ABSTRACT
              This study identified specific student teacher
behaviors which could indicate success in 16 teaching competency
areas. Part 1 of the study, completed by student teaching
supervisors, resulted in the identification of the student teaching
behaviors considered to be indications of success in each of the 16
competency areas. Part 2 resulted in the identification of primary
and secondary behaviors selected according to mean and modal ratings
of the behaviors compiled in part 1. The behaviors identified were
included under the following 16 competency areas: (1) open and
flexible teaching personality, (2) proper perspective of
teaching-learning situations, (3) adequate health and vitality, (4)
effective voice and speech patterns, (5) ability to work
cooperatively with other staff members, (6) ability to profit from
feedback, (7) maturity of judgment and ability to make realistic
decisions, (8) command of subject matter, (9) competence in preparing
effectively for lessons, (10) competence in classroom management,
(11) competence in performing a variety of critical teaching tasks,
(12) competence in evaluation students, (13) competence in motivating
learners, (14) fair and just attitude in dealing with students, (15)
competence in the clinical approach to misbehavior, and (16)
commitment to student teaching. (All of the behaviors for each of the
competency areas are listed in the report.) (RC)

STUDENT TEACHING BEHAVIORS IDENTIFIED
BY A NATIONAL JURY AS INDICATORS OF
SUCCESS IN SIXTEEN COMPETENCY AREAS

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A study conducted by David H. Mathias in 1966 yielded twenty-nine terms considered as being of greatest value by public school officials involved in hiring teachers for their systems. From a list of 206 descriptive terms compiled from student teaching evaluation forms of 328 NCATE accredited institutions, the following twenty-nine terms were rated by hiring officials as having the greatest value in predicting success:

1. Enthusiasm for teaching
2. Respect for pupils
3. Emotional stability
4. Fairness and consistency
5. Respect of pupils
6. Cooperating
7. Provision for individual differences
8. Teaching skills
9. Desire to improve
10. Knowledge of subject matter
11. Emotional maturity
12. Enthusiasm
13. English usage
14. Stimulates Enthusiasm
15. Class control
16. Understanding and interest in pupils
17. Purposeful lessons
18. Teacher-pupil rapport
19. Potential as a teacher
20. Attitude
21. Obtaining interest and attention of pupils
22. Mental alertness
23. Tact
24. Encouragement of students
25. Good grooming
26. Dependability
27. Understanding of age group
28. Obtains pupil cooperation
29. Ability to organize

Through field use of evaluation forms based on the Mathias study, student-teaching coordinators and resident teachers participating in the student teaching program at the University of Tennessee and Carson-Newman College have developed a form which is a transformation of the twenty-nine terms into the following statements of sixteen competencies and characteristics demonstrated by the student teacher:

1. Demonstrated an open and flexible teaching personality

2. Demonstrated a proper perspective of teaching-learning situations

3. Demonstrated adequate health and vitality

4. Demonstrated effective voice and speech patterns

5. Demonstrated ability to work cooperatively with other staff members

6. Demonstrated ability to profit from feedback

7. Demonstrated maturity of judgment and ability to make realistic decisions

8. Demonstrated a command of subject matter

1.

9. Demonstrated competence in preparing effectively for lessons

10. Demonstrated competence in classroom management

11. Demonstrated competence in performing a variety of critical teaching tasks

12. Demonstrated competence in evaluating students

13. Demonstrated competence in motivating learners

14. Demonstrated a fair and just attitude in dealing with students

15. Demonstrated competence in the clinical approach to misbehavior

16. Demonstrated commitment to student teaching

Probe I went to student teaching directors at 175 randomly selected NCATE accredited institutions. The directors selected supervisors to complete Probe I which requested respondents to list under each competency observable behaviors which they felt would be acceptable demonstrations of that competency. Seventy responses to Probe I were returned to the investigators who synthesized the behaviors suggested in each category by all of the respondents. Those behaviors not stated in sentences or phrases using active verbs and those which were obvious duplications were excluded from Probe II.

The synthesized list under each competency included as many as 73 suggested behaviors under one competency and as few as 32 under another. The seventy respondents to Probe I were asked to complete Probe II by rating each behavior as to its importance on a scale of 6 (very important) to 1 (very unimportant). Forty-one responses of Probe II were returned to the investigators.

Means were derived in order to determine the relative importance of the behaviors as viewed by the respondents. Behaviors having a mean within the interval of 5 (important) to 6 (very important) were selected as primary behaviors and those below that interval as secondary behaviors.

Since the mean indicates an average of respondent reactions which could be affected by skewness, modes were also derived to show how most respondents reacted to a given behavior and indicated on the rank-ordered list which follows. Using this method of analysis, behaviors having a mode of five or six should be considered primary and those falling below five should be considered secondary.

Two important applications of the results of this study are immediately evident: use of these for planning individualized student teaching experiences and for evaluating student teaching experiences according to clearly delineated competency demonstration.

Planning individualized experiences could involve two-way or three-way conferences with members of the student teaching team agreeing on behaviors to be demonstrated during the experience. It would not seem inappropriate to have some behaviors determined by the supervisor, some by the resident teacher and some by the student teacher. It would also not seem inappropriate for these behaviors to be renegotiated at midterm.

The student teaching experience could possibly be more accurately evaluated through the use of an evaluation instrument showing both competencies and behaviors. The instrument could be as open as the stated competency with spaces for agreed upon behaviors to be written in and evaluated or a more structured form such as the stated competencies with behaviors required by the institutions and space for other behaviors performed by unique personalities.

Use of the results of this study could be more effective with the willing involvement of cooperating teachers. Since it is not known whether supervisors and cooperating teachers agree upon what behaviors indicate success in the different competency areas, there appears to be a need for another study to determine the degree to which cooperating teachers' and supervisors' views regarding behaviors correlate. Such a study is in progress at this time.

I. THE STUDENT TEACHER DEMONSTRATED AN OPEN AND FLEXIBLE TEACHING PERSONALITY BY:

1. 5.37 consistently maintaining a fair and friendly attitude (6).
2. 5.37 displaying ability to accept each pupil "as is" and helping him from that point (6)
3. 5.29 following student-initiated ideas in discussion (5)
4. 5.24 accepting pupils' responses (6)
5. 5.22 exhibiting enthusiasm for pupils, school and teaching (5)
6. 5.22 making positive comments relative to the viewpoints of others (5)
7. 5.22 changing planned activities or lessons when appropriate (5)
8. 5.20 taking advantage of teachable moments (6)
9. 5.15 coping with interruptions or changes in routine without a loss of equilibrium (5)
10. 5.12 showing appropriate emotions such as humor, sympathy, compassion, etc. (5)
11. 5.10 responding to student questions in a non-defensive manner (5)
12. 5.05 utilizing pupil's experiences (5)
13. 5.05 individualizing instruction to the extent possible in classroom situation (6)
14. 5.02 encouraging and sustaining pupil talk (5)
15. 5.00 exhibiting a wholesome self-image (6)

16. 4.83 saying: "I don't know how to do it" rather than "It can't be done" (5)
17. 4.83 being able to team with the cooperating teacher (5)
18. 4.78 adapting policy to individual cases without showing inconsistency (5)
19. 4.78 examining alternative solutions to a problem and rationally selecting the most appropriate solution (6)
20. 4.76 looking for opportunities to exhibit initiative (5)
21. 4.76 delegating responsibility to students at appropriate levels (5)
22. 4.73 starting lesson other than by saying "Get out your textbooks and open them to page ___ (6)
23. 4.71 being rated "open and flexible" and approachable by students (5)
24. 4.68 sharing teaching ideas (5)
25. 4.67 accepting without complaints assignments of slow as well as fast classes (5)
26. 4.63 working successfully with both a "slow" group and an "accelerated" or "gifted" group (5)
27. 4.56 encouraging students to evaluate class objectives and procedures (5)
28. 4.56 working successfully with several different teachers in a departmental situation(5)
29. 4.46 attempting new curriculum programs (5)
30. 4.46 working successfully with two different supervising teachers who possess varying teaching styles (5)
31. 4.39 receiving without rancor the angry or bizzare or obscene comments of youngsters (5)
32. 4.37 making use of outside resources (5)
33. 4.34 trying a method, material or procedure suggested by another (5)
34. 4.29 keeping physical facilities flexible (4)
35. 4.27 seeking to become acquainted with other staff members (5)
36. 4.22 withholding own biases (5)
37. 4.22 utilizing and experimenting with unusual or unfamiliar materials or approaches (5)
38. 4.17 searching the literature for teaching ideas (4)
39. 4.15 observing other teachers (4)
40. 4.12 volitionally stating that openness and flexibility in teaching are valued (5)

41. 3.93 preparing two or more plans for teaching the same material (5)
42. 3.90 rating as open and flexible on dogmatism scales, interaction analysis and other rating instruments (4)
43. 3.90 asking about other people's welfare (5)
44. 3.83 using at least six different modes of presentation (4)
45. 3.68 moving about the room (5)

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II. THE STUDENT TEACHER DEMONSTRATED A PROPER PERSPECTIVE OF TEACHING-LEARNING SITUATIONS BY:

1. 5.51 adapting the material to the level of the learners (6)
2. 5.44 setting attainable goals for all students and for the teacher (6)
3. 5.44 presenting materials at proper level of concreteness--abstraction (6)
4. 5.44 prescribing proper learning activities for individual pupils and groups of pupils(6)
5. 5.22 properly assessing the group he is teaching (5)
6. 5.22 providing feedback and verbal reward to learner (5)
7. 5.22 encouraging early success in learning by students (6)
8. 5.20 relating instruction to pupils' store of in and out-of-school experiences (5)
9. 5.20 clarifying progress toward objectives during instruction by providing feedback to learners (6)
10. 5.20 restructuring situations which seem to be failing to achieve purposes (5)
11. 5.17 diagnosing pupil needs collectively and individually (6)
12. 5.15 demonstrating the ability to evaluate himself/herself after the teaching-learning activity (6-5)
13. 5.12 pacing the assigned tasks in relation to the students' needs (5)
14. 5.07 identifying objectives with learners in advance of instruction (6)
15. 5.07 varying his procedural strategies in accordance with the changing situation factors such as time, space, material, and personnel (6)
16. 5.07 re-teaching needed lessons in another way (6-5)
17. 5.05 evaluating outcomes (6)
18. 5.05 maintaining poise and positive attitude when faced with a problem (5)
19. 5.07 varying the focus of the teaching-learning situation; e.g. teacher centered, individually centered, group focus, etc. (5)
20. 5.02 setting reasonable, measurable objectives (6)

21. 4.95 extending the teaching-learning situation from the classroom to whatever relevant setting exists in the community (16)
22. 4.95 using ample time to introduce lesson or to induce set (5)
23. 4.95 evaluating a teaching-learning act (a class) to determine the degree of success of the lesson as well as the strengths and weaknesses of the lesson (5)
24. 4.93 analyzing characteristics of age level with which the student is working (5)
25. 4.93 using children's input for decision making in lesson planning (5)
26. 4.88 arranging physical conditions to facilitate learning and comfort (5)
27. 4.85 involving students in planning (5)
28. 4.85 changing size of group being taught as necessary for optimum learning to occur (5)
29. 4.83 showing an understanding of multiple roles of leadership expected of a classroom teacher (5)
30. 4.80 using long-range objectives (5)
31. 4.76 developing alternate lesson plans to meet varied student reactions (5)
32. 4.76 facing novel situations with confidence and optimism (5)
33. 4.66 selecting from several alternative approaches the most suitable for a given student and stating reasons for the choice (5)
34. 4.66 appropriately commenting to students about their talents and abilities (5)
35. 4.66 teaching toward goals in the upper portions of the taxonomy (5)
36. 4.66 approaching teaching as a complex experience and relating various factors to a conceptualized frame of reference (5)
37. 4.58 expressing a consistent and sound philosophy of education (5)
38. 4.56 teaching within his limitations in regard to the function and focus of a teacher(5)
39. 4.51 avoiding the irrelevant (5)
40. 4.49 controlling unnecessary anxiety in himself (5)
41. 4.49 ceasing a lesson before it is completely exhausted and moving to another activity, lesson or topic (5)
42. 4.46 making objective analyses of teacher-learner forces operant in a given situation(5)
43. 4.46 adhering to laws of learning (5)
44. 4.20 putting first things first (children above policy) (6)
45. 4.17 conducting whole-class discussions (5)

5.

46. 4.10 grouping classes for reading and other subjects (5)

47. 3.44 verbalizing that we teach for the childs sake and not our own (5)

III. THE STUDENT TEACHER DEMONSTRATED ADEQUATE HEALTH AND VITALITY BY:

1. 5.39 being consistently prompt and in attendance (6)
2. 5.34 setting a good example of personal health and cleanliness for the pupils (6)
3. 5.24 arriving at school punctually alert, and "ready to go" each day (6-5)
4. 5.15 reflecting in voice and action an enthusiasm for the tasks at hand (6)
5. 5.15 displaying a positive self-image (6)
6. 5.12 maintaining an even, pleasant disposition (5)
7. 5.05 demonstrating before children that good health habits are important (5)

8. 4.98 discharging teaching and related responsibilities promptly and efficiently (5)
9. 4.90 giving a reasonable amount of time and energy to planning and making preparation to teach (6-5)
10. 4.83 enthusiastically responding to student requests for assistance (5)
11. 4.80 being alert and allowing for classes to progress smoothly (5)
12. 4.78 treating first and last classes to same teacher personality (5)
13. 4.78 leading in activities designed to promote mental alertness and physical fitness (5
14. 4.71 maintaining an attractive appearance (5)
15. 4.68 arriving and leaving school at appropriate times (5)
16. 4.62 being free from frequent illnesses (5)
17. 4.58 smiling often and sincerely (5)
18. 4.56 volunteering for, and participating in, "extras" in the classroom (5-4)
19. 4.54 seeing to proper ventilation in the room (5)
20. 4.42 recovering quickly from minor illnesses (5)
21. 4.42 participating in curricular and co-curricular activities (5)
22. 4.42 actively participating in games and other activities (5)
23. 4.39 standing (and moving) during lesson (4)
24. 4.39 showing "spring in step" and "smile on face" (5)
25. 4.39 maintaining a low record of absences for illness (5)
26. 4.29 refraining from excessive complaints about fatigue (5)
27. 4.24 initiating games on the playground (5)
28. 4.07 offering to assist in other than school activities (5)

29. 3.98 moving about the classroom vigorously (4)
30. 3.88 moving from learning station to learning station regularly (5)
31. 3.73 keeping to the scheduled time table (4)
32. 3.71 providing a medical certification (4)

IV. THE STUDENT TEACHER DEMONSTRATED EFFECTIVE VOICE AND SPEECH PATTERNS BY:

1. 5.44 setting a good example by listening carefully and thoughtfully while others are speaking (6)
2. 5.41 pronouncing words clearly and distinctly (6)
3. 5.34 using an adequate and appropriate vocabulary (5)
4. 5.32 making himself understood by all students in all areas of the classroom (6-5)
5. 5.32 varying voice level and speech according to the classroom situation (6)
6. 5.27 using the voice to set a variety of moods (6)
7. 5.24 speaking naturally (6)
8. 5.24 effectively using voice as a means for achieving class control and establishing rapport with students (6)
9. 5.15 emphasizing key points in lesson with voice (5)
10. 5.07 rephrasing when necessary (5)

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11. 5.05   using standard English (5)
12. 5.05   changing pace (5)
13. 5.02   commanding respect and attention through tone and level (5)
14. 5.02   having a ready command of appropriate vocabulary in all contacts (5)
15. 5.00   making relatively few grammatical errors (5)
16. 5.00   talking at a moderate pace (5)

17. 4.98   speaking without speech defects such as stuttering, lisping, etc. (5)
18. 4.95   avoiding overuse of certain terms or phrases (5)
19. 4.83   avoiding overuse of 'uh", "o.k.", "you know", and like imprecisions (5)
20. 4.80   avoiding trite statements and cliches (5)
21. 4.68   projecting voice (5)
22. 4.56   measuring student understanding of oral assignments by accuracy of their para-
           phrased responses (5)
23. 4.56   being sensitive, perceptive and discerning of what is appropriate to do or say in
           dealing with parents (6)
24. 4.51   occasionally using student vernacular to make a point (5)
25. 4.46   properly utilizing colloquialisms and slang (5-4)
26. 4.39   raising and lowering voice volume (5)
27. 4.39   speaking on the grammatical level appropriate to the situation (5)
28. 4.39   taping and evaluating speech and voice in a teaching experience (4)
29. 4.22   taking voice lessons if they are needed (5)
30. 4.22   rarely being asked to repeat or clarify a statement (5)

31. 3.32   passing a voice and speech test (3)

V. THE STUDENT TEACHER DEMONSTRATED ABILITY TO WORK COOPERATIVELY WITH OTHER STAFF MEMBERS BY:

1. 5.22   listening rather than talking at appropriate times (6)
2. 5.20   avoiding gossip (6)
3. 5.17   assuming shared responsibilities (5)
4. 5.17   refusing to participate in rumor-mongering, tale-carrying and other unprofessional
          behavior (6)
5. 5.15   planning cooperatively with supervisor (5)
6. 5.12   responding positively toward supervision by principal and supervisors (5)
7. 5.12   maintaining open communication with resident teacher (5)
8. 5.10   supporting and encouraging new teachers (5)
9. 5.07   accepting criticism and suggestions from peers (5)
10. 5.05 following through with offers of assistance (5)
11. 5.05 accepting leadership roles in areas of expertise (5)
12. 5.02 tactfully disagreeing when wishing to hold own conviction/opinion (5)
13. 5.00 restricting comments to positive statements about other teachers and student
          teachers (5)
14. 5.00 tolerating other's differences from your actions, views (5)

15. 4.98 sharing materials, techniques, and space with staff (5)
16. 4.95 adapting easily to last minute changes in schedule (5)
17. 4.95 remaining calm when disagreeing (5)
18. 4.95 communicating openly (5)
19. 4.95 inviting the help of principal, supervisors, and peers if needed (5)
20. 4.93 responding to the needs of others (5)
21. 4.93 cooperative planning of lessons with teachers of same subject or teacher in other
          areas who teach the same students (5)
22. 4.90 working with teachers across subject areas, and with other resource personnel (5)
23. 4.90 completing assigned tasks without complaining or grumbling (5)
24. 4.90 establishing friendly, working rapport with non-certified personnel in building (5)
25. 4.90 giving another teacher/student teacher credit for a successful idea (6)

26. 4.90 taking the initiative in improving relations with others (5)
27. 4.88 joining with others in maintaining agreed upon school rules and regulations (5)
28. 4.88 establishing a mutually satisfying relationship with administration and guidance personnel (5)
29. 4.83 minding your own business, especially in the teachers lounge (5)
30. 4.80 participating in, and contributing to, grade level and unit meetings (5)
31. 4.80 seeking the counsel of others (5)
32. 4.76 doing assigned duties cheerfully (5)
33. 4.76 assuming responsibility for work in committee structure (5)
34. 4.76 avoiding sharp criticism (5)
35. 4.76 being adjudged "cooperative" by staff members (5)
36. 4.73 accepting the ideas of others without being submissive (5)
37. 4.73 contributing constructive efforts, ideas (5)
38. 4.73 assisting with hall, restroom, lunch, bus, playground, etc. duties (5)
39. 4.71 attending staff meetings (5)
40. 4.71 contributing constructive efforts, ideas (5)
41. 4.66 interacting socially and professionally in the teachers' room, at meetings, etc.(5)
42. 4.61 conforming to authorized policies and procedures (5)
43. 4.58 working in team-teaching situations (5)
44. 4.49 offering to assist colleagues with special projects (5)
45. 4.49 praising others (5)
46. 4.49 planning with cooperating teacher for student teaching term (5)
47. 4.46 accepting responsibility as assigned by supervisor (5)
48. 4.46 refraining from being compulsive about "honesty" or "harmony" with colleagues (5)
49. 4.39 using group analysis or conference with peers to test ideas before making change(5)
50. 4.36 asking for or looking for tasks not required (5)
51. 4.34 assisting in various staff members classes (5)
52. 4.32 assisting in extracurricular activity supervision (5)
53. 4.32 receiving positive comments by colleagues (5)
54. 4.07 proposing solutions to school problems (5)
55. 4.05 asking another student teacher to observe lesson presentation, either to give other student teacher lesson idea or to be critiqued by peer (4)

56. 3.88 clarifying the thoughts of others (4)
57. 3.78 assisting administration in clerical and administration tasks (4)
58. 3.37 referring students to appropriate specialists on at least three occasions (5)

VI. THE STUDENT TEACHER DEMONSTRATED ABILITY TO PROFIT FROM FEEDBACK BY:

1. 5.32 taking criticism in a positive manner (6)
2. 5.15 asking for criticisms (5)
3. 5.15 utilizing self-evaluation (6)
4. 5.15 being available and willing to discuss criticism (5)
5. 5.12 repeating in subsequent lesson plans those things which have been learned in earlier lessons and proved to be valuable (6)
6. 5.10 constructively using pupil evaluations (6)
7. 5.10 evaluating feedback (6)
8. 5.07 adjusting lesson to the changing needs of the class (5)
9. 5.05 reteaching concepts not made clear (6)
10. 5.00 admitting mistakes (6)

11. 4.98 incorporating a suggested idea into future lessons (5)
12. 4.90 altering behavior to comply with standards set by a school (5)
13. 4.88 delineating strengths and weaknesses (5)
14. 4.88 listening attentively while others are discussing issues and ideas (5)
15. 4.88 listening to verbal feedback from pupils (6-5)
16. 4.85 properly reading student responses for understanding or the lack of understand-

ing of the material (6-5)
17. 4.85 listening to students when they want to voice reservations about something (5)
18. 4.85 initiating procedures which will invite regular feedback from the students (5)
19. 4.80 repeating important concepts in various ways (6)
20. 4.80 talking about the feedback with the person supplying it (5)
21. 4.76 accepting feedback without being defeated (5)
22. 4.71 using materials ordinarily used by teachers in lower or higher grades in order to meet perceived individual need of students (5)
23. 4.71 questioning feedback from others when it is not understood (5)
24. 4.71 asking for specific help instead of general suggestions (5)
25. 4.68 requesting follow-up observation (5)
26. 4.63 eliminating a certain criticized behavior (5)
27. 4.63 altering lesson plans between periods (5)
28. 4.61 using the tape recorder, VTR equipment, or interaction analysis systems to gather additional and accurate feedback (6)
29. 4.58 discussing program effectiveness with others (5-4)
30. 4.58 redesigning actions along lines of suggested improvements (5)
31. 4.58 providing feedback to others e.g. pupils, other staff (5)
32. 4.58 laughing at fiascos but not repeating them (4)
33. 4.56 giving logical reasons for not trying suggestions felt to be inappropriate (5)
34. 4.49 trying out a variation on the advice (5)
35. 4.49 using observational record as a mechanism for feedback (5)
36. 4.49 reporting back to individual or group who furnished feedback (5)
37. 4.46 discussing with a teacher a suggestion made earlier and including remarks from reading or personal observation (5)
38. 4.46 asking questions concerning significant issues in curriculum development (5)
39. 4.44 regrouping students for particular classes based upon tests, etc. (5)
40. 4.42 discussing successes and failures with peers or teachers (5)
41. 4.34 using compromise during planning conferences with supervisor (4)
42. 4.12 thanking supervisor for suggestions (4)
43. 4.00 expressing disappointment when supervisors fail to share evaluation with him/her(5)

VII. THE STUDENT TEACHER DEMONSTRATED MATURITY OF JUDGMENT AND ABILITY TO MAKE REALISTIC DE-CISIONS BY:

1. 5.29 weighing alternatives and choosing wisely (6)
2. 5.22 basing decisions on adequate information (5)
3. 5.20 determining priorities in the classroom (6)
4. 5.20 gathering data prior to decision making (6)
5. 5.20 using classroom management techniques instead of emotional outbursts to control classes (6-5)
6. 5.20 avoiding vindictive or petty responses (6)
7. 5.17 behaving calmly and rationally during a crisis (5)
8. 5.15 giving students advance instructions in potentially dangerous situations (6-5)
9. 5.12 designing achievable objectives (6)
10. 5.10 basing his conduct upon basic principles of moral behavior (5)
11. 5.10 identifying several alternatives to solve a problem prior to making judgments (6)
12. 5.07 making decisions which support clearly expressed goals (5)
13. 5.05 looking at learning problems from point of view of learner (5)
14. 5.05 seeking mature and professional assistance in solving serious problems (5)
15. 5.00 adapting technique or procedure when it is not working as planned (5)
16. 5.00 admitting teacher error when it occurs (5)
17. 5.00 keeping all appropriate persons informed of incidents which could lead to mis-understanding or controversy (6)

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18. 4.98 resolving discipline problems in the classroom (5)
19. 4.95 outlining problem and options for solution (5)
20. 4.95 holding consistently to personal standards without belittling others (5)
21. 4.93 not vacillating after a sound decision has been announced (5)
22. 4.93 involving people who will be affected by change before implementing a plan to change programs (5)
23. 4.93 planning ahead a course of action for emergencies (5)
24. 4.90 soliciting the opinions and advice of others (5)
25. 4.88 accepting feedback without excessive defensiveness (5)
26. 4.88 explaining rationale for decisions in terms of facts and values involved (5)
27. 4.88 accepting those situations which could not be changed (5)
28. 4.85 evaluating cause-behavior relationships (5)
29. 4.85 refraining from beleaguering supervisors with every problem (5)
30. 4.85 carefully sorting and weighing evidence (5)
31. 4.83 providing for health and safety of pupils (6)
32. 4.83 giving credit to others for their input (5)
33. 4.83 considering welfare of pupils rather than self (5)
34. 4.83 remaining   lvent on issues for which there is nothing to be gained by voicing an opinion (5)
35. 4.78 allowing students a voice in deciding on matters which involve them (5)
36. 4.78 demonstrating teaching behavior change following feedback as measured by observation scale or by self, peer or supervisor rating (5)
37. 4.76 considering all parties to the learning-teaching event (5)
38. 4.76 making decisions in keeping with district policies and building regulations (5)
39. 4.71 obtaining peer evaluation and comments (5)
40. 4.68 speaking in logical terms (5)
41. 4.68 basing judgments on a sound philosophy of education which has been articulated (5)
42. 4.58 determining priorities outside the classroom (5)
43. 4.51 planning and carrying out a case conference to acquire several points of view before reaching a difficult decision (5)
44. 4.44 using the scientific method in making decisions (5)
45. 4.42 eliminating spur-of-the-moment decisions (5)
46. 4.42 successfully defending his decisions when challenged by pupils (5)
47. 4.39 requesting that supervisor not intervene in a problem until an attempt has been made to solve it (4)
48. 4.10 scoring as mature on maturity of judgment scale (5-4)

VIII. THE STUDENT TEACHER DEMONSTRATED COMMAND OF SUBJECT MATTER BY:

1. 5.17 relating the subject to other subjects, people (6)
2. 5.15 identifying major concepts of the subject area (5)
3. 5.12 selecting content appropriate for level of class (6)
4. 5.10 identifying skills basic to a content area (5)
5. 5.10 simplifying and/or elaborating material when appropriate (5)
6. 5.10 illustrating or describing inter- and intra-relationships between concepts (6)
7. 5.10 directing students to appropriate references and resources (5)
8. 5.07 integrating knowledge from various fields (5)
9. 5.05 applying concepts to problem areas for solutions (5)
10. 5.05 showing awareness of current developments (5)
11. 5.00 planning content of lessons so that information is valid (5)

12. 4.98 providing references and selecting materials suitable for use by students for specific lessons (5)

13. 4.95 using questioning techniques incorporating various levels of questioning (6)
14. 4.95 interacting with pupils with confidence (5)
15. 4.93 making very few errors in content area and recognize errors when made (5)
16. 4.93 answering satisfactorily questions arising out of the lesson but not covered by it (5)
17. 4.90 developing lesson plans based solidly on sound informational background (5)
18. 4.90 locating additional information about a subject when necessary (5)
19. 4.88 developing suitable enrichment activities (5)
20. 4.88 presenting lessons in proper sequence (5)
21. 4.85 rephrasing pupil questions so pupil, by answering the new one, will be able to approximate an answer to his own (5)
22. 4.85 applying synthesis so as to put parts together to form a new whole (5)
23. 4.85 restating subject matter in different terms (5)
24. 4.85 foreseeing questions that may arise before material is covered (5)
25. 4.85 utilizing effective/appropriate teaching resources (5)
26. 4.80 talking with ease on the subject (5)
27. 4.78 constructing meaningful evaluation instruments (6-5)
28. 4.78 establishing a list of subject matter concepts relevant to times/students (5)
29. 4.76 breaking down material into its component parts so that its organizational structure may be understood (5)
30. 4.76 using the specific language of the discipline (5)
31. 4.73 using current teaching and curriculum materials in the subject (5)
32. 4.71 anticipating questions that might arise (5)
33. 4.71 appropriately answering most questions (5)
34. 4.71 stating the basic concepts for the discipline (5)
35. 4.68 using a personal plan for organizing subject matter (not relying on text) (5)
36. 4.61 developing centers and independent learning activities (5)
37. 4.61 relating topics under discussion to what pupils already know (6)
38. 4.44 using wide variety of topics in lessons (4)
39. 4.39 going directly to an appropriate information source when a question arose for which he/she did not have the answer (5)
40. 4.24 outlines the scholarly organization of the discipline (4)
41. 4.17 writing and teaching from a resource unit (4)
42. 4.17 presenting subject matter without aid of the text (5)
43. 4.10 lecturing clearly without extensive notes (5)
44. 4.05 telling anecdotal experiences (4)

45. 3.71 stating the important contributors (scholars) in the discipline (4)

IX. THE STUDENT TEACHER DEMONSTRATED ABILITY TO PREPARE EFFECTIVELY FOR LESSONS BY:

1. 5.49 deciding upon worthy objectives and identifying appropriate procedures to accomplish them (6)
2. 5.37 stating clear objectives and goals for the pupils (6)
3. 5.29 including both long- and short-range objectives in planning (6)
4. 5.22 gathering and/or constructing appropriate materials and teaching aides (6)
5. 5.20 balancing lesson or unit to reach the "whole" child (cognition, emotions, socialization, etc.) (6)

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6. 5.20 identifying the important things in a lesson or topic and giving them proper priorities (5)
7. 5.20 varying approaches to the introduction of lessons (6)
8. 5.15 planning and directing effective learning activities based on the learning styles (5)
9. 5.10 setting priorities in subject matter to be taught; includes both in-depth as well as general (5)
10. 5.10 stating clear objectives and goals for the teacher (6)
11. 5.07 using class time fully and meaningfully (6)
12. 5.07 using evaluative techniques that will assess attainment of purposes (5)
13. 5.05 allowing for a flexible use of time (5)
14. 5.05 organizing materials in best teaching sequence (6-5)
15. 5.05 anticipating the needs of the students by preparing plans which allow for individual differences (5)
16. 5.02 making daily lesson plans (6)
17. 5.00 showing logical progression between lessons (5)
18. 5.00 diagnosing and prescribing learning outcomes for students with various abilities (5)

19. 4.98 beginning preparation well in advance to avoid last minute problems (5)
20. 4.95 using adequate evaluation techniques (5)
21. 4.95 correlating A-V materials selected on the basis of topic discussed (5)
22. 4.95 organizing learning experiences to maximize continuity, sequence and integration of learning experiences (6)
23. 4.93 writing attainable objectives (5)
24. 4.93 searching the literature and available media for materials (5)
25. 4.93 utilizing library and professional materials skillfully (5)
26. 4.88 observing student reactions (5)
27. 4.88 identifying goals and assessing needs in terms of goals (5)
28. 4.88 building in pre- and post-evaluation components in some lessons and all units (5)
29. 4.83 articulating units to complete a pattern of instruction (5)
30. 4.83 implementing reinforcement, review, or other "remedial" teaching (5)
31. 4.80 exploring current materials and periodicals (5)
32. 4.80 clustering and sequencing related tasks in developing courses (5)
33. 4.78 planning long-range units well in advance of their use (5)
34. 4.78 selecting student activities to which students respond positively (5)
35. 4.78 relating each lesson to a terminal goal and behavioral objective (5)
36. 4.71 writing some objectives in behavioral terms (5)
37. 4.71 altering planned lessons commensurate with spontaneous student interest during implementation of the lesson (5)
38. 4.71 stating procedure to be used in accomplishing the objectives (5)
39. 4.68 explaining how the teacher and class will proceed and carrying it out (5)
40. 4.66 directing students so that they could obtain correct information from various sources (5)
41. 4.63 relating daily lesson plans to an overall semester plan (5)
42. 4.63 providing for some form of closure at the beginning and end of each lesson (5)
43. 4.61 using pupil-teacher planning (5)
44. 4.56 developing alternatives for all lessons (5)
45. 4.54 writing down creative ideas (5)
46. 4.44 utilizing research in education in planning instruction (5-4)
47. 4.42 estimating closely the time required for tasks (5)
48. 4.39 revising an instructional sequence (5)

49. 4.34 following the format: plan, produce and evaluate (5)
50. 4.10 defending his/her chosen method of presentation (4)
51. 4.00 having a substitute/cooperating teacher successfully teach from student-teacher made plans (4)

52. 3.63 preparing a resource unit containing at least 10 books, audio-visual, or human resources (5)

X. THE STUDENT TEACHER DEMONSTRATED COMPETENCE IN CLASSROOM MANAGEMENT BY:

1. 5.49 demonstrate consistency in the conduct of classroom management procedures (6)
2. 5.44 developing a sense of self management on the part of students (6)
3. 5.41 reinforcing children positively (6)
4. 5.37 establishing clear rules of conduct in beginning (6)
5. 5.29 remaining sensitive to mood of students or situation (5)
6. 5.29 exhibiting a sense of humor in situations where it can relieve the tensions and pent-up emotional strains of students (6)
7. 5.27 refraining from reinforcing inappropriate behavior (6)
8. 5.24 using a variety of control techniques (5)
9. 5.24 conveying a friendly, yet firm and consistent personality (6)
10. 5.20 showing no favoritism; being honest and fair with students (6-5)
11. 5.17 establishing a routine for handling daily classroom procedures (5)
12. 5.15 encouraging individual pupil decision making (6)
13. 5.15 demonstrating objectivity in the conduct of classroom management procedures (6)
14. 5.12 drawing all or nearly all students into discussions (5)
15. 5.10 operating consistently in use of control devices (6)
16. 5.10 seeking the causes for pupils' misbehavior (6)
17. 5.10 involving students in the establishment of guidelines for acceptable classroom behavior (5)
18. 5.10 manipulating the emotional environment in the classroom so that students may learn to get along together as well as work together (5)
19. 5.07 having materials and equipment ready when needed (5)
20. 5.07 making effective use of time and materials (5)
21. 5.05 suggesting alternative behavior to children (5)
22. 5.05 keeping pupils interested in lessons (5)
23. 5.05 anticipating difficulties (5)
24. 5.02 eliciting pupil involvement in organization and maintenance of class (6)
25. 5.00 keeping students usefully occupied (5)

26. 4.98 setting and maintaining stable limits for the learners (5)
27. 4.95 giving attention to learning theories regarding motivation, repetition, and attention span (5)
28. 4.95 conducting frequent self-evaluations related to classroom control "problem" (5)
29. 4.93 delegating authority to pupils to help plan and carry out activities (5)
30. 4.93 maintaining a focus on learning while attending to managerial matters (5)
31. 4.93 dealing constructively with classroom frustrations (5)
32. 4.93 alternating "quiet" and "active" activities (5)
33. 4.90 minimizing preliminary activities and getting class under way promptly (5)
34. 4.90 solving individual behavior problems promptly (5)
35. 4.90 individualizing instruction (5)
36. 4.90 developing a class or group of children who move from assigned to free choice activities with a minimum of disturbance and confusion (5)

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37. 4.88 displaying awareness of relationship between classroom behavior and the lesson itself (5)
38. 4.88 providing systematically for essential routines; i.e., going to bathroom; using instructional materials, etc. (5)
39. 4.85 conducting meaningful review when needed to clarify or solidify (5)
40. 4.85 maintaining the class as center of activity; keeping self out of spotlight (5)
41. 4.83 planning to insure availability of equipment and other materials to be utilized as a part of class presentation and/or participation (5)
42. 4.83 using instructional hardware skillfully (5)
43. 4.80 developing standard operating procedures (5)
44. 4.80 distributing materials efficiently (5)
45. 4.78 arranging activities compatible with physical setting (5)
46. 4.78 performing clerical chores without destroying learning atmosphere (5)
47. 4.76 keeping room well lighted at comfortable temperature and ventilated and keeping sun glare out of pupils eyes (5)
48. 4.71 having several groups effectively working at one time (5)
49. 4.71 using flexible grouping (5)
50. 4.68 keeping the classroom neat and inviting to learning (5)
51. 4.63 making changes in seating room arrangement, and schedule to avoid monotonous routine (5)
52. 4.56 keeping adequate records (5)
53. 4.56 asking higher-order questions to encourage divergent and evaluative thinking(5)
54. 4.56 providing reinforcement at critical points (5)
55. 4.54 establishing "set" and achieving effective "closure" (5)
56. 4.44 speaking only to individuals concerning their behavior (4)
57. 4.42 giving directions for every classroom activity (5)
58. 4.37 managing classroom situations so students can work constructively at their own tasks while unrestricted in regard to movement around the classroom (6)
59. 4.32 re-arranging furniture for specific activities (4)
60. 4.29 using students to adjust shades, move chairs, and distribute materials (5)
61. 4.10 having students select leaders for different classroom duties (4)

XI. THE STUDENT TEACHER DEMONSTRATED ABILITY TO PERFORM A VARIETY OF CRITICAL TEACHING TASKS BY

1. 5.29 reinforcing students positively and effectively (6)
2. 5.24 reinforcing students' positive self concepts (6)
3. 5.22 diagnosing class and individual problems (5)
4. 5.22 reacting to positive behavior rather than negative behavior (6)
5. 5.20 planning for the individual needs of the pupils (6)
6. 5.17 asking higher order questions (6)
7. 5.15 handling confidential information appropriately (6)
8. 5.12 asking thought-provoking questions (6)
9. 5.12 providing activities for entire class while working with group (5)
10. 5.12 diagnosing pupil achievement and prescribing appropriate learning activities and materials based upon the diagnosis (5)
11. 5.12 utilizing such techniques as individual study, self-directed activities, group activities, etc. (5)
12. 5.10 relating student comments to the tasks at hand (5)
13. 5.07 using students' ideas in reaching goals (5)
14. 5.07 employing eye communication to indicate an awareness of every student present (5)
15. 5.07 utilizing questions to encourage participation (5)
16. 5.07 giving directions and concluding lessons clearly (5)

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17. 5.07 using multiple devices to involve students in learning (to stimulate and sustain desirable behavior (5)
18. 5.07 helping students learn techniques of sorting information, setting priorities and budgeting time and energy (5)
19. 5.05 diagnosing individual learning problems and providing remedial work (5)
20. 5.02 using both broad and narrow questioning techniques (5)
21. 5.02 involving pupils in planning when possible (5)

22. 4.98 speaking to individual concerns without involving unaffected students (5)
23. 4.98 evaluating achievement and learning (5)
24. 4.88 building an appropriate schedule for the classroom (5)
25. 4.85 changing from one activity to another with little lost time (5)
26. 4.83 grouping students when appropriate (5)
27. 4.83 making use of avilable school and community resources in teaching (5)
28. 4.80 teaching small groups in different subject areas (5)
29. 4.80 submitting accurate administrative reports punctually (5)
30. 4.78 properly assessing the backgrounds of the class (5)
31. 4.76 sharing and delegating authority with others (5)
32. 4.73 helping students to explore values (5-4)
33. 4.73 teaching large groups in different subject areas (5)
34. 4.73 working successfully with one or more of the atypical pupils in the class (5)
35. 4.61 following established school routines (5)
36. 4.58 calling each pupil by name within one week (5-4)
37. 4.58 handling children with learning disabilities in the regular classroom situation (5)
38. 4.58 using a variety of grouping arrangements (5)
39. 4.56 delegating routine rasks to students (5)
40. 4.54 attending to non-teaching duties efficiently and with non-complaining manner (5-4)
41. 4.49 involving class in discussions utilizing media for demonstrations (6)
42. 4.44 making all focusing referents interesting and easy to see/hear (4)
43. 4.42 developing a classroom frame which balances the rights (5)
44. 4.34 moving class to other rooms in acceptable ways without constant harping (5)
45. 4.34 successfully completing a course designed to develop a variety of critical teaching tasks (microteaching) (5-4)
46. 4.34 planning and conducting a field trip in a well organized manner (4)
47. 4.20 establishing quick and effective routines for checking attendance, assigning homework, dividing class into groups and maintaining order (6)
48. 4.17 successfully supervising the playground, lunch room, and study areas (4)
49. 4.05 keeping room tidy (4)

50. 3.76 using at least four models of teaching (5)
51. 3.73 developing a sociogram for use in designing class procedures (4)
52. 3.73 offering to demonstrate various teaching techniques for the team (4)

XII. THE STUDENT TEACHER DEMONSTRATED COMPETENCE IN EVALUATING STUDENTS BY:

1. 5.32 using a variety of measures (5)
2. 5.24 developing means of evaluation beyond paper/pencil tests (6)
3. 5.17 using a variety of procedures techniques and instruments in evaluation (6)
4. 5.15 avoiding using evaluation as punishment (6)
5. 5.15 utilizing procedures which are fair--which do not "trick" students (5)
6. 5.12 providing feedback to students on their accomplishments and progress (6)

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7. 5.12 applying results of evaluation for diagnostic purposes (6)
8. 5.10 using evaluations as a basis for reteaching (5)
9. 5.10 constructing evaluating instruments appropriate to the group (5)
10. 5.07 constructing tests that fairly evaluate students' skills and knowledge (5)
11. 5.07 developing and using measuring devices consistent with states objectives (6)
12. 5.02 using test results for reteaching (5)
13. 5.02 establishing clearly stated standards of achievement for pupils (6)
14. 5.02 constructing evaluative items that are valid and reliable (5)
15. 5.00 giving pupils opportunities for self-evaluation (5)
16. 5.00 keeping records of individual progress (5)

17. 4.98 helping students interpret their test results (6)
18. 4.98 avoiding excessive testing both in number and also in length of any one exam (6)
19. 4.95 keeping accurate and adequate records on students (5)
20. 4.95 assessing comprehension as lesson is being taught (5)
21. 4.93 maintaining records on students' progress (5)
22. 4.90 establishing realistic expectations for student achievement (5)
23. 4.90 using assessment instruments and other techniques of assessment and observation (
24. 4.88 using a number of factors other than tests when evaluating students (6)
25. 4.88 looking for positive rather than negative assets (5)
26. 4.88 making effective reports to students and parents about the progress and growth of students (5)
27. 4.88 planning with students for evaluation (6)
28. 4.88 using tests only as a natural outgrowth of learning (5)
29. 4.85 providing opportunity for students to become involved in self-appraisal (5)
30. 4.85 thoroughly acquainting students with what they are expected to know or perform (5
31. 4.83 taking into account individual student strengths and weaknesses when evaluting (5
32. 4.80 allowing for different styles of learning by using differing assessment and evaluation and assessment devices (5)
33. 4.80 utilizing pre and post instruments (5)
34. 4.78 seeing that student grades are not penalized for behavior problems (5)
35. 4.76 sharing objectives and evaluating methods with students (5)
36. 4.73 designing evaluation procedures which include affective as well as cognitive elements (5)
37. 4.73 evaluating students on the basis of their individual performance rather than in competition with other students (5)
38. 4.71 constructing evaluative items applicable to all levels of the appropriate domains (5)
39. 4.71 setting standards of pupil performance before teaching lesson but adjusting standards if they are too high or too low (5)
40. 4.68 participating in parent conferences (4)
41. 4.63 stating behavioral objectives and criterion for grading at onset of course (5)
42. 4.63 analyzing verbal and non-verbal communications (5)
43. 4.63 writing test items of several types on important concepts (5)
44. 4.61 avoiding an overriding preference for either the subjective or objective test (5)
45. 4.58 studying all available information regarding student's progress to date (5)
46. 4.56 administering informal reading inventory (5)
47. 4.54 developing teacher-made tests which are evaluated by students as fair, under-standable and of reasonable length (5)
48. 4.54 contributing to completion of pupil report cards (4)
49. 4.49 handing back papers within two days after receiving them (5)
50. 4.44 using systematic observation techniques to analyze the effectiveness of an instructional design (5)

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51. 4.39 making professional judgements without always relying on tests (5)
52. 4.37 administering and interpreting standardized tests (5)
53. 4.34 analyzing patterns of inter-personal relationships existing in a classroom by use of structured observational techniques (5)
54. 4.27 writing reports to parents (5)
55. 4.27 grading on the basis of test results and subjective evaluations (5)
56. 4.27 completing an in-depth child study (4)
57. 4.24 recording in anecdotal form progress of one or more students (4)
58. 4.24 developing a cumulative skill record for a relatively broad concept (5)
59. 4.20 visiting the student in other than classroom environment (5)
60. 4.20 re-diagnosing pupils every five to ten days and using this information in preparing new lessons and grouping pupils (4)
61. 4.17 utilizing computer print-outs of standardized tests for forming groups (5)
62. 4.12 requesting specialized professional evaluations of students (4)
63. 4.07 preparing at least 3 methods of evaluating and using them for both formative and summative evaluation (5)

64. 3.98 successfully completing a course on tests and measurements (4)
65. 3.76 scoring adequately on a test on basic principles of educational tests and measurements (4)

XIII. THE STUDENT TEACHER DEMONSTRATED ABILITY TO MOTIVATE LEARNERS BY:

1. 5.00 showing enthusiasm through voice, actions, and preparation (5)

2. 4.98 setting realistic expectations--not too low or too high (6)
3. 4.95 establishing purpose for pupil activities (6)
4. 4.93 using a variety of initiating activities (5)
5. 4.90 relating subject matter content to everyday personal family living and occupational experiences (5)
6. 4.88 taking advantage of existing student interest as a vehicle to more effective motivation (6-5)
7. 4.85 helping students to make application of their learning in solving real-life problems (5)
8. 4.85 explaining purposes for learning activities (5)
9. 4.85 capitalizing on individual strengths and interests (6)
10. 4.83 building in success and rewards--verbal and otherwise (5)
11. 4.80 being a good example for students to follow (6-5)
12. 4.76 providing for motivational activities in unit plans and lesson plans (5)
13. 4.76 ascertaining areas of student interests (5)
14. 4.73 encouraging all pupils to actively participate in lessons (5)
15. 4.73 using a variety of approaches in the classroom (5)
16. 4.71 finding and using a wide range of approaches and materials (5)
17. 4.68 complimenting deserving behavior and achievement constantly (5)
18. 4.66 providing materials at appropriate levels (5)
19. 4.66 varying types of assignments (5)
20. 4.63 beginning lessons and units with techniques designed to generate interest as well as provide interest (5)
21. 4.63 keeping students active in constructive learning activities (5)
22. 4.61 giving assignments which have relevance (5)
23. 4.58 promoting discussions using techniques incorporating analysis, synthesis and comprehension as well as recall (5)
24. 4.58 organizing so that students begin working without waiting for instructions (5)

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25. 4.58 working with students individually to persuade them to make learning goals their own (5)
26. 4.58 involving students in planning (5)
27. 4.56 providing opportunities for students to choose or select some activities from time to time (5)
28. 4.56 using sustaining verbal behaviors; praise, encouragement, utilization of pupil ideas, etc. (5)
29. 4.56 utilizing appropriate reward/reinforcement system (5)
30. 4.54 developing and maintaining group and/or individual enthusiasm (5)
31. 4.51 receiving information or materials from outside school voluntarily brought in by students (5)
32. 4.51 using multi-media inputs (5)
33. 4.51 determining student motivators (5)
34. 4.51 describing for the student what he will be able to do at the conclusion of instruction (5)
35. 4.51 providing learning tasks which possess inherent interest (5)
36. 4.49 optimizing students' abilities through individualizing lessons (4)
37. 4.44 developing pupil projects and activities (5)
38. 4.44 seeking hidden talents of pupils (5)
39. 4.44 using personality to convice students that they have value (5)
40. 4.42 maintaining pupils' interest throughout unit (5)
41. 4.42 using two or more stimuli in lesson presentation (5)
42. 4.39 allowing children to pursue their interests (5)
43. 4.37 involving resource persons in school and community (5)
44. 4.37 obtaining spontaneous and mass response to questions when appropriate (5)
45. 4.34 improving specific students' performance (5)
46. 4.34 involving pupils physically (5)
47. 4.34 presenting dissonant stimuli to create curiousity (5)
48. 4.32 involving the learner actively at least 60% of the time (5)
49. 4.32 using extrinsic motivation only when necessary (5)
50. 4.32 providing a good "lesson set" (4)
51. 4.29 using games for skill development (4)
52. 4.27 giving support on personal problems of pupils (5)
53. 4.27 using different schedule of reward (5)
54. 4.22 setting up learning stations (4)
55. 4.20 manipulating and adapting the external stimuli, the environment (4)
56. 4.15 verifying through class observation that students undertake tasks willingly (5)
57. 4.15 observing the amount of extra learning activities in which the students are willing to participate (5)
58. 4.07 receiving unsolicited oral feedback from students that a good lesson had been conducted (4)
59. 4.07 persuading students that the teacher is not boss but helper and friend (5)
60. 4.05 having group move through a lesson to completion (5)
61. 4.02 organizing field trips (4)

62. 3.95 asking broad questions at several levels of the taxonomy (4)
63. 3.95 redirecting a student with a strong negative attitude toward school work toward a neutral or positive one (5)
64. 3.95 causing students who previously were inattentive to look at classmates and participate verbally (5-4)
65. 3.93 receiving an inordiante number of positive, enthusiastic remarks (4)
66. 3.93 arousing internal sources of motivation through symbols and fantasy (5)
67. 3.93 leaving the classroom and having pupils continue working (5)
68. 3.90 calling on non-responders (5)
69. 3.71 receiving at least 90% of pupil assignments on time (4)
70. 3.51 stating an acceptable definition for the term "establishing set" (4)

71. 3.37 scoring above midpoint on motivation items on student opinionnaires (4)

XIV. THE STUDENT TEACHER DEMONSTRATED A FAIR AND JUST ATTITUDE IN DEALING WITH STUDENTS BY:

1. 5.27 setting realistic standards of behavior (5)
2. 5.20 practicing courtesy with pupils (6)
3. 5.17 exhibiting honesty and high morals as a model for pupils (6)
4. 5.12 avoiding punishment of all for what one has done (6)
5. 5.10 helping students develop a wholesome self-image (6)
6. 5.07 being consistent (6)
7. 5.07 correcting students positively without sarcasm and ridicle (6)
8. 5.05 maintaining consistency between words and actions (6)
9. 5.05 keeping promises (6)
10. 5.02 not playing favorites (6-5)
11. 5.02 refraining from derogatory statements about students to colleagues (5)
12. 5.00 rejecting a request or behavior without rejecting the person (6)
13. 5.00 treating severe individual cases privately (6)

14. 4.98 forgiving students when they have made a mistake and are repentent (6)
15. 4.95 showing no sex bias (6)
16. 4.95 avoiding use of sarcasm toward pupils (6)
17. 4.95 admitting mistakes when made (6)
18. 4.93 evaluating work of student without regard to personalities (5)
19. 4.93 discovering and developing at least one strength of each individual (6)
20. 4.93 looking for   rather than seeing only symptoms (5)
21. 4.93 recognizing the fact that not all students can or should be treated alike (6)
22. 4.90 listening and considering pupils' complaints (5)
23. 4.90 talking with rather than at pupils (5)
24. 4.85 using praise where appropriate and punishment only if appropriate (5)
25. 4.80 permitting students to participate in setting up standards and behavior (5)
26. 4.80 recognizing that the school exists for the students (6)
27. 4.80 accepting legitimate excuses for not completing work (5)
28. 4.76 making appropriate exceptions to rules/policies in extenuating circumstances (5)
29. 4.76 being aware of personal biases such as preference in teaching males so that more
         attention is paid to them (6-5)
30. 4.76 using reason rather than passion in dealing with problems (5)
31. 4.71 arranging contingencies for various behaviors (5)
32. 4.71 recognizing that students may have justifiable reasons for their actions (5)
33. 4.61 treating each child positively at all times in group situations (5)
34. 4.61 giving attention to redress of grievance when a number of students register
         complaints (5)
35. 4.58 making immediate decisions when necessary (5)
36. 4.58 asking questions to cla   the students remarks and directing student to
         possible additional consideration (5)
37. 4.56 articulating facts and values of situations (5)
38. 4.56 using democratic procedures in the classroom (5)
39. 4.44 developing mutually agreeable penalties and using them uniformly (5)
40. 4.37 eliciting student feelings and insights about the teaching or classroom (5)

XV. THE STUDENT TEACHER DEMONSTRATED A CLINICAL APPROACH TO MISBEHAVIOR BY:

1. 5.10 differentiating between minor and major incidents in classroom (6)
2. 5.07 emphasizing worth and strengths of pupils (6)

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3. 4.98 maintaining a positive attitude with groups as well as individual students (5)
4. 4.95 demonstrating courtesy and regard for self-esteem when dealing with problem situations (5)
5. 4.93 fitting discipline to situation (5)
6. 4.88 fitting correctional measures to individuals rather than offenses (5)
7. 4.85 listening privately to problems of those showing misbehavior (5)
8. 4.80 deferring judgement until information can be gathered (5)
9. 4.78 demonstrating professionalism when discussing a problem with another staff member (5)
10. 4.78 referring analysis of problem to others when appropriate (5)
11. 4.78 helping students evaluate, state problems, and state possible solutions (5)
12. 4.76 helping student analyze what he is doing and building a plan for better behavior (5)
13. 4.73 utilizing counseling techniques instead of accusation and/or abuse (5)
14. 4.73 responding to misbehavior without displaying excessive emotion (5)
15. 4.73 analyzing his/her attitudes about certain behavior of children (5)
16. 4.71 avoiding preaching teaching (5)
17. 4.68 seeking special help for pupils (5)
18. 4.61 prescribing short-term and longer-term remedies in terms of punishment and activities calculated to produce growth (5)
19. 4.58 studying background records in order to detect basic causes (4)
20. 4.56 consulting others for assistance (5)
21. 4.54 soliciting the misbehaving students' recommendations for improvement (5)
22. 4.54 modifying situations where misbehavior occurs (5)
23. 4.51 varying approach in attempt to personalize desired change (5)
24. 4.51 asking students what they think (5)
25. 4.49 using misbehavior as a means of knowing a student instead of punishment (5)
26. 4.46 suggesting immediate redirection of activity (5)
27. 4.42 using one-to-one correspondence for clarifying issues or concerns and expectations of the teachers (5)
28. 4.42 observing and recording situations in which misbehavior occurs (5)
29. 4.42 not physically handling students (5)
30. 4.39 avoiding classroom confrontations with students (5)
31. 4.37 isolating students by a positive approach (5)
32. 4.37 keeping anecdotal records of student behavior (4)
33. 4.32 stating discipline problems behaviorally (5-4)
34. 4.24 recording empirical data for use in decision-making (4)
35. 4.17 observing and describing isolated cases (5)
36. 4.17 controlling disruptive students by removing them from group or changing their set in group (5)
37. 4.10 utilizing behavioral modification approach (4)
38. 4.10 seeking only well documented evidence of student performance (4)
39. 4.07 using a specific behavior modification plan with consistency (5-4)
40. 4.00 visiting the students' homes and talking with their parents and former teachers(5

41. 3.98 relating to cooperating teacher or college supervisor the therapeutic rationale for each corrective or punitive action (4)
42. 3.93 assigning the students involved to role playing situations (4)
43. 3.83 reading child development theory (4)
44. 3.73 not raising pitch or tone of voice (4)
45. 3.63 asking the student to video-tape a similar (like) situation (4)

XVI. THE STUDENT TEACHER DEMONSTRATED COMMITMENT TO STUDENT TEACHING BY:

1. 5.15 spending adequate time in preparations (6)
2. 5.07 participating actively in student teaching seminars (5)

3. 5.02 centering attention on pupils' needs rather than on personal concerns (6)
4. 5.02 continuing attempts to correct weaknesses and enhance strengths (6)

5. 4.98 showing more concern for the students than impressions made on supervisors (6)
6. 4.95 speaking positively about teaching and the teaching profession (6-5)
7. 4.95 voluntarily seeking advice from cooperating teacher and college supervisor (5)
8. 4.93 attending orientation sessions (5)
9. 4.90 being on time for teaching assignment, appointments, etc. (6)
10. 4.90 giving student teaching first priority in his thinking and planning (6)
11. 4.90 preparing work for each day (5)
12. 4.85 maintaining an excellent attendance record (5)
13. 4.85 displaying a sense of humor and enjoyment (6-5)
14. 4.85 attending all pre-student teaching and student teaching seminars (5)
15. 4.83 abiding by school policies and ethical standards (5)
16. 4.83 requesting student teacher/teacher conferences (5)
17. 4.83 talking about the positive experiences of student teaching rather than accentuating the negative (5)
18. 4.83 accepting delegated authority (5)
19. 4.80 maintaining a positive attitude in a difficult situation such as personality conflict or problem behavior (5)
20. 4.80 performing all assigned tasks willingly and going beyond them into unassigned areas (6)
21. 4.78 enunciating needs as a learning teacher (5)
22. 4.76 voluntarily attending schools' out-of-classroom activities (6-5)
23. 4.73 avoiding other courses, campus activities or employment which compete for student teacher's time (6)
24. 4.71 seeking counseling and advice from experienced teachers (5)
25. 4.68 displaying loyalty to pupils and colleagues when others criticize (5)
26. 4.66 satisfactorily completing requirements (5)
27. 4.63 adhering to all of the stated program policies (5)
28. 4.61 completing necessary forms (6-5)
29. 4.58 requesting additional experiences to broaden educational scope (5-4_
30. 4.56 thanking supervising teacher for help (5)
31. 4.51 preparing short-range and long-range goals (5)
32. 4.51 giving positive criticism (5)
33. 4.46 indicating a willingness to assume full teaching load of the cooperating teacher after orientation period of student teaching (6)
34. 4.42 making positive comments about the experience (5)
35. 4.42 making school visits prior to student teaching (6)
36. 4.39 completing all assignments on time and according to directions (6)
37. 4.39 making favorable and supportive remarks (5)
38. 4.37 consulting early with cooperating teacher concerning possible opportunities for teaching (5)
39. 4.37 participating in student professional organizations (5)
40. 4.29 revealing obvious enthusiasm for even clerical teaching tasks (4)
41. 4.29 attending workshop with supervising teacher on weekend (5)
42. 4.27 making statements of commitment in unsolicited situations (4)
43. 4.10 tutoring students (5-4)
44. 4.02 being present every day during student teaching (5)

45. 3.90 arriving at school early and staying late (4)
46. 3.80 keeping a daily log (4)

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