

tions. All are available from the World Future Society, 4916 St. Elmo Ave., Bethesda, MD 10814-5089.

[The World Future Society's Fourth General Assembly, "Communications and the Future" (described in these NEWS NOTES in October, 1981), promises to be excellent. Presenters include Roy Amara, Arthur C. Clark, Marilyn Ferguson, Willis Harman, Hazel Henderson, and Robert Theobald. The conference will be held July 18-22, 1982 at the Sheraton Washington in Washington, D.C.]

■ **EDUCATIONAL TECHNOLOGY**  
Don't forget the upcoming National Educational/Computing Conference (NECC-82) in Kansas City, Missouri, on June 28-30, 1982. For information, contact E. Michael Staman, Computer Services, University of Missouri-Columbia, 305 Jesse Hall, Columbia, MO 65211.

■ **LIFE IN 2081**  
A generally optimistic view of the human future is portrayed by Gerard K. O'Neill, Princeton physics professor, in his new book *2081*. His guided tour through the world of 2081 includes trips to solar-powered space colonies and travel through underground vacuum floater tunnels at thousands of kilometers per hour. He also portrays possible global trends for political and social institutions. O'Neill bases his forecasts on five "drivers of change"—computers, automation, space colonies, abundant energy, and communications. Teachers and students will find his historical review of the art of prophecy useful in understanding how futurists make forecasts. (Gerard K. O'Neill, *2081*, New York, Simon and Schuster, 1981.)

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## Educational Resources

NANCY CARTER MODRAK

■ **TRAINING THE MENTALLY HANDICAPPED**  
Recent developments in vocational training have demonstrated that the mentally handicapped can be trained to perform relatively complex work skills through the application of systematic

teaching procedures. *Training the Mentally Handicapped for Employment, A Comprehensive Manual*, edited by Richard T. Connis, Jo-Ann Sowers, and Linda E. Thompson, is based on a highly successful habilitation project, the Food Service Vocational Program at the University of Washington. The book contains concrete information on specific training techniques, treatment interventions in the work setting, job placement strategies, and follow-up techniques. It also examines administrative and evaluative skills, funding dynamics, and data collection systems.

The procedures described are primarily based on behavior modification techniques. The authors delineate specific skills needed by the mentally handicapped and detail the systematic training and evaluation components that are inherent to behavioral approaches. The book is addressed to professionals in special education, teachers, administrators, and all medical and mental health practitioners working with the mentally handicapped.

*Training the Mentally Handicapped for Employment* (192 pages) may be obtained from Human Sciences Press, 72 Fifth Ave., New York, NY 10011, for \$18.95 (ISBN 0-89885-001-0).

■ **PARENTS AID STUDENT ACHIEVEMENT**  
The National Committee for Citizens in Education (NCCE) has compiled an annotated bibliography of 36 research studies on the roles parents play in children's education, the roles that are most effective in developing cognitive growth, and the connection between involvement and achievement.

In the foreword to *Parent Participation—Student Achievement: The Evidence Grows*, editor Anne Henderson reaffirms the position of NCCE that "parents are a tremendous resource for public education, one that remains largely untapped." Unfortunately, Henderson says, "parents are often told, and many dedicated educators believe, that once children are in school their education is best left to teachers, that untrained parents unwittingly interfere with today's sophisticated teaching techniques, and that citizens who demand a voice in local education policy create needless conflict that disrupts the learning environment."

Yet these 36 studies indicate otherwise. For instance, Urie Bronfenbrenner, of Cornell University, found from his own research and from reviewing others' that long-term gains in cog-

nitive growth can be achieved by early intervention only if mothers become actively involved in their children's learning. Charles Benson found that children with parents who engage them in educational activities tend to do better in school, even if they are from very disadvantaged backgrounds. Another study of a long-term parent education program found that children who had been in the group for two or three years, beginning when they were only a few months old, were still scoring higher than control group children when they reached third grade.

*Parent Participation—Student Achievement* (70 pages) is available for \$3.25 plus \$1 for postage and handling from the National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, MD 21044.

■ **OUT OF THE CLASSROOM INTO THE BUSINESS WORLD**  
One out of every three teachers in the U.S.—700,000—received pink slips last spring. Unfortunately, teachers are less prepared than most workers to face the business world for new jobs.

*Finding Career Alternatives for Teachers* (FCAFT) is a career-change guide that zeroes in on the specific problems of the teacher career-changer and offers solutions from the perspective of one who has been both English teacher and business person. Author Anne Miller's interest in teachers and career change grew out of her own experience and that of her friends.

FCAFT is based on a sell-out course of the same name that Miller developed for the New School for Social Research in New York City four years ago. Written in workbook format, FCAFT guides the job-seeking teacher through a step-by-step series of practical exercises and assignments. It shows teachers how to overcome their tendencies to procrastinate, how to develop a career profile, how to market themselves in the business world, and how to use "sizzle" in an interview when they lack specific experience.

According to the Massachusetts Teachers Association, "Miller's workbook is the clearest, cleanest, easiest to use publication of its kind. It is ideally suited for individual use as well as for use in group training sessions."

*Finding Career Alternatives for Teachers* (84 pages) is available by mail, prepaid, for \$10.95 from Apple Publishing Company, Box 2498 R, New York, NY 10163. (New York residents add tax.)

## ■ BLOCK GRANTS EXPLAINED

During his campaign for the Presidency, Ronald Reagan promised to cut federal spending, reduce paperwork, and simplify federal programs. In the summer of 1981, Congress substantially agreed to his proposals. For elementary and secondary education, these actions have resulted in revisions in laws, reduction in federal money, and a sweeping consolidation of programs.

"The Coming Changes in Federal Education Programs" is a 14-minute color visual presentation that explains the effects of the Education Consolidation and Improvement Act on local programs. It emphasizes the many changes the Act makes in Title I of the Elementary and Secondary Education Act, and the consolidation of 28 programs into a single block grant. Specifically, it addresses such questions as: What activities are left as separate free-standing programs? What Title I expenditures can be continued under the new law? How much money can a local district hope to receive? Why will districts in some states receive three times as much money as those in other states? What requirements in Title I will be repealed? To ensure its authenticity, the presentation has been reviewed by staff in the Congress and the Department of Education.

Produced by the Atlantic Educational Corporation, the presentation is available in three versions with identical content: a filmstrip with cassette tape (\$45); a slide presentation with 69 slides and cassette tape (\$54); and a videocassette tape version, available in either VHS or Beta format (\$74). Each set includes a printed script and a copy of the Education Consolidation and Improvement Act of 1981.

"The Coming Changes in Federal Education Programs" is shipped on a ten-day approval basis. To order, contact Atlantic Educational Corporation, 420 C St., NE, Washington, DC. Phone: (202) 549-7334.

## ■ TEACHING THE U.S. CONSTITUTION

Project '87 is a joint program of the American Historical Association and the American Political Science Association to commemorate the bicentennial of the American Constitution. Project '87 published *Teaching the Constitution in American Secondary Schools*, which assesses current instructional materials, requirements and knowledge about the

# INSTRUCTIONAL DYNAMICS, Inc.

INSTRUCTIONAL DYNAMICS, INC. offers workshops designed to help teachers increase their effectiveness and to train supervisors in the use of the Clinical Supervision process developed by Dr. Madeline Hunter at the University Elementary School, UCLA. These workshops, offered in three phases, enable the teacher and supervisor to work together to optimize teaching and learning in the classroom.

PHASE I workshops are designed to help teachers become more effective by providing the psychological rationale for effective teacher decision making. By helping teachers make their decisions consciously — responding to the specific situation rather than habit — teachers become more consistently effective.

PHASE II workshops, available to those having satisfactorily completed PHASE I, focus on the development of skills essential in the clinical supervision process. These include skills which enable supervisors to observe and record data as the teacher teaches, analyze that data objectively using scientific principles of teaching and learning as criteria, and plan and conduct an instructional conference with the teacher.

PHASE III workshops, available to only those demonstrating proficiency in the content and skills presented in Phases I and II, focus on the development of skills necessary to train others to be more effective teachers and supervisors.

## PHASE I WORKSHOP ANCHORAGE, ALASKA August 9-13, 1982

### INSTRUCTORS:

JACK SUTTON: Educational Consultant and Demonstration Teacher,  
University Elementary School, UCLA

DAVID PHILIPS: Assistant Superintendent, Encinitas Union School District,  
Encinitas, California

For workshop information,  
please tear off and return to: **INSTRUCTIONAL DYNAMICS, Inc.**  
845 Via de la Paz, Suite A 177  
Pacific Palisades, CA 90272

Name \_\_\_\_\_ Title \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_  
\_\_\_\_\_ Zip \_\_\_\_\_

Constitution, and its norms and applications.

The American public will undoubtedly hear more about Project '87 with the airing of a commercial television series based on dramatization of the lives of persons and events that have helped shape the Constitution. The Project will also be producing more materials for use in elementary and secondary schools.

*Teaching the Constitution* (154 pages) may be ordered from Project '87/APSA, 1527 New Hampshire Ave., NW, Washington, DC 20036. Paperback copies cost \$6.50; hardcover, \$10.50 each. A 20 percent discount is offered to bookstores ordering more than 15 copies.

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## Research on Teaching

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JANET EATON

### ■ DATA BOX HELPS TEACHERS USE TEST RESULTS

Teachers don't always make full and effective use of test scores and other student assessment measures. This is often simply because they haven't been trained to do so. Researchers at the Institute for Research on Teaching have identified concepts teachers need to know in order to use the information available and have developed materials to help teachers learn those concepts.

Those materials are contained in what the group calls *The Data Box*. *The Data Box* "is our response to completing the link between assessment, planning, and instruction," said Project Coordinator Herbert C. Rudman.

*The Data Box* is a four-compartment container about the size of a briefcase. The first compartment contains a set of 5 x 8" vignette cards. The second compartment contains 37 documents typically available to teachers. A technical manual and an interpretive manual are in the third compartment; a memo pad is in the fourth.

A teacher uses *The Data Box* by first picking a vignette card. A typical vignette might be "Getting Ready to Meet the New Class." The vignette card asks the teacher such questions as, "What

information might you use to better know your students before the first day of class?" and "How would you organize that information?"

After the teacher has responded to the questions, he or she would turn to the vignette's corresponding section in the interpretive manual, which identifies the authors' approach to the questions and the rationale behind them. "There is no one correct solution," said Rudman. "The important thing is that teachers have a good rationale for their responses." By working through the vignettes, teachers should become more familiar with the assessment materials available to them, and more confident about using them.

The 37 documents in *The Data Box* are representative of those to which teachers are likely to have access. They have been classified into three categories to facilitate their use: characteristics dealing with (1) the individual pupil (for example, a child's previous grades), (2) the school and school system (class means on the SAT), and (3) the home and family (child custody documents). Each vignette asks the teacher to choose among these documents those that would be pertinent to the questions in the vignette.

*The Data Box* technical manual includes chapters dealing with the rationale behind the box and its use. It details the history of the project and gives instructions for using the box as a resource tool for teachers, in faculty meetings, and in systemwide inservice training programs. It also contains a brief synopsis of the literature review completed by the research team prior to the development of *The Data Box*. (The literature review is available, for \$7.50, as IRT Research Series No. 75, *Integrating Assessment with Instruction: A Review (1922-1980)*, by H. Rudman and others. Ordering information follows.

*The Data Box* will be published by the Psychological Corporation. For further information about *The Data Box*, write to Herbert C. Rudman, 405 Erickson Hall, MSU, East Lansing, MI 48824.

### ■ SOME STUDENTS WRITE A LOT

The best way to learn to write is to write. When newspaper headlines declare today's children cannot write, one wonders how much writing goes on in school. In an NIE-funded study, Susan Florio and Christopher Clark of the Institute for Research on Teaching found

that much writing in elementary and middle schools is not readily apparent because it is not done as formal writing assignments.

Key among the functions writing served, note Florio and Clark, were knowing oneself and others, occupying free time, participating in community, and demonstrating academic achievement. By looking at writing that serves these functions, as well as formal writing assignments, it was apparent that there is, in many classrooms, a lot of writing going on.

Awareness of this fact and sensitivity to the uses of writing in everyday classroom life afford teachers varied opportunities to plan for writing and its instruction, and to assess the many facets of student writing competence.

For a full report of the study, send for IRT Research Series No. 104, *Understanding Writing in School: A Descriptive Study of Writing and its Instruction in Two Classrooms* (full report, \$14, executive summary, \$2.75), by C.M. Clark and others. Ordering information follows.

### ■ HOW TEACHERS SPEND LANGUAGE ARTS TIME

"Back to the basics," is the rallying cry of many these days, but is this movement affecting classroom instruction? IRT researchers Laura Roehler, William Schmidt, and Margret Buchmann found that it is in some elementary school classrooms they have observed.

Teachers in those classrooms allocated the bulk of their instructional time to the most basic of the basic skills; reading and language arts took up 38 to 53 percent of the typical school day. Mathematics followed, taking 12 to 24 percent of the day. From 6 to 21 percent of instructional time was spent in art, music, and physical education. The observed teachers allocated little or no time to science and social studies. Non-instructional time in the classrooms ranged from 27 to 42 percent.

Within language arts instruction, time spent on written composition accounted for from 0 to 40 percent of the total time. Time spent on oral communication was from 4 to 39 percent. From 2 to 61 percent was the range for mechanics of writing.

Although reading is usually considered part of language arts, the researchers looked at it separately because teachers emphasize it so heavily. Teachers in this study allocated from 10 to 33 percent of their total instructional time to reading.

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