

in this area." (taken from the **APT Baseline**, Volume I, No. 1, September 20, 1982) John Downs, Bob Bower and Tom McCrudden have organized a group in Omaha, Nebraska. Their next meeting is scheduled for early December. Most of you know that the greater Boston area data-sharing group led by Carl Binder was organized several years ago and is still going strong. If you decide to form a group, let us know about it and share your data for possible publication.

The **Data-sharing Newsletter** is back in business! I would encourage all of you to subscribe. Each issue is filled with useful data, references, and procedures. A yearly subscription is \$10.00. To subscribe, send a check to: Carl Binder, Precision Teaching and Management Systems, P.O. Box 169, Nonantum, MA 02195.

If you would like to recommend changes in the format or content of **JPT**, don't hesitate to let us know. This is **your** Journal.

CHARTING ADMINISTRATIVE BEHAVIORS

Skip Berquam & Ann Starlin

Administrative leadership and effective management are necessary for any institution or organization to run efficiently. Schools are certainly no exception. One of the consistent and clear findings of the "effective schools" research conducted in the 1970's was that such schools had principals who were instructional leaders, rather than being just building managers. This is hardly an earth-shaking revelation. It should, however, elicit the somewhat novel question "What is it that an effective (fluent?) principal does?"

This line of questioning in the 1960's and 1970's led not only to a precise description of what fluent students did, but actually altered some educational programs in a way that produced more of these fluent students. It seems appropriate, in continuing this logic, to similarly describe and measure those teacher and administrator behaviors which are most likely to produce the kind and number of fluent students that our society needs.

Although the effective schools research, including data from direct instruction and precision teaching projects, seems to have had only a narrow impact on teacher training programs, it is with a rather thick-skinned optimism that we attempt to describe and measure the behaviors of the fluent principal. If education is reluctant to measure the performance of its students, can we expect it to measure the performance of its teachers and principals? Probably not, but let's

proceed with a blind hope, which lies with the thousands of chart-trained teachers and, perhaps hundreds of chart-trained administrators.

Who is to chart the behaviors of teachers and administrators? In training sessions we are constantly reminded that students must own their charts; they must "name their own horse" (thanks, Og). Yet, if there are over 100,000 students keeping their own charts nationwide, and over 10,000 trained teachers and administrators (Sacajawea Project data), how many teacher charts are being kept? How many principal charts are being kept? How many, excuse us for asking, college professor charts are being kept? Or is the chart only good for kids? Are we professionals so effective and so fluent in what we do that we do not need to systematically collect and analyze data on ourselves? We don't think so either. (Quick, Ann, help me down from this soap box before the mob attacks.)

Enough of this chiding. Perhaps you would like to see an actual chart of a principal's behavior? Let me get the file of charts on myself. It happens, by the way, to be the skinniest folder in my filing cabinet. (Let he who is without sin cast the first dot.) This is not to imply that I have no need to chart more of my own behaviors. It simply means that I am like so many others in this field. I love to collect, analyze and judge data, as long as it is on someone else! (The chart, please, Ann. They are getting nasty again.)

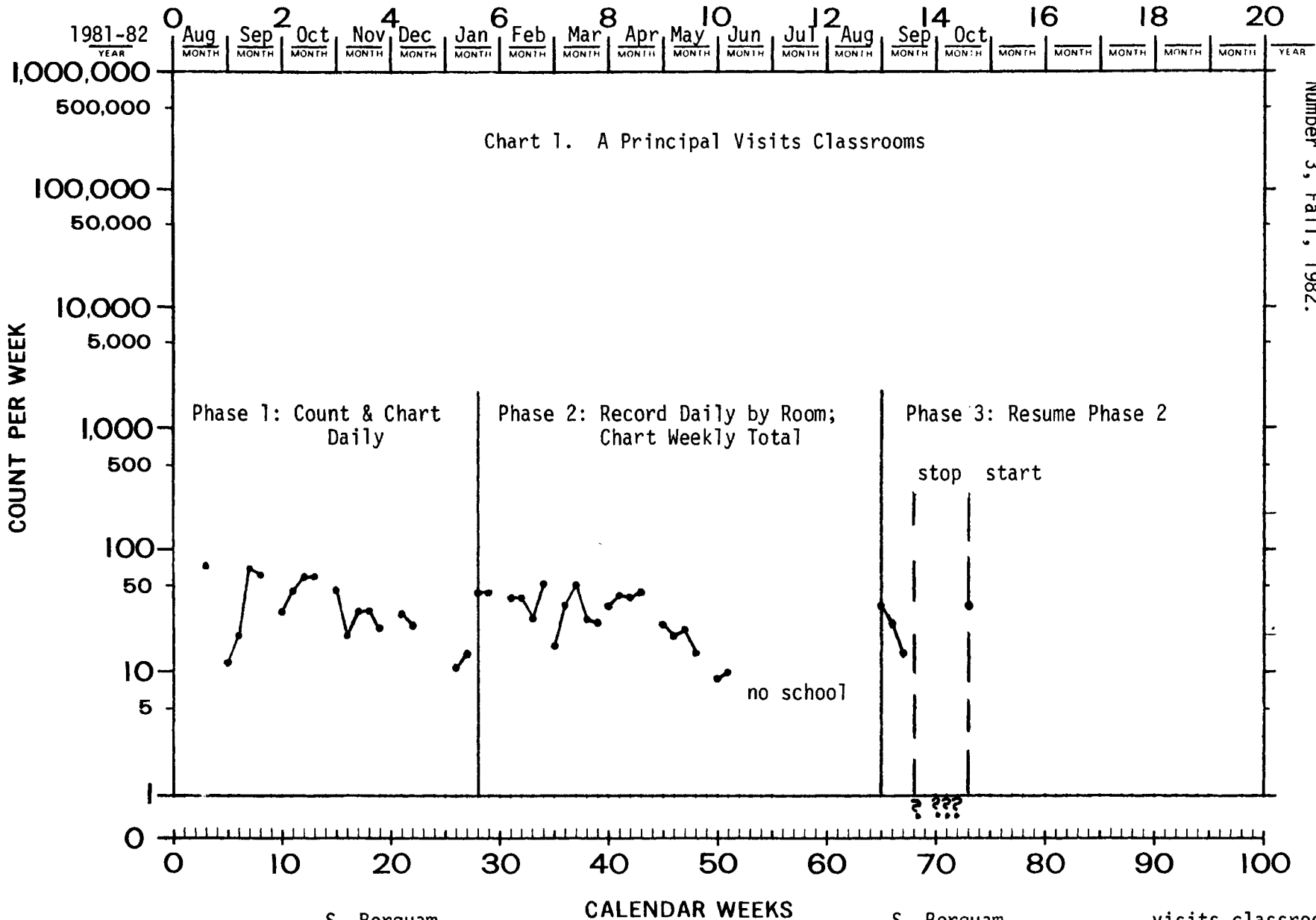
The effective principal must know what is happening in her or his school. It is necessary not only to look at some end result, such as student performance data, but to also know what is going on in classrooms. Thus, it seems reasonable to assume that classroom visits and observations must be made.

In managing this aspect of my administrative behavior, I follow a guideline that seems to have growing application for us: Quantity precedes quality. Thus, my objective was to count classroom visits. I made no initial difference between long or short visits, or between specific reasons for visits. If I entered a classroom, I made a count. My intention was to make many visits to each room. Within these many visits would be long visits and short visits, and some formal observations. From this quantity of visits, I hoped to draw the "quality" component that is necessary to properly assess the teaching/learning process.

Phase 1 of the chart shows the number of room visits I made per week, when I counted and charted them daily (these data are summarized from another chart). I drew several conclusions



CALENDAR MONTHS



Berquam, Skip and Startin, Ann. CHARTING ADMINISTRATIVE
 BEHAVIORS COLUMN. *Journal of Precision Teaching*, Volume III,
 Number 3, Fall, 1982.

73		S. Berquam		S. Berquam		visits classrooms	
SUPERVISOR	ADVISER	MANAGER		BEHAVIOR	AGE	COUNTED	
Port Angeles Public Schools	Port Angeles Public Schools	Port Angeles, Washington		S. Berquam			
DEPOSITOR	AGENCY	TIMER	COUNTER	CHARTER			

from the charted daily data. First, there was so much bounce that trends were not always apparent. Second, there were days when I made few visits. If I were concerned about keeping visits rather constant from day to day, daily recording would have been necessary. This also would have shown the influence of regularly scheduled meetings, such as administrative team meetings on Tuesdays. Neither of these were important concerns, however.

After about four months of this recording, I focused on one main objective. That was to get into each classroom regularly, such as twice each week. I made a weekly record sheet with each room listed, and a space to check for each day of the week. From this sheet I could get daily totals, room totals per week, and total visits per week. I then charted total visits per week. If I met my objective of two visits per room each week, my weekly chart would be fairly stable. Phase 2 of the chart shows the result of my room visit schedule through the end of last school year.

Once again I learned that merely monitoring behavior is often enough to change it. When I improved my recording procedure in January, my weekly counts immediately increased. Also, a trend became evident. March counts started low (I was in Orlando for the Winter Conference), and there was a dramatic decline in May and June, as end of the year planning began to take much of my time.

Phase 3 shows data from the first three weeks of the current school year. I knew that I was attending more meetings than the previous September. I also knew that other activities were taking more of my time. (We were planning a staff development program in precision teaching, and a small conference to be held in November.) The data were beginning to make me somewhat uncomfortable.

As you can see by the chart, I made a traditional, somewhat predictable, and totally irrational decision upon being confronted with irritating data. I stopped collecting it. Here I was, an espoused disciple of data, and it took me four weeks to admit that the real reason I quit charting was not because I was too busy to chart, but that I did not like what the chart was telling me.

I had been making visits during that time, but not as many as I wanted. When I again started counting and charting, it forced me to rearrange my schedule to insure that I got into each classroom often.

What is the message here, friends? Perhaps that it's easier to ignore when you don't count.

(Remember, ignore is part of ignorance.) I am sure there are many administrators and managers that are more diligent self charters than I. I am also sure that by sharing data and data collection procedures, we may begin to make as much progress in our own fluency as our students have in theirs. If you have a chart, share it. If you don't have a chart, start!

Here are some Chart Starters. Remember, start small, with a pinpoint that seems to be of major concern at the time: Number of phone calls; number of students sent to office (are Fridays really worse?); number of times YOU initiate a greeting to students; number of library books checked out; amount of ditto paper or Xerox paper used, by grade, room, subject, etc.; enrollment counts and projections; hot lunch counts; bus riding counts; daily attendance and tardiness, perhaps by period, if that is of interest; number of student charts kept; number of pages of professional reading. These are merely beginnings, and some of them may be inane, but if we can begin by regularly counting some simple behaviors, it will be easier to move to more complex pinpoints.

Send us your suggestions, and charted examples. In time, we may be able to describe the "fluent administrator."

REHABILITATION

Carl Binder & Charles Merbitz

The September, 1982 issue of *Byte* magazine was devoted to computers for the disabled, and has some articles of interest to the Precision Teacher. In particular, Paul Schweyda and Gregg Vanderheiden present a firmware card for the Apple II that allows a disabled person who can control only one type of input device to run commercial programs that require all other types of input. A Precision Teacher might use this device to have the microcomputer count and time behavior while running commercial programs that weren't designed to count and time.

Another interesting article, by Bruce Baker, reports on the development of a speech synthesizer using a language called 'Minspeak,' in which the disabled person selects concepts to communicate, not words, characters, or phonemes like other alternative communication methods. For example, a picture of a turkey represents "bad" or "danger," depending on the context. A microcomputer selects the word to send to a speech synthesizer based on context. If a Precision Teacher would work with Minspeak, we could have Standard Celeration Charts of concepts communicated per minute, and since it is on a microprocessor, all of the individual's