

DOCUMENT RESUME

ED 057 085

TM 000 928

AUTHOR Veldman, Donald J.; And Others
TITLE Manual for Scoring the Test of Directed Imagination.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO RMM-4
PUB DATE Aug 67
GRANT OEG-3-10-032
NOTE 53p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Direction Writing; Educational Research; Imagination; Manuals; Measurement Techniques; *Projective Tests; Rating Scales; *Scoring; *Situational Tests; *Teacher Behavior; Teacher Education; Test Interpretation; Test Reliability
IDENTIFIERS *Directed Imagination Test

ABSTRACT

A scoring manual for the Directed Imagination Test, a projective technique wherein the subject is instructed to write four fictional stories (four minutes are allowed for each) about teachers and their experiences, is presented. The manual provides detailed instructions for rating each story by fifteen dimensions relevant to teacher education research. Seven examples are presented for each of the fifteen dimensions to aid in the scoring process. The manual also includes results of an interjudge reliability study based on 78 protocols. (CK)

N-AI

Manual for Scoring the Test of Directed Imagination

Donald J. Veldman, Shirley L. Menaker, and Donald L. Williams

Research Methodology Monograph No. 4, August, 1967

The Directed Imagination technique is the ultimate extension of the projective hypothesis, in that no physical stimuli are used. The subject is simply instructed to write "four fictional stories about teachers and their experiences." Subjects are given four minutes to complete each story. This manual describes in detail and with extensive examples the procedure for scoring each story on 15 dimensions relevant to teacher education research. The fifteen dimensions are:

1. Amount of Content
2. Degree of Focus on Individuals
3. Realism
4. Coherence
5. Imagination
6. Optimism
7. Identification with Teaching Role
8. Perception of Own Ability
9. Crisis Level
10. Empathy with Children
11. Maturity of Educational Content
12. Coping Activity
13. Adequacy of Action
14. Problem Resolution
15. General Adjustment

The monograph also includes results of an interjudge reliability study based on 78 protocols. Estimates of the reliability of pooled ratings of two judges ranged from .52 to .86 for the 15 scales.

FILMED FROM BEST AVAILABLE COPY

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: TM SP

In our judgement, this document is also of interest to the clearing-houses noted to the right. Indexing should reflect their special points of view.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED057085

828 000 928

RMM-4
MANUAL FOR SCORING
THE TEST OF
DIRECTED IMAGINATION¹

Research Methodology Monograph No. 4

"PERMISSION TO REPRODUCE THIS COPY-
RIGHTED MATERIAL HAS BEEN GRANTED
BY

Donald J. Veldman

TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE U.S. OFFICE
OF EDUCATION. FURTHER REPRODUCTION
OUTSIDE THE ERIC SYSTEM REQUIRES PER-
MISSION OF THE COPYRIGHT OWNER."

¹The test of Directed Imagination was designed by Dr. D. J. Veldman in 1962, for use with elementary and secondary teacher candidates. The manual for scoring was developed by Dr. S. L. Menaker and D. L. Williams in 1965-66. Both the design of the test and the development of the manual were carried out under Grant No. OE 3-10-032 from the United States Office of Education, September 1962 through June 1967; Robert F. Peck, Director; O. H. Bown, Associate Director.

COPYRIGHT, 1967. BY DONALD J. VELDMAN, SHIRLEY L. MENAKER AND DONALD L. WILLIAMS. ALL RIGHTS RESERVED.

INDEX

	Page
Copy of Test of <u>Directed Imagination</u>	A
Instructions to Scorers	B
Test Scoring Form	C
Table I - Reliability of Ratings	D
Scale 1. Amount of Content	1
Scale 2. Focus	5
Scale 3. Reality-Fabulation	7
Scale 4. Coherence	9
Scale 5. Imaginativeness	11
Scale 6. Optimism-Pessimism	14
Scale 7. Teaching Role Identification	17
Scale 8. Self-Ability Perception	20
Scale 9. Crisis Level	23
Scale 10. Empathy toward Children	26
Scale 11. Maturity of Educational Content	29
Scale 12. Coping Activity	32
Scale 13. Adequacy of Action	35
Scale 14. Problem Resolution	38
Scale 15. Overall Adjustment	41

Sample Copy of Test

DIRECTED IMAGINATION*

NAME _____ SEX: M F
COURSE NO. _____ SECTION _____ DATE _____

Write four fictional stories about teachers and their experiences. You will be given approximately four minutes for each story.

* Four blank pages were attached to this cover sheet in the actual test administration.

Instructions to Scorers

This scoring manual provides detailed instructions for assigning a rating on each of fifteen rating scales to the four stories told by subjects on the test of Directed Imagination. Each of the four stories should be rated separately.

Using the scoring form provided, number the subject's stories one through four and put the number of each story rated on the scale in the appropriate box (the box corresponding to the scale point judgment for that story). When this has been done for all four stories to be rated on the scale, lightly black in the box which represents the average of the ratings of the four stories rated.

For example, if Story 1 had a scale point level corresponding to rating 3 on Scale 5 (Imaginativeness), put a "1" in the third box (box in column numbered "3" for Scale 5). If Story 2 had an "Imaginativeness" level of 4, put a 2 in the fourth box for Scale 5. Story 3 might belong in box 6 and Story 4 in box 7. If this were the case, the average for the four stories on Scale 5 would be 5 and box 5 on Scale 5 should be lightly blacked in.

In this way, the completed scoring form will have an average score across all four stories for each scale, and the individual scores for each story will also be available, if needed.

In the example stories given in the manual, the following abbreviations have been used: MT = male teacher

FT = female teacher

MS = male student

FS = female student

PN = proper name (places, buildings, etc.)

D. I. RATING FORM

Subject _____ Date Rated _____

Date of Testing _____ Rater _____

		1	2	3	4	5	6	7	
Amount of content	High								Low
Focus	Specific								General
Quality of material	Realistic								Magical-Fantastic
Coherence	Organized								Confused-Loose
Imaginativeness	Creative-Imaginative								Flat-Dull
Pessimism	Optimistic								Pessimistic
Teacher Identification	Active Participation-Teaching								Little Teaching
Self-Ability Perception	Self-Confident-Capable								Self-Doubting-Concerned
Crisis Level	High Crisis-Chaos								Low Crisis-Routine
Approach toward children	Warm-Personal								Distant-Cold
Quality of educational content	Learning-Education								Non-Educational Activity
Teacher's activity	Active, Instrumental								Passive, Lack of Concern
Appropriateness of reaction	Appropriate								Inappropriate
Problem solution	Resolved								Unresolved
General adjustment	High								Low



TABLE I

Reliability of Ratings on the Test of Directed Imagination

(Based on a sample of 78 protocols, each rated by two raters)

CATEGORY	AVERAGE INTERCORRELATION BETWEEN 2 RATERS	RELIABILITY OF POOLED RATING*
1. Amount of Content	.75	.86
2. Focus	.59	.74
3. Reality-Fabulation	.54	.70
4. Coherence	.35	.52
5. Imaginativeness	.56	.72
6. Optimism-Pessimism	.53	.69
7. Teaching Role Identification	.60	.75
8. Self-Ability Perception	.60	.75
9. Crisis Level	.46	.63
10. Empathy toward Children	.49	.66
11. Maturity of Educational Content	.74	.85
12. Coping Activity	.69	.82
13. Adequacy of Action	.68	.81
14. Problem Resolution	.67	.80
15. Overall Adjustment	.52	.68

* The pooled rating of two raters is used in the final scoring procedure. Estimates of the reliability of these pooled ratings are obtained by applying the Spearman-Brown Prophecy Formula to the average intercorrelation of the two raters. All the r's listed in the table are highly significant for the sample size. Thus, the reliability of the scoring system described in the manual has been accepted as satisfactory.

SCALE 1: AMOUNT OF CONTENT

How many different ideas and specific, relevant bits of information does the writer put into the story? The amount may be counted with respect to syntactical divisions: each subject and predicate may be an idea, as may each clause; and with respect to factual information: the number of facts about or descriptions of events and characters. Repetition of any idea, description or fact would not be counted. The total amount for each story should be entered on the form individually in the first four boxes (amount for story one in box one, for story two in box two, etc.) and the total amount (sum, not average) for all four stories should be entered in box seven, the last box.

EXAMPLES OF DIFFERING AMOUNTS OF CONTENT, FROM TWO TO EIGHTEEN

(In the examples given below, each separate content unit is set off in parentheses.)

Rating of 2

(It is now 4:00) (and lab has just begun.) MT walks - - -

Rating of 3

(FT was a teacher who was always looking for ways to interest) (and keep her students alert.) (She often consulted other teachers for advice.)
The students - - -

Rating of 4

(To many of the children seated in the classroom) (this one hour would be printed indelibly among their impressions.) (There at the teacher's desk stood the white-haired poet) (whom the pupils had undertaken to criticize) from their - - -

Rating of 5

(FT had a definite ability to teach) (but she had a problem of not getting enough response to her answers from certain members of the class.) (She found that by taking particular pains to draw out the shy or more introverted students) (the other students became easily bored) (and gained little benefit.) Her problem was to solve - - -

Rating of 6

(FT, who teaches fifth grade) (has had a considerable amount of trouble with noise in her class.) (One day when her tolerance was at its limit,) (she proceeded to use scotch tape to seal the mouth of one of her noisiest boys.) (This was amusing to the rest of the class,) (but it seemed to accomplish its purpose for the time being.) This one boy seemed to - - -

Rating of 7

(FS told me she enjoyed the lesson so much) (that she looked at the section in the encyclopedia dealing with the subject.) Also, (MS said he had an easy teacher last semester) (and did not feel he was prepared for our subject.) (He added that he would come after class,) as I asked, (to let me help him.) (I feel he will try hard enough to make up for lost time.)
I - - -

Rating of 8

(A young teacher finds her first post at an established school.) (Her superiors are elderly experienced teachers.) (She finds that she is expected to teach the courses exactly according to the formula) in (which her predecessors had done for the last 20 years.) (She realizes that this is unfair to her students) and (that she cannot do it with a clear conscience.) (The staff then unite against her) (and she is forced to leave.)

Rating of 9

(The teacher is in a bad mood when she gets to school.) (She takes her personal feelings out on the students.) (She is too strict) (too sharp) (too impatient.) (The students react by becoming antagonistic.) (The tension mounts as the period progresses.) (The learning situation is not good.) (The teacher realizes this too late.)

Rating of 10

(FS had pushed her luck a little too far that Friday.) (MT, the math teacher,) (had given explicit instructions for the quiz and homework assignments.) (He seldom brooked any argument or comment) so (FS should have known better.) (Her steady stream of impudent questions and remarks) (finally wore MT's patience down.) ("One more remark, and I shall whip you.") (His 305 pounds were nothing at which to sneer.) ("You touch me, and I'll go to the principal's office.")

Rating of 11

(A teacher had a very bright student in her class) (who wanted to do some extra work.) (The teacher decided to let the student work on a project for the state science fair.) (All semester the student worked on his project,) (which appeared to be quite good.) (The teacher helped the student in any way she could) and (was very proud of the student's progress.) (At the science fair the student won first place) and (was given a four year scholarship to the state university.) (The student majored in science) and (became a scientist.)

Rating of 12

(FT loves children very much) and (loves to teach.) (Because she has no children of her own,) (her students become a fill-in for a family she never had.) (As a result, FT becomes too involved in her students' problems.) (She goes home at night with a sad feeling) and (lets her husband take the brunt of her sorrows.) The students, (although they love FT,) (sense an easy touch) and (often take advantage of her) even (though they do not mean to.) (A teacher should never become so involved in her student's lives that - - -)

Rating of 13

(MS was the silent one in room 109.) (His family had no money) and (MS had no clean clothes.) (He was often absent from class) because (he was embarrassed to come) as (the other students were teasing him.) (MS felt rejected) and (withdrew into a little shell.) (The teacher was unable to pull him out of this care-not mood.) (The only way to reach him was through his books.) (He loved to read) and (he loved animals.) (Some day perhaps a teacher will make MS care.) Until then he will - - -

Rating of 14

(FT teaches a class in eleventh grade English.) (In her class there is one colored boy whose name is MS.) (MS is always well dressed) and (very much a gentleman in class,) but (he misses a great deal of school.) (The students seem to like him all right) but (he stays pretty much by himself.) (In class discussion one day,) (MS, a rather insolent child,) (comments about one of the characters in the story) and (calls him a nigger.) (There is immediate tension in the class,) and (everyone glances to see if MS's facial expression has changed.) (FT wonders, "Shall I - - -")

Rating of 15

(MS came to class each day to talk.) (The teacher certainly had trouble with him.) (When he wants to work, he can do very well.) (Sending him to the office only causes him to become more rebellious.) (Talking to him causes him to act worse.) (Leaving him alone does no good either.) (MS is truly a leader.) (Humorous things he says are taken over by the rest of the class) and (added to) and (laughed at.) (MS does at times like to do board work.) (MS could be a very good student.) (He needs someone who can help him direct his energies.) (A teacher seems to strike a streak of resentment with him.) (He knows that he does wrong - - -)

Rating of 16

(FT started teaching in a small school,) (grades 1 through 12,) (in a rural area.) (Her major had been mathematics,) but (because of a shortage on the staff,) (she also was given two Spanish sections) and (sponsorship of the school annual.) (It just so happened that her worst subject in college had been Spanish,) so naturally (this was a rather dubious situation.) (She also had to write out the lessons) (until the late order of textbooks came in.) (At the end of her year there,) (she felt she had really learned, herself.) (By having to dig out and understand the Spanish) (in order to present it properly,) (she had learned the basic rules in a more meaningful way.) The experience probably will - - -

Rating of 17

(FT was teaching her class how to play baseball.) (It was a cool) (fall day.) (The class was very attentive;) (the class that is except MS.) (MS didn't like baseball) (he didn't like anything, especially school.) (MS climbed up in a tree) and (sat watching the class for the entire period.) (When it was time to go back into class, FT noticed MS was gone.) (The class looked for him) and (MS began to laugh.) (FT heard him) and (asked him to come down.) (MS wouldn't come down unless FT promised to love him.) (FT promised) (and she called MS's mother and told her.)

Rating of 18

(During a sixth grade science lesson) (on electricity,) (the teacher was leading some experiments) (about currents and conduction.) (After she demonstrated the different ways to make currents,) (she let the children do them.) (As one little girl touched the different metals together,) (someone spilled water on the apparatus.) (The water seeped down) (and caused the girl to get a small shock.) (It scared her) and (she dropped the pieces of metal.) (When they fell, they landed on some paper) (and caught it on fire.) (But as they had studied safety,) (two little boys remembered what to do) and (put it out) (before it spread.)



SCALE 2: FOCUS

How narrow or broad is the focus of the story in terms of the number of people referred to and the generality of the theme? Does the writer choose to talk about a very specific event involving primarily one individual or does she descend the scale to speak in terms of general ideas with no specific focus? The former will rate a one and the latter a seven. The intent here is to characterize the writer's thought process in this area. Is the story narrow or broad, directional or non-directional in focus?

SCALE POINT DESCRIPTIONS

- Rating 1. Specific: narrow, to one individual or one event.
- Rating 2. Specific: to group, focus on a few individuals or a very specific content.
- Rating 3. Directional: relatively specific, but broadening to a more general statement.
- Rating 4. Nondirectional: relatively specific, but has specific and general elements. Here we rate the presence of such elements, not a relative balance between the two. This is in contrast to stories that are, taken as a whole, clearly specific (ratings 1 and 2), directional (ratings 3 and 5), or general (ratings 6 and 7).
- Rating 5. Directional: rather general but focusing down to a topic or an individual.
- Rating 6. General: to a small group within the context of a general area of concern: e.g., the reading or music group.
- Rating 7. General: general concern with whole class or very abstract content.

EXAMPLES OF STORIES RATED AT EACH SCALE POINT

Rating of 1

(MS) was a brilliant student nine years old good looking and from a good family. His teacher (FT) corrected him severely for trying to help another child with an exercise. His high strung temperament and strong will made him resentful so he nurtured a grudge against (FT). As a result he fell down in his work and (FT) didn't like him as much as more level tempered yet less brilliant students. Finally (FT) found that

Rating of 2

(FT) teaches a class in eleventh grade English. In her class there is one colored boy whose name is (MS). (MS) is always well dressed and very much a gentleman in class but he misses a great deal of school. The students seem to like him alright but he stays pretty much by himself. In class discussion one day (MS) a rather insolent child comments about one of the characters in the story and calls him a nigger. There is immediate tension in the class and everyone glances to see if (MS) facial expression has changed. (FT) wonders shall I

Rating of 3

And then there was the day I attempted to get to the administrative offices while the students were making their change of classes. I thought I'd have no trouble but found that there was a small stampede in the halls. The thought that all students should keep to the right just didn't prevail. My recommendation to all teachers is that long trips in the hall be made after the tardy bell has rung for classes if at all possible.

Rating of 4

The teacher is confronted with a problem involving a student whose parents demand much more than the child is capable of doing. On the first report the child did poorly and he was beaten severely by his father for this. The teacher learns of this incident. The question that now faces the teacher is whether to give the child easier work grade him with different standards or in some way try to convince the parents that C work for this child is as good as A work for some of the other children. She spends additional time with the child whenever possible.

Rating of 5

(MT) teaches a hostile group of what might seem to be wild Indians biology. Although they were only sophomores they were well trained in how to play both ends against the middle. Here comes (MS) now with a candy bar and a sandwich behind his back. (MS) father who is mayor of (PN) feels that (MS) can do no wrong.

Rating of 6

I think that being a young teacher is best unless you are teaching senior English. Many of the boys tower over you which could present some difficulty in the event you were called upon to stop a sparring match. Also there are many smirks to be noticed about the room when a statement like some of you need to make a date with me to catch up on your assignments is made. When there are persistent inquiries about your single state like Miss So and So are you married or Miss So and So are you going to get married.

Rating of 7

One of the problems facing a teacher is one of motivation. To motivate the students a teacher must first learn something about the individuals who make up her class. A knowledge of the socio-economic background may be an important factor. By learning of a student's background a teacher can better decide what types of examples visual aids, etc. will be most advantageous. An example that has real meaning is a powerful motivating factor. Another motivation is grades. Grades may have either a detrimental effect or one which may be quite encouraging for the student. A good grade on an easy quiz can do a great deal.

SCALE 3: REALITY - FABULATION

Although the instructions are to write fictional stories, how close to reality does the writer remain? Stories vary from a realism which is almost pure description to a magical and fantastic fabulation. In the middle would be found a dramatic realism, a way of putting facts into context by making inferences and gathering a little suspense or emotion to enrich the presentation. The rating on this scale may or may not correspond to that made on the Imaginativeness scale. There may be stories which are purely factual, realistic descriptions but which are not dull because of the clever analogies or unique descriptive words used. (These would score low (1) on Reality but high (7) on Imagination.) There may also be stories which are in the realm of pure fantasy in theme and events but which are so factual and dry in presentation that they are dull. (These would score high (7) on Reality but low (1) on Imagination.) As is evident by the two categories, the best stories in this given framework are those most closely, yet very imaginatively, related to reality.

SCALE POINT DESCRIPTIONS

- Rating 1. Realistic almost to extreme of pure description. Presentation of much factual information.
- Rating 2. Some expansion from presented facts.
- Rating 3. Story-like.
- Rating 4. Dramatized realism. Suspense or emotion present which increases interest.
- Rating 5. Melodramatic - somewhat unreal.
- Rating 6. Unrealistic - one can't quite believe it.
- Rating 7. Magical - fantastic.

EXAMPLES OF STORIES RATED AT EACH SCALE POINT

Rating of 1

A teacher should give several kinds of exams during a school term for instance objective tests, essay, multiple choice or true, false. When a variety of types of exams are administered the teacher can better judge her teaching methods and the amount of knowledge she has imparted to her students. Varied types of exams also give the students a better advantage. Each student may be able to excel on one certain type of exam so when several types are administered they have equal chances to make their best grades.

Rating of 2

(FT) was the English teacher in a large high school but was only allowed to teach for two periods of the day since she was forced to act as the Dean of Women for the remainder of the day. She enjoyed both jobs but felt that she was better qualified as an English teacher than as a counselor. Frequently her classes suffered because of interruptions so that she might complete an unexpected duty as a counselor. She had asked to be

Rating of 3

(MT) always had discipline problems in his classes because he hated to be mean to the students. They never paid much attention in class and consequently he never felt that he taught them very much, a thought very frustrating to him. He was confident that teaching was really what he wanted to do, but couldn't understand why he wasn't more successful. One day he was having an especially hard time with one of his more immature students. (MT) who was usually very calm and collected

Rating of 4

(FT) entered into her fourth grade class for the first time. She noticed one child in the back of the room was crying. Not knowing exactly what to do she went back to the child. He looked up at her and stopped crying. She was quite puzzled. Twenty years later a man came and explained to her that he was that child. He said that he had always been afraid of teachers because they had never noticed him. He conquered his fear that day when he realized

Rating of 5

It seemed the time would never be up. Almost 4:00 o'clock. (MT) tried to concentrate on what he was saying to his last period English Literature class, but his mind was wandering. The pain was beginning to creep all over him. His hands were starting to sweat. It had been getting worse lately. He had to have the shots more often now. If anyone even suspected that he had become addicted to morphine he would lose his job and place in the community in an instant. He tried teaching as a career. It had been one of the most rewarding experiences.

Rating of 6

(FT) a member of the DAR and the DCS (Daughters-of-the-Confederate States), finally managed to get an all white class in major works. She gave them a book called The Carpet-Bag-Take-Over-in-Texas by Samuel-Pickett-Lee-Davis. In the book, the Negro slaves take over the rightful homes of gentle southern ladies and drive them out on the streets. The new black politicians wine and dine every night in infamy. (MS)

Rating of 7

The playground was a scene of wonderment last Monday when children began to run in all directions. (FT) heard one boy cry, "A lion! A lion!" and then a small girl cry, "A panther! A panther!" (FT) quickly tried to call the children together but they kept running wildly. Many were running back toward the building. At last, (FT) saw a lion coming toward her. Quickly a thought flashed in mind this

SCALE 4: COHERENCE

How well developed are the characters and theme? How well organized, logically progressive, and well-knit is the story? Are there loose ends, lack of connections between thoughts and events, unexplained actions, or lack of ending? Is the story a complete, if unelaborate, work?

SCALE POINT DESCRIPTIONS

- Rating 1. Plot: beginning, middle, end, well written; characters well developed with description of thoughts and actions.
- Rating 2. Plot: beginning, middle, end, with good style; well written, characters less well developed, less well described.
- Rating 3. Plot: not smoothly presented, not so well written; grammatically poor or suffering basically from lack of ending.
- Rating 4. Unspecified inferences made: makes good sense but omits steps or lacks good plot.
- Rating 5. Some plot-theme statement but followed by a series of statements rather than woven into a coherent structure; seems like a lot of random, though perhaps relevant, activity.
- Rating 6. Large gaps in story or complete change in theme.
- Rating 7. Confused; absence of clear structure; an incoherent story.

EXAMPLES OF STORIES RATED AT EACH SCALE POINT

Rating of 1

(FS) walks into English class one day crying. (FT) asks if there is something she can do for her. Amid tears (FS) says that her boyfriend has been put in jail for being on dope. (FT) is appalled and tells (FS) to go to the restroom and wash her face. Knowing that (FS) is from a nice, influential family she feels sure that (FS) parents do not know that (FS) boyfriend is this type of boy. (FT) wonders if she should speak to the girl's parents or if it is any business of hers to interfere in (FS) love life.

Rating of 2

(MS) was as tall as the other students in the classroom and even weighed about the same as the other class members. But he was different; he was the teacher's pet. (FT) always let (MS) be dismissed when he pleased, talk any time, do special favors for her, and many other things. As the months passed, (FT) realized that (MS) was being rejected by his classmates and she began to wonder if it could at all be her fault. (MS) was a normal boy but (FT) had made him different. (FT) learned a lesson from her teaching this year all students had to be treated equally when it comes to doing errands, etc. The teacher's pets may get hurt.

Rating of 3

A young woman just out of college entered her high school English class for the first time. Here she was met by a group of noisy students. As she entered the room, the class hushed in curious and wondering silence and respect. She introduced herself and the students immediately realized from.

Rating of 4

A teacher of heterogeneous classes must deal with students of widely different emotional maturity levels. The object is to achieve a balance where all students may find some common interest or balance. One problem student is the very immature one. His characteristics are desire to receive attention, excessive talking, short attention span. This may be due to a variety of factors. One such common factor is his home life. He may be a spoiled younger child; he may desire attention or

Rating of 5

Today, class, we will start work on the study of Shakespeare, the greatest writer that ever lived, (FT) said dramatically. It is most important that we know not only the details of the life of this great man, but also that we understand the significance and universal value of his overpowering plays. The seventh graders squirmed under the positive and accusing eyes of the teacher before them. She appeared to be challenging them for something but

Rating of 6

The teacher was glad to find so many of the others here at this school shared her ideas about teaching and children and other things also. That young teacher would probably be fun to do other things with also. Perhaps some of them are interested in attending the university and doing graduate work. The meeting had gone well. (FT) was looking forward to working in this school. So many of the faculty seemed young and excited about teaching. She had an appointment with (FS), a very nice

Rating of 7

Were the teachers' only concern to be for this year's students? What about last year's what about next year's? The teacher seemed to be conscious of this for the time being. She was also aware that soon she would again be lost in the present problem. Problems of organization of challenging every student of teaching the details of an everyday lesson. A time to look at the trees as a part of the forest to tie up the details of a year with the contemplation of a few days.

SCALE 5: IMAGINATIVENESS

How creative in terms of originality of plot, theme or character portrayal is the story? Is the plot intricate or interesting? Is the theme insightful? Are the characters unique, or perceptively described? Is the resolution the result of some creative thought on the part of the writer? It is probable that not all of these elements will be present in any one story, but the appearance of any one will be sufficient to raise the rating above the mean. It is then left to the rater to determine the intangible "amount of creativity" and place the story on the scale at a 1, 2, or 3 as these ratings are matters of degree. The determination of imaginativeness is made independent of the reality or fantasy level of the story. If any one story exhibits a high degree of imagination, the overall rating should be raised one scale point from the average of the individual ratings. Rating should give weight to the high end of the scale. (Subject should be given the benefit of the doubt.)

SCALE POINT DESCRIPTIONS

- Rating 1. Creative: subjects and events show marked creative thought in the way they are presented and handled. Novel events and characters are presented and/or problems are resolved in imaginative, unusual ways.
- Rating 2. Bursts of creativity: either subject or events of story not as highly creative as above. Not as completely handled.
- Rating 3. Less imaginative theme and subject. Less imaginative handling of material but generally creative.
- Rating 4. Some creative imagination evidenced but not well developed. Ordinary characters and events but with some elaboration suggesting imaginative effort.
- Rating 5. Goes "by the book": regurgitative in detail and little more. Details lack any imaginative quality.
- Rating 6. Perfunctory, regurgitative, "by the book" statements.
- Rating 7. Very flat and dull. Subject shows little effort in coping with the problem of writing a story. Rater may get the feeling that the subject's main purpose is to use up the time allotment and look busy.

EXAMPLES OF STORIES RATED AT EACH SCALE POINT

Rating of 1

(FT) was a teacher in a small backwoods one room school. All the first grades were in the one room and they ranged in age from 5 to 18. It was winter and snow had been falling rather heavily. All at once there was a terrible roar and a big avalanche of snow covered the little schoolhouse. The only way out was through the steeple where the bell was kept so she led the children out one by one and they all huddled outside the school where they were soon rescued.

Rating of 2

(FS) had the particular characteristic of sitting down and crying when she got frustrated. After thinking of this often, (MT) finally started bringing (FS) into a little room when she was crying. Here he would give her a pretty dark pastel and ask her to show him how she felt. When she started marking and drawing lines and forms she discovered how much she liked this. So afterwards when she was frustrated, she would on her own retreat into the little room and make herself happy with colors, forms, construction, etc.

Rating of 3

Once in a junior high class there was a particular student who had a gift for writing. The only trouble was this boy loved to write about blood and monsters more than anything else. He found early he could amaze his teacher with his great gift for describing gore. However, she realized this and decided to direct his talent. One story this boy wrote had an unusual amount of blood in it even for him. The teacher went to the library and got a short story by Poe and read to the class pointing out particularly bloody words. All were amazed and since they couldn't match Poe they wrote on more worthwhile subjects.

Rating of 4

In high school there was a chemistry teacher who was very popular with her students. She made the class very interesting as she herself thought the class was fun. When time allowed for it, she permitted the students to conduct their own experiments. Otherwise, she performed them. At the end of each semester she invited the students to her home for a party. She had homemade ice cream to offer them and set up several games. One year she even put in a swimming pool which added greatly to the amount of fun each student had at the party. She never seemed to mind when things got kind of rough during the games.

Rating of 5

The elementary school teacher has a hard job. She has to be mother to thirty children every day as well as be responsible for their learning. If she does not teach them to read and write well, they are going to have trouble in school throughout their career as students. She is also in a dangerous place as far as becoming ill is concerned. She is likely to catch every disease that her children contract. She must have imagination and patience in dealing with small children. Harsh

Rating of 6

A teacher's main responsibility is in the academic field. She should always keep this in mind particularly when she is asked to sponsor various clubs, etc. Of course, school systems require each teacher to participate in extra-curricular activities but she should plan extra-curricular activities keeping in mind her responsibility to her teaching career. In the same light, a teacher should not interfere too much with the social life of her students. She should offer advice only when asked and thereby

Rating of 7

The teacher walked into the classroom at 8 a.m. She gave instructions to her student observer and prepared the classroom for the morning's work. When the pupils arrived she called the roll. First on the agenda was show and tell. A student leader called on the pupils to show the books, pictures, and other material objects that they had brought for this period of the school day. The teacher gave the student observer a project to work on. The school day was under way. All was very organized.

SCALE 6: OPTIMISM-PESSIMISM

This scale evaluates the mood of each story and, by implication, the outlook of the subject. Is the tone of the story happy, presenting gay, untroubled situations? If trouble is seen, does the subject view it with alarm or amusement? Is the writer's outlook positive or negative? Specifically, in rating one, stories appear in which the writer is gloriously, if naively, involved in a wonderful world, e.g., with happy children in perfect classes. At point two are stories in which the outlook is positive, but more realistic. Although less extreme than one, the feeling is that the subject is pleased with her world. In rating three, the stories may present troublesome situations but the subject is not anxious. She regards the situation as a problem which she can resolve or which is a natural part of a job she likes. Stories at the four level are usually factual or lack subjective involvement so that the mood is either indeterminate or bland. Ratings five, six, and seven are degrees of lack of positive involvement and depth of negativism. At rating five the subject is more uninvolved than directly pessimistic, more discontent. In rating six, there is a negative outlook for a particular situation. The implication is unhappiness with the whole situation in which she finds herself. The teacher is unhappy with her life. The mood in rating seven is dark, threatening and depressed; the story is pervasively negative.

SCALE POINT DESCRIPTIONS

- Rating 1. Highly optimistic. General global endorsement of situation and its probable outcome. Extremely euphoric.
- Rating 2. Optimistic but not so high, somewhat more realistic. The focus is on the positive side of things.
- Rating 3. Generally optimistic -- perhaps in the face of trouble; perhaps seems incomplete because story is unfinished.
- Rating 4. More bland or balanced between extremes. More factual stories.
- Rating 5. Lacks optimism and portends ill. Teacher seems tired, dull, wants to go home, doesn't look forward to duties. When all is said, some residual pessimism is left.
- Rating 6. A specific situation is focused on for attack, writer sees the situation pessimistically.
- Rating 7. General, pervasive pessimism throughout.

EXAMPLES OF STORIES RATED AT EACH SCALE POINT

Rating of 1

The teacher walked in the classroom. It was her first day for teaching. The children looked at her with admiration when she walked in the room. Everyone was eager about the new teacher. They had expected her for a long time. She herself was eager to have her own class and classroom. After the preliminaries one child walked up and said, "So nice to have you as my teacher." Before the day was over, almost every child had said something nice or showed real interest for beginning work and helping the new teacher. It looked like a wonderful year.

Rating of 2

(FS) couldn't concentrate or make a decision. She was very confused and usually found satisfaction in flirting with boys. (FT) her eighth grade teacher became her inspiration. (FT) showed (FS) the real meaning in life. She encouraged (FS) to read and read worthwhile things. (FS) started reading and all of a sudden she could make decisions and didn't seem to need to flirt with boys anymore for security.

Rating of 3

Some parents came to the school to complain about the fundamentals that they felt their child was not receiving in school. As they talked to the teacher they remained unconvinced that their child was receiving a proper education. As a result the teacher gave a test to both of the parents and to their child involving the basic fundamentals. Much to the surprise of the parents when grades were handed out the child had done better than either parent.

Rating of 4

The teacher gave out writing, spelling and arithmetic assignments. She called for group one to come for their reading lesson. The rest of the class worked diligently while the reading group discussed new words, read silently and then answered questions. After meeting with the teacher, group one proceeded to go to another corner of the room and meet with the student observer who gave them a supplementary lesson out of a workbook. Groups two and three followed in the same pattern.

Rating of 5

It was growing near the end of the school day and (FT) the sixth grade teacher was wrapping up her work. She had had a very hard day and was anxiously awaiting the bell to ring to go home. When she was nearly ready to go, the principal came in and asked to speak with her on a matter of great importance. Since she could not refuse to speak with the principal she put down her papers etc. and sat down. The principal had just received a call from an outraged parent of (FT). It

Rating of 6

(FT) had been teaching second grade for several years. She was selected as a participant in a special program designed to determine what sort of person the average second grade teacher is. The first step in the program was the completion of a psychological test. Part of the test consisted of writing fictional stories about teaching experiences each story to be written in about five minutes. (FT) was frightened. When the time was up she had written nothing at all and was still trying to think of a beginning for her first story.

Rating of 7

(FT) has children in her class from a poor area of a large city. Her children are mostly Mexican and some are old to be in third grade. She has problems getting them to cooperate, obey and even learn. Many are dirty and need medical care. When she corrects them they are often insolent and even at this age use bad language and refuse any aid. (FT) is in constant consultation with advisors and the principal as her problem becomes worse every day.

SCALE 7: ROLE IDENTIFICATION -- Teacher's Level of Concern

The development of teacher concerns ranges from primarily self-oriented to class-oriented concerns. The lowest level focuses on the teacher's own efforts to feel secure in (not threatened by) the whole school situation: with the principal, parents, other teachers. The next level of concern is with security within one's own class: with the ability to handle oneself when confronted with one's own lack of information; with dependence on the lesson plan; with administrative duties such as organizing a party or play, keeping records, arranging class. Within the class, the next level is concern with ability to control the class and with the types and effects of disciplinary action. The level of concern then advances to individuals within a class situation. The focus is on the problems and/or behavior of specific individuals. At these top ratings, the concerns are directed less inwardly to personal ability, and more outwardly to motivating the class. The focus is on how to get the class interested; how to get them to work, experience and learn. The concern is with what the students are learning and how they can best be taught, rather than with what specific subject matter the teacher believes important. The highest level of concern involves the movement of the teacher almost completely away from a concern with herself and her own security. She is now totally involved in an active, participating classroom situation. She is really teaching in the story, or the concern is focused on the class and learning activity. The teacher may be involved with a problem of presentation of material with the focus being on learning in the class. There are no peripheral concerns; the interest is only on the specific learning-teaching interactive process.

SCALE POINT DESCRIPTIONS

- Rating 1. Teacher actively participating in teaching students, highly concerned with the learning process, wherever it may be. Involvement and interaction with a motivated, active class; or teaching some particular child.
- Rating 2. Concerned in general with how to motivate the class and work with them. How to get the class interested, so that they can experience and learn.
- Rating 3. Concern seems more limited to the behavior of an individual within an ongoing class activity: how to understand his behavior so that he can be more a part of the class, how to bring him into the fold.
- Rating 4. Primary concerns have to do with the order and control of the class. Concern with how to discipline and with the effects of disciplinary action on students.
- Rating 5. Concerns are with subject matter presentation; or with a specific situation that involves primarily administrative control; i.e., party, PTA, special event, keeping records.

Rating 6. "Environmental concerns": concern with administrative details, the sequence of events in lesson planning, or the kind of teacher one will be. Concern with being on time, being accepted by principal and other teachers, or by the students. Many subjects at this level are concerned with whether they will do a good job in handling a particular situation -- they set up a situation to show that they would do well, making it difficult to differentiate this point from a 3. However, the concern for individual behavior seems ungenune because the teacher is more concerned for herself.

Rating 7. No concern about teaching is evident. Sometimes the writer seems to identify herself with the children, sometimes as a teacher who is concerned with personal activities rather than teaching. Often the story may be set outside the classroom; teacher on holiday, etc.

EXAMPLES OF STORIES RATED AT EACH SCALE POINT

Rating of 1

The teacher comes into the room and finds that all the pupils are seated and ready for their lab. Each student is interested in what will take place because this is their first biology lab. In the beginning the teacher explains how to use each part of the dissecting kit. Next come the instructions for the microscopes since the students must look at some slides. All the students now go to the cabinet and get their microscopes. Today, they study a one cell organism. Most of the students have never seen anything this small that is alive. The interest is great. The teacher is happy to see the faces of the pupils as they discover the

Rating of 2

(FT) wanted to stimulate the classes interest in music. She really hadn't thought about their lack of musical experience until Christmas time. She decided that her second grade class would love to hear the story and the music to the Nutcracker-Suite. She brought the story to class and read it after a discussion of toys which the children wanted. This helped to relate the story to the class's personal experience. The story was read in sections. After a section was read (FT) put on the record section which was appropriate for that part of the story. She had the children to listen for the march

Rating of 3

(FT) had a problem child in her class. She was constantly having to discipline him. He was not paying attention and was always causing trouble among other students. She reprimanded him sharply, separated him from the other students and did other similar things, but nothing seemed to help. Finally, she realized that she had an obligation not only to discipline this child but to teach him and she was not doing this effectively. She did some research on his interests and discovered he liked science. She then assigned him special experiments and projects in science. This interested him and she had many fewer discipline problems with him.

Rating of 4

(MS) was constantly interrupting the classroom activities. (FT) was aware of the fact that each child needs a period to express himself, but she was aware that (MS) was taking too much advantage of this privilege. (FT) was a new teacher and at first she neglected to set down the rule that when the pupils wanted to speak then it was necessary for them to raise their hands. She immediately told the class that she would no longer allow excess talking to prevail. Her little (MS) was aware of the fact that his teacher now was at the controls.

Rating of 5

(MT) was a newly hired history teacher. In college he had taken all of the required education courses as were needed. He even took extra ones that interested him. Now after teaching for three months, he found himself at odds with (FT) the head of the history department. He was not satisfied with their textbook and wanted his students to do some outside reading. He had been informed that in (PN) High School that was not done. He had even gone before (FT) and (MT) the principal, in order to obtain permission to have his students read various other books. All his efforts were to no avail and now he

Rating of 6

(FT) was a fourth grade teacher and she loved it. This was her first year to teach in the small West Texas town. She had graduated from the State University in the spring and then had gone on a tour of Europe. She could hardly wait to share her experiences with her students. This was the first day of school and (FT) stood in the door of the classroom eagerly awaiting her new students. Of course, she was scared to death; there was a churning in her stomach like she had never felt before. As she met the students and their parents, she became more relaxed. The students made a favorable first impression on (FT) as she did on them also. This will be a wonderful year thought (FT). She little knew how right she was, but

Rating of 7

I encountered many different teachers, but one stands out pretty well in my memory. She was absolutely the sweetest teacher you could possibly have in school. She was too sweet being this way helped her to have many lasting friends. She had some most interesting experiences. She still has children write her every year at Christmas because they remember her as being so sweet. Even after going to college they still write her. She had one thing about her that was outstanding. She had a knack for picking out what children would

SCALE 8: SELF-ABILITY

This rating reflects the quality of concern shown by the teacher about her ability to deal with the situation she presents. At one extreme is found a high degree of manifest concern and doubt about ability to handle the situation. At the other extreme is found an almost authoritarian rigidity wherein no doubts are apparent. The teacher is actively manipulating the situation without any thoughts about her ability to do so. Therefore, the mid-point of the scale represents the apex quality of mature concern, where the teacher knows she is not perfect but is confident that she will be able to deal with new situations as they arise. Ascending from the mid-point to a one, we are measuring the decrease in sensitivity to oneself until its elimination yields a dogmatic character. Descending to a seven, the measurement is of an increase in sensitivity leading to manifest doubt and felt lack of ability.

SCALE POINT DESCRIPTIONS

- Rating 1. Sees self as capable and has no doubts about doing what she wants.
- Rating 2. Has some doubts concerning her ability but these lead to greater awareness and sensitivity, and increased capability.
- Rating 3. Concerned about ability in specific areas but general concern not manifest.
- Rating 4. No concerns about ability apparent from stories. Confidence in dealing with new situations. Also rate "4" when story does not deal with a teaching situation; we can make no judgment.
- Rating 5. Generally concerned about her own ability.
- Rating 6. A relatively high amount of concern regarding ability is shown; perhaps indirectly reflecting a felt inability to handle a situation.
- Rating 7. Filled with doubt regarding her competence; highly concerned.

EXAMPLES OF STORIES RATED AT EACH SCALE POINT

Rating of 1

The teacher comes into the room and finds that all the pupils are seated and ready for their lab. Each student is interested in what will take place because this is their first biology lab. In the beginning the teacher explains how to use each part of their dissecting kit. Next come the instructions for the microscopes since the students must look at some slides. All the students now go to the cabinet and get their microscopes. Today, they study a one cell organism. Most of the students have never seen anything this small that is alive. The interest is great. The teacher is happy to see the faces of the pupils as they discover the

Rating of 2

(FT) was quite stunned when (MS) refused to sit down when she asked him to. She quickly decided that the best thing for her to do was not to pay any attention to his actions. (MS) soon realized that he could not defeat the teacher. (FT) was directing a reading group but she was having difficulties with holding the attention of her pupils. She decided it would be a good idea to have the children to imitate the characters in the story. She was quite pleased when she realized that they were quite anxious to participate in the reading period since she encouraged their creativity.

Rating of 3

A teacher has not prepared her lesson on word problems thoroughly and assigns one which is tricky; i.e., it is hard to read for teacher or student. She sets the class to work and then has to spend 15 minutes working with them to come to grips with the problem. Surprisingly to her, this is not at all disturbing to her and the class actually enter into it with greater enthusiasm.

Rating of 4

It is the teacher's first day in school. She introduces herself to the class as (FT), and begins the classwork for the day. Several months pass and she gets married. Her name is now changed to (FT). This name change creates several problems for her junior high pupils who can't get used to the change. (FT) handles this occurrence by answering to either name and not embarrassing her pupils by correcting them. Eventually, they become used to the change and (FT) is (FT).

Rating of 5

(FT) was a very young pretty homemaking teacher in a suburban high school. She had 9 to 11 grade students several of which were married or engaged. (FT) was not married and was not engaged or even dating steadily. She was most interested in students and in teaching her chosen subject. Many of the girls, especially the married or engaged ones, felt that she couldn't possibly know as much about home and family life as they did. This seemed to hamper her chances to reach her students. Since the only possible way she could gain the confidence of her students was to find a beau and she

Rating of 6

(FT) is presenting a theorem in geometry to her class. After explaining it, she asks for questions. One bright child asks something about which she is not certain. She knows she cannot think clearly after having filled the board with work without reaching any satisfactory conclusion. She has to retain her authority and dignity before the class by explaining that teachers don't know all

Rating of 7

(FT) had been teaching second grade for several years. She was selected as a participant in a special program designed to determine what sort of person the average second grade teacher is. The first step in the program was the completion of a psychological test. Part of the test consisted of writing fictional stories about teaching experiences; each story to be written in about five minutes. (FT) was frightened. When the time was up, she had written nothing at all and was still trying to think of a beginning for her first story.

SCALE 9: CRISIS

This scale measures the immediacy of demand for action, the intensity of emotion, the level of excitement in the story. Rate from a high (1) where all of the above occur in greatest degree to a low (7) where there is no emotion, excitement or demanding situation.

SCALE POINT DESCRIPTIONS

- Rating 1. High crisis: extreme situation needing action immediately, or people very excited; screaming chaos.
- Rating 2. Crisis similar to above but not so extreme. Could be a generalized or specific situation showing marked fear or anxiety in people or a sense of something quite unexpected about to happen.
- Rating 3. Urgency present, but lacks the immediacy of above; such as a new teacher's fears of unpreparedness or being called down by the principal, etc. If she is completely broken up by such a situation, then raise rating to 1 or 2.
- Rating 4. A situation is presented where something has to be done before things are right again. Events occur which demand action. There may be an unexpected occurrence which is capitalized on for teaching purposes; e.g.: an incident of a boy throwing a smoke bomb may be turned into a teaching situation about the effects of chemicals on people; or the discovery of a dead bird in the playground may initiate a lesson on birds.
- Rating 5. A situation is presented which calls for action, but any time in the near future will do. The way the situation is presented is what determines the rating. Subject might be describing a "bad" situation, but not much concern is expressed.
- Rating 6. Slightly more than nothing. Hard to call it crisis but something ought to be done. Very little emotion or excitement is present.
- Rating 7. No crisis: a completely routine situation is presented in the story.

EXAMPLES OF STORIES RATED AT EACH SCALE POINT

Rating of 1

(FT) was the Home Economics teacher at (PN) High. Her cooking class was her special joy. All the girls in there had had one year of Home Economics already, and their experience made them better students than the others. There was one very slow student here, however, who had been placed in this class because she couldn't pass anything else that was offered as an elective. (FT) tried to help (FS) but (FS) resented the special treatment. (FS) showed hostility towards (FT) and the other girls. One day, she and (FS), another student, got into an argument. (FS) grabbed a skillet from the stove which had hot fat in it and splashed the hot fat into (FS) face. (FS) collapsed

Rating of 2

I was talking to another teacher in the hall when it happened. (MS) came running down the hall yelling, "It's happened again. Help! Help!" I then realized what had gone wrong. His little sister, (FS), had had another seizure while I was gone. I ran back to the room to find the children gathered in a circle about the squirming figure of (FS) on the floor. When I saw how far she had advanced, I sent one of the gaping boys to call the doctor. Then I sent all the hysterical children out of the room. I grabbed a blunt pencil

Rating of 3

She was a high school English teacher and this was her first day. Never had she had less confidence in herself as she felt at this particular moment. The bell rang and the students began coming into the room quite noisily. At first, her voice faltered and she felt as if she would sink through the floor; at least when she was practice teaching she hadn't been completely alone. She suddenly remembered the excitement that she felt as she began her education courses in college. She remembered the anticipation with which she awaited the job of teaching this was her chance this was what she truly wanted. She

Rating of 4

There once was a teacher who had a very small classroom with no desks only tables. This was bad enough, but it was also a class of poor students who refused to be quiet. They didn't understand that it was a privilege to sit in a class and learn. So finally, the teacher threatened them in this if they continued to be unruly they would have to sit on the floor. Then, if it continued, they would sit on the floor outside thus losing the lesson for the day. It worked beautifully and it was once more possible to have a learning situation.

Rating of 5

A teacher had a delinquent boy in her class. The boy rejected any personal attention given him by the teacher because this embarrassed him. He didn't want his friends to think he cared. The teacher realized this and tried to talk to him privately. The boy was not bad in class, but he

Rating of 6

(FT), a Civics teacher, was teaching an accelerated class of seniors most of which were going to major in Government at a university. She was a good teacher but was not exceptionally well learned in her field. The students wanted more than the rather simple basic text. Thus (FT) set out to keep their interest. Each student chose a congressman either at state or national level and wrote asking about a particular part of government that he was concerned about. Also, they planned a trip to the state capitol to see the legislature in action. These unique learning experiences helped keep the students interest and made

Rating of 7

In English, the students are to read a story and discuss this story in class. The teacher leads the discussion and gives the facts of the story. Several of the students have read from other books and they are willing to contribute their knowledge. The teacher has such an understanding manner that none of the pupils feel afraid to say what they desire to say. At the close of the discussion the teacher asks the pupils what the story reminded them of in their life. It was interesting to discover how the children reacted to what they had read. Next in the discussion each one was asked what he had read before that was

SCALE 10: EMPATHY

How closely involved is the teacher with the class or child? Is she "tuned in" to the children's needs and feelings or is she not only aloof but opposed to children in her actions? The reactions of the child to the teacher may indicate the teacher's involvement or lack of it, if this cannot be derived from the characterization of the teacher in the story.

SCALE POINT DESCRIPTIONS

- Rating 1. Empathetic: warm personal regard for children. Definite personal involvement of teacher with children or child is shown. Loving relationship is present between teacher and children. Real concern is manifest as well as empathetic understanding of the characters described.
- Rating 2. Obviously cares about children but empathy not as intense as above. May be an expression of sympathy and concern but with a lack of strong personal involvement.
- Rating 3. The teacher is questioning, trying to understand children. She does so with much positive feeling.
- Rating 4. Neither empathy nor superficiality or distance can be clearly discerned. Reflects situation where the stories presented do not allow judgment on empathy. Also rate "4" where the teacher works with children in a somewhat neutral way.
- Rating 5. Concerns seem superficial and ungentle or phony; writer doesn't seem to mean what she says; it seems clear that she is setting up a situation in extreme, tongue in cheek. Story seems to be a "stage set" where the teacher can show the "right thing" to do.
- Rating 6. The teacher operates in a manner clearly indifferent to the feelings of children. She may perceive feelings but is unaffected by them. Teacher's actions are independent of her perceptions.
- Rating 7. Marked distance from children is demonstrated. This may be clearly expressed or implied. Teacher shows a total disregard for children's feelings. She lacks perception of children's feelings, and thus her actions are not geared to the needs of the children.

EXAMPLES OF STORIES RATED AT EACH SCALE POINT

Rating of 1

It's a beautiful day for just staying inside, class, don't you think? (FT) smilingly questioned her pupils. She knew their response and knew too, that they would benefit from a class period outside just as much as she. Well simply take our science lesson out from under microscope and in to our big bright world. There was agreement on everyone's part for this move. The class quickly lined up in a single file and marched as best as students can to the appointed area on the playground.

Rating of 2

On rainy afternoons the children always become restless and the classroom is always such a mess. But (FT) worked extra hard those days to hold the children's interest and tried to cheer up their day. She told funny stories that enthralled them and oftentimes they went to the cafeteria and learned to folk dance. For her school work she had a spelling bee and let the children demonstrate their math ability on the board. This always kept their interest high. She even

Rating of 3

(FT) always had had a discipline problem with (MS). He talked too much and didn't do enough work. One day (MS) went too far and (FT) lost her temper. (MS) had been talking all day and had just then yelled across the room. (FT) slapped (MS) across the mouth and told him to shut up. After she had hit (MS) she was terribly sorry. She realized that as a teacher she had to be understanding and not forget her real job at any time.

Rating of 4

The teacher has a position in a below average school. One day a foreign child is brought into the class. She learns that the family has just moved here. The small child is unable to speak a word of English. At first the teacher thinks the child is only quiet or shy. She soon learns, however, that the child is unable to speak English. The teacher has a conference with the family because she is unable to speak this language but the mother refuses to do anything about it.

Rating of 5

A child is physically handicapped and is attending a normal school. The child is not fully accepted by his classmates and the teacher needs to bring the child out and into the class situation. She should be attentive to the child and try to get him to work and be with others. She should try to show him that others have his handicap and get along well. She should try to get the class to accept him. To explain his handicap and that it is something he cannot help. She should show the class the importance it means to him to be accepted

Rating of 6

(MS) comes to your desk in tears because he has lost his homework and fears that he will be punished. One should try to explain that he must learn to be responsible but that it is not the end of the world. Make suggestions as to ways that he might organize his belongings. After all, the homework or whatever is hardly worth the child's grief but continual loss of objects represents a complete lack of organization.

Rating of 7

This is the story of (FT) typical elementary school teacher who becomes a teacher because she will have her summers free to loaf in security for the rest of her life and besides it's an easy course. There is nothing unusual about (FT) because she has lived her entire life trying not to be and she has succeeded very well. She enters the classroom with the idea firmly planted in her mind that through recognition of individual needs and potentialities her main goal is to see that all the darling children turn out normal.

SCALE 11: MATURITY OF CONTENT

The subjects were requested to perform a specific task -- to write about teaching situations. The aim of this scale is to determine the degree of compliance with the instructions; i.e., how well the subject coped with the task within the framework provided. The highest ratings are for those who present a picture of the learning process with a class or individual, either in or out of the classroom itself. The lowest ratings are for those who merely use the mention of school to comply superficially with the instruction to write about teaching situations, when the school is really used as a vehicle for a story completely unrelated to that setting. The lowest ratings also include those stories which ignore the instructions and focus on situations totally outside of teaching or school, even though the subject may be identified as a teacher.

SCALE POINT DESCRIPTIONS

- Rating 1. Teacher presents a picture of a classroom situation wherein exists the learning process and an educational theme (education in the classroom).
- Rating 2. Portrayal of education outside the classroom; e.g.: in a playground situation or field trip.
- Rating 3. Involvement of class, teacher, or pupils in situation relevant to educative process within classroom. Relevant to learning, dealing with "problem" children. Aim is to get them back into class activity.
- Rating 4. An activity involving class and teacher in or out of the classroom, not focusing directly on learning though not irrelevant to it. (Could be preparation in class for a PTA event, making holiday decorations, etc.). Class and teacher are involved together, but not with subject matter. Also rate "4" for parent-teacher conferences, interactions with parents about learning problems.
- Rating 5. Similar to "4" but activity is even less related to educational process. Aim may be to alleviate a troublesome discipline situation or to help a child with a problem that is not directly connected with learning. Also rate "5" for interaction of teacher with administration, general discussions of teachers' personalities.
- Rating 6. Mentions school, identifies a school or teaching situation, but is essentially irrelevant to any school situation (tornadoes, fire, police coming to take dog, etc.).
- Rating 7. Teacher is involved in completely extraneous situation; such as relationship with spouse, retirement plans, taking tests, etc.

EXAMPLES OF STORIES AT EACH SCALE POINT

Rating of 1

(FT) teaches second grade and has had tremendous results with teaching her class music. She has innumerable tricks up her sleeve and encourages singing in every activity. She has made toys to use as instruments in the class, has a bell set of tone resonators and a piano. On a given chord the children sit up and sing "now its time for lunch" or "time to go home", etc. always introducing their next activity. She trains them to learn pitch levels of tone by asking them to listen to objects at home as a train engine or doorbell and come back to class and relate the sound. The children have learned about pitch

Rating of 2

During the afternoon math is taught at (PN) Elementary School. The children were unusually restless one afternoon, however, so the teacher decided to take the students on a hike. Since it was math time she told them to look for things in sets as they took a hike. The children picked four leaves alike, one acorn, two pussywillows, etc. The children enjoyed the hike and they got their arithmetic lesson at the same time. After returning to the classroom a discussion followed and the materials collected were used to

Rating of 3

(FT) walked into a quiet room. Each of the students was studying something. (FT) was very pleased to see that her class could study well even though she was not present. As (FT) walked around the room, she noticed that one child was playing with a rubber band and eraser. She asked the student why he was not working. He answered that he didn't have anything to do. (FT) reminded him of math, English, and spelling homework. He then reluctantly opened his books. It was clear to (FT) that this student needed to learn self discipline and the love to learn.

Ratings of 4

Example 1: (FT) was getting ready for the annual open house. She and the students had been working on the bulletin boards and room decorations for days. The students' work was neatly displayed on the bulletin boards. (FT) always looked forward to meeting the parents of her students. She wanted them to ask questions and understand exactly what their children were doing. She wanted them to encourage their childrens interest in current affairs. She always enjoyed it when a child's parents wanted to borrow a book to read about what their child was studying.

Example 2: A teacher is obliged to call a parent to a meeting with her. Her reason for talking to the parent is because of a falling off of grades and sudden rebellious nature. Before the teacher gets down to business she will talk of something else to the parent to loosen the atmosphere letting the student be brought into the conversation gradually. The teacher would then ask the parent if he knows why this sudden change has taken place showing a warm concern. Talking over the problem as friends and being concerned together would lead to a better solving of the problem. The parent needs to be on

Ratings of 5

Example 1: A child came into the classroom crying one morning. He said that one of the other children had called him a queer. Being slow and large for his age 10 years, the boy felt inferior to his peers and this was another of the crushing blows he felt daily. The teacher took both children involved protagonist and antagonist outside. She calmed them down and spoke to them quietly. As she pulled the story out bit by bit she found that both boys were at fault. Making this clearly understood she then talked to the children separately helping each to understand

Example 2: The principal of (PN) High was not particularly loved but he was well accepted and respected by the student body. After the principal (MT) was transferred to a new school the vice-principal (MT) was elevated to the position of principal. As a whole (MT) had been well liked as vice-principal but after he became the head of the school he seemed to feel the burden of his responsibility and became irritable or nervous and as a consequence the love or camaraderie of the student body had to be transferred to someone else.

Rating of 6

(FT) was a teacher in a small backwoods one room school. All the first six grades were in the one room and they ranged in age from 5 to 18. It was winter and snow had been falling rather heavily. All at once there was a terrible roar and a big avalanche of snow covered the little school-house. The only way out was through the steeple where the bell was kept so she led the children out one by one and they all huddled outside the school where they were soon rescued.

Rating of 7

A woman had been a teacher in a small town for many many years. She had no family of her own though the entire town was her family in a sense. She had taught children, then their children and grandchildren. Everyone loved her for her understanding devotion and enthusiasm. When she reached the state's legal retirement age the administration in the big city made

SCALE 12: COPING ACTIVITY

Does the subject cope with the situation she presents or is she completely inactive? Does she attempt to resolve problems and conflicts actively and directly (1 and 2)? Does she recognize the existence of problems and enumerate possible resolutions even if she doesn't act in the story (3)? Are there no problems but some teacher activity described in the story (4)? Is the teacher more passive, letting the situations evolve, exhibiting very little involvement or directive force (5)? Does she present action-provoking situations but remain passive (6)? Does she present purely descriptive stories, and thus not view activity as a relevant component (7)?

SCALE POINT DESCRIPTIONS

- Rating 1. Teacher actively deals with a presented situation herself or directs others to do it, but she is instrumental.
- Rating 2. Teacher is not so active about it but she maintains control; she is directive and very much there.
- Rating 3. Teacher is preparing to act, to do something. She is getting the stage set by beginning to get things going, is thinking about how to do it.
- Rating 4. She is both active and passive -- the mean -- somewhat routine. What might be an active teaching situation is instead more characterized by balance. Action of teacher is both active and reactive; but more active than "5".
- Rating 5. Teacher lets things happen. She acts only on basis of what happens to her, even then she takes minimal action.
- Rating 6. Teacher presents material relevant to activity, but does not actually do anything about it.
- Rating 7. Teacher does nothing regardless of the situation. Stories may be presented as pure description, allowing for no action on the part of the teacher. The rating here reflects lack of concern by the subject for teacher activity; subject apparently does not see teacher action as an important variable.

EXAMPLES OF STORIES RATED AT EACH SCALE POINT

Rating of 1

A teacher is obliged to call a parent to a meeting with her. Her reason for talking to the parent is because of a falling off of grades and sudden rebellious nature. Before the teacher gets down to business she will talk of something else to the parent to loosen the atmosphere letting the student be brought into the conversation gradually. The teacher would then ask the parent if he knows why this sudden change has taken place showing a warm concern. Talking over the problem as friends and being concerned together would lead to a better solving of the problem. The parent needs to be on

Rating of 2

(FT) goes into the home to talk with (FS) parents. (FS) has been having trouble reading and (FT) wants to enlist the aid of (FS) parents for some outside help. The parents agree to help and (FT) instructs them in what is necessary and the procedure needed. Some months later there is a definite improvement in (FS) reading ability.

Rating of 3

It had been raining all week and the children were all very tired of playing indoors during recess time instead of going out into the warm sunshine. The children had played all the games that they knew that could be played indoors. (FT) saw that something would be necessary to keep them from getting tired and cross on the last day of the long week. She asked one of the students to bring a toy cash register and other students to bring all types of

Rating of 4

The social studies unit was drawing to a close. The class had been studying about Japan. Many children wanted to put on a Japanese play. (FT) suggested using puppets. The children immediately made plans for costumes, script, and times for rehearsal and production. The next day a new student came to the class. He was different from the others. (PN) came from Korea. The children looked at him with wonder. They thought he was different and were a little

Rating of 5

(FT) another teacher was more fortunate. Her car started she was not late and she was even able to unlock the door to her classroom the first time she tried it. Once inside the room, however, it suddenly occurred to her that she couldn't think of anything to say to the children. However, six of them entered at once asking questions and she didn't have time to consider this problem again until that afternoon at 4 o'clock.

Rating of 6

There was once a math teacher that could not teach her subject well. She would come to class very much unprepared to teach. The students were very bored in her class since she would pause too much to look in the text book for information regarding the lesson. Weaker students began to hate math and feel that they were inadequate in that area. The better students tried to

Rating of 7

(MS) mother liked to visit (MS) classroom and (MS) teacher and did so at least once a week to see how (MS) was doing and to keep an eye on him. Naturally when she came the whole classroom was somewhat upset and the children often watched her instead of turning their attentions to the books and the teacher. (MS) obviously felt uncomfortable when his mother was there and heaved a sigh of relief

SCALE 13: ADEQUACY OF ACTION

This scale requires a judgment to be made by the rater about the appropriateness of the activity taken. The range is from highly appropriate to very inappropriate activity, with the mean being no judgment possible. Stories at the level of rating 4 reflect no activity, or activity unrelated to a rating on this scale.

SCALE POINT DESCRIPTIONS

- Rating 1. Highly appropriate activity is taken.
- Rating 2. Activity is perhaps slightly inappropriate but still adequate to handle the problem.
- Rating 3. Appropriate but minimal: teacher tries to get more information, test out ideas, seek out ways of dealing with situation.
- Rating 4. Relatively appropriate activity or activity which is balanced between appropriate and inappropriate. Also rate "4" when no judgment is possible -- where there is no activity and therefore no rating of the adequacy of activity can be made.
- Rating 5. Here activity is somewhat inadequate and inappropriate. Some avoidance of issues is present.
- Rating 6. Activity is quite inappropriate to the situation, may make it worse.
- Rating 7. Activity is unquestionably inappropriate; problem is in fact made worse by the activity.

EXAMPLES OF STORIES RATED AT EACH SCALE POINT

Rating of 1

(MS) was an even tempered boy of 13 who liked his classmates and was liked by them. He had a high potential on his standard tests but just didn't enjoy school. His teacher finally discovered that he was intensely interested in birds and gave him some books to read about falconry. (MS) began to discover the magic that lay hidden in books and no longer shunned his lessons. The overall result was approval of his friends, teacher and parents.

Rating of 2

(FT) was an excellent teacher in elementary school. However, she had several problem children and parents in her class. She had to learn how to cope with those children that wanted to rule her every move and have all the attention as well as get the parents to help and understand. This she did by trying to make each child feel important and feel great respect for her. She also had to demand and receive great respect from them. This she did through stern meaningful discipline. Then she made each child a large part of the class so that they would gain importance and respect in the class as well as give it to her. Concerning the parents

Rating of 3

One teacher I knew always had a hard time of remembering childrens names so she devised a method that was exceptional in helping her remember the new childrens names. The first day she made them do some stunt that was different than any of the other children. She could remember physical happenings so this put into her mind a mental picture of the child and the stunt which enabled her to remember the name. Most children thought this was rather odd but they

Rating of 4

There was a student teacher who was nearing the end of her last semester. It was very important that she get a job but it was in the middle of the year and the chances were not good. However, with a lot of hope and a good deal of help from friends she received a teaching position at the middle of the public school term. She felt very pleased at this opportunity as well as relieved because it was important for her to get the job at this time for her husband to return to school.

Rating of 5

(FT) decided to devote the afternoon to art activity. She had the class cover their desks with newspaper. Then she distributed the supplies. Half way through the period one child began eating the paste. (FT) stopped the activity and scolded the child with a short health lecture. Soon the child was doing the same thing.

Rating of 6

(MT) came before his class of 300 college students. His eyes immediately focused on one boy in a wheel chair in the very back. He tried to keep from staring. The boy was taking class notes with his feet. The professor had never seen anything like it. He finished his days history lesson and dismissed all the class except the one crippled boy. He walked back to the boy fully realizing that what was wrong with the boy was really none of his business. The boy looked up at his professor and said you see sir, I'm not really

Rating of 7

My teacher stood in front of the classroom after a hard day. Nothing had gone right and for a matter of weeks, the children had been slowly becoming more and more difficult as they realized that the teacher could no longer control them. Two boys in particular caused most of the disturbances or led them. Now in final exasperation the exhausted teacher turned to them and almost yelled in a strained voice, "All right, step out the window." The classroom was the fourth floor and

SCALE 14: PROBLEM RESOLUTION

Does the subject completely resolve the problems she presents in her stories or does she present no problems? If the latter is the case on a single story (rating 7), a judgment must be made regarding the weight to be given this one-story rating as it enters into the rating made for the set of four stories. If three of the stories are to some degree resolved, presenting the subject as one who gets the job done, then the one story rating 7 may be assumed to be not really representative of the writer, and the overall rating would remain high. If, however, one story is partly resolved and two are unresolved, then the fourth story rating 7 could be interpreted as representing the aspect of irresolution implied by the subject in her other stories, and it would then be considered in the overall rating.

SCALE POINT DESCRIPTIONS

- Rating 1. Complete resolution of the problem, stated so that no loose ends remain.
- Rating 2. Problem posed is generally resolved but some loose ends remain, as in a solution through authoritative action which of necessity leaves some residual tension.
- Rating 3. Some resolution is stated, but loose ends remain; possibly because of little direct involvement by teacher (subject); situation may resolve itself.
- Rating 4. Clear presentation of a problem is made with no statement of resolution. However, material presented allows for inference about forthcoming resolution.
- Rating 5. Here the situation is the same as in rating four but there is no opportunity for inference about a probable resolution.
- Rating 6. There is some evidence of a problem existing, but it is not clearly stated. Some activity may be shown but its relevance to the problem is difficult to assess.
- Rating 7. No problem situation is posed and thus no resolution is present. See note above for how such a rating on one story affects the overall evaluation of the protocol.

EXAMPLES OF STORIES RATED AT EACH SCALE POINT

Rating of 1

There is a student in the class who is very hard of hearing. He has most of his work in special education but is in one or two regular classes. He can hear announcements on the intercom but has difficulty hearing anything which is said when he is not looking. The teacher gave him a seat at the front of the class and when she wants to ask him a question she calls his name then looks right at him. With these special arrangements the student has become quite interested in English and is a very able student.

Rating of 2

One student in an algebra class was late every day. When asked for his permit half the time it was excused and half unexcused. One time he had had a flat tire, the next time his motor was wet and still another time he had been asked to stay with a sick grandmother. Finally his teacher reported him to the counselors who are supposed to check on repeated tardiness. The counselors told him he would be expelled if he were late one more time and he never was.

Rating of 3

(FT), a young woman of about twenty-eight was one of the best plane geometry teachers that (PN) High had ever had. She could explain the material very well but teaching proved a very tiring and demanding profession for her. She worried constantly about whether she was really very effective. Her home life, too, was rather upset because she couldn't have children although nothing was physically wrong with her. Finally, when offered a job as a mathematician in industry, she consented to give up teaching for a while. This proved to be a very wise choice for her because she subsequently became pregnant.

Rating of 4

This boy couldn't seem to put his library book away while in my class. I was constantly calling him down and asking him to please put his book away. Finally, I told him to bring no more library books into my class. After I had delivered this ultimatum I considered it. Was it wise? Isn't one fundamental purpose of English to encourage young men and women to explore our literature? I stopped to examine the books that he read. Were they worthwhile? They were. It is quite probable that other students are interested in this same type of activity. After the 7th grade, there is no longer an official reading period. So I set aside one day of class a week for silent reading by the students. I had private conferences

Rating of 5

(FS) is a creative child in being able to write themes well and controlling her imagination to a practical sense. The English teacher realizes her ability but does not want her to acquire more attention than her classmates. Thus the teacher writes a note to her on her theme telling her that she would be interested in any other poems, themes, or stories she has written. If (FS) does not respond, she will keep reinforcing her ability in an obscure way as possible.

Rating of 6

(MS) was a student with an unusually high IQ. (FT) recognized this and was disappointed in his average and at times below average work. He seemed quite content with getting along on little or no preparation. She tried giving him more advanced, yet appropriate report topics, but he complained about being expected to do more than the other children. He often simply sat with a reading book instead of attempting his work. His parents appeared to feel that (MS) should do better work but did not want

Rating of 7

In a fourth grade room a young teacher had just started teaching. She was a very pretty person and also as her students found out a very strict one. One day she told the children to draw portraits as it was art week at the school and they had discussed portraits in class that morning. Several of the children were excellent little artists and they all drew pictures of the teacher. When they were handed in to her she was very surprised to see

SCALE 15: OVERALL ADJUSTMENT

Ratings here go from a high overall adjustment rating of "1" to a low of "7". High and low here refer to the college population being rated. Thus, a story which would be rated "7" is considered low in general adjustment for this specific population but might not be abnormally low for the population at large. On rating overall adjustment from the Directed Imagination stories, we employ the same techniques as in making a rating from other projective narrative instruments (e.g., TAT). Oftentimes we may feel hesitant to rate the storyteller or subject on the basis of what she has the main character in the story do, particularly when the storyteller expresses some negative attitudes toward the actions her protagonist performs. However, we must assume some degree of identification with the chief actor in the stories and rate accordingly.

SCALE POINT DESCRIPTIONS

- Rating 1. Stories rated at this, the highest, scale point are those in which a teacher is depicted as being aware of and interested in the problems and interactions of her pupils, and is motivated to help with these problems (either learning or social) in a creative and successful manner. The degree of creativity and successfulness of the teacher's solutions is important in deciding whether to make a "1", "2" or "3" rating. Solutions at the "1" level should be well thought out and explained, fairly unusual and (as far as the reader can judge) appropriate and workable for the situation (see examples). Stories at this level will probably be somewhat longer than usual, coherent and well-structured and with a fairly clear "plot." While these latter conditions are partially "necessary" for a "1" rating on this scale, they are not by themselves "sufficient." The interest and creativity must be present.
- Rating 2. Rated here are stories where the teacher is sensitive to a learning or social problem and reacts positively, in a successful way, to the situation. In this regard the stories are similar to those rated "1". The main difference is that the solutions are not as creative nor as well thought out and explained. More is left for the reader to fill in. Also rate "2" stories which reflect an optimistic outlook toward teaching in general, where the optimism seems tempered by reality and understanding of the actual day-to-day problems and rewards of teaching (see last example).
- Rating 3. Rated here are stories in which the teacher perceives a realistic problem concerning her pupils (either a learning or a social problem) and is attempting to act on it. The teacher is depicted as devoting energy to thinking about the situation in an effort to alleviate it. Her attempts may be successful or not. What is important is that she is motivated to make the attempt. This is distinct from situations of crisis or problem which get a "5" rating, where fairly atypical child problems (e.g., homosexuality) are invoked or unusual crisis situations (fires, tornados, etc.) are introduced. Also rate "3" stories which are very optimistic about the classroom situations, where the optimism does not seem to be based on an understanding of what is involved in teaching and what its real rewards may be but in rather optimism of the "rose colored glasses" variety (see last example).

SCALE 15: OVERALL ADJUSTMENT

Ratings here go from a high overall adjustment rating of "1" to a low of "7". High and low here refer to the college population being rated. Thus, a story which would be rated "7" is considered low in general adjustment for this specific population but might not be abnormally low for the population at large. On rating overall adjustment from the Directed Imagination stories, we employ the same techniques as in making a rating from other projective narrative instruments (e.g., TAT). Oftentimes we may feel hesitant to rate the storyteller or subject on the basis of what she has the main character in the story do, particularly when the storyteller expresses some negative attitudes toward the actions her protagonist performs. However, we must assume some degree of identification with the chief actor in the stories and rate accordingly.

SCALE POINT DESCRIPTIONS

- Rating 1. Stories rated at this, the highest, scale point are those in which a teacher is depicted as being aware of and interested in the problems and interactions of her pupils, and is motivated to help with these problems (either learning or social) in a creative and successful manner. The degree of creativity and successfulness of the teacher's solutions is important in deciding whether to make a "1", "2" or "3" rating. Solutions at the "1" level should be well thought out and explained, fairly unusual and (as far as the reader can judge) appropriate and workable for the situation (see examples). Stories at this level will probably be somewhat longer than usual, coherent and well-structured and with a fairly clear "plot." While these latter conditions are partially "necessary" for a "1" rating on this scale, they are not by themselves "sufficient." The interest and creativity must be present.
- Rating 2. Rated here are stories where the teacher is sensitive to a learning or social problem and reacts positively, in a successful way, to the situation. In this regard the stories are similar to those rated "1". The main difference is that the solutions are not as creative nor as well thought out and explained. More is left for the reader to fill in. Also rate "2" stories which reflect an optimistic outlook toward teaching in general, where the optimism seems tempered by reality and understanding of the actual day-to-day problems and rewards of teaching (see last example).
- Rating 3. Rated here are stories in which the teacher perceives a realistic problem concerning her pupils (either a learning or a social problem) and is attempting to act on it. The teacher is depicted as devoting energy to thinking about the situation in an effort to alleviate it. Her attempts may be successful or not. What is important is that she is motivated to make the attempt. This is distinct from situations of crisis or problem which get a "5" rating, where fairly atypical child problems (e.g., homosexuality) are invoked or unusual crisis situations (fires, tornados, etc.) are introduced. Also rate "3" stories which are very optimistic about the classroom situations, where the optimism does not seem to be based on an understanding of what is involved in teaching and what its real rewards may be but in rather optimism of the "rose-colored glasses" variety (see last example).

- Rating 4. This will be the point on the scale where most stories will be rated on adjustment. These may be fairly bland stories, dealing with day-to-day school activities. The teacher does not seem too involved. On the other hand, no extreme crisis or negative features are present. The teacher is often positive toward the children, but in a "peer," rather than in a "teacher" sense.
- Rating 5. Sometimes the subject will ignore the intent of the instructions and tell a story as if by the student. This should receive a "5" for this feature alone. The rating may go lower, if the story has other features relative to poor adjustment. Stories reflecting a mild degree of "distance" from the situation (see first example), an air of the teacher standing apart, are rated here. Also rated "5" are stories presenting some extreme crisis situation (fire, child's injury, epileptic fit, etc.) unless the situation results from some usual classroom activity (e.g., fire in a chemistry experiment) and is dealt with as part of the learning situation, in which case it would more likely get a "3" rating or higher.
- Rating 6. Stories reflecting a more extreme degree of distance from the situation will be rated here (see first example). The teacher in these stories succeeds in communicating an air of uninvolvedness. Also rate "6" stories which are fairly pessimistic about the classroom situation, or where the teacher is shown as losing control. Stories reflecting anxiety on the part of the student teacher due to inability to cope or feelings of inadequacy get a "6" rating (see last example).
- Rating 7. Stories at this level may be about a teacher with a fairly extreme interpersonal problem (see first example), where the teacher is depicted as getting very little satisfaction from her teaching role. Also rated here are stories which are more pessimistic than "6" about the problems inherent in teaching and their lack of solution -- stories where a general pervasive pessimism obtains (see second example). The other type of story which is rated "7" is the story which more directly relates to the overt attitudes of the storyteller. For example, the subject may be blatant about her hostility toward psychological testing and this may come through very directly in her stories (see last example).

EXAMPLES OF STORIES AT EACH SCALE POINT

Ratings of 1

Example 1: (FT) was teaching a class in an arithmetic period. She was having a horrible time trying to get across the idea of subtraction since the class had just finished a section on addition. (MS) especially kept trying to add instead of take away when he was presented with subtraction problems. (FT) helped to solve this confusion by drawing and cutting out 10 birds. She put tape on their backs and put them on the board. She also drew a bird cage on the board. She and the class made up different subtraction problems by placing some of the birds in

the cage and then by leaving some of the birds outside of the cage. (MS) better understood the subtraction method since he was able to go to the board and move the birds and see visual proof of the method.

Example 2: Once there was a teacher who had to teach in a school of Spanish children. She had never had any Spanish, not even in high school. When she entered the classroom on the first day, she discovered that many of the students could barely speak English and a few could not understand it. This created a great problem or barrier for her to overcome, yet she was determined to do so. To cope with the problem she selected 2 boys and 2 girls who could speak English and Spanish very well. Through these students she conversed with the class and took on the policy of teaching English to many of the students. After a few weeks all the class was speaking and understanding English well and she could then go on to other basic material that her . . .

Ratings of 2

Example 1: During the afternoon math is taught at (PN) elementary school. The children were unusually restless one afternoon, however, so the teacher decided to take the students on a hike. Since it was math time she told them to look for things in sets as they took a hike. The children enjoyed the hike and they got their arithmetic lesson at the same time. After returning to the classroom, a discussion followed and the materials collected were used to . . .

Example 2: (FT) wanted to stimulate the classes interest in music. She really hadn't thought about their lack of musical experience until Christmas time. She decided that her second grade class would love to hear the story and the music to the "Nutcracker Suite." She brought the story to class and read it after a discussion of toys which the children wanted. This helped to relate the story to the class's personal experiences. The story was read in sections; after a section was read (FT) put on the record section which was appropriate for that part of the story. She had the children to listen for the . . .

Example 3: Once there was a teacher who had never been in a children's classroom before except for high school students. She was now to teach elementary school which was quite an experience for her. She had no idea of how to talk to younger children, how to discipline them, or how to help them. This she learned quickly because she was eager and the children especially were eager. The children responded to her beautifully because they liked school and all of its challenges and fun. She soon realized she had just to be kind yet firm and open to them the many new worlds of facts. Of course, she had difficulty in preparing lessons for them yet she learned quickly because of her excitement and interest. All of this resulted in her becoming an . . .

Ratings of 3

Example 1: One day (FT) noticed several of her first grade students busy talking together. She investigated the situation and discovered one of her students had found a sick bird on his way to school and all the children were trying to make it well. The teacher let the class adopt the bird as the class mascot and each student had as an assignment to look up . . .

Example 2: (FT) class for the most part enjoyed play periods and she took them out for about fifteen minutes per day. She noticed that (MS) chose to stand to the side of active play and often complained of not feeling well enough to play. If he did enter in, it was in a very passive manner. (FT) encouragement was to no avail. She suggested a physical check-up which revealed no physical problems. She then tried to draw (MS) in by naming him as a team captain. This seemed to please (MS) and earned him respect from . . .

Example 3: The teacher walked in the classroom. It was her first day for teaching. The children looked at her with admiration when she walked in the room. Everyone was eager about the new teacher. They had expected her for a long time. She herself was eager to have her own class and classroom. After the preliminaries one child walked up and said, "So nice to have you as my teacher." Before the day was over almost every child had said something nice or showed real interest for beginning work and helping the new teacher. It looked like a wonderful year.

Ratings of 4

Example 1: (FT) was a first grade teacher in an average elementary school in a large California city. The children, predominantly white, were all average or slightly above. The class had been participating in a particular unit of study for several days. The plans for the day included preparations for taking a field trip to a dairy farm just outside of town.

Example 2: Rainy afternoons the children always became restless and the classroom is always such a mess. But (FT) worked extra hard those days to hold the children's interest and try to cheer up their day. She told funny stories that enthralled them, and oftentimes they went to the cafeteria and learned to folk dance. For her school work, she had a spelling bee and let the children demonstrate their math ability on the board. This always kept their interest high. She even . . .

Ratings of 5

Example 1: The teacher faces a problem of retaining a child in the grade the following year. She is against retaining children, but she does realize that the child needs to repeat the skills in the grade. She must decide what is best for her pupil. Will retaining him hurt him more than help him? Will the child be able to adjust to the situation? She must also consider the parents and their views. How will they adjust to the change? Will they allow the child to be retained and help him adjust? The teacher must consider . . .

Example 2: The weather was sunny and calm. The class was behaving properly in the classroom. All of a sudden the sky grew darker and darker. The children became restless as they view the out-of-doors. The teacher tried to calm them but to no avail. All of a sudden a tornado dipped from the sky and started going in and out of the classrooms. The children were petrified but did not move. All of the school was demolished except for their room.

Ratings of 6

Example 1: (MS) comes to your desk in tears because he has lost his homework and fears that he will be punished. One should try to explain that he must learn to be responsible but that it is not the end of the world. Make suggestions as to ways that he might organize his belongings. After all the homework or whatever is hardly worth the child's grief but continual loss of objects represents a complete lack of organization.

Example 2: My teacher stood in front of the classroom after a hard, hard day. Nothing had gone right and, for a matter of weeks, the children had been slowly becoming more and more difficult as they realized that the teacher could no longer control them. Two boys in particular caused most of the disturbances or led them. Now in final exasperation the exhausted teacher turned to them and almost yelled in a strained voice, all right step out the window. The classroom was the fourth floor and . . .

Example 3: (FT) had been teaching second grade for several years. She was selected as a participant in a special program to determine what sort of person the average second grade teacher is. The first step in the program was the completion of a psychological test. Part of the test consisted of writing fictional stories about teaching experiences, each story to be written in about five minutes. (FT) was frightened. When the time was up she had written nothing at all and was still trying to think of a beginning for her first story.

Ratings of 7

Example 1: (FT) had stopped teaching back in 1944 when her husband died but now she found she must teach again for sustenance. She wanted to teach second grade like she always had but was given 8th. She despised young people in adolescence and tried to hide it for a while but it came out when she received (MS) a transfer pupil. His family were migrant workers and (MS) age was 16. One day after pettishly correcting (MS) 9 times (PT) got a left uppercut.

Example 2: (FT) has children in her class from a poor area of a large city. Her children are mostly Mexican and some are old to be in third grade. She has problems getting them to cooperate, obey, and even learn. Many are dirty and need medical care. When she corrects them, they are often insolent and even at this age use bad language and refuse any aid. (FT) is in constant consultation with advisors and the principal as her problem becomes worse every day.

Example 3: Once there was an elementary school teacher who hated achievement tests, intelligence tests, psychological tests, and the comments of last year's teacher about her students. Last year's teacher loved tests. This year's teacher thought (MS) was smart because he could read well, write well, and do his math lesson besides giving very interesting reports in science. Last year's teacher said he was stupid, dull was her word, because he made a low score on his IQ test and psychologically disturbed because he wrote no in all the blanks on his psychological tests. (MS) likes this year's teacher better than last year's teacher because they have something in common, they both hate tests.