

# News Notes

ROBERT C. MCKEAN AND BOB L. TAYLOR

**FOUR SIMPLE TIME STUDY TECHNIQUES** for classroom use have been developed by Wisconsin R&D Center staff members. In explaining these modifications of techniques used by other researchers, the project staff has defined five kinds of time:

*Allocated time*—the total time designated for instruction in a given subject matter. Allocated time may be divided into two subcategories—general content time and available time.

*General Content time*—that portion of allocated time spent on necessary or useful activities not directly related to learning the subject, for instance, time students spend gathering materials.

*Available time*—the allocated time remaining after general content time is subtracted, or the actual minutes available for subject area work. This is divided into engaged time and non-engaged time.

*Nonengaged time*—includes anything that happens during available time which is not related to learning, for example, waiting for teacher assistance.

*Engaged time*—the amount of time the student spends actively involved with learning activities related to the subject matter.

The time study techniques are:

*The single student stop watch technique.* An observer with a stop watch closely observes the chosen student, stopping the watch whenever the student is nonengaged.

*The teacher observation technique.* The teacher looks around the room every five or ten minutes and records the number of students who are engaged in learning. An average of the recorded figures tells approximately the number of children engaged at any time during the period.

*The teacher log technique.* When students have individual objectives, teachers can log the estimated time each child spends on those objectives for a week. A sample of one-

fourth of the class will give a reasonable average estimate of allocated time.

*The general content record technique.* Teachers can keep a daily record that lists such items as the difference between the time when an instructional period is supposed to start and the time when all students are actually ready. List interruptions such as announcements over the intercom.

Any questions? The Wisconsin R&D Center is located at 1025 W. Johnson Street, Madison, WI 53706.

**AT A TEACHER "BURNOUT" CONFERENCE** in New York City, speakers said there was no single symptom of burnout but that there was a pattern of behavior displayed on the job. Job behaviors indicating burnout are negative attitudes; attempts to "get out"; increased use of sick time, drugs, or alcohol; depression; aggression; and suppressing or offering fewer alternatives to students.

Tom Jadin of the Winnebago (Wisconsin) Mental Health Institute maintained that "at least 60 percent of the staff burnout problem" was caused by personal and not organizational factors. To deal with burnout, teachers need to change their work styles: Adopt an attitude of "detached concern" with students; be yourself; pay attention to diet, smoking, exercise; learn to relax; establish a "time-out" system for periods of exhaustion; don't take work home.

Changing class routines can be of help. Move from lecture to discussion or from large to small group instruction. Make frequent changes in instructional procedures to reduce stress. Don't act like you are the only one who can do something. Involve students in more responsibility for their own learning. Principals may help by providing a better school climate with a sense of community.

**FOR BLOCK-TIME AND CORE TEACHERS,** Evanston Township High School has developed a "Com-

bined Studies Guide" that is a model of home-school communication. The guide gives the history of combined studies at Evanston High School, explains the operation of Combined Studies Student Council and the Parent Council, lists major departmental social activities, and provides biographical sketches of the Combined Studies faculty. Copies are available from the National Association for Core Curriculum, 407D White Hall, Kent State University, Kent, OH 44242.

**NOXIOUS FUMES NEED VENTILATING.** A notice in the May 26, 1980, issue of Washington State's *Our Public Schools* reminds us to review precautions to be taken when working with noxious fumes such as the methyl alcohol vapors from duplicating machine fluid:

1. Use duplicating machines in well-ventilated rooms and under an exhaust hood if a long operation is anticipated. Check to make certain that exhaust fumes do not re-enter the room through nearby open windows or doors.

2. Make certain that personnel identify what type of fluids or cleaning solvents are being used. Insist that they follow the manufacturer's instructions. When there are manufacturer's directions, develop and post procedures for their use.

3. Train all employees using potentially toxic chemicals in their proper use and handling.

4. Let large orders of duplicated papers air for 24 hours before collating and stapling.

5. Employees should not wash their hands with duplicator fluid to remove ink. Suggest the wearing of rubber gloves during use of the duplicating machine.

**AMERICAN STUDIES MATERIALS** have been produced by the Project for American Studies in Secondary Schools, Ball State University. The teaching units or minicourses, for use in middle, junior, or senior

high schools, include such labels as "Changing Landscapes," "The American Family," and "Gadgets." Further information is said to be available by writing to Joseph Trimmer, Director, Project for American Studies, English Department, Ball State University, Muncie, IN 47306.

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## Information Resources

BY FRED ROSENAU

THOSE WHO WORK WITH TEACHERS in an effort to bring about change will uncover much useful information in *The Linking Agent's Tool Kit*, a three-volume set of readings and tools that represent some of the findings of the Research and Development Utilization Program sponsored by the National Institute of Education. Included are items such as a trouble-shooter's checklist, problem-solving techniques for administrators, and tips on common evaluation hazards. Price: \$35. Write for a free descriptive brochure on this set of improvement tools and several others from the same R&D effort. Address: The Network, 290 S. Main Street, Andover, MA 01810.

SOME SCHOOLS SEEM ABLE to stimulate children from low-income families to become high achievers. Those schools tend to be staffed by professionals who believe that school learning climate influences educational opportunities and accomplishments, that learning climate can be improved, and that such improvements will benefit low-income kids.

Now Teacher Corps, of the Department of Education's Office of Educational Research and Improvement, has published *School Learning Climate & Student Achievement*. This paperback defines learning climate, reviews pertinent research, and offers specific strategies and activities built upon research. For information, write SSTA Center, c/o Teacher Education Projects, Florida State University, 403 Education Building, Tallahassee, FL 32306.

Also, don't forget ASCD's new filmstrip kit, "Improving School Climate." The kit includes three sound

filmstrips, two miniaudits, and a leader's guide—all aimed at climate improvement. It's available from ASCD at a price of \$95 for members and \$125 for nonmembers.

MANPOWER, CHAIRMAN, MOTHERING, mailman, coed, housewife—have any of those words been giving you difficulty lately? If so, you should look at "Guidelines for Nonsexist Language in APA Journals," single copies of which may be obtained without charge by sending a stamped envelope, addressed back to yourself, to Publication Manual, Change Sheet 2, American Psychological Association, 1200 17th Street, NW, Washington, DC 20036.

And/or some useful suggestions on avoiding sexist writing may be found in "Guidelines for Equal Treatment of the Sexes," offered gratis by Publicity Dept., McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, NY 10021.

IF YOU'RE READY TO MOVE AWAY from the lecture/printed text/essay methodology, and thinking of moving toward off campus learning activities, then you'll want to look through *Experience-Based Learning and the Facilitative Role of the Teacher*, a set of staff development materials for supervisors, teachers, and administrators. The four paperbound volumes provide background readings, learning activities, and annotated references for further study; their titles are *Planning with Students*, *Monitoring Student Progress*, *Evaluating Student Progress*, and *Overview to Experience-Based Learning*. Accompanying the volumes is a compact *Coordinator's Handbook*, designed for both preservice and inservice use. This new set of handbooks, developed with funding support from the National Institute of Education, is priced at \$13.50. Two ¾" color videotapes are also available for purchase. Order from Order Dept., Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103 (payment must accompany each order).

THE OFFICE FOR HANDICAPPED INDIVIDUALS (OHI) in the new Office of Special Education and Rehabilitative Services has established a Clearinghouse on the Handi-

capped. It provides direct information services, researches and monitors information operations, and provides technical assistance. The Clearinghouse specializes in knowledge about federal funding, programs, and legislation for serving the handicapped. One of its publications, *Directory of National Information Sources on Handicapping Conditions and Related Services*, is up to date as of May 1980. A single copy may be requested from OHI, if you're an "information or service provider," but it's on sale through the Superintendent of Documents at \$6.50 (stock #017-000-00234-7). Other publications include: *Programs for the Handicapped* (six issues per year), *Selected Federal Publications Concerning the Handicapped*, and *Pocket Guide to Federal Help for the Disabled Person*. Write to OHI at Department of Education, Room 338D, Humphrey Building, Washington, DC 20201.

SOME BRIEF COMMENTS: A Professional Development Series, published by Syracuse University's National Dissemination Center, features such monographs as *Perspectives on Preservice and Inservice Education, Sources and Resources: An Annotated Bibliography on Inservice Education*, and *Involvement: Study of Shared Governance of Teacher Education*. Prices range from \$3 to \$4.50. Ask for a free publication order form from National Dissemination Center, School of Education, 123 Huntington Hall, Syracuse, NY 13210.

Coordinators, curriculum specialists, consultants, and college faculty can turn to a new resource—the *Journal of Staff Development*. The first issue took as its theme "effective staff development programs for secondary teachers." Volume I, Number 1 is available at \$4.95, or a one-year subscription may be ordered for \$16. Better yet, one-year membership in the National Staff Development Council brings you the journal along with other benefits for \$24. Write NSDC, c/o Pat Zigarmi, 206 Oakhill Drive, Oxford, OH 45056.

From the American Association of School Administrators comes a new series of AASA Critical Issues Reports. One of the first is *Teacher Competency: Problems and Solutions*, which looks at such topics as: testing teachers for competency,

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