

The School Board of Broward County, Florida
The CHAMPs Workshop Evaluation Report, 2006-07

TABLE OF CONTENTS

I.	EXECUTIVE SUMMARY	i
II.	INTRODUCTION AND BASIC INFORMATION ABOUT THE CHAMPs WORKSHOP	1
III.	LITERATURE REVIEW	2
	Challenges Facing New Teachers	2
	Effective Professional Development	2
	Consequences of Failed Induction for New Teachers	3
IV.	PURPOSE OF THE EVALUATION	3
V.	METHODS	4
VI.	BUDGET	5
VII.	FINDINGS	5
	Question 1. Context	5
	Question 2. Input and Process	7
	Question 3. Product 1—Classroom Management	9
	Question 4. Product 2—Knowledge of Classroom Management	10
	Question 5. Product 3—Behaviors of Classroom Management	10
VIII.	SUMMARY	11
IX.	REFERENCES	12
X.	APPENDICES	14

The School Board of Broward County, Florida
The CHAMPs Workshop Evaluation Report, 2006-07

Executive Summary

First implemented in the 2002-03 academic year, Broward County Public Schools (BCPS) continues to implement the Conversation, Help, Activity, Movement, Participation, and Signal (CHAMPs) workshop for newly hired instructional staff. CHAMPs is a process developed by Dr. Randy Sprick to manage classroom behaviors and create a positive, proactive environment to increase the success of all students. During the 2006-07 school year, six CHAMPs workshop sessions were conducted, with a total of 843 participants (808 from BCPS and 35 from neighboring charter and private schools). The purpose of this program evaluation is to assess the implementation and outcome of CHAMPs using the context, input, process, and product (CIPP) model. Topics evaluated address participant demographics, satisfaction of program delivery, perception of impact on classroom and behavior management, and knowledge.

The CHAMPs workshops were implemented six times over the 2006-07 school year to meet the needs of newly hired staff. A careful review and synthesis of the information contained in planning documents, tools developed by staff to aid implementation, the sequence of the six workshops over the school year, and the **data from the online participant survey confirmed that the CHAMPs program was successfully implemented as designed.** Online survey data revealed CHAMPs participants' satisfaction with the objectives, organization, and materials of the workshop. Over two-thirds of the participants agreed that the components of the CHAMPs workshop helped with classroom management, to answer students' questions efficiently, and clearly state the task/objective of an activity. Pre- and posttest data verified a positive impact on participants' classroom management knowledge and behaviors.

Further improvement in the CHAMPs program may be realized with additional District resources. This could result in additional follow-up activities to help participants implement what they learned, allocation of additional time to the current one-day training, and reduction in session size to provide individualized learning. Finally, the District would be better served, if CHAMPs was incorporated in a larger context of successful professional development. Participants relayed that fellow teachers did not practice CHAMPs management components, therefore, trainees needed more help and follow-up to implement these ideas. Ideally, all professional development activities should move in the same direction. To maximize CHAMPs' impact, it must be integrated as a component of the larger District professional development program, so that all new teachers will continue to be exposed to the same set of ideas and receive assistance as a convergent force of influence.

The evaluation data from multiple sources suggested that the CHAMPs workshop made a significant impact on participants' knowledge and behavior related to classroom management. The following are the recommendations to be considered during the 2007-08 school year, for further improvement that may require additional resources from the District as a necessary condition for implementation.

Recommendations

1. The Associate Superintendent of Human Resource Development will consider incorporating CHAMPs into a larger context, so that new teachers discern the connection of the workshop with overall plans for professional development.
2. As the lowest workshop survey rating suggested that follow-up activities could be strengthened, CHAMPs program staff will provide additional follow-up activities to assist participants to implement what they learned.
3. Given that many participants felt the time of the workshop was not enough for useful content and delivery, CHAMPs program staff will allot to training more than the current one-day.
4. CHAMPs program staff will reduce session size, so that the learning will be individualized and personal.
5. CHAMPs program staff will revise online survey questionnaire; Question 18 to include all ethnic groups.

The School Board of Broward County, Florida
The CHAMPs Workshop Evaluation Report, 2006-07

Introduction

Broward County Public Schools (BCPS) implemented the Conversation, Help, Activity, Movement, Participation, and Signal (CHAMPs) training project for newly hired teachers in the 2002-03 school year. CHAMPs is a process developed by Dr. Randy Sprick to manage classroom behaviors and create a positive, proactive environment to increase the success of all students. Dr. Sprick is a well-known author of several behavior management programs that collectively are referred to as the Safe and Civil Schools Series. Through individual student plans and focus, Dr. Sprick creates a multi-tiered approach to problem solving in intervention design. Included in the process are classroom and behavior management principles; and the use of a modular series of materials designed to help the classroom teachers develop (or fine tune) an effective classroom management plan that is proactive and positive.

CHAMPs continues to be implemented in BCPS through the Office of Prevention Programs, as a means to address issues related to violence prevention and create a classroom culture that assists students and staff to feel safe and secure. CHAMPs was expected to prevent and/or decrease behavior issues in the classroom that took time and energy away from academics. The CHAMPs workshop consisted of a one-day, six-hour training session and the dissemination of the CHAMPs text by Sprick, Garrison, and Howard (1998). The training included teacher-directed activities, cooperative learning, independent work, and pair sharing. The job-embedded activity required participants to implement strategies of their choice from the CHAMPs workshop due within one month of the training. Participants were required to independently prepare, and return to the Office of Prevention Programs, detailed notes concerning the implementation of the selected strategies on a visual organizer found at the back of each module (chapter) in the text titled *Self-Assessment Checklist*.

The CHAMPs workshop covered the content from the first four modules of the CHAMPs text: Module 1: Vision, Module 2: Organization, Module 3: Teaching Expectations, and Module 4: The First Month of School. The four primary District trainers attended a train-the-trainer workshop facilitated by Dr. Sprick in Portland, Oregon. The primary trainers then created a BCPS train-the-trainer program, following the six hour format. They trained 13 additional District trainers to deliver the CHAMPs workshop, during the first day of a five-day new teacher orientation.

Six sessions were delivered, as a part of the New Teacher Academy (NTA) in 2006-07, to 843 newly hired instructional participants (808 from BCPS and 35 from neighboring charter and private schools). Depending on the date hired, teachers attended the next available NTA—most were hired before the academic year began (August) and attended any of the three sessions in July. Late hires attended the sessions after their respective hiring in August 2006, October 2006, or February 2007. During the training, the teachers were trained in homogeneous groups by teaching level (e.g., primary elementary, intermediate elementary, etc.). During training, participants interacted with each other at various levels including pairing, group work, and cooperative learning. Networking and support groups were encouraged to assist the teachers in implementation of CHAMPs strategies in the classroom.

In the process of designing and implementing the CHAMPs workshop, staff developed materials to help with design and implementation. For example, staff members were conscientious of establishing links between CHAMPs and other school districts' initiatives (Appendix A) and development of observation tools for classroom visitation (Appendix B).

Literature Review

Challenges Facing New Teachers

New teachers face many challenges—working with new teachers for a smooth and successful professional transition is a significant challenge. Roehrig, Pressley, and Talotta's (2002) *Stories of Beginning Teachers in First-Year Challenges and Beyond* by Kilburg (2004) began with:

For many new teachers, their first three years are probably the most stressful times in their teaching careers (Martin, Chiodo, and Chang, 2001, p. 55). Working in a new environment, examining old beliefs, working with an unfamiliar population, and trying to manage a level of confidence at times may seem like an endless task (Veeman, 1984). Historically, these concerns tend to be quite universal. Whether you are in the United States or in another country, the challenges are essentially the same (Martin, Chiodo, and Chang, 2001). Regardless of the nature of these challenges, beginning teachers tend to have more classroom-related problems than teachers who have been teaching for longer periods of time. That is why it is so critical for teacher training institutions and school districts to provide the necessary resources for the new teachers to become effective and successful in the profession.

Veeman's (1984) research, a comprehensive review of challenges facing new teachers and a classic on this particular topic, suggested eight frequently encountered challenges for beginning teachers: (a) classroom discipline, (b) motivating students, (c) working with individual differences, (d) evaluating students' work, (e) interacting with parents, (f) organizing classroom work, (g) insufficient and/or inadequate supplies and materials, and (h) dealing with problems of individual students.

Effective Professional Development

Darling-Hammond (1995), a leading scholar of education, summarized many studies on professional development and listed the following features for professional development activities that improve teaching and lead to higher student achievement.

- Experiential—engages participants in concrete tasks;
- Grounded in participants' questions, inquiry and experimentation, as well as profession-wide research;
- Collaborative—involves sharing of knowledge among educators;
- Sustained and intensive—supported by modeling, coaching, and problem solving around specific problems of practice; and
- Connected to other aspects of school change.

The above list provides a solid guide to developing effective professional development programs. Waters et al. (2003, 2004, 2005) illustrated that professional development activities should address knowledge and skills at different levels, ranging from (a) experiential—knowing what is important and why, to (b) declarative—knowing what to do, (c) procedural—knowing

how to do it, to (d) contextual—knowing when to do it. Other scholars emphasized mentoring, while peer mentoring was found to be an effective strategy for learning and professional development (e.g., Costa & Garmston, 1994; Evered & Selman, 1989; Randels, Carse, & Lease 1992; Schneider, 1989). Educators' work is contextual (Tucker & Coddling, 2002), so a mentor is particularly important as is the concept of learning communities. Learning communities that include cross-subject and cross-grade professionals prove to be an effective strategy for professional development (Grossman & Wineburg, 1999; Grossman, Wineburg, & Woolworth, 2001). Finally, professional development should take into account effective adult learning and the context of school change (e.g., Donaldson, 2001; Fullan, 2001; Merriam & Caffarella, 1999; Tennant & Pogson, 1995).

Another powerful concept related to new teachers' professional development is induction. Wong and Wong (2003) summarized the following as *Elements of a Successful Induction Program*.

- Begin with an initial four or five days of training in classroom management and effective teaching techniques before school begins.
- Offer a continuum of professional development through systematic training over a period of two or three years.
- Provide study groups so that new teachers can network and build support, commitment, and leadership in a learning community.
- Incorporate a strong sense of administrative support.
- Integrate a mentoring component into the induction process.
- Present a structure for modeling effective teaching during in-services and mentoring.
- Provide opportunities for inductees to visit demonstration classrooms.

Consequences of Failed Induction for New Teachers

One of the consequences for failed induction for new teachers is high attrition rate. A national, five-year longitudinal study shows that new teachers' attrition rate is extremely high particularly during the first three years (Shen & Palmer, 2005). The national longitudinal study revealed that 19 percent of new teachers left the teaching force by the end of the first year, 28 percent by the end of the second year, 37 percent by the end of the third year, 41 percent by the end of the fourth year, and 45 percent by the end of the fifth year. Teachers with inadequate preparation were more likely to leave teaching. Consequently, the inability to manage the classroom was a major factor contributing to that attrition. High attrition disrupts the functioning of the school system, negatively impacts student learning, increases the cost for the school district, and decreases the morale for the teaching force (Shen, 1997a, 1997b). Therefore, failed induction for new teachers has severe consequences manifested in many different ways.

Purpose of the Evaluation

The purpose of this program evaluation is to assess the implementation and outcome of the CHAMPs program. Specifically, this evaluation utilized the context, input, process, and product (CIPP) model and addresses the following five evaluation questions:

- Question 1: Context—What are CHAMPS participants' demographic and professional characteristics?
- Question 2: Input and Process—To what extent are participants satisfied with the content and delivery of CHAMPs? What are the perceived strength and weakness in content and delivery?

- Question 3: Product 1—How did the participants perceive the impact of CHAMPs on their classroom management?
- Question 4: Product 2—Has CHAMPs made a significant impact on participants’ knowledge of classroom management?
- Question 5: Product 3—Has CHAMPs made a significant impact on participants’ classroom management behaviors?

Methods

This program evaluation includes qualitative evaluative techniques to address process areas. Research questions concerning the CHAMPs program were addressed using descriptive and quantitative methods. To gather pertinent information, combinations of approaches were utilized including: a literature review, observations by program staff, document review, and data analysis. To ascertain CHAMPs implementation and satisfaction, an online survey was devised to capture the responses of the workshop participants. In addition to data collected from new teacher participants and CHAMPs staff, data related to participants’ demographic and professional characteristics were extracted from the District Data Warehouse. The following describes the major data sources and the instruments used.

Pre- and post-assessment of participants’ knowledge of classroom management. Among the 843 CHAMPs participants, 654 completed pre- and posttests concerning classroom knowledge and management. The data were systematically collected by the program staff before and after CHAMPs workshops, using an instrument with a high level of content validity (Appendix C). The data were analyzed via repeated measure analysis of variance (ANOVA). The ANOVA is a test of the statistical significance of the differences among the mean scores of two or more groups on one or more variables.

Pre- and post-assessment of participants’ behavior related to classroom management. Among the last cohort, 24 participants were observed by program staff, before and after the CHAMPs workshop, for classroom management behaviors. Pre- and post data were available for 17 of the participants, using an observation instrument with high content validity (Appendix D). Repeated measure ANOVA were conducted on the 17 pairs of pre- and post data points.

Online survey of CHAMPs participants. In consultation with CHAMPs staff, the external evaluator developed a 21-item measurement, focusing on participants’ program satisfaction, as well as perception of strengths and suggestions for the program (Appendix E). Participants were notified by program staff of the survey link via e-mail. Among the 731 invited participants, 277 responded to the online survey for a response rate of 38 percent.

Data file from the District database. Participants’ ($n=795$) demographic data and professional characteristics, as listed in the following variables, were extracted from the District Data Warehouse.

- | | |
|-------------------------------|---|
| • Name and employee ID number | • Certification status |
| • Gender | • Staff retention/attrition as of May 7, 2007 |
| • Race and ethnicity | • Years of experience working in BCPS |
| • Age | • Total years of experience in education |
| • Highest academic degree | |

Documents from and interactions with the CHAMPs staff. Document review included the textbook by Dr. Sprick and his colleagues, as well as CHAMPs planning and implementation documents. Written responses were provided to the evaluators' questions concerning design and implementation of the CHAMPs workshop. The evaluator interaction with CHAMPs staff included conference calls and more than 20 e-mail communications. It was not easy for CHAMPs staff to implement the programming activities, and at the same time, weave evaluation activities into grant implementation; however, CHAMPs staff was successful in facilitating the evaluation activities.

Budget

The data for the CHAMPs budget and expenditure are displayed in Table 1. Program funding passes through from the Safe and Drug-Free Schools Grant. The CHAMPs budget for 2006-07 was \$25,141 while expenditures totaled \$22,978 for an overage of \$2,163.

Table 1
Summary of CHAMPs Budget and Expenditures, 2006-07

Category	Budget (\$)	Expenditure (\$)
Salaries/benefits	12,000	10,000
Contractual expenses	10,000	10,000
Travel	200	100
Supplies/equipment	2,500	2,500
Other ^a	n/a	n/a
Indirect costs	441	378
Total	25,141	22,978

^aIncludes registration/tuition, room rental, bus transportation, and printing.

Findings

The commonly used CIPP model provided a concise framework for this program evaluation. Five evaluation questions were posed, with foci on (a) content, (b) input, (c) process, and (d) product.

The following is a display of the evaluation data in relation to the five evaluation questions.

Demographics

Question 1: Context—What are CHAMPs participants' demographic and professional characteristics?

The 2006-07 data for the CHAMPs participants' demographic and professional characteristics are presented in Tables 2 and 3. Participants from charter schools or those with missing data were not included. As seen in Table 2, 795 participants came from more than 198 BCPS; over three-fourths (78%, $n=618$) were women, and nearly half (48%, $n=394$) were 30 years of age or younger. A large percentage of the participants (49%, $n=389$) were minorities.

Table 2

CHAMPs Participants' Demographics by Gender, Race/Ethnicity, and Age

Demographic	First-Year Participants	
	<i>n</i>	%
Gender		
Female	618	78
Male	177	22
Race and Ethnicity		
Asian	26	3
Black	237	30
Hispanic	122	15
Native American	4	1
White	406	51
Age		
>60 years old	9	1
51–60	80	10
41–50	126	16
31–40	196	25
<=30	384	48
Total	795	100

Table 3 indicates that two out of 795 CHAMPs participants were not certified, and most (91%, $n=724$) earned bachelor's or master's degrees. Nearly all (98%, $n=776$) were BCPS new hires. Seventy-one percent (568) had less than one year in teaching, while 208 (26%) of were new BCPS hires with some teaching experience elsewhere. As of May 7, 2007, 731 (92%, $n=731$) were active; the remainder (8%, $n=64$) were inactive, retired, or terminated.

Table 3

CHAMPs Participants' Professional Characteristics

Characteristics	<i>n</i>	%
Certification Status		
Certified	782	98
Waiting for FDOE issuance	11	1
Not certified	2	0
Highest Degree		
Associate degree	5	1
Bachelor's degree	560	70
Master's degree	164	21
Doctoral degree (Ed.D., Ph.D., etc.)	10	1
Other	8	1
Missing	48	6
Total Years of Teaching Experience		
Less than 1 year	568	71
1–5	116	15
6–10	41	5
11 or more	70	9

(table continues)

Table 3 (continued)

Characteristics	<i>n</i>	%
Years of BCPS Teaching Experience		
Less than 1 year	776	98
1–5	9	1
6–10	1	0
11 or more	9	1
Staff Status as of 5/7/2007		
Active	731	92
Inactive	6	1
Retired	2	0
Terminated	56	7
Total	795	100

Participant Satisfaction

Question 2: Input and Process—To what extent are participants satisfied with the content and delivery of CHAMPs? What are the perceived strength and weakness in content and delivery?

A 21-item survey questionnaire was developed and posted online. CHAMPs staff alerted participants via e-mail, and followed with two reminders. The survey was conducted in mid to late May 2007. Of the 731 participants invited, 277 completed the online questionnaire, for a return rate of 38 percent. Among the respondents, 80 percent ($n=222$) were women, and 56 percent ($n=156$) were White.

The online survey data in Table 4, indicated that participants were satisfied with the stated objectives (92%, $n=254$), and the well-organized (90%, $n=248$) and effective delivery (88%, $n=243$) of workshop content. Teachers reported that the workshop was relevant (84%, $n=233$), presentations were engaging (83%, $n=231$), handouts added important information (79%, $n=220$), examples and exercises were relevant (79%, $n=218$), and the workshop was integrated with other aspects of their professional development activities (76%, $n=209$). Over half of the respondents (56%, $n=156$) suggested that follow-up activities were helpful.

Table 4

CHAMPs Survey Respondents Agreeing with the Following Statements

Statements	<i>n</i>	%
Objectives were clearly stated.	254	92
Content was well organized.	248	90
Instructors were effective in delivering content.	243	88
Information was relevant to me as a teacher.	233	84
Presentations were engaging.	231	83
Handouts added important information to me as a teacher.	220	79
Examples and exercises were relevant to me as a teacher.	218	79
Workshop was integrated with other aspects of my professional development activities.	209	76
Follow-up activities were helpful to me as a teacher.	156	56

Perceived Workshop Strengths

The respondents' verbatim responses can be found in Appendix F. The following examples were extracted from the first ten participants completing the online survey concerning workshop strengths.

- Kept us engaged and moving.
- Good questions, activities, and interactions between teachers and participants.
- The Book; and interactive instruction.
- Engaging; easy application; and very focused.
- The signal was the best solution to getting students' attention. The laminated chart is something I use every day in my classroom. The acronym is easy to remember.
- The instructors, materials, and location.
- Learning what each acronym meant and how to apply them in the classroom; examples to apply in classroom; posters included for the application of CHAMPs within the classroom; and the Manual.
- Conveyed my expectations to my students; helped my students with a visual reminder of expectations; and helped with classroom behavior management.
- Teachers talking about their own experiences.
- Organizational tool to help guide you and the children through expectations of the lesson; visual reminder of what is required of the students; and communication of objectives.

A few patterns emerged from participants' qualitative comments. Respondents provided positive comments for the following aspects of the workshops: (a) knowledgeable instructors, (b) engaging presentations, (c) useful and practical content, (d) hearing from experienced colleagues, (e) interaction with fellow new teacher, and (f) useful handouts and other materials such as the poster. The following typical positive quotes reflected the above themes.

- Informative, practical, and provides techniques to help students.
- Presentations were professional, sessions were generally engaging, and interactive tools that can be implemented immediately.
- Well organized, presented with enthusiasm, and clear objectives.
- Instrumental in helping with introduction and modeling expected behaviors. The large chart is a great visual and point of reference for students and teachers. The CHAMPs system greatly helps new teachers to focus and organize a lesson.
- The concept, organization, and results.
- Clarity, simplicity, relevance.
- Clear communication from trainers, hands-on activities, and poster for my class.

Workshop Suggestions

Given the opportunity for participants to make suggestions for improving the CHAMPs workshop, the following themes emerged: (a) more time for training, (b) providing more relevance to secondary and special education teachers, (c) additional follow-up activities, (d) more help with practice, and (e) smaller sessions. Verbatim suggestions to improve the CHAMPs workshop may be found in Appendix G.

Perceptions for improvement from CHAMPs staff for design, implementation, and improvement

The CHAMPs staff provided the evaluator with the written response below concerning their perceptions of the workshops’ strengths, facilitator/barrier, and suggestions for improvement.

During informal conversations, teachers revealed that CHAMPs helped organize their classroom and effectively orchestrated strategies to increase student time on task. Participants reported that students have less confusion and conflict understanding what is expected from them to be successful. In classrooms where CHAMPs was employed, expectations were clear and posted and teachers quickly pre-corrected misbehaviors or handled them without disturbing the flow of instruction. In schools where teachers implement CHAMPs as a team approach, teachers confirmed more consistency in addressing behaviors from classroom to classroom with greater communication among teachers.

Indications are that the staff was conscientious in designing, implementing, and improving the CHAMPs workshop. Reflecting on the facilitators and barriers of the workshop, staff indicated facilitators included (a) passionate trainers, (b) well-received training, (c) District support, (d) easy-to-use materials, and (e) prepared PowerPoint for universal training. The barriers perceived by the staff included lack of resources for coaching and too few District trainers. Staff’s reflection was in congruence with those of the participants. The staff reported the following strategies for improving the program: (a) increased hands-on activities, so teachers obtain products to use in the classrooms; (b) follow-up that includes coaching and ongoing support for teachers; (c) alternate forms of support, including newsletters, Web sites, group e-mails, instructional support groups, mini in-services, etc.; and (d) implementing the program school wide or team wide to increase collaboration and coordination of teachers.

Question 3: Product 1—How did participants perceive the impact of CHAMPs on their classroom management?

The data in Table 5, gleaned from the online survey, indicated that over two-thirds (68%, $n=187$ to 74%, $n=205$) of the participants agreed that a component of the CHAMPs workshop helped with their classroom management. Percentages ranged from 68 percent (helped me to answer students’ questions efficiently) to 74 percent (helped me to clearly state the task/objective of an activity).

Table 5
Survey Respondents Agreed on the Impacts of the Workshop, as Indicated by Help, as Defined by the CHAMPs Acronym

Statements	<i>n</i>	%
The C helped me to monitor student conversation.	192	69
The H helped me to answer students’ questions efficiently.	187	68
The A helped me to clearly state the task/objective of an activity.	205	74
The M helped me to facilitate students’ movement during activities.	193	70
The P helped me to facilitate students’ active and responsible participation.	190	69
The s helped me to create a safety signal for my students.	193	70

Data in Figure 1 illustrates the overall impact of the CHAMPs workshop on participants' teaching, as indicated by survey responses. Nearly three-fourths (73%, $n=202$) agreed that the workshop was effective in improving teaching practice (16%, $n=45$ were not sure and 11%, $n=30$ chose disagree).

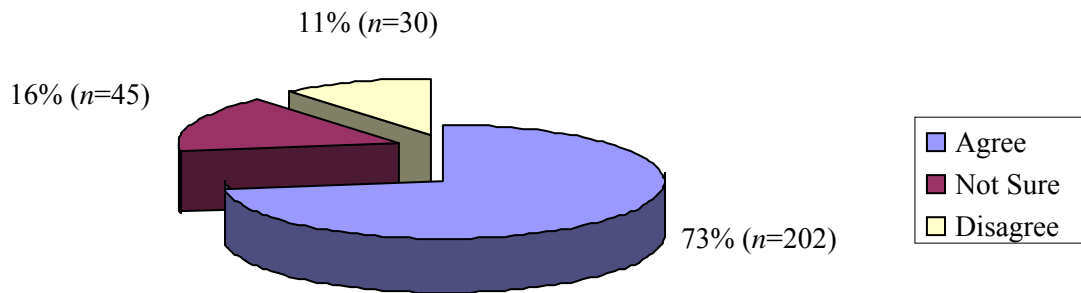


Figure 1. Overall, the CHAMPs workshop was effective in improving my teaching practice.

Question 4: Product 2—Has CHAMPs made a significant impact on participants' knowledge of classroom management?

Table 6 displays the pre- and post-means of participants' self perceptions of their knowledge of classroom management. Of the 843 participants, 542 completed pre- and posttests for this item. The data for this table were collected by program staff before and after the CHAMPs workshop. The results indicated that participants significantly improved knowledge of classroom management as statistically measured by pre- and posttests. The pre-mean was 2.5, while the post-mean was 16.0 on a 20-point scale. The p value (probability from 0 to 1) was less than .001, with *eta square* (estimate of the size of the effect) of .904, and observed power of 1.00. Therefore, CHAMPs appeared to have a statistically positive impact on participants' knowledge of classroom management.

Table 6

Pre- and Posttests (Repeated Measure ANOVA) of Knowledge on Classroom Management

Pre-mean	Post-mean	F	p	<i>Eta square</i>	Observed power
2.5	16.0	6,160.1	< .001	.904	1.00

Note. See Appendix C for the instrument; $n=542$.

Question 5: Product 3—Has CHAMPs made a significant impact on participants' classroom management behaviors?

Among the last cohort, 24 participants were observed by program staff for classroom management behaviors before and after CHAMPs. Pre- and post data were available for 17 participants. As seen in Table 7, the results indicated that participants significantly improved in classroom management behavior as measured by the observation instrument. The pre-mean was 29.1 and post-mean 51.2 on a 100-point scale, with a p value less than .001, *eta square* of .603, and observed power of .996. Therefore, CHAMPs appeared to have a statistically positive impact on participants' classroom management behaviors. However, this finding must be

considered in light of the research design that was used. The one-group pretest posttest design does not control a number of research factors known to influence research results. Thus, the design is limited and often regarded as weak.

Table 7

Pre- and Posttests (Repeated Measure ANOVA) of Classroom Management Behavior

Pre-mean	Post-mean	F	p	Eta square	Observed power
29.1	51.2	24.3	< .001	.603	.996

Note. See Appendix D for the instrument; $n=17$.

Student Achievement

Difficulty in implementing time-delayed experimental evaluation design and the lack of student achievement data in the report. The original evaluation plan projected a time-delayed experimental evaluation design to investigate the impact of CHAMPs on student achievement. Following the registration for CHAMPs in Summer 2006, fourth-grade teachers in self-contained classrooms were to be randomly separated into two groups—half had received CHAMPs training in the summer of 2006 and the other half in early 2007. This design permitted measurement of student achievement for those participating in CHAMPs and those not yet involved in the program. However, the decision was made to train all teachers after hiring. Therefore, the difficulty in delaying the training for one group made the original design infeasible. In order to make the definitive link between CHAMPs and student achievement, the time-delayed experimental design needs to be implemented in the future.

Other usual ways of comparing student achievement are not meaningful in the context of CHAMPs. Since all new hires during the 2006-07 school year participated in CHAMPs, it is not possible to compare 2006-07 new hires who received training with those that did not. A comparison of 2006-07 new teachers with those hired before 2006-07 is also fraught with error, as experience and trajectory of professional development are significant confounding variables.

Summary

The professional literature is replete with studies verifying that new teacher induction strengthens new teachers' professional careers in general, and the quality of teaching in particular. CHAMPs is a process developed by Randy Sprick to manage classroom behaviors and create a positive, proactive environment in order to increase the success of all students. Classroom and behavior management principles are the cornerstone of the process. To that end, during the 2006-07 school year, BCPS continued to implement the CHAMPs workshop for newly hired teachers. CHAMPs participants tended to be women (78%) and were 30 years old or younger (48%). About half were minorities, and almost all were certified and retained bachelor's or master's degrees.

The purpose of this program evaluation was to assess the implementation and outcome of CHAMPs utilizing the context, input, process, and product (CIPP) model, and addresses five evaluation questions. During the 2006-07 school year, six sessions of the CHAMPs workshop were conducted to meet the needs of newly hired staff for a total of 843 participants. Data were collected from pre- and post-assessment of participants' (a) knowledge of classroom management, (b) behaviors related to classroom management, and (c) an online survey of

CHAMPs participants. Data files from the District Data Warehouse, and relevant documents were reviewed and analyzed.

Evaluation data suggested that the CHAMPs workshop was successfully implemented to achieve the program's purpose. The training sessions occurred on July 10th, July 17th, July 24th, August 26th, and October 28, 2006, as well as on February 3, 2007. A careful review and synthesis of the information from varied sources led the external evaluator to conclude that CHAMPs staff implemented the program as designed. Evaluation data indicated that the CHAMPs program has significantly improved the knowledge and behavior related to participants' classroom management.

Recommendations

1. The Associate Superintendent of Human Resource Development will consider incorporating CHAMPs into a larger context, so that new teachers discern the connection of the workshop with overall plans for professional development.
2. As the lowest workshop survey rating suggested that follow-up activities could be strengthened, CHAMPs program staff will provide additional follow-up activities to assist participants to implement what they learned.
3. Given that many participants felt the time of the workshop was not enough for useful content and delivery, CHAMPs program staff will allot to training more than the current one-day.
4. CHAMPs program staff will reduce session size, so that the learning will be individualized and personal.
5. CHAMPs program staff will revise online survey questionnaire; Question 18 to include all ethnic groups.

References

- Costa, A., & Garmston, R. (1994). *Cognitive coaching: A foundation for Renaissance schools*. Norwood, MA: Christopher-Gordon Publishers.
- Darling-Hammond, L. (1995). Teacher learning that supports student learning. *Educational Leadership, 55*, 6–11.
- Donaldson, G. A.. (2001). *Cultivating leadership in schools: Connecting people, purpose, and practice*. New York: Teachers College Press.
- Evered, R., & Selman, J. (1989). Coaching and the art of management. *Organizational Dynamics, 18*, 16–32.
- Fullan, M. (2001). The principal. In M. Fullan (Ed.), *The new meaning of educational change* (3rd ed., pp. 137–150). New York: Teachers College Press.
- Grossman, P. L., & Wineburg, S. S. (1998). Creating a community of learners among high school teachers. *Phi Delta Kappan, 79*, 350–353.
- Grossman, P. L., Wineburg, S., & Woolworth, S. (2001). Toward a theory of teacher community. *Teacher College Record, 103*, 942–1012.
- Kilburg, G. M. (2004). Review of stories of beginning teachers: First-year challenges and beyond. *Teachers College Record*. Retrieved June 1, 2007, from www.tcrecord.org
- Martin, L. A., Chiodo, J. J., & Chang, L. (2001). First-year teacher: Looking back after three years. *Action in Teacher Education, 23*(1), 55–63.
- Merriam, S. B., & Caffarella, R. S. (1999). *Learning in adulthood*. San Francisco: Jossey-Bass.

- Randels, J., & Carse, W., & Lease, J. E. (1992). Peer-tutor training: A model for business schools. *Journal of Business and Technical Communication*, 6(3), 337–353.
- Roehrig, A. D., Presley, M., & Talotta, D. A. (Eds.). (2004). *Stories of beginning teachers: First-year challenges and beyond*. Notre Dame, IN: University of Notre Dame Press.
- Schneider, H. M. (1989). The peer approach to adult learning. *Equity and Excellence*, 24(3), 63-66.
- Shen, J. (1997a). How to reduce teacher attrition in public schools: Policy implications from a national study. *Educational Horizons*, 76(1), 33–39.
- Shen, J. (1997b). Teacher retention and attrition in public schools: Evidence from SASS91. *Journal of Educational Research*, 91(2), 81–88.
- Shen, J., & Palmer, L. B. (2005). Attrition patterns of inadequately prepared teachers. In J. R. Dangel & E. M. Guyton (Eds.), *Research on alternative and non-traditional education (Teacher education yearbook XIII)*, pp. 143–157). Lanham, MD: Scarecrow.
- Sprick, R. S., Garrison, M., & Howard, L. (1998). *CHAMPs: A proactive and positive approach to classroom management*. Eugene, OR: Pacific Northwest Publishing.
- Tennant, M., & Pogson, P. (1995). *Learning and change in the adult years*. San Francisco: Jossey-Bass.
- Tucker, M. S., & Coddling, J. B. (2002). *The principal challenge: Leading and managing schools in an era of accountability*. San Francisco: Jossey-Bass.
- Veeman, S. (1984). The perceived problem of beginning teachers. *Review of Educational Research*, 54(2), 143–178.
- Waters, T., & Grubb, S. (2004). *Leading schools: Distinguishing the essential from the important*. Aurora, CO: Mid-Continent Research for Education and Learning.
- Waters, T., & Kingston, S. (2005). The standards we need: A comparative analysis of performance standards shows us what is essential for principals to know and be able to do to improve achievement. *Leadership*, 35(1), 14–17.
- Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement. A working paper*. Aurora, CO: Mid-Continent Research for Education and Learning.
- Wong, H. K., & Wong, R. T. (2003). *Effective teaching: How to retain new teachers*. Retrieved June 1, 2007, from www.teachers.net/gazette/FEB03/wong.html

Appendix A

Office of Prevention Programs Correlation of CHAMPs Strategies with Other District Initiatives

CHAMPs	FPMS	7 Correlates (Lezotte)	9 Strategies (Marzano)	Walk Through
Physical space	6.2 Administration of assessment	Safe/orderly		Survey learning environment (SLE): Set up classroom to facilitate learning/movement
Schedule	3.1 Use of Time	Clear/focused mission		SLE: Identify components/sequences of what should be taught; Maximize students on task
Beginning routines	3.1 Use of Time 3.3 Lesson Development	Opportunity to learn		SLE: Provide general expectation for smooth operation; Students demonstrate clear understanding of procedures/routines
Ending routines	3.1 Use of Time 3.2 Review Summary	Clear/focused mission		SLE: Provide general expectation for smooth operations; Students demonstrate clear understanding of procedures/routines
Transitions	3.1 Use of Time	Clear/focused mission		SLE: Provide general expectation for smooth operations; Student engagement (SE): Makes smooth/efficient transition between activities
Guidelines for success		Clear/focused mission	Set objectives/ provide feedback	SE: Promote use of higher levels of thinking; Dignify incorrect answer
Class rules	2.1 Rule explanation/ monitoring	Clear/focused mission; Safe/orderly environment	Setting objectives/ provide feedback	SLE: Plan/use sequence of consequences for misbehaviors; Teach, re-teach, reinforce classroom rules
CHAMPs expectations	1.3 Activity Structure	High expectation for success; Clear/focused mission; Safe/orderly environment	Setting objectives/ providing feedback	SLE: Provide general expectation for smooth operations
Signal	2.5 Group alert	Clear/focused mission; Safe/ orderly environment		
Positive Feedback	2.8 Praise 6.3 Feedback	High expectation for success; Frequent monitoring of progress; Home/school relations	Reinforce effort/ provide recognition	SE: Use effective body language to motivate; Praise students

(Appendix A continues)

Appendix A (continued)

CHAMPs	FPMS	7 Correlates (Lezotte)	9 Strategies (Marzano)	Walk Through
Ratio of Interactions	2.8 Praise	High expectation for success; Frequent monitoring of student progress	Reinforce effort/ provide recognition	SE: Praise students; Practice praise-prompt-leave
Non contingent attention	2.8 Praise	Home/school relations		SE: Talk to parents to gain support
Emotional tone	5.3, 5.4 Teacher Speech 5.5 Body Language	Instructional leadership		SE: Exhibit calm is strength
Seamless instruction	2.2-2.4 Withitness: desist, quality, overlapping 2.6, 2.7 Movement smoothness slowdown	Instructional leadership; Opportunity to learn		SE: Practice praise-prompt-leave
Circulation	2.2-2.4 Withitness: desist, quality, overlapping 3.4, 3.5 Treatment of student talk /feedback. 3.6 homework Seatwork	Safe/orderly environment; Frequent monitoring of student progress	Reinforce/ provide recognition	SE: Practice praise-prompt-leave
Scanning	2.2-2.4 Withitness: desist, quality, overlapping	Safe/orderly environment; Frequent monitoring of student progress	Reinforce effort/ provide recognition	

This rubric is created to highlight the salient strategies in CHAMPs and how they connect with other initiatives currently used and encouraged in BCPS. Table demonstrates that CHAMPs supports other initiatives in assisting teachers to maintain effective/efficient classrooms. For inquiries about this rubric or the CHAMPs process, contact Office of Prevention at 754-321-2568.

Appendix B

Rubrics for Classroom Observation

Physical Set Up

of Teachers/Adults: _____ # of Students: _____

POSTED:
 Agenda: Y N Schedule: Y N
 Guidelines: Y N CHAMPs visuals: Y N

Rules	Rewards	Consequences

Ratio of Interactions	On task Tally		
	1	2	3
	_____ % on task	_____ % on task	_____ % on task

Rating	Notes	
Physical space		
Schedule		
Beg Routine		
End Routine		
Transitions		
Guidelines		
Rules		
CHAMPs visual		
Signal		
Positive Feedback		
Ratio of Interaction		
Non-C Attention		
Tone		
Seamless Instruction		
Circulation		
Scanning		

Suggestions

Structure needed VS structure required, specific strategies to try, etc.

Teacher: _____ School: _____ Date: _____

Appendix C

CHAMPs Classroom Management Workshop Knowledge Assessment

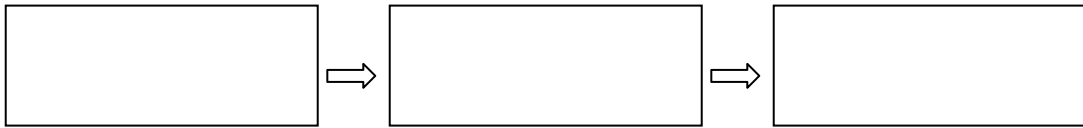
This is a closed-text, individual quiz. Please try your best guess, if you are unsure of the answer!

1. What does CHAMPs stand for?
C- _____ M- _____
H- _____ P- _____
A- _____ s- _____

2. An attention signal should be _____ and _____.

3. "Guidelines for Success" are the same as classroom rules.
Circle: True or False

4. Identify the 3-step process for communicating expectations.



5. a. People are motivated by a combination of _____ and _____ Factors.

b. _____ X _____ = motivation

6. A highly structured classroom is a punitive classroom.
Circle: True or False

7. The best way to increase desired student behavior is through a _____ to _____ ratio of positive interactions to negative interactions.

8. Effective beginning and ending _____ create a supportive environment and lessen any wasted instructional time.

When you are finished, please turn quiz over on your desk. Thank you!

Office of Prevention Programs

Appendix D

CHAMPs Implementation Rubric

Key: / = no evidence of CHAMPs strategy n/a = not applicable during visitation

Awareness: Evidence of knowledge of CHAMPs strategies

Application: Consistent teacher implementation of strategies

Accomplished: Student demonstration – impact of teacher implementation

Note: Each progressive block assumes success in the previous block(s). S = student(s) T = teacher

	AWARENESS (Teacher Knowledge)	APPLICATION (Teacher Implementation)	ACCOMPLISHED (Student Demonstration)
STRUCTURE: Teacher creates classroom organization			
Physical space pp. 54-60	<input type="checkbox"/> Did T set up effective pattern for desks?	<input type="checkbox"/> Does T circulate easily? Does T monitor all students?	<input type="checkbox"/> Is S movement unimpeded; no congestion/physical contact?
Schedule pp. 49-54	<input type="checkbox"/> Is schedule posted?	<input type="checkbox"/> Does T refer to it?	<input type="checkbox"/> Do S refer to it?
Beginning Routine pp. 63-70	<input type="checkbox"/> Are routines communicated verbally? Posted?	<input type="checkbox"/> Are routines evident?	<input type="checkbox"/> Do S complete routine without questions/confusion?
Ending Routine pp. 73-74	<input type="checkbox"/> Are routines communicated verbally? Posted?	<input type="checkbox"/> Are routines evident?	<input type="checkbox"/> Do S complete routine without questions/confusion?
Transitions pp. 125-138	<input type="checkbox"/> Are transitions verbally directed by T?	<input type="checkbox"/> Does T pre-correct or CHAMPs each transition?	<input type="checkbox"/> Do S transition without questions/confusion?
EXPECTATIONS: Teacher clarifies and communicates consistent expectations			
Guidelines for Success pp. 12-14	<input type="checkbox"/> Are guidelines identified and posted?	<input type="checkbox"/> Does T refer to address positive/negative behaviors displayed by S?	<input type="checkbox"/> Do S demonstrate behavior coinciding with guidelines in classroom?
Class rules pp. 75-77	<input type="checkbox"/> Are rules defined/posted? 3-5? Positive?	<input type="checkbox"/> Does T use rules, consequences, and rewards when correcting behavior?	<input type="checkbox"/> Do S follow the rules independently?
CHAMPs Visual pp. 112-138	<input type="checkbox"/> Are CHAMPs visuals posted?	<input type="checkbox"/> Does T refer to visuals during activities/transitions?	<input type="checkbox"/> Do S demonstrate expectations in CHAMPs visuals?
Signal pp. 61-62	<input type="checkbox"/> Does T have a visual, verbal, portable signal?	<input type="checkbox"/> Does T use the signal consistently?	<input type="checkbox"/> Do S respond 100% within 5 seconds?

(Appendix D continues)

Appendix D (continued)

	AWARENESS (Teacher Knowledge)	APPLICATION (Teacher Implementation)	ACCOMPLISHED (Student Demonstration)
INTERACTIONS: Teacher creates a positive classroom and positive relationships			
Positive Feedback pp. 213-219	<input type="checkbox"/> Does T makes specific positive statements?	<input type="checkbox"/> Does T consistently use individual, group, and pivot praise?	<input type="checkbox"/> Do S respond to positive praise with increased positive behavior?
Ratio of interactions pp. 243-252	<input type="checkbox"/> Does T make positive statement before/after reprimand?	<input type="checkbox"/> Does T reach 3:1 ratio sometimes?	<input type="checkbox"/> Are S brought back to class and relationship with consistent 3:1 ratio?
Non-contingent attention pp. 210-212	<input type="checkbox"/> Does T acknowledge students?	<input type="checkbox"/> Does T use non-contingent attention with majority of students?	<input type="checkbox"/> Do S respond to attention with positive behavior- smile, conversation, acknowledgement?
RESPONSES TO MISBEHAVIOR: Teacher maintains instructional momentum			
Emotional tone p. 323	<input type="checkbox"/> Does T use normal voice tone in redirection?	<input type="checkbox"/> Does T use calm, quiet/ non-threatening voice?	<input type="checkbox"/> Do S not become further agitated after redirection?
Seamless instruction p. 323	<input type="checkbox"/> Does redirection take less than 2 minutes?	<input type="checkbox"/> Does redirection take less than 1 minute?	<input type="checkbox"/> Is there no loss of instructional time for students?
Circulation p. 166	<input type="checkbox"/> Is T able to walk around entire classroom?	<input type="checkbox"/> Does T walk around classroom in random patterns?	<input type="checkbox"/> Do S remain on task due to proximity control?
Scanning pp. 163-167	<input type="checkbox"/> Does T have ability to see all students?	<input type="checkbox"/> Does T visually sweep every area?	<input type="checkbox"/> Do S get immediate help/redirection?

Note: This form is for the Office of Prevention Programs to use in assessing its own implementation of the CHAMPs training process in the District. Although the teacher may wish to use this form as a self-assessment tool for CHAMPs implementation, it is NOT an evaluative form nor will it be shared with Administration.

Teacher Name: _____ Grade level: _____ Course: _____ School: _____ Date of Visitation: _____ Visitor: _____
--

Thank you for your assistance in helping us to gather our data

Developed by: Tyyne M. Hogan
 Office of Prevention Programs
 School Board of Broward County, 2005-06

Appendix E

Online Survey Evaluation for the CHAMPs Workshop and Related Activities

Please answer the following questions related to the CHAMPs workshop and related activities. We appreciate your help. The data are important for evaluation and improvement. Thank you.

- | | | | |
|---|--------------------------------|---------------------------|------------|
| 1. Information presented during the CHAMPs workshop was relevant to me as a teacher. | A. Disagree | B. Not Sure | C. Agree |
| 2. The objectives of the CHAMPs workshop were clearly stated. | A. Disagree | B. Not Sure | C. Agree |
| 3. Contents of the CHAMPs workshop were well organized. | A. Disagree | B. Not Sure | C. Agree |
| 4. Examples and exercises during the CHAMPs workshop were relevant to me as a teacher. | A. Disagree | B. Not Sure | C. Agree |
| 5. Presentations at the CHAMPs workshop were engaging. | A. Disagree | B. Not Sure | C. Agree |
| 6. Handouts at the CHAMPs workshop added important information to me as a teacher. | A. Disagree | B. Not Sure | C. Agree |
| 7. Instructors of the CHAMPs workshop were effective in delivering the content. | A. Disagree | B. Not Sure | C. Agree |
| 8. Follow-up activities after the CHAMPs workshop were helpful to me as a teacher. | A. Disagree | B. Not Sure | C. Agree |
| 9. The C in the CHAMPs acronym helped me to monitor student conversation. | A. Disagree | B. Not Sure | C. Agree |
| 10. The H in the CHAMPs acronym helped me to answer students' questions efficiently. | A. Disagree | B. Not Sure | C. Agree |
| 11. The A in the CHAMPs acronym helped me to clearly state the task/objective of an activity. | A. Disagree | B. Not Sure | C. Agree |
| 12. The M in the CHAMPs acronym helped me to facilitate students' movement during activities. | A. Disagree | B. Not Sure | C. Agree |
| 13. The P in the CHAMPs acronym helped me to facilitate students' active and responsible participation. | A. Disagree | B. Not Sure | C. Agree |
| 14. The s in the CHAMPs acronym helped me to create a safety signal for my students. | A. Disagree | B. Not Sure | C. Agree |
| 15. The CHAMPs Workshop was integrated with other aspects of my professional development activities. | A. Disagree | B. Not Sure | C. Agree |
| 16. Overall, the CHAMPs Workshop was effective in improving my teaching practice. | A. Disagree | B. Not Sure | C. Agree |
| 17. What is your gender? | A. Female | B. Male | |
| 18. What is your race/ethnicity? | A. Asian and Pacific Islanders | C. Hispanic | |
| | B. African American | D. Native Indian American | E. White |
| 19. I'm working in a _____ school. | A. Broward County Public | B. Charter | C. Private |
| 20. Please list three strengths of the CHAMPs Workshop. | | | |
| 21. Please list three suggestions for improving the CHAMPs Workshop. | | | |

Appendix F

Strengths of the CHAMPs Workshop

Verbatim Comments from All Respondents

(with minor editing for misspelled words for professional courtesy)

- Kept us engaged and moving.
- Good questions, good interactions between teachers and participants, good activities.
- The Book. The interactive instruction.
- Engaging, easy application very focused.
- The signal was the absolute best solution to getting students' attention. The laminated chart we were given is something I use every day in my classroom. The acronym is easy to remember.
- The instructors, materials, and location. I will list 6 additional CHAMPs.
- How you learned what each acronym meant and how to apply it in the classroom. Examples to apply in classroom. Also the posters included for the application of CHAMPs within the classroom as well as the Manual.
- Helped me to reinforce my expectations to my students. Helped my students to have a visual reminder of the expectations. Helped with the behavior management in my classroom
- The teachers talking about own experiences
- An organizational tool to help guide you and the children through expectations of the lesson. Visual reminder of what is required of the students. Communication of objectives.
- Visual. Easy for the students to learn. May be used for all school activities.
- Great examples.
- Sharing of experiences from veteran teachers. CHAMPs did remind me to focus on the behavior I expect of the kids in every activity. CHAMPs did help me create a behavior management plan.
- Classroom management, classroom organization and student responsibility.
- Help with behavior management, consistency and structure.
- Very organized.
- Excellent material. Structured approach. Consistent results based on use.
- Personnel, CHAMPs, rubric textbook.
- Taught great classroom management. Great new ideas for new teachers. Very organized.
- Signal for the students. Other than that, as a high school teacher, it was not effective for me.
- Acronyms are relevant to everyday activities. Good way to offer rewards and consequences. It's a consistent behavior management system.
- CHAMPs provide an outline of expected behavior for students especially during small group instruction. The CHAMPs poster was a great tool to use in the classroom. The CHAMPs textbook has some great tips for monitoring behavior and other strategies.
- Examples. Practice. Abundance of information.
- Variety of content that is effective for teaching (reading, technology, ethics, etc.). Useful handouts, books, and lesson planning. Dynamic, experienced presenters that offer useful, effective information for beginning teachers in Broward County.
- Excellent strategies. Excellent teachers. Excellent presentations.
- The CHAMPs poster was provided to use it in the classroom. The book was very clear to understand. The strategies provided for handling misbehavior.
- The speakers were very informative.
- The presenters were very good, but there were so many people in training, and it made it more difficult due to size.

(Appendix F continues)

Appendix F (*continued*)

Verbatim Comments from All Respondents

(with minor editing for misspelled words for professional courtesy)

- CHAMPs is more applicable for elementary school students. The same practices are already done in an effective secondary setting. I use CHAMPs in my class each day without actually using the acronyms.
- Good.
- Hands-on activities, real-life scenarios, multiple-day workshops.
- Activities; helping with classroom management; sharing ideas.
- Hands-on activities; group discussion; visual aids.
- It provides vital information for new teachers. It helps with classroom activities management, behaviors, and it tells the children what is expected from them. The CHAMPs book is a great resource tool.
- Presenting objectives to the students. Monitoring students in the classroom. Students Safety Signal.
- The reading exercises.
- How to make rules and consequences, using a signal, and how to use effective praise.
- Good organization, book supplied for us, knowledgeable teacher.
- Help me to realize students don't understand what is expected unless you actually go through step by step what is expected. Helped to organize my lesson plans to include activity that allows students to get up and move around. Also incorporate activities that allow students to talk.
- It gave me a new prospective on how to work with my students. It helps my class management skills. It helps me create an overall system for my students.
- What I learned by attending this workshop was: always repeat the class rules, follow daily routines, and Plan, Plan, Plan.
- First Day Activities, Class Rules, Classroom Management
- Examples used. Classroom management strategies. Interactions.
- Working with other new teachers on activities, hearing experienced teacher, feeling confident about going to the first day of school.
- C, H, A.
- Behavior management. Class Organization. Keep students on task.
- It helped me better understand the relationship between student group-control and how they work in the classroom area to better understand the material that is being taught.
- Engagement in class. Ideas presented for some subjects.
- Grouping by Grade Levels for discussion. The knowledge and delivery of content by the presenters.
- The formula gave my classes a focus when things started to get a bit loose in class. The students like having the CHAMPs posters up and refer to them when they are the speakers or presenters in class. I feel a lot more confident about managing my classroom.
- Voice chart. Ease of use.
- The concept was effective in theory, but nothing we haven't already heard before. The acronyms are a good way to map things out.
- Instructors, easily understood, and presented concepts.
- Common sense approach. Student oriented. Participation encouraged by facilitators.
- I'm not sure.
- Organization, creativity, and participation.

(Appendix F continues)

Appendix F (*continued*)

Verbatim Comments from All Respondents

(with *minor editing for misspelled words for professional courtesy*)

- The presentation was strong. The instructors were very creative. Information was very informative.
- Very well organized. Engaging. Cooperative learning was helpful.
- Instructors. The technology (although too much covered in too short a time). Peers.
- Having a school wide uniform policy. The use of visuals instead of words. I loved the book.
- Engaging, specific, helpful.
- Good information, effective presentation, group participation.
- The information was very useful.
- Management. Activities. Engaging.
- Behavior Management Principles. Classroom Management Plan. Family Contacts.
- It is useful in two ways: to help plan how a lesson should flow and in knowing how much noise should be involved.
- Strengths of CHAMPs are: Monitoring (class management), help, signal & safety. I love the level of conversation and movement to minimize the noise level.
- The photos that you could use. The instructional manual.
- Hand signal, Book, and Poster.
- The speakers/instructors were very enthusiastic. The activities corresponded well to the lectures.
- Well-versed instructors. Clear goals. Good handouts (posters).
- Everything was clear.
- CHAMPs II teachers were energetic.
- It's an integrated approach to managing a lesson or activity. Its comprehensive forcing thought about all aspects of a lesson/activity. It provides a planning structure/delivery structure together.
- Informative; Practical; Provides techniques to help students.
- Good activities, great speakers, overall good presentation of strategy.
- It was slightly entertaining, interesting and would have been more useful if more of my co-workers actually used it. As a teacher new to the county, I was told that the county endorsed this program and that it was followed county wide. I did not see but one teacher using it this year. The students looked at me like I had eight heads when I tried.
- Presentations were professionally done. Sessions were generally engaging. CHAMPs are interactive tools that can be implemented immediately.
- Activities and opportunities to work together were provided. The trainers were very informative.
- Group participation; learn from other participants, material.
- A good foundation for first time teachers. A great overview for being in the classroom. How to be an effective educator.
- Well organized, presented with enthusiasm, clear objectives.
- Behavior management skills.
- The training was done so fast at the New Teacher Academy that I am not fully practicing CHAMPs. I do plan on reading the textbook over the summer.
- Keeping kids engaged, letting them know the limits, giving me confidence in controlling a class.

(Appendix F continues)

Appendix F (continued)

Verbatim Comments from All Respondents

(with minor editing for misspelled words for professional courtesy)

- The instructors were fun and kept the attention of the audience. The activities were engaging. The course was well organized and run in a professional manner.
- Activities and ideas. The Instructors were knowledgeable.
- Help me to work closer with student. Better monitoring student work. Help to rotate student more smoothly.
- Cooperative groups. Informative teaching strategies.
- Well organized, helpful way of keeping the class on task.
- I felt the follow up with a veteran teacher was extremely helpful. She offered a lot of great advice.
- Classroom management strategies workable. Effective Presenters.
- The examples on how you would actually use the strategy, how to make it work in your room, seeing someone 'CHAMPs' an activity.
- Gave me confidence as a new educator. Provided me with useful information. Improved student-engagement in my classroom.
- The defined steps are easy to follow, the strategies to deal with managing the classroom culture and feedback from people who have tried it.
- Well organized. Easy to understand. Consistent.
- Facilitator, organization, cooperative.
- All
- Understanding techniques for classroom control, comprehension of the control factors of teacher-student dynamic, explanation of that the teacher still has power.
- Helped improve the communication between myself and the students. Helped create better classroom behavior.
- Met with other teachers; compared personal practices with them. Helpful instructors. Computer training.
- Activities, technology, instructors.
- Structure and organization.
- Taught me how to handle behavior, set signals that were clear and assisted me in organizing activities.
- The instructor knows how to interact with the students. They are always positive. They give good feedback on question.
- Engaging, visual, and helped my students stay organized and interested in what they were learning.
- Team building, fun, useful.
- I learned classroom management strategies, new math teaching strategies, and the 7 correlates of effective schools.
- Schedule. Material. Good teachers.
- The workshop helped me to better organize my classroom. The textbook has precise strategies. The CHAMPs chart is great.
- Organized, authentic, aesthetic.
- Having conversations with students. Signals. Making my activities fun for the students. Question 18 should be written differently because I am not African American.
- The safety signal, teaching the student to come to attention when I way raise my hands (Can I have your attention, please). Movement in the classroom based on what we are doing that day. I learned about different ice breakers that I will use next year.

(Appendix F continues)

Appendix F (continued)

Verbatim Comments from All Respondents

(with minor editing for misspelled words for professional courtesy)

- Organization, thorough, and explained well.
- Efficient
- It was well organized, the material presented was very helpful to me in order to improve my classroom management techniques; the book we received was very useful as a guide during my first year teaching.
- Monitor student conversation. Clearly stating the task/objective of an activity. Facilitating students' active and responsible participation.
- Content, ability to apply information day one, great reference material to keep it going.
- Giving me SLANTS that was a big help, room arrangement, a few ideas on taking role.
- Got to speak with other new teachers. Learned some new technology. Learned what CHAMPs was for.
- Ideas for classroom. Method of delivery to students. Instructors were knowledgeable.
- CHAMPs allowed me to have a clear view of what was expected of me, and that allowed me to give my students a clear view of what I expected from them.
- Engaging, realistic and well-planned.
- Hands-on activities. Different strategies within group. Massive information.
- It was organized. The content was relevant to the topic. Great presenters.
- The concept. Organization. Results.
- Clarity. Simplicity. Relevance
- I felt confident starting the year. Trainers were knowledgeable. Computer training was relevant.
- The clear communication from the trainers, hands-on activities, take-home poster for my class.
- Organized, direct, and preoperational.
- The techniques learned The group activities The information provided.
- Networking, the structure it provided for the classroom, workshop examples.
- Seeing teachers manage other teachers and how they get us to work together. Seeing transition from teacher led to groups to individual work. The material distributed.
- The instructors are very good. You get a chance to work with other educators and share strategies. The strategies and tips for good classroom management are invaluable.
- Interactive. Everyone had their own materials. Think - Pair - Share Activity.
- New ways to interact with students, tried effective strategies, interaction with National Board teachers.
- Organization, preparation, and excitement.
- Classroom management skill development, introduction for new teachers, confidence building.
- Instructors who knew CHAMPs. Collaboration during training. Time given was sufficient.
- Great way to get new teacher started.
- The instructors knew the information they were presenting. There was information to go back to. The examples helped a little.
- Well organized. Clear and concise. Great way of tying together all we already knew about classroom management.
- CHAMPs helped me formulate better questions to motivate students to participate in class. It helped me improve my overall class delivery and a better approach to school housekeeping.
- New, give new tools, meet other people.

(Appendix F continues)

Appendix F (continued)

Verbatim Comments from All Respondents

(with minor editing for misspelled words for professional courtesy)

- Improving my teaching practice. Create a safety signal for my students. To facilitate student movement during the classroom time.
- I am more organized. I am able to come up with more activities to make learning fun. I am able to deliver my instruction much clearer.
- CHAMPs were fun to learn. CHAMPs could be useful for some teachers. My CHAMPs coach was very easy to relate too.
- H—Help students needing it raising their hands. C—Conversations are not allowed when teacher is talking. P—Participation is noticed when all students are showing behavior of engaging in the A—Activity.
- It helps the teacher to create a structured classroom environment. It contributes to the disciplining of students. It helps Broward county teachers to have a unified approach to creating a desired classroom structure.
- Energy of the presenter. Relevance of the information. Information was conveyed in a timely manner-- brief and concise.
- Creative, well put together, interesting.
- Helps those teachers without experience in the classroom to have something to try, if they get into trouble with classroom management.
- N/A
- Instructors. Length and duration of program. Hands-on approach.
- Well organized. Energetic instructors. Very user friendly system.
- The idea of a safety signal, effective monitoring of student conversations, overall, a good management program.
- The C, H and P
- The Book. I would like to see a movie used in the in service.
- This, that, the other.
- Offered an alternative to classroom management technique. Highlighted simple ideas that might not be readily apparent (i.e., safety signal). Provided a framework for managing classroom discipline
- Organization, communication, and participation.
- The instructors provided the class with real life scenarios. Effective skills and strategies to implement in the classroom. The presentation was informative and entertaining.
- I feel the materials were appropriate. The workshop was well organized. The instructors were knowledgeable.
- Very effective for managing behavior. Great for managing time. Effective to build positive classroom ethos.
- Well organized, good materials, instructors were interesting.
- During the workshops we were able to apply what we learned during role plays. The instructors delivered the content in a manner that made it clear to me.
- There were good ideas and concepts presented.
- Cooperative Learning Groups. Presentations were engaging. Very animated and knowledgeable instructors
- Noise level was easily monitored. Participation mode was clear to students.
- Engaging, Fun, Helpful.
- Expertise of staff, efficiency of lessons, relevance to real world situations

(Appendix F continues)

Appendix F (continued)

Verbatim Comments from All Respondents

(with minor editing for misspelled words for professional courtesy)

- Helped classroom management, taught students expectations, and taught me how to manage activities.
 - The presenters gave clear information. Good hands on examples. Good hands-on demonstration.
 - Student behavior awareness, diversified activity for different learning styles, clear directions.
 - I got a poster that I put in the closet.
 - The facilitators, the location, the individualization.
 - Effective strategies, easy to implement.
 - Organization, dynamic, collegial.
 - Gave learning and behavior management strategies. Good suggestions for new teachers.
 - Communication from instructors, sharing of ideas, relevant info.
 - Great concepts. I like that I have the book to refer back to. Overall effective practices.
 - It was well organized. It was engaging. The instructors were able to get the point across.
 - Specific guidance for organization of an activity.
 - I think they did a great job.
 - Everything was clear.
 - Diversity, genuine caring/concern, humorous.
 - I think the workshop is pretty comprehensive.
 - The workshop is fine, really enjoyed those hand-on activities.
 - Training went well!
 - I think it was perfect.
-

Appendix G

Suggestions for the CHAMPs Workshop

Verbatim Comments from All Respondents

(with minor editing as a professional courtesy)

- I don't feel that teaching is all about CHAMPs. I would like to see other aspects tied into it, rather than just strictly sticking to the acronym.
- Have it be optional for NTA.
- More pictures and resources to make kindergarten appropriate CHAMPs.
- More engaging. A video of successful examples of what to do. Better explanation about how CHAMPs will improve classroom management.
- Have CHAMPs 2 available more often.
- None
- Provide instruction to teachers who have not used it/heard of it. Follow up with reminders/emails for best practices. That's all!
- I think that some in classroom assistance might be useful.
- More days of training.
- Making a chart or poster for every activity that a teacher does in class is overwhelming for the first year teacher.
- None this time.
- N/A
- It was a truly well planned workshop. I can't think of any way to improve it, other than offering it as a stand-alone product so more could have the opportunity to do it, not just NTA participants.
- Should be longer, maybe doing a complete week and then follow up with meetings once a week for the rest of the month to monitor and reinforce learning materials.
- I do not like the program at all. I think that it is great for elementary and middle school students but not for high school students. The kids think it is too much a grade school activity and they are too old now to be babied like that.
- PowerPoint/etc. were a little tedious in NTA.
- Picture icons for each acronym.
- I would have liked to learn more about using CHAMPs with a very high structure class. How do you use CHAMPs with more than one activity at a time? Use the book more to research different strategies rather than acting out skits
- Little less time for open-discussion unless there is a question to be answered.
- Should adhere to the same schedule for each Saturday. Participants should be told that hours are from 9:00-3:00, with an hour off for lunch. Every Saturday was a different release time as well as lunch. Some presenters gave a 15 minute lunch, others an hour.
- How to deal with students as a special teacher who comes to you for 30 minutes and this is not a part of their school life except for those 30 minutes.
- Find a way to make it more applicable in the secondary classroom or don't plan to use it. Implement it county and schoolwide. I don't know anyone at my school that uses CHAMPs. Find a new way to differentiate the process so it is more effective with juniors and seniors.
- Due to the fact that it is such a great workshop, make it 3 days instead of one day.
- The groups for the workshop need to be smaller.
- None
- Extended days for more coverage of CHAMPs book and practice.
- Getting more in-depth. Smaller class size.

(Appendix G continues)

Appendix G (continued)

Verbatim Comments from All Respondents

(with minor editing as a professional courtesy)

- More actual participation in activities associated with CHAMPs for practice. Also you could have provided more handout and more detailed information in training.
- I didn't really feel as if the CHAMPs idea would work for me. I didn't leave feeling motivated by it.
- None
- Give more examples on the topic.
- A lot of the information was crammed into a few minutes of time, such as the computer session. This would have been tremendously helpful; however it was difficult to retain it because it was so quickly gone over. To better understand that portion more time was needed.
- More time to read through the CHAMPs book.
- Better information on how to implement in the primary grades, more specific of different area schools, different follow-up.
- Help with implementation. The concept is easy and high level students will follow your directions. However, low level students tend to defy the CHAMPs training.
- The work shop should be more than one day. There should be a better follow up system for new teachers. There should be less crowded sessions.
- Don't really know if I can come up with three suggestions since I thought it was as thorough as can be. The only thing that I can think of is that it should have more technology.
- More lesson plan assistance.
- Half days
- Make CHAMPs more applicable to high school level. Give more examples of behavior management, how to handle situations, role play etc. Show videos of experienced teachers working with CHAMPs in their classrooms.
- It really needs to have a focus towards the music class and what is taught in music. How does CHAMPs focus itself in the art of music?
- More follow ups during the year, especially for new educators.
- Modeling of incidents that are likely to occur in the classroom. More suggestions for dealing with non-compliance students. Have different age groups of students at the Workshops and utilize the CHAMPs icons.
- Try to cluster teachers by teaching level. We all have different management issues depending on student level. This should be required for all new teachers—to be completed no later than the end of September, ideally before school begins. There should be CHAMPs refreshers given during the professional development days.
- None
- More direct assistance implementing the concept in a varying exceptionalities class. Better practice at using the strategy with specific assignments. More follow up if Broward County seriously wants teachers to use the program. I used it a couple of times and abandoned it as none of my colleagues were using it or even knew what it was.
- The reason I did not use this in my classroom was because it seemed elementary for middle school students. In addition, the program was not being used by any teachers and my past experience in middle school provided me with effective classroom strategies.
- Continue current practice. Encourage teachers to attend workshop and practice concepts.
- It was not helpful for me because I had never taught before. I think it would be more effective as a workshop offered mid-year or later.
- None

(Appendix G continues)

Appendix G (continued)

Verbatim Comments from All Respondents

(with minor editing as a professional courtesy)

- For more inner-city schools you need to adjust the CHAMPs program to be more effective. More cutting edge so to speak! For 3-5 it was not effective with the type of children I was working with. It will be if it is used in the primary grades and then used subsequently from now on.
- Earlier notification of this event. Less content, same time; or same content, more time. Follow-ups that can be more easily attained. I am still trying to make contact with a mentor from the list provided.
- It is hard to convince people to use anything new. I took the training at school and NTA. During the NTA the instruction should have been 'real life' presented. The icons and the board at NTA should have been present and used in the demonstration. The book is excellent. I would suggest a condensed version—the quick way to CHAMPs. Let's face it. Adults don't read, and neither do students.
- Do the follow-up assignment in your school.
- The presentation could have been more engaging.
- N/A
- Continue to revise and rotate workshops. Give actual testimonials of unusual success stories. Include additional information for help with LEP Students.
- It should be separate from New Teacher Academy. It should focus on the practical not the theoretical.
- Provide free lunch.
- Use more effective examples. It is impossible to CHAMPs every activity in the beginning; which are most important? More hands-on and other management techniques.
- It could have been a little longer next time.
- Less role-playing. More comfortable classroom.
- Distinguish CHAMPs from New Teacher Academy.
- It's a good class management system but doesn't really address the individual students who choose not to listen and/or follow the instructions.
- less time
- Follow up in the classrooms, schools and with teachers. If it is not being used, it is not much help.
- Have CHAMPs extended to give more attention to adult education. Shorten the time, but not to rob it of its contents.
- I took the training as part of the NTA, therefore, the material was condensed.
- N/A
- CHAMPs, although obvious, is still a little difficult to use.
- None
- More time on technology.
- Modeling longer seminar. Help with persistent problems in classroom.
- I know it was meant with good intention to introduce it at NTA, but I know there are a few of us not having the time to fully practice it. Going through an entire textbook in one day was just too much.
- Immediate access to CHAMPs II, offering CHAMPs at schools, free lunch
- Make the follow up more interactive. Keep the flow of the workshop in a positive pace. More computer based learning was needed.
- Longer workshop. So much information, too little time.
- Make the workshops half days.

(Appendix G continues)

Appendix G (continued)

Verbatim Comments from All Respondents
(with minor editing as a professional courtesy)

- Video to show CHAMPs in use.
- More hands-on activities. Everything else was great.
- Do not allow so much ‘show and tell’ time; we all have stories!
- Give examples of lesson plans and how to implement the CHAMPs method within all curriculum, more one on one talking with peers. Trying out a mock lesson in class.
- Use more examples; more handouts.
- Length, paper
- Relevance in a low socio-economic school.
- Follow-up activities
- For New Teacher Academy it should be longer.
- Shorter time period and more hands on computer work.
- Workshop Space, Time Span, and Organization of Book
- Have the same instructors. Don’t make the days so far apart. No holidays between classes.
- Having more time to go over the material.
- More ways to include activities in the classroom.
- More focus groups in a subject area, more examples of all subjects in training and not just the two easiest like English and reading for examples, more chances to work in peer groups for suggestions.
- Implement this in the second year of a new teacher's contract.
- Technology could be reduced in time. Make the presentations more interesting and organized. Focus more on what is really important for a new teacher in a well organized ‘list’ of priority.
- More hands-on
- The only suggestion that I have is to continue making CHAMPs workshop helpful for teachers to support the need of their students.
- Do not present to first year teachers. Wait until the teacher has a year in the classroom first.
- Teach new items not repeatedly covered in previous education classes, and just given a new name.
- More time needs to be allotted to technology. Especially teaching teachers how to integrate technology in the classroom.
- Follow up. Everyone in the school wasn’t doing CHAMPs; just new teachers.
- Have more classes during the year. Fewer hours. More time to practice on the computer.
- Change program to be more practical, too time consuming. Again it was not a practical program for my population and school.
- I felt the workshop was boring and not beneficial. Much of it is impractical as being applied in the classroom. I shared some of it with my team and they feel the same.
- More activities; explain the work.
- I would add a section to discuss real situations in the class.
- No suggestions.
- The foundation school was fun to do, but had no meaning until after about a month in the classroom. Anything I really needed help with we were told wait until you get to your school and ask them. Tell me not to write referrals or detentions—big mistake. I didn’t write any until I was told to. As soon as I did, I was able to take control of my class because the consequence was real.
- The meetings were too long. Some of the information was repetitive. Some delivery was not engaging.

(Appendix G continues)

Appendix G (continued)

Verbatim Comments from All Respondents
(with minor editing as a professional courtesy)

- None
- More follow up information. Make it mandatory for all teachers and staff that work directly with students (after care, lunchroom.) Develop county wide plan to insure one voice.
- Another course for technology would be better. Separate it from CHAMPs information overload.
- Would be great if you can take all five classes in one week trainings instead of every weekend or other weekend.
- Better bathroom facilities. High school students do not like the hand signal.
- More tangible examples of CHAMPs in use for all subjects and tasks.
- Information was at times overwhelming due to the sheer volume of information. Have a teacher that went through the workshop a prior year return and talk with new participants.
- N/A
- More hands-on examples and demonstrations to implement.
- More communication between the school and program.
- A whole day should have been used for the technology breakout. I would have liked to get more information on ESE/self-contained classrooms.
- I don't know.
- More time to work in cooperative groups. Chance to make up specific lesson plans using CHAMPs. Let individuals from the class teach lessons and be critiqued.
- More integration of technology.
- There are different issues at a Title 1 school. Lack of parent support and student's values in material create an atmosphere where learning and following the rules are on the back burner.
- Acronym might not be useful for inner-city, urban schools, especially high school.
- Smaller class size. Feedback from participants of the effectiveness. Training locations-aside from classroom setting.
- It is difficult to continue with CHAMPs after initially introducing to you class; need more suggestions.
- Please don't rush;-that was lot of information presented in one hour.
- Require it of every new teacher. Offer it in the summer for early hires. Can't think of a third.
- I found nothing wrong that needed improvement.
- A follow up after the workshop.
- Should use more real experience as an example for teaching materials. Set up case study to discuss as a group; a speaker can tell a new teacher what he/she can do. Set up more workshops to accommodate teachers at different times, because this workshop can teach a lot of things.
- I do not think that CHAMPs is necessary for all teachers to use (should be alternative strategies). It should entail behavior management strategies outside of CHAMPs. Having a CHAMPs class that may assist with students with learning disabilities, such as Autism would be beneficial.
- Not applicable
- Create and package strips for teachers to take away from the workshop so that they can set up their CHAMPs boards quickly. Have new teachers role play examples and non examples of CHAMPs in a classroom setting. Model the integration of technology by using a PowerPoint presentation.
- Provide specific information on how to work with individual students. Provide phone numbers of others in group that we've worked. Provide CHAMPs II the following week, rather than having us wait for the start of the new school year.

(Appendix G continues)

Appendix G (continued)

Verbatim Comments from All Respondents

(with minor editing as a professional courtesy)

- More tangible teaching aids to use in the classroom to be given to teachers so they can immediately implement them. The posters are fine as a starter, but graphics need to be vibrant to be attractive to students and teachers alike. I know money might be limited, but I'm sure that spent wisely, we might be able to get more 'graphics bang for our buck.'
 - Nothing
 - Stop doing it. Make it a separate class for which teachers sign up.
 - N/A
 - This is more than three and all inclusive. Suggest tailoring ideas to 'different' classroom, such as an Autism classroom.
 - Make it more oriented to the grades being taught; seemed like the atmosphere was designed more for middle school and even elementary than high school. Less filler and more examples; less focus on giving so much material. Focus on something small one piece at a time; felt so hurried.
 - Mini book for teacher. A movie for teachers and students, with real life situations. More emphasis that it is used through the schools.
 - None
 - Make presentations slightly more engaging. Create disciplinary scenarios that CHAMPs can 'solve.' Trim unnecessary exposition; stick to key ideas and main topics.
 - More interactive activities. More time to complete workshop requirements. Additional assistance with locating outside material to assist with CHAMPs.
 - Longer training sessions for the computer portion.
 - The workshop was geared towards classroom teachers. This makes perfect sense, but I am not a classroom teacher. I would love a workshop on School Social Work.
 - None
 - Make CHAMPs acronym mean something I can easily remember.
 - Better presenters. Technology should move slower. Nicer presenters.
 - The blackline masters were elementary and I teach high school. It would be helpful to upgrade the text to suite all grade levels.
 - As learning environments tend to differ based on different factors (i.e. grade level, team level, etc.), I would have liked to have seen a broader range of suggestions that would be appropriate in less than optimal teaching situations. Additionally, I think it might have been nice to have the teaching areas more separated, however I realize this is most likely not feasible.
 - Too much information in a short period of time. More hands-on activities for participants.
 - Continue to teach this program. I don't see an area to write my name.
 - Not sure.
 - None
 - Short breaks instead of long lunch. One voice should be only covered in individual schools. No afternoon session.
 - N/A
 - More time for specific questions. Wish we were given more specific strategies and had time to talk about more specific strategies. Ideas on how to be more time efficient with the poster.
 - Speaking as a first time teacher, the computer section was fun but we only used beep. How to sign up for workshops would be helpful. I did not include CHAMPs in my classroom because it was not relevant to this school.
 - More help on the classroom management of misbehavior section.
 - Longer technology sessions.
 - N/A
-