has made, isn't that good?"

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (30)

1 Sometimes she is really nice to me especially.
1 Tells me I can do it when I don't think I can.
1 Yes. When I get a happy gram she calls you up in front of the class.
1 Lets me talk.
1 Yes. When you say something really important for the class. She exempts it.
16 Yes.
8 No.
1 Doesn't call on me much.

QUESTION 10. DOES YOUR TEACHER EVER MAKE YOU FEEL YOU ARE NOT IMPORTANT? WHAT DOES SHE DO?

CATEGORY 8: DENIES-AVOIDS-IGNORES (1)

1 She doesn't try to but when she is busy she sometimes ignores you.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (6)

1 Says, "You can do better."
1 When you say a wrong answer she starts laughing.
1 She yells at you when you didn't do anything.
1 She scolds (doesn't do it much unless they're really bad).
2 Doesn't let me do anything or go anyplace.
CATEGORY NC: NO CATEGORY-NOT APPLICABLE (29)

1 She doesn't do any sport with the boys.
18 No.
10 Yes.

QUESTION 11. DOES YOUR TEACHER TRUST YOU? HOW CAN YOU TELL?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSHING
ATTENTION (1)

1 She is always helping me.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (19)

1 Lets me have a library book without signing my name when I was sick.
7 Lets me do lots of special and different things, lets me go to the lower cluster to help, gives us special jobs.
6 Lets us go and get paper; go to the library and play games, go to the art storage room, go to her car, get her mail in the office.
2 She believes what I say, believes I always have my work done.
1 She's letting us plan a Thanksgiving feast and lets us plan lots of things so she must trust us.
1 She let me grade my own test, when others have to have a friend do it.
1 Says, "I'm proud of you."

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (2)

2 She thinks I copy on others paper, never lets me put up the projector.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (27)

1 Trust me to come right back and not to fool around.
1 She isn't always watching you.
2 Don't know.
1 Sometimes.
3 No, she does not.
18 Yes, or yes, a lot.
1 She and my friends found a book and she trusted me to bring it back because she did not take the card out of it or even write her name in it.

QUESTION 12. ARE THERE STUDENTS IN YOUR CLASS THAT YOUR TEACHER DOES NOT TRUST? HOW DO YOU KNOW?

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (9)

5 When they ask to go somewhere, she doesn't let them go. Doesn't let them do anything.
1 (Name of student) She fusses at him.
1 Sends them in hall.
2 She says, "Are you sure?"

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (30)

1 I know because she gets mad when they say bad words, and yells at them.
21 Yes.
1 She trusts everybody.
3 No.
1 There might be a couple, but I doubt it.
1 Me and more.
1 Well, I really don't know, I'm sorry I couldn't answer.
1 She may not like other students but she doesn't embarrass the ones she doesn't care for. She treats them like others. So I have no right to say who she doesn't trust because I don't know.

QUESTION 13. WHAT DOES YOUR TEACHER DO WHEN A VISITOR COMES IN THE ROOM?

CATEGORY 10: MANAGERIAL SIGNALS (16)

2 Tells everyone to be quiet and listen.
4 Before she comes we have to clean room (floor and bookshelf).
6 Tells us to be nice and treat her good, act good, pay attention, don't fool around.
2 Makes us behave and show them our manners, so they get a good impression of us. Sometimes makes us discuss the rules of how to act, before they come in.
1 Goes, "Shshshshh."
1 Says, "Be quiet, here she comes."

**CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (1)**
1 Lets her talk and introduces her and sits down.

**CATEGORY 14: NO INTERACTION (7)**
5 Talks to the visitor.
1 She's nice to them, tells them how good their child is doing.
1 Tells them our good and our weak points.

**CATEGORY NC: NO CATEGORY-NOT APPLICABLE (15)**
3 Introduces the visitor to the class and the class and herself to the visitor.
7 Shows them around, welcomes them, makes them feel wanted, comfortable and at home.
1 Wants them to think that we are good students.
1 Acts like she always does.
1 Introduces herself and introduces the class.
1 Tells them to feel free to look and ask questions.
1 Tries to fix the class and the kids up so it looks nice.

**QUESTION 14. DOES YOUR TEACHER SPEND MUCH TIME HELPING STUDENTS? WHAT DOES SHE DO?**

**CATEGORY 2: ANSWERS QUESTIONS (1)**
1 Answers some of their questions.

**CATEGORY 3: EXPLAINS OR CLARIFIES (2)**
2 Explains what to do, gives hints.

**CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSBING ATTENTION (19)**
12 Helps people a lot; helps them understand their work; helps in groups and with questions.
1 Sometimes when she's grading papers and sees someone that needs help she gets up and helps them.
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2 Helps them with their social studies, language, spelling and math.
1 Asks us if we are doing all right.
3 She usually comes to us or else they come to her. Helps you with the answer; helps with the answer they missed.

CATEGORY 14: NO INTERACTION (5)

2 Lets our substitute do it. She grades papers or goes to the office.
3 Grades papers; she is always grading papers.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (30)

18 Yes.
2 No.
4 Sometimes.
3 Don't know.
1 Makes you understand the subject.
1 She doesn't all the time in math. She didn't explain it very well.
1 Helping us learn how to learn.

QUESTION 15. DOES YOUR TEACHER DO ANYTHING THAT MAKES YOU REALLY LIKE SCHOOL? WHAT DOES SHE DO?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (1)

1 Helps us a lot.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (6)

1 She uses my ideas and suggestions for things.
1 Sometimes on Friday she sends a good note home, gives happy grams.
1 Takes us on field trips and does special things.
1 She plans play and soccer games with other classes.
1 When we get done our work she lets us go to the library.
1 Lets us do dramas and plays (we're pretending we're Indians).
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CATEGORY 12: BREAKS TENSION—HUMORIZES (14)

14 We get to sing with the guitar, have a good time, and it's fun. She really (or tries to) make it fun for us.

CATEGORY NC: NO CATEGORY—NOT APPLICABLE (31)

1 All it is is work.
1 I don't like teachers in a hurry just taking it easy and not just thinking of work but teaching us what we need to know.
1 She does things so you can learn, but still she makes them fun.
1 Makes you feel welcome.
1 She does interesting things.
1 We do things other classes don't.
1 Yes, she is the best teacher I have.
18 Yes.
6 No, nothing.

QUESTION 16. DOES YOUR TEACHER DO ANYTHING THAT MAKES YOU REALLY DISLIKE SCHOOL? WHAT DOES SHE DO?

CATEGORY 5: CORRECTIVE FEEDBACK (2)

2 Makes us go back and correct it or do things neater.

CATEGORY 9: ATTACKS—BELITTLES—RIDICULES (5)

1 Says, "You better find a way to use your open time better."
2 Makes us stay after school for something we did earlier in the day.
2 Gets in a bad mood; gets mad when I don't know an answer.

CATEGORY NC: NO CATEGORY—NOT APPLICABLE (29)

1 Makes us write so many reports.
1 Doesn't treat you like a normal teacher.
1 Well I hate tests, but all schools have to have tests.
1 We don't sing that much and I like when we sing then I enjoy school.
1 Sometimes.
Yah! Like filling out a form.

Yes.

No.

QUESTION 17. WHAT DOES YOUR TEACHER DO WHEN SOMEONE IN THE CLASS ACTS UP?

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (26)

7 Yells at them.
3 Has discussions with them, takes them by the shirt to discuss it.
3 Sends them to the office.
2 Tells them to go out in the hall.
2 Tells them to leave, move.
1 Tells them to sit on the floor because desks are for study.
1 Sends them to their seats and tells them to come back when they are ready.
1 Most of the time she makes them stay after school.
1 Made (name of child) put his head down on his desk until he thought he could behave.
1 Asks them how they feel disturbing the class.
1 Gets mad at them.
1 Asks him if she should trust him.
1 Says, "Hey, stop that."
1 Tells them to come to her desk.

CATEGORY 10: MANAGERIAL SIGNALS (11)

1 Says not to do that in school.
1 Makes them stop acting up in a way like having a conference with you.
4 Talks to them.
3 Says to stop it.
1 Tells them to act right.
1 Says, "Be quiet."

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (3)

1 Stops 'em forever.
1 I don't know.
1 Punishes them.
QUESTION 18. DO YOU THINK YOUR TEACHER LIKES TEACHING? 
HOW CAN YOU TELL?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING
ATTENTION (2)

2 She helps people (with living problems).

CATEGORY 12: BREAKS TENSION-HUMORIZES (6)

4 She is always smiling.
1 She does a lot of things with us.
1 Laughs and is funny.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (44)

1 She tries to get into it.
2 Because she seems to enjoy helping us learn stuff.
1 Well, she always never hurries.
1 She really, really makes something out of teaching.
1 She trusts us.
1 I think she likes our class.
2 She likes kids.
1 We get to do plays and everything.
1 We have fun.
1 She does a lot of things for the class and school.
1 Seems to have a good time with kids, gets along with them.
1 Don't know.
23 Yes.
1 Sorta, I don't know.
1 She's like a hippy teacher and they're the best kind. (She doesn't scream at you.)
1 Sometimes.
1 Acts like she likes it.
1 She told us.
1 Because she likes it.
1 She taught a lot.

QUESTION 19. HOW DO YOU KNOW WHEN YOUR TEACHER IS HAPPY WITH WHAT YOU'VE DONE?

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (30)

9 She smiles at you.
3 She tells me.
1 Talks to you and makes you feel happy.
1 When I get a good grade.
11 Says, "I'm really happy with what you're doing," "Makes me happy," "That was great," "Very good," "Good job," "That's wonderful," "Great, Babe."
1 She comments.
1 She praises you.
1 Gives you special privileges.
1 Compliments you lot of times.
1 Laughs.

CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (2)
1 Hangs it up.
1 Reads what you've done to class.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (3)
1 When you don't miss anything on a test.
1 Yes, when she gets jumpy.
1 I don't know.

QUESTION 20. HOW DO YOU KNOW WHEN YOUR TEACHER IS NOT HAPPY WITH WHAT YOU'VE DONE?

CATEGORY 5: CORRECTIVE FEEDBACK (4)
4 Tells you to do it over.

CATEGORY 8: DENIES-AVOIDS-IGNORES (4)
2 She doesn't do anything.
1 She doesn't comment.
1 Sort of ignores you.

CATEGORY 9: ATTACKS-BELITTLING-RIDICULES (12)
1 Says, "Come on now, we are not second graders."
1 She screams.
1 Says, "Come on, you could do better."
2 She bawls you out.
2 She gets mad.
1 She opens her mouth, puts her hands on her hips, and says, "I'm very disappointed in you."
1 Looks at you very mean, takes deep breaths.
1 Says, "Why did you do that?"
1 Says, "That is all wrong."
1 Gives you a dirty look.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (15)

1 When I have a bad grade.
1 When you miss all the answers.
3 She talks to you about it.
1 If she looks down at you.
1 Discusses what you've done and tells how you should have done it.
1 Doesn't show it.
1 Doesn't smile.
1 When I spill paint on the floor she tells me to get paper towels and clean it up.
2 When she is mad.
1 Yes she drops her happy face.
1 Do not know.
1 You know it right away.

QUESTION 21. ARE THERE STUDENTS IN THE CLASS THAT YOUR TEACHER REALLY LIKES? HOW DO YOU KNOW?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING

ATTENTION (5)

5 Pays attention to them; spends time with them; how much attention she gives them.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (7)

4 She praises their work, lets them do special things.
1 Calls me "Sugar."
1 Lets them do what they want to (the rest of us reads).
1 Always compliments them more.

CATEGORY 13: ELICITS PARTICIPATION (1)

1 Well, she calls on them to answer. (Not me.)

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (39)

1 She makes you feel happy.
2 She spoils them.
2 She talks to them; talks with them a lot.
18 Yes.
4 No.
1 Because they get good grades.
4 She likes everyone the same.
1 How she treats them.
1 Because they don't fool around.
1 I'm not aware of one she really, really likes.
   She seems to like me pretty well because she
   always calls me "Sugar" or something and lets
   me have special privileges.
1 If she likes someone better than the other she
   doesn't announce it to the class.
2 She treats almost everyone evenly; acts the same
   way to the rest of us.
1 I just think so.

QUESTION 22. ARE THERE STUDENTS IN THE CLASS THAT THE
TEACHER DOESN'T ESPECIALLY LIKE? HOW CAN
 YOU TELL?

CATEGORY 8: DENIES-AVOIDS-IGNORES (3)
3 She doesn't pay much attention to them/you.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (7)
5 She yells at them.
1 She says she is disappointed with them.
1 Tells them to quit doing something and they
   haven't even done anything.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (42)
12 No.
12 Yes.
3 I don't know
3 I don't think so.
2 She doesn't spoil you.
1 She does not like some of the boys.
1 They rough house.
1 They get in trouble a lot.
1 She likes (name of student) but he's hard to
   control.
1 She's not so gay.
1 She doesn't want to hurt you so she wouldn't
   tell you.
1. She likes all of us.
1. She is always nice.
1. The way she talks to them.
1. She does not like anyone better than the other.

QUESTION 23. IF YOU EVER HAD TO EXPLAIN SOMETHING TO THE TEACHER, HOW WOULD YOU KNOW THAT SHE REALLY UNDERSTOOD YOU?

CATEGORY 2: ANSWERS QUESTIONS (1)

1. If she does, she answers what you asked.

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (7)

5. She'd say, "I understand," "There's nothing to worry about," "O.K."
1. Nods her head.
1. Listens a lot.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (4)

4. When she says, "That's a good answer," "Yes, that's right, you really understand that very much," "Nice."

CATEGORY NC: NO CATEGORY-NOT APPLICABLE (6)

2. The way she talks to you.
1. Yes, she'll act it.
1. If it was a problem she would help you with it. She would also believe you.
1. She'll say, "Hmmm, I'll have to think about that."
1. You say it very nice so she doesn't say, "Go to your seat, I am very disappointed."

QUESTION 24. HOW DO YOU KNOW WHEN YOUR TEACHER DOESN'T UNDERSTAND YOU?

CATEGORY 1: SEEKS CLARIFICATION (19)

7. Says, "I don't understand."
2. When she asks me the question over; she asks me again.
5. Says, "What do you mean?" "What?" "Huh?" "Pardon me?"
4 She asks you to explain it again; she would ask you to repeat what you're saying. She asks you over and over again.
1 She asks questions.

**CATEGORY 8: DENIES-AVOIDS-IGNORES (2)**

1 She says, "Go to your seat."
1 She's not listening that much.

**CATEGORY NC: NO CATEGORY-NOT APPLICABLE (7)**

1 When she says, "See me."
1 She tells me to go back and make sure.
1 She tries talk about it.
2 I don't know.
1 She kind of gets out of it.
1 When she says, "Well."

**QUESTION 25. WHAT DOES YOUR TEACHER DO WHEN SOMETHING SHE IS TRYING TO DEMONSTRATE OR EXPLAIN MESSES UP?**

**CATEGORY 3: EXPLAINS OR CLARIFIES (5)**

2 Corrects what she did.
1 She said she made a mistake.
1 Explains it in more detail.
1 Says, "Sorry, I didn't mean that."

**CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (12)**

9 Starts over.
1 She keeps on going like nothing has gone wrong.
2 She does it a different way.

**CATEGORY 12: BREAKS TENSION-HUMORIZES (6)**

3 Laughs.
3 Says, "Ooops," "Oh, shoot!"

**CATEGORY NC: NO CATEGORY-NOT APPLICABLE (5)**

2 She says, "Well it didn't work."
2 Tells everybody that she did mess up.
1 Has a funny expression.
APPENDIX F

STUDENT PERCEPTUAL STATEMENTS OF TEACHER
CLASSROOM BEHAVIOR

CLUSTER B & C COMPOSITE
QUESTION 1. WHAT DOES YOUR TEACHER DO TO MAKE YOU PAY ATTENTION?

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (147)

61 Hollers or yells, "Be quiet," "Quiet," "Shut up," "Pay attention," "Go to your desk," "I heard it enough," "Hey.

11 Tells us to listen or get out of the group (go back and sit in our seats).

1 Asks me to sit some place else.

1 Pinches your arm.

20 Calls your name loudly and embarrasses you.

5 Says, "If you don't be quiet or shut up, you're not going out." "Don't tell me later on you don't know because I'm explaining it to you now." "I'll send you to the office." "Get out if you know all this stuff." "Shut up.

8 Gets mad, raises her temper at you, frowns, or has a mean look on her face.

1 Points her finger at us.

21 Calls your name loudly and says, "You are saying that you do not want to hear what she is saying?", or "Are you saying that what she has to say is not important?"

4 Says, "We are going to wait for you." "You're in this, too." "Are you done?" "You're not being considerate to the class."

3 Stops reading, talking or what she was doing and looks or stares at you really like mad.

1 Makes us stay after school.

2 Throws something unbreakable down and screams, "I've just about had enough."

3 She'll pick on you or ask you a question when she knows you're not paying attention and you won't know the answer.

3 Taps us on the head. Spanks you.

2 If we don't know the answer to a question says, "Pay attention."

CATEGORY 10: MANAGERIAL SIGNALS (366)

4 Asks us questions.

4 Makes me put away my work or she does it.

3 Asks, "Are you finished or ready?" "Are you listening?"

32 Stares or looks at you (me) sometimes in a strange way.

11 Says, "Get to work."

2 Looks at the table that is talking or comes over and tells us to be quiet.
11 Clears her throat real loud and stares at you.
19 Snaps her fingers or claps her hands, sometimes says something pretty loud.
14 Just stands or sits there; does not talk till you shut up.
58 Calls us up in a group, tells us to listen to her, or says, "Come here.
15 Switches the lights on or off.
123 Says, "Hey, hey," "Be quiet," "Stop talking," "Class, be quiet, I am talking," "People would you please be quiet so we can get this done," "Come on people," "People," "Listen," or "Listen up people," "Quiet down people," "Let's settle down," "Look at me," "Boys and girls you are to listen when I am talking," "I am not going to start until you are quiet," "May I have your attention or will I have to wait?" "Pay attention," "Class, please be seated."
2 Says, "If you don't watch or pay attention you won't know what to do."
2 Gives a small lecture on how to listen.
42 She stops reading or talking and just stays quiet.
5 Raises her voice at us or begins to talk louder.
4 Puts up her hands or thumbs.
2 Puts her finger over her mouth or says, "Shhh."
7 Rings her little bell.
2 She talks quiet or sort of soft so we listen.
1 Whistles.
3 Says the name of whoever she wants to stop talking.

QUESTION 2. WHERE IN THE CLASSROOM DOES YOUR TEACHER SPEND MOST OF HER TIME?

CATEGORY 2: ANSWERS QUESTIONS (13)

13 Answers questions at her or student's desk, in the middle of the room, etc.

CATEGORY 3: EXPLAINS OR CLARIFIES (3)

3 Explains things at her or student's desk, in the middle of the room, window ledge, etc.

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSBING ATTENTION (71)

71 Helps us (in conferences).
CATEGORY 14: NO INTERACTION (57)

57 Checks and grades papers at her desk, marks our charts.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE

1 With the boys (she likes the boys better).
2 With the class.
1 Giving tests.
1 Looks up, once in a while, to check on us.
3 Reading to us.
270 At or around her desk.
31 Walks around the class.
12 Sits by the window on ledge, sill, or bench.
9 In the middle of the room.
7 At students desks.
6 At or near the chalkboard.
4 Around the room.
3 At the front of the room.
1 Over where (names three students) sit.
1 On the floor.
1 At the CPL.
1 In the Cluster Library.
1 No place special.
2 At the office.
1 In teachers' staff room.

QUESTION 3. WHAT DOES YOUR TEACHER DO WHEN YOU GIVE A WRONG ANSWER?

CATEGORY 1: SEEKS CLARIFICATION (20)

5 Asks how many people think I'm right and why.
8 Asks you to explain it, if you understand it, or if you know why.
7 Says, "Are you sure?" or "Is this right?"

CATEGORY 3: EXPLAINS OR CLARIFIES (30)

13 She explains it and tells why the answer is wrong.
7 Helps us understand the right answer.
2 Gives directions and goes over it with us.
5 She either tells us the right answer or where to find it.
3 Gives another example to make sure we understand it.
CATEGORY 5: CORRECTIVE FEEDBACK (306)

101 Marks, circles, or checks it wrong.
35 She asks someone else.
18 Corrects it or us.
6 Tells me it's not right.
64 Makes or tells you to do it over, correct it, or answer again.
3 She shakes her head no.
18 Tells us to try or think again.
2 She sighs.
55 Says, "I'm sorry, but it's not right," or "The answer is wrong." "Not really." "No, no, no." "Nope." "You missed one here." "Check this or that."
1 Writes, See me.
1 Makes us look it up in the dictionary.
2 Makes you read the directions.

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSBING ATTENTION (17)

15 She helps us.
2 Gives us time to think it over.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (1)

1 Says, "That's a good try."

CATEGORY 8: DENIES-AVOIDS-IGNORES (1)

1 Ignores us for a while.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (8)

1 Says, "You weren't listening."
1 Sometimes she'll yell.
1 Looks at you like you're stupid.
1 Says, "No, now you know the answer."
1 Sometimes asks if you read directions.
1 Says, "Oh, come on, you can say that word."
1 Tells how many you got wrong.
1 If we give a wrong answer we have to go through that long, long, long line.

CATEGORY 11: MODELS-DISPLAYS DEMONSTRATES (2)

2 Asks someone to help you.
QUESTION 4. WHAT DOES YOUR TEACHER DO WHEN YOU GIVE A RIGHT ANSWER?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSHING ATTENTION

1 Listens.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS

145 Says or writes, "Good," "Very good," "Correct," "Good job," or "Excellent," "Yea," "That's the answer, best answer, or a good answer."
5 Gives you an "A", she adds or gives better grades.
119 Says, "Right," "All right," "Ok," "Yea," "Uh huh."
29 Writes 100%, Check +, "O", or puts the number you get right on your paper.
20 Compliments or praises us.
11 She is proud of you, smiles, looks at you really nice.
1 She gives it to someone to hand out with the other right papers.
1 She repeats what you said.
7 She is happy, looks happy, smiles, or laughs.
3 She will put ©. (Happy face.)
17 Gives me a star, circle, point, CIP, credit for it.
1 Says, "Now you are paying attention."

CATEGORY 8: DENIES-AVOIDS-IGNORES

29 Says nothing. Gives another person a question, goes on with the subject, or to another question.

CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES

1 Asks us to explain the answer to everyone.
1 Explains my answer to the rest of the class.
1 When nobody's listening she tells you to say it over.

CATEGORY 12: BREAKS TENSION-HUMORIZES

3 Says stuff like "Far out."
1 Calls you something that makes you laugh.

CATEGORY 13: ELICITS PARTICIPATION

1 Says, "Go on to the card," "Now do the rest like that."
QUESTION 5. HOW DO YOU KNOW WHEN YOUR TEACHER IS LISTENING TO YOU?

CATEGORY 1: SEEKS CLARIFICATION (6)

2 Asks questions about it.
1 Looks at you in a confused way.
1 She says, "What?"
1 She says, "Huh?"
1 Responds with a question.

CATEGORY 2: ANSWERS QUESTIONS (16)

16 If you have a question she will answer.

CATEGORY 3: EXPLAINS OR CLARIFIES (4)

3 She explains it to you.
1 At the end gives her opinion.

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (296)

1 Responds with a statement.
205 Looks at us (me).
  5 Stares at you.
  8 Tells other people to be quiet.
14 Says, "Yes," "Ok," "Uh huh," "What do you want?"
  5 Pays attention to me, looks me in the eye when I talk.
  5 Nods her head.
  1 Stops what she is doing.
  7 When she looks at her work and then turns her eyes toward you. Looks at you out of the corner of her eyes. Watches me as I talk.
  2 She comes over, looks at your paper and discusses it.
  1 When she needs to talk to somebody she says, "Excuse me."
  7 Says something back. Makes a comment. Discusses it with you.
  1 Helps you.
  7 Looks at what you're talking about.
12 Sits there doing nothing, is quiet, very still.
  1 She puts her arm around you.
  1 She waits until everyone is quiet and tells them to listen.
  1 She bends over a little to you.
  5 She turns at you or stands by you.
  4 She answers in your name.
  2 Looks at you with an interesting face or an understanding way.
  1 Waits for me to answer.
CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (10)

2 At the end thanks you.
1 Repeats what you said.
3 Tells us we're doing good or very good.
2 When we're done she says, "That's right."
2 She puts in some unhas, goods, and you've got its.

CATEGORY 8: DENIES-AVOIDS-IGNORES (1)

1 Calls on someone else.

QUESTION 6. HOW DO YOU KNOW WHEN YOUR TEACHER ISN'T LISTENING TO YOU?

CATEGORY 8: DENIES-AVOIDS-IGNORES (248)

110 Her eyes wander and she looks another way, some­place else, at others, at someone who she thinks has a better answer, all around, and doesn't look at you when you talk.
5 Walks or turns away; lots of times walks away
57 Starts talking; answers or talks to someone else; keeps on talking or something that takes concentration to someone else, answers someone else instead of you.
15 She doesn't answer your question or you; doesn't respond; doesn't say anything when you're done; doesn't look at your paper.
2 She doesn't day dream, but sometimes she'll fidget with something; will be twiddling her pen or pencil.
33 She keeps doing what she was; keeps on writing; grades or corrects papers; has her head down and goes right on working and never looks anywhere else. You can't get her attention.
3 Has her head turned the other way; her back is turned and she won't turn or answer you.
1 When she's going to something else.
7 Doesn't pay attention to you; ignores or won't watch you.
1 Turns her head toward you but not her eyes.
2 Says, "Sit down."
2 Waves or puts up her hand to signal you to go away.
2 When she just mumbles or says, "Mm mm mm."
3 Tells you to wait a minute.
1 Has ears down looking hard at notebook.
1 When I am talking and another person comes up, she'll turn to him or her.
3 Says, "Be quiet," to you.
CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (1)

1 Says, "Shut up."

QUESTION 7. DO YOU EVER GET THE FEELING THAT YOUR TEACHER IS REALLY TRYING HARD TO TEACH? WHAT DOES SHE DO WHEN SHE IS TEACHING?

CATEGORY 1: SEEKS CLARIFICATION (15)

15 Asks me if I understand it.

CATEGORY 2: ANSWERS QUESTIONS (1)

1 Answers all the things you want to know.

CATEGORY 3: EXPLAINS OR CLARIFIES (140)

71 Explains things (sometimes in different ways).
34 Keeps trying until we understand.
26 Tells or shows us what to do and how.
9 Gives directions, assignments, things to answer, dittos, etc.

CATEGORY 4: ASKS QUESTIONS (11)

11 Asks us questions.

CATEGORY 5: CORRECTIVE FEEDBACK (4)

2 Most of the time tries to correct you.
1 Tells us if it's wrong.
1 Makes us do it over.

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSED ATTENTION (52)

43 Spends time listening to us and helping us.
Walks to see what everybody's doing. Sits at her desk and waits or asks for you to come up to her. Says like, "No, ok, what's this answer?" "Now this," etc.
4 Listens to us.
2 Has conferences with us.
2 Pays attention to us.
1 Encourages us to get it done.
CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (4)

2 Says, "You're doing good, keep on working," "Good," "Right."
1 Let's people who understand it sit down and do a work sheet.
1 Tells us who is doing good and stuff.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (11)

6 Yells or gets mad at someone if they're talking or not listening.
4 Says something like, "I mean, that's really sick, etc." "I'll try to make it come out of your ears." "You should know that." "What did I do to deserve this?"
1 Says, "Be quiet," with a mean look on her face.

CATEGORY 10: MANAGERIAL SIGNALS (30)

9 Looks to see that everyone is listening. Stops and waits until we're quiet. Tells us to pay attention and listen carefully.
3 Asks us to be quiet.
3 Calmly says, "I'm talking," "All eyes on me."
15 Tells us all to go in groups, in the inner circle, calls us up to the front of the board or her desk.

CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (27)

Writes it or shows it on the board.
Asks someone else to explain.

CATEGORY 12: BREAKS TENSION-HUMORIZES (5)

3 Smiles at everyone.
1 Gives us games to play.
1 Makes work into a game.

CATEGORY 13: ELICITS PARTICIPATION (1)

1 Calls on us to answer.

CATEGORY 14: NO INTERACTION (7)

2 Corrects all folders, activities, etc. Corrects about 20 papers a day.
5 Grades papers, marks down grades.
QUESTION 8. DOES YOUR TEACHER EVER THINK ANYTHING IS FUNNY?
WHAT SORTS OF THINGS DOES SHE THINK ARE FUNNY?
WHAT DOES SHE DO WHEN SOMETHING IS FUNNY?

CATEGORY 8: DENIES-AVOIDS-IGNOSES (2)

1 Does not think anything is funny, at least not from me.
1 You can't get her to laugh at you when you try to.

CATEGORY 12: BREAKS TENSION-HUMORIZES (302)

2 Laughs.
1 Talks "mod."
7 Says, "That's funny, cool, neat, that kid's a riot."
56 She giggles, chuckles, smiles, snickers, grins, cracks up, goes hysterical.
1 Gets a funny look on her face.
1 She says funny things.
2 In a funny way she wrinkles up her eyes and makes jokes back.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE

143 Yes.
14 No, nothing.

QUESTION 9. DOES YOUR TEACHER EVER MAKE YOU FEEL IMPORTANT?
WHAT DOES SHE DO?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (23)

15 Helps me with my work.
1 If she thinks you are important and other people in the class don't, she sticks up for you.
1 She comforts or pays attention to me when I'm hurt.
5 Pays attention or listens to what you say.
1 Tells me I can do it when I don't think I can.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (160)

1 Let's me do things nobody else can do when my paper is good.
9 Tells me that my grades or paper(s) are almost the best in the class; that I'm farther than anybody in the class; that I do some of the best stories; says, "You'll be the highest in math pretty soon."

1 Kinda puts you in the center of attention.

60 Writes or says, "Good," "Very good"; tells you that you did good, congratulates or compliments you, says your grade is "Very, very good," or praises us.

52 Lets you be the chairman, star of play, VIP, crew chief, stay after school, help her grade papers, get in front of the lunch line, do something special, run errands for her, wash the board, be a line leader, or gives us a big responsibility.

14 Gives us good grades or says we got 100%, "A", or the best grade. Gives out Happy Grams, CIP Points, candy, claps for you.

15 She'll hug or smile at you; or Say, "That's good," "That's absolutely right," "You aren't like anybody else," "Here is the person who knows everything."

3 She tells you that you are important.

1 She lets me and my friends use clay and nobody else.

1 Sometimes will take pictures of our projects.

1 When you have your work done she calls our name and says we're done and/or puts your name up on the board and you are her helper.

CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (33)

21 Tells the rest of the class how good my paper is, shows, or holds it up. Puts something up that makes you feel proud.

2 When you make something good or bring in something she tells or shows it to the class.

6 Lets me teach other kids something. Says that you're going to show them how to do it.

2 When I am talking, she makes the class listen to me; tells somebody what that person said (is) important.

1 Like if you got a book out of the library and tell the teacher to read it because it is a good book when she's done she will say that I am the one who makes it possible for the whole class to hear it.

1 She makes you an example.

CATEGORY 12: BREAKS TENSION-HUMORIZES (3)

3 Lets us do things like talk a little bit.
QUESTION 10. DOES YOUR TEACHER EVER MAKE YOU FEEL YOU ARE NOT IMPORTANT? WHAT DOES SHE DO?

CATEGORY 8: DENIES-AVOIDS-IGNORES (76)

29 Doesn't pay attention or listen to you/me (listens to someone else), ignores you/me, never looks at you, forgets you're there, forgets me most of the time.
14 Doesn't help us or check my work when I hand it in, doesn't tell you what or how to do something.
1 Thinks someone else is better in math than me even when I have the answer on the button.
7 Doesn't call on you; you don't get a chance to answer questions, calls on someone else, doesn't let you say anything when your hands are up.
2 When I start talking she butts in and starts talking.
1 Like if I tell her I have a bad earache she just goes, "O.K., O.K., scoodle doo."
9 Doesn't do what you want or let me do anything or go anywhere extra like when I ask to do the boards she says, "No." She leaves you out and doesn't pick you to be in charge, says, "Let them do it today, not you."
6 She never talks to me, talks to someone else. If I have a question sometimes she doesn't answer.
4 When I say or do something she won't say anything, then someone else says the same thing and she does; says something nice to someone else. If I know what I'm doing in a discussion she doesn't tell me it's very good.
3 Says, "Get in your seat." Makes me put my hand down, tells me to be quiet.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (73)

3 Makes me stay at my desk.
29 She gets angry/mad; embarrasses, scolds, and yells at you.
8 Treats us like babies; tells us to act our age or go to the kindergarten room; makes us go outside into the hall, sit by her desk, stay after school.
2 Says, "You could have done better than that," on a project I thought was pretty good.
9 Says, "Shut up," "You're not listening," "You'd better get on the ball," "That's very bad, you should know better," "You don't work," "You made a bad grade," "You didn't pass," "Get your work in before the day's over."
6 Tells the class bad stuff about me, what I did wrong, when I get in trouble (makes everyone know).
2 Spends more time with me like I don't know as much as the others. Tells me what I do wrong.
3 Puts your name on the board for incomplete work.
3 Asks you a question you can't answer then says the answer when you don't know it, or starts laughing if you give the wrong answer.
3 Gives you "F", makes you do your paper over.
3 Gets mean, frowns, gives me a bad look.
1 Says that you're not important.
1 She hits us.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE

138 No.
75 Yes.

QUESTION 11. DOES YOUR TEACHER TRUST YOU? HOW CAN YOU TELL?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (14)

9 She pays a lot of attention to us; helps you, look at you or look you straight in the eye.
4 She listens very carefully and believes you (me).
1 She goes "Uh huh" or "Yes" when I tell her something.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (181)

2 She lets us plan lots of things so she must trust us.
16 She will say, "O.K." or "Okay, I believe you"; believes or takes our word that our work is done and gives us the Happy Gram.
86 Gives you jobs and responsibility; asks me to do lots of important things; asks me to do jobs that she has to have someone she can trust; lets me do things other people don't get to do, take things to the office, deliver a message or the lunch count, sort or correct papers, grade my own test when others had to have a friend do it, do some
confidential work that no one else was allowed to see except their own grades, bring things to other teachers, get the mail from her mailbox in the office.

23 Lets us stay alone and trusts us to behave, be quiet and not wild when she leaves the room. Lets us go to the library, outside, to get our coats and trusts us not to mess around or wreck things. Lets us play games, go on field trips, to the art storage room, to get paper because she trusts us. Lets us do things that other teachers don't.

14 Lends you things like money when you need it and trusts you'll pay it back; lets me borrow stuff and use things of hers like the calculator.

4 She goes along with something or you say something and she believes it; when you tell her to check something down and you don't show her, she doesn't check on you; she believes me when I forget to bring in my reading slip.

3 Lets us go into the teachers' planning area to practice our plays or do something else, type things.

13 Says, "I think I can trust you," "I can trust you," "I'm proud of you," "You're doing good," "You are doing well."

2 Lets me (leaves me alone to) do my work by myself.

2 Lets me have a library book without signing my name and do a Random House test at home when I was sick.

7 Lets you do more things like move desks around; lets us feel free.

4 She says, "Okay"; always says, "Yes," "You can take out the ball."

1 Moves a person by a friend (knows we won't talk).

3 Lets us use books that have answers and take reading and math books home.

1 Lets me stay in for recess and clean up the staff room.

CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (3)

3 Asks you to help or show someone how to do it.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE

16 No, she does not; no way.

164 Yes; yes, a lot.

23 Trusts me sometimes.
QUESTION 12. ARE THERE STUDENTS IN YOUR CLASS THAT YOUR TEACHER DOES NOT TRUST? HOW DO YOU KNOW?

CATEGORY 8: DENIES-AVOIDS-IGNORES (12)

12 She ignores them. Doesn't call on them, pay attention to them, or help them when they try to get her attention.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (79)

36 Doesn't let them go get Webster Masters, go out of the classroom or where they want to go, run errands or do special things when they ask to. If someone she doesn't trust asks if they can do something she would say, "No, someone else is doing it"; tells them, "No," about keeping things for her. Doesn't let them take their reading book home; sometimes won't let them play games, sit or work together.

22 Treats them mean; gets mad, has a mean look on her face, yells, frowns.

4 Makes them sit down, stay in their seats, go in the hall, go to the office.

17 When something is stolen she goes to the ones she doesn't trust first and asks them if they know anything about it. Says she'll know when someone is lying by the way they say it. She says, "I don't think I can trust you," "I don't trust you," "Are you sure?" "Is that true?" "Oh, that's not true."

CATEGORY NC: NO CATEGORY-NOT APPLICABLE

110 Yes.
103 No.
45 I don't know.

QUESTION 13. WHAT DOES YOUR TEACHER DO WHEN A VISITOR COMES IN THE ROOM?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (1)

1 She finishes with the person (student) she is working with.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (5)

5 Introduces the visitor to us and says she is proud of us, and makes good comments about us.
CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (3)

1 After visitor leaves she gives us a big lecture of how bad we were.
1 Right before the visitor gets there she says, "Now, you better shape up."
1 Tells us to shut up.

CATEGORY 10: MANAGERIAL SIGNALS (93)

1 Tells everyone there's going to be a visitor and not to show or goof off.
28 Tells us to be nice, be quiet and polite, not to fool around or talk while the visitor is talking, to act good and be on our best behavior, not to be rude. She tells us to listen to the visitor because she might ask us questions about the visitors.
25 Tells us to be good, to behave, show our manners, mind, not to bug her.
2 Makes us pay attention and sit still.
3 She calls you up to the front of the room and makes you listen or else you will get in trouble.
10 Before she comes we have to clean room (table, bookshelf).
15 Goes, "Shshshsh," "be quiet, here she comes." Says, "Be quiet, behave, be very good, and work and don't mess around, so they will think we have a good school and good workers."
2 She calls us up front and introduces us to the visitor.
1 She asks (name of student) to show her around.
1 Tells us to get to work.
5 Makes you do your work; says, "Get to work." Asks us not to talk, tells us to settle down and put our work away.

CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (1)

1 Introduces her, sits down, and lets her talk.

CATEGORY 14: NO INTERACTION (122)

113 Talks to them and makes them feel at home. Acts nice to them, gives them some samples of what we are doing. Shows her around and tells her about the class. Says, "Hi" and asks what they would like to know. Says, "May I help you?" "Is there anything I can do for you?" to the visitor.
1 She looks at them and if they don't go away she calls their name.
1 If it's a kid's mother she'll ask them what they want.
1 If it is a friend or something she talks to them.
1 Tells them how good their child is doing.
1 Tells them our good and our weak points.
1 Says, "Hi" and finds her a seat.
1 Helps the visitor to know the school.
1 She answers anything the visitor wants to know.

**QUESTION 14. DOES YOUR TEACHER SPEND MUCH TIME HELPING STUDENTS? WHAT DOES SHE DO?**

**CATEGORY 2: ANSWERS QUESTIONS (7)**

7 Answers questions.

**CATEGORY 3: EXPLAINS OR CLARIFIES (81)**

65 Explains things to us; explains things we don't understand; tells you how to do something.
1 She tells them where the answer might be.
1 She reads the directions over.
2 She gives you a ditto, flash cards, activities and explains it again.
4 Gives a lot of information, examples and hints.
8 Helps you find the answer and to answer questions.

**CATEGORY 4: ASKS QUESTIONS (1)**

1 Says, "If this was like this, what would it be?"

**CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (177)**

163 Helps us when we need help with any subject, puts a lot of time into helping us. Is very understanding. Walks around helping us or sits down and helps.
6 She asks if we have a problem; tries to find our problem.
2 She's always around if you have to ask her something. When we need her, she's right there.
1 If it's hard, she helps us.
2 Listens to them, but she does not tell you the answer.
3 Has conferences; she usually takes most of the time with conferences.
CATEGORY 8: DENIES-AVOIDS-IGNORES (5)

1 She'll say, "If you don't understand it, tuff it."
1 If you don't listen then ask her again, she says, "Tough luck."
1 She just tells us once and then she says find it out for yourself.
2 She says like, "Read it again," and won't help you.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (1)

1 Yells at them.

CATEGORY 13: ELICITS PARTICIPATION (17)

11 Calls them up to her desk.
6 If there are a lot of people, she calls them into a group.

CATEGORY 14: NO INTERACTION (22)

20 She checks and grades papers and tests, mostly sitting at her desk.
2 Lets our substitute do it. She goes to the office or somewhere else.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE

223 Yes.
19 No.
17 Sometimes.
3 Most of the time; pretty much.
1 Yea, I guess so.
1 As much time as she can.
2 Not very much.
1 Don't know.

QUESTION 15. DOES YOUR TEACHER DO ANYTHING THAT MAKES YOU REALLY LIKE SCHOOL? WHAT DOES SHE DO?

CATEGORY 3: EXPLAINS OR CLARIFIES (2)

2 She tells us different things, makes the work a little more easier by explaining.

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSBING ATTENTION (27)

27 Helps me, pays attention to you, she spends lots of time with you, helps on spelling and math.
CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (69)

3 Lets you do things for her, make stuff for her.
16 Lets us go outside on Friday if our work is done; on Wednesday lets us play with her after school; lets us play quizmo and other games; lets us play kickball, volleyball, football, basketball; we get to spend the rest of the afternoon playing outside and do what we want to, if we are getting along in work; takes us to the gym, plays in the gym with us.
2 She lets us use the typewriter and other things.
20 Lets us play games, has math and reading games, gives us free time, typing time, has little skit-like things for us to do, have parties, play chess, plays password with us.
2 She says, "You're doing great," "You're doing good in math," "You're a good worker," "You're doing great."
2 Gives me good grades, puts 100% on your paper.
1 Lets us do anything we want in open time.
2 Gives happy grams.
1 She uses my ideas and suggestions for things.
1 Sometimes on Friday she sends a good note home.
1 She plans play and soccer games with other classes.
1 When we get done with our work she lets us go to the library.
2 Lets us do dramas, plays, and special projects.
6 Takes you on field trips and takes us to football games.
1 Sometimes we get special privileges, use calculator.
2 Lets you sit by friends, write on chalk board.
3 If we get all our work done, we do something to make food, pretzels.
1 Brings in treats.
1 Lets us eat in the room.
1 Lets me go out for recess.

CATEGORY 12: BREAKS TENSION-HUMORIZES (61)

37 Makes school a lot funnier than it really is, has fun things and activities for us to do. She tries to make everything fun, a game like. She doesn't put as much pressure on you.
1 She tells jokes.
5 She reads to us.
14 We get to sing with the guitar, have a good time, and it's fun.
2 Makes school and language fun.
1 She makes you laugh.
1 You will spill something she will say, "It is all right."
CATEGORY 13: ELICITS PARTICIPATION (1)

1 She has discussion groups.

QUESTION 16. DOES YOUR TEACHER DO ANYTHING THAT MAKES YOU REALLY DISLIKE SCHOOL? WHAT DOES SHE DO?

CATEGORY 8: DENIES-AVOIDS-IGNORES (2)

2 Won't help you if you've been bad. We raise our hands and can't get questions answered or papers checked.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (118)

58 Piles on work; makes us do tough assignments; gives us long math pages; gives us or makes us do lots of or too much work and not enough time; gives us or makes us do lots of hard stuff, says that it's hard work. Makes us write so many reports. Says we're not going to play or do anything but work, work, work.

2 Tells me to sit down and to quit talking, meanlike.

26 Gets mad and in a bad mood a lot (you can tell by her face); gets mad when you get something wrong or don't know an answer; is kind of mean, fusses and yells; yells at people when they didn't do anything; when she's mad she makes everyone stay in his seat.

3 Moves friends from each other.

1 She disappoints me when she doesn't take us in order.

4 Makes you do a paper over instead of just making corrections; makes you go back and correct it or do things neater.

1 Sometimes she gives me bad grades.

7 Sometimes when you're not working up to where you're supposed to be she makes you stay after school and do the work that's not done; makes you stay after school for something you did earlier in the day.

1 Makes us have a dig.

2 Tells you to get back to work when I am curious and I really don't want to.

1 Made us sit in our seats two days in a row.

4 Says, "You better find a way to use your open time better," "You better get out of there right now," "That's bad," Yells, "What do you think you're doing?"

1 Says, "It's just about Saturday."
Sava, "You didn't get this paper in," meanlike.
Be's unfair sometimes, lets other people do certain things.
She blames me, scolds.
Won't let us go out for recess.

CATEGORY 10: MANAGERIAL SIGNALS (1)

We are not allowed to chew gum, no yo-yos, and not allowed to hum.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE

No.
Yes.
Nothing; nothing at all.
Sometimes, some of the time.

QUESTION 17. WHAT DOES YOUR TEACHER DO WHEN SOMEONE IN THE CLASS ACTS UP?

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (238)

Yells at them.
 Gets mad at them.
 Sends them to the hall. Sometimes grabs them and takes them out. Makes them stay until she comes to talk or yell at them.
 Sends them to the office.
 Tells them to leave the room.
 Tells us to quiet down or she will send us to the hall.
 Makes them stay after school. Says, "If you don't do your work now you'll do it after school."
 Calls them up to her desk for a talking to.
 Makes them sit in the corner, or by themselves.
 Scolds them.
 Tells them to move.
 Holds their arm tightly and sits them down.
 Tells them to sit in their seats and don't get up.
 Tells them to put their heads down on their desks until they can behave.
 Gives a warning.
 Makes them do a paper.
 Says, "Next time you go to the office."
 Tells them to wait outside.
 Spanks them, grabs and shakes them.
2 Keeps them in from recess.
2 Asks them if they want to go to the office.
2 Says, "Shut up or get out.
1 Tells them to sit on the floor because the desks are for study.
7 Says, "Do you want to listen?" "It's not funny," "Should I trust you?" "Hey, stop that," "Sit down and shut up."
1 Stares at them until they notice and then they feel dumb.
1 Takes them by the shirt to discuss it.
1 Asks them how they fell disturbing the class.
1 Tells them to watch it.
1 Punishes all the class.
1 Blows a fury.
1 Tells them to stop screwing around in a loudly voice.

CATEGORY 10: MANAGERIAL SIGNALS (138)

24 Talks to them.
  4 Says their name out loud.
  1 Tells them to talk and tell what happened.
  1 Asks to see their work.
  1 Asks them to stop it, then tells them.
  1 Says not to do that in school.
  1 Tells us to try better the next time.
  1 Asks them why they are talking or acting up.
  2 Gives them a nice kind of lecture. If dangerous, lectures in a concerned way.
33 Tells them to sit down.
21 Says to stop it.
15 Tells them to do their work.
23 Tells them to behave, be good, calm down, be quiet, not to act up, etc.
  5 Stares at them.
  3 Raises her voice.
  1 Says, "Class, in your seats."
  1 Clears her throat loudly.

CATEGORY 12: BREAKS TENSION-HUMORIZES (1)

  1 Laughs at it.

CATEGORY 13: ELICITS PARTICIPATION (1)

  1 Asks them what they got done.
QUESTION 18. DO YOU THINK YOUR TEACHER LIKES TEACHING? HOW CAN YOU TELL?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSBING ATTENTION
(18)

17 She will, can, and tries to help, works with you.
1 She is right there when we need her.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (14)

8 Says nice things like we're the best class, good kids, great class, her favorite grade to teach, that she appreciates us.
1 She says, "Very good."
1 Goes to gym and plays in gym with us.
3 After school she took us to a football game.
1 She gives us parties.

CATEGORY 9: ATTACKS-BELITTLIES-RIDICULES (5)

5 She gets mad or disgusted, frowns, and yells a lot.

CATEGORY 12: BREAKS TENSION-HUMORIZES (80)

54 She smiles, laughs, plays, has a good sense of humor.
24 She looks, acts, seems, is happy, cheerful, very enthused.
2 She tells jokes.

CATEGORY 14: NO INTERACTION (1)

1 Has fun with the other teachers.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE

216 Yes.
6 No.
22 I don't know.

QUESTION 19. HOW DO YOU KNOW WHEN YOUR TEACHER IS HAPPY WITH WHAT YOU'VE DONE?

CATEGORY 1: SEEKS CLARIFICATION (1)

1 Asks you what it means.
CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (373)

130 She says or writes, "Very good," "Very good work," "That is good," "Good job," "Good," "Excellent," "O.K.," "Great, Babe."

33 Tells us right out that she is really happy or proud with what we've done.

19 Gives us (me) a good grade.

24 Praises, compliments or congratulates you.

4 Gives you special privileges; lets you do fun things; plays a game.

118 Smiles and laughs; smiles at what you've done.

1 Sometimes lets us get out of something.

1 Shakes our hands.

3 Looks happy and hugs you.

4 She says, "That's very nice of you."

9 She gives happy grams, credits, or points.

21 She puts 100%, A+ or check + on your paper.

2 She'll pat you on the head or back.

1 Puts a smile face on the paper.

1 Sometimes we get to read a book when we get our work done.

1 Says, "We won't have this much (or so much) work to do."

1 Lets you do something that you normally don't get to do if you've worked hard—like play rainy day games.

CATEGORY 11: MODELS-DISPLAYS-Demonstrates (10)

2 Puts our work on a bulletin board; hangs it up.

1 Pairs people that don't understand something with the person that does.

4 Sometimes shows your work to the class.

3 Reads what you've done to the class.

CATEGORY 12: BREAKS TENSION-HUMORIZES (3)

3 Starts making jokes; when she makes little jokes.

QUESTION 20. HOW DO YOU KNOW WHEN YOUR TEACHER IS NOT HAPPY WITH WHAT YOU'VE DONE?

CATEGORY 5: CORRECTIVE FEEDBACK (54)

3 Sends you back to your seat to correct it.

11 Gives us a low grade.

28 Says, "It's wrong," "Not right," "No," "Better go over it," "Not too good, I'll accept."
2 Puts a check mark.
1 Writes a sad face.
1 She puts minus something.
8 Puts a (bad/rotten) grade on paper.

CATEGORY 8: DENIES-AVOIDS-IGNORES (16)

8 Doesn't say or do anything. May not say whether she likes it or not.
3 Ignores me. Doesn't talk to you.
1 Doesn't look interested.
1 Tells us to sit down.
1 Leaves you the way you are.
1 Shrugs.
1 Says, "We'll work on it later."

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (128)

9 She stares and doesn't smile.
17 Tells us. Says she's disappointed or not happy with you.
25 Frowns at you.
13 Says, "You know you can do better than that"; "You didn't do too good"; "You didn't do so swift";
"Why did you do that?" "That is all wrong";
"Do you think you've done the best you could?"
"Come on now, we're not second graders"; "It isn't good at all"; "Can't you do better than that?"
22 Gets mad or yells at us.
10 Bad look on her face. Gives a dirty look.
5 Sighs. Takes deep breaths.
3 Bawls you out. Throws it out.
3 Makes us stay after school. Sends us out of the room.
1 Opens her mouth, puts hands on hip.
1 Gives us WORK!! Piles it on. Says we won't play.
8 Says, "Are you going to do this again or am I going to give you a check mark and you won't get a Happy Gram." "Get down in that seat and get to work.
"Do it over now." "It's sloppy and wrong." "Get your work done." "I don't like that." "You did bad on it." "It's not good enough." "Do better next time." "Not very good."
3 Calls us up and tells us to get back there and get to work.
2 Gets cross, mean, upset, gripes.
1 She won't give you a point.
3 Says, "Oh" and then your name, long and drawn out.
2 Makes you do a sheet about it, makes you take work home.
QUESTION 21. ARE THERE STUDENTS IN THE CLASS THAT YOUR 
TEACHER REALLY LIKES? HOW DO YOU KNOW?

CATEGORY 4: ASKS QUESTIONS (2)

2 Asks them lots of questions.

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION

45 Always listens to them or helps them; talks
   and laughs with them.
11 Pays more attention or a lot of attention to those
   students.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (64)

1 Lets them do what they want to.
1 Tells us to have a party and takes us to the multi-
   purpose room.
1 Says they're good (the students she likes).
1 Likes the work we have done.
1 Pats me on the back.
1 Always compliments them more.
1 Says if you did something that it's very good. Likes
   the work we've done.
1 Smiles at almost everything they do.
1 Tells you she'll spend time with you after school.
2 Says, "Thank you" or "Very good."
1 Lets them do special things we aren't allowed to.
1 Calls them "sugar" and pet names.
2 Gives them good grades or praises their work.
12 Looks at them and always smiles a big smile, smiles
   at almost everything they do.
27 Gives them important things to do; lets them grade
   papers, get her mail from the office, etc.
1 Gives them candy.
2 She tells them she really likes them.
3 Lets them stay in for recess; lets them play games;
   sometimes lets them out a little ahead of the
   class.
1 Goes up to them and hugs them and says, "I love you."
1 Always says, "Good boy."
2 Tells them they're great students.

CATEGORY 12: BREAKS TENSION-HUMORIZES (1)

1 Laughs at their jokes.

CATEGORY 13: ELICITS PARTICIPATION (1)

1 Calls on them to answer.
QUESTION 22. ARE THERE STUDENTS IN THE CLASS THAT THE TEACHER DOESN'T ESPECIALLY LIKE? HOW CAN YOU TELL?

CATEGORY 8: DENIES-AVOIDS-IGNORES

14 Doesn't pay attention to them when they talk to her.
  1 Doesn't call on them when they raise their hand.
  2 Doesn't help you (very often) when you ask her.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES

3 Never picks them, nor lets them do jobs when they raise their hands or ask.
29 Yells at them.
15 Gets angry/mad, frowns at them; looks at you mean.
  9 Is mean to them/me.
  2 Makes them stay after school.
  3 Tells them to get to work in a scoldy way.
  2 Sends them to the office; in the hall.
  1 She's always laughing (making fun) at us (names two students).
  1 She always tells them how bad they are.
  1 She calls them stupid like (name of student).
  1 She says they cheat.
  1 Tells them to quit doing something and they haven't even done anything.
  2 Stares at them/him.
  1 Says she is disappointed with them.
  1 Asks them why they didn't finish.
  1 Loses her patience with them faster.

CATEGORY 10: MANAGERIAL SIGNALS (2)

2 Tells them to sit down and be quiet.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE

135 No.
89 Yes.

QUESTION 23. IF YOU EVER HAD TO EXPLAIN SOMETHING TO THE TEACHER, HOW WOULD YOU KNOW THAT SHE REALLY UNDERSTOOD YOU?

CATEGORY 2: ANSWERS QUESTIONS (3)

3 Gives me an answer or answers what I asked.
191

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION
(138)

1. Agrees with us.
15. Says, "I see now, I know what you mean," "Um hum," "Oh, oh, I see," "I get the picture," "I know it."
1. Tells the other person to just wait a minute.
40. She would say so or tell us that she understood.
8. She would help you (try).
48. She agrees or disagrees; says, "Yes," or "No," "Go on," "O.K.," "All right," "O.K., good," "Yeh," "I think I have it," or "I get it," "There's nothing to worry about," "Did you know all that?"
7. She'll talk to you about it.
5. She has a look on her face that she really understands you; looks understandingly, makes a serious face.
13. She nods her head yes (leans and shakes her head).

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (32)

4. She tells or explains it back to me or talks back what I was talking about (repeats what you said).
1. She'd tell you you're right.
1. Says, "He knows a lot about it."
26. She would say, "Good," "Nice," "Very good," "Good job," "Yes, that's right, right?" "O.K., that's fine."

CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (1)

1. Lets you help others.

CATEGORY 12: BREAKS TENSION-HUMORIZES (4)

4. She'd smile (and you wouldn't have to repeat it); grin.

QUESTION 24. HOW DO YOU KNOW WHEN YOUR TEACHER DOESN'T UNDERSTAND YOU?

CATEGORY 1: SEeks CLARIFICATION (207)

40. Says, "Can you explain it again?" "Tell me that again," "Repeat it."
83. She says, "I don't understand," "I don't get it."
16. Looks puzzled; she has a look on her face like she doesn't understand, bends her head sideways, squints her eyes, frowns, scratches her head.
32 Says, "What do you mean?" or "What are you trying to say?" "Pardon me?"
22 She says, "Huh? I can't understand you." "What, I don't get it?"
6 Asks questions; she asks me a whole bunch of questions.
1 She just stands there with her mouth wide open.
1 She'll sort of get confused, look puzzled.
3 She says, "Say it slower please," "Slow down," or "Start over and talk more slowly."
1 She asks you over and over again.
1 She stands there and tries to figure it out.
1 Says, "Be more specific."

CATEGORY 5: CORRECTIVE FEEDBACK (4)
She corrects us.

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (4)
3 She would nod her head sideways.
1 She tries to help you.

CATEGORY 8: DENIES-AVOIDS-IGNORES (16)
1 She says, "Go to your seat."
3 She doesn't listen to me.
7 She looks away; doesn't look at me; doesn't respond; doesn't say anything; does not answer you.
1 She doesn't help you.
2 She pays attention to another person in the class; talks to somebody else.
1 Says, "I didn't hear a word that you said."
1 I try to say something and the teacher butts in.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (2)
1 She gets disgusted.
1 Tears the paper up sometimes.

CATEGORY 10: MANAGERIAL SIGNALS (1)
1 Says, "Can you speak louder?"

QUESTION 25. WHAT DOES YOUR TEACHER DO WHEN SOMETHING SHE IS TRYING TO DEMONSTRATE OR EXPLAIN MESSES UP?

CATEGORY 3: EXPLAINS OR CLARIFIES (59)
36 Says it again, does it over. Says she made a mistake or is incorrect.
4 Says "Not that, I'll do it over again."
7 Says, "Sorry, I didn't mean that," "Excuse me," or "I'm sorry."
3 Says, "We'll do it later" or does it later.
4 Explains in more detail and sometimes without demonstrating.
5 Tells us to skip that part, look at the other one, not to write it down, to forget that.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (6)
6 Yells at us.

CATEGORY 10: MANAGERIAL SIGNALS (4)
3 Says, "Be quiet while I'm picking it up," or "Wait a second."
1 Tells you to get the janitor.

CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (70)
64 Corrects herself; changes, erases, fixes it.
1 Might get another to do it.
4 Keeps trying.
1 Keeps on going like nothing's wrong.

CATEGORY 12: BREAKS TENSION-HUMORIZES (59)
28 Laughs.
2 Makes a joke of it.

CATEGORY 14: NO INTERACTION (3)
1 Goes over to another room.
1 Goes to the bathroom.
1 She goes out to get somebody.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE
6 Blushes, gets embarrassed.
1 Doesn't make it clear enough to understand in her own words.
20 Gets mad, frustrated, disgusted, frowns.
APPENDIX G

TEACHER, STUDENT, AND OBSERVER DATA OF TEACHER CLASSROOM BEHAVIOR BY PERCENT, RANK, AND CATEGORY FOR INDIVIDUAL TEACHERS
TEACHER, STUDENT, AND OBSERVER PERCEPTUAL DATA OF TEACHER CLASSROOM BEHAVIOR BY PERCENT, RANK, AND CATEGORY

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## TEACHER, STUDENT, AND OBSERVER PERCEPTUAL DATA OF TEACHER CLASSROOM BEHAVIOR BY PERCENT, RANK, AND CATEGORY

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TEACHER, STUDENT, AND OBSERVER PERCEPTUAL DATA OF TEACHER CLASSROOM BEHAVIOR BY PERCENT, RANK, AND CATEGORY

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TEACHER, STUDENT, AND OBSERVER PERCEPTUAL DATA OF TEACHER CLASSROOM BEHAVIOR BY PERCENT, RANK, AND CATEGORY

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APPENDIX H

TEACHER, STUDENT, AND OBSERVER DATA OF TEACHER CLASSROOM BEHAVIOR BY PERCENT, RANK, AND CATEGORY

CLUSTERS B, C, AND C&B COMPOSITES
TEACHER, STUDENT, AND OBSERVER PERCEPTUAL DATA OF TEACHER CLASSROOM BEHAVIOR BY PERCENT, RANK, AND CATEGORY

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### Categories of Teacher, Student, and Observer Perceptual Data of Teacher Classroom Behavior by Percent, Rank, and Category

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APPENDIX I

TEACHER, STUDENT, AND OBSERVER DATA OF TEACHER CLASSROOM BEHAVIOR RANK ORDERED BY PERCENT AND CATEGORY FOR INDIVIDUAL TEACHERS
### TEACHER, STUDENT, AND OBSERVER DATA OF TEACHER CLASSROOM BEHAVIOR
### RANK ORDERED BY PERCENT AND CATEGORY

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### RANK ORDERED BY PERCENT AND CATEGORY

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### RANK ORDERED BY PERCENT AND CATEGORY

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### RANK ORDERED BY PERCENT AND CATEGORY

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RANK ORDERED BY PERCENT AND CATEGORY

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RANK ORDERED BY PERCENT AND CATEGORY

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### Teacher, Student, and Observer Data of Teacher Classroom Behavior

Rank ordered by percent and category

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### TEACHER, STUDENT, AND OBSERVER DATA OF TEACHER CLASSROOM BEHAVIOR

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### Teacher, Student, and Observer Data of Teacher Classroom Behavior

Rank ordered by percent and category.

#### Teacher 11

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### TEACHER, STUDENT, AND OBSERVER DATA OF TEACHER CLASSROOM BEHAVIOR

**RANK ORDERED BY PERCENT AND CATEGORY**

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APPENDIX J

CLASS MASTER KEY OF TEACHER PERCEPTUAL STATEMENTS
FOR INDIVIDUAL TEACHERS
EXAMPLE
QUESTION 1. WHAT DO YOU DO TO MAKE YOUR STUDENTS PAY ATTENTION?

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS
Compliment the ones who do (pay attention).

CATEGORY 10: MANAGERIAL SIGNALS
Say, "Please listen."
Don't say anything - silence.
Say, "Sh-h-h."

QUESTION 2. WHERE IN THE CLASSROOM (CLUSTER) DO YOU SPEND MOST OF YOUR TIME?

CATEGORY NC: NO CATEGORY-NOT APPLICABLE
At my desk.
Sitting somewhere.

QUESTION 3. WHAT DO YOU DO WHEN YOUR STUDENTS GIVE A WRONG ANSWER?

CATEGORY NC: NO CATEGORY-NOT APPLICABLE
Try not to discourage them.
Try to find something right in what he said.

QUESTION 4. WHAT DO YOU DO WHEN YOUR STUDENTS GIVE A RIGHT ANSWER?

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS
Tell him he's right.

CATEGORY 11: MODELS-DISPLAYS-Demonstrates
Ask him to repeat it.
QUESTION 5. WHAT DO YOU DO WHEN YOU ARE LISTENING TO A STUDENT?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING

ATTENTION

Look at him, into his eyes.
Nod my head.
Lean closer.

QUESTION 6. WHAT DO YOU DO WHEN YOU ARE NOT GIVING YOUR UNDIVIDED ATTENTION TO A STUDENT?

CATEGORY 8: DENIES-AVOIDS-IGNORES

Say, "Uh-huh," "Yes," etc. while looking somewhere else.

QUESTION 7. WHAT DO YOU DO WHEN YOU ARE REALLY TRYING HARD TO TEACH?

CATEGORY NC: NO CATEGORY-NOT APPLICABLE

Usually start dramatizing more. (I start acting as if I'm on stage).
My voice probably raises.
Use my hands a lot.

QUESTION 8. DO YOU EVER THINK ANYTHING IS FUNNY? WHAT SORTS OF THINGS DO YOU THINK ARE FUNNY? WHAT DO YOU DO WHEN SOMETHING IS FUNNY?

CATEGORY 12: BREAKS TENSION-HUMORIZES

I laugh.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE

Yes.
When a kid makes a joke.
QUESTION 9. WHAT DO YOU DO TO MAKE YOUR STUDENTS FEEL IMPORTANT?

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS 2

Tell them what's good about them.
Tell them they make me proud and happy.

QUESTION 10. WHAT DO YOU DO THAT MAKES YOUR STUDENTS FEEL UNIMPORTANT?

CATEGORY 8: DENIES-AVOIDS-IGNORES 8

Not listen when they talk.
Don't give them the understanding and time they need.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES 1

Yell at them.

QUESTION 11. WHAT DO YOU DO WHEN YOU TRUST A STUDENT OR STUDENTS?

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS 4

Let them run special messages for me.
Loan him money.
Believe what he says - completed his contract, etc.
Make deals with him. Tell him I trust him to carry out his part.

QUESTION 12. WHAT DO YOU DO WHEN YOU DISTRUST A STUDENT OR STUDENTS?

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES 1

Check his contract. Make him show me what he's done rather than believe what he says.

QUESTION 13. WHAT DO YOU DO WHEN A VISITOR COMES INTO THE ROOM (CLUSTER)?

CATEGORY 14: NO INTERACTION 1

I say, "Hi."
Usually don't do anything unless I see him or her waiting for me to acknowledge him or her.

QUESTION 14. WHAT DO YOU DO WHEN YOU ARE HELPING STUDENTS?

CATEGORY 3: EXPLAINS OR CLARIFIES 1

Usually involves explaining directions or helping him to grasp a concept.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE 1

I'm usually positive in one to one situations.

QUESTION 15. WHAT DO YOU DO THAT MAKES YOUR STUDENTS REALLY LIKE SCHOOL?

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS 1

Give Happy Grams.

CATEGORY 12: BREAKS TENSION-HUMORIZES 1

Include fun activities.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE 1

Let it be a successful place.

QUESTION 16. WHAT DO YOU DO THAT MAKES YOUR STUDENTS REALLY DISLIKE SCHOOL?

CATEGORY NC: NO CATEGORY-NOT APPLICABLE 3

Make it too task oriented.
Too little choice not to do the assigned curriculum.
Don't give him enough time to rest and relax.
QUESTION 17. WHAT DO YOU DO WHEN SOMEONE IN THE CLASS ACTS UP?

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES 1

Let him know that I hope he will someday learn to control himself. At the same time let him know that each of us (including me!) is working on this.

QUESTION 18. WHAT DO YOU DO THAT SHOWS YOU REALLY LIKE TEACHING?

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS 2

I try to act pleasant (smile, don't yell, etc.).
Smile.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE 1

Very little.

QUESTION 19. WHAT DO WHEN YOU ARE HAPPY WITH WHAT STUDENT(S) HAS/HAVE DONE?

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS 1

Smile, compliment him.

QUESTION 20. WHAT DO YOU DO WHEN YOU ARE NOT HAPPY WITH WHAT STUDENT(S) HAS/HAVE DONE?

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES 3

Tell him I am disappointed in his actions.
Yell at him. (Raise my voice).
Tell him he makes me very sad.

QUESTION 21: WHAT DO YOU DO WHEN YOU REALLY LIKE A STUDENT?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSBING 1

Listen better to him.
CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS 1

Call him endearments.

CATEGORY 12: BREAKS TENSION-HUMORIZES 1

"Kid around" with him.

QUESTION 22. WHAT DO YOU DO WHEN YOU DON'T ESPECIALLY LIKE A STUDENT?

CATEGORY 8: DENIES-AVOIDS-IGNORES 3

Don't always let him finish what he's saying.
Don't give him my full attention.
Ignore him.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES 1

Frown at him more than others.

QUESTION 23. WHAT DO YOU DO WHEN YOU REALLY UNDERSTAND A STUDENT'S EXPLANATION?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSBING 1

Attention

Tell him. If it's personal incident, I might tell him of a similar experience of my own.

QUESTION 24. WHAT DO YOU DO WHEN YOU REALLY DON'T UNDERSTAND A STUDENT'S EXPLANATION?

CATEGORY 1: SEEKS CLARIFICATION 1

If it's a good day, I try to get him to clarify himself.

CATEGORY 8: DENIES-AVOIDS-IGNORES 1

If a bad day, I'll move on to something else.
QUESTION 25. WHAT DO YOU DO WHEN YOU MESS UP ON SOMETHING YOU ARE TRYING TO DEMONSTRATE OR EXPLAIN?

CATEGORY 3: EXPLAINS OR CLARIFIES 1

Tell the kids I'm sorry I was wrong or whatever.

CATEGORY 12: BREAKS TENSION-HUMORIZES 1

I might "kid around" with them until I can undo the wrong and start over. For instance, start talking about how teachers never make a mistake.
APPENDIX K

TEACHER PERCEPTUAL STATEMENTS OF TEACHER CLASSROOM BEHAVIOR

CLUSTER B & C COMPOSITE
QUESTION 1. WHAT DO YOU DO TO MAKE YOUR STUDENTS PAY ATTENTION?

CATEGORY 7: POSITIVE REINFORCEMENTS-REWARDS (2)

1 I will also say, "(Child's name) is a good example of paying attention" and continue to call names of those who are attentive.
1 Compliment the ones who do pay attention.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (1)

1 Harsh eye contact.

CATEGORY 10: MANAGERIAL SIGNALS (41)

3 Call on those who are not participating to see if they are attending. Ask questions or for comments from those I think are tuned out. I call on those to answer who are not listening.
2 I do call individuals by name when I notice attention wandering.
2 Ask students for their attention.
8 Will stop talking, sit or stand quietly in front of them and wait until they take notice or are quiet. When they are gathering I will not say anything till they are quiet, they are aware of my behavior signaling for their attention.
1 Will simply start talking about something until I get their attention.
4 Call them up front, together, around me, or on the floor in a small group.
4 Say "Will you please be quiet?" "Listen up." "Please listen." "Sh-h-h."
3 Sometimes I have the tendency of trying to talk over the children's loud voices. I'm sure my voice gets louder to be heard above the other noise. Speak in a loud voice.
1 I will talk softly so they have to listen.
2 Flick the lights
4 Tell them to get quiet. Address them, "Boys and girls," then start talking. Call the class to attention and ask them to be seated. I usually ask that they all be seated and stop talking.
1 I will take a child firmly by the arm. I touch them on the head.
4 Ask, "Will everyone who is listening, raise your hand so I know you are listening." "Are you paying attention?" "Is everyone ready to listen?" "Will everyone listen for a minute, please?"
I will say, "All eyes up here, I won't talk till I see all eyes."
1 Stand in front of my desk.

QUESTION 2. WHERE IN THE CLASSROOM (CLUSTER) DO YOU SPEND MOST OF YOUR TIME?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSBING
ATTENTION (7)

1 Working with a child (wherever he is) on the floor.
1 Moving around the children's desks giving help.
1 Sitting at my desk for conferences.
1 In my classroom area my time is usually divided about equally between roaming through the area talking to individual students.
1 If it is not during "open time" I am usually moving from student to student.
1 At my desk or areas in the room where the children are. It depends on whether I am listening to conferences or helping children.
1 At my desk having conferences.

CATEGORY 14: NO INTERACTION (1)

1 Sitting at my desk grading tests.

CATEGORY NC: NO CATEGORY-NOT APPLICABLE

2 In my own classroom.
5 Usually walking around class, no specific spot.
9 At my desk.
4 Sitting on the bench, floor, or somewhere.
1 In a chair at front of room.
1 Where all of my recording material is.
1 At my teaching station.

QUESTION 3. WHAT DO YOU DO WHEN YOUR STUDENTS GIVE A WRONG ANSWER?

CATEGORY 1: SEEKS CLARIFICATION (11)

4 Sometimes ask them if they can think of something else, if they are sure of their answer, to think it through or about their answer again.
2 I may ask them another question related to the one they missed, continue to prod with questions.
4 Say, "Not quite," "I need more information about that," "Where did you find that answer?" "Show me how you found that out."
1 Ask if others agree.

CATEGORY 5: CORRECTIVE FEEDBACK (20)

2 Repeat or change the question.
1 Questioning look - um-um.
3 Say, "I don't know about that," "Well, that answer is almost right," "You just about got the right answer."
3 Ask for another answer or ask another student. No acknowledgement until a correct answer.
1 X mark on paper.
1 I ask them to reread the question and then tell me what they think the answer is.
2 Explain that it is wrong and why.
1 Say that I can see why they responded that way but that there are other possible answers.
1 Say, "No," "Not quite," "That is not right," "Incorrect."

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (2)

2 Say something encouraging - help them to get correct answer. Write "See me for help."

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (1)

1 Tell him that he should listen to the correct answer so as not to make the same error again.

CATEGORY 11: MODELS-DISPLAYS-Demonstrates (2)

2 Ask for someone to help him get the correct answer.
QUESTION 4. WHAT DO YOU DO WHEN YOUR STUDENTS GIVE A RIGHT ANSWER?

CATEGORY 1: SEeks Clarification (4)

2 Ask if anyone else agrees.
1 Ask them to tell why they chose their answer over other possible answers, if any.
1 Ask for additional comments.

CATEGORY 7: Positive Reinforcement-Rewards (29)

1 Answer them or react to them in a positive manner.
3 Tell them excellent point, good answer, they're right.
5 Smile at them.
1 Nod head.
9 Praise them (alone or in front of peers). Tell them how proud of them that I am. Tell them how pleased I am and what a good job they're doing.
1 Hug, if right time and person.
1 Usually give a mild response, "Ok, that's right," etc.
1 Unless it's a student that I'm trying to encourage to participate more, then I might say, "(Name) is right."
2 I sometimes will tap or pat the child on the arm or head or touch shoulder.
1 I may draw a happy person (face).
2 If a frustrated child finally gives a correct answer, I'll tell him how I knew he could do it all along, say, "Keep up the good work."
4 Note on written assignment, good work, great, beautiful, fantastic.

CATEGORY 11: Models-Displays-Demonstrates (1)

1 Ask him to repeat it.
CATEGORY 12: BREAKS TENSION-HUMORIZES (1)

1. Raise eyebrows, surprise.

QUESTION 5. WHAT DO YOU DO WHEN YOU ARE LISTENING TO A STUDENT?

CATEGORY 1: SEEKS CLARIFICATION (1)

1. Ask questions about what they've said.

CATEGORY 2: ANSWERS QUESTIONS (1)

1. Respond to questions.

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (35)

1. Give him my full attention
2. Lean towards him, let him know I'm interested and listening.
1. Have my eyes on him.
1. Often give him verbal feedback letting him know I'm listening and understanding.
1. Verbally encourage them to keep going.
9. Eyes glance towards student, look at him, or look into his eyes.
1. Show "thinking" facial expression
1. Say, "Go ahead, I'm listening."
1. Keep hands still.
1. Look at materials he is talking about.
1. Nod or some means of acknowledgement.
1. Say, "Yes."
1. Look at their faces unless they are reading to me.
1. Ask them something extra of what they were telling me, to show I'm interested.
1. Depending on the situation, again, I may ask the student more about the conversation just to show him I am listening.
1. Watch their face.
1. Shake my head. "yes."
1. Say, "Um hum."
1. Move closer to student.
1. Acknowledge with ok, etc.

CATEGORY 8: DENIES-AVOIDS-IGNORES (1)

1. I generally don't look at them.
QUESTION 6. WHAT DO YOU DO WHEN YOU ARE NOT GIVING YOUR UNDIVIDED ATTENTION TO A STUDENT?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSBING ATTENTION (1)

1 For example, if I am doing other work, I'll say, "I'm putting up this bulletin board, but I am also listening to you, please continue."

CATEGORY 8: DENIES-AVOIDS-IGNORES (22)

1 Look away from the student to another area.
1 Say, "Not now, later."
1 Continue writing.
2 Looking at or talking with someone else.
1 Say, "uh-huh," "yes," etc. while looking somewhere else.
1 I may be filling in his chart or someone else's.
1 My eyes are taking in the over-all activity of the students with whom I am working or for whom I have responsibility at the moment.
1 I think what I really do is get pulled away and verbally involved with another student reminding him of something, etc.
1 Sometimes working on "Happy Grams."
1 I may be writing or doing something at my desk.
1 I might even say something to another child or group of children.
1 I am usually not looking directly at the student.
1 Common response, "Uh-huh."
1 I usually don't look at the child and block him out (sometimes unintentionally just due to something else on my mind.)
1 I usually show no response verbal or non-verbal.
1 Sometimes I'll say, "I'll talk to you later because I am very busy."
1 Turning away from student.
1 Hold out my hand to indicate I can't listen at that moment and to wait.
1 I may be working on things around the room while I am listening.
1 Listening to another student.
1 Checking work of another student.

QUESTION 7. WHAT DO YOU DO WHEN YOU ARE REALLY TRYING HARD TO TEACH?

CATEGORY 1: SEEKS CLARIFICATION (3)

3 Ask them to explain it, show me how they arrived at answer so I can spot type of error and correct, or what is the meaning.
CATEGORY 3: EXPLAINS OR CLARIFIES (7)

3 Give examples, lots of illustrations.
1 Pick up on ideas being expressed by group - expound on ideas - express my ideas.
2 Review points, give rule of thumb.
1 Lecture (present what I have to say).

CATEGORY 4: ASKS QUESTIONS (3)

3 Ask questions.

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSBING ATTENTION (3)

2 Become very involved with student I am working with and ignore others for that time, show concentration.
1 Get close to student.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (1)

1 Get upset if some are not listening and/or are being disruptive and depending on my mood, I will stop and say something critical.

CATEGORY 10: MANAGERIAL SIGNALS (4)

1 Use encompassing eye contact.
1 Speak loudly and clearly.
2 Get students' attention before I begin, maintain their attention as much as possible.

CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (3)

3 Give demonstrations, use visuals and the chalkboard.

CATEGORY 13: ELICITS PARTICIPATION (4)

4 Call on everyone, involve students in some way, have discussion, and keep asking for questions.

QUESTION 8. DO YOU EVER THINK ANYTHING IS FUNNY? WHAT SORTS OF THINGS DO YOU THINK ARE FUNNY? WHAT DO YOU DO WHEN SOMETHING IS FUNNY?

CATEGORY 12: BREAKS TENSION-HUMORIZES (16)

10 Laugh.
3 Smile.
1 When my tongue goes "out-of-order" I laugh at myself and try to "spit it out" correctly.
2 Say, "Oh, no, you've got to be kidding me." "Are you kidding? Tell me more."

QUESTION 9: WHAT DO YOU DO TO MAKE YOUR STUDENTS FEEL IMPORTANT?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING

ATTENTION (3)

3 Listen to them, listen to their things they want to tell me, and to their side of an argument.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (36)

11 Congratulate and praise them, nod head to emphasize praise, tell them what's good about them, when they have done something particularly well or a good job, bring out in class some of the good things the child has done in the past, acknowledge improved behavior.
1 Mention some neat idea one might have come up with.
1 Write comments to them on their papers.
3 Smile at them.
5 Hug them, touch or put arm around shoulders, hand on head.
1 Pay attention to their clothes or hair and tell them they look nice.
2 Tell them they are important, that they make me proud and happy.
7 Let them do special jobs and different activities that enable them to feel important, give them responsibilities: let them lead a group, a discussion, grade papers, be chairman, etc.
2 Say, "See I knew you could do it," "That was fantastic."
1 Give Happy Grams.
1 Tell them how much I like them (individually I make a point for conferences just for conversations).
1 Talk about the good things they do in front of them.

CATEGORY 11: MODELS-DISplays-DEMONSTRATES (4)

1 Ask them to help others.
1 Tell class to notice.
1 If appropriate, I have the student share his important happening, etc. with the rest of the class.
1 Let them tutor a child.
QUESTION 10. WHAT DO YOU DO THAT MAKES YOUR STUDENTS FEEL UNIMPORTANT?

CATEGORY 8: DENIES-AVOIDS-ignores (10)

7 Ignore them, answer superficially on occasion, not listen when they talk.
1 Don't give them the understanding and time they need.
1 Interrupt them when they're explaining something I'm already aware of.
1 Saying in front of group, "Keep quiet, sit down, etc."

CATEGORY 9: ATTACKS-BELITTLEs-RIDICULES (7)

2 Criticize their behavior verbally, sometimes loudly enough that others can hear.
1 Yell at them.
1 Tell them how disappointed I am in them.
1 Make them put their heads down on their desks.
1 Sometimes I have a way of downgrading children for things that they did or are doing.
1 When I get upset, because I have already repeated the directions 25 times and another asks, "What do I do here?" I often say, "I'm not going to repeat it again, class. Learn to listen the first time please!"

QUESTION 11. WHAT DO YOU DO WHEN YOU TRUST A STUDENT OR STUDENTS?

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (16)

1 Loan him money.
1 Believe what he says--completed his contract, etc.
1 Make deals with him--tell him I trust him to carry out his part.
4 Let them have privileges, go places by themselves, run special messages for me, let them go off in small groups.
3 Tell them I trust them.
4 Give them responsibility, special things to do, leave them in charge of some things.
2 Ask them to complete special tasks and to grade papers.
QUESTION 12. WHAT DO YOU DO WHEN YOU DISTRUST A STUDENT OR STUDENTS?

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (13)

1. Check his contract—make him show me what he's done rather than believe what he says.
2. Tell the student he has hurt me by being distrustful.
   I have a strong talk telling them how they hurt me because I trusted them so much. I ask why,
   what made them feel that they had to deceive me, etc. I ask that they try again very hard to show
   me they are trustworthy. Tell them what behaviors they exhibit that makes me distrust them.
3. I might write a note home or have him write a note home—(call his parents only after it has happened
   more than once).
4. Ask, "Why are you talking during a test?"
5. Check desks before allowing them to leave at night.
6. Ask to see the original spelling word if they say it's correct and I think it might not be.
7. Have someone go with him if he needs something elsewhere in the cluster/school.
8. Often ask them if all of their work is in before allowing them to go places.
9. If something has happened where they're involved, I tend to want an outsider's observation of the
   incident.
10. Assume they have done it and only ask them why they did it or when.
11. More eye contact in that student's area.

QUESTION 13. WHAT DO YOU DO WHEN A VISITOR COMES INTO THE ROOM (CLUSTER)?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSBING

ATTENTION (1)

1. Carry on as though no one was there if I am in a conference

CATEGORY 14: NO INTERACTION (6)

3. Say, "Hi."
4. Unless it is a parent or volunteer, I go greet them and explain things, then go on with the class.
5. Approach the visitor and try to explain what is happening and what the students are working on.
6. Sometimes visit a few minutes.
QUESTION 14. WHAT DO YOU DO WHEN YOU ARE HELPING STUDENTS?

CATEGORY 1: SEeks CLARIFICATION (1)
1 Have them give me an example to see if they understand.

CATEGORY 2: ANSWERS QUESTIONS (1)
1 Answer their questions.

CATEGORY 3: EXPLAINS OR CLARIFIES (3)
2 Read over the directions again. Explain complex words. (Help with the start.)
1 I would say a few things that would help him grasp the concept.

CATEGORY 4: ASKS QUESTIONS (2)
2 Ask them questions if they don't understand something to help them understand it or to gain insight on what they know.

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (14)
3 Try to give all of my attention to that student and not let another student interrupt. Ignore other behavior, questions, etc.
1 Work one to one.
1 Encourage them verbally.
2 I usually get down on the floor and ask them what they are having problems with, what they need to know.
1 Get involved with them as much as I can. Let them know I'm concerned, and understand, or trying to understand their problem. Always try to be assured that I was able to help them.
3 Get physically close to student, stand close, sit beside them.
1 Question them about what they're doing.
2 Look directly at them.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (2)
1 Touch them - hug or whatever--hands on shoulders.
1 Touch shoulders.
CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (2)

1. If I can't help, find someone who can help them.
2. Show something that would help, and direct to other sources, e.g., books, etc.

CATEGORY 12: BREAKS TENSION-HUMORIZES (3)

1. Laugh and talk with them so they are not uncomfortable.
2. Stress that a problem or an error is just another way of learning.
3. Try to put tense student at ease with smile, touch.

QUESTION 15. WHAT DO YOU DO THAT MAKES YOUR STUDENTS REALLY LIKE SCHOOL?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (4)

1. Encourage them verbally.
2. Express my desire to help—that's what I am here for.
3. Talk with them about problems of any sort.
4. Listen.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (10)

1. Smile at them.
2. We do extra activities—like having a breakfast last Friday morning.
3. Give Happy Grams.
4. I let them know I enjoy them by telling them.
5. Keep aware of their progress and tell them about their progress so they can see improvement.
6. I try to let them do what they want to. Set up some of their own lessons. Give them a variety of choices in different areas: science, spelling words, etc.

CATEGORY 12: BREAKS TENSION-HUMORIZES (6)

1. Read aloud fun books.
2. I play games.
3. Have fun group discussions—especially current events.
4. Do different learning activities which are fun: games, video tape, etc.
5. Joke with them.
QUESTION 16. WHAT DO YOU DO THAT MAKES YOUR STUDENTS REALLY DISLIKE SCHOOL?

CATEGORY 3: EXPLAINS OR CLARIFIES (1)

1. Have a boring lesson, where I will lecture perhaps too much.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (7)

1. Lose "cool." (raise voice - take student by arm while talking).
2. I might lose patience and become upset with behavior by raising my voice, removing them from the situation, discussing with them my anger.
3. Make them remain after school if work not done.
4. Sometimes I am too harsh, voice too harsh (expect too much from them).
5. Try not to be but sometimes I'm sarcastic, use negative comments.

QUESTION 17. WHAT DO YOU DO WHEN SOMEONE IN THE CLASS ACTS UP?

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (3)

2. Praise (and give tokens to) those who are acting appropriately.
1. Sometimes I will give names of people doing a good job.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (19)

1. Yell, lose cool.
2. Stop talking, stare at them, point my finger.
1. Tell them to go to their seat and remain there.
2. Move their desk for a week, ask them to move their desk.
1. Keep them after school.
1. Talk about their behavior and have them write a pledge to do better the next day.
1. Send letters home.
2. Ask them to get out of my room, send him out.
1. Let him know that I hope he will someday learn to control himself. (At the same time let him know that each of us (including me) is working on this.)
1 If I'm impatient, I will criticize where others can hear.
1 I do get irritated and let them know I don't like what is going on.
2 Say the child's name specifically in front of the others, remind to be courteous.
1 Tell the student to shape up.
1 Ask them if their behavior is necessary at this time, etc.
1 Tell them they are disturbing their neighbor and me.

CATEGORY 10: MANAGERIAL SIGNALS (12)

1 Ask or tell them to go back to task.
5 Go to the child and talk to him individually. Take the child somewhere else in the cluster and talk to him privately. Try to talk quietly to the person. Find out what is wrong, and then explain to them proper behavior if need be.
1 If in a group, and it's a real problem--others can't concentrate--I remove him from the situation.
1 Ignore misbehavior.
1 I usually ask them to be quiet.
1 Tell them personally, "I'll help you if you'll help me."
1 I will touch on the shoulder, ask them what they should be doing.
1 Ask student who is acting up "Why?"

CATEGORY 12: BREAKS TENSION-HUMORIZES (1)

1 Laugh with the child but still let him know I would like him to stop--not laughed at!

QUESTION 18. WHAT DO YOU DO THAT SHOWS YOU REALLY LIKE TEACHING?

CATEGORY 3: EXPLAINS OR CLARIFIES (2)

1 Tell background development of ideas and purposes.
1 Become more tolerant when teaching something I like--ex. my French unit--I'm much more patient about reviewing, expanding, etc.

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSBING ATTENTION (1)

1 Listen to and care about all parts of their lives.
CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (10)

1. Enjoy students and let them know it (tell them).
2. Have after school activities with them.
3. Do things with them—go places.
4. Smile at them.
5. Play with children, play different sports with them.
6. Enthusiasm in class with what they do.

QUESTION 19. WHAT DO YOU DO WHEN YOU ARE HAPPY WITH WHAT STUDENT(S) HAS/HAVE DONE?

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (32)

2. Let them know. Tell them, verbal or written, I'm happy, they can see my facial reactions, as well as emotional. Sound excited.
1. Sometimes I even let the entire class know how happy I am.
5. Congratulate or compliment them, praise their achievement, make extravagant comments—"Wow, that's fantastic," "congrats." "I knew you could do it," "Super," etc.
2. Clap or laugh.
1. Sometimes let that student go 1st to lunch.
1. Touching—especially shaking their hand.
5. Praise and tell them—alone and in front of group.
2. Write notes and comments on paper.
2. Give a hug—if the right time and person.
1. Send home "Happy Grams" to their parents.
5. Smile at them. (If I know it was an effort I get genuinely excited.)
1. Tell them I knew they could do a good job.
1. Pick out one thing on a project or report that really seems like "themselves" coming through.
1. Tell them how much I enjoyed—can I keep it, display it, etc.
2. Tell group I'm happy with what they or an individual student has done.

CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (5)

1. Say, "Can you show the others?"
1. Display some of their work.
1. Tell students and teachers about it.
1. Tell them to show class, another teacher, parent, etc.
1. Show it to the class.
QUESTION 20. WHAT DO YOU DO WHEN YOU ARE NOT HAPPY WITH WHAT 
STUDENT(S) HAS/HAVE DONE?

CATEGORY 1: SEEKS CLARIFICATION (3)

3 Ask "Why?" Ask them if they understand, have them 
tell me what they should be doing. Say, "I don't 
understand . . . why did you . . . ?"

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING 
ATTENTION (1)

1 Ask what I could do to help the next time.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (21)

1 Say, "I am not happy about . . ."
3 Frown at them, raise eyebrow, stare.
1 Take them back to seat.
7 Let them know, verbal or written, tell them I'm not 
happy, individually or in front of others.
1 I tell them I know they can do better.
1 Return it to be done over.
2 Tell student I'm disappointed in the situation, in 
his actions, explain why.
1 Let him know how upset I am, and explain why.
1 Sometimes I even let the entire class know how 
unhappy I am.
1 Yell at him (raise my voice).
1 Tell him he makes me very sad.
1 Tell them that they have the potential--now just 
apply yourself.

CATEGORY 10: MANAGERIAL SIGNALS (7)

1 Discuss problem and try to decide on course to 
follow to do better next time.
2 Talk to them about it individually. Ask them what 
they think about what they have done. What 
could they do better next time?
1 Review what action I think would have been more 
appropriate.
1 Raise voice--if desperate.
1 Tell them I'm sure they will do better--give them 
another chance (I try not to hold it against 
them).
1 Say, "Would you please not do . . ."
CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (1)

1 Sometimes assign a student helper.

QUESTION 21. WHAT DO YOU DO WHEN YOU REALLY LIKE A STUDENT?

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING
ATTENTION (4)

1 Talk about anything they want to.
3 Listen to them (better, more patiently, and almost every time they want to chat).

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (10)

1 Tell him so!
4 Ask that child to do odd jobs for me, give them extra things to do, have them help me.
1 Call him endearments.
1 Smile.
1 Laugh.
2 Put arm around them, touch them.

CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (1)

1 Have them help others.

CATEGORY 12: BREAKS TENSION-HUMORIZES (2)

1 "Kid around" with him.
1 Tease him.

QUESTION 22. WHAT DO YOU DO WHEN YOU DON'T ESPECIALLY LIKE A STUDENT?

CATEGORY 8: DENIES-AVOIDS-IGNOSES (5)

1 Don't always let him finish what he's saying.
1 Don't give him my full attention.
3 Ignore him, avoid conversing with him.

CATEGORY 9: ATTACKS-BELITTLES-RIDICULES (4)

1 Frown at him (more than others).
2 Criticize them (more often).
1 I guess I sometimes give them a hard time. (Ask them to answer more questions than others.)
QUESTION 23. WHAT DO YOU DO WHEN YOU REALLY UNDERSTAND A STUDENT’S EXPLANATION?

CATEGORY 2: ANSWERS QUESTIONS (1)

1 Answer questions.

CATEGORY 6: ASSISTING-ACTIVE LISTENING-FOCUSING ATTENTION (9)

4 Say, "O.K., I see."
2 Nod head.
2 Say, "Now, I've got it." "I know what you mean. The same thing happened to me."
1 Tell him. If it's a personal incident, I might tell him of a similar experience of my own.

CATEGORY 7: POSITIVE REINFORCEMENT-REWARDS (9)

1 Reinforce by telling him what a good job he's done, etc.
2 Rephrase, repeat, or explain it back to let him know I do, so he knows I understand.
1 Smile.
2 Say, "Very good." "Thanks."
1 Praise him.
1 Agree verbally--say, "I agree."
1 Give credit for reasoning verbally.

CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (3)

1 Have him repeat it for class.
1 Have him help another student.
1 Encourage him to explain to others.

QUESTION 24. WHAT DO YOU DO WHEN YOU REALLY DON'T UNDERSTAND A STUDENT'S EXPLANATION?

CATEGORY 1: SEEKS CLARIFICATION (22)

1 More questions for clarification.
7 Say, "What do you mean?" "I don't understand, would you say that again?" "Let's try it again."
"Repeat it for me." "What do you mean?" "Would you explain?"
1 If it's a good day, I try to get him to clarify himself.
1 Say what I heard and ask for clarification.
2 Ask for a different way of explaining it.
1 Tell them I don't understand and ask them to clarify.
4 Frown, quizzical, puzzled look; ask for more info non-verbally. Look up as if searching.
1 Ask him to show me what he means.
3 Ask him questions that will get to the intent of his explanation.
1 Would ask him as a last resort to re-explain because I am not thinking clear and don't understand.

**CATEGORY 3: EXPLAINS OR CLARIFIES (1)**

1 Explain to him what I understand.

**CATEGORY 8: DENIES-AVOIDS-IGNORES (1)**

1 If a bad day--I'll move on to something else.

**CATEGORY 11: MODELS-DISPLAYS-DEMONSTRATES (1)**

1 Ask for another child to help explain it.

**QUESTION 25. WHAT DO YOU DO WHEN YOU MESS UP ON SOMETHING YOU ARE TRYING TO DEMONSTRATE OR EXPLAIN?**

**CATEGORY 1: SEEKS CLARIFICATION (1)**

1 Ask if they know what I did wrong.

**CATEGORY 3: EXPLAINS OR CLARIFIES (10)**

1 Try to correct it.
1 I tell them so and we try it again.
1 Say, "Let's try it another way, this way isn't working."
1 Try a new approach or another explanation or example.
1 Say, "Change that to . . . ."
1 Tell the kids I'm sorry I was wrong or whatever.
1 Let them know I made a mistake.
1 Say, "That's not it--O.K. let's start again--I'm sorry. Let's see if this will work.
2 Tell them it didn't work this time and explain what should have happened.
CATEGORY 4:  ASKS QUESTIONS  (1)

1  Ask them what they have learned about it.

CATEGORY 7:  POSITIVE REINFORCEMENT-REWARDS  (1)

1  Tell them it's good that they caught my mistake (too many kids assume teachers are always right).

CATEGORY 10:  MANAGERIAL SIGNALS  (4)

2  I might say, "We will try this again later." "Wait a minute.
2  Drop the whole thing and tell them we'll come back to it later then do so with new approach.

CATEGORY 11:  MODELS-DISPLAYS-DEMONSTRATES  (1)

1  Ask a student or students for help.

CATEGORY 12:  BREAKS TENSION-HUMORIZES  (10)

1  May laugh or joke about it.
1  I might "kid around" with them until I can undo the wrong and start over. For instance—start talking about how teachers never make a mistake.
3  Laugh and say teachers make mistakes too.
3  Say, "Oh, that's not right--Woops, that's wrong,"
   "oops, I goofed," "I'm not perfect either."
1  Laugh if it's funny, which it usually is.
1  Explain that I goofed, and start over.
Materials included in this packet are:

A presentation of the Whitfield twelve categories, plus two added by this investigator, with their respective definitions and conventions.

A list of the fourteen categories by name and number and the seven criteria to be used in categorizing student responses.

A random sample of student responses: Twelve pages, 25 questions and 163 discrete statements, of student perceptions of teacher classroom behaviors.

Immediately to the left of each statement in the random sample of student responses is a blank column headed "Category." You are to write the number of one of the fourteen categories on the line beside each statement. Statements should be categorized in the light of the seven criteria and the questions which prompted the responses.

Once you have completed the categorization of student responses please call me (457-8436).

Thank you very much for your assistance.
CATEGORIES

1. Seeks Clarification.
2. Answers Questions.
3. Explains or Clarifies
4. Asks Questions
5. Corrective Feedback
6. Assisting-Active Listening-Focusing Attention.
7. Positive Reinforcement-Rewards.
10. Managerial Signals.
14. No Interaction

CRITERIA FOR CATEGORIZATION

1. Is the perceptual statement in terms that are too vague to be used to make inferences of teacher intent or behavior?

2. Is the reported behavior ambiguous?

3. Is the reported behavior a teacher behavior?

4. Could this teacher behavior logically occur in the context of that question?

5. Could this perceived teacher behavior be observed by someone other than the student making the statement?

6. Could this perceived teacher behavior be observed by an outside observer in a single sitting not to exceed one hour in duration?

7. Can a behavior descriptor be associated with the perception being studied?
QUESTION 1: WHAT DOES YOUR TEACHER DO TO MAKE YOU PAY ATTENTION?

Category | Response
--- | ---
 | Tells us to listen or get out of the group (go back and sit in our seats).
 | Pinches our arm.
 | Says, "If you don't be quiet or shut up, you're not going out." "Don't tell me later on you don't know because I'm explaining it to you now." "I'll send you to the office." "Get out if you know all this stuff." "Shut up."
 | Says, "We are going to wait for you." "You're in this, too." "Are you done?" "You're not being considerate to the class."
 | Stops reading, talking or what she was doing and looks or stares at you really mad like.
 | Looks at the table that is talking or comes over and tells us to be quiet.
 | She talks quiet or sort of soft so we listen.
 | Says the name of whoever she wants to stop talking.

QUESTION 2: WHERE IN THE CLASSROOM DOES YOUR TEACHER SPEND MOST OF HER TIME?

Category | Response
--- | ---
 | Answers questions at her or student's desk, in the middle of the room, etc.
 | Explains things at her or student's desk, in the middle of the room, window ledge, etc.
<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps us in conferences.</td>
<td></td>
</tr>
<tr>
<td>Checks and grades papers at her desk, marks our charts.</td>
<td></td>
</tr>
</tbody>
</table>

**QUESTION 3: WHAT DOES YOUR TEACHER DO WHEN YOU GIVE A WRONG ANSWER?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks you to explain it, if you understand it, or if you know why.</td>
<td></td>
</tr>
<tr>
<td>She explains it and tells why the answer is wrong.</td>
<td></td>
</tr>
<tr>
<td>Helps us understand the right answer.</td>
<td></td>
</tr>
<tr>
<td>Gives directions and goes over it with us.</td>
<td></td>
</tr>
<tr>
<td>Gives another example to make sure we understand it.</td>
<td></td>
</tr>
<tr>
<td>Tells us to try or think again.</td>
<td></td>
</tr>
<tr>
<td>Says, &quot;Oh, come on, you can say that word.&quot;</td>
<td></td>
</tr>
<tr>
<td>Shakes her head and kina giggles.</td>
<td></td>
</tr>
</tbody>
</table>

**QUESTION 4: WHAT DOES YOUR TEACHER DO WHEN YOU GIVE A RIGHT ANSWER?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes 100%, Check +, &quot;C&quot;, or puts the number you get right on your paper.</td>
<td></td>
</tr>
<tr>
<td>Compliments or praises us.</td>
<td></td>
</tr>
<tr>
<td>She repeats what you said.</td>
<td></td>
</tr>
<tr>
<td>She is happy, looks happy; smiles or laughs.</td>
<td></td>
</tr>
<tr>
<td>Says nothing. Gives another person a question or goes on with the subject, or to another question.</td>
<td></td>
</tr>
<tr>
<td>Says, &quot;Go on to the card,&quot; &quot;Now do the rest like that.&quot;</td>
<td></td>
</tr>
</tbody>
</table>
**QUESTION 5: HOW DO YOU KNOW WHEN YOUR TEACHER IS LISTENING TO YOU?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Responds with a statement.</td>
</tr>
<tr>
<td></td>
<td>Pays attention to me, looks me in the eye when I talk.</td>
</tr>
<tr>
<td></td>
<td>She comes over, looks at your paper, and discusses it.</td>
</tr>
<tr>
<td></td>
<td>Says something back. Makes a comment. Discusses it with you.</td>
</tr>
<tr>
<td></td>
<td>She puts her arm around you.</td>
</tr>
<tr>
<td></td>
<td>At the end thanks you.</td>
</tr>
<tr>
<td></td>
<td>Repeats what you said.</td>
</tr>
<tr>
<td></td>
<td>Tells us we're doing good or very good.</td>
</tr>
</tbody>
</table>

**QUESTION 6: HOW DO YOU KNOW WHEN YOUR TEACHER ISN'T LISTENING TO YOU?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Her eyes wander and she looks another way, somewhere else, at others, at someone who she thinks has a better answer, all around, and doesn't look at you when you talk.</td>
</tr>
<tr>
<td></td>
<td>Starts talking; answers or talks to someone else; keeps on talking or something that takes concentration to someone else; answers someone else instead of you.</td>
</tr>
<tr>
<td></td>
<td>She doesn't answer your question for you; doesn't respond; doesn't say anything when you're done; doesn't look at your paper.</td>
</tr>
<tr>
<td></td>
<td>Has her head turned the other way; her back is turned and she won't turn to answer you.</td>
</tr>
<tr>
<td></td>
<td>Says, &quot;Sit down.&quot;</td>
</tr>
<tr>
<td></td>
<td>Has ears down looking hard at notebook.</td>
</tr>
</tbody>
</table>
QUESTION 7: DO YOU EVER GET THE FEELING THAT YOUR TEACHER IS REALLY TRYING HARD TO TEACH? WHAT DOES SHE DO WHEN SHE IS TEACHING?

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Answers all the things you want to know.</td>
</tr>
<tr>
<td></td>
<td>Explains things (sometimes in different ways).</td>
</tr>
<tr>
<td></td>
<td>Has conferences with us.</td>
</tr>
<tr>
<td></td>
<td>Encourages us to get it done.</td>
</tr>
<tr>
<td></td>
<td>Says, &quot;Be quiet,&quot; with a mean look on her face.</td>
</tr>
<tr>
<td></td>
<td>Asks someone else to explain.</td>
</tr>
<tr>
<td></td>
<td>Gives us games to play.</td>
</tr>
<tr>
<td></td>
<td>Grades papers, marks down grades.</td>
</tr>
</tbody>
</table>

QUESTION 8: DOES YOUR TEACHER EVER THINK ANYTHING IS FUNNY? WHAT SORTS OF THINGS DOES SHE THINK ARE FUNNY? WHAT DOES SHE DO WHEN SOMETHING IS FUNNY?

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Laughs.</td>
</tr>
<tr>
<td></td>
<td>Talks &quot;mod.&quot;</td>
</tr>
<tr>
<td></td>
<td>Says, &quot;That's funny, cool, neat, that kid's a riot.&quot;</td>
</tr>
<tr>
<td></td>
<td>She giggles, chuckles, smiles, snickers, grins, cracks up, goes hysterical.</td>
</tr>
<tr>
<td></td>
<td>She says funny things.</td>
</tr>
</tbody>
</table>

QUESTION 9: DOES YOUR TEACHER EVER MAKE YOU FEEL IMPORTANT? WHAT DOES SHE DO?

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>She comforts or pays attention to me when I'm hurt.</td>
</tr>
<tr>
<td></td>
<td>Pays attention or listens to what you say.</td>
</tr>
</tbody>
</table>
Kinda puts you in the center of attention.
When you make something good or bring in something she tells or shows it to the class.
She makes you an example.
Lets us do things like talk a little bit.

**QUESTION 10: DOES YOUR TEACHER EVER MAKE YOU FEEL YOU ARE NOT IMPORTANT? WHAT DOES SHE DO?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Doesn't call on you; you don't get a chance to answer questions; calls on someone else; doesn't let you say anything when your hands are up.</td>
</tr>
<tr>
<td>_______</td>
<td>When I start talking she butts in and starts talking.</td>
</tr>
<tr>
<td>_______</td>
<td>Doesn't do what you want or let me do anything or go anywhere extra like when I ask to do the boards she says, &quot;No.&quot; She leaves you out and doesn't pick you to be in charge, says, &quot;Let them do it today, not you.&quot;</td>
</tr>
<tr>
<td>_______</td>
<td>Tells the class bad stuff about me, what I did wrong, when I get in trouble (makes everyone know).</td>
</tr>
<tr>
<td>_______</td>
<td>Puts your name on the board for incomplete work.</td>
</tr>
<tr>
<td>_______</td>
<td>Gives you &quot;F&quot;, makes you do your paper over.</td>
</tr>
</tbody>
</table>

**QUESTION 11: DOES YOUR TEACHER TRUST YOU? HOW CAN YOU TELL?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>She listens very carefully and believes you (me).</td>
</tr>
<tr>
<td>_______</td>
<td>She goes along with something or you say something and she believes it; when you tell her to check something down and you don't show her, she doesn't check on you; she believes me when I forget to bring in my reading slip.</td>
</tr>
<tr>
<td>_______</td>
<td>Lets me (leaves me alone to) do my work by myself.</td>
</tr>
</tbody>
</table>
Moves a person by a friend (knows we won't talk).

Lets me stay in for recess and clean up the staff room.

Asks you to help or show someone how to do it.

**QUESTION 12:** ARE THERE STUDENTS IN YOUR CLASS THAT YOUR TEACHER DOES NOT TRUST? HOW DO YOU KNOW?

**Category**

**Response**

She ignores them. Doesn't call on them, pay attention to them, or help them when they try to get her attention.

Treats them mean; gets mad, has a mean look on her face, yells, frowns.

Makes them sit down, stay in their seats, go in the hall, go to the office.

When something is stolen she goes to the ones she doesn’t trust first and asks them if they know anything about it. Says she’ll know when someone is lying by the way they say it. She says, "I don't think I can trust you," "I don't trust you," "Are you sure?" "Is that true?" "Oh, that's not true."

**QUESTION 13:** WHAT DOES YOUR TEACHER DO WHEN A VISITOR COMES IN THE ROOM?

**Category**

**Response**

She finishes with the person (student) she is working with.

Right before the visitor gets there she says, "Now you better shape up."

Tells us to be good, to behave, show our manners, mind, not to bug her.

She calls us up front and introduces us to the visitor.
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If it's a kid's mother she'll ask them what they want.

Says, "Hi" and finds her a seat.

Helps the visitor to know the school.

QUESTION 14: DOES YOUR TEACHER SPEND MUCH TIME HELPING STUDENTS? WHAT DOES SHE DO?

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explains things to us; explains things we don't understand; tells you how to do something.</td>
</tr>
<tr>
<td></td>
<td>Listens to them, but she does not tell you the answer.</td>
</tr>
<tr>
<td></td>
<td>She just tells us once and then she says find it out for yourself.</td>
</tr>
<tr>
<td></td>
<td>She says like, &quot;Read it again,&quot; and won't help you.</td>
</tr>
<tr>
<td></td>
<td>She checks and grades papers and tests, mostly sitting at her desk.</td>
</tr>
<tr>
<td></td>
<td>Lets our substitute do it. She goes to the office or somewhere else.</td>
</tr>
</tbody>
</table>

QUESTION 15: DOES YOUR TEACHER DO ANYTHING THAT MAKES YOU REALLY LIKE SCHOOL? WHAT DOES SHE DO?

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lets us play games, has math and reading games, gives us free time, typing time, has little skit-like things for us to do, have parties, play chess, plays password with us.</td>
</tr>
<tr>
<td></td>
<td>She says, &quot;You're doing great,&quot; &quot;You're doing good in math,&quot; &quot;You're a good worker.&quot;</td>
</tr>
<tr>
<td></td>
<td>When we get done with our work she lets us go to the library.</td>
</tr>
<tr>
<td></td>
<td>Lets us do dramas, plays, and special projects.</td>
</tr>
</tbody>
</table>
Sometimes we get special privileges, use her calculator.

If we get all our work done, we do something to make food, pretzels.

She tells jokes.

She reads to us.

**QUESTION 16:** DOES YOUR TEACHER DO ANYTHING THAT MAKES YOU REALLY DISLIKE SCHOOL? WHAT DOES SHE DO?

**Category** | **Response**
--- | ---
Tells me to sit down and to quit talking, mean like.

Makes you do a paper over instead of just making corrections; makes you go back and correct it or do things neater.

Sometimes when you're not working up to where you're supposed to be she makes you stay after school and do the work that's not done; makes you stay after school for something you did earlier in the day.

Tells you to get back to work when I am curious and I really don't want to.

Made us sit in our seats two days in a row.

Says, "You didn't get this paper in," mean like.

**QUESTION 17:** WHAT DOES YOUR TEACHER DO WHEN SOMEONE IN THE CLASS ACTS UP?

**Category** | **Response**
--- | ---
Tells them to leave the room.

Calls them up to her desk for a talking to.

Makes them sit in the corner, or by themselves.

Tells them to put their heads down on their desks until they can behave.

Says, "Shut up or get out."
Tells them to sit on the floor because the desks are for study.

Takes them by the shirt to discuss it.

Tells them to stop screwing around in a loudly voice.

Asks to see their work.

Tells them to behave, be good, calm down, be quiet, not to act up.

**QUESTION 18:** DO YOU THINK YOUR TEACHER LIKES TEACHING? HOW CAN YOU TELL?

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>She will, can, and tries to help and works with you.</td>
</tr>
<tr>
<td></td>
<td>She is right there when we need her.</td>
</tr>
<tr>
<td></td>
<td>She gets mad or disgusted, frown, and yells a lot.</td>
</tr>
<tr>
<td></td>
<td>She smiles, laughs, plays, has a good sense of humor.</td>
</tr>
<tr>
<td></td>
<td>Has fun with the other teachers.</td>
</tr>
</tbody>
</table>

**QUESTION 19:** HOW DO YOU KNOW WHEN YOUR TEACHER IS HAPPY WITH WHAT YOU'VE DONE?

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Smiles and laughs; smiles at what you've done.</td>
</tr>
<tr>
<td></td>
<td>Shakes our hands.</td>
</tr>
<tr>
<td></td>
<td>She gives happy grams, credits, or points.</td>
</tr>
<tr>
<td></td>
<td>Sometimes we get to read a book when we get our work done.</td>
</tr>
<tr>
<td></td>
<td>Says, &quot;We won't have this much (or so much) work to do.&quot;</td>
</tr>
<tr>
<td></td>
<td>Lets you do something that you normally don't get to do if you've worked hard--like play rainy day games.</td>
</tr>
</tbody>
</table>
QUESTION 20: HOW DO YOU KNOW WHEN YOUR TEACHER IS NOT HAPPY WITH WHAT YOU'VE DONE?

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Puts a check mark.</td>
</tr>
<tr>
<td></td>
<td>Gets mad or yells at us.</td>
</tr>
<tr>
<td></td>
<td>Bawls you out. Throws it out.</td>
</tr>
<tr>
<td></td>
<td>Gives us work!! Piles it on. Says we won't play.</td>
</tr>
<tr>
<td></td>
<td>Gets cross, mean, upset, gripes.</td>
</tr>
<tr>
<td></td>
<td>She won't give you a point.</td>
</tr>
<tr>
<td></td>
<td>Says, &quot;Oh&quot; and then your name, long and drawn out.</td>
</tr>
<tr>
<td></td>
<td>Makes you do a sheet about it, makes you take work home.</td>
</tr>
</tbody>
</table>

QUESTION 21: ARE THERE STUDENTS IN THE CLASS THAT YOUR TEACHER REALLY LIKES? HOW DO YOU KNOW?

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Says if you did something that it's very good. Likes the work we've done.</td>
</tr>
<tr>
<td></td>
<td>Tells you she'll spend time with you after school.</td>
</tr>
<tr>
<td></td>
<td>Lets them do special things we aren't allowed to.</td>
</tr>
<tr>
<td></td>
<td>Gives them important things to do: lets them grade papers, get her mail from the office, etc.</td>
</tr>
<tr>
<td></td>
<td>Gives them candy.</td>
</tr>
<tr>
<td></td>
<td>Goes up to them and hugs them and says, &quot;I love you.&quot;</td>
</tr>
<tr>
<td></td>
<td>Tells them they're great students.</td>
</tr>
</tbody>
</table>
QUESTION 22: ARE THERE STUDENTS IN THE CLASS THAT THE TEACHER DOESN'T ESPECIALLY LIKE? HOW CAN YOU TELL?

Category Response

- Yells at them.
- Gets angry/mad, frowns at them; looks at you mean.
- Is mean to them/me.
- Tells them to get to work in a scoldy way.
- She says they cheat.
- Says she is disappointed with them.

QUESTION 23: IF YOU EVER HAD TO EXPLAIN SOMETHING TO THE TEACHER, HOW WOULD YOU KNOW THAT SHE REALLY UNDERSTOOD YOU?

Category Response

- Tells the other person just to wait a minute.
- She would say so or tell us that she understood.
- She'll talk to you about it.
- She tells or explains it back to me or talks back what I was talking about (repeats what you said).
- She would say, "Good," "Nice," "Very good," "Good job," "Yes, that's right, right?" "O.K., that's fine."
- Lets you help others.

QUESTION 24: HOW DO YOU KNOW WHEN YOUR TEACHER DOESN'T UNDERSTAND YOU?

Category Response

- Says, "Can you explain it again?" "Tell me that again," "Repeat it."
She says, "Huh? I can't understand you." "What, I don't get it?"

Asks questions; she asks me a whole bunch of questions.

She'll sort of get confused, look puzzled, say, "Pardon me?"

She would nod her head sideways.

She tries to help you.

She says, "Go to your seat."

**QUESTION 25: WHAT DOES YOUR TEACHER DO WHEN SOMETHING SHE IS TRYING TO DEMONSTRATE OR EXPLAIN MESSES UP?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explains in more detail and sometimes without demonstrating.</td>
</tr>
<tr>
<td></td>
<td>Tells us to skip that part, look at the other one, not to write it down, to forget it.</td>
</tr>
<tr>
<td></td>
<td>Tells you to get the janitor.</td>
</tr>
<tr>
<td></td>
<td>Might get another to do it.</td>
</tr>
<tr>
<td></td>
<td>She goes out to get somebody.</td>
</tr>
</tbody>
</table>
TEACHER EVALUATION FORM: FOUR SETS OF TEACHER CLASSROOM INTERACTION DATA

Directions: Please read all items listed below before answering or checking any of the items and be prepared to answer items during your scheduled interview.

1. What is your general impression of the Modified Whitfield Observation System? Circle one:
   Terrible Mediocre Acceptable Great Super
   Comments:

2. What were your impressions of and reactions to your students' responses?

3. What were your impressions of and reactions to the observer's data?

4. Do you think the category names and conventions (Examples of student statements for each category) are appropriate and descriptively accurate?
   Circle One: Yes No
   Please explain:

5. Using a scale of: 0, No Value; 1, Very Small Value; 2, Somewhat Valuable; 3, Valuable; 4, Very Valuable; 5, Extremely Valuable; designate the value (degree of usefulness to you of each of the four sets of perceptual teacher classroom interaction data:
   a. Student Statement, Uncategorized Raw Data (Item 7 in packet of material received at meeting).
   b. Student Statements, Tabulated and Categorized (Item 6 in packets).
c. Student Responses, Rank Ordered by Category and Percent (Item 2, Student Response Column).

d. Observer Tallies, Rank Ordered by Category and Percent (Item 2, Observer Column).

6. If it were possible for you to receive any of the above data on a yearly basis, which would you prefer?

Circle One: A B C D B&C

7. Would you like to have the student questionnaire readministered to your students?

Circle One: Yes No

8. Would you like to have the Observers record your classroom behavior again?

Circle One: Yes No

9. If provided an opportunity to compare post-data results with the original data you received, what evidence of change would you look for in the following:

a. Student Responses, Uncategorized Raw Data (Item 7 in packet of materials received at meeting).

b. Student Responses, Categorized and Tabulated (Item 6 in packet).

c. Student Responses, Rank Ordered by Category and Percent (Item 2, Student Response Column).

d. Observer Tallies, Rank Ordered by Category and Percent (Item 2, Observer Column).

10. List some of the ways you will use these data:

a. Student Responses, Uncategorized Raw Data (Item 7 in packet).

b. Student Responses, Categorized and Tabulated (Item 6 in packet).

c. Student Responses, Rank Ordered by Category and Percent (Item 2, Student Response Column).

d. Observer Tallies, Rank Ordered by Category and Percent (Item 2, Observer Column).
11. Do you have any hunches or explanation for the wide discrepancy between the teacher-student data and observers' data?

12. How would you compare the value of the Observational System for Instructional Analysis (OSIA) and the Modified Whitfield Observation System in assisting you to improve your classroom interaction and teaching techniques?

13. What suggestions do you have for preparing a checklist for the student questionnaire?

14. What suggestions do you have for making changes in the system?
APPENDIX N

TEACHER EVALUATION OF FOUR SETS OF DATA
TEACHER EVALUATION OF FOUR SETS OF DATA

1. What is your general impression of the Modified Whitfield Observation System?

Percent of Replies: 50% - Great; 50% - Super

Comments:

One of most valuable sources for measuring accurate classroom interaction.

Has helped to give teacher more confidence and better understanding of self. Seeing that other teachers do similar things has given teacher feeling of security.

Rapport established and understood by both teacher and students, includes much that is not readily observable by outsider or one who is not a part of the regular classroom.

Very impressed with system. Results have given teacher insights, caused changes in style.

Helped teacher develop awareness of student feelings of wanting attention and to be included and that all students need interaction with teacher and peers, even high I.Q. and independent working students. Great to get students' thoughts and perceptions.

Students' views are more important than those of an observer because they have to live with teacher and teacher really cares about students' thoughts and feelings.

Excellent system because teacher receives specific category data from three sources rather than relying on only an occasional outside observer. Has given insights on how others view the teacher as a teacher.

Need results of questionnaire much quicker to work on difficult areas.
2. What were your impressions of and reactions to your students' responses?

Impressions very good. Happy to see that I was coming across to them the way I felt I really was. It was interesting to see how they're able to pick up little incidents that might have happened once during the year and remember them.

At first thought children were nit-picking. Later did not feel this way.

In general, I was impressed and delighted by the students' responses because I felt their perception of me in the classroom situation and my interaction with my students was so close to my own perception. In other words, we both perceived the general classroom environment very similarly.

I was a little disturbed that occasionally one student seemed isolated from me and the environment or felt unable to respond with certainty or emotional involvement. Now I wonder if it was the same student throughout—if someone is feeling that isolated or unable to express himself?

Very valuable, interesting, revealing, and accurate. I was surprised that my students could tell me several things that I was doing that I wasn't aware of. Tremendous - I really enjoyed this part. The students were honest and I could see myself from their eyes.

I felt that the range of response to each question indicated my different treatment of different children. On most questions their responses struck me as familiar, but I learned some things that I do or that they think I do.

Mixed. Some funny. Some upsetting, because a student was very negative. I was able to see how I look in their eyes.

Very accurate. More reinforcing than negative, but indicated some definite areas for improvement.
I was surprised to see that Category 9 (Attacks-Belittles-Ridicules) was ranked third in their responses. Obviously, I do much more of this than I am aware of.

I felt they were accurate; however, their own personal needs were considered above my reasoning for my actions (this is natural). For example, one girl talks constantly—telling stories to the point you have to say "We'll talk about it later." It appears from her response I am ignoring, etc.

3. What were your impressions of and reactions to the observer's data?

Not too high. I felt that the students' data and my own correlated quite highly, but not that of the observer and mine. The observer was only able to watch me for a short time, and I feel they can get little valuable data from this short span. The students know me, unlike the observer, who is simply stopping in for a quick picture of what is going on.

They seemed to substantiate my own personal prejudice in that I felt an observer cannot comprehend the intricate interactions taking place within a classroom without being a part of the situation. The observer's perception of the environment, etc., was much different than the students and teachers.

Observer's data not as accurate as child's answers. An observer is a waste of time.

Not surprised. One can't help being on his/her best behavior when being observed.

I think the observer did as well as could be expected. However, because she does not see you on any average, she will not get as much correct data as the children who see you every day. If an observer could stay with you for a long period of time to get on record the real you, the data might correlate more closely with that of teachers and students. It was very objective and probably accurate. Would take a lot more observations to get an over-all average picture.

Since observations in my classroom all happened to come during "open time" where most interaction was one-to-one, I think the observer data would (and does) vary
greatly from student and teacher data. However, I find the data very useful because I am concerned with the quality of the one-to-one interaction.

This is good to know—that way we, as teachers, know what it may look like to a parent.

It is strange, yet interesting to see how an outsider "sees" what they think is going on in a classroom. The observer consistently has a different ranking of the categories which makes me believe that a certain behavior in their eyes is viewed differently by students and teachers.

In the teaching situations I was involved in I felt the evaluation was fun; however, if the situation changes naturally more categories would have higher percentages. For example, Models-Displays-Demonstrates for science teaching, etc. The goal of the lesson should be mentioned in the categorizing. One or two lessons don't accurately represent a teacher's approach.

Observers cannot be there long enough to obtain data which can be compared to student/teacher responses. Coders lack knowledge of interpersonal relationship.

4. Do you think the category names and conventions (Examples of student statements for each category) are appropriate and descriptively accurate?

Percent of Responses: 75% - Yes; 17% - No; 8% - No Response

Comments:

Gives me a good idea what the more common feeling is about that category, or in other words, what the common reaction to the question was. Attacks-Be-littles-Ridicules category so negative but many of the comments identified as such seem more managerial. Also the No Category seems inappropriate or needs something; e.g., responses to "Where in the classroom does your teacher spend most of her time?" Response: "With us" is N.C.
The things listed under Attacks-Belittles-Ridicules were things I do to keep from attacking, belittling, ridiculing! For example, "Stares at you," says, "Go to your seat." (Investigator's note: This teacher had misread the data and failed to see that these statements were categorized as Managerial Signals (10).

As comprehensive as possible. Perhaps a category needed on how the students think they are progressing. I think these are fine and I think it would be interesting to add student/teacher perceptions of what has been learned or amount, etc.

I really liked this (students perceptual statements) because by some you could see what you really did. The accumulative records were okay, but sometimes you could see how the category differed. I feel some that were applicable were marked No Category.

I think most of them are appropriately named and described. I am a little confused with Category 9, Attacks-Belittles-Ridicules. It seems to be a bit strong. Either the definition should be less harsh or else some of the behaviors currently listed under it shouldn't be there at all.

I feel that for some less mature children more explanation is needed.

For responses to questions 5 through 8, see Table 13.

9. If provided an opportunity to compare post-data results with the original data you received, how would you evaluate the results, and/or what evidence of change would you look for in the following:

    a. Student Perceptual Statements, Uncategorized Raw Data.

    Compare simply by inspection of student statements.

    Would have to count responses, make subjective decisions. Extremely time consuming. Very difficult to compare. Teacher would have to tabulate and categorize.

    By inspection, try to determine self-concept of children; their feelings of acceptance, inclusion.
To see if any change had occurred and negative response decreased, I would have to tabulate in head. Inspect, get general idea and impression. This would be more time consuming.

I would use the previous material given to compare the responses, using the same categories, by inspection and guessing.

Look for less negative words, less negative discipline, and less ignoring. I would be interested to see if any of the consistently negative comments had changed in tone at all or possibly omitted completely.

b. Student Perceptual Statements, Categorized and Tabulated.

Compare changes in categories by number responses and percent, plus inspection of student statements.

Look to see areas of growth--more detailed student responses. If they now see the setting more completely or identify each category more or less than previously.

Can compare tallies, categories, and responses more quickly.

These data provide more scientific, faster comparisons of teacher-student responses and changes in pre-post test behaviors. Makes it easier to determine self-concept of children and their feelings of acceptance, inclusion, etc.

Seeing if the response had changed, how and why, better or worse, etc., by checking categories. This saves time and one can still inspect student statements.

These data takes less time to interpret and are more objective when categorized. Would use the previous material given to compare the responses by changes in percent of the same categories.

More valid to compare by categories, also quicker.

Compare specific student statements. Get kids' impression--own words very telling. Look for less negative words, less negative discipline, and less ignoring.
Check to see if I have lower Categories 8 and 9 (Denies-Avoids-Ignors and Attacks-Belittles-Ridicules). I would be interested to see if any of the consistently negative comments had changed in tone at all or possibly omitted completely.

c. Student Responses, Rank Ordered by Category and Percent.

Compare category and percent, look for changes: positive vs. negative.

Compare my behavior shown on my individual profile with that of other teachers shown on the Cluster B and C composite.

Check to see what changes occurred; e.g., check to see if seeking clarification came up. Changes in corrective feedback and attack, belittling.

Can compare category rank and percent, only.

Would look for higher ranking of specific categories: 1, 3, 4, 5, 6, 7, 13.

Take the top three or four items and the bottom three or four items—compare with the previous—to find how I or the reaction of the students have changed.

Look to see if Categories 8 and 9 are lower in rank on the past data; higher percent No. 7.

Compare changes in categories—focus on areas—like student statements better, gives more specific data.

d. Observer Tallyes. Rank Ordered by Category and Percent.

Compare category and percent changes.

Observer data is not valid.

None—not profitable or valuable to me.

Compare data by categories.

Would look for higher ranking of specific Categories: 1, 3, 4, 5, 6, 7, 13.
Take the top three or four items and the bottom three or four items—compare with the previous—to find how I or the reaction of the students have changed.

Don't think this data shows much.

I would look and hope for a little better correlation between observer and student-teacher responses.

Not too important. No change.

10. List some of the ways you will use these data:

a. Student Perceptual Statements, Uncategorized Raw Data.

Very beneficial in knowing how I come across to students. From the data I can work on some of my weak areas in communication with the students. I'm able to pick out specific points (habits) of myself that need to be worked on.

Responses get at the teacher as a person. Use information in a general way to try to be aware of problem feelings you want to enhance. Being aware helps in your own thinking.

Use for group discussions. I will work on self-concept/acceptance in group of each student and to determine general feeling of children's attitudes.

Reread it several times and change some of my phrases. Work on the negative points. Development objective.

More analysis of individuals in class. I think I will use these to try to figure out who the couple students were that consistently wrote negative comments to see if I can relate to them better than I am doing now.

Work to change climate of classroom to reduce negative comments by students.

b. Student Perceptual Statements, Categorized and Tabulated.

I can narrow down the area where I need to work on communicating better with students.
Examine with a view to changing or improving teaching behavior and attitudes.

Look for students statements which reveal "left out" or "picked on" feelings.

Match student statements with teacher responses to discover discrepancies between two sources.

Use for group discussions, to determine general feeling of children's attitudes, and to set objectives for professional growth.

Will work on self-concept and acceptance in group of each student.

Will use these to try to figure out who the couple of students were that consistently wrote negative comments to see if I can relate to them better than I am doing now; to see if any student attitudes and comments can be changed over a period of time.

Be more aware of a specific category to try to improve.

c. Student Responses, Rank Ordered by Category and Percent.

Helpful if I were thoroughly familiar with the Modified Whitfield System.

Not as beneficial as student statements. Little use. Of general use only.

Similar to b except can't determine specifics (students perceptual statements). Match rank of categories.

I might see if I can willingly change my behavior.

To set objectives for professional growth. This will help me better myself.

I will probably use it to see if I can change the climate of my classroom so that the percentage of responses in Category 9 is smaller.

d. Observer Tallies. Rank Ordered by Category and Percent.

Not beneficial for my purpose. I'm interested more in my total self as an individual.
Little use. Not too helpful. Of general interest only.

As a comparison of my "best" behavior with my student's perception.

To set objectives for professional growth.

This will help me on describing things to visiting parents—if I know what the class looks like to them.

I don't know that I can use this in a way valuable to me or my students. Since the students' responses were similar to mine, that's what is important. The observer wasn't there enough time to really see things the way they are.

11. Do you have any hunches or explanation for the wide discrepancy between the teacher-student data and observers' data?

Observers are outsiders, not personally involved, who spend short periods of time in the classroom; therefore, observer data is not valid because observers cannot possibly understand the interpersonal relationships or see and record the total picture.

Observers cause changes in teacher behavior; the presence of observers frustrates teachers and place restrictions on their behavior of being a person; teachers, consciously and unconsciously, put their best foot forward and refrain from engaging in negative or severe behaviors; some teachers view the observation session as a game and deliberately try to "out-fox" the observer.

Student data are much more important to teachers than observer data; student views reflect the rapport established by teacher and students which observer data cannot reveal; teachers really care about their students, their feelings about teacher acceptance of them and their feelings of isolation.

Teachers need to see themselves as their students see them so they can continue positive behaviors and eliminate negative behaviors that student, not observer, data give them.
Observation of classroom instruction is a waste of time, even though observer codings are objective and accurate they are not as accurate as student responses.

12. How would you compare the value of the Observational System for Instructional Analysis (OSIA) and the Modified Whitfield Observation System in assisting you to improve your classroom interaction and teaching techniques?

OSIA is more objective--maybe even more valid, but really measures something different. Whitfield measures more of a climate or attitude, the affective domain.

The Modified Whitfield System gives student input which is so valuable. OSIA does give student behavior data in response to specific teacher behaviors and vice versa.

Modified Whitfield System may be more suitable to our kind of informal classroom interaction. OSIA would be more helpful in a direct lesson-teaching situation. Modified Whitfield suits open situation--receive information from all students.

I prefer the Modified Whitfield System over OSIA simply because it has the children's responses and opinions.

Modified Whitfield more valuable as an instrument for change. Gives small details which you can be aware of--your and student's feelings are most important. It is important to know whether you perceive your methods the way your children do. It is what really happens.

Modified Whitfield System gets at nonverbal behavior and the affective domain much more than does OSIA which is more sophisticated and slanted toward the cognitive domain.

Student responses are more valid than OSIA observer codings.
13. What suggestions do you have for preparing a checklist for the student questionnaire?

A checklist would be o.k. as long as there is provision made for students to add other statements; not as good as original questionnaire. It becomes de-personalized, computerized; however, checklist would be better than observers.

Children are often unable to make statements in detail and may mean much more than "yes, she does," I am sure there are some student responses that are repeated again and again that students would have used if they had seen it. I think a checklist could be developed which utilizes these "common" statements and include space for personal evaluation comments.

Use some of the answers on this essay as guides for questions. Amplify statements regarding "grading papers, at her desk, etc." Put items horizontally, starting some with positive, some with negative responses. Use wording from kids' actual responses. Have the option of putting in a comment if none of the responses seem appropriate.

Is it possible to get at student's individual personal perceptions with a checklist? If so, checklist is o.k.; would make it easier on the students.

A checklist could influence student responses; better than nothing, though.

For each question have several responses which the student ranks in order of frequency of occurrence (each response from a different category). Each child should give answer in relation to teacher's behavior to him/her in order to give frequency of occurrence data (something to show which happens most).

14. What suggestions do you have for making changes in the system?

Make checklist for student perceptions to facilitate earlier return of data and provide pre and postdata in one school term.
In the question, "What does your teacher do when a visitor comes in the room?", the visitor should be identified in a general way: guest speaker, parent, child, local building administrator or teacher, etc. The teacher's behavior is influenced by who the visitor is.

Change title of Category 9 from Attacks-Belittles-Ridicules to something less aggressive and inflammatory. More clarification in definitions for Categories 8, 9, and 10. Recategorization of comments under appropriate headings. Disagree with some of the categorization. (Investigator's note: This teacher had misread and incorrectly interpreted the data.)

Administer to small group--read and explain.

Consider horizontal layout.

None—except administer questionnaire two or three times a year. Need the questionnaire administered in November and in early May.

Ask more specific questions to cover responses such as "at her desk," "grading papers," etc.

I think the behavior categories are very complete, however, on the student questionnaire it would be interesting to know how they feel about their learning or lack of learning at different stages during the year.

It would go smoother, I think, if it could be given orally to a smaller group of children at a time, because I am sure that many of our children had difficulty reading the questionnaire.
Books


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Unpublished Materials


