

Slide 1

Slides 2-3

- Brethower
- PBI
 - new job
 - new set of tasks
 - changes in existing tasks
 - cross-training

Slide 4

- Design checklist on the spot (even if exists)
- Point to criterion (“What’s your best guess about why we have that criterion?”)
- Starting with evaluation / modeling / open feedback

Slide 5

- Begin with evaluation of performance, clarify good products (task clarification)
- Trainee “coaches” the trainer
- Trainer coaches trainee (GO)
- Trainee practices with coaching (GP)
- Demonstration of mastery
- Keep monitoring quality of performance on the job (frequent disconnect)
- Continue coaching as needed

Slides 6-8

- Guided observation
 - Identify characteristics of:
 - Good vs. poor products
 - Good vs. poor results
 - Good vs. poor processes
- Guided practice
 - Practice doing task that accomplish real work
 - Fading
- Demonstration of Mastery
 - Demonstrate can perform specific tasks and job as a whole

Slide 9

- Workplace demands / skill levels (caution)

Slide 10

- Speed and shortcuts
- Novice risk
- Experts often need training in training

Slide 11

- Systems analysis

Slides 12-13

- Training / realities & demands of workplace
- Emphasize “use-it-now”
- Learner products during training should match work products
- Even better to have training environment match workplace environment
- Have observation, practice, and mastery demonstration actually take place on the job

Slide 14

- Form linkages between training and job itself formed by partnering with those in workplace (not by sitting in designer's office)

Slide 15

- Instructor receives regular and systematic information on performance of past students?
- Both learners and instructors need clear feedback

Slide 16

- Goal or mission
- Inputs: Training content
- Training processes
- Learner products
- Feedback during training
- Workplace support
- Workplace feedback

- If training truly linked, will be supported until goals / strategies change

Slide 17

- Schools as an organizational system, part of a system, and containing multiple systems (educational system, individual school system, 3rd grade class system)
- Some parts: publishers, colleges of education, professional groups, unions
- Cannot target a single aspect of system(s)
- Major changes in policies and practices across the board

Slide 18

- First: Carefully install data-supported practices
- Second: Internal quality-control (frequent and specific monitoring)

Slide 19

- Central to quality control is the need for assessment
- Documenting both problems and success / accurate and specific

Slide 20

- Practicality of program
 - Average teacher
 - Reasonable training
 - Present it so all learners meet projections

Slides 21-22

- Responsible-accountable:
 - Teacher → students
 - Principal → teachers and students
 - Trainer → principals, teachers, students
 - Assistant superintendent → trainers, principals, teachers, and students
- Fragmented responsibilities

Slides 23-25

- Teachers who meet projections
 - rewarded individually
 - recognition
 - monetary incentives
- Those who exceed should receive additional incentives
- Base salary contingent on students who meet or exceed expectations
- Teachers, principals, and trainers
 - reassigned or fired if fail to achieve minimum performance standards
- Student-referenced system

Slide 26

- Failure of colleges of education
- School system does own training
- Notice of insufficient training

Slide 27

- No installation with demonstration of effectiveness
- Experimentally tried out with several teachers
- If fails to achieve, immediately terminated (often violated)

Slide 28

- Task for behavioral educators:
 - 1st: Develop effective instructional strategies (done)
 - 2nd: Disseminate strategies (not done)
- We know what's needed, now need to overcome obstacles
- Educators do adopt new procedures (e.g., whole language)
- Don't adopt behavioral approaches
- More importantly, rarely demand evidence of the effectiveness of any approach
- Educators pay little attention to idea of using evidence-based approach
- Largest experiment in the history of instructional methods has had no impact on daily classroom practices

Slide 29

- Not just ignore, but actively discourage research

Slides 30-31

- Physicist Richard Feynman (1985)
 - served on a commission of California State Board of Education to evaluate textbooks
 - math textbook
- Six out of 10 members gave rating “above average”
- Why just blaming publishers is shortsighted

Slide 32

- Information on performance lacking
 - Academic child neglect
- “There is no requirement to do anything with the data – just receive it from the publisher.”

Slide 33

- Approaches require discipline and practice are to be avoided
- Part of myth that the best learning is easy and fun
- Fun: result of learning, fluent performance
- Stressful / painful: process of learning

Slide 34

- Monopoly on training teachers
- Produce disguised sorting-machine philosophies (“I want kids to be themselves and choose what they want to learn. I don’t want to manipulate them.”)
- Even teachers with right attitudes are never exposed to effective models
- When they do hear, it is distorted

Slide 35

- Declared mechanists, manipulators, and people who challenge the natural order of things
- Advocates of skill-based instruction consider primates who are ignorant of educational advances
- “Grunt and spit”

Slides 36-37

- Emphasize specific skills and careful attention to detail
- Called misguided

- Teachers should just be equipped with general principles
- Teacher is a sensitive guide

Slide 38

- Trained on: Writing of lesson plans, assessment of intelligence, stages of maturational developments, and a little about motivation
- Some teachers do improve delivery of presentation over time
 - become more popular
 - improved performance does not necessarily follow

Slide 39

- Well intentioned with a good liberal arts background

Slide 40

- Technological approach to instruction is “low level” and “misguided pursuit based on industrial model”
- Systematic attempts design curricula or training straight from auto assembly line
- “Control performance patterns of teachers, who, in turn, can control performance of students” is derided
- “Failure to distinguish between education and training” “between school and factory”
- Rhetoric: good guys educate, bad guys train
- Opponents basic game: equate behavioral / evidence-based with machine, inhuman, repetitive, and uninspiring language

Slides 41-45

- Simple parts (skills and concepts)
- Complex parts (applications that cut across previously taught skills)
- Efficient and timely
- No damaged merchandise
- Inspection stations
 - identify problems early (not after entire product assembled)
- Worker on line makes basic quality-control decisions
- Anticipate problems
- If machine breaks down
 - back-up plan

Slides 46-48

- The basics of good instruction is never addressed

Slide 49

- Achievement scores for averaging by teacher, by subject, and by school
- Averages by district released to public
- Public property and illegal to hide
- Try to find which second grade teacher produced highest achievement
- Afraid of rush by parents
- Rather than use info to reward, retrain, and help; bury accomplishments

Slide 50

- Boards just had to jump through a few more hoops
- Process is more visible
- Legislator and newspaper reaction to suit
- State decision makers not run out
- No laws exist to combat academic child abuse

Slide 51

- Association for Behavior Analysis, Association for Direct Instruction, Standard Celeration Society
- Never directly approached
- Council for Exceptional Children
- Dissemination: professional journals and presentations at meetings
- Purchase of math textbooks / attractiveness of art

Slides 52-53

- Invest more funds / without first installing brought and paid research
- Kill educational program with federal grants (dependency)

Slides 54-56

- Learning vs. entertainment
- Drive / daily gymnastics or swimming / daily mathematics or computer practice
- Regular daily coaching and practice: athletics vs. academics (scoring)
- Posting personal performance scores
- Athletics teaching is accountable, academic teaching is not
- Entertainment trumps education
- Nice, multicultural, politically correct child entertainment
- No viewer performance, yet pretends to educate
- Designed by entertainers (credits)
- No problem if seen for what it is
- Awards for education and speak of its educational value

Slide 57

- Basic restrictions

Slide 58

- Solutions

Slide 59

- Administrators must suffer when the kids fail
- Expect resistance from those benefiting from status quo
- Serious threat to administration: "Oh, please reform our school system so that you can fire us."

Slides 60-62

- Although more humane than district-wide, still should not be guinea pigs
- Limit number of tryout programs
- Back-up plans for failure
- Distorted view of what level of training and monitoring is needed
- Set for different time periods
- May start out great and then falter seriously
- Leave students all year long and then conclude

Slide 63

- Write and call
- Confront decision makers
- Open, public meetings in which proposals and policies adopt
- Public doesn't show or discuss something other than instruction

Slide 64

- Make loud enough noise, the school will respond
- Could not get away with so much if informed public called them out on issues

Slide 65

- What instruction is being used
- Principal may not know
- If enough people are asking

Slide 66

- Spend a morning and take notes
- See what's happening

Slide 67

- Do not blame the rat

- THE END