

# Journal of Classroom Interaction

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## **Classroom Interaction in Effective and Ineffective Schools: Preliminary Results from Phase III of the Louisiana School Effectiveness Study**

Original Citation: Stringfield, S., Teddlie, C., & Suarez, S. (1985). Classroom interaction in effective and ineffective schools: Preliminary results from Phase III of the Louisiana School Effectiveness Study. *Journal of Classroom Interaction*, 20(2), 31-37

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**Abstract:** A major focus in Phase III of the Louisiana School Effectiveness Study is on the relationship between classroom interaction patterns and school effectiveness. This paper presents observations on similarities and differences between prior teacher and school effectiveness studies, the LSES-III methodology, and preliminary results from one of the eight pairs of schools involved in the yearlong study. The data indicate that the use of low-inference classroom interaction observation systems can provide powerful information for differentiating effective from ineffective schools.

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## **A Differential Analysis of Effectiveness in Middle and Low Socioeconomic Status Schools**

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Abstract: A major focus of the Louisiana School Effectiveness Study has been the search for characteristics of exemplary schooling in varied economic contexts. In this paper differential results of analyses of effective, typical, and ineffective schools in middle and low socioeconomic neighborhoods are presented. Implications for practitioners and for future research are discussed.

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## A Study of the Generalizability of Teacher Change Quasi-Experiments

Original Citation: Stringfield, S., Schaffer, E., & Devlin-Scherer, R. (1986). A study of the generalizability of teacher change quasi-experiments. *Journal of Classroom Interaction*, 21(2), 9-15

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**Abstract:** Quasi-experimental teacher effectiveness studies have indicated that properly designed staff development programs can lead to changes in teacher and student behavior and to gains in student achievement. Those studies involved workshop series led by nationally known scholars. Using instructors from varied backgrounds, the current study examined the extent to which the findings of prior research would generalize to contexts where experimenter effects were less likely to confound findings. Four series of the Stallings Effective Use of Time Program were analyzed for levels of teachers' classroom behavioral change. The leaders of each series were, respectively, an external consultant, university professors, local principals, and local teachers. Classroom observational data gathered before and after the four workshop series provided significant, though limited, support for the generalizability of change from such programs. The leader characteristics variable produced no significant effects, thus increasing the support for potential cost-effective use of prior teacher effectiveness quasi experiments.

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## **A Two-Year Follow-Up of a Staff Development Program Designed to Change Teacher Behavior**

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Abstract: Two years after participating in a replication of the Stallings Effective Use of Time (EUOT) Program, ten teachers were re-observed and interviewed to determine the extent to which they had maintained the measured changes in their behavior patterns. Subjects were selected for the follow-up from a 27 EUOT teacher sample based on having exhibited substantially more, or substantially less than average pre-to post-workshop desired behavioral change. On the behavioral variable, All Academic Statements, both relatively high and low implementers remained somewhat above their pre-workshop means. Neither group remained significantly improved on the aggregated variable, Organizing/ Off-Task Behaviors. Interviews revealed that two years after training the high implementers recalled more specific, behavioral recommendations than did teachers who two years previously had been low implementers. The implications of these findings for research and practice are discussed.

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## **Methods, History, Selected Findings, and Recommendations from the Louisiana School Effectiveness Study, 1980-85**

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Abstract: An overview of the first five years of the Louisiana School Effectiveness Study (LSES) is described. The longitudinal nature of the study has allowed the research team to develop an evolving methodology, one benefiting from prior external studies as well as prior phases of LSES. Practical implications and recommendations for future research are presented.