

DOCUMENT RESUME

ED 100 911

SP 008 839

AUTHOR McCanne, Roy
TITLE Teacher Competencies at the B.A. Level.
PUB DATE 4 Feb 71
NOTE 28p.

EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE
DESCRIPTORS *Bachelors Degrees; Educational Improvement;
Educational Needs; Graduation Requirements; Masters
Degrees; *Performance Based Teacher Education;
Performance Criteria; Performance Specifications;
Questionnaires; *Teacher Education

ABSTRACT

This document presents a listing of competencies taken from the Master of Arts in Teaching list. The listing is presented in the form of a questionnaire giving the respondent the opportunity to indicate the degree of importance of each competence on the Bachelor of Arts level. Competencies are listed according to planning, interacting with students, evaluating student progress, analyzing, teaching, developing the curriculum, interpersonal competencies, sociocultural competencies, and professional competencies. (MJM)

February 4, 1971

To: SCSC Education Division and Teacher Corps Personnel
From: Roy McCanne
Subject: Teacher Competences at the B.A. Level

The SCSC Teacher Corps project is planning to implement a "Competencies Block" of experience-centered learning as a way of accomplishing the student teaching course credit next year. To do this, we need a list of teacher competencies which are considered appropriate at the B.A. level.

The attached list of competences was taken from the M.A.T. list prepared by the Education Division. The question we face is: to what extent are these competences appropriate at the B.A. level? We would like your help in making these decisions.

It is recognized that not all the competences are stated behaviorally, and they represent various levels of abstraction. Through successive revisions we will try to refine them.

Please help us by:

- 1) checking column 1 if you feel the competence is relatively unimportant, and could be dropped from the list
- 2) checking column 2 if you feel the competence is important and appropriate for the B.A. level
- 3) checking column 3 if you feel the competence is important but more appropriate for the master's than bachelor's level
- 4) changing, adding, or deleting words to improve the statement of the competence for the B.A. level (especially if this allows you to check column 2 instead of 1 or 3)
- 5) adding any competencies you feel have been left out on the lines provided at the end of each section.

Please sign your name and phone number so I could call you for further advice. Your help is much appreciated!

Competencies of Teachers

BEST COPY AVAILABLE

- I. Competencies in General Education
- II. Competencies in Subject Matter
- III. Competencies in Teaching (bringing about appropriate changes in student behavior)
 - A. Planning - understanding learning theory, defining objectives, diagnosing student needs, selecting strategy (activities, timing, etc.), selecting and preparing materials, setting up equipment, organizing environment, grouping.
 - B. Interacting with students - using inductive and deductive, teaching strategies (lecture, demonstration, discussion, etc.), using audio-visual materials and equipment, asking questions, reinforcing appropriate responses, making assignments, adapting instruction to individual needs, motivating.
 - C. Evaluating student progress - grading papers, preparing and using teacher made tests, selecting and using standardized tests, preparing and using checklists and rating scales, analyzing and interpreting scores, determining marks, recording and reporting student progress.
 - D. Analyzing teaching - using interaction, force-field and other types of analyses
 - E. Developing the curriculum - understanding the scope and sequence of appropriate subject matter, understanding human growth and development, understanding research in curriculum and instruction, finding resources, evaluating curricular materials, working with other teachers and specialists
 - F. Interpersonal competencies - knowing oneself, accepting others, giving and receiving help, tolerating ambiguity, accepting and using authority, exerting leadership, understanding group process, disciplining, guiding, counseling, supervising
 - G. Socio-cultural competencies - recognizing cultural similarities and differences, communicating across cultures, understanding the implications of cultural factors
 - H. Professional competencies - understanding the history and major philosophies of education, having a professional attitude, behaving ethically, growing professionally, supporting professional activity, taking part in professional activity

1. Understanding Learning Theory

1 2 3

- - -

a. To demonstrate his understanding of learning the student must be able to correctly choose (100% accuracy) true learning activities from a list of behavior changes such as skill development, memorization, native responses, imprinting specific activities, orientation reflexes etc.

- - -

b. The student must be able to write a definition of learning which he can justify by means of recognized experts in this field and also justify in oral discussion.

- - -

c. The student will define and compare inductive and deductive behavior.

- - -

d. Given the materials for a specified level of elementary instruction, the student will structure those materials in a manner appropriate to teaching:
 1) inductive behavior
 2) deductive behavior

- - -

e. Given the instruction to teach inductive and deductive behaviors the student will:
 1) select appropriate materials
 2) present those materials in a simulated classroom situation
 3) evaluate the results

- - -

f. The student will teach inductive and deductive behaviors through:
 1) preparation of appropriate materials
 2) presentation of those materials in an elementary classroom
 3) evaluation of the results

- - -

g. The student will define heuristics.

- - -

h. The student will identify steps involved in problem solving and compare various models for problem solving.

- - -

i. Given a problem to solve, the student will apply questions and suggestions of a problem solving model and describe the answers or insights provided by each.

1 2 3

- - -

j. Given a method or problem solving, the student will:

- 1) identify an appropriate problem
- 2) select appropriate instructional materials
- 3) present those materials in a simulated classroom situation
- 4) evaluate the results

- - -

k. The student will teach a method of problem solving through:

- 1) identifying an appropriate problem
- 2) preparing and presenting instructional materials
- 3) evaluating the results

- - -

l. The student will describe the effects of schedules of reinforcement on problem solving in regard to student motivation.

- - -

m. Given classroom case histories which illustrate the application of schedules of reinforcement to problem solving behaviors, the student will identify:

- 1) the type of schedule utilized in each area
- 2) the effect of each schedule on the problem solving behaviors of the students

- - -

n. The student will utilize schedules of reinforcement to teach problem solving skills in the elementary classroom

- - -

o. The student will define:

- 1) reinforcement
- 2) positive reinforcement
- 3) negative reinforcement

- - -

p. The student will list positive reinforcers applicable to the classroom situation.

- - -

q. The student will list negative reinforcers applicable to the classroom situation.

- - -

r. The student will define:

- 1) primary reinforcers
- 2) secondary or conditioned reinforcers

- - -

s. Given the instruction to list examples of primary reinforcers, the student will include:

- 1) food
- 2) water
- 3) electric shock

1 2 3

- - -

t. Given the instruction to list examples of conditioned reinforcers the student will include:

- 1) praise
- 2) promotion
- 3) criticism
- 4) fear of failure

- - -

u. The student will define the laws of learning applicable to reinforcement.

- - -

v. (1) The student will define shaping of behavior.
(2) The student will describe an experiment in which shaping is used in discrimination training with children.

- - -

w. The student will write a description of the implications of contiguity theory for reinforcement in the classroom that includes:
1) the reinforcing response should remove the student from the situation which is to control the response
2) the stimulus should be uniquely present when the response occurs
3) the same response can be attached to more than one stimulus.

- - -

x. Given the instruction to demonstrate knowledge of reinforcers available in the classroom, the student will include:

- 1) verbal reinforcement
- 2) non-verbal reinforcement
- 3) use of high probability behaviors
- 4) use of the reinforcing event area

- - -

y. Given a simulated classroom situation involving his area of specialization, the student will describe reinforcers that may be used in the situation.

- - -

z. The student will observe a teaching situation and list reinforcers employed by teachers.

- - -

aa. The student will observe a teaching situation and write an objective criticism of the reinforcers employed.

1 2 3

BEST COPY AVAILABLE

2. Defining Objectives

a. The student teacher should

- - - (1) Understand the need for long, medium, and short range objectives. Long range objectives encompass a school year or more; medium range objectives encompass a teaching unit; short range objectives are related to lesson plans.
- - - (2) Understand that longer range objectives may be more general in nature, ~~conceptual~~ in nature, and conversely that short range objectives should be more specific in nature.
- - - (3) Understand that short range objectives should describe behaviors which may be observed as evidence that particular learning has taken place or behaviors from which it may be inferred that particular learning has taken place (affective, attitudes.)
- - - (4) Understand that valid teaching-learning objectives should be based on diagnosed needs, interests, and/or abilities of individual learners.
- - - (5) Understand that objectives should, at appropriate times, include both the cognitive and affective domains, both product and process learnings.
- - - (6) Understand that objectives are not eternal and should be modified as on-going assessment indicates the need.
- - - (7) Help learner understand long and short range objectives.
- - - (8) Help learner establish own objectives.

b. When these broad, general, conceptual objectives are achieved, the student teacher should, for example, be able to demonstrate these behaviors:

- - - (1) Identify from sets of objectives those which are stated in behavioral terms.
- - - (2) Restate objectives which have been stated in vague or unclear terms into assessable behaviors.

1 2 3

- - -

(3) Translate general or conceptual objectives into behavioral terms.

- - -

(4) Differentiate between statements of objectives expressed in behavioral terms which may be observed directly and those which must be inferred.

- - -

(5) List product and process objectives (sometimes referred to as knowledge, skill, and attitude objectives) for a full year of study in his teaching field or grade level.

- - -

(6) Write product and process learning objectives stated in behavioral terms for a unit of study in his own field or grade level.

- - -

(7) Prepare lesson plan with product and process objectives stated in behavioral terms.

- - -

(8) Given a set of learning objectives plus new information about a student, the candidate will prepare a revised set of learning objectives stated in behavioral terms.

3. Diagnosing student needs

- - -

a. In the area of planning, the teacher diagnoses student needs, singularly and in groups, to effectively work with them.

In order to do this the student teacher will:

- - -

(1) State orally and/or in writing the sources of information open to him where he can obtain the necessary data to diagnose effectively.

- - -

(2) Interpret and calculate data objectively.

- - -

(3) Keep records of data he has collected in a systematic fashion.

- - -

(4) Conduct interviews in seeking necessary information.

- - -

(5) Administer and evaluate the various kinds of testing devices.

- - -

(6) Plan and design learning situations to meet a particular student's specific educational needs.

- - -

b. In applying his diagnostic skills, the student teacher will be given data from cum records, tests, interviews, antedated records etc. on hypothetical students. From this data, the student teacher will:

1 2 3

- - -

(1) describe the specific psychological and intellectual needs of each of these students.

- - -

(2) suggest alternative strategies for meeting the needs of these students.

4. Selecting strategy

- - -

General goal:

Be aware of the great variety of instructional behaviors of a teacher ranging from providing direct, first-hand experiences for learners to verbal symbol experiences as noted in Edgar Dale's "Cone of Experience".

Behavior objectives:

- - -

a. Identify one specific example of instructional behavior for each of the ten "levels" suggested in Dale's "Cone of Experience" which would be suitable for his own level(s) and/or area(s).

- - -

b. From a VTR note in writing the teaching strategies observed and place them in the appropriate "Cone of Experience" level.

- - -

c. Suggest alternate teaching strategies to those noted in the VTR and identify orally or in writing under what circumstances they might be more appropriate than those from the VTR.

5. Selecting and preparing materials

a. In order for the student teacher to provide varied experiences for the learners and to provide for the needs of individual learners, he will need to be aware of the variety of materials available to him which may be used to implement the strategy to be used. Therefore, the student teacher should:

- - -

(1) Know the sources of commercially prepared instructional materials.

- - -

(2) Know sources of ideas which would be helpful in preparing teacher materials.

- - -

(3) Be able to select appropriate learning materials based on his own or otherwise established criteria.

- - -

(4) Be able to prepare appropriate learning materials.

1 2 3

- - -

(5) Be able to establish criteria for the selection of a variety of teaching materials and equipment.

b. In order to reach these broad objectives the student teacher should, for example, be able to do the following things:

- - -

(1) Identify names of publishers of printed materials suitable for his teaching level(s) and/or area(s).

- - -

(2) Identify names of manufacturers or distributors of commercially prepared instructional materials suitable for his teaching level(s) and/or area(s).

- - -

(3) Use catalogs for the selection of instructional materials and equipment.

- - -

(4) Establish criteria for the selection of printed instructional materials in terms of given or his own learning objectives.

- - -

(5) Establish set of criteria for the selection of each of the following instructional materials:

- films
- filmstrip
- transparency
- audio tape
- map
- globe
- chart
- video tape recording

- - -

(6) Establish criteria for the selection of commercially prepared manipulative instructional materials and equipment in terms of his own or given learning objectives.

- - -

(7) Apply his own or otherwise established criteria to the selection of instructional materials identified in (5) above.

- - -

(8) Apply his own or otherwise established criteria to the selection of eight textbooks or other printed instructional materials and make recommendations for selection.

BEST COPY AVAILABLE

1 2 3

- - -

(9) Apply his own or otherwise established criteria to the selection of five manipulative instructional materials and equipment.

- - -

(10) Prepare ten transparencies and five overlays suitable for identified learning objectives.

- - -

(11) Prepare three bulletin boards suitable for identified learning objectives.

- - -

(12) Prepare five non-projected visual aids other than bulletin boards which would be suitable for identified learning objectives.

- - -

(13) Prepare ten manipulative teaching aids suitable for his own teaching level(s) and/or area(s) and identify the teaching-learning objectives of each.

- - -

(14) List ten sources of aids to a teacher in the selection and preparation of instructional materials.

6. Utilization of Educational Media

This section provides a means for the student to evaluate his present understandings, his skills and utilization of media commonly found in classrooms. This section also provides opportunities for the student to develop new uses for media and perhaps new media to enhance learning, including visual aids, audio aids, audio-visual aids, models, flats, programmed learning, experiences and contrived experiences.

- - -

a. The student will be able to demonstrate why various educational media are utilized and when or in what situations they are used. He will demonstrate this theoretical knowledge by writing the various divisions and their appropriate uses listed in the well known Cone of Experience.

- - -

b. The student will also demonstrate his knowledge by selecting activities most appropriate for each of a group of listed activities.

- - -

c. Completion of this section will be successful when the student can select, with 90% accuracy, most appropriate sections from the Cone of Experience from both written and taped Case Studies. The student will also view tapes or

BEST COPY AVAILABLE

films and be able to pick out (90%) errors in the utilization of experiences for learners.

- - -
- d. The student will demonstrate the proper use of films, audio tapes, video tapes, etc.
- (1) This use must include pre-, viewing-, and post activities of selected films, audio-tapes and video-tapes.
 - (2) The student will write a lesson plan to include his pre-, viewing and post viewing activities; these plans must meet established criteria to identify and to aid the learner in what is to be learned; demonstrate creativeness in the utilization of these media and be actually accomplished, preferably in a classroom situation.
 - (3) Final evaluation will be deigned successful when the student passes an objective examination with 90% accuracy, demonstrated a lesson within established limits, and correctly identifies errors and strengths in a taped teaching sequence.
- - -
- e. The student must be able to 'set-up', operate and do minor "trouble-shooting" and replacement of parts (such as tube, bulbs, fuses, etc.) of commonly used Education Media Equipment. This includes: 16mm projectors, film strip and slide projectors; overhead and opaque projectors, record players, video tape recorders, and television monitors.

BRIEFLY the behaviorally stated goals will include set-up, operation, isolation and correction of selected machine malfunctions, the theory of operation, etc.. In this section operation of each piece of equipment must be demonstrated. There must be a requirement for the student to develop and demonstrate a technique in using equipment or combination thereof in a creative manner.

7. Organizing environment

In the area of planning the teacher will organize the learning environment.

In order to do this the student teacher will:

- - -
- a. State orally, and/or in writing the nature and structure of the child's total environment

BEST COPY AVAILABLE

1 2 3

- - -

b. Use a wide variety of learning experiences appropriate to meet individual as well as group purposes

- - -

c. Use a variety of instructional materials to meet individual as well as group purposes

- - -

d. Give attention to the affective elements of the classroom

- - -

e. Use the resources found within the total community

- - -

f. Plan for the student's maximum physical comfort and living

- - -

g. Plan for the student's maximum esthetically satisfying environment

8. Grouping

a. Individualization of instruction is a goal toward which student teachers strive. Since time, staff, and energies do not permit a log for each teacher and each learner to share, it becomes incumbent on occasion that teachers bring learners having common needs together in groups. The student teacher should:

- - -

(1) Know various kinds of grouping which may be used

- - -

(2) Understand that groups are to be brought together because they have common learning needs

- - -

(3) Understand that learning needs change and therefore grouping patterns should be flexible

- - -

(4) Be aware of the research evidence about grouping

- - -

(5) Understand the dynamics of instructional groups

b. If these broad objectives are achieved, the student teacher should be able to do the following:

(1) Enumerate bases on which learning groups can be established

1 2 3

BEST COPY AVAILABLE

- (2) From a case description of a class of students identify the learning needs and suggest appropriate instructional groupings.
- (3) From a VTR assess in terms of learning needs the appropriateness of groupings shown
- (4) Prepare three sociograms from "canned" information--one sociogram based on academic learning task, one on a physical task, one on personal friendship
- (5) From the sociograms identify classroom groups and provide educational rationale for groups
- (6) Prepare a written paper summarizing the research for the past twenty-five years relative to grouping within the school and within the classroom. Make inferences based on this information relative to criteria for establishing school groups and classroom groups
- (7) Identify from a VTR the role of members of a classroom group
- -- --
- -- --
- -- --
- -- --

The student teacher should be able to:

- - - 1. Utilize the teaching strategy most appropriate to achieve a given set of learning objectives and can justify his use of a particular strategy.
- - - 2. Describe the characteristics of inductive, deductive, inquiry, lecture and demonstration strategies of teaching, state the advantages and disadvantages of each and apply them to classroom teaching as most applicable.
- - - 3. When given an objective and class parameters such as, description of the members of a class, in terms of achievement, socioeconomic background, materials available in the school, etc., select and give reasons for the strategies and materials used for teaching.
- - - 4. Deploy and motivate his students for small or large groups discussion and projects, debates, panel discussions and individual study.
- - - 5. Assess the progress in a sample recorded lesson and to plan, in terms of student-teacher interactions, short and long range programs to involve each student individually and as a group member in an optimum learning situation.
- - - 6. Ask various level questions in such a manner to demonstrate knowledge of optimum questioning sequence, and higher level use of stimulate thought, diagnose, determine progress, motivate, clarify and expand, give direction, cause to effect, encourage self evaluation, application, relevance, etc.
- - - 7. Apply such techniques as positive reinforcement, shaping, praise and recognition in accordance with such learning psychologists as Cutherie, Skinner, etc. in such manner that the classroom atmosphere enhances students self-concept, perception and mental health.
- - - 8. Demonstrate the use of teaching procedures which will promote individual worth, group participation and enhance a students self image and place in the class-team.
- - - 9. Recognize and use a wide variety of techniques to alter the affective domain in the classroom; these techniques must include both verbal and non-verbal cues and demonstrate the importance of affective domain variation and time necessary to facilitate this change.

BEST COPY AVAILABLE

1 2 3

- - _10. Identify attending behavior of students in a recorded lesson and to plan for variations in affective domain, pace, presentation, strategy, etc. to increase the attending behavior.
- - _11. Identify from recorded sequences, non-verbal behaviors which add or detract from effective teaching and demonstrate his ability to use these behaviors in his own teaching.
- - _12. Identify, gross through minute, out of phase verbal-non-verbal communicators of a recorded teaching sequence and can describe and demonstrate means to "in phase" these communicators so that a student perceives the intended communication both cognitively and emotionally.
- - _13. Discuss the variation of emotional input, the effect and affect of non-verbal behavior, and demonstrate his ability to identify through the use of the VTR, etc. his own non-verbal output and alter same as needed.
- - _14. Utilize audiovisual and instructional materials appropriate to specific learning objectives and can justify his use of a particular type of instructional materials.
- - _15. Be able to recognize (from recorded sequences) and assume various roles, such as arbitrator, facilitator, stimulator, peace maker, listener, and diplomat on cues from the class or as needed to optimally progress toward stated objectives.
- - _16. Arrange the physical apparatus of his classroom to enhance the desired (or directed) learning atmosphere.
- - -
- - -
- - -

1 2 3

The teacher:

BEST COPY AVAILABLE

- - - 1. regards the evaluation of student progress as an important and inescapable professional obligation and works assiduously and unceasingly to discharge this obligation skillfully and responsibly
- - - 2. evaluates student progress in relation to clearly identified objectives
- - - 3. in both his identification of objectives and his use of means for evaluation, encompasses such aspects of proficiency in "real life" as creativity, critical thinking, skill in problem-solving, skill in communication, work habits, and attitudes as well as knowledge of subject matter
- - - 4. uses a variety of means to obtain information as to student progress--observation as well as written tests, published tests and checklists and rating scales as well as instruments that he makes himself, subjective measures judgments as well as objective measures; manifests wisdom in using different means of evaluation that are, respectively, relevant to different purposes.
- - - 5. is acquainted with, and makes use of, standardized tests and other published tests that are available for gauging student achievement; demonstrates skill in selecting suitable instruments for particular purposes and in interpreting the data obtained from their use
- - - 6. knows the limitations as well as the advantages of objectivity in teacher practices used in evaluating student progress; seeks to increase the objectivity of his own practice
- - - 7. makes item-analyses of responses that his pupils make to the tests that he gives; uses such data to diagnose his pupils' learnings and lapses; uses such data to guide his own efforts in (a) remedial teaching and (b) improving his testing
- - - 8. in reporting grades, is consistent and makes clear the bases on which grades are determined

BEST COPY AVAILABLE

1 2 3

- - - 9. in reporting grades, takes into consideration the principle that grading should contribute to the subsequent learning of his students and should not impede it
- - - 10. knows that even the most well-intentioned and most skillfully executed efforts of teachers in evaluating student progress are imprecise and less than perfectly valid and he expresses this sentiment candidly to his students, to their parents, and to his colleagues; he doesn't pretend otherwise; yet, he nevertheless persists in trying to make his own evaluative processes as accurate and reliable and valid as he possibly can.
- - - 11. refrains from using his grade-giving authority capriciously or punitively to threaten or penalize pupils for actions or attitudes that are not relevant to instructional objectives in his area of teaching
- - -
- - -
- - -

III D Analysis and Evaluation of Teaching and the
Classroom Environment

18

1 2 3

The teacher:

- - - 1. Analyzes and evaluates his verbal behavior in the classroom.
- - - 2. Analyzes and evaluates the effectiveness of his teaching strategies.
- - - 3. Analyzes and evaluates the interpersonal climate in his classroom.

The following behavioral objectives are designed to help student teachers develop the forementioned competences:

- - - 1. Given a videotape recording of a classroom situation involving student-teacher interaction, the student will be able to identify
 - - - a. the frequency of various kinds of verbal behavior
 - - - b. what kinds of verbal behavior result from which stimuli
 - - - c. the nature and frequency of different kinds of questions asked by the teacher
 - - - d. the nature and frequency of different kinds of non-verbal behavior.
- - - 2. Given the data resulting from the analysis in the objective above, the student will be able to judge the appropriateness of the interaction pattern in relation to the specific objective of the lesson.
- - - 3. Given a lesson plan specifying learner characteristics, instructional objectives and several alternative teaching strategies, the student will be able to choose the most appropriate strategy and justify his choice.
- - - 4. Given a videotaped lesson from an actual classroom, the student will be able to identify the teaching strategies and the characteristics of the strategies employed.
- - - 5. Given a lesson plan which specified instructional objectives and teaching strategies, the student will be able to design a plan for determining the effectiveness of the instruction.

BEST COPY AVAILABLE

1 2 3

- - - 6. Given a group of students in an actual classroom situation, the student will be able to select and/or construct appropriate instruments for collecting data on the interpersonal climate in the classroom, construct a sociogram based on that data, and state conclusions regarding the interpersonal climate in that classroom.
- - - 7. Given the data resulting from the analysis in the objective above, the student will be able to judge the effect of the interpersonal climate on learning.
- - - 8. On the basis of the conclusions reached in objective 6, above, the student will be able to suggest strategies for improving the interpersonal climate in that classroom.
- - -
- - -
- - -

III E. Teaching Competency in the Area of Curriculum Development

1 2 3

The student teacher should be able to:

- - - 1. Identify the general sequence of skills K-12 as presented in reading, math, social studies, science, language, fine arts.
- - - 2. List the developmental milestones in child development for the cognitive, affective and psycho-motor domains.
- - - 3. Given a set of sequential skills for an area, present a rationale for introduction of these skills at a certain grade or age level based on knowledge of child development.
- - - 4. Outline in detail a sequential set of skills for a selected content area giving optional plans and rationales for areas of disagreement in the field.

Ex. Reading

- | | |
|---------------------|---------------------|
| 1. Consonant sounds | 1. Vowel sounds |
| 2. Vowel sounds | 2. Consonant sounds |
| 3. Blends-digraphs | 3. Blends-digraphs |
- - - 5. Given a description of a particular child's developmental level, achievement level, and mode of learning, determine what skills on the continuum to teach and plan activities for the child's learning (Grade level or curriculum area)
 - - - 6. Given a specific set of items in a content field, determine which materials on the market (based on criteria for evaluating materials) would be most useful.
 - - - 7. Given a list of needed materials or services, list available local resources, national and regional sources, and free materials.
 - - - 8. Given the classroom set and the curricular area, develop a series of lessons for (1) Large group instruction, (2) Small group, (3) Individual. Give rationale for selection of lessons best suited to each category.
 - - - 9. Design a unit plan that would encompass and correlate selected related curricular areas or disciplines. Included in the plan would be use of at least five commercial materials and a series of materials created by the teacher to bridge the disciplines.

1 2 3

- - -10. Understand research in curriculum
- a. In order for the teacher to be able to share in developing curriculum he should
- - - (1) Understand the basic elements of research design and types
 - - - (2) Be able to interpret research in his field and/or level
 - - - (3) Be able to plan action research in his own field and/or area
 - - - (4) Be able to implement the findings of research in his own field and/or area in curriculum development
 - - - (5) Be knowledgeable about research relating to human growth and development, and learning, having implication for current development.
 - - - (6) Know sources of research in curriculum
- b. In order to reach these broad objectives the student teacher should for example, be able to do these things
- - - (1) Prepare an outline for a research project around an appropriate topic
 - - - (2) Develop an action research proposal suitable for his own classroom or school situation
 - - - (3) From a group of selected research reports, interpret one report in terms of its implications for his own area or level
 - - - (4) Based on one research report suitable for his area or level develop a plan for implementing the findings in his own classroom or school
 - - - (5) Locate five sources of research applicable to his field and/or level
 - - - (6) Prepare a written analysis of research reports having to do with the age or developmental level of students with whom he usually comes into professional contact

1 2 3

- - -

(7) Prepare a written report on the implications of #6 for his own teaching situation

- - -

(8) Critique in writing recent research in some aspect of learning theory

- - -

(9) Prepare a written statement of the implications for #8 in relation to his own teaching situation

- - -

- - -

- - -

III F. Interpersonal Competencies of Teachers

1 2 3

1. Self Awareness. The student teacher should have the:
 - - - a. Ability to collect data about one's self from others
 - - - b. Ability to self evaluate one's behavior as it affects others
 - - - c. Ability to see differences between one's intentions and real behavior
 - - - d. Ability to assess one's own strengths, weaknesses, etc.
 - - - e. Ability to promote change within one's self
2. Awareness of Others. The student teacher should have the:
 - - - a. Ability to empathize with others
 - - - b. Awareness of the reactions of others to one's teaching and communicating
 - - - c. Ability to tolerate and appreciate differences in values, cultures, behaviors
3. The student teacher should have the ability to help others reveal themselves appropriately by
 - - - a. being a good listener
 - - - b. using strong questioning techniques
 - - - c. giving positive reinforcement to the ideas and contributions of others
 - - - d. incorporating ideas of others into final outcomes
- - - 4. Ability to communicate effectively at all age and professional levels
 - - - Teacher - Teacher
 - - - Teacher - Pupil
 - - - Teacher - Administrator
 - - - Teacher - Parent
 - - - Teacher - Community
- - - 5. Ability to direct learning experiences in a meaningful manner
- - - 6. Ability to be liked - respected as a teacher and a friend (not a buddy)

1 2 3

- - - 7. Ability to present oneself as a mature, confident, secure person
- - - 8. Ability to reprove a person or take correctional action and retain respect and cooperation of those concerned
- - - 9. Ability to accept positive and constructive criticism from students, peers and those having any responsibility toward one's behavior
- - -
- - -
- - -

III G. Socio-cultural Competencies of Student Teachers

25

1 2 3

The student teacher must be able to:

- - - 1. accept cultural differences.
- - - 2. Recognize life values, cultural beliefs, and experiential backgrounds of children belonging to sub-cultures, since no culture can be understood in terms of the value systems of another.
 - - -2a. identify culture pattern variations that are indigenous to sub-cultures.
 - - -2b. identify culture configuration variations that are indigenous to the sub-culture
 - - -2c. describe these culture variations in terms of social institutions in the different groups: the family, religion, economy, politics, wealth, education, and recreation.
 - - -2d. develop an appreciation of his own role in middle-class American culture. Before one can adequately understand another culture and its idiosyncracies, he needs to take an objective look at his own culture.
- - - 3. understand the degree of progression cumulation attained by the sub-culture in question.
- - - 4. understand the different cultural specialties (particularly when dealing with groups such as Indians) which are found in the sub-culture.
- - - 5. equate the relative intensities of sub-culture children of convergent school influences and divergent out-of-school influences, and then make compensatory adjustments in school programs-if equality of educational opportunity is to be provided.
- - - 6. decide upon ultimate educational objectives which are not necessarily designed to make "typical" Americans out of sub-culture members.
- - - 7. decide whether a person can have two sets of cultural values and be able to operate efficiently in either one.
- - - 8. work through the existing social organization of the sub-culture

BEST COPY AVAILABLE

- | | | | |
|----|----|----|---|
| 1 | 2 | 3 | |
| -- | -- | -- | 9. have empathy with sub-culture members as a prerequisite to adequate communication. |
| -- | -- | -- | 10. enter a teaching situation in which culture, language, and experience barriers cause many sub-culture children to be ill-prepared for work at a fixed grade placement, and then teach these same children at whatever level of academic achievement they are able to function successfully. |
| -- | -- | -- | |
| -- | -- | -- | |
| -- | -- | -- | |

III H. Professional Competencies of Teachers

27

1 2 3

The teacher:

- - - 1. Recognizes basic questions of policy with respect to which professional teachers must make decisions and take action.
- - - 2. Is skillful in the decision-making process; clearly sees alternatives and the need for choosing among them.
- - - 3. Understands why he decides as he does and why others decide differently.
- - - 4. Understands philosophical differences when working with individuals and groups.
- - - 5. Critically examines his own methods, objectives, and value assumptions and makes changes in these areas when the evidence indicates a need for change; knows why he changes when he does.
- - - 6. Possesses knowledge of school law and its implications for teaching.
- - - 7. Participates in professional organizations affecting teacher welfare and curriculum.
- - - 8. Is skillful in working with the community and all personnel related to the educational institution.
- - - 9. Abides by an ethical code of conduct; meets contractual obligations, performs social services.
- - - 10. Continues to grow professionally, demonstrated by self-motivated activities, in-service participation, and post-graduate work.

- - -

- - -

- - -