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ABSTRACT
                A system of appraising teachers that is acceptable to
the teaching profession, the public, and school management is needed.
To meet this need, Project D developed a diagnostic system of
appraisal whose aim was to pinpoint areas in which teachers might
reasonably be expected to improve their performance. The procedures
adopted included the development of a set of standards for effective
teaching, the construction of a self-appraisal instrument for the
diagnosis of teaching needs, and the development of a network or set
of guidelines for using the Self-Appraisal Instrument in an effective
way. Over 800 critical incidents of effective and ineffective
teaching were collected from a sample of teachers in the sponsoring
school districts. Three fields of psychology (learning, measurement,
and child development) were reviewed for principles whose application
in the classrooms were critical in bringing about the intended
instructional results. A list of principles of effective teaching and
a collection of behavioral illustrations for all principles were
employed in the construction of the Self-Appraisal Instrument (SAI).
A diagnostic scoring system was developed to assist the teacher
identify areas in need of improvement. Finally, guidelines were
established for the proper implementations of the instrument.
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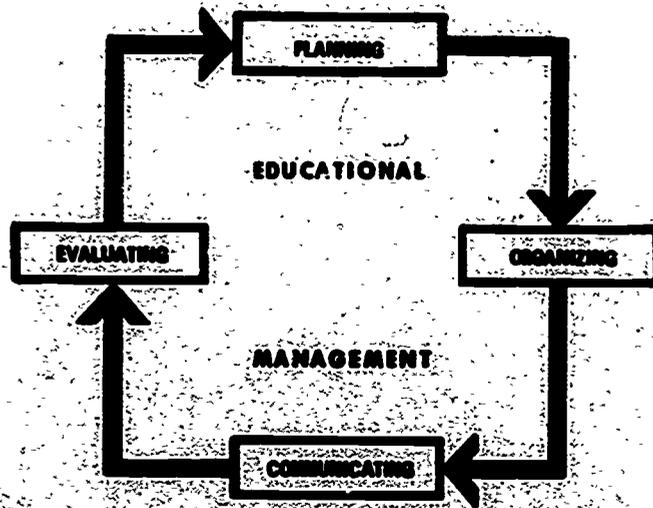
INCREASING THE EFFECTIVENESS
OF
EDUCATIONAL MANAGEMENT

PROJECT D: APPRAISING TEACHER PERFORMANCE

Dennis N. McFadden
Project Director

April, 1970

School Management Institute
and
Battelle Memorial Institute

FINAL REPORT

on

PROJECT D: APPRAISING TEACHER PERFORMANCE

to

Boards of Education of
Sponsoring School Districts and Dioceses
SMI — Battelle Research Program

April, 1970

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ABSTRACT

A great need exists today for a system of appraising teachers that the teaching profession will accept as valid and useful, the public will accept as reasonable in accounting for effective and efficient use of teacher manpower resources, and school management will accept as useful in controlling the quality of the most critical of all the factors contributing to learning — its teaching staff. In order to meet this need, Project D established as its primary objective the development of a diagnostic system of appraisal whose aim was to pinpoint areas in which teachers might reasonably be expected to improve their performance. The procedures adopted for reaching this objective included the development of a set of standards of effective teaching, the construction of a self-appraisal instrument for the diagnosis of teaching needs, and the development of a network or set of guidelines for using the Self-Appraisal Instrument in an effective way.

A set of valid standards of effective teaching was developed through two approaches. Over 800 critical incidents of effective and ineffective teaching were collected from a sample of effective teachers in the sponsoring school districts. These were reviewed and abstracted for principles of effective teaching and for usefulness in behaviorally illustrating such principles. Also, three fields of psychology (learning, measurement, and child development) were critically reviewed for principles whose application in the classrooms were critical in bringing about the intended results of instruction. A list of 260 principles of effective teaching was obtained. These principles were reviewed by a sample of 30 effective teachers, revised into a set of 241 principles, and organized under four roles: (a) Instructional Leader, (b) Social Leader, (c) Promoter of Healthful Emotional Development, and (d) Communicator with Parents and Colleagues.

This list of principles of effective teaching and a collection of behavioral illustrations for all principles were employed in the construction of the Self-Appraisal Instrument (SAI). Also a diagnostic scoring system was developed which assists the teacher in identifying areas in which he is in need of improvement. Finally, guidelines were established for the proper implementation of the instrument. The guidelines were designed to create conditions for appraisal which allow for the maximal development of the professional skills of the teacher through utilizing self appraisal and promoting a close working relationship with the appraiser.

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APPRAISING TEACHER PERFORMANCE

I. BACKGROUND

Introduction

One of the most challenging questions facing education is how to design a system of appraising teachers that (1) the teaching profession will accept as being valid and useful, (2) the public will accept as reasonable in accounting for effective and efficient use of teacher manpower resources, and (3) school management will accept as useful in controlling the quality of the most crucial of all the variables contributing to the realization of classroom goals and objectives — the teacher.

The teaching profession currently views as suspect appraisal activities that are specifically designed to assess the quality of their teaching ability. They perceive the current standards of effective teaching as being too vague and ambiguous to be of any value, and they believe that current appraisal techniques and procedures are falling considerably short in collecting valid information of a teacher's performance in the classroom. As a result, they do not accept the presence of appraisal activities in the school as serving any useful function

School management personnel, on the other hand, do see a value in the use of appraisal activities. They view appraisal as serving a key role in providing them with continuous information concerning the strengths and weaknesses of their teaching staff. Since they are held directly responsible to the public and specifically to the Board of Education for seeing that *classroom goals and objectives are realized* and since it is the teacher who exercises considerable influence on whether students acquire the skills, attitudes, and knowledge that the public expects them to acquire, having this information permits school management to take the appropriate actions necessary for maintaining the quality of the teaching staff. More often than not, appropriate actions usually include the use of such information as a basis for justifying the dismissal of teachers from the school districts.

Since teachers view appraisal activities as having limited validity, they seriously question the credibility of these activities as an information source for determining professional tenure. This has given rise to a fundamental issue in education which has had the effect of alienating teachers to appraisal activities and to school management personnel. Generally, the teaching profession has gravitated toward the conviction that the use of appraisal in such a fashion *does more to interfere* with professional concern for quality teaching than it does to assist it. In fact, the feeling of teachers on this matter has brought them to the point where more and more professional teaching organizations are seeking to treat teacher appraisal in their districts as a negotiable item.

Related to this overall consideration of the appraisal system as it is now being practiced in the schools is an increasing interest on the part of the public concerning how well resources *are utilized* in bringing about the goals and objectives of the school at a *minimum of cost*. This emphasis on accountability of costs in terms of educational outcomes has brought with it a responsibility on the part of school management to find ways to optimize the use of all available resources, including teacher manpower. As such, this responsibility holds implications for appraisal of teachers in the sense that it requires the development of a system for pinpointing areas in which teachers might be expected to improve their professional skills. Once the areas for improvement are known, school management could then introduce programs aimed specifically at staff development and by so doing resolve two of its problems as follows. First, it would demonstrate to the public that actions are being taken to maximize the use of teacher manpower through a positive program of identifying directions for in-service training, and second, it would contribute to management's capability for implementing a system which assists them in overseeing the growth and quality of the most critical factor contributing to the realization of the school's objectives and goals for student learning — the teacher. If appraisal is used diagnostically in assisting teachers in their professional development, it could, also, conceivably go a long way toward solving the fundamental controversy over appraisal that exists between teachers and school management.

In the past two years, personnel of the Behavioral Sciences Division have conducted research designed to resolve the basic issues of appraisal and to develop an appraisal system for teachers that can be useful in helping the schools bring about the realization of their goals and objectives.

As a part of this research effort, three areas of past research and practice concerning the appraisal of effective teaching were examined: (a) standards of teacher effectiveness, (b) appraisal procedures and techniques, and (c) appraisal programs and systems.

Analysis of Research Findings

Standards of Teacher Effectiveness

Volumes of research reports have been written in this area, but surprisingly little of this work has led to standards of effective teaching which can be objectively employed in an appraisal program designed to identify staff development needs. There has been a tendency on the part of investigators to focus on teacher *traits* and *personal characteristics* instead of the behavior of teachers when they

effectively manage the conditions of learning in the classrooms. This limited emphasis on behavioral indicators appears to have contributed to the failure of past appraisal activities to identify relevant and appraisable components of effective teaching. To define effective teaching, many of the research studies, for example, have utilized traits like "und-erstanding", "cooperation", "creativity" and "intelligence", and characteristics like "positive attitudes toward students" and "appreciation of student needs". The utility of such findings in advancing the state of the art has been minimal because of the vagueness of the terms defining the traits and characteristics and because of the failure to relate these traits and characteristics to changes in student behavior — i.e., learning and enculturation.

A problem arising from the use of traits and characteris-tics is that it is highly improbable that any two persons could ever reach agreement on what it was that an effective teacher did when he was thought to be in possession of such traits. The implication this holds for obtaining reliable mea-sures of teacher performance is quite substantial. Such vague terminology would allow an appraiser to make judgments about a teacher's performance on the basis of what he, the appraiser, thought an effective teacher should be like rather than on the basis of an external standard whose credibility and behavioral meaning were widely accepted by all ap-praisers. These findings would seem to explain why teachers have found the standards employed in their school districts to be vague and ambiguous.

Another difficulty in defining standards concerns the sources used. Most investigators have tended to rely upon students and supervisory staff for standards of effective teaching at the exclusion of the teacher. Admittedly, rele-vant information has been obtained from these two sources, but there still remains a critical need for the opinions and judgments of teachers.

Another criticism of past research and practice in de-scribing standards of teacher effectiveness concerns the ten-dency to compromise correct or adequate opinion-sampling techniques. The collection of the opinions of students, super-visory staff, and teachers has often been too simplistic, not allowing for the inclusion of sufficient detail for judging the credibility of the information obtained. What has been needed is a greater use of questionnaire procedures designed to require the respondent to make known in some detail what it was the teacher did, the circumstances surrounding the behavior, and the reasons the respondent thought the behavior was effective in terms of the learning it produced.

Finally, there has been a lack of reference to what is now known about the conditions that affect the course of human development. For example, little attention has been given to the potential contributions of developmental and learning psychology as major sources in the establishment of credible standards. This is a serious omission because such sources make it possible to identify standards that are linked directly to the modification of student behavior. Addition-ally, it appears that many investigators hold the assumption

that, if one can teach, one can also measure the results of instruction and use these results in a constructive way to improve learning. This assumption is of very doubtful valid-ity, and although teachers do assign grades, recommend pro-motions, and judge students as high or low in many respects, the existing standards of effective teaching reviewed make little or no mention of this measurement function.

Appraisal Procedures and Techniques

The most widely used technique in judging teacher effectiveness is the observational rating scale. At least two major weaknesses in this technique were identified which are independent of the problems associated with vague descrip-tions of what is to be observed and the importance of what is being observed to student learning.

The first concerns the effect of the presence of the appraiser in the classroom. Data exist which suggest that a teacher's behavior varies significantly because of the presence of an appraiser. In many cases, the presence of an observer poses a threat to the person being appraised, particularly if the observation is one of only a few opportunities for a teacher to demonstrate how effective he is as a teacher. In view of such findings, one might reasonably question the likelihood that reliable observations are being obtained with this technique.

The second problem concerns the adequacy of the typical observation schedule for sampling the behavior of the teacher in the classroom. In a typical school district, the appraiser's schedule usually includes one, two, or perhaps three formal observations of a teacher per year. This small number of classroom visitations precludes the possibility of judgments of teachers' effectiveness taking into account the normal ups and downs in teachers' performance. Such varia-tion in performance may well be a function of factors totally unrelated to the teacher's ability to perform his duties. Typical scheduling of classroom observation does not suggest an organization that would take into account this potential performance variability.

Perhaps more importantly, such a small number of observations also precludes an adequate sampling of many relevant teaching skills. Under such conditions a teacher could be observed in areas of performance where improve-ment is needed, but might never be observed at those times when he is doing things which he is capable of doing ex-tremely well.

Another major problem in appraisal procedures con-cerns the use of rating scales as a basis for making quantita-tive determinations of a teacher's ability to teach. Because of the inadequacies in present rating scales due to imprecise definitions of what is to be rated and infrequent occasions of observation, it is doubtful that such measures of teaching ability are either valid or reliable enough to warrant placing faith in even ordinal interpretations of these quantifications. That is, even the rank ordering of teachers on any such measure should be suspect.

Finally, it should be mentioned that little is known about the relative importance of different aspects of teaching to student learning. Current appraisal procedures allow such decisions to be made by the appraiser, making it possible for him to rate a teacher high in general because he judges the teacher high on a particular aspect of teaching which he, the appraiser, feels to be a critical factor in learning. It seems reasonable, however, to assume that the teachers should also be responsible for making a determination of the relative importance of different aspects of teaching.

One can easily understand from this review the teachers' concern about the validity of the obtained information on their performances.

Appraisal Programs and Systems

Usually, two functions are served by appraisal systems. The first involves the rank ordering of staff members as a basis for merit pay, promotion, or dismissal from the job. The second is the provision of reliable and valid information that lends itself to establishing programs for the professional development of the staff.

With regard to the first function, it has been found that if standards of performance and techniques of appraisal are perceived as not having credibility by those being appraised, and if the appraisal of the person's capabilities is made without any inputs from him, such a system or program usually decreases staff morale and increases anxiety about job security. This further separates management from its staff in terms of trust and mutual understanding. Since this condition typically characterizes appraisal as it is now being practiced in the schools, it would explain why the basic issue between teachers and school management has arisen concerning the way in which appraisal is being used. If, on the other hand, an appraisal system provides for staff inputs, candid discussions, and full disclosure of assessment information to the individual staff members, suspicions of management's intent are sharply reduced.

With regard to the appraisal function of laying a foundation for a rational program of individual and staff development, several points can be made. The staff's awareness of this function reduces job-security anxieties. However, before staff members will move constructively toward improving their performance, the barrier of the credibility of appraisal information and how it is obtained must be breached. This is of particular relevance for teacher appraisal, for it is the teachers who firmly hold the belief that appraisal, as now practiced, lacks credibility. This barrier encompasses all of the problems noted in the previous two sections with one important addition. Research findings in industrial settings suggest that, if the initiative for identifying and discussing the weaknesses of the staff member come from the appraiser, the appraiser casts himself as a judge and the appraisee as a defendant. Such structuring of roles tends to make the staff member act defensively and impedes a constructive identification of future goals of self-improvement

and the actions necessary for improving performance. On the other hand, if the appraisal system provides the opportunity for the staff member to determine his own weaknesses and if the appraiser concentrates on assisting in the articulation of the goals for future improvement and methods for their attainment, constructive actions on the part of the staff member will be more likely. This finding holds many implications in developing an appraisal system for teachers that seeks to provide the basis for stimulating their professional growth.

Conclusions

The foregoing analysis has led to the following conclusions:

Standards

- Little effort has been made to isolate observable teacher behaviors of relevance to student learning as a basis for establishing standards of teacher effectiveness.

- The contributions of developmental and learning psychology have been virtually ignored as potential sources for establishing standards.

- Few efforts have been made to examine the role that educational measurement plays in the learning process and, thus, its potential as a source for establishing standards.

- Teachers have played a minimal role in the establishment of standards.

- In the sampling of teachers, administrators, and students, there have been few efforts to employ rigorous methodologies in obtaining information of a type that relates to student learning and outcomes.

Appraisal Procedures

- Present observational techniques do not allow for a consistently valid and reliable determination of a teacher's performance because of the great difficulty in sampling the total domain of effective teaching behavior.

- Rating scales often introduce bias because they are not structured to reduce the tendency of a rater to rate a teacher high on all items because the teacher performs well on an item that the rater thinks is of particular significance to learning.

- Because of the lack of any empirical weighting of rating-scale items in terms of their importance to student learning, the ability of such scales to distinguish individual differences in teaching ability must be held in doubt.

Appraisal Systems

- Systems of appraisal that have as their function the gathering of information to improve decision-making concerning promotion or dismissal of staff members need to include provisions for discussing openly and fully the reasons for such decisions and to disclose the information relevant to these decisions.

- In the absence of such disclosures and openness, there is a tendency towards a decline in staff morale and a general mistrust of the intent of management.

- Appraisal systems whose function is to obtain data to make effective decisions with regard to the personal development and growth of an individual staff member need to include provisions for allowing individual staff members an opportunity to identify their own weaknesses and areas for growth and personal development. In the presence of this consideration, there is a tendency on the part of the staff member to direct his behavior constructively towards the removal of these weaknesses. If the condition is not met, however, the staff member tends to inhibit his willingness to discuss weakness and to make improvements.

- Appraisal systems should permit staff members to perceive that the information obtained is collected under conditions that are both valid and reliable.

Appraisal Systems in Ohio School Districts

All participating school districts were asked to provide the project staff with a description of their appraisal system and the techniques currently being employed for collecting information on teacher performances. Replies were received from 72 of the districts and an analysis of the appraisal systems was made to determine the state of the art as it is currently being practiced. Not surprisingly, the results of the analysis revealed the following:

- Standards of teacher effectiveness were loosely defined, and little reference was made to behavioral indicators of performance.

- Practically all of the techniques included the use of classroom rating scales of some variety and form, and there was little, if any, provision for meaningful interaction with the individual teacher being appraised.

- Practically all the programs used teacher appraisal as a basis for granting tenure. A relatively small number did use appraisal programs for merit pay and a few used appraisal systems as a basis for the professional development of the teaching staff.

The lack of credible standards, the extensive practice of using classroom observational rating scales, the use of appraisal information for granting tenure, and the minimal interaction of the professional staff with school management all contribute to the probable occurrence among Ohio teachers of morale problems and a general suspicion of appraisal as currently practiced by school management.

Development of an Appraisal System by Battelle Staff

As a result of the problems revealed in the preceding review of key research findings and in consideration of the need to improve the state of the art of appraising teacher effectiveness, the project staff has developed a comprehensive appraisal system which includes the following guidelines and considerations.

1. Standards of effective teaching should be established whose credibility in the eyes of the teacher is not diminished because of vagueness and loosely defined terms. Accordingly, standards of teacher effectiveness for the appraisal instrument were derived from four primary sources: teachers, developmental psychology, learning theory and educational measurement. The emphasis was placed on the identification of teaching principles which, when applied by the teacher in the classroom, tended to increase the probability of desired outcomes of learning.

2. Rating systems should not be designed for use in classroom observation by appraisers or outside observers. This further enhances the credibility of the appraisal program by acknowledging that classroom observational rating systems cannot possibly provide a large enough sample of teacher performance to support a valid appraisal of the effectiveness of the teacher. Accordingly, the system reported here does not recommend the inclusion of this activity.

3. The appraisal system should provide procedures which include teacher self-appraisal as the major source of identifying performance areas in need of improvement. The emphasis on self-appraisal was made to provide teachers with the opportunity to initiate the identification of a tentative listing of performance areas in need of improvement and thereby increase the likelihood that they would move constructively in the improvement of these performances. [The performance areas in need of improvement will hereafter be referred to as "job targets", an expression borrowed from Redfern (52).]

4. *The appraisal system should allow for the inclusion of other sources of information independent of self-appraisal which could contribute to the identification of job targets.* Accordingly, the system allows for the collection of information from colleagues, parents, teachers, and the appraiser's personal observations. If, however, the appraiser chooses to make use of these sources, that decision carries with it a responsibility to disclose what the information revealed about the teacher's performance. More importantly, it carries with it the responsibility to obtain a judgment from the teacher concerning the validity of the information and its relevance to the identification of job targets.

5. *The appraisal system should be designed to allow for the development of a close working relationship between the teacher and the appraiser.* Teacher and appraiser attention must be focused upon the performance and not the personality of the teacher. On the other hand, conferences and discussions must be warm, friendly, comfortable, and non-threatening for both the teacher and the appraiser. It is assumed that a greater sense of personal achievement, job fulfillment, and higher morale will prevail whenever teacher-appraiser relationships include relaxed face-to-face communication, sharing of decision making and problem solving, and confidence in the integrity and motivation of each other. This is in direct contrast to appraisal as it is usually practiced and increases the teacher's perception of the appraisal system as an authentic attempt to assist in professional growth and development.

6. *The appraisal system should allow the identification of a range of possible job targets as a means for establishing a meaningful dialogue between the appraiser and the teacher.* After the teacher has had a chance to complete the self-appraisal process, he will meet with the appraiser to discuss and review the information and the job targets tentatively identified by the teacher. The appraiser will then have an opportunity to make available other sources of information for the teacher's consideration and to make any suggestions or recommendations that seem appropriate in assisting the teacher in selecting a *range* of job targets for self-improvement.

7. *The appraisal system should provide for a mutual agreement on a final selection of job targets for the teacher.* Although the teacher provides the major thrust in initiating and identifying a range of goal considerations, a final selection of the job targets for the first year is a responsibility that is shared by the appraiser and the teacher.

8. *The appraisal system should provide for a continuous analysis of the teacher's progress.* Once a list of job targets is mutually agreed upon by the teacher and the appraiser, a continuous check of the teacher's progress should be made. This analysis of progress includes two interim conferences of short duration in which the teacher gives an accounting of his activities and the progress he is achieving. This will give the appraiser an opportunity to identify any possible problems surrounding the attainment of

the job targets and to discuss these with the teacher in advance of the end of the school year. Options or alternatives that might be appropriate to resolving the problems could then be considered.

9. *The appraisal system should permit the gathering of information through classroom observation as a means of acquiring interim data which would shed light on teacher progress.* It is believed that classroom observations might shed light on how well the teacher is progressing in the problem areas he has identified and thereby enhance the objectivity of the total appraisal system. Accordingly, it is recommended that, when appropriate, the teacher and the appraiser reach agreement on scheduled visits to the classroom for such purposes.

10. *The appraisal system should emphasize the responsibility of the teacher to account for his progress as it relates to the attainment of job targets.* The attainment of job targets is a somewhat relative matter, and judgments of progress by an appraiser and the teacher are often subjective matters. It is understandable that events may occur which could explain why targets are not reached or progress is not being made in accordance with a given set of deadlines. What is important, however, is that the teacher gives an accounting of what steps are being taken towards the attainment of the targets and what reasons there are, if any, to cause him to depart from scheduled deadlines in an effort to move constructively towards the attainment of the job targets.

11. *The appraisal system should emphasize the importance of an end-of-the-year conference for determining the extent of the teacher's progress.* Near the end of the school year, the teacher and appraiser should meet formally to discuss the teacher's progress. Depending upon the degree of success the teacher had in reaching the goals set at the beginning of the year, tentative plans should be made for identifying additional job targets the following year.

Summary

The appraisal system that is reported here has been designed to increase the teacher's perception that the standards of performance and the techniques of appraisal are credible. It is also designed to permit the teacher to take the initiative for identifying areas of improvement and thereby increasing the likelihood that constructive actions on the part of the teacher will be forthcoming.

The project staff believed that these goals could be accomplished by carefully considering the issues surrounding the current use of appraisal in the schools and the problem areas disclosed in the review of past research. As a result of these considerations, the staff specifically addressed itself to the treatment of the issues and problems in the development of the appraisal system.

The design of such a system seeks to resolve the fundamental issue that exists between teachers and management and also seeks to increase management's capabilities in controlling the quality of teaching and, thus, the realization of school goals and objectives. It does this by creating conditions for appraisal which allow for the maximal development of the professional skills of the teacher through utilizing self-appraisal and promoting a close working relationship between the teacher and appraiser.

II. METHODOLOGY FOR THE CONSTRUCTION OF A
SELF-APPRAISAL INSTRUMENT

One of the primary goals of the project was to provide explicit statements of what eachers do or take into account when they are performing actively in the classroom – i.e., bringing about desired pupil change. The collection of such statements was effected through two approaches: the use of the critical-incidents technique (20) and a survey of three fields of psychological research related to the educational process (learning theory, measurement, and child development).

The Use of Critical Incidents

Briefly, critical incidents are reported behavioral incidents that occur on the job which are judged to have been critical in bringing about very effective or very ineffective job performance. Normally, hundreds of such incidents are collected for any given job in order to provide a detailed behavioral description of successful (and unsuccessful) job performance. This technique has been employed frequently in the past 20 years with varying degrees of success in an effort to steer away from the inadequacies of describing successful job incumbents in terms of such personological variables as intellectual abilities and personality traits.

On at least two occasions critical incidents have been collected in an effort to describe effective teaching. Domas (18) reported collecting from teachers and principals descriptions of outstanding incidents of teacher competence and incompetence. He was unable, however, to develop a valid classification of the incidents which was short enough for practical use. Jensen (31) reported the use of critical incidents which was later incorporated in the Teacher Characteristics Study (58). In this study, reports of especially effective or ineffective classroom behaviors of teachers were collected from individuals closely associated with the teaching process, i.e., supervisors, training teachers, students in methods-of-teaching courses, public-school teachers, student practice teachers, and school principals. While Jensen's intent was to obtain critical requirements of effective and ineffective teaching described in terms of specific behaviors, parts of his resulting list of such requirements appear to have suffered from the all too easily made mistake of wording the requirements in relatively nonbehavioral terms, e.g.: "Likes fun and possesses a sense of humor"; "Is fair and impartial"; "Is friendly, democratic, and courteous in relations with pupils"; and "Shows understanding and sympathy in working with pupils".

In a somewhat related endeavor, Mayhew (42) attempted to construct a behavioral basis for the evaluation of student communications through the use of critical incidents. In this report he pointed out that critical incidents might provide a *partial* solution to the problem of deciding what teaching effectiveness is. He suggested that such incidents could be collected from students, teacher observers, and *teachers themselves.*

It was the decision of the project staff to employ the last source mentioned by Mayhew in the collection of critical incidents of effective and ineffective teaching.

Obviously, one of the major difficulties in the study of teacher effectiveness lies in the identification of a suitable criterion – a starting place. While the many-faceted variable of desirable student change or growth is probably the most logical choice for such a criterion, its very complexity would require the implementation of a host of student behavior measures and a corresponding extremely complex experimental design. Such requirements were judged to be outside the scope and capabilities of this project. However, it was reasoned that school principals and other supervisory personnel were capable of making at least a general judgment about the effectiveness of teachers with whom they are acquainted. It was also assumed that judgments of this type would presumably depend in part, and hopefully in large part, upon the criterion of desirable student change. It was the considered opinion of the project staff that such administrators could be assumed capable of choosing from their supervisory domain the "best" teachers whom they have known in recent years and that these teachers would, in fact, represent effective teaching in their classroom behavior or in their knowledge of what should be done in the classroom in order to bring about desirable student change. Admittedly, different administrators might be expected to have different opinions as to what constitutes effective teaching. However, by accepting the recommendations of a wide sample of administrators, it was believed that such opinions would be adequately represented, thereby forming a comprehensive representation of effective teaching.

Accordingly, it was decided to approach the supervisory personnel of the sponsoring school districts and ask them to recommend a predetermined number of teachers from their school systems who, in the supervisor's judgment, were the "best' of the effective teachers in their system. The supervisors were encouraged to base their judgment on a history of comments relating to learning outcomes from among several sources such as parents and students. The teachers so recommended comprised the source of critical incidents of effective teaching used in this project.

Construction of Teacher
Performance Inventory

In order to obtain critical incidents of effective and ineffective teacher performance, the Teacher Performance Inventory (TPI) was constructed. The TPI included five sections:

(1) General information
(2) Instructions
(3) Examples
(4) Categories for response
(5) Request for summer assistance.

Under "general information" the teachers were asked to give their name. school. district, grade(s) taught, any specializations. and years of full-time teaching experience. The instructions asked the teachers to recall situations, within fifteen broad categories. that had occurred within the last month or two in which they did something that was particularly ineffective or effective in facilitating or inhibiting the intended results of instruction – i.e., the skills, knowledge, intended results of instruction – i.e., the skills, knowledge, understanding. appreciation, or attitudes to be learned by their students. They were asked to report only four to six fully detailed incidents (either effective or ineffective). Their descriptions were to include three parts: (1) the details of the situation or what led up to the incident, (2) exactly what they did and why they did it, and (3) what the outcome was and how they knew that what they did was ineffective or effective. The teachers were asked to use as a criterion of sufficiency the question "Would another teacher be able to do what I did in this situation after reading my description of the critical incident?"

One very complex example was given for both an effective and ineffective incident. The teachers were asked to read through these carefully so as to obtain a good idea of the type of incident they were to report. The fifteen categories were provided only to assure a broad coverage of the teaching process. One of the categories was open-ended in that it provided an opportunity for teachers to report any incidents that did not seem to fit the other fourteen. Examples of these categories are as follows:

- *Recognizing factors in child development that affect learning.* Situations in which the teacher takes into consideration characteristics of developing children in preparing or presenting instruction. Such factors affecting learning as interests of children, readiness of children to learn, physical and motor development, etc.

- *Selecting and using instructional materials and techniques.* Situations in which the teacher selects and uses instructional materials or techniques of presentation that are appropriate both for the topic, problem, etc., being presented and the student being taught. Included would be the use of audio-visual aids, and selection of special materials and assignments.

- *Use of measures of student achievement to reevaluate teaching strategies.* Situations in which a teacher uses test results in an attempt to evaluate the effectiveness of a strategy used for teaching a specific topic, problem, etc.

Finally, a request was attached which asked the teachers to volunteer to do additional work for the project that would require about 2 or 3 hours of their time in the summer.

Sampling of Teachers for Distribution of the TPI

In accordance with the previously discussed rationale of asking supervisors to identify effective teachers as a source of the critical incidents, a letter was sent to the superintendents of the sponsoring school districts requesting that they provide a list of names of their N most effective teachers (N being based upon the sampling plan discussed below). They were asked to select the teachers so that they were distributed evenly among four grade levels: primary K-3, intermediate 4-6, junior high 7-9, and senior high 10-12.

The number of teachers (N) each superintendent was asked to recommend was approximately 5 percent of the estimated number of teachers in his respective school district. The estimate of the number of teachers within each sponsoring district was based upon the pupil population in each district and the assumption of a 30:1 pupil-teacher ratio. The number of teachers requested was approximately 800 and close to 400 teachers were recommended. Those teachers were then contacted in a letter requesting their participation in filling out the TPI.

Results of the TPI

Considering the late time in the school year during which the teachers were asked to participate, the project staff felt that the response was high. Approximately 59 percent, or 237 of the 400 teachers contacted, returned a completed inventory. From these teachers approximately 800 usable incidents were collected. Approximately 80 percent of these were effective incidents. The overall mean number of incidents from all teachers was 3.3, slightly under the suggested number of 4 to 6. Of the 237 teachers responding, approximately 51 percent, or 120, agreed to work on additional material during the summer.

Several possibly meaningful patterns emerged from an analysis of the frequency of incidents reported in each of the fifteen categories. Response was quite high in two categories, "Selecting and Using Instructional Materials and Techniques" and "Motivating the Student to Engage in Learning". This may indicate that there is concern at all levels with creating interest and enthusiasm, and that materials and techniques play a major role in all teaching or, perhaps, that they are more concrete and easily remembered. Response was noticeably low in several categories: "Measuring Student Achievement", "Use of Measures of Student Achievement to Assist a Student", and "Use of Measures of Student Achievement to Reevaluate Teaching Strategies". One

possible conclusion from these results is that teachers need a better background in measurement of student progress and achievement.

Teachers in grades K-6 were relatively high in the frequency of response to the category "Recognizing Factors in Child Development That Affect Learning", which reflected an expected greater sensitivity to child development factors. The response to the category "Taking Individual Differences Into Account" increased from the primary level to grades 4-6 which reflected an expected increasing concern with such differences as students approach puberty. Teachers in grades 7-12, however, responded rather low to this category. One might wonder whether the school structure itself produces less sensitivity to individual differences in the upper grade levels. There were, of course, many other interesting patterns in this frequency analysis. However, one should be cautious in interpreting these patterns since they do not necessarily reflect what teachers actually do, but only in what areas they are inclined to remember critical incidents.

In summary, the response of the teachers to the TPI was above expectations, not only providing a wealth of information for the identification of teacher behaviors that lead to effective and ineffective teaching, but also increasing the staff's sensitivity to the very complex process that teaching represents.

Contributions From Educational Psychology: Learning, Measurement, and Child Development

The second manner in which this project attempted to obtain explicit statements of what teachers do or take into account when performing effectively in the classroom was to survey the fields of learning theory, measurement, and developmental psychology for general behavioral principles that would represent different facets of effective teaching. In order to accomplish this goal, educational psychologists from each of the three fields who had extensive experience in teaching were consulted. They were asked to critically review the existing literature in their fields and to abstract a set of teaching principles, the application of which would be critical to effective teaching.

The project staff met with each of the consultants individually on several occasions in order to critically discuss their reviews. The purpose of these meetings was to review the suggested principles of effective teaching in terms of (a) relevancy to classroom teaching, (b) clarity and meaningfulness to the average teacher, (c) sufficiency of support in psychological and educational research, and (d) the degree to which each principle could be applied in a way that would admit objective appraisal.

The Use of Teacher Role Categorization

On the basis of these discussions and further review by the project staff, the principles from the fields of learning, measurement, and child development and those obtained from an analysis of the critical incidents were gathered into a list of 260 effective teaching principles. At this point, several attempts were made to obtain a meaningful and practical classification of these principles. The classification which finally emerged utilized the concept of teacher roles. The notion that teacher behavior can be readily differentiated into several roles is certainly not new to the study of effective teaching. Wallen and Travers (68) discuss this concept and its usefulness in some detail. Although they prefer to substitute the terminology "patterns of teaching behavior" for *roles*, their discussion reflects the practicality and significance of such an approach. Their review of past attempts at identifying teacher roles points out the complexity of a teacher's overall job. Not only have roles concerned directly with classroom activities been identified, but also such roles as "member of profession", "liaison between school and community", and "member of school community".

Since the purpose in the establishment of standards by the project staff was to focus on the *classroom* behavior of teachers, the four roles identified in the project staff's review of effective teaching principles do not stress extra classroom behavior. Teacher behaviors directly affecting student learning in the classroom were classified into the following roles:

I. Instructional Leader
II. Social Leader
III. Promoter of Healthful Emotional Development
IV. Communicator with Parents and Colleagues.

Within each role (except the last), several categories, embodying relatively similar teaching principles, were constructed. A discussion of each of these categories follows.

I. *Instructional Leader*

A. *The teacher understands and applies psychological-readiness principles.* Readiness for new learning is a state of mastery of simpler skills that permits a pupil to master more advanced skills. Readiness is a complex product of the interaction of physiological maturation, psychological abilities, prerequisite learning, and motivation. New experiences presented too early or too late may be less effective and even damaging to pupil development.

B. *The teacher provides a favorable success-failure ratio for each student.* Tasks that fall within the "range of challenge" for a pupil tend to facilitate motivation, feelings of competence, adjustment, and achievement.

C. *The teacher plans skillfully for an effective teaching-learning situation.*

D. *The teacher individualizes instruction where appropriate.* Pupils may vary in readiness for new learning because of a number of factors. A good teacher makes routine provision for delayed and advanced readiness through effective assessment .and through adjustment in the "range of challenge" presented to individual students.

E. *The teacher facilitates student motivation toward academic and social achievement.* Teachers who help pupils want to learn new material, contribute to pupil growth in cognitive abilities and academic and social skill mastery.

F. *The teacher facilitates intellectual development.* Pupils' cognitive abilities mature faster when there is a deliberate attempt to (a) help the pupil perceive differences and arrive at generalizations, and (b) increase the pupil's ability to use words and deal with abstractions.

G. *The teacher facilitates motor-skill development.* Speaking, writing, playing games, and interacting physically with peers are skill areas that may be facilitated by teacher instruction.

H. *The teacher uses effective reinforcement techniques.* Learning is more rapid and less apt to be lost if performance is accompanied or followed by reinforcement in general accordance with principles of effective reinforcement.

I. *The teacher states and assesses behavioral objectives effectively and efficiently.*

J. *The teacher accurately interprets obtained scores on tests and uses the information to improve the conditions of learning.*

K. *The teacher understands and applies other principles of learning.*

II. *Social Leader*

A. *The teacher establishes a democratic classroom atmosphere.* The democratic classroom atmosphere as referred to here is defined as one containing elements of warmth and effective limit-keeping.

Such an atmosphere has been shown to promote higher levels of creativity, peer interaction, motivation, sex-role identification. and moral behavior.

B. *The teacher guides peer interactions effectively.* Teachers who are knowledgeable about the principles of group dynamics can increase peer acceptance of isolates, guide peer groups into socially acceptable paths, and encourage individual development of social skills.

C. *The teacher adjusts social interaction activities to group norms.* Since social readiness is determined by physiological maturation and various kinds of social experiences, the teacher must be aware of the general level of motivation and skill in peer interaction of the pupils in his classroom and be able to promote those activities within the "range of challenge" of the group.

D. *The teacher adapts classroom activities to the pupil who is atypical in terms of social skills.* A good teacher makes routine provision for immature and advanced pupils by adjusting social demands toward their "range of challenge".

E. *The teacher facilitates development of moral character and moral behavior.* Teachers who help pupils develop favorable attitudes toward moral and social values, who encourage growth in the understanding of values, and who provide practice in moral behavior contribute to the ability of the pupil to guide his own behavior in a mature manner.

III. *Promoter of Healthful Emotional Development*

A. *The teacher recognizes symptoms of poor adjustment.* Depending upon the adaptive habits of individual pupils, the teacher should be able to recognize subtle symptoms of high emotional tension as well as withdrawal and the aggressive responses pupils resort to in an effort to reduce uncomfortable levels of emotional tension.

B. *The teacher reduces disabling levels of anxiety.* Teachers should be aware of techniques useful in reducing anxiety and be able to skillfully apply the most appropriate techniques in the classroom situation.

C. *The teacher strengthens weak skill areas as an aid to adjustment.* Pupils often exhibit high anxiety because of a lack of ability to adapt to the demands of their situation. Teachers should attempt to engage in academic- and social-skill remediation with these pupils.

D. *The teacher uses effective case-study methods and employs necessary referral techniques.* In order to provide the most supportive situation for an anxious pupil, the teacher must be able to gather and analyze background information bearing on the emotional disorder, and develop tentative plans for the amelioration of the problem.

IV. *Communicator with Parents and Colleagues*

A. *The teacher communicates information and suggestions to parents and colleagues about the intellectual, social, and emotional development of his students.* Teachers should be aware of the effect of parental behavior and attitudes on children and should be able to interpret progress of students to parents or colleagues in a positive fashion and make suggestions for enhancing or remediating intellectual, social, and emotional development.

The preceding outline of role differentiation in effective teaching forms the basic structure of the self-appraisal instrument developed for the project. It is the considered opinion of the project staff that good teaching requires the teacher to be sensitive to the effects of each of these roles, effective in selecting the most appropriate role for particular situations, sophisticated in the performance of each role, and flexible in changing quickly from one role to another.

Construction of Self-Appraisal Instrument

Evaluation of Principles
by Effective Teachers

Although great care was taken in the collection, review, and classification of the list of principles of effective teaching, further evaluation was believed necessary in order to assure that each principle was clear, relevant, and appraisable. Consequently, a group of effective teachers, sampled from those teachers who completed the Teacher Performance Inventory and who indicated their willingness to participate during the summer, were invited to Battelle to react to the assembled list of principles. Thirty teachers were able to come, and they spent one day answering four questions about each of the principles. Their responses were recorded in the Proposed Principles of Effective Teaching Questionnaire (PPETQ). Sixteen of these teachers were from the elementary grades and fourteen were from the secondary grades.

The PPETQ consisted of four parts: (a) a general information sheet, (b) instructions, (c) a list of 260 principles and provisions for responding to each principle, and (d) three questions designed to elicit their general reactions to the content of the questionnaire. The instructions explained that they were to answer four questions about each principle.

These questions concerned the principles' clarity, general importance, personal importance or relevancy, and appraisability The teachers were asked to respond either "yes" or "no" to each question. They were further asked to suggest who they believed could objectively appraise them as to whether and how effectively they practiced each principle.

At the end of the day, the project staff held a discussion with the teachers, answering their questions and attempting to ascertain their general reactions to the questionnaire. The general response to the list of principles was quite favorable. Many teachers expressed their surprise at the completeness of coverage and even indicated that they had learned much from the content of the principles.

Only a few of the principles were not clear to at least 90 percent of the thirty teachers. These principles were either discarded or clarified, the latter being done when the importance of the principle was too critical for omission. Also, only a few of the principles were not judged to have general importance by at least 80 percent of the teachers. These principles were discarded unless it was felt that the negative response was due to a lack of clarity which could be remedied. It was relatively surprising to note that very few of the principles demonstrated a strong difference in personal importance to teachers of different grade levels. This was a surprising outcome as it has been assumed that different principles would be differentially important at the four grade-level classifications. This assumption was not strongly supported; and, accordingly, such differentiation was not incorporated into the development of the appraisal system.

Utilization of Principles
of Effective Teaching

After obtaining the reactions of the previously discussed sample of teachers to the list of effective teaching principles, the project staff critically reexamined and edited these principles. In almost every instance, any principle that was not clear to at least 90 percent of the teachers and generally important to at least 80 percent of the teachers was discarded or rewritten.

The revised list contained 241 principles of effective teaching: 138 in the role of Instructional Leader, 49 in the role of Social Leader, 39 under Promoter of Healthful Emotional Development, and 15 in the area of Communicator with Parents and Colleagues.

These principles comprise the basic structure for the appraisal instrument and represent the standards of effective teaching adopted by this project. However, by themselves they might be difficult to employ for teacher appraisal since it would be difficult for the teacher to obtain accurate information about his actual behavior with respect to every principle without further illustration, clarification, and provision for additional sources of information. Accordingly,

this problem of making the statements of effective teaching behavior more explicit was resolved by using the critical incidents to illustrate the principles derived.

Incorporation of Critical Incidents

In order to provide additional behavioral description concerning the nature of each principle, the critical incidents gathered earlier in the project were systematically reexamined for examples of each principle. In many instances, more than one critical incident was found for a particular principle and, on the other hand, some principles from the areas of learning, measurement, and child development existed for which no critical incident could be identified. In these areas, it was decided to provide either a hypothetical example of the principle or an instructional detail that would suggest the effective behavior corresponding to principles.

Description of the Self-Appraisal Instrument*

The statements of principles and their illustrations were then used to develop a self-appraisal instrument to be used by teachers as the basis for identifying performance areas for future improvement. Thus, the content of the instrument is presented in a way that will reduce the possibility of a teacher misinterpreting the intent of the principles. The twenty-one categories discussed earlier were then used to embody relatively similar teaching principles. The instrument allows the teacher to systematically identify and record his strengths and weaknesses with respect to each major category of effective teaching. This is accomplished by permitting the teacher to weigh the relevance of a principle to his classroom situation and then rate how well he feels he uses the principle in the classroom.

Tryout Administration

After the initial construction of the instrument, a tryout administration was held at Battelle Memorial Institute, Columbus Laboratories. A sample of 20 districts were represented by 10 teachers and 10 principals. The purpose of the administration was to test the ease of application of the instrument and to see what problems, if any, the teachers and principals would have in self-administering and interpreting the instrument to identify five to seven areas for future growth and improvement. As a result of the administration, slight revisions were made in the scoring procedures, but the principles and illustrations remained essentially the same. Little confusion was found in understanding the intent of a principle or in identifying areas in need of improvement.

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*Appendix A contains the Self-Appraisal Instrument (SAI).

III. THE APPRAISAL SYSTEM*

The Appraisal Climate

Paradoxically, a productive appraisal climate must include elements of both depersonalization and personalization. First, the appraisal climate must be depersonalized in terms of what constitutes the object of appraisal. Teacher and appraiser attention must be focused upon the performance and not the personality of the teacher. Admittedly, one cannot deny the importance of a teacher's personality characteristics in the successes or failures he experiences in the classroom. However, the structure of human personality is to date insufficiently understood in order to study relationships between personality "traits" and effective teaching.

On the other hand, the appraisal climate must be *personalized*. Teacher-appraiser conferences and discussions must be warm, friendly, comfortable, and nonthreatening for both the teacher and the appraiser. In the analysis of current and past appraisal systems, research findings suggested that appraisal activities produce effective results when a climate of confidence prevails in appraisee-appraiser relationships. Additionally, the results of this analysis suggested that such mutual acceptance is a *necessary* condition that must prevail or appraisal activities will not be effective.

For example, this earlier discussion showed that a one-way evaluation situation which provides little interaction between the appraiser and appraisee is harmful, particularly when it directly affects the job tenure of the appraisee. Such appraisal activities detrimentally affect the morale of the staff being appraised and tend to generate considerable mistrust and confusion on the part of the staff as to the management's intent. On the other hand, it was also noted that when appraisal is aimed at stimulating professional growth, when it is a cooperative undertaking, and when it seeks to disclose all information on the teacher's performance, morale increases and the success of school management in producing positive change in teacher capabilities takes on a higher probability of accomplishment.

In summary, it appears that a greater sense of personal achievement, job fulfillment, and higher morale will prevail whenever teacher-appraiser relationships include:

(1) Relaxed face-to-face communication

(2) Sharing of decision-making and problem-solving procedures

(3) Confidence in the integrity and motivation of each other. (52)

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*See Appendix B for a complete set of appraisal system forms.

School Commitments

Introduction

A commitment by school officials must be made to devote or provide the time and leadership required in working individually with teachers to assist them in identifying areas of teaching in which they might reasonably be expected to improve. Such a commitment strongly suggests that school management restructure administrative responsibilities and/or provide additional qualified personnel. *When school management is clearly charged with the responsibility of seeing that there is a rational and realistic upgrading of the professional staff, and when time is made available for the appraiser to pursue this function, an effective appraisal system can be promoted in the schools.*

Appraiser Characteristics. The earlier discussion of research in the area of teacher effectiveness also disclosed that whoever the appraiser is in the management structure, he must operate in a nondirective manner, acting as a *counselor to the teacher.* That is, he must operate in a way that encourages the teacher to be willing to appraise himself, to identify weaknesses as well as strengths in performance, and to be willing to discuss them in an informal and nonthreatening atmosphere.

Conversely, this discussion of research findings suggested that if the initiative to discuss teacher weaknesses comes only from the appraiser, he will be perceived by the teacher as a judge and the teacher will become the defendant. This type of role structuring will cause teachers to act defensively rather than constructively towards identifying goals of future self-improvement, and they will be less likely to take actions necessary to improve their performance. Similarly, the appraiser must avoid the "boss complex", helping the teacher realize that appraisal is a means to help and not to hinder.

Other implications from the findings appeared to suggest that the appraiser must be committed to the idea that teacher and appraiser are members of a team working together for the best interests of a good educational program. Consequently, he must be open minded, receptive to teacher innovations, and acceptant of the teacher's individuality. The appraiser must look for results, rather than compare a teacher's method with his own. And, if a teacher brings problems to him, the appraiser must avoid "brushing off" these problems and, instead, help the teacher work through them.

Finally, the appraiser should have experience and knowledge not only in the process of appraisal itself, but also in the special problems and features of the subject fields

and grade level of the teacher being appraised. Teachers furnishing critical incidents and those reacting to the PPETQ support this view. They see t! is as being especially desirable if the teacher's role as an instructional leader is to be understood in a way that will permit the mutual selection and agreement on goals for improvement and if the most desirable appraisal outcomes are to be realized. Their responses also indicated that, for teachers in "specialized" areas or subjects, it would be desirable for the appraiser to have experience and skills that matched the special requirements of these teachers' areas.

Teacher Characteristics. Although the qualifications of supervisory personnel in the appraisal system have been emphasized in this section, there are certain responsibilities and qualifications relating to the teacher. For it is the teacher who ultimately carries the responsibility of effecting the results of the appraisal process by upgrading his performance. In order to accomplish this, a high order of honesty and objectivity on the teacher's part is required in the process of self-appraisal. Also, the teacher must be willing to account for his behavior in working towards the selected goals for improvement and to take into consideration and accept, where justified, the views of others.

The Self-Appraisal Instrument:
A Manual for Its Use

The philosophy of appraisal recommended herein seeks to accentuate the positive through establishing a cooperative program, the expressed purpose of which is to increase the effectiveness of educational management to reach intended goals and objectives by providing for the improvement of classroom instruction. The effective implementation of this program requires that the teacher and appraiser know what performance areas are significantly related to learning and how they can gather evidence in areas of teacher strengths and weaknesses. Accordingly, the Self-Appraisal Instrument (SAI) of teacher effectiveness was developed.

Description of the SAI

The instrument consists of 241 principles of effective teaching which are organized into homogeneous categories under four teacher roles identified as follows:

    I. Instructional Leader
    II. Social Leader
    III. Promoter of Healthful Emotional Development
    IV. Communicator with Parents and Colleagues

The categories for each of the roles have been discussed earlier.

Appended to the list of principles are illustrative examples or instructional details that are meant to assist the teacher in objectively assessing the extent to which he is applying each principle and to provide an indication of what he might do to improve his performance if he has not been adequately applying the principle.

The statement of principles and their illustrations for each of the four major roles form the instrument. Provided with the instrument is a complete set of forms for use by the teacher in administering and interpreting the self-appraisal instrument. These forms are (a) the response blank (one for each of the 22 categories), (b) the profile blank, and (c) the initial conference discussion sheet. The use of each form is discussed in the succeeding section.

Before proceeding with recommendations and procedures for employing the SAI, one major caution must be stated. The inte. t of this diagnostic instrument is to assist in the identification of areas of teaching strengths and weaknesses and in strengthening the teacher's performance in areas of weakness. Accordingly, the instrument should *not* be considered as a basis for structuring evaluation procedures such as checklists and rating forms since little is known concerning which of the principles of effective teaching are of greatest importance or how they could be summed to provide a "measurement" of teacher effectiveness.

Directions for Using the
Self-Appraisal Instrument

Response Blank. There is one response blank for each category of principles under each of the four roles. Figure 1 illustrates a response blank for Category A under the role of Instructional Leader. In completing the response blank for each category, the teacher is required to make two judgments about each principle within that category:

(1) *Personal Relevance:* How relevant is a given principle to the classroom situation of the teacher? Relevance includes both the idea of how *frequently* a given principle would apply to the teacher's classroom activities and the judgment of how *important* the teacher feels the given principle is to his classroom situation. For example, actual disagreement with a principle would reflect a lack of importance and, therefore, low relevance. While *all* of the principles have been clearly established as being generally important to teaching effectively, there could certainly be some exceptions for particular teachers due to the nature and/or grade level of his teaching situation.

(2) *Success of Application:* Given that a certain principle is relevant to some degree, how well does the teacher believe he employs this principle in classroom practice?

Role: I. Instructional Leader

Category: A. The teacher understands and applies psychological readiness principles.

Principle	Personal Relevance	Success of Application	Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance	1 = Little or no success 2 = Moderate success 3 = High success	
A·1	1 2 3	1 2 3	
A·2	1 2 3	1 2 3	
A·3	1 2 3	1 2 3	
A·4	1 2 3	1 2 3	
A·5	1 2 3	1 2 3	
A·6	1 2 3	1 2 3	
A·7	1 2 3	1 2 3	
A·8	1 2 3	1 2 3	
A·9	1 2 3	1 2 3	
A·10	1 2 3	1 2 3	
Totals	R=_____	/////////	A=_____

Profile Index = $\frac{A \cdot R}{2R}$ = _____ (To be plotted on Profile Blank)

FIGURE 1. A RESPONSE BLANK FOR THE SAI

Both judgments are to be made on the basis of choosing one of three levels of intensity:

Personal Relevance

1 = Little or no relevance (Such a judgment would indicate that the teacher feels that the given principle is either *very infrequently* applicable in his classroom or *not important* to his teaching activities.)

2 = Moderate relevance (Such a judgment would indicate that the teacher feels that the given principle is *occasionally* applicable in his classroom and/or is *sometimes* or *moderately important* to his teaching situation.)

3 = High relevance (Such a judgment would indicate that the teacher feels that the given principle is *frequently* applicable in his classroom and/or is *often* or *very important* to his teaching situation.)

Success of Application

1 = Little or no success (Such a judgment would indicate that the teacher believes he has been *unsuccessful* in applying the given principle.)

2 = Moderate success (Such a judgment would indicate that the teacher believes he has been *somewhat successful* in applying the given principle, but that there is definite room for improvement.)

3 = High success (Such a judgment would indicate that the teacher believes he has been generally *very successful* in applying the given principle in almost every situation where it should have been applied.

Working within one category (i.e., one response blank) at a time, the teacher should make the above two judgments about each principle within that category. Each principle in a category is represented by an identification number in the first column of the response blank. The second column contains the three numbers (1, 2, 3) *one of which* should be circled to indicate the personal relevance of the principle. The third column contains three numbers (1, 2, 3) *one of which* should be circled to indicate the success of application of the principle.

Scoring the Response Blank. For each category, after every principle has been judged with respect to Personal Relevance and Success of Application, the third column of the response blank, entitled "Appraisal", should be completed by calculating the *product* of the *Personal Relevance* response and the *Success of Application* response for each principle. This multiplication process has the effect of weighting the degree of success with which a teacher applies a principle by its relevance to his teaching situation. Thus,

the relevance of each principle will affect the degree to which that principle enters into a teacher's self-appraisal. Then the total scores for Personal Relevance and Appraisal should be calculated by summing the circled response to each principle in the Personal Relevance column and by summing the products obtained in the Appraisal column. Spaces for these two totals appear on the response blank and are labelled "R" and "A", respectively.

The final step in scoring the response blank is to calculate the Profile Index. This index is obtained by subtracting the total of the Personal Relevance column (R) from the total of the Appraisal column (A) and dividing this difference by *twice* the total of the Personal Relevance column (2R). The resulting number will be a proportion, between zero and one, which indicates *the degree* to which the teacher has successfully *applied the principles* in a given category relative to the personal relevance he has assigned to each principle.

This *Profile Index* was derived on the basis of the following. First, it was reasoned that the lowest "score" a teacher could obtain on any *response blank* would be equal to the *total* of the Personal Relevance column (R). This occurs because the lowest degree of success in applying the principles for a given category would be indicated by circling "1" for *each* principle in the Success of Application column. The Appraisal column would then contain a number for each principle which would be equal to the product of *one times* the number circled in the Personal Relevance column. In this case, the Appraisal column total would be equal to the Personal Relevance column total (R) and it would represent the lowest "score" obtainable. Using the same line of reasoning, the highest Appraisal "score" obtainable would occur if the teacher circled a "3" for each principle in the Success of Application column. This would result in the Appraisal column total being equal to *three times* the Personal Relevance column total (3R). Thus, the possible range of "scores" for any given category is from the Personal Relevance total R (lowest possible score) to three times that total $3R$ (highest possible score) or $3R - 1R$, which equals $2R$. This difference is of course the *maximum* amount by which the Appraisal column total could exceed the lowest possible total R. The *actual* Appraisal score would, of course, be an Appraisal total that fell somewhere between these lowest and highest totals.

Second, it was reasoned that if the Personal Relevance column total R (i.e., lowest possible score obtainable) was subtracted from the *actual* Appraisal column total (A), i.e., $A - R$, the difference between the two could be expressed in terms of a *distance* above the *lowest possible* "score" or R. Finally, by dividing this *distance* by the possible range of Appraisal "scores" (i.e., $3R - R$ or maximum difference) one effectively compares the extent to which the actual Appraisal "score" exceeds the lowest possible score with the maximum extent to which the Appraisal total *could* exceed the lowest possible total. The Profile Index: $(A - R)/2R$, therefore indicates the extent to which the actual Appraisal total has approached the maximum possible level.

In order to facilitate the proper use of the response blanks, consider the following hypothetical situation in which the teacher has responded to the principles in Category A under the Instructional Leader role. Figure 2 illustrates a possible completed response blank for this category. The teacher has circled the appropriate numbers representing his judgments of each principle, totaled the Personal Relevance and Appraisal columns, and calculated the Profile Index. Note that the lowest possible Appraisal total (A) this teacher could have obtained is 25, the Relevance total (R). Similarly, the highest possible Appraisal total would be 75 three times the Relevance total (3R). The difference between this teacher's actual Appraisal total and the Relevance total is 51-25, which is then divided by the difference between the highest possible Appraisal and the lowest possible Appraisal (75-25=50).

Interpretation of Category Performance: Profile Blank. The interpretation of a teacher's self-appraisal within a given category is easily obtained. The Profile Index should be plotted on the Profile Blank (see Figure 3). There is a scale for each of the twenty-one categories. Obviously, the closer the Profile Index is to one, the more capable a teacher believes he is in the area described by the given category. Conversely, the closer the Profile Index is to zero, the more a teacher believes he is weak in that area.

An illustration of a completed profile blank is provided in Figure 4. Note that the scale for Category A under the Instructional Leader role has been marked at .52, reflecting the hypothetical example of the response blank in Figure 2. Each profile scale is labeled with the letter corresponding to the respective category.

All profiles range in graduations of one-hundredth of a unit from zero to one. After the teacher has obtained the Profile Index on the response blank for a given category, he should draw a line inside the profile for that category at the level of the Profile Index value. The relative height of his Profile Index should indicate his relative strength or weakness in that area as compared with other areas in the same role. A high level, of course, indicates strength and a low level indicates weakness.

The teacher should then visually scan the entire set of twenty-one profiles and select the lowest five to seven profiles (the number would, of course, vary with experience and capabilities of different teachers). It is impossible to say, without the establishment of local norms, when any one profile is low enough to warrant attention. The selection of category areas in need of improvement must be made on a relative basis. For example, in the Role I division seen in Figure 4, there are three very low profiles (relatively speaking): Category D (.38), Category I (.27), and Category J (.3i). There is also one profile which stands out which is in the Social Leader role: Category B (.42); and finally, the one category under the role of Communicator With Parents and Colleagues is also relatively low (.47).

Note that the rest of the profiles range between .49 and .88. It is quite possible that, although certain other categories have profiles higher than the five selected above, the teacher might wish to select some of these in addition to *or instead of* the ones selected here. Such choices could be made conceivably because the teacher has personal and/or professional reasons to concentrate on a particular category despite the fact that many other categories indicate lower profiles. An obvious example would be an elementary physical education teacher who has appraised his teaching in the area of motor skills at a moderately high level (say .70 to .80) but, because of the paramount importance of this area of teaching to him, might decide to focus his attention on this area despite many other areas with lower profiles. He may feel that the attainment of a highest possible level in this area is more important than improving other areas to a moderately high level.

In any case, it should be the function of the appraisal counselor to help the teacher make decisions in special cases such as these and to point them out where appropriate.

Initial Conference Discussion Sheet. Once the teacher has completed the profile blank, he should be in a position to prepare the Initial Conference Discussion Sheet, upon which the first appraisal dialogue with his appraisal counselor is to be based. This sheet should be prepared in duplicate, one copy being furnished to the counselor at least several days in advance of the initial conference. Figure 5 provides an illustration of this form.

On the basis of low points in self-appraisal, identified with the help of the profile blank, the teacher should select between five to seven categories in which he feels a need to improve. He should then attempt to express tentative job targets for these categories by examining those specific SAI principles he has identified as problem areas contributing to his low scores in the designated role-categories. He should then write out the tentative job targets for each category in one of the blanks provided on the discussion sheet, identifying the category by circling the appropriate role number and category letter.

At this point, the teacher has accomplished the following. He has identified a tentative listing of areas in which he feels there exists a need to improve his professional skills. He has also made tentative statements of job targets for each of these areas, and these statements will form the initial basis for a meaningful dialogue between teacher and appraisal counselor during the first conference.

One might well wonder why such precise and quantitative methods are used in scoring self-appraisal in the various categories when the outcome is only a general selection of job-target priorities. The purpose of this scoring system is to allow the teacher to appraise himself with respect to a large number of effective teaching principles without becoming hopelessly confused by such a large number in arriving at a

Role: I. Instructional Leader

Category: A. The teacher understands and applies psychological readiness principles.

Principle	Personal Relevance	Success of Application	Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance	1 = Little or no success 2 = Moderate success 3 = High success	
A-1	1 (2) 3	1 (2) 3	4
A-2	1 2 (3)	1 (2) 3	6
A-3	1 2 (3)	1 2 (3)	9
A-4	1 (2) 3	1 2 (3)	6
A-5	1 2 (3)	1 (2) 3.	6
A-6	1 2 (3)	(1) 2 3	3
A-7	1 2 (3)	1 (2) 3	6
A-8	(1) 2 3	1 (2) 3	2
A-9	1 (2) 3	1 2 (3)	6
A-10	1 2 (3)	(1) 2 3	3
Totals	R= 25	//////	A= 51

Profile Index $= \frac{A-R}{2R} = $ _____.52_____ (To be plotted on Profile Blank)

$$= \frac{51-25}{50}$$

$$= \frac{26}{50}$$

$$= .52$$

FIGURE 2. ILLUSTRATION OF RESPONSE BLANK FOR THE SAI

19

PROFILE BLANK FOR SAI
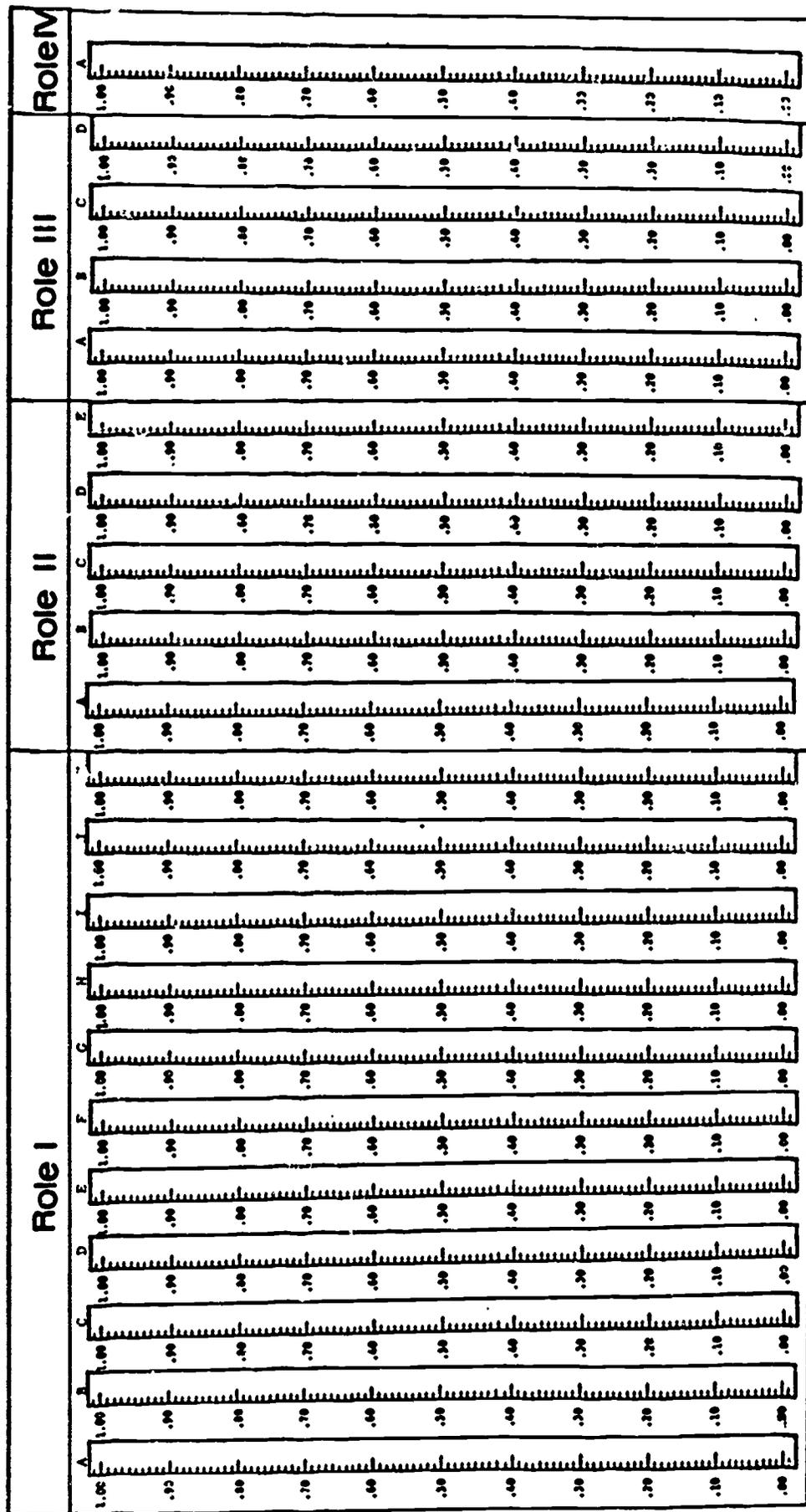
FIGURE 3. PROFILE BLANK

ILLUSTRATION OF PROFILE BLANK
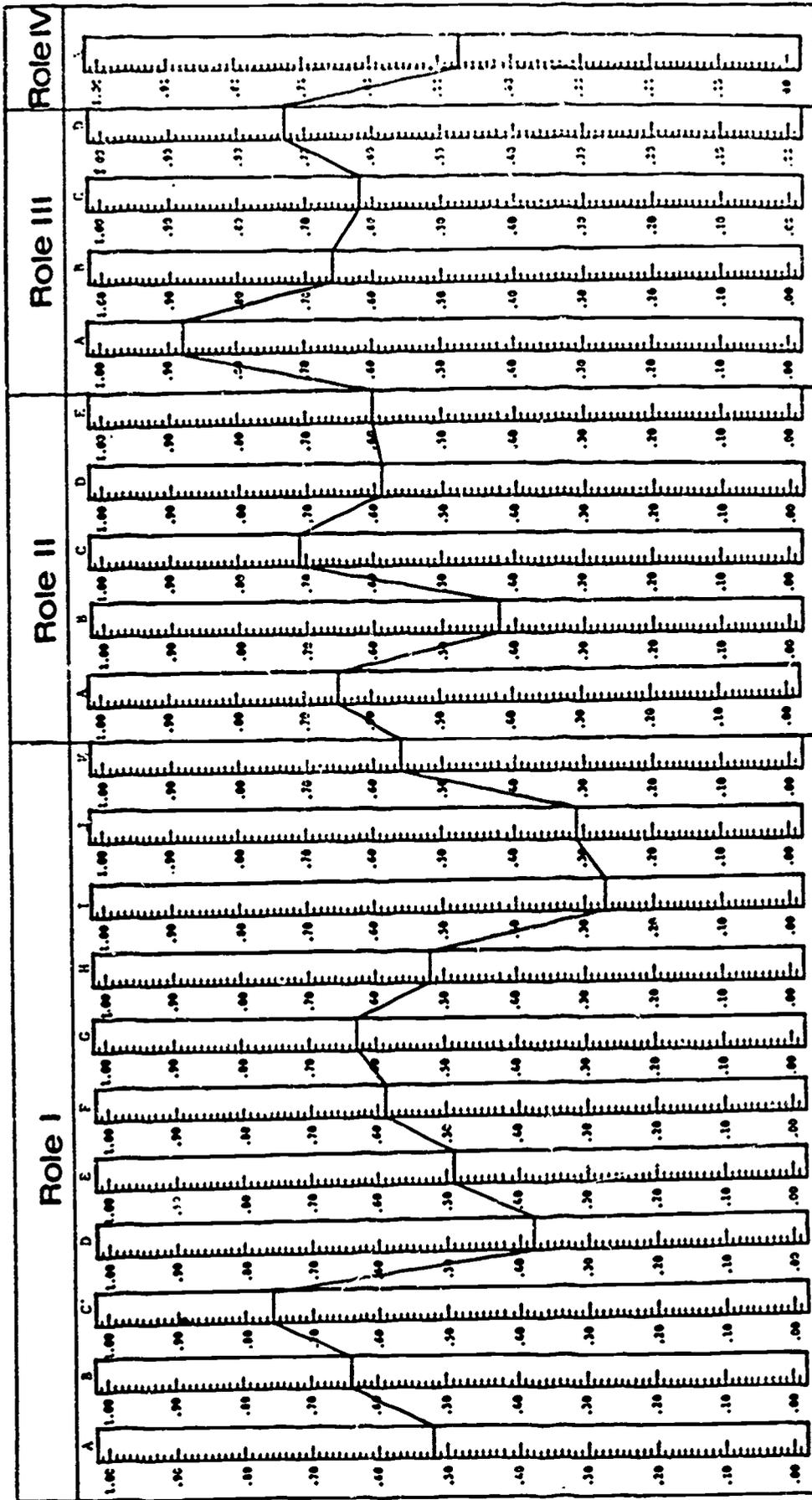
FIGURE 4. ILLUSTRATION OF PROFILE BLANK

Teacher's Name _____ _____

Role: I   II   I:I   IV   Category: A   B   C   D   E   F   G   H   I   J   K
Tentative Statement(s) of Job Target(s).

Role: I   II   III   IV   Category: A   B   C   D   E   F   G   H   I   J   K
Tentative Statement(s) of Job Target(s):

Role: I   II   III   IV   Category: A   B   C   D   E   F   G   H   I   J   K
Tentative Statement(s) of Job Target(s):

Role: I   II   III   IV   Category: A   B   C   D   E   F   G   H   I   J   K
Tentative Statement(s) of Job Target(s):

Role: I   II   III   IV   Category: A   B   C   D   E   F   G   H   I   J   K
Tentative Statement(s) of Job Target(s):

FIGURE 5. INITIAL CONFERENCE DISCUSSION SHEET
(Continued)

Role: I II III IV   Category: A B C D E F G H I J K
Tentative Statement(s) of Job Target(s)·

Role: I II III IV   Category: A B C D E F G H I J K
Tentative Statement(s) of Job Target(s):

Role: I II III IV   Category: A B C D E F G H I J K
Tentative Statement(s) of Job Target(s):

Role: I II III IV   Category: A B C D E F G H I J K
Tentative Statement(s) of Job Target(s):

Role: I II III IV   Category: A B C D E F G H I J K
Tentative Statement(s) of Job Target(s):

FIGURE 5. INITIAL CONFERENCE DISCUSSION SHEET

few. manageable job targets which are still strongly tied to the principles. A second reason is that it requires the teacher to give a very thorough accounting of his own performance across many situations and thereby increases his perceptiveness of his strengths and weaknesses.

There are also two considerations that are required in order to interpret, appropriately, the results of the self-administration. The first is that the categories differ in the number of principles they contain. A category with a small number (e.g., five or less) of principles will show a larger change on the Profile Index if a judgment of relevance or success of application is changed for a given principle within that category, whereas a category with a larger number of principles will show relatively small changes in the Profile Index if a single principle is changed. *It is therefore exceedingly important that a teacher consider his responses to categories with fewer than eight principles very carefully before making a final judgment with respect to relevance or success of application.*

The second consideration is that the scoring system makes no provision for the teacher who occasionally teaches two or more subjects that differ greatly in content and/or process. Thus, the relevance of many principles might be different depending upon which subject is being considered. An obvious example would be the relevance of the principles for a high school teacher who teaches both physical education and advanced English. Whenever wide disparities of this type exist, the teacher must make a choice as to which subject he wants to choose as the basis for appraisal or he must choose to appraise himself separately for each subject.

It should be noted here, *with emphasis*, that *intra*-individual comparisons for a single teacher are facilitated, whereas *inter*-individual comparisons are not feasible. That is, the strengths and areas in need of improvement of one teacher can be assessed by comparing the relative levels of the Profile Index across the different categories. However, it would not be possible to make a fair comparison *between* teachers on any one category. Actually, such interteacher comparisons should never arise since the SAI is to be self-administered and self-interpreted. It is, also, worth noting that the scoring procedures serve to accomplish two ends. First, it requires the teacher to consider very carefully the process of teaching across a large number of situations. This type of total emersion has the effect of significantly increasing the teacher's sensitivity in identifying areas in need of improvement. Second scoring procedures allow the teacher to relate a set of principles to any given grade or any given subject area through the use of the Personal Relevance Column of the Response Blank.

Procedures for Implementing the Appraisal Process*

Owing to the innovative nature of the appraisal system being recommended here, the following procedures must be viewed as *suggestions* for implementation. The many variations between school systems will require that different approaches to the implementation of this appraisal system be taken and that different needs be appraised.

Distribution of the SAI to All Teachers

Every teacher should be given a copy of the Self-Appraisal Instrument and the instructions for its proper use. Because the instrument requires a careful consideration of each principle as it relates to a teacher's particular classroom situation, the teacher should be given time to become familiar with its content and function. Because of the intense demands on the teachers' time at the beginning of the school year, it is recommended that the SAI be distributed during the latter part of the first month of the school year. The teacher should be instructed to study the instrument carefully and should be given about a month to do so. (This stage of becoming familiar with the instrument would, of course, become unnecessary for teachers once they have had this opportunity.)

The next step for the teacher is to engage in self-appraisal by working through the entire instrument and completing every response blank, the profile blank, and the initial conference discussion sheet in preparation for his initial conference with his appraisal counselor. Although it is recommended that the teacher be asked to become familiar with the instrument on his own time, the need for a careful, objective self-appraisal requires that the teacher be given at least one free day to self-administer the instrument and prepare tentative job targets for his initial appraisal conference. Two suggested methods for making this day available are "released" time and/or "in-service" training days.

Finally, some mention should be made of the potentially different timing of self-appraisal for different teachers. The impact and benefit of self-appraisal will, undoubtedly, vary from teacher to teacher, depending upon whether they are new teachers, experienced teachers who have been in their present school system for several years, or experienced teachers who are new to their school system. If new teachers are required to complete their self-appraisal in the early months of their first year, they will lack the basis for making an accurate and meaningful appraisal of their teaching. On the other hand, if their completion of the SAI is delayed too long (for example, until the beginning of their

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*See Figure 6 for a flow diagram of the appraisal process.

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Teacher

| Distribution of SAI to Teachers |

Familiarization with SAI

    — experienced teachers (1 month)
    — new, experienced teachers (2 months)
    — new, unexperienced teachers (3-4 months)

| Completion of SAI |

Appraisal Counselor

| Assignment of Appraisal Counselor to Teachers |

Work with teachers in becoming familiar with SAI

Become acquainted with teachers and gather information from sources other than teachers to assist in objectivity during Initial Conference

Initial Conference:

    — discuss self-appraisal
    — discuss job targets
    — agree upon job targets

Classroom Observations and Interim Conferences

    — assess progress toward job targets

| Teacher makes notes on progress |

Appraisal Counselor completes classroom observation forms and makes other notes on teacher's progress

End of Year Conference

    — assess attainment of job targets
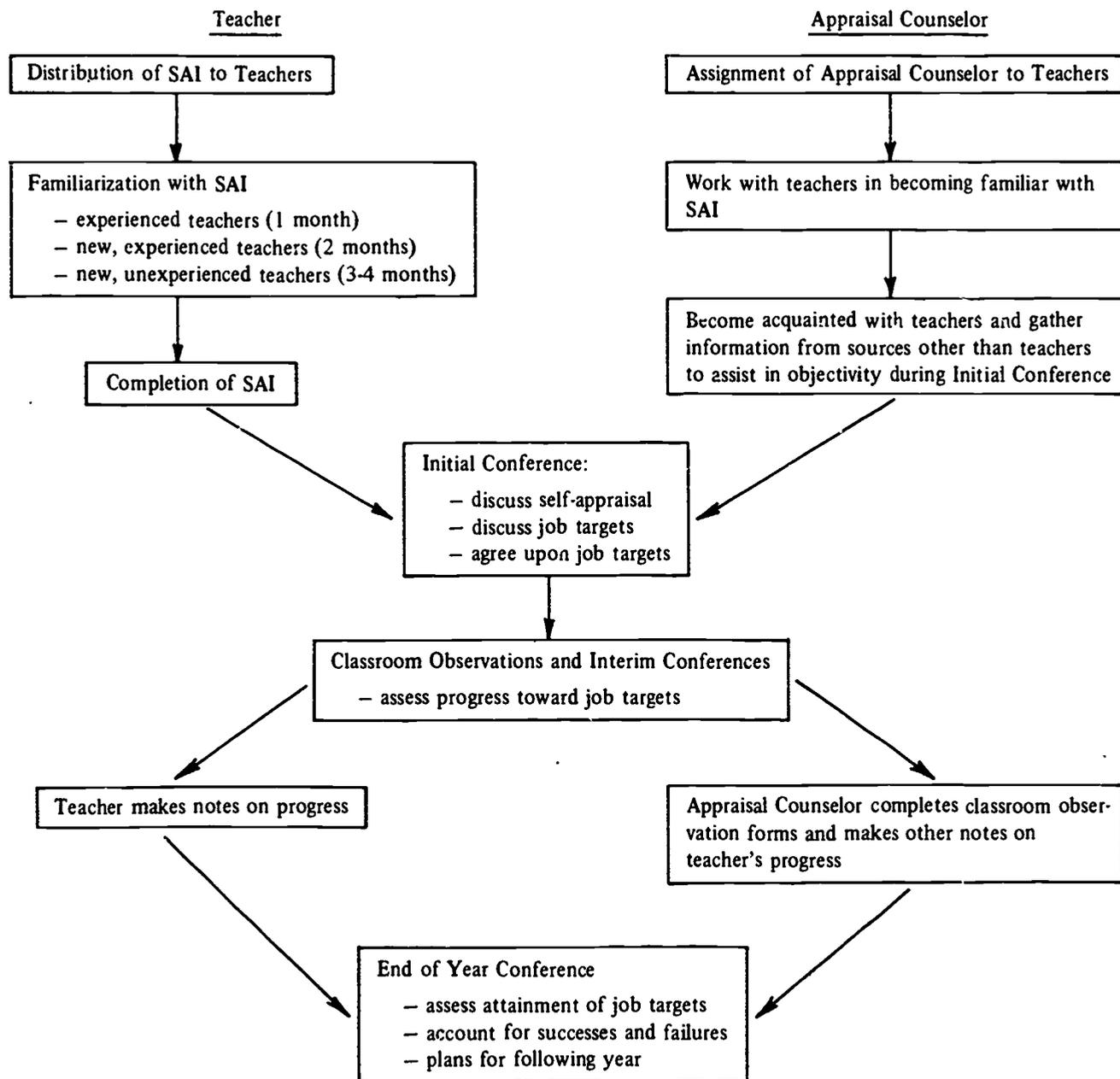   — account for successes and failures
    — plans for following year

FIGURE 6. FLOW DIAGRAM OF APPRAISAL PROCESS

second year), they will be deprived of the potential benefit of its use. Thus, it is recommended that new teachers be allowed to delay the completion of instrument well into the fourth month of the school year, giving them enough time to obtain some experience in the classroom but, also, providing enough time for establishing job targets towards which some progress can be made before the school year ends.

Understandably, the novice teacher can not be left entirely on his own for such a long period of time. Accordingly it is suggested that the appraisal counselor seek to assist and support the teacher during the beginning months perhaps through classroom observation and discussion and to use this opportunity to establish rapport with the new teacher.

It is recommended that novice teachers also make good use of this additional time. They should be making notes of comparisons between their experiences in the classroom and the standards of effective teaching behavior implicit in the principles of the SAI. They should work closely with their appraisal counselor in establishing familiarity with the instrument and in determining what some of their problems are likely to be.

Experienced teachers who have been in their school system for several years should be expected to complete the SAI by the end of the second month of the school year. However, experienced teachers who are new to their school system should be allowed perhaps another month to complete their self-appraisal.

Such scheduling as is recommended here would mean that experienced, incumbent teachers would engage in the initial conference with the appraisal counselor first — sometime during late October, experienced teachers new to the school system would be ready for this conference by late November, and new teachers would be ready by late December.

Initial Conference with
Appraisal Counselors

After the teacher has had a chance to complete the self-appraisal process, a conference with the appraisal counselor (or person in charge of teacher appraisal) should be scheduled to discuss and review the job targets listed on the Initial Conference Discussion Sheet. The teacher should be prepared to bring to the conference the completed Profile Blank and the Response Blanks. During this conference, the teacher and the appraisal counselor should review these items and finalize a list of no more than five areas in which the teacher feels need for improvement, based primarily upon his self-appraisal. At this time, other information bearing upon the teacher's performance and made available to the counselor independent of the teacher's self-appraisal can also be examined to determine its credibility or value. Such additional information may, if found credible, be used to

help determine job-target priorities. Thus, the appraisal counselor has the opportunity to provide suggestions for job targets based upon sources of information other than those coming from the teacher's self-appraisal. This provision for counselor input emphasizes the cooperative nature of the appraisal system. To make the final list of job targets a matter of record, the teacher and the appraisal counselor should complete, in duplicate, the Job Targets Form (see Figure 7). After this dialogue, the teacher and the appraiser counselor should list on the Job Targets Form the steps to be taken toward the attainment of job targets and the effort the counselor plans to make to assist the teacher's progress. One step recommended in this appraisal system and discussed in the succeeding section is the use of classroom observations wherever appropriate, that is, observations that are related directly to one or more of the job targets. Finally, the teacher and appraisal counselor should determine realistic and desirable target-attainment dates, and make arrangements for two interim conferences and an end-of-school conference for the purpose of assessing the teacher's progress.

Continuing Appraisal During
the School Year

The teacher and appraisal counselor should continue to keep track of the teacher's progress during the school year. The teacher should keep a continuous set of notes on what he has accomplished in terms of reaching the job targets and the appraiser should engage in both conferences and classroom observations. Two short conferences based on the results of classroom observations should be arranged to discuss the teacher's progress prior to the completion of the school year. The Classroom Observation Form (see Figure 8) allows the appraisal counselor to identify the specific targets requiring observation and space for making detailed notes on his observation. In every case, the target performance being observed and the appraisal counselor's observations should be related to the role-category of the SAI from which the job target was developed. It is recommended that a brief follow-up conference be held to provide an opportunity for the teacher and the appraisal counselor to compare their reactions to the teacher's performance and to mutually assess the teacher's progress. The notes made by the appraisal counselor should refer to the presence or absence of teacher behaviors related to the stated job targets so that the teacher's progress can be effectively determined.

The appraisal counselor should make every attempt to meet any special requests of a teacher for observation at some particular time when the teacher believes that certain planned classroom activities relevant to his job targets require critical observation. At the same time, the appraisal counselor should endeavor to honor any requests by the teacher for rescheduling a planned observation if the teacher anticipates justifiable circumstances that would interfere with the observation of activities relevant to the job target. It is expected that the appraisal counselor would find it necessary

This blank is to be completed during the initial conference between the teacher and appraisal counselor.

Teacher's Name _____ Date _____

Appraisal Counselor's Name _____

Statement of Job Targets (Identified by SAI Role-Category) Mutually Agreed Upon by Teacher and Appraisal Counselor in Order of Priority

Statement of Specific Means to Be Emphasized in the Attainment of Each Job Target (Identified by SAI Role-Category)

Agreed Upon Dates for Interim and
End of Year Conferences _____

Agreed Upon Dates for Completion
of Job Targets _____

_____
Teacher's Signature

_____
Appraisal Counselor's Signature

FIGURE 7. JOB TARGETS FORM

Teacher's Name _____ Date _____

Appraisal Counselor's Name _____

Grade Level/Subject Area _____

_____

Job Target(s) for Which Observation is Being Made (Identify by SAI Role-Category)

1. _____   2. _____   3. _____   4. _____   5. _____

Appraisal Counselor's Detailed Observations (Identify by SAI Role-Category)

Teacher and Appraisal Counselor's Agreed Upon Conclusions Concerning Teacher's Progress Toward Job Target(s)
  (Identify by SAI Role-Category)

FIGURE 8. CLASSROOM OBSERVATION FORM

to spend a greater amount of time observing new teachers or those experiencing special difficulties in certain areas.

At this point, it should be recognized that not only does this system of appraisal require time and effort on the part of the teacher, but it also places demands on the time of those persons acting as appraisal counselors. Successful implementation of the appraisal system will require that school management provide the additional time and adjust, restructure, or redistribute administrative responsibilities among the existing staff.

End-of-Year Conference
With Appraisal Counselor

Near the end of the school year, the teacher and appraisal counselor should meet formally to discuss the teacher's attainment of the previously identified job targets. At this time, the two parties should conduct a dialogue and afterwards complete the Teacher Job Targets Progress Form (see Figure 9). This form provides an opportunity for each party to register a judgment as to the extent of progress or degree of job-target attainment in the teacher's performance. Additionally, any explanatory comments that may serve to assist the teacher's future professional effort can be made at this time.

The teacher should realize that his agreement to reach certain job targets at the beginning of the year has placed him in the position of assuming the responsibility of accounting for any departure from the established target dates. In exchange for his increased involvement in identifying and selecting areas in which he should improve, the teacher must accept the responsibility of accounting for the level of his progress.

Depending upon the degree of attainment of the teacher in reaching the goals set at the beginning of the year, tentative plans should be made for possible job targets to be worked on the following year.

It is anticipated that this cycle would, under normal circumstances, repeat itself every year with a diminishing need for the development of job targets and appraiser involvement due to the anticipated professional development of the teacher.

The question might be reasonably raised as to whether the Self-Appraisal Instrument might lose its intrinsic appeal particularly for the tenure teacher after several appraisal cycles. This is not likely to happen if the teachers are encouraged to develop critical teaching incidents out of their own practice to assist the appraiser counselor in familiarizing novice teachers with the Self-Appraisal Instrument, and to help provide leadership in in-service training programs.

This form is to be completed during the end-of-year conference between the teacher and the appraisal counselor.

Teacher's Name _____

Appraisal Counselor's Name _____

Job Target(s) Identified by SAI Role-Category	Teacher's Comments on Progress	Appraisal Counselor's Comments on Progress
1. _____		
2. _____		

FIGURE 9. TEACHER JOB-TARGETS PROGRESS FORM
(Continued)

3. _____

4. _____

5. _____

Teacher's Signature

Date

Appraisal Counselor's Signature

FIGURE 9. TEACHER JOB-TARGETS PROGRESS FORM

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APPENDIX A
THE SELF-APPRAISAL INSTRUMENT

FOREWORD

This instrument consists of 241 principles of effective teaching which are organized into twenty-one homogeneous categories under four teacher roles:

I. Instructional Leader

II. Social Leader

III. Promoter of Healthful Emotional Development

IV. Communicator With Parents and Colleagues.

Following the list of principles are illustrative examples or instructional details for all of the principles. THE TEACHER IS ENCOURAGED TO MAKE USE OF THIS INFORMATION IF HE FEELS A PRINCIPLE IS IN NEED OF FURTHER CLARIFICATION. The table of contents which is presented on the following pages will be of assistance in referring to the principles and respective illustrations.

Provided with this instrument is a complete set of forms for use by the teacher in administering and interpreting the results of using the instrument: (a) a response blank for each of the 21 categories, (b) a profile blank, and (c) an initial conference discussion sheet. These forms are presented as Appendix B.

The use of this instrument and its accompanying forms are completely described in the section of the Final Report entitled "The Self-Appraisal Instrument: A Manual for Its Use".

The teacher must remember that he ultimately carries the responsibility of effecting the results of the appraisal process in upgrading his performance. In order to accomplish this, a high order of objectivity on his part is required in the process of self-appraisal and, thus, in the use of this instrument.

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PRINCIPLES OF THE SELF-APPRAISAL INSTRUMENT

I

INSTRUCTIONAL LEADER

A

**The Teacher Understands and Applies Psychological
Readiness Principles
(See Page A-44 for illustrations of principles for Category A)**

Readiness for new learning is a state of mastery of simpler skills that permits a pupil to master more advanced skills. Readiness is a complex product of the interactions of physiological maturation, psychological abilities, prerequisite learning, and motivation. New experience presented too early or too late may be less effective and even damaging to pupil development.

A-1   The teacher ascertains each student's mastery of simpler tasks prerequisite to the task at hand.

A-2   The teacher recognizes that there are often wide variations in psychological-readiness levels within each pupil, and adiusts instructional techniques accordingly or provides experiences designed to raise low levels of readiness.

A-3   The teacher persists in his efforts to raise skill level in cases of individuals who have apparently reached plateaus, since some may be "late bloomers" capable of surpassing formerly superior students.

A-4   The teacher attempts in the remediation of defective skills a different approach than original skill teaching because there may be the need to extinguish ineffective habits and reduce emotional blocks built up through failure experiences.

A-5   The teacher gives the child enough practice with several materials that incorporate the same concept, words, or skill before he shifts to another concept, word, or skill that has inhibiting responses.

A-6   The teacher allows the child opportunity to thoroughly learn the task in one situation before presenting him with the same task in a totally new or exciting situation.

A-7   The teacher obtains knowledge of the child's past achievement, his intellectual ability, and the rate at which he might be expected to learn, and the teacher utilizes this knowledge in preparing for the classwork and assignments.

A-8   The teacher gives the child time to assimilate new stimuli or new information before the presentation of further stimuli.

A-9   The teacher uses objective evaluation as one technique of assessing a student's readiness to proceed to a new level.

A-10   The teacher uses standardized readiness tests skillfully, when the maturational level of a child is important, to help make educational decisions relative to placement.

I

INSTRUCTIONAL LEADER

B

**The Teacher Provides a Favorable Success-Failure Ratio
For Each Student**
(See Page A-47 for illustrations of principles for Category B)

Tasks that fall within the "range of challenge" for a pupil tend to facilitate motivation, feelings of competence, adjustment, and achievement.

B-1 The teacher provides classroom challenges within the range of ability of the pupils in the class.

B-2 The teacher demonstrates awareness that classroom challenges may make demands on social and motor-coordination skills as well as on academic skills.

B-3 The teacher uses the results of recent standardized tests as partial evidence of the student's ability to succeed.

B-4 The teacher uses past teacher assessments or past schoolwork as partial evidence of the student's ability to succeed.

B-5 The teacher uses current levels of eagerness to learn as partial evidence of the student's ability to succeed.

B-6 The teacher communicates realistic expectations of achievement for each child, realizing that the teacher's expectations have considerable impact on student behavior.

B-7 The teacher continually reassesses the level of difficulty of classroom challenges in view of the degree of success experienced by individual pupils.

B-8 The teacher remains alert for physical anomalies and sensory deficits that lower the ability to learn and that may be corrected by medical treatment.

B-9 The teacher takes into account that pupils who are grouped by level of ability in one skill may vary widely in other skills.

B-10 The teacher gives the student experience with a wide range of problems and problem-solving techniques to allow for more flexibility in the student's approach.

I

INSTRUCTIONAL LEADER

C

The Teacher Plans Skillfully for an Effective
Teaching-Learning Situation
(See Page A-50 for illustrations of principles for Category C)

C-1 The teacher endeavors to make his classroom a physical setting conducive to learning.

C-2 The teacher, whenever possible or appropriate, involves his students in formulating educational objectives and in planning instructional activities.

C-3 The teacher efficiently but with a high degree of flexibility plans learning experiences for his students.

C-4 The teacher steers away from, as much as possible, types of presentations that stifle the student's active involvement and that encourage student passivity.

C-5 The teacher seeks to enrich the learning environment of his students by selecting from available learning materials and experiences (audio-visual materials, community resources*, field trips, supplementary texts, mass media, etc.) in terms of his students' needs and practical considerations of time and situation.

C-6 The teacher utilizes current events and unexpected situations for their educative value when appropriate to his subject area and/or to the needs of his students.

C-7 The teacher endeavors to grow in his teaching skills and his grasp of his subject matter, and he is sensitive to contemporary developments in his field.

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*In this principle, "community resources" is intended to include those persons in the community whose experience or specialized knowledge would make them useful in a given learning activity.

I

INSTRUCTIONAL LEADER

D

The Teacher Individualizes Instruction Where Appropriate

Pupils may vary in readiness for new learning due to a number of factors. A good teacher makes routine provision for delayed and advanced readiness through effective assessment and through adjustment in the "range of challenge" presented to individual students.

D-1   The teacher uses recent "IQ" scores, achievement-test results, pupil-interest levels, etc., as possible predictors of unusual levels of readiness to learn.

D-2   The teacher reclassifies, when possible, advanced or retarded pupils as recent evidence indicates that a variation in the rate of intellectual growth has occurred.

D-3   The teacher individualizes instruction according to the learning style of each pupil.

D-4   The teacher gives individualized instruction through tutorial methods rather than group-instruction methods.

D-5   The teacher increases the depth of challenges for the pupils with advanced states of readiness in such a manner that pupil interest remains high but peer relationships are not damaged.

D-6   The teacher encourages the intellectual development of "disadvantaged" pupils by giving increased structure and consistency, much encouragement, much extrinsic satisfaction in association with achievement, and much content related to the pupil's everyday world.

D-7   The teacher keeps track of the learning progress of each student and a record of each child's progress in each skill.

D-8   The teacher adjusts the lengths of instructional periods and adapts instructional techniques according to individual variations in attention spans.

D-9   The teacher adjusts classroom activities to take into account behaviors characteristic of the various stages of child development.

I

INSTRUCTIONAL LEADER

E

**The Teacher Facilitates Student Motivation
Toward Academic and Social Achievement
(See Page A-55 for illustrations of principles for Category E)**

Teachers who help pupils want to learn new material, contribute to pupil growth in cognitive abilities and academic- and social-skill mastery.

E-1 The teacher helps pupils believe that achievement at a higher level is possible.

E-2 The teacher helps pupils believe that they should try harder to achieve.

E-3 The teacher helps pupils experience social and intellectual satisfaction in association with increased effort and achievement.

E-4 The teacher helps pupils keep a record of increasing achievement.

E-5 The teacher helps pupils engage in self-directed study outside the demands of the classroom.

E-6 The teacher helps pupils feel a part of the academic achieving group.

E-7 The teacher helps the student see that the subject matter and school achievement are relevant to his life outside the school.

E-8 The teacher avoids structuring the subject matter and classroom environment in such a way as to create aversive reactions.

E-9 The teacher motivates differentially according to differences that exist from child to child and in the same child from time to time.

E-10 The teacher approaches the constructively motivated student (high achievement motivation with low anxiety) with the realization that telling him to do his work is usually enough and that mild negative criticism may actually improve his work.

E-11 The teacher approaches the destructively motivated student (low achievement motivation with high anxiety) with the realization that he may require more supervision and does better with favorable comments.

I

INSTRUCTIONAL LEADER

F

The Teacher Facilitates Intellectual Development
(See Page A-58 for illustrations of principles for Category F)

Pupils' cognitive abilities mature faster when there is a deliberate attempt to (a) help the pupil perceive differences and arrive at generalizations, and (b) increase the pupil's ability to use words and deal with abstractions.

F-1   The teacher encourages mature, logical reasoning.

F-2   The teacher points out relevancy and provides organizational guidelines for pupils prior to learning new material.

F-3   The teacher encourages the growth of independence, self-confidence, active interests, persistence, intrinsic motivation, etc.

F-4   The teacher usually presents new learning that is related to previously mastered materials.

F-5   The teacher helps pupils learn to identify significant details of sights and sounds.

F-6   The teacher helps pupils learn to identify similarities and contrasts among sights and sounds.

F-7   The teacher expresses himself articulately and interestingly on those occasions when he must communicate objectives, present information, or provide demonstrations.

F-8   The teacher provides opportunities for natural growth in language ability by encouraging free discussion, conversation, oral reports, dramatic productions, etc., under conditions of warmth and acceptance.

F-9   The teacher provides opportunities for natural growth in language ability by employing effective language and thereby providing a model for pupil imitation.

F-10   The teacher teaches for concept development rather than for memorization of specifics in areas that lend themselves to this approach.

F-11   The teacher structures the learning situation in general so as to stimulate and feed curiosity and facilitate student self-discovery of concepts and generalizations.

F-12   The teacher utilizes the skill in directing learning and developing understanding through the use of questions that lead the student to the "discovery" of concepts and generalizations.

I

INSTRUCTIONAL LEADER

G

The Teacher Facilitates Motor-Skill Development
(See Page A-62 for illustrations of principles for Category G)

Speaking, writing, playing games, and interacting physically with peers are skill areas that may be facilitated by teacher instruction.

G-1   The teacher helps pupils grow in speech-articulation abilities.

G-2   The teacher helps pupils grow in the ability to walk, run, skip, dance, climb, throw, catch, etc.

G-3   The teacher helps pupils grow in the ability to manipulate objects with their hands and fingers.

G-4   The teacher gives training and provides opportunity for well-motivated practice at a leisurely pace.

G-5   The teacher refrains from setting excessively high achievement standards for motor-skill development in recognition of the maturational factor involved.

G-6   The teacher gives special support to pupils whose motor-skill development is blocked by disabling levels of anxiety.

G-7   The teacher provides appropriate pupil groupings for motor-skill practice to avoid the loss of social acceptability that usually accompanies demonstrated motor-skill inadequacy.

G-8   The teacher refrains from making predictions about pupil abilities in various motor skills on the basis of demonstrated ability in one or two skills.

G-9   The teacher refers motor-skill deficiencies to appropriate diagnostic and treatment specialists (school psychologist, speech therapist, school nurse, etc.) when deviations from normal standards occur.

I

INSTRUCTIONAL LEADER

H

The Teacher Uses Effective Reinforcement Techniques
(See Page A-64 for illustrations of principles for Category H)

Learning is more rapid and less apt to be lost if performance is accompanied or followed by reinforcement in general accordance with principles of effective reinforcement.

H-1 The teacher provides opportunities for pupils to experience intrinsic satisfaction from successful performance whenever possible.

H-2 The teacher gives extrinsic satisfactions intermittently upon completion of a successful performance to those pupils who do not appear to experience intrinsic rewards.

H-3 The teacher gradually withdraws extrinsic satisfactions whenever pupils show symptoms of increasing self-satisfaction upon completion of successful performances.

H-4 The teacher takes into account the relatively greater need of boys for opportunities to demonstrate competency.

H-5 The teacher takes into account that sincere affection functions as a reward for many girls and boys.

H-6 The teacher makes use of the growing reward power of peer approval as pupils grow older.

H-7 The teacher makes use of the growing reward power of approval by opposite-sex pupils in middle and late adolescence.

H-8 The teacher selects extrinsic satisfactions according to the unique needs of each individual pupil.

H-9 The teacher avoids the common teacher tendency to give more unearned rewards (higher grades, more approval) to girls than to boys, to the highest achievers and best-adjusted pupils, and to pupils from the middle and upper classes.

H-10 The teacher avoids the immature tendency to give negative reinforcement (reproof, blame) subjectively on the basis of personal frustration rather than on an objective understanding of the dynamics of the situation.

H-11 The teacher increases his effectiveness as a source of social rewards by being kind, natural, fair, physically attractive, and interesting.

H-12 The teacher attempts to make stimuli rewarding that are not presently reinforcing, but should be, through associating them with something that *is* rewarding.

H-13 The teacher keeps records that indicate and recognizes the child's underlying needs.

H-14 The teacher increases effectiveness of reinforcement by providing feedback of the correct response as soon as possible.

H-15 The teacher encourages the student to explore his environment as such exploration may be a reinforcing activity.

H-16 The teacher varies the reinforcement.

H-17 The teacher, when possible, chooses a reward that provides feedback of useful information.

H-18 The teacher sometimes uses reinforcement that rewards classwide behavior or a series of responses by individuals.

H-19 The teacher praises the child whenever possible instead of concentrating completely on his errors.

H-20 The teacher skillfully selects between applying negative reinforcement and ignoring the student in eliminating unwanted behavior.

H-21 The teacher attempts to rechannel unwanted behavior due to an individual's needs rather than eliminating it through negative reinforcement.

I

INSTRUCTIONAL LEADER

I

The Teacher States and Assesses Behavioral
Objectives Effectively and Efficiently
(See Page A-68 for illustrations of principles for Category I)

I-1 The teacher uses the appropriate guidelines required for the construction of a behaviorally stated objective.

I-2 The teacher selects verbs useful in constructing behaviorally stated objectives.

I-3 The teacher identifies the conditions or circumstances under which the learner is to perform in the construction of behaviorally stated objectives.

I-4 The teacher identifies the standards that tell how well the student must perform in the construction of behaviorally stated objectives.

I-5 The teacher departs from the guidelines used in constructing behaviorally stated objectives without affecting the clarity of instructional intent.

I-6 The teacher accurately constructs behavioral objectives in the cognitive, affective, and psycho-motor classes of behavior.

I-7 The teacher selects testing situations which influence the intellectual abilities, knowledge, and understanding that his students will eventually acquire.

I-8 The teacher identifies under what conditions the selection of a true-false test is appropriate in assessing the accomplishment of a certain class of behavioral objectives.

I-9 The teacher identifies under what conditions the selection of a multiple-choice test is appropriate in assessing the accomplishment of a certain class of behavioral objectives.

I-10 The teacher identifies the classes of behavioral objectives for which the types of tests mentioned above are clearly inappropriate.

I-11 The teacher accurately assesses the accomplishment of behavioral objectives through the selection of appropriate testing situations for his students.

I-12 For a given set of behaviorally stated objectives, the teacher technically constructs appropriate multiple-choice, true-false, and other similar types of tests.

I-13 The teacher utilizes skill in assembling tests of the type mentioned above with reference to item format, directions, guessing, etc.

I

INSTRUCTIONAL LEADER

J

The Teacher Accurately Interprets Obtained Scores on Tests
and Uses the Information to Improve the
Conditions of Learning

J-1   The teacher takes into account general characteristics affecting the testing situation, such as reading speed, vocabulary, comprehension "clerical" test-taking skills, the chance factor, and test anxiety.

J-2   The teacher takes into account temporary characteristics affecting the testing situation, such as: health, motivation and set, environmental testing conditions, fatigue, and memory lapse.

J-3   The teacher takes into account that early intelligence measures (pre-school or before age six) do not predict later intelligence measures well.

J-4   The teacher takes into account intra-individual differences in intellectual components when evaluating the performance of individual students.

J-5   The teacher constructs tests as learning experiences and involves students in evaluation of tests as learning activity.

J-6   The teacher uses test results to determine skills prerequisite to learning.

J-7   The teacher uses test results to reevaluate his instructional procedures.

J-8   The teacher uses tests at times for diagnostic purposes and as a means of review to assist the students toward the discovery of individual areas of weakness and strength.

J-9   The teacher employs alternatives to grading where possible (contracts, competency gates, etc.).

J-10   The teacher employs effective methods of transforming test scores into grades.

I

INSTRUCTIONAL LEADER

K

The Teacher Understands and Applies Other Principles of Learning
(See Page A-80 for illustrations of principles for Category K)

K-1 The teacher understands that transfer of training occurs whenever previous learning has an influence upon later learning.

K-2 The teacher teaches for the application of the principles underlying the content of his subject.

K-3 The teacher engages in specific teaching of the similarities between the content of one subject and another, one skill and another.

K-4 The teacher presents a stimulus numerous times, making minor variations rather than shifting abruptly from stimulus to stimulus.

K-5 The teacher guides the child early in the learning of a given set of skills so as to help him discover various modes of attacking and solving the problem in the future.

K-6 The teacher gives the student time to practice a skill or apply principles underlying subject content.

K-7 The teacher presents separately tasks that appear similar but require different responses.

K-8 The teacher takes into account that the retention the child shows depends to a considerable degree upon the type of evaluation the teacher uses.

K-9 The teacher takes into account that immediate retention does not mean that retention will occur over a long period of time.

K-10 The teacher provides periodic practice, realizing that the greater the time interval during which no practice takes place, the greater the amount of relearning required.

K-11 The teacher provides opportunity for integrating various parts of the learning experience.

K-12 The teacher furnishes learning experiences requiring action from a student, since these are more readily retained than those that are not action oriented.

K-13 The teacher seeks to discover and to utilize the appropriate group size for different learning situations.

K-14 The teacher provides opportunities for reinforcement through interaction of class members working in small groups from time to time.

K-15 The teacher takes steps to avoid the problem of children learning "wrong things" through imitative behavior.

K-16 The teacher avoids presenting too much new material at one time.

K-17 The teacher avoids the distracting practice of presenting material using one sensory mode while simultaneously attracting the pupils' attention through another mode with irrelevant behavior, realizing that information from only one source can be processed at one time.

K-18 The teacher avoids giving too many directions following the introduction of a given task.

K-19 The teacher obtains information concerning the child's performance and uses it as soon as possible to modify his performance.

II

SOCIAL LEADER

A

The Teacher Establishes a Democratic Classroom Atmosphere
(See Page A-85 for illustrations of principles for Category A)

The democratic classroom atmosphere as referred to here is defined as one containing elements of warmth and effective limit-keeping. Such an atmosphere has been shown to promote higher levels of creativity, peer interaction, motivation, sex-role identification, and moral behavior.

A-1 The teacher provides a level of acceptance in the classroom that allows pupils to feel socially worthy regardless of the nature of their skills or their degree of emotional adjustment.

A-2 The teacher reacts sympathetically to pupil problems.

A-3 The teacher refrains from becoming overly possessive and directive when helping pupils.

A-4 The teacher exercises skill in reducing pupil impulsivity in the classroom through such warning techniques as visual prompting, moving physically nearer, specific verbal warning, etc.

A-5 The teacher exercises skill in reducing pupil impulsivity in the room by such arousal-reducing techniques as comic relief, gripe sessions, reliance on routines, reducing the complexity of the situation, removal of tempting gadgets, reducing the level of crowding, reducing noise, heating and lighting levels, etc.

A-6 The teacher encourages conformity to reasonable classroom rules of behavior by involving pupils in the setting of clearly understood rules, by appealing to pupil desires for fairness, by explaining the negative consequences of rule-violating behavior, etc.

A-7 The teacher encourages conformity to reasonable classroom rules of behavior by confidently expecting cooperation and by avoidance of rougness, threat, and surprise techniques.

A-8 The teacher encourages conformity to reasonable classroom rules of behavior among group members by influencing the behavior of classroom leaders.

A-9 The teacher encourages conformity to reasonable classroom rules of behavior by making classroom activities interesting and varied.

A-10 The teacher encourages conformity to reasonable classroom rules of behavior by increasing the teacher's value as a source of social approval.

A-11 The teacher decreases classroom disturbance by separating friends, interspersing boys and girls, and adjusting teacher control.

A-12 The teacher prepares class members for a complex social event by carefully rehearsing the activities that will take place during the event, increasing the understanding of the purposes of the event, etc.

A-13 The teacher takes into account that students sometimes follow the common human tendency to misbehave out of a desire to increase their prestige with peers.

II

SOCIAL LEADER

B

The Teacher Guides Peer Interactions Effectively
(See Page A-89 for illustrations of principles for Category B)

Teachers who are knowledgeable about the principles of group dynamics can increase peer acceptance of isolates, guide peer groups into socially acceptable paths, and encourage individual development of social skills.

B-1   The teacher serves as a constructive influence on the nature and direction of peer relationships by establishing rapport with students.

B-2   The teacher attempts to determine whether a social isolate is not participating in peer activities because of inappropriate social behavior, high anxiety, low social sensitivity, or simply the confidence to be different.

B-3   The teacher attempts to increase social skills by giving opportunities for practice in a supervised setting.

B-4   The teacher attempts to increase childhood skills valued by peers in such areas as games, sports, hobbies, parties.

B-5   The teacher attempts to increase adolescent skills valued by peers and adults in such areas as heterosexual relationships, general etiquette, etc.

B-6   The teacher attempts to increase social sensitivity of all class members by assigning pertinent readings and holding discussions on group processes and the individual's relationship with the group.

B-7   The teacher encourages the development of social interests by providing wide exposure to different kinds of hobbies, books, resource persons, etc.

B-8   The teacher encourages social acceptance of minority-group pupils.

B-9   The teacher encourages childhood leaders to be more sensitive to group needs.

B-10   The teacher refrains from assuming that peer groups are led only by a few strong peers because leadership roles vary with the demands of the social situation.

B-11   The teacher refrains from assuming that pupils perform group roles solely on the basis of personal choice because often the group itself dictates the roles individuals must play.

B-12   The teacher refrains from assuming that a pupil who is a participant in a peer activity is automatically accepted socially by those peers.

B-13   The teacher refrains from assuming that peer acceptance is a stable quality — pupils may suffer shocks and experience a decrement in social skills, while group values determining social acceptance change with age.

B-14   The teacher refrains from assuming that peer groupings are stable regardless of the social setting because groupings may be formed differently according to the setting of the group activity.

B-15   The teacher takes into account that a peer grouping may have social or antisocial values, depending on the degree of hostility felt by group members toward the larger social context.

B-16   The teacher reduces problems with peer groups by decreasing the possible social hostilities of members toward those outside the peer group.

B-17   The teacher takes into account that peer groups tend to be formed at an earlier age in s'ums than in suburbs and that these groups will assume a greater influence on a student's behavior.

B-18   The teacher demonstrates awareness that there are differences in attitudes between boys and girls toward the opposite sex and that these differences change with age.

II

SOCIAL LEADER

C

The Teacher Adjusts Social Interaction Activities
to Group Norms
(See Page A-95 for illustrations of principles for Category C)

Since social readiness is determined by physiological maturation and various kinds of social experiences, the teacher must be aware of the general level of motivation and skill in peer interaction of the pupils in his classroom and be able to promote those activities within the "range of challenge" of the group.

C-1 The teacher takes into account that the student's ability to perceive intentions and motivations of others, to perform social roles, and to control aggressive impulses develops gradually throughout the school years.

C-2 The teacher takes into account that adolescents must show more initiative in order to achieve peer acceptance than they did as children.

C-3 The teacher takes into account that pupil judgments of moral values develop gradually, from dependence on authority and punishment in early elementary school, through dependence on social approval in early and middle adolescence, to increased dependence on self-accepted moral principle in late adolescence and adulthood.

II

SOCIAL LEADER

D

The Teacher Adapts Classroom Activities to
the Pupil Who is Atypical in Terms of Social Skills
(See Page A-96 for illustrations of principles for Category D)

A good teacher makes routine provision for immature and advanced pupils by adjusting social demands toward their "range of challenge".

D-1 The teacher gives support to pupils experiencing social stress due to late or early physical maturation.

D-2 The teacher makes a special effort to discover isolates and to increase their social acceptability with classmates.

D-3 The teacher protects peer leaders from excessive demands on time and energy by the class (and teacher).

D-4 The teacher protects members of racial and religious minorities from self-devaluing social experiences in peer activities.

D-5 The teacher takes into account that delinquency prevention is most effective in the elementary school years.

D-6 The teacher attempts to help destructively aggressive pupils by reducing high levels of frustration, conflict, and threat.

D-7 The teacher attempts to help destructively aggressive pupils by providing liked, respected, powerful, constructively aggressive models for imitation and by providing satisfactions for their emulation of such models.

D-8 The teacher attempts to help destructively aggressive pupils by providing firm, consistent enforcement of reasonable limits to behavior.

II

SOCIAL LEADER

E

The Teacher Facilitates Development of Moral Character and Moral Behavior
(See Page A-99 for illustrations of principles for Category E)

Teachers who help pupils develop favorable attitudes toward moral and social values, who encourage growth in the understanding of values, and who provide practice in moral behavior, contribute `*~` *the ability of the pupil to guide his own behavior in a mature manner.*

E-1 The teacher takes into account that a pupil's moral character is largely determined by t.. degree of anxiety he attaches to transgressions and by the depth of his understanding of the moral values involved.

E-2 The teacher takes into account that normal behavior in a given situation is dependent upon moral character and also upon the degree of temptation involved in the situation.

E-3 The teacher takes into account that moral character and moral behavior are learned in part by the student's identification with an imitation of admired, respected models.

E-4 The teacher takes into account that moral character and moral behavior are learned in part by experiencing repeated satisfaction from the possession and the expression of moral values.

E-5 The teacher refrains from the generally useless practice of direct moralistic teaching.

E-6 The teacher engages in indirect moralistic instruction through dramatics, role playing, stories, art, music, etc.

E-7 The teacher stimulates direct experience in the application of moral values in the school and on the playground, supplemented by discussion of the experience.

III

PROMOTER OF HEALTHFUL EMOTIONAL DEVELOPMENT

A

The Teacher Recognizes Symptoms of Poor Adjustment
(See Page A-101 for illustrations of principles for Category A)

Depending upon the adaptive habits of individual pupils, the teacher should be able to recognize subtle symptoms of high emotional tension as well as withdrawal and aggressive responses pupils resort to in an effort to reduce uncomfortable levels of emotional tension.

A-1 The teacher takes into account that as pupils grow older, habitual methods of coping with the demands made upon them become relatively stable.

A-2 The teacher takes into account that thumb sucking, fingernail biting, tics, hyperactivity, overreacting, etc., function as tension-reduction behaviors and are symptomatic of high anxiety.

A-3 The teacher takes into account that low self-esteem and inappropriate levels of aspiration are symptomatic of high anxiety.

A-4 The teacher takes into account that ulcers, asthma, headaches, diarrhea, constipation, enuresis, rashes, fatigue, sensory disfunctions, obesity, etc., are often symptomatic of high anxiety.

A-5 The teacher takes into account that hostility and aggressive behavior often involve high anxiety.

A-6 The teacher takes into account that apathy and chronic withdrawal behavior are often symptomatic of high anxiety.

A-7 The teacher takes into account that confusion, excessive denial of reality, and excessive blaming of others are symptomatic of high anxiety.

A-8 The teacher takes into account that social-interaction anxiety in the form of avoidance of social situations, inhibition of behavior in the presence of others, and anticipation of rejection is not stable from childhood to adolescence.

A-9 The teacher takes into account that our culture encourages girls to express their emotions freely, while discouraging boys from exhibiting detectable expression of their feelings.

III

PROMOTER OF HEALTHFUL EMOTIONAL DEVELOPMENT

B

The Teacher Reduces Disabling Levels of Anxiety
(See Page A-104 for illustrations of principles for Category B)

Teachers should be aware of techniques useful in reducing anxiety and be able to skillfully apply the most appropriate techniques in the classroom situation.

B-1 The teacher absolutely avoids the use of psychotherapy techniques requiring a great deal of sophisticated training for safe, effective practice.

B-2 The teacher gives extra emotional support to those pupils who are experiencing high-stress feelings due to a situational crisis such as loss of a parent, a personal illness, a new school move, delayed or advanced physical maturation, etc.

B-3 The teacher takes into account that anxieties may often not be under the control of the pupil's reasoning process.

B-4 The teacher provides opportunities for self-expression of anxieties through dramatics, art forms, writing, plays, etc.

B-5 The teacher creates a classroom atmosphere of warmth and acceptance, in which anxieties can be generally reduced.

B-6 The teacher reduces the difficulty of academic challenge until the anxious child can experience a degree of success after effort.

B-7 The teacher reduces the degree of social isolation of anxious children by improving peer-group interactions.

B-8 The teacher reduces accentuated self-perceptions of "being different" for pupils with physical anomalies.

B-9 The teacher reduces school phobia in young pupils by giving assurance that the parent will always be home after school, that bathroom privileges are always available in an emergency, that protection from bullies is always present, and that the daily routine will be followed, with a minimum of surprises, etc.

B-10 The teacher reduces school phobia (often pathological) in older children by making immediate referral to professional specialists.

B-11 The teacher avoids grading entirely on the basis of achievement in relation to the achievement of others in the classroom.

B-12 The teacher lessens adjustive demands on the anxious pupil in the classroom by clarifying ambiguous experiences, increasing routines, increasing pupil freedom to approach or withdraw from threatening situations, etc.

B-13 The teacher avoids making public comparisons between children.

III

PROMOTER OF HEALTHFUL EMOTIONAL DEVELOPMENT

C

The Teacher Strengthens Weak Skill Areas as an
Aid to Adjustment
(See Page A-107 for illustrations of principles for Category C)

Pupils often exhibit high anxiety because of a lack of ability to adapt to the demands of their situation. Teachers should attempt to engage in academic and social skill remediation with these pupils.

C-1   The teacher takes into account that pupils are often anxious because of a chronic lack of ability to adapt to normal demands and because of a lack of ability to achieve normal satisfactions through their own efforts.

C-2   The teacher encourages independent pupil behavior, provides acceptance for the pupil in spite of mistakes and failures, and gives guidance appropriate to meeting the demands of the task.

C-3   The teacher helps pupils master the "development tasks" of their age — even if such tasks are not directly related to academic achievement.

C-4   The teacher takes into account that "development tasks" in childhood are characterized by skill mastery, while in adolescence they revolve around the determination of such questions as "Who am I?" and "What can I be?" as well as skill mastery.

C-5   The teacher treats aggressiveness (which can lead to skill learning) as a more positive pupil quality than withdrawal (which leads to inadequacy).

C-6   The teacher discourages misbehavior that is driven by attention and power motives.

C-7   The teacher helps pupils who have just transferred from another school to adjust to their new school situation.

C-8   The teacher refrains from restricting a pupil's leadership to a single role when he may need to develop a wider range of skills.

C-9   The teacher takes into account that frustration tolerance is a skill built up from previous success experiences, and not learned as a result of much experience with frustration.

C-10 The teacher gives specific training in behavior appropriate to difficult social situations prior to giving experiences in the social situation.

III

PROMOTER OF HEALTHFUL EMOTIONAL DEVELOPMENT

D

The Teacher Uses Effective Case-Study Methods and
Employs Necessary Referral Techniques
(See Page A-109 for illustrations of principles for Category D)

In order to provide the most supportive situation for an anxious pupil, the teacher must be able to gather and analyze background information bearing on the emotional disorder, and develop tentative plans for the amelioration of the problem.

D-1 The teacher takes into account the need for careful analysis of a pupil's situation when the usual trial-and-error approaches to reducing pupil anxiety have not been effective.

D-2 The teacher asks for help of parents and school specialists when beginning an analysis of a pupil's situation.

D-3 The teacher takes into account that deficiencies in the pupil's situation may be numerous and that the pupil's problem may be caused by many of these deficiencies acting at once rather than by a single deficiency.

D-4 The teacher actively seeks information that may have a bearing on the pupil's problem.

D-5 The teacher accepts the fact that a case study is never entirely accurate but is usually more _cura._ than trial-and-error procedures alone.

D-6 The teacher concludes the case study with a listing of tentative plans for reducing the student's anxiety.

D-7 The teacher refers the case (in the manner prescribed by a Board of Education policy) to outside sources for diagnosis and treatment (reading material, private practitioners, community clinics, religious leaders, friends and relatives, etc.) when indicated.

IV

COMMUNICATOR WITH PARENTS AND COLLEAGUES

A

The Teacher Communicates Information and Suggestions to
Parents and Colleagues About the Intellectual,
Social, and Emotional Development of His Students
(See Page A-111 for illustrations of principles for Category A)

Teachers should be aware of the effect of parental behavior and attitudes on children and should be able to interpret progress of students to parents or colleagues in a positive fashion and make suggestions for enhancing or remediating intellectual, social and emotional development.

A-1 The teacher takes into account that parents are given the prime responsibility for educating their child and that the teacher is acting as agent for the parents.

A-2 The teacher takes into account that parental patterns of supervision lead to different patterns of mental ability in children.

A-3 The teacher, when communicating with parents, avoids pedagese and strives to be tactful but honest. personal, etc.

A-4 The teacher, when holding parent conferences, refrains from being an authority figure, and is agreeable whenever possible, patient, enthusiastic, acceptant, etc.

A-5 The teacher plans carefully for parent conferences by providing a neutral setting, suggestions for new practices, and positive comments about pupils.

A-6 The teacher avoids pitfalls in the interpretation of standardized and teacher-made tests when conferring with parents.

A-7 The teacher works with colleagues in developing classroom programs reflecting the overall objectives of education and his school.

A-8 The teacher works with colleagues in developing programs of evaluation that facilitate his instructional program.

A-9 The teacher works with colleagues in developing curricula that will be consistent with the needs of his students.

A-10 The teacher helps parents to understand certain behavior, conflicts, etc., as typical of a given developmental stage in order to facilitate more positive relationships in the home situation.

A-11 The teacher confers with parents in order to gain additional information and to find ways to alleviate or remedy a student's difficulties or problems.

A-12 The teacher passes along to his colleagues information relative to an individual student's problems and needs.

A-13 The teacher recognizes symptoms of parental insensitivity, inconsistency, overprotection, domination, etc., and makes appropriate suggestions for reduction of these harmful practices and attitudes.

A-14 The teacher takes into account that pupil hostility toward teachers may be hostility transferred from anger towards parents and thus not relative to the school situation at all.

A-15 The teacher counsels with parents regarding the lessening of adjustive demands at home.

STOP! This is the end of the Self-Appraisal Instrument Principles.

ILLUSTRATIONS OF THE SELF-APPRAISAL
INSTRUMENT PRINCIPLES

I

INSTRUCTIONAL LEADER

A

The Teacher Understands and Applies Psychological
Readiness Principles

Readiness for new learning is a state of mastery of simpler skills that permits a pupil to master more advanced skills. Readiness is a complex product of the interaction of physiological maturation, psychological abilities, prerequisite learning, and motivation. New experience presented too early or too late may be less effective and even damaging to pupil development.

A-1 In a twelfth-grade college-preparatory English class, the teacher introduced a literary critic's theory that the novels of Thomas Hardy may be likened to medieval ballads, particularly in tneir static characters, mysterious (or fated) happenings, and overpowering settings. In the ensuing discussion of *The Return of the Native*, the teacher did not mention these specific similarities, but hoped that the students might recall the elements of the popular ballad sufficiently well to be able to point tc likenesses themselves.

Unfortunately, the discussion revealed that the students were able to approach the problem only in a very superficial fashion. As a result, the class found it easier to detect points of obvious contrast — as in the length of the novel, as opposed to the relative shortness of the ballad. The teacher saw at once that she had mistakenly neglected to provide a review of the elements regularly found in popular ballads.

A-2 In order that the twelfth-grade students in college-bound sections might be more effectively guided in an outside reading program, the English teacher organized (through classroom elections) a six-person panel to present before each class the criteria for an effective oral report on an outside reading and to illustrate each criterion by pointing to elements in each of the two books read by the panel. The teacher remained "on the sideline", feeling that the panel presentations should be largely student directed (and even evaluated by the non-participating students) and that greater student interest would result.

The ensuing panel reports were inferior and revealed a lack of organization and depth. The teacher recognized that she should have spent some time assisting the panel members in their planning, explaining points to be stressed, etc. She had assumed levels of readiness which they did not possess.

A-3   A new student entered a tenth-grade English class and revealed not only very great difficulties in written composition assignments, but also a marked inarticulateness in speech and a seemingly lethargic manner. For several weeks her performance was near the failure level in spite of some flashes of insight and perception apparent in her work.

The teacher eventually examined the student's cumulative folder and was surprised to discover that the girl's IQ and achievement test scores were well above average. At this point the teacher began to develop a "personalized push" program — to individualize instruction for this student, to be more explicit in correcting errors and in showing how rewriting could improve the pupil's themes.

The result of this "customized" program led to increased interest and notable improvement in the student's work.

A-4   After unsuccessful results in employing stronger junior-high students as tutorial assistants to other pupils on problems of ratio, proportion, and percent, the teacher saw that low reading ability appeared to be the low-performing students' principal handicap.

The teacher provided additional time for the work, placed greater emphasis upon verbalized problems, and had the class discuss these — for meaning and for possible approaches or solutions. Students then worked the problems and checked their answers for correctness.

After a week's time, students were retested and showed marked improvement in reading problems and applying appropriate mathematical concepts and operations.

A-5   Dissatisfied with "cookbook" chemistry — teacher lecture or demonstration followed by students merely verifying what they have been taught — the teacher felt that a new approach might do more to stimulate student imagination and provide a more authenic experience in scientific methods.

In a unit on acids, bases, and salts, the teacher carefully avoided the use of these terms and furnished ten unidentified solutions (A-J) for the students to test and to classify according to similar properties. Once students had correctly classified the three groups, the teacher provided the formula for each compound and asked the students to write definitions or descriptions for each of the three groups. When the students had written adequate definitions, the teacher gave them four more compounds (with the formulas) and asked students to predict the properties of these solutions. Afterwards, four more compounds were provided — selected in such a way as to lead to the students' finding it necessary to modify their definitions. Only then were the terms *acids, bases,* and *salts* introduced by the teacher. Later investigation led to the pupils' development of definition for *neutralization, hydrolysis,* etc.

The teacher found that this "inquiry" approach created much greater pupil interest and involvement, more effective learning, and greater ability to apply learning to subsequent investigation in the laboratory.

A-6   A fifth-grade class working with a unit on undomesticated animals was assigned individual reports requiring very rudimentary research procedures. Each child was to select a favorite animal subject, to find and read books about that animal, and to report what he had learned to the class. Unfortunately, many students turned to books which were too difficult for them and ended by merely copying the information and stumbling over difficult words before the class. Class interest was lacking.

In a subsequent unit on birds, the teacher searched the library for books of any appropriate reading level — books that might answer questions raised by the students themselves. After bringing a considerable number of such books to the classroom, the teacher provided the students with supervised or guided experience in research. Pupils read materials in class on their favorite species and recorded details that they felt would be interesting to their classmates. As each child finished his search for information, he was allowed to make a report to the class. The teacher found that this approach to research not only led to increased interest but enabled the student to do more effective research independently and outside the classroom.

A-7   The teacher of an English class observed that, whenever he introduced a unit theme in literature, the class appeared to have difficulty in relating to the theme and reflected very little interest. The teacher felt, therefore, that such themes must be somehow "personalized" and began to seek out the individual interests and special skills of class members.

With a new unit called "Endless Frontiers", the teacher asked the students to express the theme "in their own individual ways", using whatever medium they wished — music, science, photography, writing, art, etc. The students were given a few days to prepare their presentations and were scheduled to make these before the class. The teacher's awareness of individual students enabled him to provide suggestions to the less talented children.

The result was entirely successful. The students were highly involved, each being able to "do his thing". Some students brought in records, original drawings, scrapbooks, short stories, or artifacts. Some formed panels for discussing the theme. Others made oral reports. Every student found an opportunity for some success, and the subsequent readings on the theme were much more meaningful.

A-8   A third-grade teacher noted that, while most of her students had demonstrated satisfactory progress and had mastered the reading, six or seven of the children continued to show much difficulty in word recognition and were clearly not ready to move into a new reader.

Seeing an obvious need to individualize instruction, the teacher organized reading groups and obtained supplementary readers to accommodate the needs or readiness level of each of several groups. This was done without labeling or otherwise identifying "fast groups" and the "slow" group. Next, the teacher provided additional assistance to the half dozen students in order to raise their individual word-skill levels.

After several weeks the entire class, including the "slow group", was ready to turn to the next reader to be employed on a class-wide basis.

A-9   In an eighth-grade mathematics class, the teacher set up an eight-day unit on graphing in a programmed-learning situation. The students were expected to learn certain principles of graphing without any lecture or demonstration by the teacher.

Each day, at the beginning of the period, the teacher administered an 8-15 question quiz over an assigned number of pages covered by that date. The questions were kept simple and clear, and they were designed not merely to motivate the students but to evaluate their progress. The teacher graded these papers and explained the errors individually to the students who missed particular items. Next the teacher showed each student the places in the programmed text where specific points were explained. Only then did the teacher proceed to the next lesson.

Not only were students more highly motivated, but they grew in their ability to summarize several of the most important points in each lesson.

A-10   A ninth-grade English teacher was asked by her principal and by the guidance counselor to recommend the names of those students who were either especially strong or markedly weak in linguistic and reading skills and who should be scheduled into remedial or advanced sophomore groups.

The teacher turned, of course, to the cumulative folders of her students and, using Iowa Reading Test results, verbal scores on California Achievement Tests, and outcomes on the Ohio Survey Test Sections relating to reading and language skills, but carefully recognizing the limitations of standardized tests, the teacher made recommendations for placement. In doing so, she found it necessary to take into consideration the individual classroom performance of students and their apparent progress since the tests were administered.

I

INSTRUCTIONAL LEADER

B

The Teacher Provides a Favorable Success-Failure Ratio for Each Student

Tasks that fall within the "range of challenge" for a pupil tend to facilitate motivation, feelings of competence, adjustment, and achievement.

B-1   Unit tests given to a beginning Latin class were not satisfactorily measuring and motivating many of the students. The teacher therefore prepared a series of tests called A, B, and C, constructed to present different levels of difficulty and to permit success for students performing at each level. The C test represented the minimum skills required in the course. A student who had passed this test would be permitted to take the B test at his option. Upon passing the B test, he could elect to take the A test, which was designed to accommodate top performers.

Lazy students became more highly motivated, and slower students began dropping in early or staying later for special help or additional drill. The students became very enthusiastic over this test series.

B-2   Recognizing the principles of bilaterality, alternating laterality, and integrated laterality as representing stages in the child's development of motor-coordinated skills, the kindergarten teacher utilized such tests or games as "Angel in the Snow", "Jumping Jack", and hopping and skipping. Once the teacher had determined or confirmed the motor-coordination skills involved, she was able to develop a year-long physical education program to assist individual children. The teacher's observations of individual students were recorded and given later application in certain of the academic tasks which would make demands upon motor-coordination skills.

B-3   A seventh-grade English teacher found that the literature textbook normally employed in her classroom was far too difficult for some of her students and provided insufficient challenge for others. She examined the results of their performance on a recently administered standardized test — The California Reading Test, Form W — and decided that a new approach to literature was essential.

One of the paperback book clubs offered a wide range of subject matter and reading levels, and the teacher divided her highly heterogeneous class into five groups, each of which was asked to select a book from a short list of novels appropriate to their reading level. (These lists were made up by the teacher, but without mention of the criteria she used.) Each student purchased a copy of his group's selection.

Interest was high, and it took no more than a week for the students to finish their books. Then each group held discussions with a group secretary to record the main points discussed. Next each group made a report to the rest of the class, some of these in the form of debates or panels. Finally, each student was required to write a critical essay on the book he had read. The teacher was delighted at the total success of the program.

B-4   A boy entered the first grade without having experienced any kindergarten or necessary school routine or training. His language, social habits, and readiness skills needed attention before he could experience success with the first-grade program.

The teacher determined to try to offset the child's lack of earlier training by an intensified home-and-school program of special help designed to improve or increase the child's readiness. The parents were counseled and proved to be very cooperative, and the language-development teacher's assistance was also sought and obtained. To improve the child's social development, the teacher seated him among a group of very outgoing youngsters, who were encouraged to include the boy in their games and other activities.

Not only did the boy show progress during the initial probationary period of six weeks, but he succeeded sufficiently to be promoted to the second grade at the end of the year.

B-5   A kindergarten teacher was approached by several children who wanted to learn to write their names. Others in the class were also trying unsuccessfully to do so.

Taking this cue, the teacher fashioned a box out of a milk carton and contact paper, and when the children arrived on the following day they found 2 in. x 5 in. cards on the chart stand, each with a name printed on it. Each child was asked to select his name and (when he had done so) to put it in the box on the table. Thereafter, whenever a child had drawn a picture or produced any other work, he was to use the card to copy his name.

In just a few weeks every child in the class could write his name without referring to the card.

B-6   In a Home Economics II class, the teacher had a limited amount of time for an instructional unit in sewing because of an impending change in room assignment. It was therefore necessary that the girls in this class use their time with the utmost possible efficiency.

The teacher gave the students an individual choice from among several patterns for blouses or shirtwaist dresses, but endeavored to guide them somewhat toward patterns suited to their individual abilities and past sewing experiences. The teacher very clearly stated what was expected of each student in terms of specific tasks: each girl must put on shirt collars, set-in sleeves, put on cuffs, etc., as her pattern required; and she must complete her work within four weeks (20 days). The teacher especially stressed the need for each girl to use her time well and expressed confidence that the girls could meet the deadline.

The girls completed their blouses and dresses in 17 days, and both the teacher and the students were pleased with what had been accomplished.

B-7   Work involving the application of map skills had proved for some time to be an unpleasant chore in one teacher's world history classes. Year after year a pretest designed by the teacher had shown a definite need among the students for a referesher unit in map skills so that they might regain the level of mastery required in their eighth-grade classes (two years earlier).

The teacher used those students who passed the pretest to assist him in developing a proficiency test for their classmates. The proficiency test was divided into five parts, and any student could take any part of the test when he wished to do so. No time limits were established, and there was no limit on the number of attempts the student could make. The proficiency test became a common "hurdle" or basic requirement of the course, even though students were not given conventional grades on the basis of the test.

Students enjoyed the opportunity to help one another, and the work on map skills found students working out of the joy of learning.

B-8   A boy in the first grade who had scored high on reading readiness and who possessed a wealth of information appeared to have great difficulty in recognizing words and reproducing chalkboard characters on his paper. Reversals were frequent.

The teacher was aware of the child's medical history — the removal of a spinal growth and the recently discarded leg braces. The child was observed closely, moved to a seat nearer the blackboard, and given an eye examination which gave no indication of sight difficulty. To strengthen the boy's coordination, he was given daily exercise on a walking board and opportunities to work with clay and puzzles. The teacher employed such techniques as having the boy trace letters of sandpaper with his fingers.

While the boy's coordination may have been improved, these procedures produced no progress in reading or writing. When other students were reading or writing independently, the boy became loud, aggressive, and reluctant to do his work. Under pressure the reversals became more frequent. Eventually, the mother and teacher decided together that the boy should be examined by an eye specialist. Only then was the real problem discovered: the child's eyes were working in opposite directions.

B-9   When the teacher of a sixth-grade class divided her students into two groups in an effort to gear instruction to the special needs of low achievers and top performers, she discovered that several problems resulted: (1) a social barrier between the groups, (2) individual strengths and weaknesses which did not conform with the level of reading skills (the main criterion for her grouping), and (3) other attitudinal problems affecting students in both groups.

The teacher eventually conducted a discussion in which she strove to help the students assess themselves and their classmates more closely and accurately. Later she asked for their suggestions as to how the class might work together more effectively. Students suggested that they be permitted to work in "learning pairs" and that the group be used for reading only.

The students began to develop closer interrelationships, friendships crossed achievement lines, some of the slower readers began to demonstrate superiority in other skill areas, etc. Overall achievement improved in students from both the original groups.

B-10   A teacher of twelfth-grade English discovered that many of his students, conditioned by artificial, out-of-context sentences found in textbook exercises, had begun to suppose that in any given writing problem or situation there is only one correct solution or remedy.

After reviewing a number of principles of rhetoric — the strategic use of the series, introductory phrases and clauses, metaphors, concrete verbs and nouns, etc. — the teacher began to guide his students toward examining, analyzing, and even rewriting whole paragraphs (from Hemingway, Steinbeck, Faulkner, etc.) to provide different emphasis and to appeal to different reading tastes or levels of reading.

Working with sentences in context made the students more aware that a variety of techniques may be used to reduce or increase the intensity of style, to improve written expression in a number of ways, and to direct one's writing to a specific audience. Matters such as clear pronoun reference became much more comprehensible when studied in "real" writing.

I

INSTRUCTIONAL LEADER

C

The Teacher Plans Skillfully for an Effective
Teaching-Learning Situation
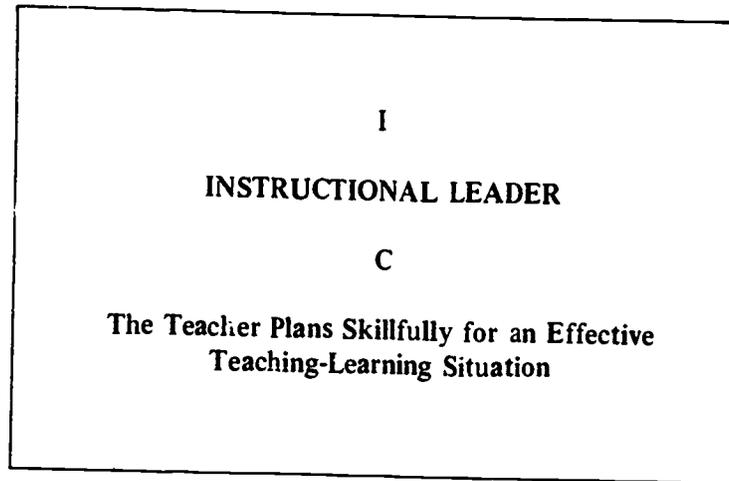
C-1   After determining that first-grade students should experience some freedom in choosing activities which are relevant and therefore interesting and meaningful, the teacher decided to develop "interest areas" in her classroom.

In making the classroom a setting conducive to learning, the teacher took into account not merely the introduction of new elements into the room but also innovative uses for the facilities already available: (1) chalkboards became "the children's domain" for individual work, (2) flannel boards and magnetic boards were used to provide models for shapes, letter, and numerals, (3) a science table with a magnifying glass was used freely by children to examine such things as a toad, a turtle, a tadpole, a fossil, seedlings, molds, and various objects which the pupils might bring to class, (4) an easel was set up so that two or more children might be engaged in painting, (5) books of all kinds were available in three different areas in the room, (6) educational games were available to the students, (7) a supply of dittoed forms for children to use in writing their own "books" was provided, etc. During one period (20-45 minutes) every day, the children were permitted to choose an activity or to work in one of the interest areas.

The teacher reported very successful results — with significant carry-over to the regular instructional activities.

C-2   In an eleventh-grade French class composed largely of "average" students, the teacher saw much apathy and even some passive resistance to the activities she had been planning and conducting. When she announced that the class would begin work with sixteenth-century literature, the hostility or lack of interest seemed even more apparent.

The teacher decided to ask the class for suggestions on how their study of literature could be made more interesting. She first gave them a mimeographed outline of the historical events, principal authors, and major writings of the period. Then she asked each student to write five sentences in which they were to state what must be known in order for the class to understand the importance of this period of literature. The next day the class compiled a master list of these "to know's" and, after much discussion, condensed the list to seven major objectives. Finally, the teacher asked the class to suggest possible activities or techniques through which they could accomplish these objectives, and the teacher incorporated these suggestions into the unit.

Student interest and performance showed marked improvement as a result.

C-3   A teacher of eighth-grade science classes (involving ability grouping) noted that work on a space unit would require departure from the badly dated textbook used for the course. The teacher was especially concerned with the need to set up more realistic objectives for each of the three "tracks" involved, and he decided to try a radically different approach in planning the unit.

The teacher set up objectives for each group and designed experiences and activities to assist each group toward accomplishing its objectives so far as the group's average ability level would permit. To provide greater individualization within this framework, the teacher allowed each student to work at his own pace until the majority in each class had been involved in a variety of learning experiences.

After two weeks, small-group discussions revealed that more individual progress had been made than in the earlier units (with conventional lecture-drill-experiment method). Student reports and notebooks also confirmed this progress.

C-4   As a self-evaluation measure, a questionnaire was developed and utilized by a ninth-grade science teacher, and student responses indicated that more than half the class liked science least among their subjects.

Taking this reaction as a cue, the teacher arranged to have the next several days' lessons or activities taped. The tapes revealed unmistakably that the teacher was dominating the classroom to such an extent that any possible student initiative or creative thinking was being stifled. This new awareness led the teacher to revamp his instructional approach or method in several ways. For example, he began to provide more and more opportunity for students (individually or in small groups) to present or demonstrate experiments before the class and to provide oral reports on matters of class-wide concern or of special interest to his young scientists. To stimulate discussion, the teacher began to ask more "open-ended" questions.

New enthusiasm and greater progress resulted from increased student involvement.

C-5   A special teacher was assigned to work with students involved in the school's "wage-earning program". For the most part, these students had jobs as child-care aides. It was important, therefore, that these pupils have some understanding of physical, mental, and emotional development of children in order to partially understand behavioral patterns. Though the textbook used by this class treated child-development principles, it did not provide more than a superficial treatment of such matters.

After a discussion on IQ measurements and the influence of environment and culture on IQ scores and after underscoring the worth of human beings in spite of their scoring low on such tests -- this was important because some of the students might readily guess that they, too, were low scorers -- the teacher arranged for a field trip to a school for the mentally retarded. The students were instructed as to what they could expect to find, the accomplishments that they should look for, the self-identification image of the children to be observed, and how the school worked to build that image.

The students proved to be remarkably perceptive on the trip and indicated much enthusiasm over the unit on child development, some of them later doing term papers on the subject for their English classes.

C-6   A very heavy rainstorm in the Fostoria, Ohio, section produced considerable flooding and caused the students to become vitally interested in the Portage Creek, which overflowed its banks through the City Park, adjacent to an elementary school. The class had previously discussed the drainage system into Lake Erie, but students had shown little interest compared to their excitement over the local flood.

The teacher decided to capitalize upon the new interest and on the chalkboard drew a large map of Ohio showing the state's principal rivers. The students copied this map, and then added with the teacher's assistance the smaller rivers in the Fostoria area, as well as some of the other cities in that part of the state.

The students were sufficiently interested to develop a much clearer understanding of where the water they could see outside the school's front door was going. Using this success as an indication of how relevancy pays dividends, the teacher began to look for other "teachable moments" that she could exploit.

C-7   A teacher of history in a junior high school recognized that the customary or traditional emphasis upon factual detail and rote memorization of names, dates, events, etc., was doing nothing to stimulate student interest and initiative in her classroom.

In the midst of a unit on the American War for Independence she decided to allow her students to enact a play about Nathan Hale and then to ask them to examine the play for historical accuracy by checking details in the play with books or reference works in the library. The students reacted so enthusiastically that the teacher began to search for other plays that might be so used. It was then that she encountered some articles on "role playing" and simulated situations in the history classroom. This led to her assigning students to do some research and to endeavor to create other historical persons or situations before the class. Eventually students were assuming roles for debating contemporary issues. History became a much more vital subject for her students.

I

INSTRUCTIONAL LEADER

D

The Teacher Individualizes Instruction Where Appropriate

Pupils may vary in readiness for new learning due to a number of factors. A good teacher makes routine provision for delayed and advanced readiness through effective assessment and through adjustment in the "range of challenge" presented to individual students.

D-1   Special-education students enrolled in driver training (in spite of their interest) were frequently unable to read the textbook material or to understand some of the class discussions. Some special-education pupils who were not in the classes took the role of backseat drivers, but those actually enrolled, though they were highly motivated, needed to have materials adapted or modified so that they could grasp the instruction

The teacher took the following course: (1) reworked the Driver's Manual with the students' help so that they could understand the wording, (2) made flash cards to represent road signs, (3) taped the test questions so that the students could test and retest themselves, (3) dramatized court scenes involving traffic violations, etc.

Student ability improved as the unit developed, pupils gained greater critical judgment and willingness to challenge one another on the rules, class members made almost continuous use of the tapes, and more students applied for and passed the verbal driver's test. Obviously, the pupil interest level was sufficiently high to permit success, provided, of course, that modifications were made in course materials and activities.

D-2   A teacher of ninth-grade science recognized that one of the girls in his classroom had become capable of much more advanced work than the science course required. Routine instruction in introductory chemistry and physics was no longer providing sufficient stimulus or challenge.

Since the curriculum did not provide for students with this girl's capability, the teacher found it necessary to provide individual instruction through a project. During the second semester the teacher proposed that this student undertake a science project — one requiring research in biology but also requiring chemical analysis. At least twice a week the teacher spent additional time with the student as the project gained momentum.

The girl enjoyed the work, entered her project in several science fairs and received superior ratings, and became so interested in research that she took a summer job at a nearby research facility so that she could observe professional scientists in the laboratory.

D-3   In an effort to individualize instruction in an eleventh-grade American history class, the teacher organized a program in which each student could select the specific activities he wished to pursue. In a unit on "Westward Expansion" the teacher set up a list of 25 "things to do" — including map making, model building, book reports, etc. Students were rewarded with from 2 to 10 points according to the difficulty of the work. If a student accumulated 15 points, he earned a C grade; 25 points, a B, 35 points, an A.

The response was so encouraging, especially with book reports and project building, that the teacher set aside a portion of the period on every Friday for reading reports and viewing project exhibits. Students who had shown little interest and experienced little success began to contribute enthusiastically to the program. Most of the students became actively involved and found opportunities to direct their own learning.

D-4   In a classroom of twelfth-grade college-preparatory English students, an "average to better-than-average student" did very poorly on an essay test. Her answers largely retold the story of a novel the class had recently completed; she failed utterly to develop a thesis sentence and to organize a critical analysis. The student indicated not merely inadequate paragraph-writing skill but inability to express her ideas.

After profusely marking the paper, the girl's teacher decided that the red-ink comments would be meaningless unless they were further clarified or strengthened by a one-to-one conference. In the conference that followed, the teacher outlined some methods the girl might use for noting major points in her study or reading and for building paragraphs around these points. The girl was asked to rewrite her test paper by applying some of these suggestions. The day before the rewrite was due, the girl brought a page and a half of the reworked writing to the teacher, and the teacher went over it with the student to check what progress was being made. The girl had an opportunity to watch the teacher actually evaluate the work.

Thereafter, the student's work steadily improved in workmanship and total quality.

D-5   In a high-level seventh-grade math class, the teacher saw that a new student was vastly superior to the others in performance. The teacher felt that the boy needed additional challenge even though she had much less information about him than about the other class members.

She examined what little information was available in the student's records; and being very careful not to appear to the other students to be favoring the newcomer, talked with him privately, put him "on his own" with class assignments, provided him with an advanced text for independent study, arranged for periodic counseling at the student's request, and gave him chances to visit the accelerated-mathematics teacher.

At the end of the year, the boy ranked second in mathematics among all seventh graders in the school district (including those in the accelerated program). In addition, he succeeded in gaining widespread acceptance among his peers.

D-6   A teacher of eleventh-grade American history suddenly found her assignment expanded — she was asked to substitute for an entire semester with another teacher's class. The behavior of many of these students suggested that some of them were distinctly "disadvantaged", and the teacher's study of their records confirmed her earlier impressions.

The class was divided into groups by the teacher for a study of Colonial society. There was some freedom of choice in the grouping, though the teacher did guide some of the students with special problems into groups where she felt they might find greater security and an opportunity to contribute. A negro girl was guided into a group studying early social classes and slavery. A highly withdrawn but very artistic girl was directed into a study of Colonial arts and crafts. The students with marked handicaps were given much praise for their accomplishments, and the teacher made every effort to increase socialization and student interaction.

The teacher's effects resulted in considerable growth for these young people.

D-7   For students in a twelfth-grade special-education class, the teacher maintained files on each individual's activities and progress. Recognizing that personality is the most important factor in job success, the teacher used the Vineland Scale of Social Maturity as a guide in keeping these records. After a time the teacher saw in these files that in many instances students were not performing as well as they were capable of doing.

The teacher devised a sheet which she called "sequential social problems" — a series of tasks ranging from single jobs to much more advanced responsibilities. Each child was given a copy of this list, and the teacher worked out a timetable for each student after the teacher had conferred with the student's parents. The timetable was "customized" for the individual student and took into account that child's ability. The tasks involved placed emphasis upon such matters as grooming, use of public transportation, making purchases, obtaining a job, etc. — in short, all the skills necessary for a person to get along independently in society.

This individualized program was very successful: e.g., 100% of these students obtained jobs (each of them has reached a goal of $1000 in a savings account), and the grooming of these young people improved so that they were no longer conspicuous.

D-8   Teaching the multiplication-addition principle to a class of average and below-average third graders is often very difficult because of the attention-span factor.

The teacher decided to use the overhead projector in demonstrating problems very slowly and in a step-by-step fashion. Approximately five days were used in teaching and requiring students to practice this principle. Then each child was given an opportunity to use the overhead projector as well as the blackboard to demonstrate his understanding of the principle.

After a week of learning and reinforcing this new concept, the teacher administered a test. The results were extremely favorable and the teacher was convinced that the use of the overhead projector had lengthened the attention span of the students.

D-9   In beginning a unit on housing in a sophomore home-economics class, the teacher was well aware that most tenth-grade girls have not really developed much interest in housing and that the unit would require some approach that would capture the group's curiosity and stimulate their interest. As the teacher had planned the study, it would involve material on styles of architecture, evaluation of house plans, and selection of a house.

The teacher explored the library facilities and found there a number of informative, well-illustrated books on famous American homes. She took these to the classroom and used them for an introductory lesson. Recognizing that variety, informality, and sheer enjoyment will often stimulate interest, she had the class move to the family living area and seat themselves on the sofa and the carpet in a small semi-circle. There she showed them pictures and told them stories she had previously read of some of the families and their homes — much as a teacher might do for younger children.

Because they were, in fact, still children, they were delighted by the procedure, annoyed by the bell ending the class, and highly motivated to do some reading themselves.

I

INSTRUCTIONAL LEADER

E

The Teacher Facilitates Student Motivation
Toward Academic and Social Achievement

Teachers who help pupils want to learn new material, contribute to pupil growth in cognitive abilities and academic- and social-skill mastery.

E-1   Students in a fourth-grade class were very skeptical of the "new math" program since they had been conditioned both by home and community to feel that the program was too difficult for them even before they had opened their books.

       The teacher began by letting them know that she, too, had heard horrid reports about the "new math", but that she could not believe them because she was convinced that a person can do as well as he thinks he can. In order to further condition the students away from negative thinking, the teacher organized a competitive board game which made the first several lessons much more exciting and less formidable. In addition, she gave extra help and encouragement to individuals who needed it.

       Students became enthusiastic and forget their earlier fears.

E-2   A third-grade girl had severe emotional problems which interfered with her learning. She had received failing grades in arithmetic the previous year and had developed an emotional block where mathematics was concerned.

       The teacher realized that the difficulty lay in a lack of confidence, not of ability, and kept telling the child, "This year you are going to work harder at it and do very well." Much support and encouragement was provided by the teacher in the weeks that followed, and the girl's mother worked with the child at home for a few minutes every evening.

       By the end of the year the child reached 4.3 on the math portion of the Iowa Test of Basic Skills and was showing continuing progress. Though she still had some emotional problems, she was off tranquilizers and beginning to socialize for the first time.

E-3   In a ninth-grade physiology class, the students were dealing with the topic of drugs, their use, and misuse. and some of the girls began to wonder whether there might he some way of getting this information to girls not enrolled in the course.

The teacher saw an opportunity to stimulate even greater interest and individual research, and suggested that the class develop a TV film. (The closed-circuit TV in the city's schools would readily lend itself to such a project.) For a week the students sought out and studied current literature on drugs. Then the task of writing the film was divided into four phases and each phase assigned to a special committee. Every girl in the class worked on one committee or another.

The film turned out quite well and was used by many other classes in the school system. This recognition of the girls' achievement provided not only much satisfaction but motivation for later projects.

E-4   Students involved in a special long-term reading project were given forms designed for keeping records of their progress. The teacher soon discovered that the students were not keeping accurate records of reading speed and comprehension. In spite of the teacher's explanations the class had not fully grasped the importance of the records.

The teacher began to work with individual students in order to help them see the importance of self-evaluation and the useful information that their records could provide. Some of these students could not verbalize the possible causes for errors in comprehension, so the teacher gave them a check list of possible causes. Finally, the teacher refused to check records which were incomplete.

The individual counseling proved successful. Records showed greater care and accuracy. and students stopped repeating errors from one lesson to the next.

E-5   The teacher of an eleventh-grade American history class wanted to simulate a real and practical situation in which his students could learn about the stock market: (1) how to read the market report in the daily newspaper and (2) how a person gains (or loses) by owning shares of stock.

For purposes of the unit, each student imagined that he had received $10,000 which must be invested in one stock of his own choosing. After making his choice, each student was required to clip daily reports and to graph the changes. At the end of two weeks every student reported on his "investment": the number of shares in the original purchase, the high and low market prices, and the total profit or loss.

Students did very fine work, but more significantly, the teacher found that, after completion of the unit, some students continued to follow "their stock". One student even invested some of his own savings.

E-6   A second-year Latin class revealed a considerable range of abilities. The assigned textbook selections from Julius Caesar were dull and difficult, and the poorer students were soon dreading or disliking Latin, especially work with Caesar.

The teacher obtained a number of other selections from Caesar, most of these emphasizing action. The students were permitted to choose the passages they wished to study and to work in teams. The more advanced students acted as consultants for the teams.

Class recitations became a pleasure. Every student participated with understanding, and individuals who had once been chronically unprepared became regular contributors to the recitations. Much greater enthusiasm and sense of accomplishment were apparent.

E-7   A twelfth-grade government class was about to undertake a study of democracy. This would involve reading, among other things, Montesquieu's essay on the necessity of "virtue" in a popular state. But the teacher's experience had shown that a new approach was necessary to keep students from "turning off" a philosopher of another century.

The teacher began by asking the class to come up with a pertinent definition for *virtue*. Then the teacher presented certain of Montesquieu's ideas out of the text and with no reference to the author or the date of his writing. After an hour's discussion, the teacher assigned the essay to be read.

The class could hardly believe that Montesquieu had written in the eighteenth century, and was intrigued by this discussion for two more days. The class president selected "La Vertu" as the subject of his commencement address.

E-8   The American-history teacher was concerned with finding a somewhat more enjoyable approach to the subject matter — one which would stimulate a real sense of inquiry and interest in his students. When the class turned to the period of the 1920's, he set up a program which was radically different from earlier units.

First, he played the recording *I Can Hear It Now* (1919-1932) and followed this with the sound film strip *The Reckless Years* (1919-1929). Then he asked several band members to give a jazz-appreciation session (including a demonstration). All members of the class were asked to compare the music of that period with the music of today and to show how the music reflected the times in each instance.

The visit generated much enthusiasm and discussion. Students brought in materials that their curiosity had led them to discover quite voluntarily and independently. The class learned much more about the events and characteristics of that era than they had learned about other historical periods with which they had worked.

E-9   A teacher noted that some of her fifth-grade students were very reluctant to participate in class discussions.

She decided to examine her students' cumulative records in search of information that might guide her efforts. In one case she found that a student who had remained uninvolved was of above-average ability. School psychologists had noted in the boy's record that he would respond better when given some responsibility associated with the classroom but not directly related to the topic being studied. The teacher had a conference with the child and asked him to help with such tasks as adjusting shades and windows, erasing the board, checking the chalk supply, and handing out test papers.

After about two weeks this boy's interest and response improve greatly. By spring he was working hard and enthusiastically.

E-10   A new student in an eighth-grade science class gave every indication of being well adjusted, capable, and highly motivated. Unfortunately, he had not developed effective study habits or learned to keep careful notes on classroom instruction. It was apparent, too, that the boy had not been conditioned to doing homework on a daily basis.

The teacher counseled with the student, praised the insight he had shown, but pointed out that he was not adequately taking care of out-of-class responsibilities in preparation. She also provided concrete suggestions on how his note-taking and study methods could be made more effective.

By the end of the first grading period, the newcomer had shown marked progress in carrying out the tasks he had formerly neglected.

E-11   A teacher found among his sixth graders one boy who was reading at a low third-grade level. He had been given special help and could quote all the rules for reading improvement, but he lacked the motivation to apply those .ules.

Early in the yea. the teacher saw that the boy was growing interested in social studies and was learning a great deal by listening. Still, he was failing the tests because he could not read them. In an effort to encourage the student, the teacher praised his interest and offered to read the tests to him. Gradually the boy grew in his desire and ability to read the tests himself.

The student began to score high on tests, and his reading ability rose to above average by the end of the sixth grade.

I

INSTRUCTIONAL LEADER

F

The Teacher Facilitates Intellectual Development

Pupils' cognitive abilities mature faster when there is a deliberate attempt to (a) help the pupil perceive differences and arrive at generalizations and (b) increase the pupil's ability to use words and deal with abstractions.

F-1   In a seventh-grade English classroom the teacher grew concerned over the students' readiness to believe everything that they read or *thought* they saw. An informal and incidental stress upon critical reading and logic appeared to be needed.

In the quite accidental reference to TV wrestling one day, the teacher saw an excellent opportunity. One of the students knew some of the wrestlers personally and was in a position to discuss some of the pure showmanship of much professional wrestling. He told of some of the tactics employed. This led very naturally to a discussion of how people may be taken in by appearances. Later, the class discussed newspaper and TV stories, rumors, propaganda, errors in books (including their textbooks), tall tales, various types of fiction, etc. From very simple tasks in critical reading the work moved to somewhat more difficult concepts.

The teacher felt that this phase of the instruction was very successful — the students developed a questioning attitude, learned to express their doubts, and to probe for facts.

F-2   The teacher of a twelfth-grade English class planned to begin a unit on modern British literature with a lecture in which she told the class she would provide a sampling of modern works. When she pointed out that much of the literature would emphasize man's inability to communicate with others and to understand himself, a girl asked whether this problem was not really the theme of many of Simon and Garfunkel's songs. Immediately others in the class began to indicate new interest and wanted to spend some time with Simon and Garfunkel lyrics.

This enthusiasm seemed to cry out for exploitation, so the teacher set up a brief unit in which Simon and Garfunkel lyrics were explored in much the same fashion that the poetry in the textbook would have been studied — themes, diction, imagery, etc. Next, the class discussed why man is unable to communicate, and student questions and interaction were the determining factors in the direction of the discussion.

Practically every student became highly involved in the work, and when the modern British authors — Conrad, Joyce, Eliot, Lawrence, et al. — were turned to, the class frequently referred back to the revelations in the Simon and Garfunkel songs which had opened this unit.

F-3   The language-arts program in an elementary school allowed a separate report-card grade in "Independent Reading". Through rather creative departures from the conventional handling of this work, the teacher felt that the students were demonstrating considerable growth in writing and thinking. When he subsequently asked every student to write a review on the same book, he was dismayed to find that, out of 28 papers, there were 28 very favorable reviews. He began to wonder whether the students were not giving responses which they believed the teacher expected.

When the teacher returned the papers, he pointed out that the book was no longer being published. Was the book out of date? Had society changed since World War II? These and other questions prompted a discussion of those factors which cause people to like or dislike books. Following the discussion, the students were asked to write a review on another book.

The reviews handed in this time indicated much greater depth of thought and more independent thinking on the part of the pupils.

F-4   In a tenth-grade biology course, the teacher was disappointed at an apparent lack of interest of his students when he began a unit involving the ecology of a pond site. He had expended much effort in researching and developing materials on the interrelationships of plant and animal life forms, but most of the students seemed very unenthusiastic about the unit.

He decided that, since most of these students were city dwellers and might have had very little opportunity to visit or observe areas such as the one hypothesized by the materials, he should arrange a field trip (in the most literal sense) — one in which the students could become familiar with terrain, typical pond life, and life cycles, etc. This should be immediately followed, not by an ecological study, but by a study of some specific life forms. A unit on ecology should come still later.

F-5   A ninth-grade science class, made up largely of low achievers, was experiencing much difficulty in understanding the development of crystals.

To make the concept more concrete and meaningful, the teacher provided an opportunity for the class to "grow" its own crystals in the laboratory. There it was possible for the students to examine details in crystalline structure, and these crystals were kept on display in the classroom during the remainder of the year.

The students were pleased and fascinated by "the crystals we grew" and began to examine other rocks and minerals in the room and to perceive and discuss the varying shapes of crystals.

F-6   The teacher of seventh-grade music classes was concerned with getting her pupils to become more involved in an understanding of rhythm: a definition, an understanding of contrasts in rhythmic usage in music, and a practical application of this understanding.

In order to stimulate imaginative and nonmechanical response to rhythmic variations, the teacher first created examples of this element of music in isolation — i.e., without melody, harmony, etc. As many as three class periods were spent listing to (1) tribal rhythms, (2) oriental sounds, (3) rhythms in electronics, (4) rock rhythms, and (5) the more intricate rhythms created by composers. The class discussed purpose, form, timbre, etc., as they affect the musical element. The involvement phase of the unit required imagination. Students were to bring to class a rhythmic sound of their own invention, to be able to classify the various sounds brought by their classmates, and to develop short compositions using several musical instruments.

This unit did create greater involvement, especially among those students with some instrumental training.

F-7   A teacher of seventh-grade history classes asked his students to evaluate his teaching. Afterwards he noted that the students had scored him rather low in his explanations or presentations of material.

The teacher began to observe student reactions to his speaking more closely than before and taped several periods in which he was presenting information or outlining objectives. Several patterns became apparent: (1) students indicated greater interest in lectures or demonstrations which permitted interruptions for questioning and (2) the teacher could make presentations far more meaningful by reducing technical vocabulary, illustrating by anecdote and analogy, taking less time, etc.

The teacher felt that his application of student evaluations and self-evaluation led to improvement.

F-8   The twelfth-grade English program seemed badly in need of overhauling — the traditional survey of British literature did not adequately stimulate the interest of the students, and too often they found little in this literature that seemed to relate to contemporary issues and to provide the basis for "pertinent writing".

The teacher decided to have the students subscribe to *The Atlantic* — a magazine containing essays, articles, and short stories with themes that students might find more timely and appealing. The material was used for discussions, writing assignments, and vocabulary study.

Students reacted very positively to this change in the program. The teacher found that many more students were engaging in classroom discussions.

F-9   The teacher of eighth-grade history classes noted on a set of test papers that his students were tending to mimic certain of the teacher's phrasings. Even worse, he observed that among the words most widely misspelled on the papers was a term that the teacher, himself, had been misspelling until recently.

With new awareness of the potential impact of his own language practices, the teacher began to check much more carefully his speaking and writing habits. He began to proofread his "handouts" more carefully, commenced to label slangy expressions he used in class, started to correct his own errors in spellings whenever he detected them, etc.

As a result of his efforts, the teacher felt that his students began to show greater care about their own language practices.

F-10 · On a previous writing assignment, the sixth-grade teacher had noted that many of the students experienced great difficulty in applying specific steps in organizing and revising a composition.

In another effort to assist those pupils toward greater success, the teacher set up an in-class experience in which the class constructed a theme together. After selecting one quality, *loyalty*, the group listed on the board as rapidly as possible all the words and phrases that seemed relevant. From these, the class made an outline to assist the group in organizing its thoughts. Then, sentence by sentence, the class constructed its composition.

Thus, a pattern was developed which proved to be helpful to the less verbal students. The concepts of organization and revision became clearer, and subsequent individual writing efforts by the class showed much improvement among those who had earlier had great trouble.

F-11 The teacher of elementary science observed that his students were showing no enthusiasm. Not only did the youngsters appear bored, but they seemed not to grasp what science is all about — discovery. The pupils had begun to view science as the memorization of facts, with an occasional nature walk added.

The teacher secured 200 mealworms and placed these in a bowl on his desk. At first the children were rather fearful of these larvae, although they expressed much curiosity. The teacher refused to answer questions — even to identify the mealworms. When a child had questions, the teacher suggested possible experiments that might lead to answers, and the students began to study specimens at their desks and at home. The children began to compare results of their observations, learned the need to repeat and to control experiments, and they began to comprehend the scientific process.

F-12 In a sixth-grade classroom, the teacher was concerned with developing a lesson in grammar on comparative adjectives and their uses. Typically, students would learn terms and rules, engage in practice, and take a quiz covering the lesson, but the teacher sought to make the work even more meaningful by trying a different approach.

She introduced the vocabulary by engaging the students in a discussion of matters already learned in grammar and about measurement in science and arithmetic. Then, using three books which differed from each other in size, thickness, weight, shade of color of binding, etc., the teacher invited students to make statements about the outward appearances of any two of the books. After a series of such statements had been made, students were asked to include the third book in statements of comparison. Next, the students were asked to recall similarities in the adjectives used by different children. Soon they were able to formulate their own rules for the use of comparative and superlative forms.

In their participation, their successful induction of generalizations, and their later quiz performance, the students' performance revealed the value of this method.

I

INSTRUCTIONAL LEADER

G

The Teacher Facilitates Motor-Skill Development

Speaking, writing, playing games, and interacting physically with peers are skill areas that may be facilitated by teacher instruction.

G-1   The students in a high-school French class had been studying several well-known French writers, but their interest appeared to be waning and their difficulties in vocabulary and pronunciation greatly increased as they turned to La Fontaine's "Le Corbeau et la Renard".

The teacher obtained two recordings of the fable, on each of which a native speaker read interpretively and reflected certain pronunciation patterns. Each student was encouraged to mimic one of these tapes and then to record his own voice and compare his recitation with that of the native speaker.

The students enjoyed the work of dramatizing the fable and of recording and evaluating their own versions. In addition, they had the experience (many for the first time) of hearing their own voices and were in much better position to correct or alleviate nasality and other weaknesses in their speech articulation abilities.

G-2   An elementary-school teacher found that one child in her room had been tested and was believed to be of average ability in spite of his very great difficulty in school. Having spent two years in kindergarten, the boy was a year behind his classmates. Moreover, he possessed weak eyesight and was poorly coordinated, not having as yet developed a marked preference for left or right side.

The teacher decided to help this student (and some others) to develop a dominance (side preference) through a program of exercise — marching, hopping, skipping, doing rhythmic activities, walking a balance beam, mimicking animals, etc.

The boy began to develop self-confidence and to make greater strides in his schoolwork. The exercises for dominance and visual-motor skills proved to be quite worthwhile.

G-3   At the end of the first six weeks, a writing specimen was required from each first-grade pupil. One boy's general coordination and attitude toward writing was so poor that his teacher sought an individualized approach.

Using a red felt pen, the teacher made little outlined boxes on the boy's writing paper. After a few attempts the boy was able to make written characters inside the boxes. This "crutch" aided the boy in controlling his eyes and hands until he could produce the desired character forms.

The boy was pleased with his success when his writing specimen was submitted. By the end of the second six-week period, he no longer required the box outlines, and his writing continued to improve.

G-4   A student with great difficulty in the motor-skills areas was unable to write words in a recognizable form. In an effort to assist the child, his teacher reduced the amount of written work required of him. The only results were added frustration and lessened interest on the child's part.

Recognizing that the student needed additional practice or exercises designed to develop visual-motor skills, the teacher purchased 3 by 5 in.-index cards, wrote each spelling or vocabulary word on a card, and then had the student say the word. trace it with his fingers, and then write it himself.

Through such practice, the student was able to bring his achievement in written work to an acceptable level for classroom participation.

G-5   The teacher of an eighth-grade English class was concerned with finding an oral-composition assignment that would eliminate student resistance and anxiety over speaking before the class.

The students were asked to explain (informally and from their desks) directions for getting from one place to another. Next, the teacher asked individual students to go before the class with similar tasks, and this practice was repeated periodically for six weeks. Finally the students were asked to give short oral book reports, with the teacher prompting through occasional questions.

Except for one or two students, the class showed no resistance to subsequent oral-report assignments. Students grew more concerned with the content of their reports and less concerned with the reactions of their peers.

G-6   In a tenth-grade English class, one of the girls was afflicted with epilepsy and therefore somewhat handicapped in her motor-skill development. Any nervous strain could, of course, bring on a seizure, and the teacher was worried about the possible effects of asking the student to give oral reports before the class.

The teacher held a conference with the student and arranged to have the student give her report to the teacher and not in front of the class. On the next report, the teacher contrived to have another student present when the girl gave the report. Gradually the teacher added to the "audience" until as many as six people were present at one of the student's oral reports.

The student slowly learned to speak before a small group and to feel less anxiety in doing so.

G-7   A teacher of physical education set up a unit of tumbling skills. The first several sessions involved work on forward rolls, backward rolls, and falls, and it soon became apparent that some students needed more of this basic work but that other, more advanced pupils were losing interest.

To make the less capable students more comfortable and less self-conscious, the teacher divided the class into appropriate groups for tumbling practice. The advanced students were assigned to groups as leaders to aid, to demonstrate, and to help supervise the practice.

This grouping did much to keep students interested and to prevent individual loss of social acceptability.

G-8   A sixth-grade teacher noted with much pleasure that one of his students was regularly winning over seventh- and eighth-grade competitors in middle-school track intramurals. The boy was taller than average, and the teacher encouraged him to try out for the basketball team the following year, assuring the boy that he would experience success in that sport.

Unfortunately, the boy's lack of coordination and sight deficit made his subsequent efforts to satisfy the teacher's prediction little more than a series of frustrations. It was only with difficulty that the middle-school's track coach was able to convince the boy that he should remain a competitor in that sport.

G-9   See critical incident I, B-8.

I

INSTRUCTIONAL LEADER

H

The Teacher Uses Effective Reinforcement Techniques

Learning is more rapid and less apt to be lost if performance is accompanied or followed by reinforcement in general accordance with principles of effective reinforcement.

H-1   In teaching home furnishings and home decoration, the teacher of home economics saw the need to involve her students more fully and to arrange for activities that would provide pleasure.

The teacher decided to have the students do individual decorating projects. Each student was to plan the scheme and furnishings for a house which she had chosen from magazine pictures. Every student was responsible for selecting floor covering, wall covering, window treatment, etc. These selections were made through the use of magazines, pamphlets, catalogues, samples, etc., and the teacher provided some instruction at appropriate intervals.

Student interest remained very high throughout the unit, and many students did far more research and other work than their projects required. Subsequent testing confirmed that the unit was highly successful.

H-2   It was clear to the biology teacher that taxonomy is a difficult and uninteresting task for many students.

Seeking some way to get pupils involved in classifying living organisms, the teacher decided to try a biological "scavenger hunt". The class was divided into three or four groups, and each group was given the same list of common organisms to identify or find during the period. Each organism carried a point value, and the value depended upon the difficulty involved. The teacher developed different lists to suit the ability levels of different classes, and every group could earn additional points by classifying as fully as possible any organism on the list.

By holding two such "scavenger hunts" during the school year, the teacher has stimulated greater interest, more student-initiated research, and additional concern for careful note keeping. The method provides extrinsic satisfaction through the fun of competition and the extra points that may be earned.

H-3   A third-grade student became so outwardly dependent upon the teacher's praise of his efforts that the teacher became concerned. In order that the boy might be directed toward finding more intrinsic satisfactions and in order that his relationships with other students not be damaged, the teacher made it a point to praise him less before the class and to compliment his work privately most often. Later, the teacher frequently limited her reactions to nods or smiles of approval. Eventually, the student became much less dependent upon the extrinsic reward of teacher praise.

H-4   A new boy in a third-grade classroom demonstrated severe reading problems, and he was so noticeably behind the others that his lack of competency in this skill made him the butt of ridicule from some of his classmates and had the effect of making the boy an unhappy "loner" in the room.

The teacher's efforts to help the boy led to regular conferences with him. During one such session, the boy spoke animatedly of an extensive trip he had taken with his parents the previous summer and wondered whether he could bring some of the materials collected during this trip to the class and show them to the others. The teacher agreed, of course, and as the boy told of these materials and related his trip experiences the teacher recorded his words and typed them on 9 by 12-in. sheets. The boy was asked to reread these stories, to make illustrations for his stories. The boy's reading improved remarkably, and his acceptance by the others made him a much happier boy.

H-5   See the critical incident under II, A-2.

H-6   The English teacher saw that her students were eager, alert, and creative and that they enjoyed writing stories, poems, and reports. Their principal problem was in achieving organization and continuity. They needed, also, to avoid "stringy" style (excessive *and's*) and to employ greater variety in sentence openings. The teacher's marking of papers did not seem to produce any appreciable improvement in the student's writing.

A program was set up in which each student would have opportunities to read his papers to the class and have his work evaluated by the class. Each writing assignment focused upon a particular criterion of effective writing, and the class listened to each paper and its author with that criterion in mind.

The teacher discovered that this method led to much greater progress and that this class critique led to improved oral reading as well as more effective written composition.

H-7   A teacher of eleventh-grade English searched for some topic that would lend itself both to a meaningful experience in written composition and to possible seminar discussions. At first the teacher settled upon "What I Prefer in a Boy (Girl) I Date", but then remembered that students, like their elders, become more readily involved in issues that stress the "against" side of the ledger. The topic was restated to read, "What I Dislike in Boys (Girls) I Date".

Because the subject is one that actually involves "Ways and Means of Gaining Approval from those of the Opposite Sex" and because this is a matter of increasing concern to adolescents, the papers on this topic were among the most interesting and thoughtful turned in by the students during the year. Discussions held later were also quite successful.

H-8   In an eleventh-grade English classroom, the teacher had introduced a unit on Afro-American literature, but the students (all of them Negro) did not reflect very much interest in the samples of Negro folklore they were asked to read. Apparently, its age and seeming irrelevancy to the modern Negro youth made these samples of folk literature comparatively valueless at this stage of the work.

The teacher decided that the students could most profitably undertake a folktale hunt on their own — one which could update and personalize this portion of the unit. Each student was asked to find ten new, complete, original folktales from a personal source — friend, family, or neighbor. These tales were then to be narrated orally for the class.

The students did a superb job and had the satisfaction of "showing off" personal sources to an appreciative audience. All the students gained a greater appreciation of the rich cultural traditions and contributions of their race.

H-9   In an effort to avoid the tendency described in this principle, a fifth-grade teacher began a program involving two procedures. One facet was apparent to the class — this was a "Student of the Week" selection by the teacher, who by the end of the year had focused approval and certain special privileges on every student in the class. The second facet of the teacher's effort involved her unannounced, deliberate daily endeavor to provide unearned rewards and kindnesses in such a way that no group would be favored to the disadvantage of others.

H-10   The teacher of a second-grade group sensed that in her work with pupils who were performing poorly in word-analysis skills, her own impatience was blocking the students' progress. She determined to change her approach — to remain calm and cool regardless of frustrations and disappointments — and she was pleased to find that her students improved in their performance.

H-11   In the belief that the teacher must make his classroom and himself interesting and enjoyable, a biology teacher is regularly concerned with sponsoring "happenings" in his room. Timed appropriately for particular units are the arrivals of "mud puppies, goldfish mutants, and tarantulas". Projects might involve the brushing of rats' teeth to the study of a gerbil colony, kept in the classroom.

        So successfully has the teacher made his course and himself interesting to his pupils that they frequently bring their friends in "to see the unusual things in Room 117".

H-12   The teacher wished her distributive-education class to get practical experience on job application and interview. Since these students were already employed half days, the teacher felt that whatever approach she employed should find additional reinforcement through giving her DE students a sense of service and providing them with greater status.

        Therefore, the teacher helped her class set up a summer employment agency. Circulars were sent to all known businesses in the area to enlist their support for this student agency, and the circulars were followed by DE students, who explained and endeavored to "sell" their employment agency to employers. The DE class constructed its own application forms, did some interviewing, and set up interviews with employers.

        The program was a great success, and the employment service is still expanding. DE students have enjoyed much praise and publicity.

H-13   One elementary school requires that its teachers confer informally with every child's parent(s) during the first twelve weeks. This conference is not actually structured but is supposed to take the form of a get-acquainted experience.

        A teacher reports that she prefers in any such conference to discuss the child's interest, activities with the family, use of leisure time, etc. This provides the teacher with some insight as to the child's home life and relationship with his parents. After a conference, the teacher jots down parents' ideas and reactions on 3 in. x 5 in. cards.

        Such a record is helpful in determining and satisfying individual student needs in the classroom.

H-14   Students in a distributive-education class are graded every six weeks by their employers. A form is provided for the employer by the DE coordinator so that grading may be consistent and a record of progress may be kept.

        Each six weeks the employers' grade-sheets are received, and the teacher examines these, compares them with earlier evaluations, and arranges a conference with each student. At this time, the employer's report is gone over with the student, and the student has an opportunity to present his point of view relative to the grade received.

        This method of providing feedback has proved very satisfactory — students appear eager to receive employer reports, and they react very constructively to this evaluation.

H-15   A teacher of zoology and advance-placement biology classes urges his students to take advantage not merely of their total classroom environment but of the community facilities available.

      In order that the students may better understand the "electrical nature" of living things, he encourages them to become familiar with and demonstrate for their classmates materials or experiments available in the classroom involving components of atoms, ionization, electrolysis, cloud chambers, crookstubes, etc. For students in biology, the teacher has been able to arrange such experiences as lessons in microbiology and bacteriology at a new sanitary-engineering plant, where students work with 800 microscopes and have the added opportunity of closed-circuit TV instruction.

      The pupils greatly profit from such experiences and some are led to do independent research afterwards.

H-16   Because the teacher of German taught some of her students for two or three years, she was especially concerned with finding new approaches that would make her classroom interesting and the work rewarding.

      The teacher decided to experiment with various audio-visual aids. The German Club raised money to purchase the necessary equipment for the class to make its own sound movies. The dialogues used were in some instances created by the students.

      The first experiments involved the entire class — students served as technicians, set designers, actors, etc. The students derived very great satisfaction from the work.

H-17   In conference with a student whose performance was very poor, the science teacher learned that the boy had two or three study halls per day and was becoming bored with school.

      The teacher offered to have the boy transferred to the science room for two periods every day if the student would accept certain responsibilities. First, the boy must do any homework assigned by his teachers. Next, he was asked to perform some chores for the science teacher. Afterwards, he was permitted to experiment with certain electronics equipment. For this privilege, the student was expected to improve his school work in general.

      The four grading periods which followed saw the boy's grades improve. In this case, a student responded positively to a reward which involved nothing more than an opportunity.

H-18   In a health class which the teacher had found quite hard to motivate, it was apparent that several students enjoyed explaining charts and models to the class.

      The teacher divided the class into three "teams" and assigned to each team a chapter in the textbook. Each team was to prepare lectures, audio-visual materials, and tests for the chapter assigned.

      The outcome was very encouraging. The students prepared some fine transparencies, presented excellent outlines and explanations of the material and developed rather effective tests. The class obviously enjoyed this work; and, since everyone had been in "on the act", the teacher rewarded the entire group by much praise.

H-19   The teacher of a second-grade group observed that her class was especially immature, had a very short attention span, and required much variety in activity. 50% were on a primer level in reading, and many of the children were so small that they needed smaller desks.

      The teacher tested the students informally and established reading groups when, with the principal's help, she had obtained extra sets of books on a primer and first-reader level. In the back of the room she set up a table with 30-40 supplementary readers, scrap paper, and various drills for phonics and math. As children finished their regular reading, they were free to work at the table or to take books or other materials for use at their desks. Throughout the year the teacher encouraged and praised every effort.

      Some students advanced more than others, but all the pupils experienced improvement.

H-20   A teacher of seventh-grade English was confronted by a chronic "discipline problem" in a boy who possessed a high potential.

The teacher held conferences with the principal, guidance personnel, and other staff members to gain information. Having discovered the nature of the boy's home life — a broken home with no father and with brothers who were, themselves, behavior problems — the teacher patiently began counseling the boy and giving him room responsibility (prestige tasks).

The student gradually became more responsive to the teacher's efforts and began voluntarily to talk about his problems and aspirations as well as the subject matter. Before long, he was asking for individual assistance, cooperating fully with the teacher, and improving his performance.

H-21   The students in a twelfth-grade government class reflected little motivation, and low grades had little effect upon their attitude, which ranged from apathy to hostility.

The teacher decided to introduce role-playing into this classroom. The principal trouble-maker was given the role of President in charge of the first cabinet meeting. The cabinet posts were assigned at random, and the teacher assumed the role of a news reporter questioning qualifications and indicating hostility toward the new "administration".

At first the students pretended disinterest, but soon they warmed to their roles, began searching "defensively" for information on their government posts, preparing for the "reporter's" questions, etc. A subsequent test confirmed that much learning had resulted from this approach; and student attitudes were considerably improved.

I

INSTRUCTIONAL LEADER

I

The Teacher States and Assesses Behavioral Objectives
Effectively and Efficiently
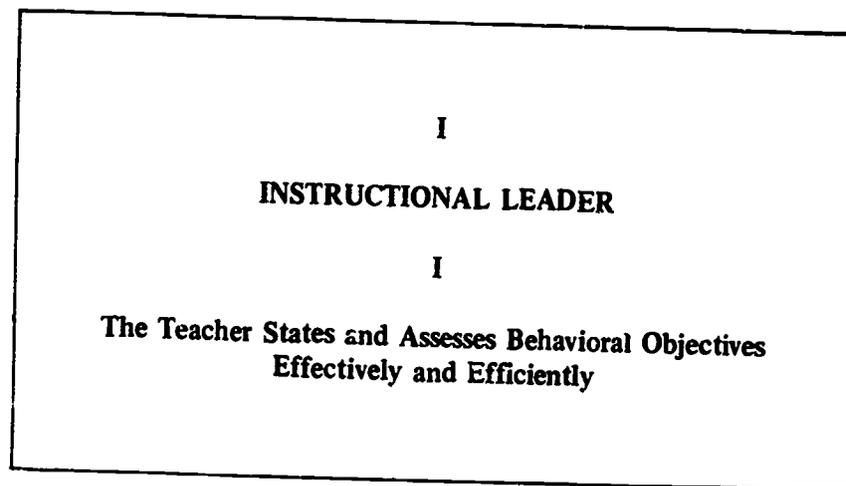
I-1   A behavioral objective contains the following three components: (1) a *behavioral term*, i.e., an action verb that specifies observable performance, (2) *conditions* under which the learner is to perform, and (3) *standards* that tell how well the student is to perform. If a statement of instructional intent possesses these three characteristics (with the qualification that conditions and/or standards may sometimes be obvious and therefore, not necessary in the statement), it is a behavioral objective. Otherwise, it is not.

I-2   The verb used in a behavioral objective must describe observable behavior or performance. Verbs that do not describe observable behavior are, therefore, to be avoided in stating objectives are as follows:

- know   • understand   • want
- appreciate   • grasp   • learn
- perceive   • master   • apply
- comprehend   • become   • analyze
- synthesize   • evaluate   • interpret

Verbs such as the above are open to varied interpretations, and are, therefore, of limited value in communicating instructional intent, and of limited value for purposes of evaluation.

For example, "to understand the scientific method", as a statement of an objective, leaves wide and varied interpretation as to what is meant. On the other hand, a statement such as "to describe three characteristics of the scientific method" is certainly open to fewer interpretations (although this statement as yet may not qualify as an adequate objective).

Examples of action verbs open to few interpretations, and useful in constructing behaviorally stated objectives are:

- identify
- name
- construct
- describe
- order

I-3   In order to clarify instructional intent, it is often necessary to state the conditions or circumstances under which the learner is to perform. Conditions often refer to the "givens", or restrictions imposed, or the "aids" that are permissable or not permissable. Thus, an objective might begin with statements such as:

    Given the following types of problems . . . .
    Given a list of . . . .
    Given a standard set of books . . . .
    Without the aid of references . . . .
    With the aid of a slide rule . . . .

For example, the statement "to be able to solve algebra problems" immediately raises the question of what kinds of problems. Thus, a properly stated objective might be:

- *Given a linear algebraic equation with one unknown, the learner must be able to solve for the unknown without the aid of references, tables, or calculating devices.*

I-4   The third component of a behavioral objective is the standard that tells how well the student must perform. Standards can be expressed in a variety of ways, including time allowed to perform, number of percentage of correct responses, allowable error rate, or some combination of the above. The point is to clearly specify, in whatever way is appropriate, the level or degree of excellence required.

Two well-stated examples of behavioral objectives are given below, with the performance standards underlined.

- Given a human skeleton, the student must be able to correctly identify by labeling *at least 40* of the following bones (list of bones inserted here).

- Given a carburetor that is misadjusted but which contains no malfunctions, and without reference to a manual, the learner must be able to re-adjust it for *maximum performance within five minutes*. (Maximum performance is defined by a specified pattern on an oscilloscope.)

As with conditions, standards need be explicitly stated only if they clarify instructional intent. If they are not stated, perfect or essentially perfect performance is generally implied.

I-5   If the conditions and/or standards are obvious, they need not be explicitly stated. Conditions and standards need only be stated if by stating them instructional intent is clarified, and they need to be stated only at a level of detail required to make the objective clear to others who may read the objective. The purpose is clarity of statement, not detailed description of conditions for their own sake.

Examples of behavioral objectives are given here. All are well-stated objectives, but some do not have the standards, or the conditions, or both explicitly stated. Behavioral terms are circled, standards indicated by a straight line, and conditions indicated by a wavy line.

- All three components stated:

  ● Without using any reference materials, the student will (translate) a paragraph in English into French with no errors in grammar and no more than one error in vocabulary.

  Comment: All three components play an important role in clarifying instructional intent, and therefore, need to be explicitly stated.

- Conditions not stated:

  ● The learner will be able to (list) five factors that influence our manpower with respect to import and export of goods.

- Standards not stated:

  ● Given any physical object, the learner will (classify) it as living or nonliving.

  Comment: 100% perfect classification is implied. Instructional intent is perfectly clear without stating a standard — namely, the objective is to teach the student the difference between living and nonliving things.

- Both conditions and standards not stated:

  ● The learner will be able to (draw) a right triangle, an isosceles triangle, and an equilateral triangle.

  Comment: Instructional intent is clear without specifying any conditions (e.g., "given appropriate materials to draw with") and without specifying a standard (essentially, a learner can or can't draw the specified triangles).

I-6   Classes of Behaviorally Stated Objectives

Cognitive

The student must be able to write a musical composition with a single tonal base. The composition must be at least 16 bars in length and contain at least 24 notes. The student must demonstrate his understanding of the rules of good composition by applying at least three of them in the development of his score. The student is to complete his composition within four hours.

Affective

The student will attend five or more musical events (without compulsion) held on the college campus during the period of time he is completing the course.

Psycho-motor

Given a piano that is well tuned, the student will be able to play his musical composition to the satisfaction of his instructor. Acceptable performance is achieved when the instructor is satisfied.

I-7   **Objective**

● Given a linear algebraic equation with one unknown the learner must be able to solve for the unknown without the aid of references, tables, or calculating devices.

Sample Test Items
1. Solve for x in the following equation: $6x + 4 = 16$.
2. If seven hammers cost seven dollars, how much does one hammer cost?

Comments

Test item (1) calls for the same behavior as specified in the objective. If test items such as illustrated by (2) above were used, this would in effect mean that the student is told to learn one thing (how to solve linear equations), but tested on another behavior (how to solve word problems). If the objective "really" is to teach word problems, then this should be made explicit in an objective. Regardless of how well an objective is stated and communicated to students, they will tend to learn those behaviors implied by the tests, since high test scores are reinforcing to them. Thus, from a learning point of view, a mismatch between tests and objectives stacks the cards against ever achieving the objectives.

I-8   **Objective**

Given some data (type and class of data or information specified), and given a conclusion drawn from the data, the learner will be able to recognize whether the conclusion is or is not justified by the data given.

Sample Test Items
1. Consider the following statement:

The number of airplane accidents increases each year. Therefore, it is becoming increasingly more dangerous to fly.

Is the conclusion drawn justified by the data given?

True _____

False _____

2. Consider the following information gathered over the past 5 years concerning: (a) number of criminal convictions, (b) population increase, and (c) increase in the size and resources of the police force. (Information and data included here.) What conclusions can be drawn from this information, concerning increase in criminal activity as a threat to society?

Comments

In this example, a yes-no type of question (or true-false type of question) is appropriate, since it calls for the same type of behavior as specified in the objective — namely, being able to recognize whether a conclusion drawn is or is not logical in terms of the information given. Sample test item (2) is not appropriate. Being able to recognize a correct conclusion and being able to draw correct conclusions are quite different, in that they still may be able to recognize whether a given conclusion is or is not correct.

1-9 Objective

The teacher will be able to tell the difference between statements of instructional goals and statements of instructional (behavioral) objectives.

Sample Test Items

1. "To know the rules of grammar" is a statement of an instructional objective?

    True _____
    False _____

2. Which one of the following statements qualifies as an instructional objective?

    a. The students will understand mitosis
    b. The student will construct a circle, an arc, and a central angle
    c. The student will have a feel for and understanding of modern poetry.

3. Given the following instructional goal (goal specified), construct three instructional objectives.

4. Given the following five statements, circle each one that qualifies as an instructional objective.

Comments

Recognition type test items are appropriate, since the objective specifies recognition as the desired behavior. And, the recognition test items can take various forms, such as true-false, multiple-choice, and the type of item given as sample item (4). Test item (3) is not appropriate to the objective.

I-10 Objective

Be able to define without error any one of the following 15 terms related to the study of heredity and environment (list of 15 terms inserted here).

Sample Test Items

1. Which of the following statements best defines the term "dominant gene"?
    a. The physical units of inheritance
    b. Prevails over a recessive gene for a given characteristic
    c. Carriers of the chromosomes
    d. Carriers of the recessive genes.

2. Define in your own v. ords, in the space provided, the following three terms:
    a. Dominant gene
    b. Identical twins
    c. Recessive gene

3. Identical twins may be of different sexes and look no more alike than brothers and sisters who are not twins.
    True _____
    False _____

4. In the blank at the left of each term in Column A, write the letter of the correct definition from Column B.

COLUMN A	COLUMN B
____1. Chromosomes	A. All your experiences, everything and everyone around you.
____2. Congenital	B. Not scientific proof of importance of heredity.
____3. Cultural environment	C. Carriers of the genes.
____4. Dominant gene	D. Prevails over a recessive gene for a given characteristic.
____5. Environment	E. The science dealing with methods for improving the hereditary qualities of a species
____6. Eugenics	F. Your school and church.
____7. Family tree	G. A gene for straight hair.
	H. The physical units of inheritance.
	I. Characteristic which is present at birth, but which is not hereditary.

Comments

Test item (1) does not call for the same behavior as specified in the objective. This test item calls for the learner to *recognize* the definition of the term, and not to actually define the term. The objective, however, calls for the student to define terms. Although students may be able to recognize definitions of terms, this is certainly no guarantee that they will be able to generate correct definitions of the terms. Items (3) and (4) also call for recognition behavior, and are therefore not appropriate. If the intent "really" does involve recognition skills, and not actual definition, then this should be spelled out as such in the objective.

Item (2) represents the appropriate test item. It certainly might be judged necessary to have the student define more than three terms in the test situation, but practical considerations of testing time, and the need to test other objectives in the course, may preclude having the student define all 15 terms in the test situation. Certainly, performance of the student in defining, say 10 of the 15 terms should permit one to make some inferences concerning whether and to what extent he can perform as specified in the objective, and group performance on a sample of the terms should yield the information required to determine how well the students have achieved the objective.

1-11 **Objective**

Using a slide rule, be able to find the log of any three digit number, without error.

Sample Test Items

1. Describe in your own words how to find a logarithm on a slide rule.

2. Using a table of logarithms, find the log of:
   a. .00872
   b. 3.25
   c. 9716

3. Using your slide rule, find the log of:
   a. 456
   b. 0.0752 -
   c. 34.5

4. Identify the mantissa in each of the following:
   a. 0.602
   b. 1.398
   c. 2.659

Comments

Although test item (2) calls for the appropriate behavior, it does not call for the appropriate conditions under which that behavior is to occur (using a table of logarithms vs. using a slide rule). The test item must match both the conditions and the behavioral term in the objective. Test item (3) achieves this match. Of course, it may be desirable to test the learner on more than three numbers in order to determine how closely he meets the target behavior specified in the objective. Our concern here, however, is not with such test item sampling problems.

I-12 True-False

- Avoid long ambiguous statements with lots of qualifiers.

- Avoid absolute words like "always", "never", "only", etc.

- Write items which are unequivocally true or false.

- Be aware that an item which is taken out of the context of a book is often not absolutely true.

- Be aware that an item should consist of only one statement, otherwise the examinee may find it difficult to focus on the crucial issue.

Multiple Choice

- Put only that information in the question that reflects the objective.

- Avoid ambiguous terms, modifiers, etc., in the question.

- There should be one and only one correct or best answer.

- All alternatives should be of the same class.

- Whenever possible state the question positively, not negatively.

- If a negative is used in the question, underline it, and do not use one in the choices.

- Avoid alternatives that tend to overlap each other.

- Avoid giving away the answer to one question in another succeeding item.

- Avoid use of "none-of-the-above", "all-of-the-above".

Matching

- The choices should be homogeneous (equally plausible).

- The number of choices may sometimes be greater than the number of items depending on how the objective is stated.

- The list of choices should be relatively short.

- The directions should make clear whether or not a choice may be appropriate for more than one item.

- A matching item should have one and only one answer.

I-13 1.   The teacher should realize in assembling his items for such tests that:

- Correct choices or answers should be randomized.

- Similar types of items (multiple choice, matching, ranking, etc.) should be grouped together whenever possible with special instructions.

- If test is somewhat speeded (few pupils finish) items should be arranged roughly according to difficulty (easiest first).

2.   The teacher should write (or give orally) adequate directions for his tests that include:

- Type of test or items.

- Number of items or questions.

- Time limit — what to do if finished early.

- Special instructions for various kinds of items.

- Information on omitting items or guessing, including any penalty.

3.   The teacher should realize that in the problem of guessing:

- Some students will guess in spite of instructions to the contrary.

- Penalizing by a correction for guessing (rights minus a percentage of wrongs) may overpenalize a student who had some misinformation but underpenalize a student with partial knowledge who might possibly eliminate some misleads.

- A correction for guessing is of least practical value when the test is nearly a "power" test (nearly everyone has enough time to finish).

- Best way to handle guessing is to suggest that students attempt each item and *not* make a correction for guessing if most finish the test.

- A "don't know" category might be included to differentiate between students who make errors because of uninformation and those who make errors because of misinformation.

I

INSTRUCTIONAL LEADER

J

The Teacher Accurately Interprets Obtained Scores on Tests and Uses the Information to Improve the Conditions of Learning

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J-1   A teacher learned that a commercially distributed test was available — one that covered the year's work in the textbook her students were employing. The school system had just decided to eliminate final exams, but to employ stiff quarter exams instead. Wondering how well her students might do on a test over the year's work, the teacher decided to send for copies and to administer it to her class after explaining that it was not to be used for grading purposes, but only "to let us know how much we know".

The teacher was delighted with the results — as were the students. The class median on the publisher's test was 89 percent. No student scored below 68 percent.

The elimination of test anxiety was an important factor, in the teacher's opinion.

J-2   An above-average eighth-grade mathematics class found the textbook's review exercises dull and uninteresting as they prepared for the end-of-the-year test. In an effort to improve their interest, motivation, and set for the test, the teacher invented a fictitious family and put the members of that family into preposterous situations in which the students found much humor and also the opportunity to prepare for problem-solving test items rather than items involving concepts alone. [Example: "Young Stigley finally grew up and joined the Air Force. One day, while flying his jet at 1160 miles per hour, he came out of a cloud and there was the Washington Monument directly ahead of him and only 1700 feet away. Stigley's reaction time was one-half second. How did poor old Stig make out?"]

The youngsters were delighted and "fell to work with a will". Not only did the class perform exceptionally well on the final test, but the students from other classes were seen working on dittoed copies of these review problems in their study halls.

J-3   The cumulative record folder of a child in kindergarten revealed that she had scored a borderline low IQ. The girl's parents had requested that she be admitted to first grade early, but at 6-1/2 she was still in kindergarten.

The teacher observed the child closely and held a conference with the student's parents. The parents could furnish little information; they knew only that the girl had not passed the test necessary for admission to first grade. The teacher pointed out that the girl was rather well-adjusted but needed help in academic areas. The parents were quite cooperative and agreed to help where they could. Later observation indicated that the child was a "loner" in play activities, but that academically she did neat careful work. In group discussions she contributed effectively and showed little frustration over new challenges.

After six weeks the girl was retested by the psychologist, and the results showed that the child's IQ was up twelve points. A program of patient helpfulness appeared to offset earlier test prognosis.

J-4   The teacher of a fourth-grade class was not at all surprised to note that the girls showed considerable advantage in verbal skills over the boys in her room and that the boys, with their customary "edge" or advantage in spatial relations, outshone the girls in map skills. Her class merely confirmed the patterns already noted by educational psychology and made it all the more important that in the teacher's instructional efforts she take these developmental factors into account and keep in mind that what is known as "intelligence" is made up of many components — reflected in various skills required in test performance.

J-5   A distributive-education class had just finished a unit on visual merchandising which included types of store displays, principles of design, color in visual merchandising, and judging store displays. The teacher wished to know how well the class could actually apply what they had learned.

     The art instructor was asked whether she would be able to assist by judging some store windows in a nearby shopping center. With the store's permission, photographs were taken of each window and shown to the art teacher and to the students. A form for judging the store windows was then given to the art teacher and to the DE students. The students were evaluated through a comparison of their judgment with the window judging of the art teacher.

     Both the "test" and the follow-up study of the results were instructive.

J-6   Recognizing that certain skills or concepts require reteaching or reinforcement for some children, the elementary teacher felt that she must survey her class to determine their indiviudal needs in working with subtraction problems.

     For this survey, the teacher administered an inventory test to the entire class. The problems on this test involved a wide range of challenge from very simple to very difficult, and the problems were arranged so that the child's performance would readily indicate where any necessary remedial work must begin. After checking the papers, the teacher was able to group children with similar difficulties for specific reteaching and practice assignments. Children were assisted toward identifying specific types of subtraction problems and thinking about them.

     The students' performance indicated that the use of the survey test to determine instructional procedures was quite worthwhile.

J-7   With the completion of a reading program, achievement tests were administered, and these indicated that the class was still very much in need of work on spelling, syllabication, and pronunciation (or the ability to use accent marks). The teacher decided that her earlier emphasis upon use of the dictionary to develop good spelling habits had been wrong — that the students had been using their desk dictionaries as a "crutch" and needed to spend some time learning useful rules.

     The dictionaries were removed from the desks, and the teacher prepared several charts on transparencies with which to introduce certain spelling principles (the e-i, i-e rule, the formation of plurals, the problem of homonyms, etc.). Oral work on syllabication and pronunciation, frequent chalkboard follow-ups, daily quizzes to reveal weaknesses, anagram games, etc. — all these came into play.

     Retesting showed very great improvement by the students.

J-8   Stanford Achievement Test scores indicated that, while the students in a top-level reading class were reading individually and collectively between three and four years above their grade level, their teacher was not satisfied with the test results in word-meaning growth and vocabulary. The teacher noted, too, that the students were making little use of the dictionary and were rather self-satisfied where word-meaning was concerned. The use of vocabulary booklets proved to be no more than meaningless copying.

After discussing the students' lack of vocabulary growth as seen in the test scores, the teacher began working with individual students, pointing to stanines and percentiles, retesting them, and discussing and analyzing their individual errors.

Spectacular improvement resulted, and this led to a more enthusiastic response to the work, to word games, to individualized reading, and even to regular use of dictionaries by the students.

J-9   Non-grouped tenth-grade English sections represented a great problem for the teacher in work with grammar. Some students could not even recognize verb tense while others were relatively well informed.

In spite of the need for much individualized instruction, the teacher set up a unit on the study of verbs by "contract method". She set up a contract for students at each of several levels of mastery. Every student had to pass a test at each level in the contracts: the student must score 70% on a test before being permitted to work on the next level, and he must correct all errors. Students working for A's and B's had to progress through a study of verbals and then write a theme. Pupils working for C's merely had to be able to recognize verbals and to write a paragraph. Those who were satisfied with D's did not have to attempt the verbal level.

Most of the students liked the contract system, and most of them achieved success. Every student strove at least to achieve on the C level.

J-10   The teacher should know that the following procedures should be avoided in transforming test scores into grades:

- Using flat percentage of items correct (e.g., 90-100% = A). (This makes the number of A's, B's, etc., dependent upon the difficulty of the test.)

- Grading-on-the-curve (this assumes that students' ability is normally distributed and, therefore, there should be a certain specific percentage of A's, B's, etc.).

- Letting extraneous variables, such as conduct or neatness, enter into the determination of the grade (this frustrates the student who is trying to meet the course objectives).

- Using scores on standardized tests to determine grade (objectives of test may be quite different from objectives of the course).

I

INSTRUCTIONAL LEADER

K

The Teacher Understands and Applies Other Principles of Learning

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K-1   The eleventh-grade history teacher learned that his students were working on a unit in logic and semantics in their English classes. A conference with the English teacher provided fuller information on this unit and what specifically was being treated: "loaded language" and faulty types of reasoning.

With this information, the American-history teacher decided to develop a unit on propaganda, using the local newspaper's editorial pages and some classic samples cited in the history textbook and some sources available in the library.

The outcome was highly successful — the propaganda unit proved exciting and rewarding, and it came as an excellent extension to the earlier work in the English class.

K-2   A new course in computer programming was set up for seniors with a good basic background in mathematics. The program was organized for enrichment purposes, not as a replacement for any of the regular math courses.

The teacher first purchased a number of books on computers and programming and added these to the mathematics library at the back of the classroom. The first week was spent by the class in reading these books. Then for the next five weeks, the students worked together on a problem per week. These problems had been chosen because they developed or clarified the main ideas or principles which computer programmers apply in problem solving. The students were then ready to apply their learning to individual problems. In groups of two or three, they selected problems, set up flow charts, punched cards, and readied them for the computer.

Some became so engrossed that they worked long hours after school, and some undertook as many as twenty problems.

K-3   Concerned that his students were writing poorly organized, underdeveloped paragraphs, the teacher of twelfth-grade English directed his students toward a study of inductive and deductive logic, then led them into a consideration of how inductive and deductive patterns furnish the basic designs for paragraph construction, working either from or toward a generalization by supplying supporting details, examples, or discussion. In order that the work might be even more meaningful, the teacher asked his students whether inductive and deductive patterns for reasoning and organizing figured in their other subjects — mathematics, science, social studies, etc. The discussion and next several assignments helped students to see that every classroom in the school was concerned with the same fundamental lessons — that all learning rested upon logic and organization.

K-4 The teacher of eleventh-grade English observed that her students were frequently producing awkward and wordy sentences through their excessive use of passive-voice verbs. She determined to approach the problem in a variety of ways.

First, she reviewed correct verb form and voice with the class. Next she spent time in demonstrating the fine difference between linking verbs and auxiliary verbs seen in passive-voice forms. Later the class examined sentences in which the indirectness of passive-verb sentences was quite apparent and in which the students could see a faulty shift in subject through a shift in verb voice. Finally, the students were helped to see, through sample sentences, the readiness with which passive-voice verbs contributes to a lack of clarity and "dangling" or illogical modifiers. These varying approaches to the passive-voice problem brought considerable improvement to the students' subsequent writing efforts.

K-5 The high-school world-history class was very much in need of developing skills in research, particularly since a later assignment in the course would require these skills be put to use in a research report. Most of the students seemed only to think of reference works such as encyclopedias as the end and all of a research assignment. The teacher saw great need for the class to learn techniques for building bibliography – to see research as a type of mystery-solving in which one clue (a source or index entry) can lead to still another clue, which in turn may point the way to another source of information, etc.

Working with individuals and with small groups after school, the teacher began to "walk through" the procedures for checking card catalogues, the Reader's Guide to Periodical Literature, book indexes, and other bibliographical sources.

Later assignments turned in by students indicated that they had learned to apply this information.

K-6 The sophomore-English students' writing revealed to the teacher that her first approach to the teaching of introductory and concluding paragraphs of an essay had not been effective. Her earlier method had involved analyzing and discussing essays by great writers, and a fresh approach was obviously needed.

Believing that a teacher should be able to do what she asks of her class, the teacher wrote the introduction and body of an essay which she hoped would catch their interest. Each student was then asked to furnish a conclusion. These were later discussed and evaluated by the class. The system was repeated – sometimes it was the introduction that students were asked to furnish – until the class began to develop a much fuller awareness of what constitutes a good opening and an effective close for a composition.

K-7 The slow-reading group in the second-grade classroom was having difficulty in remembering and distinguishing between such high-frequency words as *were, this, the,* and *that.* These words simply held no meaning for them.

To help the children recall these words that they could not associate with objects and actions, the teacher asked them to write the words on the chalkboard several times while saying them aloud. They also wrote the words in a box of fine aquarium gravel while pronouncing the word. The class worked on one word at a time so that it would be firmly fixed in the child's mind before he proceeded to the next one.

This separate and repetitive handling worked very successfully. The children retained the words and did not confuse them with similarly spelled words.

K-8   The teacher of a French I class noted that toward the middle of the second semester the students were beginning to employ more and more English in classroom conversation, possibly because (1) the excitement of learning a new language had worn off and (2) a student teacher had allowed more English to be spoken.

After explaining the students' need for more sustained conversation in French, the teacher suggested that a "French only" rule be instituted and that violators pay a one-cent fine every time they spoke English. The class thought that this arrangement would be fun. After a couple of practice days, the rule took effect with the agreement that all fines would be used for an end-of-the-year party. The teacher found it necessary and only fair to equip students with the French expressions needed to ask questions regarding vocabulary or unfamiliar constructions.

This type of "evaluation" produced much eagerness and very marked growth in the students' use of the French language. Class participation actually increased.

K-9   In each grade level, high-school students were required to analyze Shakespearean plays. The teacher felt that her seniors needed to become familiar with other plays of other periods. She felt, moreover, that the study of any play needed to be intensified, to take into account several phases and to allow for more and longer student interaction so that retention of learning would be lengthened.

After developing a list of plays (including works by James Baldwin, G. B. Shaw, Eugene O'Neill), the teacher allowed each class to divide into two-student teams, each of which was responsible for working out three assignments: (1) a set design, (2) a character sketch, and (3) a later oral report providing a full analysis of the play. The work on these assignments was to be done both in and out of class. The oral report would include matters on set and characterization and would necessitate review and reconsideration by the team as well as continuing dialogue and cooperative preparation. Students proved to remember their work on this unit longer than their efforts on any other project.

K-10   The elementary teacher realized that even though her students had been working with geometrical forms — circles, triangles, squares, etc. — they were in need of further work because many of them were still unsure of some of these shapes or concepts. The question was how to provide added practice the following day without boring them.

Believing that variety in the mode of practice would solve the problem, the teacher straightened wire coat hangers and brought these and some cans of paint to the classroom. As the class talked about each geometric figure, the children made their own and painted them. These were put on display in the classroom, and later the children were eager to take them home to show their parents.

This method allowed the necessary practice, reduced the amount of subsequent relearning, and kept pupil interest high.

K-11   A tenth-grade world-history class had just completed a brief study of World War I and its causes and outcomes, and the teacher wished to make the roles of nations and leaders more meaningful to them and to provide an experience which would permit them to integrate and apply various principles they had discussed.

The teacher chose to employ a simulation called "War and Peace" which required each student to choose one of two countries without any prior knowledge of its relative power or geographical location. Next the students were to select fellow participants and to elect heads of state for each country. To reinforce earlier learning, the teacher required students to choose a form of government, determine their country's foreign policy, negotiate, confront crises, write treaties, deal with domestic dissent etc.

Everyone in the classroom was involved in the "international tensions" simulated in this learning experience. Students with leadership roles took their positions seriously, and students did extensive planning and discussing outside the classroom.

K-12   Because one of the main objectives of distributive education is to provide students with job-entry skills in the field of marketing, the teacher felt that the class's study of buying, selling, pricing, and advertising goods should be followed by a practical opportunity to apply their knowledge.

It was decided that the DE class should set up a bookstore operation. In addition to books, the store would handle such items as sweatshirts and jackets with the school name. Salesmen were contacted, samples were displayed, orders were taken, and the store was opened during the lunch hour each day to conduct business. All money was handled by DE students.

Students were able to finance various DE activities, and the continuing expansion and success of the bookstore has testified to the learning that has taken place in this distributive-education class.

K-13   A sixth-grade team of teachers (involved in team teaching for the first time) did much experimenting to discover the most effective ways of using large and small groups. Nowhere was this effort more apparent than in the unit involving an appreciation of poetry, toward which some students were quite negative at the outset.

The teachers decided to involve two and sometimes four groups of children at a time in the unit (up to 85 children). The objectives of the unit were to stimulate an appreciation for many kinds of poetry, to introduce some authors, to study the characteristics of poetry, to teach what an anthology is, and to encourage children to memorize poetry which they have enjoyed reading. Teachers met with individual students and small groups to measure personal likes and dislikes, large groups were used for general discussion and for "democratically" deciding the outline for the unit. Choral reading figured importantly in the group work.

Every child made up his own anthology, and every child did some memorizing voluntarily. The unit created much enthusiasm over poetry.

K-14   An eleventh-grade class in distributive education had just completed a textbook assignment on "Effective Store Layout" and in a discussion on various stores in the area began to compare these retail outlets, to consider them in terms of textbook principles for effective layout, and to wonder why one of four discount stores was so much more successful than its competitors.

Being well acquainted with the management of these stores, the teacher approached each manager to see whether he would be receptive to having DE students develop a store layout and then obtain information through questionnaires from customers as to the effectiveness of the store layout. All four managers agreed, and the teacher divided the class into four groups of five persons each for the project. The DE students were given released time from school to do the layouts and they used weekends to get the questionnaires filled out by customers. Students continued in groups the following week to finalize their reports, and they were graded on both layout and typewritten reports based upon at least 100 questionnaires.

· The project was so successful that the stores wanted extra copies for their home offices.

K-15   In Latin I, the teacher was concerned that the students not be conditioned by the earlier readings in such a way as to approach the task of translation in a choppy, one-sentence-at-a-time fashion.

When the class had begun to read stories in Latin that were somewhat more sophisticated and interesting, the teacher felt that it might be desirable for the class to follow along as she translated one of the stories. The students were amazed at the smoothness and logical flow of the narrative. After emphasizing that practice was, of course, her great advantage, the teacher went on to point out that, in a translation, the material that comes later may influence one's comprehension of the earlier sentences.

The student began to understand that the total context of a selection is very crucial to an understanding of any part of that context.

K-16   In a seventh-grade French class composed of generally average students, the teacher saw the obvious need to increase their basic vocabulary, yet introduce new words gradually and in sentences simple enough for the students to grasp and employ the expressions fluently.

The teacher usually begins by pointing to common objects in the classroom or objects with which the students have some familiarity, giving them their French names, and asking students to repeat the words. Whenever possible, the student may handle the object while learning its French name. Later the teacher may point and call an object by its French name, then ask students to give English equivalents.

This repetition and gradual introduction of new words created much enthusiasm and enjoyment in the classroom.

K-17   In an effort to save time and to make his function more efficient the eighth-grade science teacher made a practice of checking and criticizing individual students' efforts at note taking while audio-visual aids were being presented on an overhead projector or while students were making reports or demonstrations before the class. As a result, students were being distracted and the audio-visual materials were far less profitable than they might otherwise have been.

The teacher eventually saw his error and thereafter avoided creating distractions in that manner.

K-18   The geometry teacher was surprised at the poor results of her students' performance on a test. The recitation and chalkboard work by students in demonstrating proofs had seemed very encouraging, and the teacher was uncertain as to what had gone wrong.

She questioned her students and some of them complained that after they had gotten under way, the teacher had begun to provide cautions or advice on what to avoid and that her attempt to be helpful had actually served to destroy their self-confidence and to distract them as they worked.

K-19   Feeling that high-school biology can sometimes constitute a seemingly overwhelming load of factual material for a student, the teacher has set up a program which permits each student to work at a pace which is comfortable for him. The teacher makes it a point to check his student's work right away in the laboratory so that the student can make the desired corrections immediately.

The teacher has come to believe that this procedure, by providing fast feedback, tends to stimulate improvement and growth much more than the traditional "delayed reaction" does.

II

SOCIAL LEADER

A

The Teacher Establishes a Democratic Classroom Atmosphere

The democratic classroom atmosphere as referred to here is defined as one containing elements of warmth and effective limit-keeping. Such an atmosphere has been shown to promote higher levels of creativity, peer interaction, motivation, sex-role identification, and moral behavior.

A-1   In the mathematics class the teacher sets the stage for the study of a new subject by providing necessary background and endeavoring to create interest and stimulate imagination. Then the assignment is given, and students are expected to explore problems on their own and to bring those they cannot solve to class the following day.

The chalkboard is used freely by students to answer one another's questions, and the teacher steps in only once in a while to provide answers when necessary. The teacher's solutions are never viewed as the only answer or the best answer. If a student has a more direct approach he is given full credit. Each individual is made to feel that he is an effective member of the class and has a share in the learning process of all members.

The classroom has become a laboratory for free experimentation, a place where all questions are honored, and a setting in which no one is afraid of making a mistake.

A-2   A girl in the third-grade class was especially maladjusted. Overweight and extremely immature, the child represented a real problem.

The teacher took several courses of action. First of all, she spoke to other students in the class, who had been treating the girl rather badly. Secondly, the teacher visited the student's home and discovered that the child was the victim not merely of material poverty but of a broken home in which the father was absent and the mother showed little love or sympathy for the girl. Feeling that the child's poor behavior was possibly growing out of her desire to secure attention and affection the teacher made an effort to talk more to the child, to give her privileges and special tasks in the classroom, and to befriend the girl.

The behavior problem was remedied and, though the girl has great difficulties still to overcome, her progress continues.

A-3   The teacher of the fifth-grade class noted that several of the individual students with whom she had worked very hard to alleviate problems in reading had begun to grow quite passive and were showing little initiative or willingness to make decisions.

In the belief that she had been overly directive in working with these youngsters and had served to stifle independent thinking or any creativity they might possess, she began to urge these students to formulate opinions of their own to put them into group activities where peer influence would overshadow or outweigh teacher influence.

Slowly, the children began to free themselves from overdependence upon the teacher's presence and instructions.

A-4   The ninth-grade civics teacher was new in the school and relatively inexperienced. It seemed to him that, whenever the class became enthusiastically involved in a discussion, individual students would begin to speak either to the teacher or to their neighbors without first being recognized and that soon the discussion would deteriorate into chaos with no one respecting his neighbor's right to be heard.

The teacher determined that the rule must be spelled out -- one speaker at a time — and that chronic violators would be penalized. In order to enforce the rule, the teacher saw that he must occasionally warn offenders. Merely to repeat "please remember the rules" was not sufficient. Meaningful movement or glances or gestures were necessary, too.

Except in two or three cases, students did not require severe penalties in order to get the message.

A-5   The teacher of a seventh-grade arithmetic class was well aware that she had very little rapport with the group and that some action would have to be taken, especially after she happened to find a piece of paper on the floor which spoke of an impending strike by the students.

At an opportune moment, the teacher read the note and was able to tell from facial expressions who the strike "leaders" were. She later discussed the situation with these leaders and encouraged them to express their feelings, to explain their grievances. Together the teacher and these pupils developed a plan for future classroom activities.

The class did better work, were more attentive, and cooperated with the teacher thereafter. The five ringleaders became very effective students.

A-6   In the belief that her second-grade students needed to feel responsible for their own actions, to share responsibility in the classroom, to work out problems together — to grow in good citizenship — the teacher developed a plan to facilitate such growth.

First, the class discussed citizenship in community, neighborhood, home, and school. Next, the students made up a pledge together promising to observe certain rules. These rules were developed through class discussion and were listed a few at a time. They were placed on a chart with a small figure representing a beginning citizen. As rules were added to the list and as the student grew in citizenship the figure on the chart grew larger. The final chart listed nine rules, and when a child felt that he was a good citizen he signed his pledge and a paper leaf with his name was placed on the Citizenship Tree. A Citizenship Committee with a rotating membership held "court" (counseling sessions) with rule violators.

The teacher reported considerable success in this program and felt that it would have been even more effective had her students not been a low-achieving group.

A-7   The new industrial-arts teacher had been warned that the third-year (junior) groups to which he had been assigned was an especially difficult group with whom to work. The teacher was advised that some of the boys were practically incorrigible and would require much discipline.

On the first day, the teacher stated some basic rules for behavior necessary to learning and to shop safety. If students were to have certain privileges, they must show themselves sufficiently mature to handle those privileges. The teacher went on to say that he expected full cooperation from the group and stated very confidently that he knew they would have a good year together.

The boys responded very positively to this approach.

A-8   It was readily apparent to the tenth-grade English class teacher that two of the very capable boys in the group were bent upon entertaining the class or otherwise creating confusion in the classroom. Unfortunately, the pair were leaders and had a considerable following among their peers.

Seeing the desirability of "breaking up" these two, she made them chairmen of rival teams in developing and utilizing student opinion polls and in presenting reports on the outcome of their surveys.

As a result, the two were caught up in the rivalry and were no longer creating confusion and destructive examples for their classmates.

A-9   In an American history (eleventh grade) program, the teacher made frequent use of audio-visual materials, especially filmstrips, with which it was the teacher's custom to provide a commentary for each frame. Since any procedure can, if overused, become monotonous, the teacher sought some variations in these presentations.

For example, at one point she simply stopped providing her own commentary and, after previewing the filmstrip, assigned appropriate research to individual pupils and called on them when specific frames were shown in order that these students might provide additional information for the class.

The teacher found that student discussion of these A-V materials became livelier and that the level of interest was much higher than with the earlier teacher-dominated procedure.

A-10   The teacher observed that a boy in her class was having great difficulty in adjusting to the people around him. One of his most noticeable problems was his style of dress, which reflected his very deliberate rebellion or defiance.

In checking the boy's background, the teacher discovered that there were eleven children in his family. Records indicated that both the father and the mother were employed outside the home. Every bit of information seemed only to confirm that the boy was in quest of attention that he could not get at home. The teacher began to provide extra attention. In doing so, she made no reference to the boy's clothing but tried to concentrate upon the boy's feeling toward himself and upon establishing rapport with the boy. In their conversations the teacher also made it a point to single out other students and to praise their taste in various matters — their grooming, etc.

The student commenced dressing more like the other children around him. Within three weeks the boy was willing to do practically anything the teacher asked. The teacher noted that, although she might see him in the hall with his shirt tail out, it was always tucked carefully in by the time he came to class.

A-11   Early in the school year, the world-history teacher discovered that his tenth-grade students were extremely talkative, rude to one another, seemingly unable to listen to instructions or demonstrations, and unwilling to work independently for more than a few minutes at a time. The effect of teacher scolding or other disciplinary action was anything but lasting — some other step needed to be taken.

Consulting with other staff members, the teacher learned that she had made her original mistake by permitting the students to select their own seats at the beginning of the year. They had, very naturally, selected friends of their own sex as "neighbors", the very people with whom it was most tempting to converse freely. — even when they should be listening or otherwise occupied. The teacher reorganized the seating arrangement without explaining why to the students, except to say that she felt it would be useful in later group activities. The new seating separated friends and small groups and carefully alternated boys and girls in each row. The next day, she established certain guidelines for talking and other behavior, as if there were no connection between these rules and the new seating arrangement.

The outcome was entirely successful — teacher control was tightened without becoming oppressive.

A-12   The teacher (coordinator) of a Cooperative Office Education class helped her students finance and sponsor an Employer Appreciation Banquet for the businessmen who had acted as COE supervisors. The group spent many hours planning: selecting the right restaurant, calling in reservations, sending out formal invitations, designing programs, etc. The program represented a valuable learning experience in every respect, but the teacher saw the need to prepare the class members for the experience of attending a banquet in a restaurant.

Various matters of etiquette — how to order, how to tip, the terms used on the menu (a la carte, appetizer, etc.), the handling of the napkin, the passing of food, the clothes to wear, and other factors — were thoroughly discussed. As a matter of fact, the entire meal was practiced, and mistakes were discussed after two such practice sessions.

These practices were fun. When the night of the banquet came, the students were relaxed and confident, and the teacher was very proud of their behavior. The guests were impressed, too.

A-13   One of the students in an eleventh-grade English class was obviously out to make as much trouble as he could for the teacher — a newcomer to the staff. It was also clear that his principal motive was to attract attention to himself, to gain the applause of his classmates. And as new teachers are often considered "fair game" by students, the troublemaker was succeeding in making himself more popular with his peers.

After consulting with guidance personnel and enlisting the support of the building principal, the teacher called the student in for a conference and spoke to him very candidly about his behavior and her future policy — including possible exclusion from the class. She then pointed out that, while others might seem to enjoy the class "cut-up" or "clown" graduates felt little grief in leaving the "joker" behind as they went on to the more serious business of life. Finally, she indicated her hope that the boy would decide to take a more constructive course in the classroom since there were several tasks coming up in future activities that seemed well suited to him — e.g., a possible role in a forthcoming play to be presented in a school assembly.

The conference led to a much more positive attitude on the part of the boy — he began to find more constructive ways of gaining peer approval.

II

SOCIAL LEADER

B

The Teacher Guides Peer Interactions Effectively

Teachers who are knowledgeable about the principles of group dynamics can increase peer acceptance of isolates, guide peer groups into socially acceptable paths, and encourage individual development of social skills.

B-1   The teacher of a German III class felt that, because the school calendar provided no spring vacation and because student motivation was at a low ebb in March, the class should schedule its own "vacation" — more accurately, a radical change in class activities.

The class took a week's break from formal instruction, but in such a way that the students could nevertheless meet and utilize their knowledge of German. The teacher scheduled the class to visit daily an elementary classroom, in which each student would undertake to teach a small group of children (2-3) some conversational German.

The high-school students were extremely enthusiastic about the visits and their efforts to teach German, and they obviously enjoyed their contacts with the younger children. The German class was ready to resume regular class activities the next week. One member of the class began to feel that he would enjoy teaching German in the future.

B-2   Two junior girls in a home-economics class appeared to be outsiders in a group that was otherwise rather closely knit in its interrelationships. The teacher grew concerned as her efforts to solve the seeming isolation of these girls met with no success whatever.

The cumulative-record folders of the two girls made it rather clear that one of them had been a social isolate for several years, or since junior high, largely because her parents kept so tight a rein on her that the child was not permitted to attend extra-curricular events such as dances or even to go to parties. The influence of the parents was even discernible in the girl's manner of dress. The record of the other girl, however, suggested that she had heretofore been quite popular with her peers. A conference with this girl solved the mystery. She had broken with the other girls in the class and had repeatedly come to the defense of the other girl; who had for so long a time served as the butt of the "in" group's ridicule. At the same time, she had very little in common with the girl whom she had defended and, in effect, had become an isolate herself, largely because of her greater maturity or independent thinking.

Having developed greater awareness of the circumstances, the teacher began to spend some added time with both of these girls. Later discussions in class involving human relationships helped break down the clique that had done most of the damage.

B-3   In a seventh-grade geography class, the students (low-achievers, generally) were reluctant to recite, indicated much social insecurity, and revealed not merely a lack of interest but an active dislike for geography.

Feeling that social-studies courses have a responsibility to train youngsters in social skills and that her program in class activities had possibly become too repetitive, the teacher permitted her students to select the textbook chapters they wanted to study, and the material was handled through committee work, reports, and discussion groups or panels with the rest of the class listening. Visual aids were used more extensively, also.

The teacher reported much greater interest growing out of the class's opportunity to plan and present material, but only after considerable patience and encouragement had gone into the teacher's work with individual students.

B-4   The teacher wanted her fourth-grade class (a highly heterogeneous group, both in background and skills) to carry out a project that would be of interest to all and would provide an opportunity for each student to become highly involved and to share in the planning. She wanted the students to work together, to share ideas, and to gain recognition from their peers for their individual contributions. The approach of Mother's Day seemed to provide the teacher with the perfect opportunity.

The children were asked whether they would like to plan something special for their mothers, and a discussion followed. The pupils wanted to have a program and party, and the class listed all the things that would have to be done in setting up such an activity. They began to see the need for organization. The teacher helped them divide into committees after students had indicated what phases of the work they wanted to be involved in. A host and hostess were chosen.

The outcome was entirely successful. Enthusiasm was "overwhelming". The students were well behaved and mannerly. The class wrote invitations, made placemats and a table centerpiece, etc. Every student had an opportunity to show off his talents, and the group felt great pride in its accomplishment.

B-5   Students in a COE class are required each Monday to make out reports listing their activities, learning experiences, new duties, etc., during the preceding week. Whenever these reports hold significant implications for the rest of the COE students, the teacher asks the students to share their experiences with the entire class. On one occasion, a student reported that, while on the job at her training station, she had assisted her supervisor (a dentist) with some dental surgery. "The experience had not been a new one for the student, but the patient had been quite nervous and upset with the ordeal and the COE student, as part of her job, worked to calm and reassure the patient".

The teacher felt that the other students could profitably share in this experience — that hearing about it could assist them in understanding people and could demonstrate the value of acting in an adult, mature, and self-confident manner. The student related her experience, and the others had many questions to ask. Subsequent discussion turned to why people are nervous and upset at times, how others can be helpful to them, etc. Soon the group were discussing such matters as rapport.

B-6   The students in a junior-English class were asked to study Carson McCullers' *The Member of the Wedding* in depth. One important segment of this selection treats the character Frankie's desire to become a part of something — to find her "we". Because adolescents are frequently engaged themselves in a search for identity and a quest for "belonging", the teacher felt that this theme deserved greater treatment.

Since this same loneliness is found in other McCullers works, the teacher mentioned to the class the feelings of the deaf mute in *The Heart is a Lonely Hunter* and then read to the class McCullers' essay entitled "Loneliness". One thesis of this essay is that the American is lonelier than the European because of the unique qualities of the American society, in which an individual tends to be outgoing while seeking out pleasures alone. McCullers states that loneliness for the American is perhaps not changed by finding a "we" but only by mastering one's identity within his own heart. The teacher asked the class how they felt about the author's views.

The class was very responsive. Later many wrote about their individual loneliness. A number of them could identify with McCuller's views. The experience was successful, reports the teacher, especially since the students grew in self-awareness and learned that others shared their own fears.

B-7   The problem confronting the teacher of a high-school world-geography course was how to limit the scope of material without "watering down" the course offering. The teacher felt that he had been guilty of presenting too much material on too broad a basis and he was concerned that the course be useful to students in developing their social interests and skills.

The teacher's plan called for more active student participation in determining the geographical areas to be studied. At the opening of the second semester, two class periods were spent in deciding what peoples or nations the class would prefer to work with. The teacher's role was merely that of a guide, to avoid duplication of effort. A list of study areas was developed, with several students being responsible for presenting each area (within a time limit of two or three class periods). Next, the teacher enlisted the school librarian's assistance in developing a reservoir of source materials — films, filmstrips, recordings, *National Geographic* issues, etc.

The most important outcome was increased student involvement and enthusiasm. As time went on, the students began to call in resource persons; Youngstown State University professors, an ex-WAC who had been stationed in New Guinea during World War II, a grandmother just returned from a visit to Russia, etc. The course was greatly enriched, and geography became a much more interesting course.

B-8   The teacher of a sixth-grade class in a school serving an all-white, lower-middle-class neighborhood noted that there was considerable racial prejudice in the area and that her students reflected much of this prejudice. In the belief that her pupils should have some contact with minority groups if they were to meet the "challenge" and responsibility of racial harmony in later life, she planned accordingly.

Through her principal, the teacher contacted a Negro teacher in a racially mixed school in order to set up a planned program. The two teachers arranged for pen pals and had their classes exchange art projects and, later, gifts. The two classes met first by letter and then arranged a "Friendship Day" with the Negro teacher's class visiting the other school for a morning of plays, art projects, and refreshments. Several months later the racially mixed school played host in the same fashion. For the first time, the students from the all-white school had actual contact with members of a minority group.

The teacher saw that the experience had been worthwhile. The children were enthusiastic about the program, even though some of the parent reactions were rather negative. It was a real revelation for some of the pupils in the all-white school to see that, in instances, Negroes lived in better housing than some of the whites.

B-9   The teacher of a fourth-grade class saw early in the year that the more verbal students in her room not only dominated class activities but showed unmistakable signs of snobbery in their attitude toward the less verbal or less articulate pupils.

The teacher set up a "fish bowl" discussion situation. Fourteen less-talkative students were placed in an inner circle and asked to discuss why the class had been rude and inconsiderate to a substitute teacher on a previous occasion. They were expected to discuss the situation as if they were teachers. In an outer circle fourteen more loquacious or articulate students were asked to observe the interaction of the inner circle. Later the two circles switched roles. Finally, the entire class analyzed the two discussions.

The less verbal group did not talk so much, but built on each others' ideas and came to a decision. The more verbal group was so busy talking and expressing individual thoughts that they failed to listen to each other and to give support. In later discussions this group was more aware of its need to listen to one another. They also developed new respect for the less-talkative students who were tempering their own thinking with the ideas of others. The teacher felt that she, too, had grown in her understanding of the class.

B-10   After reading an issue of *Scope Magazine*, dealing with such questions as separation, pluralism and integration of races in the U.S., the eleventh-grade American-history class was torn by much confusion, negativism, and argument. The stronger personalities in the class clashed over points of view, and no reconciliation seemed to be possible. The teacher was about to interrupt the hostilities and turn the class to some other, less-explosive activity. Then a surprising turn of events took place.

All at once some of the more rational students in the class took charge of the situation and made a proposal that a tightly run panel discussion be set up which would insure a climate of respect for individual contributions or comments on the issues involved. Without much teacher assistance, these students organized the whole program and policed it as well, insuring equal time for all viewpoints.

In this situation, new leaders took over, and the discussions which they organized were very profitable for the class. The circumstances were such that, later in the year, still other students sought and made use of opportunities for demonstrating leadership.

B-11   In a senior social-studies course, an extremely capable girl showed great hesitancy in contributing to class discussions or even in reciting. In spite of her intellectual superiority, the student's grades in all her classes began to drop.

In a conference with the student, the social-studies teacher learned that the girl was responding to what she felt was her classmates' disapproval of good students. The girl very candidly declared that if popularity or just being liked required that she show less enthusiasm about her schoolwork, she was prepared to let her school performance suffer. The teacher asked the girl whether she intended always to let the "crowd" dictate to her and then pointed out to her some material showing how the criteria for "popularity" change through the years from the early elementary grades through senior high school. The teacher also tried to emphasize that true "growing up" is reflected in independent thinking and increasing freedom from group pressure.

The girl's classroom performance improved somewhat, especially after the teacher had set up a unit in which the class investigated and discussed group dynamics and conformity and nonconformity.

B-12   The drama teacher was pleased to learn that her one-act play casts were holding practice sessions at some of the student's homes and naturally assumed that such rehearsals would involve every student assigned to production responsibilities. An excellent student esprit de corps seemed to be developing among the various casts, and the teacher was disappointed when one of the student directors asked to be relieved of her assignment.

An investigation of the circumstances led the teacher to a significant discovery – the student director had not been invited into the homes where rehearsals had been held, and the cast was virtually ignoring her, except when in-school circumstances required that the girl be included. There was little that the teacher could do for the moment, but after this battery of plays had been produced, the teacher brought in some plays which treated prejudice and social attitudes which are destructive.

Though work with the second group of plays may have led some of the students to recognize the wrongness of their having excluded a classmate, the teacher could not be certain that such was the case. She did, however, become more aware that pupils involved in activities with classmates are not necessarily accepted socially by those same classmates.

B-13   One of the girls in a sophomore home-economics section was particularly loud and overbearing in her manner, and, as the other pupils gave the appearance of accepting her, the teacher supposed for a time that this rather domineering student was the leader of the group.

A look at the cumulative record seemed to confirm that the student was a dominant force in the class – the girl had been a leader both in the classroom and on the playground throughout her elementary schooling. A later note in the record indicated that during the seventh grade the girl had lost ground in popularity, that the other girls' values were changing and that they treated their erstwhile leader with "tolerant amusement". Consultation with other staff members and with the guidance counsellor made it clear that, though the girls seemed to accept the "loud one" in their classrooms, she was actually a social "loner".

This information was helpful to the home-economics teacher in dealing with the student. The teacher endeavored to channel the girl's aggressive behavior into constructive projects and spent time in trying to help her improve her relationships with the other pupils.

B-14   Two teachers formed a "cooperative class", combining industrial arts and home economics, in order to accommodate the special needs of a special-education group (of sixth, seventh, and eighth-grade ages) who were expected to take either home economics or industrial arts for a full year, but who would probably soon become tired of the regular class routines.

Girls were given some basic training in the industrial-arts laboratory, where boys held limited leadership positions. Both boys and girls worked on the same projects, and the teachers were surprised at the readiness with which students accepted each other. (Interestingly enough, girls proved to be more adept at tool use than the boys.) Next, boys and girls were taken to the home-economics laboratory, and here girls were given limited leadership positions. Here the group learned to cook breakfasts, but male acceptance of "girl work" was slow. Still, the boys learned about such skills as clothing repair. The final class involved an outdoor barbecue, in which the boys performed the cooking and the girls did the menial tasks.

Teachers, parents, and PTA were all impressed with the outcomes, especially with the willingness of both boys and girls to work together in situations where the sexes are normally separated.

B-15   By the end of the first semester, it became clear to the teacher that several of her female students were maturing quite rapidly, both physically and mentally. They appeared prone to frequent daydreaming, exhibited laziness, and "focused most of their attention on the opposite sex". The attitudes and out-of-school companions of these girls were such that the teacher felt concern over their influence upon some of the less mature students in the classroom. Since the school had reason to believe that some of the students might be experimenting with drugs, the teacher decided to introduce a unit on drugs and drug abuse which might not only forestall problems in this area, but also include some discussion of such matters as sex to offset any unwholesome influences that might be at work among the students.

The teacher was delighted with the results of the program. The girls brought in numerous articles from magazines and newspapers on the subject of drug abuse. The discussions were enthusiastic and informative. Two narcotics experts from the local police department brought samples and discussed the dangers of drug use. Written assignments were completed by all the girls (including those whose attitudes had been negative or apathetic), skits were produced, etc. The teacher felt that the girls who had earlier constituted "problems" became effective students once again.

B-16   The teacher of an eighth-grade English class observed that several of the girls were especially vicious in their treatment of a girl who was obviously different, even to the point of being rather eccentric in some respects.

First, the teacher found out as much as she could about the "victim". The girl was thought to have suffered some brain damage in an accident which had occurred during her infancy. There were certain physical factors, too, which figured in this situation: the girl's walk indicated a lack of coordination. Her immaturity was such that she offended others frequently by picking at her nostrils, staring at her neighbors, and behaving very childishly at times. The children who seemed to delight so in teasing or abusing the girl were the followers of a tall Negro girl, and all of these students (including their leader) seemed to be using the "victim" to vent their own insecurities. The teacher scheduled a series of conferences with the girls who had been harrassing the "loner". With the Negro girl, for example, the teacher could readily communicate on the subject of "being different", and the teacher soon had this group leader won over.

Though the "victim" could be helped only so much, both she and her tormenters improved considerably in their perceptions of others.

B-17   The new teacher of a fourth-grade class found herself working with youngsters drawn largely from a slum area and could not understand why it was that, in spite of her efforts to "speak their language" and to devote much time to their individual problems, she was having little success in influencing their behavior and values. She had previously worked with children of the same age in a middle-class residential area, and both parents and school administrators had praised her ability to influence and work with the young.

A conference with the building principal helped the teacher to understand that both the boys and girls in her classroom were influenced by playmates and peer groups at an earlier age than is the case with students from more desirable neighborhood environments. The teacher saw that her best approach might, at times, involve small groups rather than individuals. She was eventually successful in organizing her classroom almost as if it were a club. Working cooperatively with other teachers in the building, she soon had her students organizing their own softball team and dramatic group, which competed or worked cooperatively with similar groups formed in other classrooms. Such group activities helped offset some of the less desirable influences at work in neighborhood gangs.

B-18   The teacher of eleventh-grade English was informed by the principal that her classes would be expected to spend two or three weeks in discussing and organizing plans for the annual junior-senior prom to be held in the school gymnasium. She discovered very quickly that the students felt little enthusiasm for such a project. For several years now, the annual prom had been a failure, and the teacher knew why. To begin with, times had changed the dating patterns of the students. Senior boys had become accustomed to dating ninth-grade girls – and even some eighth-grade girls – and had r o interest in junior or senior girls, whom the boys considered as being "too experienced" (sometimes justifiably). Senior and junior girls could not be escorted by college boys, and the high-school boys were not permitted to bring underclassmen to the dance. Little wonder that the event was something less than successful.

The teacher discussed the problems with the principal and other teachers at a staff meeting, and the group arrived at a somewhat more realistic view of students, their dating patterns, and differ g maturation rates.

Most of the teachers agreed that this discussion held values not only for planning extra-curricular events, but also for dealing with students in the classroom.

II

SOCIAL LEADER

C

The Teacher Adjusts Social Interaction Activities
to Group Norms

Since social readiness is determined by physiological man. ation and various kinds of social experiences, the teacher must be aware of the general level of motivation and skill in peer interaction of the pupils in his classroom and be able to promote those activities within the "range of challenge" of the group.

C-1   In a kindergarten group, Lisa proved to be quite a behavior problem, constantly drawing attention to herself by talking, disturbing others, or otherwise refusing to cooperate.

The teacher felt, after other efforts had failed to improve the child's behavior, a conference with Lisa's parents might help the teacher to understand the causes for the child's behavior. Unfortunately, the parents misinterpreted the teacher's purpose in such a conference and afterwards instituted punitive procedures so that the child fully believed that the teacher had "told on her" and "tried to get her into trouble". The teacher felt that she had been at fault in somehow failing to communicate her intentions clearly to the parents. She called for another conference right away in an effort to rectify the situation as soon as possible. This time, the teacher went into greater detail relative to her purpose – namely, an attempt to discover why Lisa should so desperately seek more than her share of attention in the classroom. In addition, the teacher made it clear that her interest was not in punishing Lisa, but in helping the child.

It was some time before the child's relationship with the teacher was improved, but eventually with the parents' help the teacher managed to establish some rapport with Lisa and to help the child learn to share the teacher's attention.

C-2   The teacher of a tenth-grade world-history class saw that a new student was having great difficulty obtaining acceptance by the class, in spite of the boy's obvious intellectual ability. Realizing that teenagers usually have to demonstrate initiative or some desire to make himself known, the teacher conferred with the boy and helped him set up a plan by which he might gain wider, quicker acceptance.

To begin with, the class's work on the Far East in a unit soon to be introduced would provide an excellent opportunity for the boy to figure as a resource person since he had gone to school in Japan for a year while his father was stationed at a military base in that country. When the class later turned to role-playing, the teacher would make use of the boy's interest in drama.

In a matter of six weeks, the newcomer was fully established as a member of the class and had many admirers in the group.

C-3   In a class in advanced algebra, a student with considerable ability began neglecting his homework and the teacher made the mistake of attempting to goad him into doing his work by, first, scolding him before the class, and later, by speaking to him rather sarcastically before his classmates. In this fashion, she supposed that she might humiliate him into getting his assignments done. She soon concluded that she had taken the wrong tack.

Conversations with principal and guidance personnel indicated that the student in question was actually rather mature and not especially dependent upon the approval of his peers. Further investigation revealed that the young man was rather deeply involved in a church organization and social issues and that his church group had been absorbing much of his time recently. After learning about the boy's after-school activities, the teacher decided that the only rational approach to encouraging the young man to get his homework done was to sit down with him and to discuss the matter.

This decision on the part of the teacher actually led not merely to improved preparation on the part of the student but to the de. lopment of a friendship between the two.

II

SOCIAL LEADER

D

The Teacher Adapts Classroom Activities to the Pupil Who is Atypical in Terms of Social Skills

A good teacher makes routine provision for immature and advanced pupils by adjusting social demands toward their "range of challenge".

D-1   A new student entered the school in the fall, and the girl displayed very obvious contrasts when ranged alongside the middle-class students around her. Her speech, general mannerisms, early physical maturation, dress and over-all appearance made her stand out right away, and the seventh-grade English teacher saw that the girl's written work was of very poor quality. Her records indicated that much of her elementary education had been in one-room schools and orphanages and that her background was entirely unfortunate. Shy and withdrawn, it took some time for her to gain confidence in her teacher, who made every effort to befriend and assist the child. The girl was aware that she was behind the others and wanted the teacher to help her "learn better".

        Two or three days a week, the teacher used her free period to work with the girl, helping her to catch up on reading and vocabulary growth and helping her to polish her pronunciation. When themes were assigned, the teacher would allow the girl to bring in a rough draft and the two would work on it together. Wherever possible, the teacher strove to build self-confidence in the child.

        The girl's work improved from a low D to a "good B" during the year, her appearance improved, and she happily gained the friendship of some of the girls. The girl's gradual success reflected in her other courses, too.

D-2   A fourteen-year-old boy who entered the school quite late in the year was reported by the guidance counsellor to be having a severe emotional problem. The staff was told that Tad should be handled very carefully until it was determined whether or not he could adapt to a public-school situation. Since the pupil also possessed an acute reading problem, he was scheduled into the reading laboratory, where the teacher was to work with him twice a week. He arrived at the lab with four other boys, who accepted him only cautiously, and Tad's whole manner reflected restlessness and an unwillingness to become involved in any of the material.

        The teacher was about to reschedule the boy for the good of the others when she happened to find a paperback book, *The Outsiders*, by S. J. Hinton. The plot involves a group of boys in a slum area who have banded together for protection and who pride themselves on their dependence and loyalty to one another. The reading group began working with the novel, taking periodic breaks for discussion. Tad became extremely enthusiastic about the story, asked many questions, and volunteered experiences of his own. The group became very close, and Tad began to find friendship.

        The boy showed marked improvement and even stopped by the lab on the last day of school for a list of titles he might employ in his summer reading.

D-3   One of the most capable boys in the senior social-studies seminar began to perform very poorly midway in the year, and the teacher became sufficiently concerned to call him in for a conference. She learned that his out-of-class school activities and responsibilities had grown into an almost impossible burden. As a class officer he was responsible for supervising certain fund-raising projects, as an athlete he was involved nightly in after-school practices, and as a student he was frequently asked by his peers and his various teachers to assume additional responsibilities: he was chairman of a committee in his French class, he served as a tutorial assistant in chemistry, and he was a group leader for research in the social-studies seminar.

        Unreasonable demands being placed upon the boy, plus his not having learned to say no, forced the teacher to take some action for the boy's good. She conferred with other teachers and discovered that the boy's burden was reducing the effectiveness of his performance in other subject areas. Cooperatively, and with the boy's approval, the teachers arranged to relieve him of some of the responsibilities given him by peers and teachers. He had, admittedly, learned a lesson, and his work in his classes soon returned to its former level of effectiveness.

D-4   Feeling a need to offset the damaging effects of a literature anthology which virtually ignored the contributions of Negro writers in America, the teacher of a seventh-grade English class set up a unit on Negro literature. Subsequently, the several Negro students in the class reacted quite negatively to the work and had little to say in class discussions.

        Unable to account for this lack of response from students with whom the teacher had maintained splendid rapport previously, the teacher called them in for a conference. Part of their reaction, she learned, stemmed from outside-the-classroom comments by white students that the Negro students were being given special treatment and that the other students resented having to take up a special literature unit to "keep the black mayor happy". The Negro students wanted to know why the teacher could not have had the class read some of these stories and poems at the time the class was working with white authors and their writings.

        Since the unit had been started, there was little that the teacher could do except to explain her purpose in having the class study the unit. She did so, and the students had a much clearer idea of the reason behind the work and the value in it. In later units, the teacher made it a point to integrate Negro literature with that produced by white authors.

D-5   Two of the boys in the sixth-grade class had been in trouble several times with previous teachers, the school principal, and once with the police for such acts as vandalism, petty theft, and breaking into the school after hours. The teacher was well aware that, unless the two boys were somehow guided into more constructive behavior patterns, before their entry into junior-high school, they would very likely become involved in more serious trouble.

        An examination of the boys' records in the school office indicated that one of the boys was an only child in a broken home and that the other boy's father was forced to travel frequently in his work. The teacher — in this case, it was a man — saw that neither boy had the company of an adult male very often and felt that he might be able to assist the boys by befriending them and giving them particular jobs in the classroom and even opportunities for leadership in playground or after-school activities. When, in a unit on "Law and Its Importance", a policeman visited and talked to the class, one of the boys was given the task of introducing him and the other was involved in helping the officer present materials on safety and the citizens' responsibility to help law enforcement personnel. Here and in other instances the boys gained peer prestige.

        Neither of the boys was a behavior problem — each of them seemed to respond quite positively to their teacher's efforts to help them.

D-6   Eric, a boy in an eighth-grade history class, was constantly creating a commotion in the classroom. When several models constructed by students and placed on display in the classroom were broken one day when the teacher was out of the room, the teacher suspected that Eric was responsible. When she questioned him, he admitted that he had broken the models, but said that he had done so because the students who had made them were among those who were constantly teasing him about his size and "pushing guys around".

        The teacher took no immediate action, apart from requiring Eric to remain after school for several days and to repair the damage where possible. Close observation did reveal, however, that several of the boys were singling out Eric for abuse and ridicule, and the teacher scheduled talk-sessions with these boys and scolded them for "taking advantage" of someone smaller. The teacher did not tell the boys who had damaged the models, but explained to Eric that his behavior would remain their secret as long as i.e behaved in a more grown-up fashion. Her statement to both Eric and the bigger boys was that "size is what you are on the inside". The teacher later found opportunities to fit Eric into games and group activities where he developed a close friendship with one of his erstwhile tormentors.

        Eric became a much more productive and constructive student.

D-7   In an inner-city elementary school, the teacher of a fifth-grade group found that some of her students exhibited destructively aggressive tendencies both in their behavior in the classroom and their relationships with other students. Concerned for their future, she searched for approaches to assist these young people toward more constructive attitudes and conduct.

     The teacher asked her building principal to use his influence with the administration so that some of the high-school students might be permitted to visit her classroom. A program of such visitations developed in which some athletes, cheerleaders, dramatic groups, etc., were brought from the high school to speak to the students. These high-school students had come from the same neighborhoods served by the elementary school, and therefore the success these older students had experienced in school and the pleasure they were presently finding in their school experience made meaningful their conversations with the elementary students.

     The teacher reported that her students' attitudes about school were quite definitely improved and that their conduct was much more cooperative and constructive. Some of them quite naturally found heroes or models to emulate among the high-school students that came to visit with them.

D-8   David, a third-grade student, was a major source of distraction in his classroom, and the teacher found it quite difficult to secure cooperation from the boy. He refused to engage in learning activity, insisted upon moving about the room and talking freely, and regularly pushed or struck classmates.

     The mother was contacted, but proved not to be very helpful — it was the teacher's job to secure David's confidence and respect, the teacher was told. There was little that the teacher could do but to begin to deny privileges to the boy — to make it very clear that the rules were set up to protect the rights of all the children and that every time he broke one of these rules he would miss the fun of some game or other activity. He wasn't being punished — he was simply missing out on the rewards for good work and helpful conduct.

     Strict limit-keeping as well as close observation by the teacher led to great improvements in David's behavior.

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II

SOCIAL LEADER

E

The Teacher Facilitates Development of Moral Character and Moral Behavior

Teachers who help pupils develop favorable attitudes toward moral and social values, who encourage growth in the understanding of values, and who provide practice in moral behavior, contribute to the ability of the pupil to guide his own behavior in a mature manner.

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E-1   The teacher was confronted with the problem of a student who recognized no rules with respect to other students' property — he simply helped himself to paper, crayons, paints, or any personal possessions others might have on their desks.

A conference with the boy's parents helped the teacher to understand why the boy could not attach any importance to the teacher's efforts to discourage his taking other students' property. There were no such property lines drawn in the home apparently. The children were being reared on the principle of total sharing — even down to clothes that would fit, all toys, etc. The whole concept of personal property (apart from adult things versus child possessions) had not really been given meaning at home, and the teacher could readily see how the child would have problems adjusting to the school situation. The teacher made an effort to explain to the parents that she would need their cooperation in helping the boy to understand that home rules could not possibly apply to the first-grade classroom since the children at school came from different homes.

Even with the parents' aid, the adjustment was not an easy one, but by the end of the year the child had learned to respect the property of other students.

E-2   The teacher of a tenth-grade science class (biology) assigned individual projects to her students, each project based upon a unipack kit. On the day upon which the assignment was supposed to be completed and turned in, one girl insisted that her completed work had been taken from her locker. Though the teacher questioned her repeatedly, the girl maintained that she had done the work but that someone, out of spite, had made off with her finished project.

Seeking information, the teacher called the child's home in an effort to determine whether the parents knew anything at all of the project. The father reported that the unipack kit and the unfinished project were still in the child's room and that in spite of her parents' urging, the girl had not completed the assignment. The teacher told the parents that the girl had offered another explanation and suggested that an awareness of the parent-teacher cooperation and exchange of information might lessen the likelihood of the girl's turning to such a strategem a second time.

Subsequently, the closer contact and improved communications between home and school proved helpful in many ways.

E-3   The physical-education teacher noted that one of the Negro boys in the ninth-grade section showed considerable promise as a basketball player but was inclined to get into trouble regularly and had already been before the court for truancy and theft.

The teacher (who also served as assistant freshman basketball coach) contacted one of the high school's outstanding varsity basketball players and asked him to help out with the freshman team. The varsity player, also a Negro and a boy who had himself been a behavior problem, was glad for the chance. The older player provided a fine model for the freshman, whose behavior and attitude showed steady improvement. Other young Negroes in the school also profited from their contact with and emulation of this varsity athlete.

E-4   A twelfth-grade student was observed cheating on a quiz, and his teacher became convinced (through comparing the boy's paper on an earlier test with another student's work) that he was regularly resorting to dishonesty.

Instead of calling the student in and confronting him with accusations, the teacher asked the boy to help him monitor a ninth-grade class taking a test. Later, the twelfth-grade student assisted the teacher in grading the papers, and the teacher showed him ways of comparing papers to detect cheating. The boy obviously enjoyed the apparent trust which the teacher showed in him, and the teacher was pleased to note that no more cheating was evident in the senior's work.

E-5   In a fifth-grade class one of the girls had become virtually a dictator in her domination of the other girls. When the clique which she "managed" began to ridicule and to discriminate against some of the other girls in the room, the teacher felt that something must be done to correct the situation.

The teacher called in several members of the clique and could readily see that they were virtually terrified of the tyrant. It seemed to the teacher that a unit on "Prejudice" might hold the answer. She opened this unit with several days of "organized discussion" — the "victims" one day being those with blond hair; on the next day, blue dresses; the next, brown eyes. This "dictator" just happened to be the only "brown-eyed" blond in the room, and had unfortunately worn a blue dress on the second day. Her "rule" was broken and she learned her lesson much more effectively than by a sermon. By the third day she was in tears and ready to assume a more wholesome role in the classroom.

E-6   In a sophomore English class students were required to read Charlotte Bronte's *Jane Eyre* and Nathaniel Hawthorne's *The Scarlet Letter*. Noting that these novels would lend themselves nicely to a consideration of the individual, his moral values, and his society, the teacher asked students to compare the self-appraisal outcomes seen in the characters Jane and Roger Chillingworth and to contrast the reactions to the same sin apparent in Hester Prynne and Arthur Drimmesdale.

The students were able to see "that each character had ethics which he either upheld (Jane) or violated (Roger) or violated but atoned for (Hester)". The students indicated through papers and discussion their new awareness that everyone has a set of values or a code of ethics which he must uphold if he is to be happy.

E-7   In small-group discussions, fifth-grade students (15 to a group) approach issues involving moral character development through interaction. The teacher presents a story problem involving some moral issue: stealing, lying, hurting another, etc. The stories are so constructed that there is no indoctrination in any given "right answer", and the students are encouraged to express themselves freely. Often, experience in the classroom or on the playground is related to whatever issue is being dealt with.

The teacher reports that there is much enthusiasm among the children as they discuss these matters and that young people find the experience quite meaningful.

III

PROMOTER OF HEALTHFUL EMOTIONAL DEVELOPMENT

A

The Teacher Recognizes Symptoms of Poor Adjustment

Depending upon the adaptive habits of individual pupils, the teacher should be able to recognize subtle symptoms of high emotional tension as well as withdrawal and aggressive responses pupils resort to in an effort to reduce uncomfortable levels of emotional tension.

A-1   The teacher of seventh-grade mathematics found herself losing patience with a student who regularly forgot books, pencils, protractor, etc., and who sometimes seemed to defy the rules by falling asleep in her classroom.

She examined his cumulative record folder in the office and discovered that the boy's previous teachers had observed similar behavior for several years. Recognizing that long practice had served to reinforce this behavior and suspecting that the boy was using these methods as an escape from work in which he had found nothing but failure, the teacher began to modify her expectations of him, give him special tasks to perform, and provide praise whenever possible. She was gratified to see that, gradually his behavior improved as did his performance in mathematics.

A-2   One of the students in an eleventh-grade American history class seemed especially immature — she was constantly turning about in her chair, drumming her fingers, or making needless movements. Worst of all, when anything even mildly humorous would occur she would become almost hysterical in her laughter — to the point that even other students sensed that something was amiss.

The teacher called the student in after school to discuss these mannerisms since they seemed to suggest that the girl was suffering from some anxieties. She required little urging — she poured out her story of an alcoholic father and a home torn by strife between the parents. The girl was willing to repeat her account to the guidance counselor, who was in a position both to alert other teachers and to schedule a series of conferences with the girl in an effort to alleviate the problem.

A-3   Through a "getting to know you" inventory, the teacher of a sixth-grade class discovered a "potential" problem child. An examination of the boy's records indicated that he had consistently done C or D work in spite of a superior IQ. His parents felt that the boy was hyperactive and overly tense, and his previous teachers reported that the boy's attitude toward school, especially homework, was quite negative.

The teacher called the boy's parents and arranged with them to have the boy stay after school for a series of work and talk sessions with the teacher. Eventually, the boy admitted that he hated school because of his small size and the teacher saw that his problem was one of low self-esteem. The boy needed to discover that his own gifts were important — that he could do things that other (larger and stronger) boys could not do. The teacher made it a point to lead the class into a discussion of valuable traits, how children grow up to value quite different traits than they formerly admired in their peers. The boy's minor and major accomplishments were praised before the class and soon he was showing other boys how to build model rockets.

His work improved considerably — he was no longer the "class clown".

A-4   Several times a student in a high-school biology class became asthmatic and had to be excused from a testing situation. The teacher became convinced that the asthma attacks were actually being induced by the girl's anxiety over the test she was taking. She was a good student, but so concerned about her grades that every test became a threat to her rank-in-class position.

A series of conferences with the student lessened her anxiety, and thereafter the asthmatic condition did not develop during the administration of a test.

A-5   In a third-grade room, a student demonstrated poor work habits, an "explosive temper" and quite aggressive behavior. The boy was hyperactive and a low achiever.

The teacher took these steps: (1) reread the cumulative record, (2) reevaluated test results, (3) gave new achievement tests, and (4) decided tentatively that the boy might have a higher IQ than earlier tests indicated and that his major problem might be "frustration". The teacher then asked for the cooperation and assistance of the parents and the school psychologist, worked hard to gain the boy's confidence and friendship (though behavior lines were carefully spelled out), and began to observe the boy even more closely to determine what led to his temper outbursts. Another child was seen to provoke these tantrums on occasion, but the principal problem appeared to be lack of challenge — the school psychologist reported a much higher IQ. The boy was given opportunities for research in science through individualized instruction. He began to enjoy school and learned to control his temper.

A-6   Linda, a seventh-grader, was shy and quiet and seemed to hold her head to one side, as if out of fear. The teacher went to the records, which clarified that the child was afraid of teachers and slow to overcome that fear.

The teacher immediately assigned special projects in which Linda could serve as the teacher's helper — running errands, cleaning book shelves, bringing books or recordings from the library, etc. Sometimes, the teacher would arrange for Linda to be excused from study hall so that she could do special tasks that she could master.

Within two weeks, the girl had lost her fear of the teacher and was responding regularly in her class.

A-7   Repeatedly, the teacher of eighth-grade English heard one student insist that he had not understood an assignment or that someone had taken his book from his locker and prevented his doing the assignment for the day. These excuses followed a pattern — they occurred whenever a writing assignment was due. The teacher was certain that the student was either lazy or insecure about his work in written composition.

The teacher decided that he might find out what the trouble was by assigning an in-class writing task. When he did so, the boy complained of a headache and asked to be excused to the nurse's office. The teacher then went to the records, in which he learned that the boy had been withdrawing similarly from work in other courses by giving excuses. Test scores also indicated very low IQ and the teacher decided that the student should be moved into another class he taught — one in which the work would be better suited to the boy's intellectual capability and skills.

A-8   The teacher of a ninth-grade English class was told that one of her students was definitely an "outsider" or isolate and that the teacher should plan activities involving student interaction with this information in mind. She could hardly expect the boy in question to work well as a group member.

Having seen students "bloom" socially overnight and knowing that a summer's experience can make a great difference in a student's ability to work or mingle successfully with others, the teacher planned to involve the student in a committee which would select and perform a one-act play. She was aware that the student might not succeed, but felt nevertheless that he should be given opportunities from time to time. Imagine her pleasure when the student not only contributed importantly to the committee's work but asked the teacher for other such assignments.

A-9   A twelfth-grade English teacher was expected, according to the school's course of study syllabus to spend several days with her classes in work on Shakespeare's sonnets. She noted that the anthology contained only three of these sonnets and that these featured highly emotional languages considered entirely appropriate to male friendship in Elizabethan times, but somewhat "suspect" or inappropriate today.

Recognizing that boys might either be embarrassed by or find little appreciation in these sonnets (and wishing to underscore the masculinity of the author) the teacher found alternate selections, and the boys in the class were given these to work with during this short unit.

III

PROMOTER OF HEALTHFUL EMOTIONAL DEVELOPMENT

B

The Teacher Reduces Disabling Levels of Anxiety

Teachers should be aware of techniques useful in reducing anxiety and be able to skillfully apply the most appropriate techniques in the classroom situation.

B-1   In a tenth-grade World history section, the teacher found that she was the object of a homosexual "crush", the student in question making her fixation on the teacher very apparent — so much so that the girl's behavior became embarrassing to the teacher. Her first inclination was to speak frankly to the student and to recommend some reading and even to apply some methods about what she had read in a technical book on the subject. The thought of taking the problem up with a third party was disagreeable. Yet the teacher fully realized that a specialist's help was needed and ended by referring the girl to the school nurse, who in turn contacted the parents and pointed out the seeming difficulty.

B-2   Just before the opening of school the teacher of a first-grade group received word that one child would not appear for two weeks because of an operation. Other students who saw his name on the roster described the boy as one who "acted like a little animal" and made negative remarks about his physical peculiarities and odd speech mannerisms.

The teacher decided that she had better be prepared for the boy's arrival. She read all the records relating to his behavior in Kindergarten and talked to his previous teacher and to the principal, who had also observed the child. She got together all the child's supplies, placed them in a locker with his name and spoke to the class about their obligation to be helpful to a classmate just out of the hospital. The teacher was also able to arrange for the boy's mother to serve as room mother so that they could work closely.

When the boy arrived, he was delighted to find the class waiting for him. The boy remained a special challenge, but his adjustment was much more successful than it might otherwise have been.

B-3   The teacher of a seventh-grade history class was faced with the problem of a student who was quite inattentive and very mischievous.

Through an investigation of the boy's history, the teacher found that the child suffered dyslexia, a hearing loss, hypersensitivity to stimuli, tension, etc., though he was well liked and had the advantage of a desirable home. In order to reduce stimuli from other students, the teacher moved the student to a corner seat in the room.

This action proved helpful; the boy ceased creating trouble and became more calm and attentive.

B-4   In a seventh-grade English class, the teacher recognized hostility in a non-contributor and endeavored to find some path to an improved relationship with him.

One day the teacher saw a short poem written on the cover of the boy's notebook and discovered that the student had written the verse himself. She asked the student whether he would devote his class time merely to writing poetry and the boy agreed to do so.

By the end of the year, the boy had produced a self-illustrated poetry notebook and had begun to write poetry for classmates and to share his work with the class as a whole.

B-5   A teacher of tenth-grade English ha initiated a program in which students are permitted to "free write" for a period of twenty minutes once a week. In this writing, the student can discuss any topic and needs not worry about grammar and mechanics. In one session a student wrote a "particularly moving" paper about the girl he loved, his dissatisfaction with his work in school, and his confusion and anxiety over the future, including his hopes to attend an Ivy League college.

Recognizing much sensitivity in the student and wanting to encourage him in his candor and his writing skills, the teacher wrote a long comment on the paper before it was returned. His next free writing paper contained a "thank you" and additional revelations as to his confusion and unhappiness.

Through these writing experiences the boy continued to find satisfaction and a means of reducing his tensions. And, significantly, his writing skills continued to show marked improvements.

B-6   The American-history class was required to do a series of research papers, but one of the eleventh-grade boys failed to produce a report during the first grading period. Conference with the student and a study of the boy's school record indicated that he was a slow reader and that he had achieved little success in writing Still, the boy was quite responsive in class discussions and listened attentively to other points of view.

The teacher decided to individualize instruction. The boy's first task was to audit recordings that might be useful in the history class. Meanwhile, the teacher went with him to the library and "walked through" a research task, pointing out information sources and techniques. Then the boy was given an assignment on biographical research — a problem somewhat less comp than some of the projects other students were undertaking.

The boy performed these "customized" tasks and experienced success. Gradually, he became able to do somewhat more difficult projects, even though his problem in writing remained a formidable obstacle.

B-7   The teacher was assigned to a first-grade group with great learning disabilities: emotional problems, neurological factors, physical handicaps, lack of social development, and limited experimental or environmental backgrounds. Some of the children were silent and withdrawn, some overly aggressive. Apathy, short attention spans, restiveness — these were characteristic of many of the students.

Instead of turning first to cumulative records, the teacher concentrated upon closely observing and talking with these youngsters and upon making herself a source of love and understanding. She also was concerned with improving peer relationships so as to establish the work and self-confidence of each child "within" the group setting. The children were taught, through daily example, to live with one another and to respect and care for each other.

B-8   One of the boys in a fourth-grade class had, according to the permanent record, an irregular EEG, epilepsy, and over 100 allergies. The previous teacher had recommended that the boy be taken out of the regular classroom because the medication he took daily often made him groggy. The record also showed that the parents of this only child had been very cooperative, but that in spite of efforts on all sides, the boy's social adjustment was especially poor — e.g., he was often subject to abuse by peers on the playground.

The teacher conferred with parents after several such playground happenings. A psychologist tested and counseled the boy. The parents arranged for a tutor to give the boy special work in handwriting. By reading tests in science and social studies to the boy, the teacher found that "his achievement was adequate". The teacher began to pair the child with boys of similar interests on project work. He was given a part in a play and in a magic show. As the boy began to get along better with his peers, his achievement clearly improved.

B-9   During the first two weeks of kindergarten, Patty was almost constantly in tears, afraid that her parents would not come after her at the end of the day and frightened of the other children.

The teacher counseled with both the parents and the girl and arranged for the child's mother to show up at school on one pretext or another for several days until the child could make friends.

Gradually, Patty's fears were lessened.

B-10   The teacher of seventh-grade physical education observed that one of the girls frequently failed to dress for class and generally stood or sat alone on the bleachers. On these occasions when she dressed for gym class, the child showed great reluctance to participate. "I can't" was her typical response. Moreover, the girl refused to shower, and one day when the teacher repeated that the girl should shower the child began to scream hysterically. Immediately, the teacher saw the child's need for professional psychiatry and referred the girl to the school nurse, who took appropriate action.

B-11   A chance encounter with a former student and his favorable comment upon a technique used by the teacher led the teacher of seventh-grade science to survey other former students to see whether they had reacted similarly. The teacher had required each student to write a detailed report on a series of experiments. The students were given the basic problem and a required outline for organization, but were required to develop the remainder of the report themselves by employing observation and deduction. Later, the students were given an opportunity to rewrite their reports and thereby to improve their grades on the work.

The teacher's survey of former students led him to feel that the technique had much value.

B-12   In an eleventh-grade "modified" English section, the teacher discovered that, each time the class moved from literature work to language study there was a great deal of confusion. Many of the students in this class had emotional problems, and a change in daily routines required adjustments which they often found difficult to make. Whereas variety is often necessary to maintain the interest of young people, some youngsters prefer a familiar format without surprise happenings. The teacher found it necessary in this section to lengthen the units on literature and language rather than to shorten them to avoid monotony.

B-13   The new fifth-grade teacher discovered very quickly that her original practice of comparing children before the group was a poor one. Still, the youngsters wanted (and needed) to know where their performance ranked as compared generally with the work of others in the class.

On oral work, the students were given individual critiques by the teacher and sometimes the class was allowed to evaluate the performance of individuals on an anonymous basis (with the teacher in a position to eliminate harmful comments). Test papers were always returned to students with the scores turned down or concealed from their classmates eyes. The teacher would show the class the distribution of scores without identifying scores except at the top. Such procedures helped eliminate self-esteem problems and difficulties in peer relations.

III

PROMOTER OF HEALTHFUL EMOTIONAL DEVELOPMENT

C

The Teacher Strengthens Weak Skill Areas as an Aid to Adjustment

Pupils often exhibit high anxiety because of a lack of ability to adapt to the demands of their situation. Teachers should attempt to engage in academic and social skill remediation with these pupils.

C-1   In a team-teaching situation, the teacher of the "slower" seventh-grade mathematics students saw that these students were poorly motivated, had a record of failure and held themselves and their abilities in very low esteem.

The teacher discussed their reading problem with the group and suggested that perhaps they knew more math than they supposed they did or that their tests indicated. Next, the teacher "promoted" the group to an eighth-grade textbook (one labeled "eighth" but actually designed for slow readers in a modified "track").

The slower students saved face and actually took pride in their book. They began to gain confidence from their grades for the first time in their school experience. Parents were amazed at their new and positive attitude toward mathematics which actually led some students to ask to use the textbook during the summer.

C-2   A teacher saw that, in her low-average fourth-grade class, one of the children was not handing in any papers. He would start a paper many times, but the slightest error would prevent his finishing the work. In addition, he was a non-reader and a daydreamer.

The teacher's investigation led to her discovery that Henry was a "perfectionist" motivated by low self-esteem. The boy's parents, brothers and sisters had all done quite well in school, and Henry knew that "he wasn't making the grade". Parent-teacher conferences led to a plan for letting the boy know that he was accepted for what he did, not condemned for what he failed to do. The boy's lack of motivation continued, however. When he indicated an interest in swimming, the teacher encouraged the parents to arrange for that activity. The boy began to demonstrate more time on the playground, made friends, was happier, and gained new interests. These interests led to reading and the teacher helped him to find books. True, he wasn't writing reports as yet, but he was reading. The teacher continued to emphasize the *plus* side, convinced that eventually the boy will become more productive.

C-3   Students in an Advanced Placement English class are required to do an in-depth study of a major British poet. The teacher found that one year the students in this course spent a great deal of time complaining about the irrelevancy of their classes, in general. Anticipating a similar reaction to the poetry study, the teacher tried to offset it and to get the group very much involved with the work at the same time. When the assignment was announced, the teacher listed such poets as Donne, Milton, Blake, Yeats, Surrey and Arden and told the class a little bit about each writer. The teacher identified the subject of the paper as being "the relevance of the writer's work" to the student who was doing the study. The task was a double one, therefore — the student must probe himself as well as become very familiar with the author that he was considering.

Both the teacher and the students (some of whom later commented upon the assignment) felt that the project was extremely valuable, especially in an area not directly concerned with academic achievement — self-analysis.

C-4   See critical incident noted on III, C, 3.

C-5   Bill, an eighth-grade student, was sent to the reading specialist for remedial work. Though the boy had been quiet and cooperative as one of 30 seventh graders in remedial reading, he was now showing some hostility. After one week of his "show me" attitude, the teacher was about to give up with the boy, though she thought she saw something worthwhile in his new aggressiveness. One day, in a one-to-one conversation, Bill declared that he detested the reading materials and equipment and wondered why the reading teacher couldn't let him spend time "with interesting things — like poetry". The teacher took the cue and bought paperback poetry anthologies and records to the reading laboratory. So enthusiastic was the boy that his lab partner began to share his interest. Together, they undertook quite an intensive study. The teacher was delighted at the later transfer of their work so apparent in Bill's contributions to a poetry unit undertaken in his regular English class. The reading teacher was also pleased, of course, with Bill's growth in reading skills.

C-6   Russ and Jerry, two tenth-grade students, were discovered printing pornographic material in the shop. The industrial-arts teacher knew the boys well enough to understand the motivations of each. Russ had made it very clear that he felt it necessary to break rules and "do his own thing" in his drive to impress his peers. Jerry, on the other hand, was already subject to Russ's domination and had little to gain except to please his "friend".

While it was necessary for the teacher to refer both boys to the office for disciplinary action, he urged somewhat more drastic measures be taken with Russ. Later, the industrial-arts teacher conducted discussions on shop relations, presented case studies on personnel demonstrating what qualities employers seek, and then further underscored the rules for the school shop including the printing press.

C-7   Rosalyn, a pitiful, undernourished little girl, was crying when the principal brought her in January to the third-grade teacher's room. The teacher asked one of the children who obviously knew Rosalyn to be the newcomer's "big sister". The teacher tried to put the stranger at ease by helping her to get acquainted with the others. Until she could become independent Rosalyn was seated next to her "big sister" and permitted to share things · ideas and work — with her.

The folder, which arrived later, revealed that the child, who had been living with her grandmother, was now going to live with her mother. The girl's record also showed that she was having difficulty with arithmetic and was below her grade level in reading. Worst of all, the teacher learned (not from the file) that the child was a product of incest and that she probably lacked love at home.

With much patience and love, the child began to show considerable progress and made the first steps toward developing some sense of personal worth. By the end of the year she was working independently even though her math performance was still slightly below grade level.

C-8   The physical-education teacher (and track coach) had been particularly pleased with the way his relay teams were shaping up and could not understand why the boys suddenly seemed to let up during the season. Then he remembered — two of the relay men had asked that practice hours be slightly adjusted so that they could participate in the senior-class play. The coach had refused to allow flexibility in after-school practice sessions. The boys had had to give up the play and they were naturally resentful.

       The coach decided that he had been unfair and that in the future he would try to allow a measure of flexibility if it would permit his team members to develop a greater range of talents or skills.

C-9   The fifth-grade class showed a wide incidence of guessing on mathematics homework, and the teacher concluded that many of these low-achieving students had failed so often that they were no longer willing to attempt tasks given them. The teacher was certain that the students were capable of doing the assigned problems because of their oral responses on similar exercises; the problem was to convince the students that they could do the work.

       The teacher decided to regress — to give them much simpler work than they could do, to provide added oral practice, and then to return any paper showing signs of guessing and allow no recess or playtime until answers were correct. With each successful performance, the students were given much praise before the others. Gradually, the assigned work moved to the appropriate level of difficulty as students developed self-confidence. The teacher noted with much satisfaction that even the social behavior of the youngsters showed improvement.

C-10   See critical incident for II, A, 12.

III

PROMOTER OF HEALTHFUL EMOTIONAL DEVELOPMENT

D

The Teacher Uses Effective Case-Study Methods and Employs Necessary Referral Techniques

In order to provide the most supportive situation for an anxious pupil, the teacher must be able to gather and analyze background information bearing on the emotional disorder, and develop tentative plans for the amelioration of the problem.

D-1   Norman, a ninth-grader, was nervous and inattentive in his English class and did not seem to be making a satisfactory adjustment to high school. His work was seldom finished and usually illegible, and the teacher felt that she could not give him a passing grade during the first two grading periods. She coaxed, cajoled, and scolded the boy, and later she discussed the boy with a guidance counsellor, who was unable to find a solution. Reports were sent to the home, but there was no response.

       Finally, the teacher made one last effort — she called Norman in for a "special conference". At that time she frankly told him that she had done everything she could do and that whatever was getting in the way of his improvement was past her comprehension. Suddenly, the boy very honestly told her about the impending divorce of his parents. Afterwards the boy "went out of his way" to speak to the teacher and voluntarily kept her informed on the home situation. He seemed grateful for her function as a listener, and his work improved "dramatically".

D-2   A teacher of ninth-grade English had first encountered a student in a study hall the previous year. The boy was a transfer student from a school for the retarded and had shown much passivity and little effort in the study hall. The following year he was enrolled in the teacher's English section for low-achievers, and the teacher began to seek added assistance.

She searched the records and learned that the boy had suffered severe brain damage. Next, the teacher had general conferences with the parents, who were quite cooperative and ready to help with the boy's study habits. At the suggestion of guidance personnel, the teacher seated the boy close to her in study hall where she could provide greater assistance to him in his work. His increasing success indicated a need for the same approach in the classroom, and the teacher made use of all available information in modifying and individualizing the English program for the student. His grades rose from F's to C's.

D-3   Matt came to the first-grade classroom after almost two-thirds of the year had been completed. He had been a discipline and learning problem, according to his former teacher, and the boy began to "flounder" right away in his new classroom situation. He was practically a non-reader, possessing a very small reading vocabulary. His new classmates had progressed through a phonics-based reading program and worked with a large sight vocabulary, and the boy seemed hopelessly behind.

Conferences with the parents indicated that they were quite concerned and very critical of "permissiveness" in the previous school. Tests given the boy by the school psychologist indicated above-average intelligence but much immaturity. That he was sensitive about his size — he was a large boy — was very apparent. The next move was to have the boy tutored in phonics, with the parents helping give Matt practice on sight vocabulary. The teacher tried to keep the boy moving with the class, meanwhile, as best she could.

The plan succeeded: Matt mastered phonics, began to "catch up" in reading skill, stopped being a discipline problem, and became a happy participant in the classroom.

D-4   The teacher of twelfth-grade social studies found that one of his students was regularly cutting class. Obviously the boy's behavior suggested that he had needs beyond academic deficiencies because the boy usually went to a place where he was almost certain to be caught — the lobby in front of the main office. The permanent record indicated that the boy had a history of cutting and getting caught and that he had been punished by nearly every means by teachers, counselors, and principals.

The teacher called the student in and told him that it was obvious that punishment would not get him to attend class and that therefore the teacher would no longer waste time writing cut slips and searching the building for him. The teacher made it clear that he was putting the blame on himself for having failed to reach the student.

Thereafter, the student began to attend classes regularly. After graduation the boy wrote that the social-studies teacher's action had "made sense" — had made the boy feel responsible for himself.

[See III, D, 2].

D-5   The teacher of eleventh-grade English noted that one of the boys in his classroom was not performing nearly so well on tests as his recitation suggested that he might do. A check in the cumulative records indicated that his scores had been high on achievement tests, and the English teacher from the year before declared that the boy had done fine work consistently on tests in sophomore English. The teacher was just about to take a direct approach and suggest that he might be neglecting his obligation to review for tests when another thought occurred — had the student been taking essay tests in the sophomore year? A check indicated that the boy had been exposed exclusively to objective-test measurement and was obviously in need of developing skills in taking essay tests.

The teacher spent some time with him (and with several other students who had had the same English teacher the year before) and outlined some procedures for reviewing and taking essay tests. The boy's work on essay tests began to show progress.

D-6   Chip's parents had sent the boy to a school for the retarded for three years. In the eighth grade he was entered in a regular school, and his history teacher noted that, in these surroundings, Chip was overanxious and cried very easily. The file indicated that the boy had shown ability to achieve beyond the level of the students in the school for the retarded, but Chip nevertheless was handicapped in vision, speech, and coordination.

Because Chip was in a rather mature, intelligent section and because the boy was trying very hard, the teacher made the following tentative plans: (1) to have the boy give orally a report based upon research just as the other students would, (2) to help him find materials and to learn to handle the film-strip machine and record player for his report (on Ferde Grofé), (3) to let him give his report first to reduce anxiety, and (4) to be certain that Chip was praised or complimented.

These procedures were followed, and Chip did his work quite well and "did not cry in class again".

D-7   In reading student autobiographies, the twelfth-grade English teacher encountered one paper in which the writer (a girl) alluded to experimentation with marijuana smoking by a small group of students in the school. The student spoke of "several persons" from a nearby university-campus area as being the sources for marijuana.

Because the student had demonstrated great dependence upon another girl in the senior class, because the teacher felt that she could guess at the identity of the group of "experimenters", and because the teacher felt that the use of marijuana often led young people into the use of other, more dangerous drugs, the teacher did suggest to the girl that she should speak to her family doctor or read several pamphlets or books available on marijuana and drug abuse.

The teacher was gratified that, when authorities later charged several students with possession and use of marijuana, her English student was not among those picked up.

IV

COMMUNICATOR WITH PARENTS AND COLLEAGUES

A

The Teacher Communicates Information and Suggestions to Parents and Colleagues About the Intellectual, Social, and Emotional Development of His Students

Teachers should be aware of the effect of parental behavior and attitudes on children and should be able to interpret progress of students to parents or colleagues in a positive fashion and make suggestions for enhancing or remediating intellectual, social and emotional development.

A-1   Because a first-grade teacher had experienced several instances in which efforts to educate in the home were creating conflicts or learning barriers in the classroom, the teacher decided to develop and to mimeograph a "bird's-eye-view" of all the goals for each first-grade subject taught and to send this to the home of each child along with an invitation to each parent to discuss the instructional program. In addition, the teacher sent a weekly "Homework Sheet" home with each child so that the parents (who are most often eager to work cooperatively with the teacher) could be helpful in drill activities.

This procedure has (1) built excellent relationships with parents, (2) involves the home in educating the child in the right direction (with an opportunity to discuss the program ahead of time), and (3) makes the learning process more effective for young people.

A-2   In a sophomore-English class, the teacher noted that one of the girls demonstrated considerable verbal skill (with a vocabulary development well beyond the norms for her age level) but that this same student demonstrated very poor recall for classroom obligations or rules and extremely weak perception of her classmates — she had difficulty even in remembering their names from one day to the next.

Conferences with the girl's parents helped the teacher understand this seeming anomaly. The child had no brothers or sisters and had actually learned to carry on a conversation with much older people more readily than with her peers. The home environment was one which lent itself to a broad cultural development but one in which the child's social contacts were rather limited.

After the teacher had explained the problem, the parents agreed to work cooperatively for a solution. The next several months saw the girl improving markedly.

A-3   In an eighth-grade English class, one of the students was almost totally deaf and, although she tried very hard, could not speak distinctly or succeed very well in learning tasks. When an oral book report was assigned to the class, the teacher called the student aside and told her that her book report could be written. A few days before the report was due, the girl's older sister (who assumes a parental role in guiding the younger girl's school work) told the teacher that Barbara couldn't do the report "because she was too busy with schoolwork". The teacher replied that, even though Barbara was handicapped, she must learn that everyone has tasks to do and that the book report *was* schoolwork. The teacher also noted that one of the best ways for a handicapped child to find out about the world is through books and that, while Barbara needed help, her older sister should not allow Barbara to take advantage of her assistance.

Barbara turned in her report late, but it showed evidence of thought on her part. She also selected voluntarily a book for another report in English.

A-4   The parents of a Negro student in a seventh-grade English class came to a conference with the teacher and presented what they felt were quite legitimate complaints about the literature program. The anthology used by the class contained only one selection written by a negro (a poem by Langston Hughes) and one selection about a negro American (a fragment from a biography of George Washington Carver).

The teacher agreed that the anthology was inadequate and explained that he had already asked the Director of Instruction to correct the situation by recommending that the Board of Education purchase supplementary textbooks containing a more proportionate representation of negro writers. He expressed his appreciation for the parents' concern and assured them of his hope that they would always feel welcome and that their comments about the school program would always be given every possible consideration.

As a result, the teacher found the parents most cooperative on subsequent occasions and their child reacting more positively in class.

A-5   Confronted by the prospect of a conference with the parents of an eighth-grade student who was consistently failing to turn in homework, the science teacher first conferred with the student to find out why he wasn't completing the work. Next, he asked the parents whether they'd like to talk in the lounge which was vacant at that hour and where they would not be interrupted. The teacher began the conference in the lounge by commenting upon the son's earlier effectiveness in the course and then asked whether the parents could offer any explanation as to why the boy's work had fallen off. This led to a discussion of the boy's study habits — place of study, time, and presence of distractions, etc. The teacher gave the parents several suggestions as to how the school and home could work together to help the boy, and the conference was concluded on a very positive note.

      The parents *did* remove some distracting influences and helped the boy to regularize his preparation. The student's homework was nearly always ready on time thereafter.

A-6   See critical incidents and explanatory materials for I, J, 1–10.

A-7   Within the framework of a fifth-grade team-teaching situation, the students had been grouped (large group, small group, individualized or independent study) objectively without concern for the maturity, security, or social status of individual students. One of the team teachers proposed a gradual change in the grouping. Those that needed more or less extensive work with the semi-programmed text than the average required were easily identified. Information in cumulative folders helped the team to group twenty slow readers, who were given two periods of drill per week with two teacher aides, much A-V material and much individual attention. Those least in need of the semi-programmed text were put into five small groups for independent study at specific times. The greater individual achievement that grew out of this new grouping seemed to justify the added efforts to satisfy individual interest and needs.

A-8   The students in a twelfth-grade French class were far above average in all their classes. On the first day of class, one student asked, "Are we going to keep on doing the same things this year as last?" When the teacher asked what "things" they had found disagreeable, the students said, "Nothing in particular", but complained that they weren't getting sufficient opportunity to use their French anywhere but in the classroom.

      The teacher contacted the English and social-studies teachers and asked whether any of the collateral readings required in those courses might include French authors. The teachers were happy to cooperate by allowing French students to read appropriate works selected by the three teachers working together.

      As a result, the teachers agreed that the students involved did much more reading than they might otherwise have done. Moreover, each of the teachers had to revise his method of evaluation to take into account the total learning experience.

A-9   Teacher A of an eighth-grade mathematics class noted an increasing difference in the abilities of her students as the year progressed and discussed this problem with the other math teacher. As the materials became increasingly complex, some of the students were being subjected to constant failure, and the teachers began to study the achievement level of these same students in other subject areas. In most instances, the same children were performing poorly in the other disciplines, too. The teachers agreed that these children were generally suffering difficulty because of such factors as lack of maturity, poor environment, low social acceptance, etc.

      Teacher A suggested that the students be grouped so that special needs in remedial work could be provided for, and the other teachers agreed. Teacher A worked with students whose competence was at about the fifth- or sixth-grade level. He "began with them there" and, after a period of about a month, his program of greater personal attention to students had helped most students to succeed on a seventh-grade level with the promise of continuing progress ahead.

A-10   The high-school home-economics teacher had about fifteen girls in each of her classes, and when the teacher introduced the unit on "Family Living" she divided each class into three groups. Following a discussion in which the girls talked about what conflicts often exist in the home, the teacher asked the girls to list the traits or foibles which they would like to see changed in their parents and in themselves. Together the teacher and each class worked out an outline to serve as the basis for a round-table discussion, with parents being present and invited to take part. The outline, with an invitation was sent to each of the girl's parents.

The outcome was extremely worthwhile. The discussion between girls and parents was candid and constructive and "opened the door" to more effective communication in the homes. The tentative conclusions which grew out of the discussion were entered in the home-economics notebooks to serve as reminders.

A-11   A Negro student in a Distributive Education class was having great difficulty. The teacher noted that the girl was a very pleasant person but felt that the girl's slowness, her poor personal appearance, and the racial attitude of some employers would make it difficult to place the student in a job. The student was finally placed but was soon released because of her seeming lack of interest and ability. The girl lost her second job because her mother "interfered with the store management".

The teacher called the mother into a conference and explained the reason for the girl's second dismissal. The mother agreed not to become involved in the daughter's next employment situation.

The student made great strides: she made an A during one grading period and competed in the DECA district contest on business vocabulary. The girl "now smiles, mixes with others".

A-12   In the belief that an effective, useful cumulative record for a student must involve more than mere statistics, the fifth-grade teacher determined to pass along information to the next teacher that would shed light on various factors in each child's development: emotional stability, character traits, physical disabilities, excessive truancy or absence, participation in school activities, referrals to the principal's office, peer relationships, etc. The teacher decided to avoid noting trivia, to steer away from loaded (emotive) language, and to keep notes through the year that would be useful when the time came for her to summarize her year's observations and experiences with the students. Always the effort in such record-keeping and information-passing is to be as helpful as possible to the child and to the child's future teachers.

A-13   Joey was an especially anxious and apprehensive child in a Primary I class, and the teacher went to the cumulative record to see whether she could find the reason. The record showed that the boy had the advantage of a fine home, excellent background, experience and that he had strong reading readiness and learning ability. For some reason, Joey was not responding — even easily answered questions brought nothing but tears from him. The teacher made some progress working on a one-to-one basis, but she was concerned that she was becoming a "crutch" for the boy. Then she noted that Joey was the youngest of three boys and that between him and the others there was very great age difference. The teacher conferred with the mother and together they decided that Joey — the "baby" of the family — needed some opportunities for independent action. The older brothers' "helpfulness" had been impeding Joey's growth in initiative and responsibility.

The "program" set up by teacher and parent proved very successful — by the end of the year Joey had demonstrated satisfactory growth in independence and was no longer anxious.

A-14   The teacher of a special-education class noted that one of her students was a constant problem in the classroom — always trying to center attention upon herself by interrupting or otherwise serving as a nuisance.

Unable to find the cause for this behavior in the classroom the teacher scheduled a home visitation to confer with the mother. During this conference the teacher learned that the girl was unable to purchase some of the materials needed in work at school, that she felt resentful toward the mother, and that she was too proud to ask the teacher for help. Together, the teacher and the mother found several ways whereby the girl could complete assigned projects without buying much material. (The teacher saw to it that the mother had the necessary materials to give the girl.)

The next day the girl came to class filled with enthusiasm and became thereafter a cooperative, successful member of the group. She completed all her projects and raised her grade.

A-15   One of the girls in a first-grade classroom showed a very poor attitude toward learning. The child had suffered "neurological impairment", which led to inattention and hyperactivity. She was repeating the first grade and seemed quite capable of satisfactory performance, but she was being pressured by her parents constantly to do extra or unfinished work. This pressure created a negative response to school assignments. A tutor hired by the parents for one hour's work a day found the same poor attitude toward learning.

The teacher held a conference with the parents and suggested (1) less coercion on school work, (2) other, more interesting educational activities (trips to library, museum, etc.), (3) cooperative efforts of tutor, teacher, and parents to correlate activities, etc. The parents were agreeable to the proposals, and the "program" was launched.

The child's whole attitude showed a change for the better — she was happier, more responsible, and more competent.

APPENDIX B

APPRAISAL FORMS

RESPONSE BLANK FOR THE SAI

Role 1. Instructional Leader

Category   A. The teacher understands and applies psychological readiness principles.

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
A-1	1	2	3	1	2	3	
A-2	1	2	3	1	2	3	
A-3	1	2	3	1	2	3	
A-4	1	2	3	1	2	3	
A-5	1	2	3	1	2	3	
A-6	1	2	3	1	2	3	
A-7	1	2	3	1	2	3	
A-8	1	2	3	1	2	3	
A-9	1	2	3	1	2 ·	3	
A-10	1	2	3	1	2	3	
Totals	R = _____			/////////			A = _____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role   1. Instructional Leader

Category   B   The teacher provides a favorable success-failure ratio for each student.

Principle	Personal Relevance 1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			Success of Application 1 = Little or no success 2 = Moderate success 3 = High success			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
B-1	1	2	3	1	2	3	
B-2	1	2	3	1	2	3	
B-3	1	2	3	1	2	3	
B-4	1	2	3	1	2	3	
B-5	1	2	3	1	2	3	
B-6	1	2	3	1	2	3	
B-7	1	2	3	1	2	3	
B-8	1	2	3	1	2	3	
B-9	1	2	3	1	2	3	
B-10	1	2	3	1	2	3	
Totals	R =_____			/////////			A =_____

Profile Index = $\frac{A-R}{2R}$ = _____   (To be plotted on Profile Blank)

B-3

RESPONSE BLANK FOR THE SAI

Role   I.   Instructional Leader

Category   C.   The teacher plans skillfully for an effective teaching-learning situation.

Principle	Personal Relevance	Success of Application	Appraisal = (Pers. Rel) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance	1 = Little or no success 2 = Moderate' success 3 = High success	
C-1	1 2 3	1 2 3	
C-2	1 2 3	1 2 3	
C-3	1 2 3	1 2 3	
C-4	1 2 3	1 2 3	
C-5	1 2 3	1 2 3	
C-6	1 2 3	1 2 3	
C-7	1 2 3	1 2 3	
Totals	R =_____	//////////	A =_____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role. 1. Instructional Leader

Category. .D. The teacher individualizes instruction where appropriate.

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
D·1	1	2	3	1	2	3	
D·2	1	2	3	1	2	3	
D·3	1	2	3	1	2	3	
D-4	1	2	3	1	2	3	
D·5	1	2	3·	1	2	3	
D·6	1	2	3	1	2	3	
D-7	1	2	3	1	2	3	
D-8	1	2	3	1	2	3	
D·9	1	2	3	1	2	3	
Totals	R = _____			/////////////			A = _____

Profile Index = $\frac{A \cdot R}{2R}$ = _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role: I. Instructional Leader

Category: E. The teacher facilitates student motivation toward academic and social achievement.

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
E-1	1	2	3	1	2	3	
E-2	1	2	3	1	2	3	
E-3	1	2	3	1	2	3	
E-4	1	2	3	1	2	3	
E-5	1	2	3	1	2	3	
E-6	1	2	3	1	2	3	
E-7	1	2	3	1	2	3	
E-8	1	2	3	1	2	3	
E-9	1	2	3	1	2	3	
E-10	1	2	3	1	2	3	
E-11	1	2	3	1	2	3	
Totals	R = _____			/////////			A = _____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role:　1.　Instructional Leader

Category:　F.　The teacher facilitates intellectual development.

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
F-1	1	2	3	1	2	3	
F-2	1	2	3	1	2	3	
F-3	1	2	3	1	2	3	
F-4	1	2	3	1	2	3	
F-5	1	2	3	1	2	3	
F-6	1	2	3	1	2	3	
F-7	1	2	3	1	2	3	
F-8	1	2	3	1	2	3	
F-9	1	2	3	1	2	3	
F-10	1	2	3	1	2	3	
F-1.	1	2	3	1	2	3	
F-12	1	2	3	1	2	3	
Totals	R = _____			///////////			A = _____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plo'ted on Profile Blank)

B-7

RESPONSE BLANK FOR THE SAI

Role: 1. Instructional Leader

Category: G. The teacher facilitates motor-skill development

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
G-1	1	2	3	1	2	3	
G-2	1	2	3	1	2	3	
G-3	1	2	3	1	2	3	
G-4	1	2	3	1	2	3	
G-5	1	2	3	1	2	3	
G-6	1	2	3	1	2	3	
G-7	1	2	3	1	2	3	
G-8	1	2	3	1	2	3	
G-9	1	2	3	1	2	3	
Totals	R = _____			/////////			A = _____

Profile Index $= \frac{A-R}{2R} =$ _____   (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role: I. Instructional Leader

Category: H. The teacher uses effective reinforcement techniques.

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
H-1	1	2	3	1	2	3	
H-2	1	2	3	1	2	3	
H-3	1	2	3	1	2	3	
H-4	1	2	3	1	2	3	
H-5	1 .	2	3	1	2	3	
H-6	1	2	3	1	2	3	
H-7	1	2	3	1	2	3	
H-8	1	2	3	1	2	3	
H-9	1	2	3	1	2	3	
H-10	1	2	3	1	2	3	
H-11	1	2	3	1	2	3	
H-12	1	2	3	1	2	3	
H-13	1	2	3	1	2	3	
H-14	1	2	3	1	2	3	
H-15	1	2	3	1	2	3	
H-16	1	2	3	1	2	3	
H-17	1	2	3	1	2	3	
H-18	1	2	3	1	2	3	

RESPONSE BLANK FOR THE SAI
(Continued)

Role: I. Instructional Leader

Category: H. The teacher uses effective reinforcement techniques.

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
H-19	1	2	3	1	2	3	
H-20	1	2	3	1	2	3	
H-21	1	2	3	1	2	3	
Totals	R = _____			/////////			A = _____

Profile Index $= \frac{A-R}{2R} =$ _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role: I. Instructional Leader

Category: I. The teacher states and assesses behavioral objectives effectively and efficiently.

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
I-1	1	2	3	1	2	3	
I-2	1	2	3	1	2	3	
I-3	1	2	3	1	2	3	
I-4	1	2	3	1	2	3	
I-5	1	2	3	1	2	3	
I-6	1	2	3	1	2	3	
I-7	1	2	3	1	2	3	
I-8	1	2	3	1	2	3	
I-9	1	2	3	1	2	3	
I-10	1	2	3	1	2	3	
I-11	1	2	3	1	2	3	
I-12	1	2	3	1	2	3	
Totals	R = _____			////////			A = _____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Index)

RESPONSE BLANKS FOR THE SAI

Role: I. Instructional Leader

Category: J. The teacher interprets accurately obtained scores on tests and uses the information to improve the conditions of learning.

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
J-1	1	2	3	1	2	3	
J-2	1	2	3	1	2	3	
J-3	1	2	3	1	2	3	
J-4	1	2	3	1	2	3	
J-5	1	2	3	1	2	3	
J-6	1	2	3	1	2	3	
J-7	1	2	3	1	2	3	
J-8	1	2	3	1	2	3	
J-9	1	2	3	1	2	3	
J-10	1	2	3	1	2	3	
Totals	R =			/////////			A =

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role: I. Instructional Leader

Category: K. The teacher understands and applies other principles of learning.

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
K-1	1	2	3	1	2	3	
K-2	1	2	3	1	2	3	
K-3	1	2	3	1	2	3	
K-4	1	2	3	1	2	3	
K-5	1	2	3	1	2	3	
K-6	1	2	3	1	2	3	
K-7	1	2	3	1	2	3	
K-8	1	2	3	1	2	3	
K-9	1	2	3	1	2	3	
K-10	1	2	3	1	2	3	
K-11	1	2	3	1	2	3	
K-12	1	2	3	1	2	3	
K-13	1	2	3	1	2	3	
K-14	1	2	3	1	2	3	
K-15	1	2	3	1	2	3	
K-16	1	2	3	1	2	3	
K-17	1	2	3	1	2	3	
K-18	1	2	3	1	2	3	
K-19	1	2	3	1	2	3	
Totals	R = _____			/////////////			A = _____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role: II. Social Leader

Category: A. The teacher establishes a democratic classroom atmosphere.

Principle	Personal Relevance	Success of Application	Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance	1 = Little or no success 2 = Moderate success 3 = High success	
A-1	1　2　3	1　2　3	
A-2	1　2　3	1　2　3	
A-3	1　2　3	1　2　3	
A-4	1　2　3	1　2　3	
A-5	1　2　3	1　2　3	
A-6	1　2　3	1　2　3	
A-7	1　2　3	1　2　3	
A-8	1　2　3	1 . 2　3	
A-9	1　2　3	1　2　3	
A-10	1　2　3	1　2　3	
A-11	1　2　3	1　2　3	
A-12	1　2　3	1　2　3	
A-13	1　2　3	1　2　3	
Totals	R = _____	/////////////	A = _____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role: II. Social Leader

Category: B. The teacher guides peer interactions effectively.

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
B-1	1	2	3	1	2	3	
B-2	1	2	3	1	2	3	
B-3	1	2	3	1	2	3	
B-4	1	2	3	1	2	3	
B-5	1	2	3	1	2	3	
B-6	1	2	3	1	2	3	
B-7	1	2	3	1	2	3	
B-8	1	2	3	1	2	3	
B-9	1	2	3	1	2	3	
B-10	1	2	3	1	2	3	
B-11	1	2	3	1	2	3	
B-12	1	2	3	1	2	3	
B-13	1	2	3	1	2	3	
B-14	1	2	3	1	2	3	
B-15	1	2	3	1	2	3	
B-16	1	2	3	1	2	3	
B-17	1	2	3	1	2	3	
B-18	1	2	3	1	2	3	
Totals	R = _____			/////////			A = _____

Profile Index $= \frac{A-R}{2R} =$ _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role: II. Social Leader

Category: C. The teacher adjusts social interaction activities to group norms.

Principle	Personal Relevance	Success of Application	Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance	1 = Little or no success 2 = Moderate success 3 = High success	
C-1	1 2 3	1 2 3	
C-2	1 2 3	1 2 3	
C-3	1 2 3	1 2 3	
Totals	R = _____	//////////////	A = _____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role: II. Social Leader

Category: D. The teacher adapts classroom activities to the pupil who is atypical in terms of social skills.

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
D-1	1	2	3	1	2	3	
D-2	1	2	3	1	2	3	
D-3	1	2	3	1	2	3	
D-4	1	2	3	1	2	3	
D-5	1	2	3	1	2	3	
D-6	1	2	3	1	2	3	
D-7	1	2	3	1	2	3	
D-8	1	2	3	1	2	3	
Totals	R = _____			/////////////			A = _____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Blank)

B-17

RESPONSE BLANK FOR THE SAI

Role: II. Social Leader

Category: E. The teacher facilitates development of moral character and moral behavior.

Principle	Personal Relevance	Success of Application	Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance	1 = Little or no success 2 = Moderate success 3 = High success	
E-1	1 2 3	1 2 3	
E-2	1 2 3	1 2 3	
E-3	1 2 3	1 2 3	
E-4	1 2 3	1 2 3	
E-5	1 2 3	1 2 3	
E-6	1 2 3	1 2 3	
E-7	1 2 3	1 2 3	
Totals	R = _____	////////	A = _____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role: III. Promoter of Healthful Emotional Development

Category: A. The teacher recognizes symptoms of poor adjustment.

Principle	Personal Relevance	Success of Application	Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance	1 = Little or no success 2 = Moderate success 3 = High success	
A-1	1 2 3	1 2 3	
A-2	1 2 3	1 2 3	
A-3	1 2 3	1 2 3	
A-4	1 2 3	1 2 3	
A-5	1 2 3	1 2 3	
A-6	1 2 3	1 2 3	
A-7	1 2 3	1 2 3	
A-8	1 2 3	1 2 3	
A-9	1 2 3	1 2 3	
Totals	R = _____	/////////	A = _____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role: III.   Promoter of Healthful Emotional Development

Category: B.   The teacher reduces disabling levels of anxiety.

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
B-1	1	2	3	1	2	3	
B-2	1	2	3	1	2	3	
B-3	1	2	3	1	2	2	
B-4	1	2	3	1	2	3	
B-5	1	2	3	1	2	3	
B-6	1	2	3	1	2	3	
B-7	1	2	3	1	2	3	
B-8	1	2	3	1	2	3	
B-9	1	2	3	1	2	3	
B-10	1	2	3	1	2	3	
B-11	1	2	3	1	2	3	
B-12	1	2	3	1	2	3	
B-13	1	2	3	1	2	3	
Totals	R = _____			////////			A = _____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role: III. Promoter of Healthful Emotional Development

Category: C. The teacher strengthens weak skill areas as an aid to adjustment.

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
C-1	1	2	3	1	2	3	
C-2	1	2	3	1	2	3	
C-3	1	2	3	1	2	3	
C-4	1	2	3	1	2	3	
C-5	1	2	3	1	2	3	
C-6	1	2	3	1	2	3	
C-7	1	2	3	1	2	3	
C-8	1	2	3	1	2	3	
C-9	1	2	3	1	2	3	
C-10	1	2	3	1	2	3	
Totals	R = _____			/////////////			A = _____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role: III. Promoter of Healthful Emotional Development

Category: D. The teacher uses effective case-study methods and employs necessary referral techniques.

Principle	Personal Relevance	Success of Application	Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance	1 = Little or no success 2 = Moderate success 3 = High success	
D-1	1 2 3	1 2 3	
D-2	1 2 3	1 2 3	
D-3	1 2 3	1 2 3	
D-4	1 2 3	1 2 3	
D-5	1 2 3	1 2 3	
D-6	1 2 3	1 2 3	
D-7	1 2 3	1 2 3	
Totals	R = _____	////////////	A = _____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Blank)

RESPONSE BLANK FOR THE SAI

Role: IV. Communicator with Parents and Colleagues

Category: A. The teacher communicates information and suggestions to parent and colleagues about the intellectual, social, and emotional development of his students.

Principle	Personal Relevance			Success of Application			Appraisal = (Pers. Rel.) X (Succ. of Appl.)
	1 = Little or no relevance 2 = Moderate relevance 3 = High relevance			1 = Little or no success 2 = Moderate success 3 = High success			
A-1	1	2	3	1	2	3	
A-2	1	2	3	1	2	3	
A-3	1	2	3	1	2	3	
A-4	1	2	3	1	2	3	
A-5	1	2	3	1	2	3	
A-6	1	2	3	1	2	3	
A-7	1	2	3	1	2	3	
A-8	1	2	3	1	2	3	
A-9	1	2	3	1	2	3	
A-10	1	2	3	1	2	3	
A-11	1	2	3	1	2	3	
A-12	1	2	3	1	2	3	
A-13	1	2	3	1	2	3	
A-14	1	2	3	1	2	3	
A-15	1	2	3	1	2	3	
Totals	R = _____			////////////			A = _____

Profile Index = $\frac{A-R}{2R}$ = _____ (To be plotted on Profile Blank)

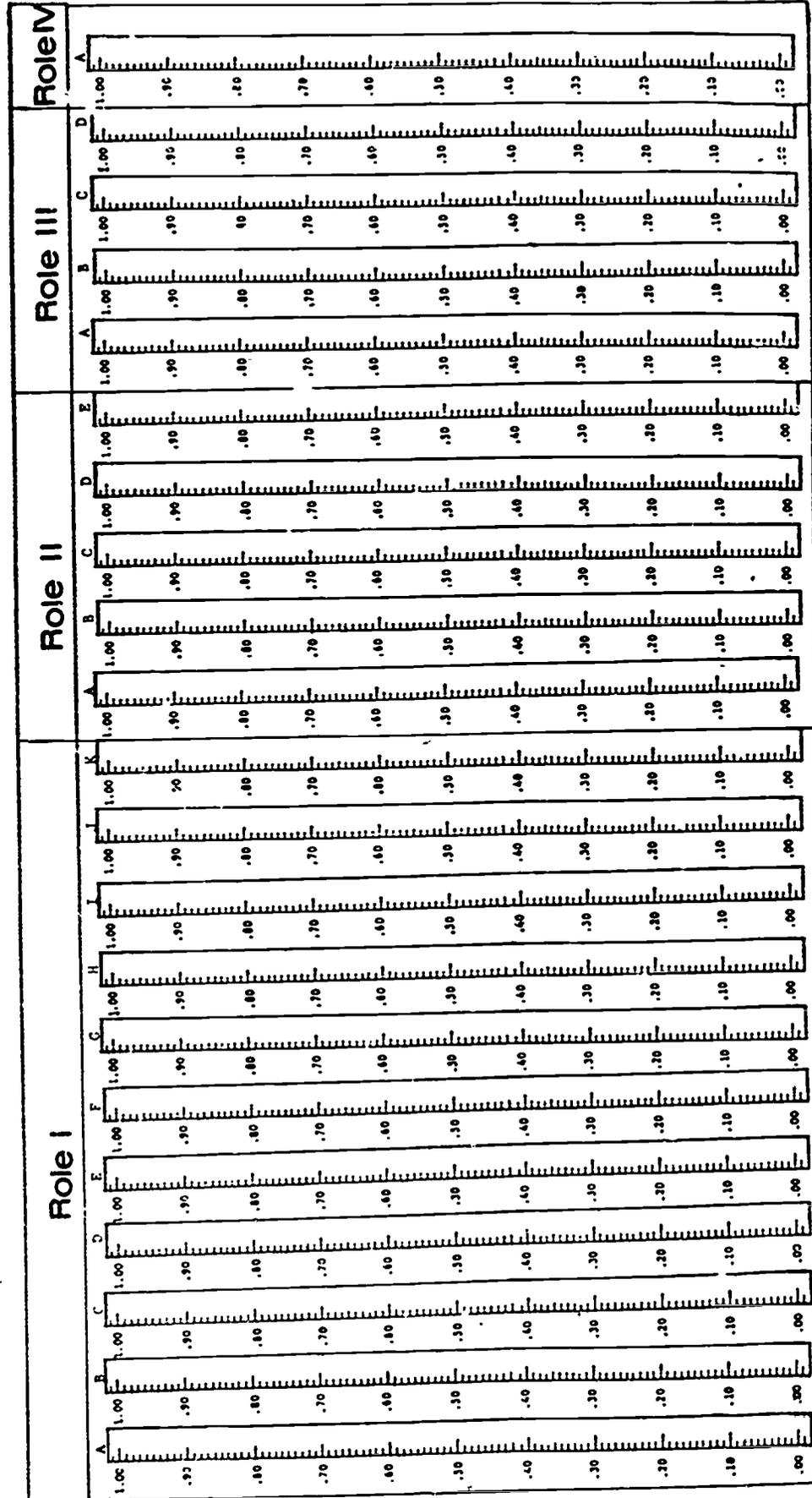PROFILE BLANK FOR SAI

FIGURE 3. PROFILE BLANK

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INITIAL CONFERENCE DISCUSSION SHEET

Teacher's Name _____

Role: I   II   III   IV   Category: A   B   C   D   E   F   G   H   I   J   K

Tentative Statement(s) of Job Target(s):

Role: I   II   III   IV   Category: A   B   C   D   E   F   G   H   I   J   K

Tentative Statement(s) of Job Target(s):

Role: I   II   III   IV   Category: A   B   C   D   E   F   G   H   I   J   K

Tentative Statement(s) of Job Target(s):

Role: I   II   III   IV   Category: A   B   C   D   E   F   G   H   I   J   K

Tentative Statement(s) of Job Target(s):

Role: I   II   III   IV   Category: A   B   C   D   E   F   G   H   I   J   K

Tentative Statement(s) of Job Target(s):

_____

(Continued)

INITIAL CONFERENCE DISCUSSION SHEET

Role: I II III IV   Category: A B C D E F G H I J K

Tentative Statement(s) of Job Target(s):

Role: I II III IV   Category: A B C D E F G H I J K

Tentative Statement(s) of Job Target(s):

Role: I II III IV.   Category: A B C D E F G H I J K

Tentative Statement(s) of Job Target(s):

Role: I II III IV   Category: A B C D E F G H I J K

Tentative Statement(s) of Job Target(s):

Role: I II III IV   Category: A B C D E F G H I J K

Tentative Statement(s) of Job Target(s):

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JOB TARGET FORM

This blank is to be completed during the initial conference between the teacher and appraisal counselor.

Teacher's Name _____ Date _____

Appraisal Counselor's Name _____

Statement of Job Targets (Identified by SAI Role-Category) Mutually Agreed Upon by Teacher and Appraisal Counselor in Order of Priority

Statement of Specific Means to be Emphasized in the Attainment of Each Job Target (Identified by SAI Role-Category)

Agreed Upon Dates for Interim and
End of Year Conferences _____

Agreed Upon Dates for Completion
of Job Targets _____

_____
Teacher's Signature

_____
Appraisal Counselor's Signature

CLASSROOM OBSERVATION FORM

Teacher's Name _____ Date _____

Appraisal Counselor's Name   · _____

Grade Level/Subject Area _____

Job Target(s) for which Observation is Being Made (Identify by SAI Role-Category)

1. _____   2. _____   3. _____   4. _____   5. _____

Appraisal Counselor's Detailed Observations (Identify by SAI Role-Category)

Teacher and Appraisal Counselor's Agreed Upon Conclusions Concerning Teacher's Progress
 Toward Job Target(s) (Identify by SAI Role-Category)

TEACHER JOB TARGETS PROGRESS FCRM

This form is to be comp!:ted during the end-of-year conference between the teacher and the appraisal counselor.

Teacher's Name _____

Appraisal Counselor's Name _____

Job Target(s) Identified by SAI Role-Category	Teacher's Comments on Progress	Appraisal Counselor's Comments on Progress
1._____		
2._____		

(Continued;

TEACHER JOB TARGETS PROGRESS FORM

3.

4.

5.

Teacher's Signature

Date

Appraisal Counselor's Signature