



TEACHER EFFECTIVENESS TRAINING

How You & Your Students Will Benefit

- Increased academic achievement.
- More desire to cooperate and learn.
- Increased responsibility and self-control.
- Increased ability to work in group situations.

What You Will Learn

- How to handle discipline problems so that you get relief without damaging the student's self-esteem.
- Avoid the problems of permissiveness and still have creative classrooms that encourage student participation.
- How to conduct more productive classroom discussions.



WORLD RENOWNED

Teacher Effectiveness Training (T.E.T.) offers teachers the essential communication and conflict resolution skills they need to have high quality relationships with their students so there will be less conflict and more teaching-learning time. This model has worked for hundreds of thousands of teachers around the world.

EMAIL: schools@gordontraining.com



HOW THE PROGRAM WORKS

All workshops are led by specially trained and authorized T.E.T. Trainers. Throughout the program, teachers will participate in skill-building through role-plays, one-on-one coaching, small group discussions and feedback, and specially-designed workbook exercises.

PHONE: 800.628.1197



TEACHER EVALUATIONS

"After taking T.E.T. I now realize that not only the teaching method but also the communication between teacher and pupil is the most important thing in teaching."

"T.E.T. reaches beyond the classroom into all relationships in the school."

WEB: www.gordontraining.com



After participation in the T.E.T. course, it is expected that teachers will have the ability to:

- + Distinguish between Acceptable and Unacceptable Behavior.
- + Understand the Behavior Window.
- + Determine who “owns the problem” in a given situation.
- + Identify the 12 Roadblocks to Communication.
- + Avoid the Roadblocks that cause most helping attempts to fail.
- + Recognize when students need the teacher’s help as a skilled listener.
- + Use silence, acknowledgments and door-openers to help a student with a problem.
- + Active Listen to hear a student’s feelings.
- + Active Listen to clarify information.
- + Be able to communicate their opinions, ideas and feelings with Declarative I-Messages.
- + Acknowledge students and others with Positive I-Messages.
- + Prevent problems and conflicts using Preventive I-Messages.
- + Determine what to do when a student’s behavior is interfering with the teacher’s meeting his/her needs.
- + Identify ineffective ways of confronting unacceptable behavior.
- + Develop a three-part Confrontive I-Message.
- + Confront a student’s unacceptable behavior with an I-Message.
- + Shift gears between I-Messages and Active Listening when appropriate.
- + Distinguish between Conflicts-of-Needs and Values Collisions.
- + Handle Values Collisions.
- + Be able to use the Behavior Window to identify problem ownership and the appropriate skill/s needed to solve the problem.



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TEACHER EFFECTIVENESS TRAINING (T.E.T.)

Course Syllabus

COURSE DESCRIPTION

Teacher Effectiveness Training (T.E.T.) offers teachers the essential communication and conflict resolution skills they need to have high quality relationships with their students so there will be less conflict and more teaching-learning time. This model, developed by Dr. Thomas Gordon, has worked for hundreds of thousands of teachers around the world.

T.E.T. Participants Will Learn Seven Skills:

- “Observing Behaviors” - what people actually say or do and not a judgment of the behavior.
- “Identifying Problem Ownership” to understand problems in relationships and how to handle them.
- “Active Listening” to enable students and others to solve their own problems.
- “Self-Disclosure” to express ideas and feelings in clear, direct, non-blameful ways.
- “Confrontation” to confront other’s unacceptable behavior resulting in the other changing his or her behavior.
- “No-Lose Conflict Resolution” to resolve conflicts with students and others so both are satisfied with the solution.
- “Values Collision Skills” to resolve values collisions with students and others.

The T.E.T. course is a balance of Instructor presentations, group discussions, individual sharing and skill-building activities.

The situations, examples and decisions about which parts of the course to focus on heavily are strongly determined by the needs, concerns and in-class experiences of the course participants. Because T.E.T. is learner-centered, it is especially important for participants to understand their role and responsibilities for the success of the course. They are responsible for participating, making sure their needs are addressed, and for choosing what they learn, take from the course and apply in their lives.

CURRICULUM DESIGN

The T.E.T. course is 30 hours in length and is divided into 10 - 3 hour sessions including two-15 minute breaks. Many factors can affect the actual length of a session and even the total number of course hours including group size, type of group and the experience, style and pacing of the Instructor.

INSTRUCTOR MATERIALS

- T.E.T. Instructor Guide
- Instructor PowerPoint Visuals
- Instructor Charts (made by Instructor)
- Role Play Cards
- One set of T.E.T. Participant Materials

PARTICIPANT MATERIALS

- T.E.T.: Teacher Effectiveness Training, Thomas Gordon, org. 1974, 2003, Three Rivers Press, N.Y.
- Teacher Effectiveness Training (T.E.T.) Participant Workbook
- The Credo
- Participant Certificate of Completion

SESSION OUTLINE

Introduction To Course, "Effective Teacher" Concept

Session 1 - Introduction to T.E.T.

Session 2 - The Behavior Window

1. Purpose of T.E.T.
2. Overview of T.E.T. Skills and Methods
3. Blocks to Teaching and Learning
4. Setting Personal Goals
5. T.E.T. Skill No. 1 - Observing Behaviors
6. The Behavior Window
7. Problem Ownership
8. When Students Have Problems

9. Avoiding Roadblocks
10. The Helping Process

Helping The Student Meet His/Her Needs

Session 3 - The Helping Skills

Session 4 - Active Listening

1. Helping Skills
2. Active Listening
3. Conditions for Active Listening
4. Common Listening Errors

Relating Effectively To Get Teacher's Needs Met

Session 5 - Self-Disclosure

Session 6 - Confronting Unacceptable Behavior

1. Effective Self-Disclosure
2. Expressing Appreciation
3. Preventing Conflicts
4. Avoiding Ineffective Confrontation

Relating Effectively To Get Teacher's Needs Met

Session 5 - Self-Disclosure

Session 6 - Confronting Unacceptable Behavior

1. Effective Self-Disclosure
2. Expressing Appreciation
3. Preventing Conflicts
4. Avoiding Ineffective Confrontation
5. Effective Confrontation
6. Handling Resistance
7. Modifying the Environment to Prevent Conflicts
8. Learning Stages

Resolving Conflicts Of Needs

Session 7 - Resolving Conflicts

Session 8 - Applying Method III

1. The Nature of Conflict
2. Ineffective Ways of Resolving Conflicts
3. The No-Lose Method
4. Six-Step Problem Solving

5. Maslow's Hierarchy of Needs
6. Separating Needs from Solutions
7. Area of Freedom
8. Principle of Participation

Resolving Values Collisions

Session 9 - Resolving Values Collisions

1. Understanding Values Collisions
2. Options for Resolving Values Collisions
3. Risks of Use of Power
4. Problem-solving Values Related Behavior
5. Effective Consulting
6. Confronting and Active Listening
7. Modeling
8. Modifying Self

Putting T.E.T. To Work

Session 10 - Putting T.E.T. to Work

1. Mediating Student Conflicts
2. Facilitating Classroom Discussions
3. Using T.E.T. Skills at Home
4. Behavior Window Review
5. Final Exam
6. Course Evaluation



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TEACHER EFFECTIVENESS TRAINING

WHAT EVERY TEACHER SHOULD KNOW

by: Dr. Thomas Gordon with Noel Burch

HOW TEACHERS CAN BRING OUT THE BEST IN THEIR STUDENTS

TEACHING THAT WORKS AND TEACHING THAT FAILS

Teaching is a universal pursuit—everybody does it. Parents teach their children, employers teach their employees, coaches teach their players, wives teach their husbands (and vice versa), and of course professional teachers teach their students. Adults spend an amazing amount of time teaching young people. Some of that time is richly rewarding because helping kids of whatever age learn new skills or acquire new insights is a joyous experience. It makes one feel good, as a parent, a teacher or youth leader, to contribute to the growth of a child, to give something of oneself to enrich the life of another human being. It is exhilarating to watch a young person take from a teaching relationship something new that will expand understanding of the world or add to his or her repertoire of skills.

But as everybody knows, teaching young people can also be terribly frustrating and fraught with disappointment. All too often, parents, teachers, and youth workers discover to their dismay that their enthusiastic desire to teach something worthwhile to young people somehow fails to engender an enthusiastic desire in their students to learn it. Instead, they encounter stubborn resistance, low motivation, short attention spans, inexplicable disinterest, and often open hostility.

When young people, seemingly without reason, refuse to learn what adults are so unselfishly and altruistically willing to teach them, teaching is anything but exhilarating. In fact, it can be a miserable experience leading to feelings of inadequacy, hopelessness, sheer exasperation—and, too frequently, deep resentment toward the unwilling and ungrateful learner.

What makes the difference between teaching that works and teaching that fails, teaching that brings rewards and teaching that causes pain? Certainly, many different factors influence the outcome of one's efforts to teach another. But one factor contributes the most—namely, the degree of effectiveness of the teacher in establishing a particular kind of relationship with students.

It is the quality of the teacher-learner relationship that is crucial. More crucial, in fact, than what the teacher is teaching, how the teacher does it, or whom the teacher is trying to teach.

What teachers or parents should be teaching children and youth is an issue that must be left to others far more experienced in designing curricula, formulating educational objectives, and making value judgments about what is important for young people to learn—at home and in school. In fact, opinions on such matters will vary from home to home, from school to school, and from one type of community to another.

If the relationship is of a high quality, a teacher will be effective in teaching anything—any kind of subject matter, any content, any skills, any values or beliefs. History, math, literature, computer skills or chemistry—all can be made interesting and exciting to young people by a teacher who has learned how to create a relationship with students in which the needs of the teacher are respected by the students and the needs of the students are respected by the teacher. Face it: even art, tennis, gymnastics, sculpture, or sex education can be taught so that students are bored, turned off and stubbornly resistant to learning—if the teacher fosters relationships that make students feel put down, distrusted, misunderstood, pushed around, humiliated, or critically evaluated. In most schools a very high percentage of time that could be teaching-learning time is taken up with student problems that teachers are rarely trained to help solve or teacher problems created by reactive or rebellious students whom teachers cannot control.

Our goal is to offer teachers some skills they can use to enlarge the teaching-learning time.

COMMUNICATION: THE LINK BETWEEN TEACHER AND LEARNER

It is essential to zero in on the fact that teaching and learning are really two different functions—two separate and distinct processes. Not the least of the many differences between teaching and learning is that the process of teaching is carried out by one person while the process of learning goes on inside another. Obvious? Of course. But worth thinking about. Because if teaching-learning processes are to work effectively, a unique kind of relationship must exist between these two separate organisms—some kind of a connection, link, or bridge between the teacher and the learner.

It takes communication skills for teachers to become effective in making those connections, creating those links, and building those bridges. These essential communication skills actually are not very complex—certainly not hard for any teacher to understand—although they require practice like any other skill, such as singing, skiing, writing, or playing a musical instrument. Nor do these critical communication skills place unusual demands on teachers to absorb vast amounts of knowledge about the “philosophy of education,” “instructional methodologies,” or “principles of child development.” On the contrary, these essential skills primarily involve talking—something most of us do very easily. Since talk can be destructive to human relationships as well as enhancing, talk can separate the teacher from students or move them closer together. Again, obvious. But again, worth further thought. For the particular effect that talk produces depends on the quality of the talk and on the teacher’s selection of the most appropriate kind of talk for different kinds of situations. Teacher effectiveness requires an additional set of skills,

an extra sensitivity, an extra accomplishment—namely, the ability to foster two-way communication.

TESTED SKILLS, NOT VAGUE ABSTRACTIONS

Hundreds of thousands of teachers throughout the United States and in many countries around the world have learned these communication skills and methods in our program called Teacher Effectiveness Training (T.E.T.). This program focuses on practical things that teachers can say and do everyday in the classroom, not on abstract educational concepts.

Experience with teachers in T.E.T. classes has made us somewhat critical of the formal education of most teachers; it seems to familiarize them with terms, ideas, and concepts without providing them with practical ways to put these abstractions to work in the classroom. We are talking about such concepts as “respect for the needs of students,” “affective education,” “classroom climate,” “freedom to learn,” “humanistic education,” “the teacher as a resource person,” “two-way communication,” and the like.

In T.E.T. such ideas and concepts are given operational definitions—they are defined in terms of specific operations, things teachers actually can do, specific messages they can communicate.

SKILLS FOR RESOLVING CONFLICT

Take for example a concept most teachers have heard over and over again in their training—“respect for the needs of the student.” Yet

many teachers don’t know what specific operations they can perform that would show respect for the needs of students. It becomes eminently clear, however, how they can make that concept real when they learn about Method III, the No-Lose Method of resolving conflicts between teachers and students. Method III is a six-step process: Teacher and students problem-solve until they come up with a solution that permits the teacher’s needs to be met (respected) and the students’ needs to be met (respected), too.

Method III offers teachers a specific tool they can use every day for insuring that their students’ needs are respected without teachers paying the price of having their own needs frustrated. In T.E.T., respect for students’ needs becomes something more than an abstraction for teachers—they actually learn how to bring it off.

The same is true with the concept of “democracy in the classroom.” T.E.T. shows teachers the skills and procedures required to create a living democracy through the classroom rule-setting meeting in which all members of the class, including the teacher, participate in determining the rules everyone will be expected to follow. T.E.T. also offers teachers workable alternatives to the traditional use of power and authority (which is, of course, the antithesis of democratic relationships).

For example, in many elementary school classrooms students work in small groups or on individual projects while the teacher works with another group or person. In the course of getting jobs done, work completed, individuals and groups conflict with each other. Students working on an art project make too much noise for another group to concentrate on a reading assignment. The teacher is distracted by the

movement of students as they get materials and books from storage areas.

Teachers trained in Method III see these situations as opportunities to teach democratic living, view them not as strife to be avoided, but as problems to be solved. A Method III scenario might go something like this:

Teacher: (loudly) Hey class! I would like you to stop whatever you are doing right now. I'm having a problem hearing in my group and I notice that some of you are yelling at each other to quiet down. I can't teach the way things are going and I am guessing you're getting upset too.

Danny: Yeah! How can we get our reading done when they (points at the art group) keep talking and making all that noise?

Maria: Well, what are we supposed to do? If we can't talk about the project how are we supposed to finish it?

Julian: And Lori keeps bumping into my desk when she gets the stuff out of the science cupboard.

Kyle: (to teacher) I have to go almost right through your group to shelve the library books, then you stare at me like I was doing something wrong.

Teacher: You feel kind of trapped, is that it Kyle?

Kyle: Yeah, and if I do my job you glare at me.

Teacher: Well, it looks to me as if our problem is that we are all getting in each other's way without intending to. It seems to me that we might rearrange the room or change things

around to keep that from happening. Do you guys have any ideas about that?

Katie: Well, the art group has to work by the sink, but we could put those library books back here on these shelves or you could move your group to that table on the side.

Teresa: ... and we could move the science stuff to that other side where nobody sits. It's too hard to get out of here (points to present location) anyway.

Teacher: Let me write these ideas down on the board so we don't forget them later.

Several other ideas then emerge from the teacher and group about how they could change their classroom environment to eliminate the most pressing problems.

Teacher: Wow...we came up with a lot of ideas for change, didn't we? Are there any of these ideas that you don't think will work?

A few are crossed off as conflicting with others or not practical.

Teacher: I like all of these ideas and I'm ready to try them. What about you all?

Class: (agrees)

All of the tasks are assigned and the rearrangement proceeds immediately.

Teacher: Now that we have changed things around, let's see if we can get our work done without all the trouble we had before. If we need to we can make some more changes. I think I can do my job now and I feel good about our problemsolving. I appreciate your cooperation and ideas.

SKILLS THAT HELP STUDENTS GROW

Student “growth and development” are goals to which all schools and all teachers wholeheartedly subscribe. Yet the teaching methods used by most teachers and sanctioned by most school administrators all but insure that students will remain dependent. Instead of fostering the growth of *responsibility*, teachers and administrators dictate and control students of all ages as if they were not to be trusted to take responsibility for themselves. Instead of encouraging independence, schools actually reinforce students’ dependence on their teachers—for determining what they should learn, how they should learn it, when they should learn it, and, of course, how well they learn it.

It’s not that teachers want students who are dependent. It’s more that they have not been taught the skills and methods by which a person in his or her relationship with others, can foster self-direction, self-responsibility, self-determination, self-control and self-evaluation. Such qualities are not developed accidentally; they must be nurtured and deliberately fostered by parents and teachers.

In T.E.T. we show what can be done to make growth and development happen, rather than remain an empty ideal. For example, teachers can learn how to use Active Listening, a counseling skill that will greatly increase their effectiveness in helping students with problems that interfere with learning. But this help is given in a way that enables the student to find his or her own solution, as opposed to being given solutions or suggestions—the typical way most teachers respond to student problems. When students are allowed to keep the responsibility for solving their problems,

the outcome is an increment of growth toward self-responsibility and self-confidence.

In the following meeting between a student and her teacher, note how the teacher skillfully kept responsibility with the student by using Active Listening—a way of responding in which the listener feeds back or “reflects back” messages of the sender. The class had been studying terrorism, and the student had been given an assignment to write a theme on any aspect of it.

Student: I came in to see you to get your ideas about what I should write about in my paper.

Teacher: You’re uncertain about what topic to choose, is that right?

Student: Yeah. I’ve been stressed out about this for days, but I still haven’t come up with anything. I knew you’d have an idea.

Teacher: You’ve really struggled with this, but no progress yet.

Student: What have other students written on that made a really good theme?

Teacher: You want a topic that would make an exceptionally good theme, right?

Student: Yeah. I just have to get an “A” on this paper so that I get an “A” in the course.

Teacher: It sounds like you’re feeling some strong pressures to get an “A” in this course.

Student: I’ll say! My parents would really be upset if I didn’t. They always want me to do as well as my older sister. She’s really a brain.

Teacher: You feel they expect you to be just as

good as your sister in school.

Student: Yeah. But I'm not like her. I have other interests. I wish my parents would accept me for what I am—I'm different from Rachel. All she ever does is study.

Teacher: You feel you're a different kind of person than your sister and you wish your parents recognized that.

Student: You know, I've never told them how I feel. I think I will now. Maybe they'll stop pushing me so hard to be a straight-A student.

Teacher: You're thinking maybe you should tell them how you feel.

Student: I can't lose. And maybe it'd help.

Teacher: Everything to gain, nothing to lose.

Student: Right. If they stopped pushing me, I wouldn't have to worry so much about my grades. I might even learn more.

Teacher: You might get even more out of school.

Student: Yeah. Then I could write a paper on something I'm interested in. Thanks for helping me out.

Teacher: Any time.

By refraining from giving this troubled student a solution to her problem (suggesting a topic or giving advice), this teacher employed one of the T.E.T. skills—Active Listening. The result was that the student got down to the deeper problem (parental pressure) and eventually came up with her own strategy for trying to solve it. In this brief interaction, the teacher

contributed far more significantly to the growth of this student than if she had not used the Active Listening skill.

Research—literally volumes of it—has shown how critical listening is in facilitating learning. Here again, every parent and teacher, with a few unfortunate exceptions, is biologically equipped to listen and well practiced in the act of listening to what kids communicate. They do it every day. Yet what they think they hear is not necessarily what the learner is trying to communicate. Active Listening is a simple method by which you can check on the accuracy of your listening to make sure that what you hear is what the student really meant. At the same time, it will prove to the student that you have not only heard him or her but have understood.

SKILLS THAT HELP STUDENTS RESPECT YOUR RIGHTS

Parenthetically, there are times when it is very inappropriate to listen to kids. When you are teaching them something in the classroom or at home and you find their behavior disruptive or unacceptable, the hackneyed advice, "Be a good listener," should be ignored. At such times you must send your own strong message instead, confronting the students with how they are interfering with your rights. There is a way, however, for you to send such a message with little risk of their feeling squelched, put down, or even defensive.

The very term "confronting" often has a negative connotation since it is usually associated with the kinds of messages that, in some way, denigrate the receiver. In Teacher Effectiveness Training we call these messages YouMessages since they invariably contain

information about the person being confronted.

Teachers learn a way of talking to students that has a much greater probability of getting them to change the objectionable behavior and at the same time preserve or enhance self-esteem while maintaining a healthy relationship. These messages are called I-Messages and contain information about the teacher (sender) rather than the student (receiver).

Here are two situations with examples of typical You-Messages and the more effective I-Messages:

Situation I: John and Leo are talking loudly enough to interrupt the teacher's concentration.

You-Message: Leo! You and John lower your voices!

I-Message: Leo, when you and John talk that loudly I get distracted and lose my concentration.

Situation II: Monica is repeatedly late to class.

You-Message: At your age, Monica, you should be able to take more responsibility for yourself.

I-Message: When you're late to class I have to stop what I am doing and correct the absence report and I'm getting irritated about it.

ONE PHILOSOPHY FOR ALL AGES AND TYPES OF STUDENTS

Most books about teaching imply that different skills, strategies, and methods are required for

each of the various ages of students—as if a different pedagogy were required by teachers for each age bracket. Teaching preschoolers, it is said, is very different from teaching high school students or sixth graders, and so on. While it is true that the various developmental stages of children must be taken into consideration in determining materials and educational experiences, the basic human relationship between teacher and student remains the same.

The skills and methods in T.E.T. are equally useful and applicable for effective teaching of students of all ages, up to and including college students. Teachers need not learn one set of skills for preschoolers, another for elementary students, another for students in junior high school, etc.

Our philosophy is that students of whatever age are human beings, and with their teachers they will develop human relationships, good or bad, depending on how they are treated by their teachers.

Similarly, we feel far too much emphasis has been placed on other differences among students—their color, their ethnic origins, their IQs, their abilities, and the social and economic status of their families. This universal practice of classifying, testing, evaluating, labeling, and stereotyping students seems not only unnecessary but harmful. It has brought into schools a way of thinking about students not unlike the way many physicians view their patients—e.g., my allergy patient, my heart problem, my ulcer patient. Too often schools see their students not as persons but as faceless cases: underachievers, gifted, culturally deprived, economically handicapped, high or low IQ, hyperactive, emotionally disturbed, high or low potential, and so on. The harmful

effects of such diagnosing and subsequent grouping of students has been proven in a number of research studies. These clearly demonstrate that such groupings not only lower students' self-concepts but also bias teachers' expectations and hence lower the quality of instruction.

Actually, there are far more similarities than differences among students. All are human beings, first of all. All have human characteristics, human feelings, human responses. Teacher effectiveness can therefore be based on a general theory of human relationships. All kids get turned on when they are really learning, and get bored when they are not. All students feel discouraged when they are put down if they have done poorly or have failed. All kids develop self-defeating coping mechanisms to deal with teachers' use of power. All kids have a tendency to want to be dependent, yet struggle desperately for autonomy; all kids get angry and retaliative; all kids develop self-esteem when they achieve and lose it when they are told they don't achieve enough; all kids value their needs and protect their civil rights.

The skills and methods in T.E.T. are designed for this homogeneity of students. This is why teachers find T.E.T. as useful for a child labeled "academically challenged" as for one labeled "gifted," for a student from a low-income family as for a one from a wealthy family, for an African American student as well as a Caucasian student. The Active Listening skill, for example, will work wonders with all kinds of kids because all kinds of kids need to be heard, understood, accepted. The I-Message technique for confronting students who are interfering with the teacher (or other students) will greatly reduce the defensiveness of all kinds of students, because all students

defend themselves when attacked and put down.

WHAT TO DO ABOUT THE DISCIPLINE PROBLEM

No question about it, the issue of discipline is one that every teacher has to face.

Most new teachers hope they never will have to discipline, because they are certain that as teachers they are going to be so competent and stimulating that the need for discipline will seldom arise. Most experienced teachers have learned that while they must discipline, they actually find it odious, as well as inadequate. They want to teach, not discipline. As teachers, they want the supreme satisfaction of seeing their learners learn.

What goes wrong? Why do so many teachers spend so much of their teaching time trying to maintain discipline in the classroom? Our answer is that teachers, by and large rely too heavily on threats of punishment, on actual punishment, or on verbal shaming and blaming. These methods simply do not work well. Repressive, power-based methods usually provoke resistance, rebellion, retaliation. Even when they do bring about a change in a student's behavior, the old behavior often recurs the minute the teacher leaves the room or goes to the board.

In T.E.T., teachers learn alternatives to power and authority—methods that actually give them more influence, not less. They learn how to conduct the rule-setting meeting in which they involve all the students in setting the class rules and regulations. One result of such meetings is that students are much more motivated to follow the rules because they see them as their rules, not just the teacher's. Another benefit

from these rule-setting meetings is that teachers spend less time having to act as enforcers of rules.

When teachers become skilled in using non-power methods to achieve discipline and order, they find themselves using a whole new language in talking about discipline. The traditional language of power is replaced by the language of nonpower.

Teachers report a gradual reduction in their use of such terms as control, direct, punish, threaten, setting limits, policing, enforcing, laying down the law, being tough, reprimanding, scolding, ordering, demanding, and so on. Even the term “discipline” tends to drop out of their vocabulary. In place of such terms, teachers begin using a new vocabulary—e.g., problem solving, conflict resolution, influencing, confronting, collaboration, cooperation, joint decision making, working out contracts with students, obtaining mutual agreements, negotiating, meeting needs, working things out. When teachers forego using power and authority, they cease using the language required to administer the old, ineffective type of discipline.

They begin to use the words and terms of their other relationships, where non-power methods are absolutely necessary to make those relationships mutually satisfying, e.g., the husband-wife, friend-friend, colleague-colleague relationships. What teachers would ever speak of “disciplining” their spouses or friends? In their marriages or friendships, rarely would teachers even think, let alone speak, in such terms as giving orders, commanding, reprimanding, punishing, setting limits, making rules. The reason is obvious: Teachers know that power and authority inevitably destroy

those relationships. Power and authority will just as surely destroy teachers’ relationships with students.

HOW TO RESOLVE THE AUTHORITARIAN-PERMISSIVE CONTROVERSY

As most parents and teachers know, a controversy has been raging for years in school districts in every part of the country over whether schools should be strict or lenient, traditional or progressive, student-centered or teacher-centered, conservative or liberal, authoritarian or permissive. This pervasive controversy never seems to get resolved; it constantly emerges as a fundamental issue that polarizes parents, teachers, administrators, and the media. School board members run for office on platforms that proclaim either their conservative or their liberal stance toward schools. Candidates for state superintendent are often stereotyped as right-wing or liberal. Parents fight in P.T.A. meetings over whether the schools are too permissive or too strict. Administrators admit being harassed by parents who feel they are too progressive as well as by parents who are as certain they are too conservative. Bond issues are won or lost over the issue of whether the school system is too far right or too far left of the majority values of the community—particularly when it comes to “authority versus freedom” in dealing with students.

T.E.T. cuts through this controversy. It exposes both of the two polar positions as destructive philosophies, not only in dealing with young people in schools but in all human relationships. Both postures, under whatever label, are “win-lose” approaches and power-based philosophies. Those who advocate

strictness, strong authority and regimentation want adults to direct and control students by using the power and authority that adults possess. Those who advocate permissiveness and freedom for kids in the schools unwittingly are opting for conditions in which students are permitted to use their power and make life miserable for their teachers and administrators. Whichever one of these schools of thought prevails, somebody is bound to lose.

T.E.T. presents an alternative to the two win-lose philosophies. Teachers learn how to establish and maintain rules and order in the classroom without using their power. Teachers will also learn about the inevitable price they have to pay for being either permissive or strict—student centered or teacher-centered. It is our hope that this No-Lose Method, which replaces conflicts in the classroom with cooperation and mutual respect, will finally help to end this unproductive controversy that has needlessly kept parents and school people at each other's throats for over a half century.

BUILDING BETTER RELATIONSHIPS

Let us say it again: what goes on between teachers and students will be determined more by the quality of their relationships than by any other factor.

The challenge for teachers is to improve the quality of these relationships in order to bring out the best in the young people they teach.

A Credo

The philosophy underlying all of the principles that have been suggested for parenting can be expressed in the form of a credo that's shown on page 11.

A Credo For My Relationships

You and I are in a relationship which I value and want to keep. We are also two separate persons with our own individual values and needs.

So that we will better know and understand what each of us values and needs, let us always be open and honest in our communication.

When you are experiencing a problem in your life, I will try to listen with genuine acceptance and understanding in order to help you find your own solutions rather than imposing mine. And I want you to be a listener for me when I need to find solutions to my problems.

At those times when your behavior interferes with what I must do to get my own needs met, I will tell you openly and honestly how your behavior affects me, trusting that you respect my needs and feelings enough to try to change the behavior that is unacceptable to me. Also, whenever some behavior of mine is unacceptable to you, I hope you will tell me openly and honestly so I can try to change my behavior.

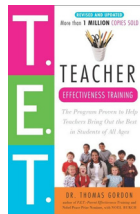
And when we experience conflicts in our relationship, let us agree to resolve each conflict without either of us resorting to the use of power to win at the expense of the other's losing. I respect your needs, but I also must respect my own. So let us always strive to search for a solution that will be acceptable to both of us. Your needs will be met, and so will mine—neither will lose, both will win.

In this way, you can continue to develop as a person through satisfying your needs, and so can I. Thus, ours can be a healthy relationship in which both of us can strive to become what we are capable of being. And we can continue to relate to each other with mutual respect, love and peace.

Thomas Gordon, P h.D., Founder
©1964, 1978 Gordon Training International

TO LEARN MORE ABOUT T.E.T.

1. Read Dr. Gordon's **Teacher Effectiveness Training (T.E.T.)** book to gain a deeper understanding of Dr. Gordon's model.
2. Request information on how the T.E.T. program or our Y.E.T. (Youth Effectiveness Training) program for students can be made available at your school. Contact us at schools@gordontraining.com



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ABOUT GORDON TRAINING INTERNATIONAL

GTI is dedicated to teaching the essential skills people need to communicate effectively and to resolve conflicts so no one loses. This model has universal appeal - since 1962, over 7.5 million people in over 50 countries have learned the Gordon Model through our book and courses.

ABOUT OUR FOUNDER, DR. THOMAS GORDON

GTI was founded in 1962 by three-time Nobel Peace Prize Nominee and award-winning psychologist, Dr. Thomas Gordon. He was the best-selling author of eight books that include:

Group Centered Leadership
Parent Effectiveness Training (P.E.T.)
Leader Effectiveness Training (L.E.T.)
Teacher Effectiveness Training (T.E.T.)
P.E.T. in Action
Sales Effectiveness Training
Discipline That Works
Making the Patient Your Partner



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Dr. Thomas Gordon's TEACHER EFFECTIVENESS TRAINING (T.E.T.)

T.E.T.'S ORIGINS

The Teacher Effectiveness Training (T.E.T.) course began in 1965. It came about as a result of parents who had learned the P.E.T. (Parent Effectiveness Training) skills and had experienced positive changes in their relationships with their children. These parents wanted their children to be treated the same way at school by their teachers, the “other parents” of their children.

When Dr. Gordon began receiving requests from school administrators to teach their teachers the same skills as he was teaching parents, he decided to create a course for teachers. Believing that the teacher-student relationship was very similar to the parent-child relationship in terms of its hierarchical nature, he applied the same philosophy and skills of P.E.T. to the teacher-student relationship and that course became Teacher Effectiveness Training (T.E.T.).

Since then, the T.E.T. course has been taught in over 20 countries around the world.

The T.E.T. course is now in its 53rd year of existence. During that time, the program has been updated a number of times, most recently in 2006.

The T.E.T. book, authored by Dr. Thomas Gordon with Noel Burch, was first published in English in 1972. It has been translated and published in 24 languages. The book was revised and updated in 2003.

T.E.T. PHILOSOPHY

Most teachers have the subject matter and technical expertise to do their jobs effectively. But these are only part of what it takes to be an effective teacher. The most important part is the ability to relate well with and motivate students. Classroom climate plays a major role in shaping the quality of school life and of learning. Teachers create the emotional climate for learning and much research shows that students do not learn well from teachers they don't like.

The goal of T.E.T. is to create the most amount of time in which students can learn and teachers can teach. It offers teachers a methodology and skills that create the psychological conditions that are conducive to effective learning. T.E.T. helps teachers understand and appreciate the powerful influence of their communication on students. It helps them learn some methods and skills of achieving classroom discipline without the use of coercion which runs the risk of increasing resistance.

T.E.T. is a total system of learnable skills and methods. It pioneered a set of communication and conflict resolution skills for teachers including:

- 1) A graphic device for determining when there's a problem in a teacher-student relationship; this is called the Behavior Window.
- 2) Listening with understanding and empathy when students have problems. (Active Listening)
- 3) Expressing needs and feelings in non-blameful clear language when students cause teachers problems. (I-Message)
- 4) A method of resolving conflicts so that both teacher and student get their needs met. (No-Lose Conflict Resolution)

The skills and methods of T.E.T. are equally useful and applicable for effective teaching of students of all ages, up to and including university students.

T.E.T. RESEARCH

We are frequently asked if the outcomes and benefits of Teacher Effectiveness Training (T.E.T.) have been proven by research. Gordon Training International is a training-not a research-organization. Its courses, however, have been evaluated by many independent studies. Some of these are listed below:

Talvio, M., Berg, M., and Lonka, K. (2015). How does Continuing Training on Social Interaction Skills Benefit Teachers? *Procedia: Social and Behavioral Sciences* 171, 820-829.

Teachers benefit from social interaction skills, and studying such skills is often recommended. In the present study, we explored whether comprehensive school teachers of Finland participating in the three credit follow-up training learned to use social interaction skills during the intervention. The studied skills were based on Gordon's theory (2003). The participants were 20 teachers who attended the training, and 20 teachers not attending the training. The effects of the intervention on teachers were examined by using the DCI-instrument (Talvio et al., 2012). Qualitative, theory-driven content analysis was used to classify the data. The statistical differences between the pre-test and post-test scores were examined with the Wilcoxon signed rank test. After the intervention, teachers who participated in the training used significantly more active listening skills and communicated in constructive ways. In the comparison group, no differences between pre- and post-tests were perceived. To conclude, the teachers' course on social interaction skills appeared to achieve its goals, since the teachers learned to apply the studied skills during the intervention. This study adds to the development of continuing teacher training.

Talvio, M., Lonka, K., Komulainen, E., Kuusela, M., and Lintunen, T. (2015). The development of teachers' responses to challenging situations during interactions training. *Teacher Development* 19 (1) 97-115.

Our previous investigations indicated that the teachers after participating in Teacher Effectiveness Training (TET) used statistically significantly more listening, confrontation I –messages, and messages promoting agency. In addition, statistically significant increases in Positive I-messages among secondary school teachers and a decrease in Roadblocks among elementary school teachers were found after the TET training. This study explored how the descriptions of teachers in challenging situations changed during TET by focusing on Listening, Positive feedback, Promoting agency and Confrontation in which the statistical significant change was perceived in our previous study. The participants were 43 teachers from one elementary and one secondary school participating in TET and 26 secondary school teachers not participating in TET. The data from the DCI questionnaire were collected twice within a six month period. A new instrument, Dealing with Challenging Interaction (DCI), was developed for this study by the authors. DCI consisted of seven cases where teachers were asked to describe their possible actions in typical interaction situations in their work. Each task consisted of a description of a case and an open-ended question about how to manage it. Quantitative content analysis was used to analyze the data. Ten response categories emerged from an analysis of the answers. After participating in Teacher Effectiveness Training (TET) instead of generalized labels and subjective interpretations of the students' behaviour, the teachers learned to describe the perceived behaviour and express their feelings and concrete consequences of the behaviour. They were also more likely to support students' autonomy and agency by giving room to students by increased listening or by asking students to participate actively in problem solving. This study deepens our understanding of the nature of the qualitative shift in teachers' thinking during interaction training.

Talvio, M., Ketonen, E., and Lonka, K. (2014). How long lasting are the effects of training on interaction skills? Teachers' sample. *Proceedings of 2014 International Conference on Advanced Education and Management (ICAEM2014)*, 125–131.

Social interaction skills are emphasized as key tools in modern learning psychology. Research, however, is scarce how teachers study and learn these skills. The aim of the present study was to investigate how long lasting are the effects of teachers' training on social interaction skills after nine months of completing the training. In their descriptions most participants expressed the ways of benefitting the skills studied on the training. In addition, almost all the teachers would have recommended the training to their colleagues. Even though training on social interaction skills is often recommended, there is not much evidence about its long lasting effectiveness. This study adds to both theoretical and practical development of continuing training.

***Talvio, Markus. (2014). How do teachers benefit from training on social interaction skills? Developing and utilizing an instrument for the evaluation of teachers' social and emotional learning. Ph.D. dissertation.**

This Finnish study showed that a qualitative change took place among those teachers participating

in T.E.T. Both their knowledge of social and emotional skills and the application of that knowledge improved significantly as compared with the teachers in the control group.

Talvio, M., Lonka, K., Komulainen, E., Kuusela, M., and Lintunen, T. (2013). *Revisiting Gordon's Teacher Effectiveness Training: An Intervention Study on Teachers' Social and Emotional Learning. Electronic Journal of Research in Educational Psychology, 11 (3), 693–716.*

This study explored the development of social and emotional learning skills by using Teacher Effectiveness Training as an intervention with two groups of teachers. The effects of TET intervention on teachers were examined by utilizing Kirkpatrick and Kirkpatrick's model (2006), since we found it important to look at various levels of the outcomes of the intervention, including the participants' reactions, knowledge, knowledge application (skills) and overall well-being. The teachers participating in TET were class teachers (n=20) from one elementary school and subject-matter teachers (n=23) from one secondary school in Finland. The comparison group comprised subject-matter teachers (n=26) from one secondary school who did not participate in TET. Both the statistical differences of the post-test scores were examined with dependent sample one-way ANOVA. In comparison group, no differences between pre- and post-test measurement were found. Among participants, reactions towards TET were positive. Further, there were significant results at two other levels: both knowledge and knowledge application improved. TET training appeared to reach its goals, since teachers learned to apply the SEL skills during the intervention.

Talvio, M., Lonka, K., Komulainen, E., Kuusela, M., and Lintunen, T. (2012). *The development of the Dealing with Challenging Interactions (DCI) method to evaluate teachers' social interaction skills. Procedia: Social and Behavioral Sciences 69, 621–630.*

The Dealing with Challenging Interaction (DCI) method was developed to measure social interaction skills of TET teacher study groups. The participants were 70 teachers from three schools. The results of the supplementary instrument were equivalent to the cluster analysis maintaining criterion oriented validity of the method developed. The DCI appeared to be a reliable tool to measure teachers' development during their TET course.

Talvio, Markus; Lonka, Kirsti; Komulainen, Erkki; and Lintunen, Taru. (2010). *Does the interaction training help teachers to reflect on challenging interaction? Presentation at the European Teacher Education Network (ETEN) Annual Conference 2010. Helsinki, 15-17 April, 2010.

A study conducted in Finland involving one group of teachers who participated in T.E.T. and one control group showed that the teachers who learned the T.E.T. skills increased their constructive communication, participatory and decision-making skills. The control group showed no changes in their reflective and social interaction skills.

Dembo, M.H., Sweitzer, M., & Lauritzen, P. (1985). An evaluation of group parent education: Behavioral, P.E.T., and Adlerian programs. *Review of Educational Research*, 55(2):155-200.

Presents an extensive review of three group parent education programs, each of which has applications to educational settings.

Aspy, D., & Roebuck, F. (1983). Researching person-centered issues in education. In C.R. Rogers, *Freedom to learn for the 80s*. Columbus, Ohio: Charles E. Merrill.

A study of 600 teachers and 10,000 students showed that the students of teachers who were trained to offer high levels of empathy, congruence, and positive regard missed fewer days of school, had increased scores on self-concept measures, made greater gains on academic achievement measures, presented fewer disciplinary problems, committed fewer acts of vandalism to school property, increased their IQ test scores, made gains in creativity scores, and were more spontaneous and used higher levels of thinking.

The study also showed that these benefits were cumulative; the more years in succession the students had a high functioning teacher, the greater gains when compared with students of low functioning teachers.

Bear, G.C. (1983). Usefulness of Y.E.T. and Kohlberg's approach for guidance. *Elementary School Guidance and Counseling*, 17(3):221-225.

Examines the usefulness of these two models of affective, or values education, and concludes that gains in self-esteem are higher among the Effectiveness Training participants.

Chanow-Gruen, K.J., & Doyle, R. (1983). The counselor's consultative role with teachers, using the T.E.T. model. *Humanistic Education and Development*, 22(1):16-24.

Concludes that T.E.T., a program specifically designed to enhance communication, human relationships, and conflict resolution, has much to offer.

Beck, M.A., & Roblee, K. (1982). Teacher Effectiveness Training: A technique for increasing student-teacher interaction. *College Student Journal*, 16(2):131-133.

Tested a T.E.T. training program with 20 teachers to see if positive teacher-student interactions could be increased. Communication skills did increase over the training period.

Dennehy, M. N. (1981). An assessment of Teacher Effectiveness Training on improving the teacher-student relationship, maintaining classroom discipline, and increasing teacher and student capacity for problem solving. *Dissertation Abstracts International Online*, 42/02, 113. (Order No. AAD81-15864)

Data suggest that T.E.T.-trained teachers can be expected to increase significantly behaviors demonstrating a positive teacher-student relationship—namely, acceptance of feelings, use of encouragement, and a decrease in such activities as giving directions and the use of negative criticism.

Chanow, K.J. (1980). "Teacher Effectiveness Training": An assessment of the changes in self-reported attitudes and student-observed attitudes of junior high school teachers. Dissertation Abstracts International Online, 41/08, 95 (Order # AAD81-02538)

Results revealed that the teachers in the T.E.T.-trained group showed a significant gain in non-authoritarian attitudes and made significant changes in the direction toward more desirable student-teacher relationships.

Cleveland, B. (1980). Active listening yields better decisions. Social Studies, 71(5):218-221.

Concludes that teachers will be amazed at the high level of discussion that can develop in classes where teachers use active listening.

Nummela, R. Avila, D. (1980). Self-Concept and Teacher Effectiveness Training. College Student Journal, 14(3): 314-316.

Elementary students of teachers given Teacher Effectiveness Training showed a significant gain in positive self-concept over students who did not receive this instruction.

Aspy, D. (1977). Evaluation of Teacher Effectiveness Training in the Newport News, Virginia School District. National Consortium for Humanizing Education.

A study of T.E.T. found the following results: students taught by teachers with T.E.T. demonstrated significant gains in their math and verbal skills (they achieved a significantly higher mean on the Gates McGinitie Reading test than did students in similar classes with teachers who had no such training and achieved scores on the SRA Mathematics Achievement test that were significantly higher than those achieved by comparison students who were taught by teachers who did not receive T.E.T. training). In addition, the pupils of T.E.T. trained teachers were absent 30% fewer times than was predicted for the program based on the three previous years absentee rate.

Regarding teachers who received T.E.T. training, the training improved significantly their ability to: identify an interchangeable interpersonal response, and formulate an interchangeable response. Since these skills have been previously related to significant gain in student achievement, it is assumed that the trainees improved some of the skills which will facilitate student learning. And, based on anecdotal records, it appears that attitudes toward the school environment (climate) were affected by T.E.T.

The data suggests that T.E.T. programs are a positive factor in the areas investigated. The T.E.T. program resulted in changes in teachers' classroom behavior as well as improved performance for students. This suggests that this program translated into positive results which can be transferred from teachers to students. These findings support two hypotheses: 1) teachers' classroom behavior can be changed through systematic training and, 2) students' classroom performance can be enhanced when their teachers receive training in the T.E.T. skills.

Pedriani, D.T., Pedriani, C., Egnoski, E.J., Heater, J.D., & Nelson, M.D. (1976). Pre-, post- and follow-up testing of Teacher Effectiveness Training. Education, 96(3):240-244.

Following T.E.T. training of 20 teachers, the study showed significant differences between pre-testing and post-testing, and between pre-testing and follow-up testing.

T.E.T. TESTIMONIALS

Here are some quotes from teachers who participated in the T.E.T. course:

"I like these skills. Before making hasty judgments, I'm beginning to try to find out what the real problem is. I believe these skills are an effective approach to classroom management. The authoritarian way certainly isn't working."

"The skills in T.E.T. are invaluable in many ways. They have certainly made me aware that people in positions of authority can easily create discipline problems that would not be there otherwise."

"Dear God, what kind of teacher have I been? How many cues have I missed? How many doors have I closed? How many moments have passed me by? Grant me the insights, skills and hearing ears that I need to change those moments."

"T.E.T. is very helpful and easy to implement; great for ALL relationships."

"I-Messages and Active Listening will be forever helpful with my job and home life."

"T.E.T. has completely changed the way I view my teaching methods. After using T.E.T. in my classroom and home, I have been amazed at how much easier issues are resolved and with positive outcomes. Having actual strategies makes 'listening' a reality. I am a different person who is able to suspend my own agenda."

"T.E.T. changed my way of thinking and the way I deal with issues and students. Definitely worthwhile considering the way I have been operating. I will endeavor to change to incorporate this method."

"It was one of the few times I have seen a group of teachers so engrossed in their own learning that they forgot to have little side conversations."

“T.E.T. has highlighted my anger threshold and how to avoid it from rising further. It has helped me to think about my approach and my response to students in the classroom. Now I understand that student behaviors, responses and attitudes are not unique to me and not personal.”

“Having once taught physics and mathematics at the high school level, I thought my greatest achievement as a teacher would be to have graduated student knowledgeable of such material as Newton’s laws and quadratic equations. In hindsight, although subject-matter specific information is certainly important, if I had to choose with what knowledge and skills students left school, I would choose communication skills. Such skills promote the most effective discipline—self-discipline in school as well as society. And the communication model I would use is Gordon’s”.

“When I went into high school teaching for the first time, I had a dream that I could work in close harmony with my pupils. My prayer was that what had happened to many of my own teachers would never happen to me. They treated the teaching profession as just a job. There was absolutely no relationship between them and their pupils. Many of them spent as much time trying to control classes as they did teaching.

Unfortunately, in ten years, I, too, had become cynical about my pupils and about their parents. For me, also, teaching had become a job, and I only looked forward to being away from my pupils.

When I first trained in Parent Effectiveness Training, I discovered an invaluable principle. It is a principle which applies to parent/child, teacher/pupil, manager/employee relationships: If I can relate to another person as a decent human being, my “productivity” will be every bit as good, if not very much better than before—and so will theirs.

Teacher Effectiveness Training gave me the skills to keep my relationships vibrant in the classroom. The results were startling! It took so much tension out of teaching for me.

But, great as T.E.T. was for me, the combination of T.E.T. and P.E.T. was the answer to all my dreams. Can you even imagine what would have happened to those 25 students of mine if both I, as their teacher, and their parents worked together out of love for those pupils. Surely the combination is an answer to so many of the problems of an educational system that keeps trying to solve human problems with more technology and more money!”

“We have organized the course Teacher Effectiveness Training to allow our teachers to acquire effective and practical tools to improve the relationships in the classroom and to deal with the conflicts which occur every day while teaching as an opportunity for growth.

During the course the teachers have been introduced to a person centered approach which highly values the individual, who is capable of finding the solutions to the problems he needs to confront inside.

This has made it possible to create a framework for our teaching task which allows for a respectful consideration of the needs of the students without diminishing the teacher’s duty to educate.



Having participated in this course with other 20 colleagues of our Institute for Higher Education has furthermore had a favorable impact on a reciprocal understanding and knowledge necessary to grow as a team and to be fully committed to our school projects.”

“I have always thought that what a teacher needs most is passion and knowledge of the subject he teaches. But after taking T.E.T., I now realize that not only the teaching method but also the communication between teacher and pupil is the most important thing in teaching.”

GOVERNMENTAL AND EDUCATIONAL INSTITUTIONS THAT HAVE SUPPORTED T.E.T.

Since its beginning in the U.S. in 1965, the T.E.T. course has been taught in a number of universities as a part of their teacher training program. In addition, many universities have granted graduate credit to teachers who participate in the T.E.T. course. And many local school districts in states around the country have offered T.E.T. to their teachers.

T.E.T. has also been offered in a number of other countries, both as a part of teacher training in universities and to teachers through their local schools and school districts.

United States

Universities which offer or have offered graduate credit for T.E.T. (partial list):

University of Phoenix, Arizona
Chapman University, California
La Verna College, California
Barry University, Florida
Jacksonville University, Florida
Teacher Education University, Florida
Northwest Nazarene University, Idaho
Concordia University, Illinois
George Williams College
Governor State University, Illinois
National Louis University, Illinois
Fitchburg State College, Massachusetts
Madonna University, Michigan
University of St. Thomas, Minnesota
Concordia University, Nebraska
Plymouth State University, New Hampshire
The College of St. Rose, New York
Lenoir-Rhyne College, North Carolina
Notre Dame College, Ohio
University of Cincinnati, Ohio
Carlow University, Pennsylvania



Furman University, South Carolina
Castleton State College, Vermont
Hampton University College of Continuing Education, Virginia
Lynchburg College, Virginia
West Virginia Wesleyan College, West Virginia

School districts in which T.E.T. has been offered for graduate credit (partial list):

Cupertino School District, Cupertino, California
Whittier Public Schools, Whittier, California
Boise School District, Boise Idaho
Meridian School District, Meridian, Idaho
Middleton School District, Middleton, Idaho
Nampa School District, Nampa, Idaho
Gem County School District, Emmett, Idaho
Caldwell School District, Caldwell, Idaho
Melba School District, Melba, Idaho
Weiser School District, Weiser, Idaho
Vallivue School District, Caldwell, Idaho
Kuna School District, Notus, Idaho
Bishop Kelly High School, Boise Idaho
Catholic Elementary Schools in Boise and Nampa, Idaho
Indianapolis Public Schools, Indianapolis, Indiana
Boston Public Schools, Massachusetts
New York City Public Schools, New York
Oklahoma City School District, Oklahoma City, Oklahoma
Newport News School District, Newport News, Virginia

Departments that have supported T.E.T. (partial list):

U.S. Department of Defense Schools in Europe
Mississippi Department of Education
New Jersey Department of Education

Other Countries

The following is a partial list of institutions, governmental offices, universities and local school districts that have supported or offered T.E.T. to teachers as a part of teacher training, for in-service training and/or for graduate credit.

Australia

TAFE (Technical and Further Education)-a national education institution



Canada

Universite du Quebec a Montreal
Windsor Public Schools, Ontario, Canada

Estonia

University of Tallinn
University of Tartu
Poltsamoa Secondary School
Keila School

Finland

European Commission
National Board of Education
University of Jyvaskyla
Nuorten Keskus

Germany

Munich University
Humboldt University
Landesinstitut fur Padagogik und Medien

Hungary

The Gordon School, Kecskemét

Japan

Asia University

Lithuania

Ministry of Social Security and Labor
Administration of Social Care Institutions
Panavezys Education Centre

South Korea

Jeonnam National University, Gwangju, Jeonnam
Daejeon Health College, Daejeon City
Suncheon Jeil College, Suncheon, Jeonnam
Damyang High School, Damyang, Jeonnam

Changpyung High School, Changpyung, Jeonnam
 St. Salesio Girl's High School, Gwangju, Jeonnam
 Inseong High School, Gwangju, Jeonnam
 Suncheon Jeil High School, Suncheon, Jeonnam
 Seongsa High School, Goyang, Gyeonggi
 Wungsang High School, Yangsan, Gyeongnam
 Maesan Middle School, Suncheon, Jeonnam
 Jungdong Middle School, Seoul, Seoul Metropolitan City
 Gimin Middle School, Nonsan, Chungnam
 Jakjeon Middle School, Incheon City
 Pyungnae Middle School, Namyangju, Gyeonggi
 Buk Middle School, Jangseong, Jeonnam
 Boranmae Elementary School, Seoul City
 Hawrang Elementary School, Seoul City
 St. Mary Elementary School, Daejeon City
 Yeonga Elementary School, Seoul City
 Samryangjin Elementary School, Pusan City
 Cheonyeon Elementary School, Seoul City
 Hyoseong Elementary School, Incheon City
 Seoul School District Learning Center
 Jeonnam School District Learning Center
 Gyeongnam School District Learning Center

Mexico

Instituto Oriente Arboledas (Campus Estado de México and Campus Querétaro)
 Corporación Educativa Hispanoamericana
 Fundación Cultural de las Américas
 Instituto Acatitlan
 Instituto Mexicano Madero

New Zealand

Department of Education

Sweden

Vuxenskolan-a national adult education provider

Switzerland

Istituto Universitario Federale per la Formazione Professionale
 Scuola Superiore Medico Tecnico, Lugano



The Netherlands

Pedagogische Technische Hogeschool
Hogeschool Midden-Nederland
Educatief Centrum Noord-Oost
R. U. Groningen
PABO Maastricht
PABO Middelburg
SBD's Leiden, Bodegrave, Hilversum, Tilburg, Eersel, Middelburg
Bureau Leerlingbegeleiding V.O. Drachten
Agrarische Hogeschool Delft

All child care workers in the Netherlands are required to participate in a T.E.T. course as a part of their training.

T.E.T. is also or has been offered in Austria, Belgium, France, Iceland, Madagascar, Poland and South Africa.



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