

NAME OF STUDY	TYPE OF STUDY	PUBLICATION	STUDENT OUTCOMES	TEACHER OUTCOMES
1. Milwaukee New Teacher Study (2003)	Descriptive study using teacher questionnaires conducted across large urban system to demonstrate the efficacy of COMP training on confidence levels for first-year teachers. (All grades, all subjects, all city schools in Milwaukee, all first year teachers)	Herman-Ukasick, B., (March, 2003). <i>Effects of training in the Classroom Organization & Management Program (COMP) on new teacher confidence levels</i> . Paper prepared for National Association of School Psychologists, Toronto.	Beginning teachers who received COMP training over a two-year period reported an increase (pre to post) in confidence levels for maintaining student engagement (< .05); obtaining student cooperation (< .05); and maintaining student motivation (< .05). Schools reported a 54–83% reduction in office referrals.	Trained teachers with mentor support exhibited significantly greater confidence in controlling student behavior, meeting diverse student needs, and increasing classroom academic time. Trained teachers increased in confidence and maintained implementation of COMP strategies over the period of this study.
2. Problems & Prevention of School Violence Study – Secondary and Middle Schools (1998–2001)	Experimental study to test effectiveness of COMP program in preventing disciplinary problems, especially violent offenses, and promoting student responsibility. Frequency and nature of school office referrals was a primary measure. COMP implemented in treatment high school in fall 1998 and continued through spring 2001. COMP implemented in treatment middle school in fall 1999 and continued through spring 2001. (School wide study pairing a treatment and comparison high school and a treatment and comparison middle school, 4670 students, urban and low SES setting.)	Lovell, R., Pope, C.E., (2003). <i>The Milwaukee Project: Reducing violence in public schools</i> . Paper prepared for Hamilton Fish National Institute Consortium and Criminal Justice Programs, Helen Bader School of Social Welfare, University of Wisconsin-Milwaukee.	Total number of office referrals of students in the treatment high schools declined substantially from baseline data. Referrals for more serious (violent behavior) categories declined from 22% to 4% of referrals. During summative years, total number of referrals decreased and referrals at comparison high school increased substantially including an increase in referrals in violent behavior. Total number of referrals in treatment middle school decreased by 22% during summative years while total number of referrals at comparison middle school increased substantially during same period.	
3. Project MENTOR (2000) This study included two separate groups of teachers and schools in a Midwestern state.	Group 1: Experimental study exploring the efficacy of using a research-based mentoring programs to assist mentor teachers and their protégés and the consequent effects on instructional management and student behavior. (Grades 2–12, all subjects, 24 rural/small city/county schools, 28 teachers, 642 students) Group 2: Experimental study exploring the efficacy of using a research-based mentoring programs to assist mentor teachers and their protégés and the consequent effects on instructional management and student behavior. (Grades 2–12, all subjects, 13 rural/county schools, 19 teachers, 450 students)	Evertson, C. M. & Smithey, M. W. (2000). Mentoring effects on protégés' classroom practice: An experimental field study. <i>Journal of Educational Research</i> , 93(5), 294-304.	New teacher protégés (N=12) mentored by teachers trained in both COMP and Project MENTOR had classrooms with less inappropriate behavior (< .05) and greater student task engagement (< .05) compared to new teachers who were not assisted by trained mentors (N=15). New teacher protégés (N=11) mentored by teachers trained in both COMP and Project MENTOR had classrooms with less disruptive student behavior (< .05); less inappropriate student behavior (< .05); less off-task behavior (< .05); and higher student academic engagement (< .05) compared to new teachers who were not assisted by trained mentors (N=8).	Teachers trained in both COMP and Project MENTOR were significantly better at managing instruction (< .05); monitoring student engagement (< .05); and managing student behavior (< .01). Teachers trained in both COMP and Project MENTOR were significantly better at managing instruction (< .05); monitoring student engagement (< .05); and managing student behavior (< .01).
4. Multi-level, Multi-school Study (1993)	Multi-year, multi-school study in which COMP was one of four integrated components of a program seeking to improve adolescent conduct across district middle schools. (Grades 6–8, all subjects, 8 urban/suburban schools, total faculty, total student body)	Gottfredson, D., Gottfredson, G., & Hybl (1993). <i>Managing adolescent behavior: A multi-year, multi-school study</i> . <i>American Educational Research Journal</i> , 30(1), 179-215.	COMP classroom management principles were taught to the full faculty of 6 middle schools as part of a school-wide intervention initiative. All schools that implemented the program showed significant decreases in student disruptive and inappropriate behavior.	Teachers in higher implementation schools implemented classroom organization and rule clarity more effectively. Teachers had higher levels of confidence in their ability to prevent misbehavior.
5. Project UPWARD (1988–89) A three-phase experimental/observational study to a) examine the effects of training in classroom management on teachers' abilities to manage the most challenging classrooms; b) include students referred for special education services in the academic activities in their classrooms, and c) assess the possible effects of management skills on students growth in achievement.	Additional focus was on teachers' inclusion strategies for mainstreamed students. Finally, two COMP evaluation studies also were conducted as an expansion of this project. (Grades K-6, reading/math/social studies, 10 urban and rural schools, 31 teachers, 762 students including mainstreamed students from special education classes) Phase I An experimental observational study conducted in classrooms with mainstreamed students to evaluate efficacy of COMP training for a) changes in students' knowledge and skills, b) improvements in teachers' management behaviors, and c) improvements in student behaviors. (Grades 1-6, reading/math, 420 students grouped as 239 experimental and 85 control) Phase II Experimental observational study conducted in classrooms with mainstreamed students to evaluate efficacy of COMP training for a) changes in students' knowledge and skills, b) improvement in teachers' management behaviors, and c) improvements in students' behaviors. (Grades 2-6, reading/math, 423 students – 252 experimental and 171 control)	Evertson, C. M., & Harris, A. H. (1995, September). <i>Classroom Organization and Management Program: Revalidation submission to the Program Effectiveness Panel (PEP)</i> , US Department of Education. Nashville, TN: Peabody College, Vanderbilt University (ERIC Document Reproduction Service No. ED 403 247).	Students in trained teachers' classrooms had reading achievement gains in grades 2 (< .001); 3 (< .05); 5 (< .01); and 6 (< .001) and mathematics gains in grades 1 (< .001); 2 (< .001); 3 (< .05); 5 (< .001); and 6 (< .001) over the comparison classrooms. Trained teachers' classrooms were less disruptive (< .001) and had less inappropriate student behavior (effect size .42). Students in trained teachers' classrooms had reading achievement gains in grades 2 (< .001); 3 (< .05); and 4 (< .05); and mathematics gains in grades 2 (< .001) and 5 (< .05) over the comparison classrooms. Trained teachers' classrooms had less disruptive (< .01) and inappropriate (< .01) student behavior and fewer students off-task (< .05).	Trained teachers significantly demonstrated higher levels (< .02) of instructional management and management of student behavior. Trained teachers were significantly more successful (< .02) in implementing academic strategies to include mainstreamed students. Trained teachers demonstrated significantly higher levels (< .02) of instructional management and management of student behavior. Trained teachers were significantly more successful (< .02) in implementing academic strategies to include mainstreamed students.
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5. Project UPWARD (1988-89) Continued	<p>Phase III Experimental study conducted with subset of mainstreamed students only to evaluate academic progress.</p> <p>Study I Experimental field study conducted to test the effects of workshop training in principles of classroom management and organization for elementary school teachers. (Grades K-5), reading/math/social studies, 3 urban/suburban schools, 30 teachers, 513 students)</p> <p>Study II: Experimental field study conducted to test the effects of workshop training in principles of classroom management and organization for middle and high school teachers. (Grades 6-12, English/math/social studies, 4 urban schools, 23 teachers, 521 students)</p>	<p>Evertson, C. M., & Harris, A. H. (1995, September). <i>Classroom Organization and Management Program: Revalidation submission to the Program Effectiveness Panel (PEP)</i>, US Department of Education. Nashville, TN: Peabody College, Vanderbilt University (ERIC Document Reproduction Service No. ED 403 247).</p>	<p>Mainstreamed students in trained teachers' classrooms had higher reading achievement (< .05) and mathematics achievement (< .06) and significantly less disruptive and inappropriate student behavior compared with mainstreamed students in untrained teachers' classrooms.</p> <p>Students in trained teachers' classrooms had less off-task behavior (< .09) and higher engagement in academics (effect size .34).</p> <p>Students in trained teachers' classrooms had less disruptive (< .05) and inappropriate (< .07) behavior; less unengaged behavior (< .01) and higher engagement in academics (< .02).</p>	<p>Trained teachers demonstrated significantly higher levels of clarity (< .05) in student instructional and procedural management and were more effective at student motivation (< .05).</p> <p>Trained teachers showed significant gains (< .05) in instructional and procedural management, motivating students and managing student behavior compared with untrained teachers.</p>
6. Classroom Management Training for Elementary Teachers (1982-83)	Experimental study to test effectiveness of classroom management training and whether or not local site personnel can deliver training. (Grades 1-6, language arts/math, 3 rural/suburban schools, 29 teachers, 725 students)	Evertson, C. M. (1989). Improving elementary classroom management: A school-based program for beginning the year. <i>Journal of Educational Research</i> , 83(2), 82-90.	The experimental group (N=14) had less inappropriate student behavior (< .05) and a lower percentage of students unengaged (< .05) during the first four months of school than the comparison group (N=15).	Teachers in experimental group (N=14) demonstrated significantly higher levels (< .01) of instructional management and were rated significantly higher (< .05) at monitoring and maintaining student accountability during the first four months of school.
7. Classroom Management Training for Secondary Teachers (1982-83) Research includes three experimental studies involving grades 7-9, 2 small city schools, English/LA/math, 16 teachers, and 384 students.	<p>Study No. 1 Experimental study to a) further validate principles of classroom organization and management; b) determine if school district can use research materials effectively to deliver training and collect data on implementation; and c) assess whether training in classroom management techniques will provide additional skills to teachers with previous instructional skills training.</p> <p>Study No. 2 Experimental study to test the correlation between teacher training in classroom organization and management and student achievement. (Grades 7-9, English/math, 2 small city schools, 16 teachers, 384 students)</p> <p>Study No. 3 Qualitative study to examine relationships among teachers' management effectiveness ratings, student achievement, social and academic participation structures, patterning of instructional sequencing, and teachers' contributions to thematic development in classroom lessons.</p>	<p>Evertson, C. M. (1985). Training teachers in classroom management: An experiment in secondary classrooms. <i>Journal Educational Research</i>, 79, 51-58.</p> <p>Evertson, C. M., Weade, R., Green, J. L., & Crawford, W. J. (1985, June). Effective classroom management and instruction: An exploration of models, TN: Peabody College, Vanderbilt University (ERIC Document Reproduction Service No. ED 271 422.)</p> <p>Weade, R., & Evertson, C. M. (1988). The construction of lessons in effective and less effective classrooms. <i>Teaching and Teacher Education</i>, 4, 189-213.</p>	<p>The experimental group (N=8) had less inappropriate student behavior (< .05); a lower percentage of students unengaged (< .05); a higher percentage of students engaged in academics (< .05) compared to the control group (N=8).</p> <p>The experimental group (N=8) had less inappropriate student behavior (< .05); a lower percentage of students unengaged (< .05); a higher percentage of students engaged in academics (< .05) compared to the control group (N=8). Experimental group had higher achievement gains in reading/language arts (< .001) and math (< .05) compared to control group.</p> <p>Study traced the connections between teachers' classroom management practices and students' access to content learning and possible effects on student achievement in an analysis of taped classroom lessons.</p>	<p>Management practices of teachers in the experimental group (N=16) versus those of control group teachers were significantly more effective in areas of management of academic work (< .10); student accountability (< .05); and student behavior (< .05).</p> <p>Experimental group teachers (N=16) performed instructional management behaviors more consistently and maintained more effective classroom management procedures resulting in higher levels of pedagogical effectiveness.</p> <p>Planning and management for fewer transitions of social engagement and more frequent and varied restatements of academic themes throughout a lesson contribute significantly to instructional effectiveness.</p>
8. Junior High Management Improvement Study (1981-82)	Experimental study to test effectiveness of pre-school training in management behaviors: a) exhibition by teachers of more effective management behaviors, and b) higher rates of student academic engagement and lower rates of disruptive behavior. (Grades 7-8, English/math, 10 urban schools, 38 teachers, 2052 students)	Emmer, E. T., Sanford, J. P., Clements, B. S., & Martin, J. (1983, March). <i>Improving junior high classroom management</i> . Paper presented at the annual meeting of the American Educational Research Association, Montreal. (ERIC Document Reproduction Service No. ED 234 021).	Students in experimental teachers' classes had higher engagement in academics (< .05) during the first two months of school.	Teachers in workshop groups (N=14) established more appropriate and efficient classroom procedures (< .05) and maintained more consistent and effective strategies for student accountability during the first two months of school.
9. Classroom Management Improvement Study (1980-81)	Experimental study to test effectiveness of pre-school in the following management behaviors: a) sustained implementation by teachers of management techniques, and b) positive effect on student behavior. (Grades 1-6, language arts/reading, 14 urban/suburban schools, 41 teachers, 1066 students)	Evertson, C. M., Emmer, E. T., Sanford, J. P., & Clements, B. S. (1983). Improving classroom management: An experiment in elementary classrooms. <i>The Elementary School Journal</i> , 84, 173-188.	Students of teachers in the workshop group had less inappropriate behavior (< .05) and higher proportions of engagement in classroom tasks (< .10).	Teachers in the workshop group (N=23) exhibited a significantly higher level of management behaviors (< .01) including preparation of physical setting, maintenance of positive student conduct through clarity of rules and procedures, and consistent application of consequences for both positive and negative behaviors.
10. Classroom Organization Study – Junior High (1978-79)	Descriptive study to determine correlation between pre-school planning for classroom organization and first week clarity in establishing rules and procedures and subsequent student accountability for academic engagement and classroom behavior. (Grades 7-8, English/math, 11 urban/suburban schools, 51 teachers, 2800 students)	Evertson, C. M. & Emmer, E. T. (1982). Effective management at the beginning of the school year in junior high classes. <i>Journal of Educational Psychology</i> , 74, 485-498.		Two groups of 13 mathematics and English teachers were identified as more and less effective. More effective teachers established rules and procedures, monitored student work, maintained a task-oriented focus, communicated information and organized instruction more effectively.
11. Classroom Organization Study – Elementary (1977-78)	Descriptive study to determine correlation between first week classroom organization and management and subsequent student academic engagement and social behavior. (Grades 2-4, reading/math, 8 urban/Title I schools, 27 teachers, 650 students)	Emmer, E. T., Evertson, C. M., & Anderson, L. M. (1980). Effective classroom management at the beginning of the school year. <i>The Elementary School Journal</i> , 80(5), 219-231.	Two groups of teachers were identified (N=7 each) who differed in management effectiveness to determine what teaching practices correlated with more effective management. Effective managers had higher student engagement in academics (< .05) and all other activities (< .10); lower percentages of disengagement (< .05); and lower ratings of disruptive behavior (< .05).	