

Faculty of Education

Summer Semester 1976

Ed 483 -8 CURRICULUM STUDIES
(Group 01)
Ed 484 -8 CURRICULUM STUDIES
(Group 01)

Intercession (I.S.) May 10th - June 8th

Summer Session (S.S.) July 5th - August 13th

Leaders: Professor John Trivett

Faculty Associates: Shirley Green (Intercession)
Maureen Tomsich

Faculty Associates: Jim McDowell (Summer Session)
Bill Hall

and Ms. Mildred Witanen

Location: Dawson School (2nd Floor)
901 Helmcken (or 'Burrard and Nelson')
Vancouver, B.C.
(at present housing the Ideal School and the City School)

Times: Daily: Monday-Friday
Open: 9 a.m. - 4:00 p.m.

The S.F.U. calendar describes the courses formally on page 189:

"Development of conceptual and technical skills through workshops, seminars and directed and independent study. The course will deal with human development and learning in school. Stress will be placed on approaches to individualizing instruction and integrating the curriculum in different subjects areas
Prerequisites: EDUC 401/402"

Enrollment will be limited to 60 students.

Minicourses within CURRICULUM STUDIES will be led also by:

Dr. Allan Cunningham (History Department)
Dr. Frank Cunningham (Geography Department)
Dr. Joe Sandvoss (Faculty of Education)
Professor Eileen Warrell (Faculty of Education)
Dr. Marvin Wideen (Faculty of Education)
Dr. Brian Wilson (Academic Vice-President)

Participating Students

In general, participants will be students registered for the Ed 404 component of the Professional Development Program.

Each of Ed 483 and Ed 484 carries 8 hours of credit.

Participants are, therefore, expected to devote 16 hours each week to the studies, since each course lasts for only one half of the semester.

Each student will take part in four types of experience:

1. An individually evolving, contractual, accountable program for the period of the course.
2. Four minicourses
3. Seminars
4. Independent activities

Students will be expected to remain at the Dawson School for the majority of their contracted time.

The details of each student's program will be settled during the first week of each course by discussion with others. This will include the choices of minicourses.

MINICOURSES

Six minicourses will be led by faculty members who are in accord with our basic approach and criteria of working. This provides a strong, coordinated team no matter what the subject heading.

The leaders are:

Reading and Language Arts	Faculty Associate: Maureen Tomsich (I.I.) Faculty Associate: Shirley Green (I.I.) Faculty Associate: Jim McDowell (S.S.)
Mathematics	Professor John Trivett
Social Studies	Dr. Frank Cunningham (Geography Dept.) (I.I.) Dr. Allan Cunningham (History Dept.) (S.S.)
Science	Dr. Marvin Wideen (Faculty of Education)
Movement	Professor Eileen Warrell (Faculty of Education)
Fine Arts	Dr. Joe Sandvoss (Faculty of Education)
Guest Leaders	Dr. Brian Wilson (Academic Vice-President) "The Frontiers of Astronomy" (I.I.) Ms. Margaret Phillips (from England) "British Primary and Middle Schools" (S.S.)

SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
9 a.m. - noon	Language Arts*	Math	Social Studies		
1 p.m. - 3 p.m.			Science	Movement Educ	Fine Arts

* except for May 10th and July 5th when Language Arts will be from 1 - 4 p.m.

Each student will choose two courses from:

- Language Arts & Reading)
 - Mathematics)
 - Social Studies)
- 3 hours each week

and two courses from:

- Science)
 - Movement Education)
 - Fine Arts)
- 2 hours each week

Each student will, therefore, contract the following times each week:

- 6 hours for two of the first set of courses
- 4 hours for two of the second set

also 2 hours of scheduled seminar time
4 hours of independent time, homework, library study, etc.

SEMINARS

The scheduled seminars for all participants will provide opportunity for integrating what we do. It is expected that all students will participate fully, being guided by themes chosen each week relevant to the on-going studies and expressed needs of all.

INDEPENDENT STUDY

Each participant will be expected to maintain a log or notebook and an open book; and work on a selected study relevant to what is going on in the courses and seminars, valuable in his/her near future role as a teacher. Emphasis will be placed on sincere and honest contribution and not on format of presentation, which will probably vary widely.

The Approach to Curriculum Studies

The approach to all we do in the Curriculum Studies for Ed 483-B and Ed 484-B will be that which is sometimes called "the subordination of teaching to learning." This approach is directly related to the on-going work under the heading of PROJECTS: SUBTLE which are co-directed by Professors Dawson and Trivett.

Briefly this covers a set of attitudes to each other and a set of ways of working on and with students of every age who are continually challenged to recognize, understand and take responsibility for their own learning. This is in contrast to traditional views and attempts at teaching which seem to suggest that knowledge and skills can be removed from one person, the 'teacher,' and placed into another, the 'student';

Or that provided good personal relationships exist between the teacher and the student then learning will take place automatically and satisfactorily;

Or that it is possible to know 'where a student is' in other than broad and outwardly perceived ways and consequently to programme his learning in some kind of so-called 'individualized instruction.'

The 'subordination of teaching to learning' implies the setting up of situations by the teacher in which students by their very presence let alone their never-to-be-anticipated- responses, modify the situations continuously from person to person, and moment to moment.

Teachers cannot know but a small fraction of what is going on within their students and then only outwardly to the eyes and ears. The basis of the universe is non-material no less with human beings than other things constructed from electrons and energy charges.

The teacher has a very important role to play in choosing situations carefully amending them and involving students in the ever-changing circumstances. All this with an all-pervading attitude of invitational participation.

Situations which can be seen as entries into study, and their on-going alternatives, are among those which have proved to be in the teachers' former experience pregnant with powerful and intense learning relevant to the 'subject' or 'topic' under study.

Sometimes the situations will provide simple information of codes, customs and conventions. At other times they will provide clues to integrating movements of the self which bring together chunks of experience which otherwise may pass unrelated;

Or the situations will give avenues to more inviting and greater challenges -----

Or to frequent discoveries, as if for the first time, of realities behind old beliefs with new lights of secure understanding and functioning which become part of the teacher and students.

Therefore, a teacher has to know his subject matter, the art and science of communicating it and especially how this can be done under many guises with children.

This is the approach underlying the minicourses which will be moved along in the seminars and worked on individually in the 'independent study.' For greater clarification see Gattegno's book:

What We Owe Children

required in paperback form by all participants.

Reading and Language Arts

... will be seen as a set of situations involving the self which enables children to function in sharing ideas through the use of arbitrary signs, first written by someone, then read.

Included, of course, are those aspects of people communicating with each other normally called handwriting, spelling, grammatical structure, as well as different roles which words play, reading and appreciation of other people's experiences which we can get from literature.

Mathematics

In this study we shall certainly work with some of the topics normally met in schools but not as things to memorize. Rather shall we produce anew what is needed from our own awareness of what we have to do when we operate on ourselves in certain ways called mathematical, studying relationships and 'relationships of other relationships' - which is one definition of mathematics. We shall know why the various number operations and rules work as the books say they do and see what children have to go through to reach similar skills and understandings.

The latter sentence relates also to the B.C. Curriculum Guide statement:

"Math as a discipline, as a formal structure, must be built upon a sound foundation of concrete experiences."

Science

In Science, we shall recall Sir James Jeans' definition that the subject is "an attempt to put one's experiences in order," restricting ourselves to some of the interests of boys and girls which usually come under this heading. The working sessions will present alternatives through 'hands on' activities, discussion and reading.

We shall also extend a scientific outlook into all we do, suggesting an approach to science of education. For Jeans' words surely cover all subject matter and ourselves as well.

Social Studies

Here we wish to enter situations which educate our awareness of what we might have been had we been born and lived in other places both now and at other

times, what we would have shared in living together and how we would have fulfilled ourselves. Implicit in all that will be what is needed by ourselves now to understand and even improve the contemporary world.

Movement Education

This minicourse will center on the relevance of physical movement of children and teachers for greater self-fulfillment and maintenance of health and energy. The programme will be based on the movement elements of time, space, weight, and flow.

Included under this heading informally will be some study of aspects of movement not normally associated with P.E. Speech, for example, results from a learned set of movements of certain parts of the body!

Fine Arts

... often treated as a frill will be enjoyed and seen as yet another vital expression of everyone's self which integrates with other 'subjects' the moment we think of the 'music of language,' the 'art of writing' or the fact that calligraphy can be seen as the skill of shaping ink marks on paper, just as sculpture is shaping clay.

Art makes ideas visible through the manipulation of line, colour, shape and shade; movement is a spontaneous connection between perception, feelings and muscular action; music is the manipulation of sound in many meaningful ways.

Children

At the center of all we do will be children.

For INTERSESSION the children of the Ideal School and the City School will be still in session and hopefully they will be available from time to time to work with some of us.

Detailed arrangements for this will need to be worked out later but we expect to have children's groups to work in coordination with the minicourses. Another possibility is for individual students or small teams to work with a few children for their independent studies.

For SUMMER SESSION the schools will be on vacation but we are endeavouring to arrange for children to be available from a summer school.

Summer Session

During the first two weeks of Ed. 484-B, July 5th-July 16th, a summer course for teachers is being organized also in the Dawson School, by Dr. Sandy Dawson. Teachers who have been working with PROJECTS: SUBTLE for a year or more will be attending for further study. The opportunity will be taken for some cooperation between Ed 484 students and these teachers, studying together and sharing pre-service with in-service experiences.

RATER _____

DATE _____

PROFILES OF TEACHING COMPETENCY

Wassermann & Eggert

What kinds of competencies must a student have in order to become a successful teacher? What kinds of characteristics do we see as important in the developing professional?

This instrument identifies nineteen behavioral profiles which are seen as related to competent performance in classroom teaching. They are not all the competencies that can be identified. They are, however, those competencies which we see as the most important facilitators of students' learning.

This instrument, properly used, should help the student to identify his weaknesses and to see the direction for possible professional growth. As he advances through the Professional Development Program, the student should show a marked increase in competency.

Copyright 1973 by Wassermann & Eggert.

Plus 3 Ratings:

The positive profiles in this competency instrument show what is considered to be the highest level of teaching ability. Consequently, +3 ratings would be those to which most student teachers would hope to aspire to in their teaching careers. Plus 3 ratings should be given when the student teacher is seen to have attained the highest level of competency in that particular skill.

Differences in expectations of 401 and 405 students:

It is a great temptation for beginning students (401) who face such a formidable instrument as this to rate themselves as they hope to be, rather than as they are. It may be pertinent regarding to 401 students to be aware that -1, +1 and No Op ratings are expected to be highly prevalent at this level of their professional development. At the 401 level, the instrument should reveal to the student the directions in which he is expected to grow as a developing professional.

At the 405 level, the expectations are naturally higher. While few +3 ratings are anticipated, it should be unlikely to find a great many -3 ratings among groups of students who had committed themselves to work in a helping profession such as teaching.

What then do the ratings tell us?

Ratings which are consistently at the -3 level would reveal behavior considered to be "negative" and consequently destructive to classroom learning. Students who consistently obtain numerous -3 and -2 ratings will likely be required to reconsider their choice of teaching as a profession.

Ratings at the -1 level will identify those areas of competency in which much growth is needed in order to promote effective classroom learning.

Ratings at the +1 level will identify those areas of competency in which additional growth is needed in order to promote more effective classroom learning.

Ratings at the +2 level should indicate to the student that his classroom behavior manifests competence in that area.

The self-scrutiny required by these competency profiles should provide a means of helping student teachers assess their strengths and weaknesses as facilitators of classroom learning. The most important use to be made of this instrument is the providing of guidelines to enhance each student teacher's professional development towards excellence in classroom teaching.

Directions:

There are 19 pairs of behavioral profiles in this instrument. Each pair contains two views of a particular kind of behavior -- a "positive" view and a "negative" view.

Read each pair of behavioral descriptions and rate the student teacher according to the following scale:

"Positive" view:

- If you believe that these characteristics are clearly evident in this student's behavior about all of the time (i.e., this student is an outstanding example of this behavioral profile), rate him +3.
- If you believe that these characteristics are frequently evident in this student's behavior (i.e., this student is a very good example of this behavioral profile), rate him +2.
- If you believe that these characteristics are evident some of the time (i.e., this student's behavior comes up to these standards some of the time), rate him +1.

"Negative" view:

- If you believe that these characteristics are clearly evident in this student's behavior almost all of the time (i.e., this student is an outstanding example of this behavioral profile), rate him -3.
- If you believe that these characteristics are frequently evident in this student's behavior (i.e., this student is a very good example of this behavioral profile), rate him -2.
- If you believe that these characteristics are evident some of the time (i.e., this student's behavior reflects these standards some of the time), rate him -1.

"No Op" Ratings:

It is extremely likely that students will not have had the opportunity to put some desirable teaching behaviors into practice. In these instances, a No Op rating should be used. No Op ratings are not penalties. If a student feels he might have behaved in the way specified by the profile, but did not get a chance to do so, the appropriate rating is NO OP. Ratings are made on the basis of performance, not on intent.

2. He is self-initiating.

Rating: _____

1. His behavior is thoughtful.

Rating: _____

At the highest level, you would say that this person's behavior is thoughtful; that he acts out of having considered alternatives; that his choice for action is a reasoned choice; that his actions are appropriate to his expressed goals. He seems to have a built-in monitoring system which aids him in analyzing his actions and this analysis is based upon objective criteria rather than on personal bias. You would be apt to conclude about him that he is "in touch" with what he is doing and what he does seems to have been considered and reflected upon in respect to his goals.

The antithesis of the thoughtful person is one whose actions seem generated out of whim or caprice; his behavior is clearly inconsistent with expressed goals. This person has not considered what to do before he does it; he does not appear to have considered alternatives; there seems to be a gap between what he says and what he does. When confronted with his actions, he may deny them (I didn't do that!), becoming extremely defensive. The impression he gives is that he has not thought a lot about what he says or does.

At the highest level, you would say that this person consistently takes the initiative. He doesn't sit around and wait to be told; he doesn't need help at every step of the way. He is not afraid to take risks, to try things on his own. When his actions result in less than desirable ends, he is able to examine what has happened rationally, rather than considering it a personal defeat. When things don't work out well, he does not use it as an excuse to keep from trying again. Even in situations where resources are limited, he uses what's available to make a start; he doesn't rationalize his inaction by saying that there aren't enough materials, or that the materials are of the wrong type. You might say of him, "I can count on him to take the initiative; he gets things done!"

The antithesis of the self-initiating person is the one who waits to be told what to do. It's not that he does is unsuccessful; it is that he rarely seizes the opportunity to act on his own. Sometimes, he starts out by doing something, but then needs to ask for help several times along the way. "Well, what do I do?" and "What am I supposed to do?" and "What shall I do next?" characterize his behavior. He may attempt to excuse his inaction by claiming that there aren't enough materials; or materials aren't the right kind. He seems to have to depend on others to get him started.

Comments:

Comments:

3. He has a clear idea of what he believes and his beliefs guide his behavior.

Rating: _____

At the highest level, you would find a person who has a clear idea of what he believes and whose actions are consistent with those beliefs. In speaking with him, he gives you the impression that he has thought a lot about his ideas; that his beliefs have been chosen after reflection. You can see that what he does is a reflection of those beliefs. There is a clarity about his purposes, about what he stands for. He comes across as a person with clear values, knowing where he is going and why.

The antithesis of the person with clear values is the one whose actions are clearly inconsistent with his stated beliefs. He may say he believes in democracy in the classroom, but he is the classic example of the authoritarian teacher. He may say he believes in students having a voice in university government, but he does not participate in student committees, or bother to exercise his vote, claiming that "what the world needs, doesn't really make a difference." His actions and his expressed ideas are often so far apart that you have a hard time deciding what it is he really believes. Sometimes he rationalizes what he does by saying "They won't let me do that," or "They make me do that" -- to excuse actions which are inconsistent with his expressed beliefs. However, when you ask him clarifying questions, his answers are evasive, or defensive, or inconsistent. You might wonder, "does he really stand for anything?"

At the highest level, you would see a person who, in the face of a difficult problem, would be able to identify the problem, suggest alternative courses of action, examine underlying assumptions and propose workable strategies. In the face of dissonant kinds of data, this student would "open his mind" to them and examine them with objectivity. You might say of him that in the presence of some new and complex problem, "he takes the lead in planning the strategy." He is seen as an inquiring, open-minded person, able to function effectively in the face of new and complex problems.

The antithesis of the "problem-solving person" is a person who, in the face of a problem, seems to go to pieces. He doesn't know what to do, or how to start. In the absence of some direction or leadership from others, he doesn't know where or how to begin. He seems unable to make a decision. He waits for others to start, and then follows. He has much difficulty in entertaining dissonant kinds of data; his mind seems to be closed to them. Once embarked upon a course of action, he is hard to budge. When new alternatives are introduced, he may say, "We already have a plan. Let's not waste any more time by fooling around with new ideas."

Comments:

Comments:

Rating: _____

6. You can rely on him.

The antithesis of the reliable person is the one who cannot be counted on. Again and again he has offered to take on a task; and for one reason or another he has not completed it. You have little faith in his ability to follow through, to do what he says he is going to do. In short, you know if you needed a job to be done, you could not depend upon him to do it.

At the highest level, you would find a person that you know you can depend upon. If he says he is going to do something you can depend upon him to do it. If he is unable to fulfill a task, he finds a way of communicating this in advance, so that other arrangements may be made. It is rare that he reneges. You feel a sense of trust in him, comfortable in the assurance that he will do what he says he is going to do.

Comments:

Rating: _____

5. He can put new ideas into practice.

At the highest level, we find a person who has a rigid, formula approach to most new situations. He seems to do the same things again and again and he seems to do them in the same ways. He has difficulty in seeing that a formula approach may be inappropriate to new situations; and he is unable to create a new approach that is more relevant to a new situation. He uses what he already knows and tries to make it stick. He wants specific and practical and "how to" kinds of help, and has considerable difficulty in taking an educational principle and applying it in his classroom. There is a staleness and a lack of zest in what he does.

At the highest level, this person can take a new idea and put it into practice. He is able to make assessments of group needs, come up with an idea that is appropriate to those needs and create a scheme for implementing his idea. He is not thwarted by limited resources; he seems to be able to do a lot with a little. He generates excitement about what he is doing. What he does is new and fresh and there is a sense of life and vitality in his work.

Comments:

Rating: _____

7. He has a positive outlook.

At the highest level, you would find a person who has a cheerful, positive outlook on life. When things go wrong, he is not apt to attribute it to some manifest destiny. He takes things in his stride. He smiles and laughs a lot and seems to genuinely enjoy what he is doing. He has the capacity of looking at the "brighter side of life" and communicates this positive attitude to those who come in contact with him.

The antithesis of the person with the positive outlook is the one who tends to see life in terms of blacks and shades of gray. He hitches and naps a lot about things that "never go right" and expends an unusual amount of time and energy in complaining. Sometimes, even after a situation is rectified, he wants to talk about "how bad it was." "What's the use" is typical of his negative attitude; he seems to infect others with his pessimism and with his bleak outlook on life.

Comments:

SECTION II : THE TEACHER AND THE KIDS: INTERACTIONS

9. He knows how to observe, diagnose and deal with pupils with behavioral difficulties.

Rating: _____

3. He prizes, cares about and values each individual.

Rating: _____

At the highest level, you will find the person who allows his pupils to express their ideas, opinions, beliefs, feelings and who accepts them, but only as he sees them and considers of his students' sensitivity in ways they can understand. "I am with you" is what is communicated to his students. In his interactions with them, his facial expressions, the tone of his voice and his language give abundant evidence of warmth, praise and encouragement. His interactions reveal his close relationship with his students, free of attempts to dominate them. After a brief interaction with him, one usually comes away feeling a little better about himself.

Comments:

At the highest level is the person who recognizes that behavior is the outward manifestation of inner feelings and thoughts and uses his observations of pupil behavior to make diagnoses of learning difficulties and to plan appropriate teaching strategies. This person makes astute observations of classroom behavior and records these in non-judgmental fashion. You are more likely to hear him report that "Billy kicked Paul and threw the scissors across the room," as he observes Billy's aggressive behavior, rather than highly judgmental remarks such as "Billy acted irresponsibly again; obviously he doesn't know how to behave in the classroom. Oh well, what can you expect from a boy like that!" He makes informed diagnoses of learning difficulties based upon his observations of behavior as well as his knowledge of the literature of human growth and development. Moreover, he uses teaching strategies which are appropriate to the diagnoses, to help bring about desirable behavioral change. When a pupil needs specialized help, he refers him to the appropriate agency; he recognizes the limits of his own ability. In short, this person "reads" interprets and deals with pupil behavior in the most professional ways.

Comments:

Antithetically, you will find the person who sees classroom behavior which deviates from what he considers normal as "bad." Rather than attempting to unearth the causative factors behind such behavior, he is apt to attribute convenient motives to the youngsters. "Billy is a troublemaker," "He's just having a bad day," or "He doesn't want to learn"; or he may try to explain the behavior in terms of his own arbitrary standards ("He behaves that way because he's an underachiever" or "That's the way most of the non-academics act"). Once having "explained" the behavior he largely writes the youngster off in terms of his own expectations. He uses punishment and other coercive tactics as the chief tools for bringing about behavioral changes and advocates their use for bringing pupils into line.

10. He uses clarifying responses in his classroom interactions.

Rating: _____

At the highest level is the person who is skilled in using clarifying responses and who knows when to use them. To help pupils clarify for themselves what they are thinking, he frequently reflects back to the student the expressed attitude, belief or idea through non-judgmental questions. "Where did you get that idea?" and "Is this something you've thought a lot about?" and "Can you give me an example of what you mean?" are examples of his clarifying strategy. Yet, he doesn't use clarifying responses when it is more appropriate to be directive. He knows when and how to clarify; he is thoughtfully directive when that response is called for in the classroom. Whether clarifying or directing, his strategy is carefully chosen and reflects his purposes.

Comments:

11. He promotes pupils' thinking.

Rating: _____

At the highest level you will find a person who is skilled in promoting and extending the thinking of his pupils. The questions he chooses to ask pupils are concerned with the higher cognitive skills of interpreting data, problem solving, applying principles and generating new principles, rather than with the recall of factual information. You will hear him ask more questions like, "Do you have any idea of why that is so?" and "What might be another explanation?" and "How can we go about deciding which of these is correct?" rather than questions like, "What year was metal first discovered?" and "What were the three causes of the French Revolution?" He waits for the pupils to respond to his questions; he gives them time to think. It is clear that he is interested in many possible explanations and answers, rather than in finding the single, correct answer. Instead of doing the pupils' thinking for them (e.g., "How shall I do this, Mr. Jones?" -- "Do it this way, Henry."), he invites the pupils to think for themselves. He values the development of inquiry in his pupils and this emphasis permeates his classroom.

Comments:

The antithesis of the person who promotes pupils' thinking is the one who places the highest premium on the acquisition of information for the purpose of arriving at the single, correct answer. His questions to pupils are primarily of the recall-of-information type. He believes that his main job is to fill the pupils' heads with the required information and thinking will automatically occur. In his interactions with pupils, he rarely gives them time to think things through; he seems to be in a race with the clock to get across as much content as possible. He gives the impression that he is the one who is doing most of the thinking in his class and maybe that's the way he really wants it.

12. There's a lot of interaction among pupils in his class.

Rating: _____

At the highest level you will find the teacher who encourages and invites much interaction among his pupils. His classroom seems to be a teakire, where there is almost a constant flow of pupil-to-pupil conversation, as the students engage in learning. He may interject questions such as "What do you think about that, Harlow?" and "What are some of your ideas, Perry?" to promote further inquiry and to increase pupil responses. You get the impression that the focus in this class is on the pupils. There's a lot of purposeful pupil activity, pupil inquiry and exchange of ideas. The teacher provides many kinds of curriculum experiences in which pupils dialogue and learn from each other. This teacher does not cast himself in the role of dispenser of information to "empty vessels." He recognizes that pupil interaction is a valuable source of learning.

Comments:

13. He is a real person to his students.

At the highest level you will find a person who responds to students with genuineness. He is freely and spontaneously himself. There is no doubt that he really means what he says. When a student approaches him with a problem, he doesn't intellectualize or retreat into a role of professionalism. When confronted with pupils' difficult behavior, he responds without traces of defensiveness. His reactions are honest and open. The message conveyed by him in his interactions with students is that he is authentic.

Comments:

Authetically, you will find the person who puts on a professional facade in his interactions with his students. When students discuss concerns which affect them deeply, he becomes uncomfortable. He responds by intellectualizing; his reactions come across as proxy. He becomes extremely defensive in the presence of challenging behavior manifest by his students. The message conveyed by him is that you don't really know the real person behind the facade.

15. He is knowledgeable in his field.

Rating: _____

14. He knows what he is doing in the classroom and it makes sense.

The antithesis of the knowledgeable person is the one who is uninformed; who lacks know-how in his field. If he has read the literature in his field, he does not indicate it, either in the discussions with his colleagues or in the quality of his teaching. His explanations to pupils are unclear; you wonder if he himself really understands what he is saying. His inconsistency, the shallowness of his presentations and his attempts to disguise his limited understanding indicate his lack of knowledge in his field.

At the highest level, this person exhibits a broad and deep knowledge of the curriculum, of principles of learning and of human growth and development as they relate to his level of teaching. If he specializes in a curricular area, he is at home in it. He is well informed and seems to have read extensively. There is an intellectual depth to his discussions with his colleagues and his work in the classroom reflects his knowledge of his field. When he explains something to a pupil, or to a colleague, he does so making himself clearly understood. He recognizes the limits of his knowledge and where he is uninformed, admits it. His knowledge earns our respect.

Antithetically, you will find the person who seems to be teaching "off the cuff." You get the impression about him that he is making it up as he goes along; that he really hasn't thought about what he is doing. When questioned about what is happening in his classroom, he may become extremely defensive and try to rationalize what he is doing by making up objectives to justify what he has done. Alternatively, this may be a person who works hard, but can't seem to "get it right." There doesn't seem to be a close connection between his teaching strategy, his choice of curriculum materials and his stated goals. What happens in his classroom doesn't seem to make sense in terms of what is educationally sound.

At the highest level is the person who is skillful in what he is doing in the classroom. His teaching strategies and the curriculum materials he uses are appropriate to his educational objectives. He is able to describe what he is doing and why he is doing it in a clear and educationally sound way. He generates feelings of confidence in what is happening in his classroom.

Comments:

Comments:

At the highest level is the person who uses evaluation to obtain data for promoting further learning. He recognizes that evaluation is highly subjective and he is unobjective and open-minded about using the results. He recognizes the difference between evaluation and grading and emphasizes the former as a way of helping students to learn. This person uses many different kinds of evaluative procedures, but whatever procedure he uses is carefully chosen and is appropriate to his goals. Moreover, when he engages in evaluation of his pupils' work, there is a second purpose for the evaluation. His methods of evaluation do not, in any way, devalue the learner's sense of self. His evaluations include suggestions for improvement and he communicates these to his pupils. He exhibits a concern about promoting self-evaluation in his pupils and provides for self-evaluative experiences in his classroom.

Comments:

Anthetically, you will find the person who is primarily concerned with how much his pupils have learned in the past and with grading them accordingly. He believes that grading is objective and that pupils' learning can be assessed objectively. Frequently, he is dogmatic about test results and uses these and grades in a punitive way. He operates on the theory that pupils are motivated to learn by failure and he may use the threat of failure as a device to promote learning. His evaluative procedures usually take the form of short-answer or essay-type tests and he rarely communicates to pupils concrete ideas for improvement. Catch-phrases like "careless spelling" and "try harder" and "good" pass for suggestions to promote future learning. His main purpose for evaluation is to arrive at a grade; if pupils fail, it is because "they are just not capable of doing the work."

At the highest level you will find a person who has made his classroom an alive and vital place for learning. There seems to be a lot of activity going on and it is purposeful activity. There is evidence around the room of pupils' work and you can see that pupils have been and are engaged in challenging tasks. This person continually brings fresh ideas into the classroom and he initiates curriculum experiences which have meaning and relevance for the lives of his students. He provides for individual choice, pacing and exchange of ideas in most curriculum experiences. The time in his class passes quickly and the pupils are sorry to hear the bell go. His class is an intense, stimulating and vital place and it is exciting to be in it.

Comments:

Anthetically, you will find a person whose classroom is a boring and tedious place. More often than not, all the pupils are doing the same work at the same time. When one pupil finishes early, he must wait for the rest of the class to finish. Much emphasis is placed on reading from the text, doing work-sheets or answering questions from the blackboard. When there is group discussion, the topic may be unimaginative or trivial, and the pupils seem bored to participation. The apathy in his classroom is usually attributed to pupils who "don't care." He doesn't recognize that it is he who is uninspiring and humdrum. When the recess or lunch bell sounds, the pupils explode out of his class. One hour in this room seems like a year.

18. His teaching materials are varied, imaginative and relevant.

Rating: _____

At the highest level, you will find a person who uses a wide variety of resources for teaching material. In an elementary classroom, you will find a good supply of arts and crafts materials, library books, tapebacks, magazines, photographs, science equipment, concrete mathematical materials, newspapers. In a secondary classroom, a wide variety of materials is available which are relevant to the subject matter of the class. He may use field trips, film strips, films and tape recordings as part of the curriculum. Visitors are invited to the classroom as resource people. Pupils use learning materials freely and purposefully. Materials created and developed by the teacher contribute to pupils' learning and do considerably more than express banal sentiments in slogans with Walt Disney-type illustrations. This person has created a rich learning environment in his classroom through his selection of and development of a wide variety of learning materials.

Comments:

19. He unifies the group.

Rating: _____

At the highest level this person has succeeded in the development of a harmonious, working group in his classroom. The pupils seem to appreciate each other; they have respect for each other and the morale in the class seems unusually high. The class seems to have pride in itself as a group; what's more, they seem to be extremely productive, with the pupils working together like a team. This person has contributed to the development of group unity by assuring that each pupil has had an opportunity to earn status and respect in the group; by providing the opportunity for pupils to get to know each other; by prizing the different skills that different pupils have to offer; by creating a climate in the classroom which helps pupils to feel secure, prized, cared about, accepted.

Comments:

Anthetically, you will find a person who may not be concerned with group morale. If he is concerned, he does not seem to know how to help bring it about. In his classroom the pupils may seem downright rude to each other; there is a lot of bickering and nagging and carping and fighting. This class does not seem to be a "group" at all; there is no sense of camaraderie, no esprit de corps, no real feeling of respect of one pupil for another. The teacher contributes to this situation by openly criticizing his pupils, by being intolerant of other than academic "victims"; by "picking" on certain pupils; by generally showing a lack of respect for his students. This classroom is not security-giving but intimidating; the teacher generates fear rather than acceptance. His pupils dislike school and their interactions with each other are hostile and destructive.