

Area 5

VANCOUVER EXTERNAL

PROFESSIONAL DEVELOPMENT PROGRAM

PROFESSIONAL EXPERIENCES HANDBOOK
FOR SCHOOL AND FACULTY ASSOCIATES

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Introduction

This handbook is meant to be used as a guide by school associates and faculty associates for the promotion of the specific competencies outlined in the Profiles of Teaching Competency.

The handbook is not designed as a "cookbook" of instructions to be followed in rote fashion. Rather, it sets out to identify materials, types of experiences and teacher-student interactions which we believe will be helpful in promoting growth in each of the competency areas. In every area, it is the teacher's thoughtful selection of materials, experiences and interactive strategies which should provide for a more highly individualized and personally relevant program of instruction for the trainees.

AREA 1: HIS BEHAVIOR IS THOUGHTFUL.

Profiles

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 the 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.

AREA 1: PROFESSIONAL DEVELOPMENT

Materials:

Thinking About Teaching activities
Selected readings:

Holt, John, HOW CHILDREN FAIL.
Rogers, Carl, FREEDOM TO LEARN.
Featherstone, Joseph, SCHOOLS WHERE CHILDREN LEARN.
Raths, James, Pancella, John, Van Ness, James,
STUDYING TEACHING.
Bruner, Jerome, THE PROCESS OF EDUCATION
Dewey, John, EXPERIENCE AND EDUCATION
Raths, Louis, TEACHING FOR LEARNING.
Fullager, W., Lewis, H. Cumbee, C., READINGS FOR
EDUCATIONAL PSYCHOLOGY.

Experiences:

In the classroom: Repeated opportunities to
reflect on the "why" behind
activities and interactions

In seminars: Involvement in thinking
activities related to
teaching and learning

Workshops with a problem/theme
focus, dealing with the
appropriateness of specific
teaching strategies/activities

Interactions:

Clarifying response in presence of belief statements

Extensions of thinking about kids, interactions, curriculum

AREA 2: HE IS SELF-INITIATING

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 what 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. "Tell me what to 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 there aren't enough materials; or materials aren't the right kind. He seems to have to depend on others to get him started.

AREA 2: PROFESSIONAL DEVELOPMENT

Experiences:

In the classroom: Repeated assignments in which students are required to assume more and more responsibility, make decisions, engage in problem-solving

Giving students more opportunity to engage in planning with less and less direction

In seminars: Discussions in which students give examples of self-initiating behaviors in the classroom

Discussions of obstacles to self-initiating behaviors

Interactions:

Support and reinforcement for self-initiating behaviors

Absence of threat

When activity goes haywire, look at it from non-judgmental view whenever possible; reduce sense of failure

AREA 3: HE HAS A CLEAR IDEA OF WHAT HE BELIEVES AND HIS BELIEFS GUIDE HIS BEHAVIOR

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 one person does, 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?"

AREA 3: PROFESSIONAL DEVELOPMENT

Materials:

Values Box activities
Scale of beliefs
Selected texts:

Holt, John, HOW CHILDREN FAIL.
Moustakas, Clark, THE AUTHENTIC TEACHER.
Purkey, William, SELF CONCEPT AND SCHOOL ACHIEVEMENT.
Raths, Louis, MEETING THE NEEDS OF CHILDREN.
Heath, Douglas, HUMANIZING SCHOOLS.
Kozol, Jonathan, DEATH AT AN EARLY AGE.
Rogers, Carl, FREEDOM TO LEARN.
British Columbia Teachers' Federation, INVOLVEMENT -
THE KEY TO BETTER SCHOOLS.
Postman, Neil and Weingartner, Charles, THE SCHOOL BOOK.
Combs, Arthur (editor), PERCEIVING, BEHAVING, BECOMING.
Gordon, Ira. HUMAN DEVELOPMENT.
Raths, Louis, TEACHING FOR LEARNING.
Dennison, George, THE LIVES OF CHILDREN
Leonard, George, EDUCATION AND ECSTASY.
Raths, L., Harmin, M., Simon, S., VALUES AND TEACHING.

Experiences:

In the classroom: Repeated opportunities to reflect on the "why" behind what he is doing

Opportunities to work with small groups and individual children using the values clarification responses

In seminars: Values Box activities in trios, small groups

Training in the values clarification responses

Opportunities to practice values clarification responses

Group discussions on educational issues with opportunities to clarify beliefs

Interactions:

Clarifying responses in the presence of belief statements

AREA 4: HE IS A "PROBLEM SOLVER"

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."

AREA 4: PROFESSIONAL DEVELOPMENT

Experiences:

In the classroom: Repeated opportunities to engage
in problem-solving experiences

In seminars: Simulated problem solving experiences,
e.g., critical incidents in teaching,
role playing

Workshops and seminars focusing on
problems generated from classroom
teaching experiences in which
students engage in problem solving

Interactions:

Supporting and encouraging problem-solving behaviors
Reduce threat of failure in risk-taking
Clarifying responses in the presence of belief statements
Extending responses in problem-solving situations

AREA 5: HE CAN PUT NEW IDEAS INTO PRACTICE

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.

Antithetically, 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.

AREA 5: PROFESSIONAL DEVELOPMENT

Materials:

Selected texts:

- Ashton-Warner, Sylvia. TEACHER.
Brown, Mary and Precious, Norman, THE INTEGRATED DAY
IN THE PRIMARY SCHOOL.
Pratt, Caroline, I LEARN FROM CHILDREN.
Blitz, Barbara, THE OPEN CLASSROOM: MAKING IT WORK.
British Columbia Teachers' Federation, INVOLVEMENT _
THE KEY TO BETTER SCHOOLS.
- Howes, Virgil, INFORMAL TEACHING IN THE OPEN CLASSROOM.
Marshall, Sybil, AN EXPERIMENT IN EDUCATION.
Nyquist, Ewald, and Hawes, G., OPEN EDUCATION: A SOURCE _
BOOK FOR PARENTS AND TEACHERS.
Richardson, Elwyn, IN THE EARLY WORLD.
Rogers, Carl, FREEDOM TO LEARN.
Silberman, Charles, THE OPEN CLASSROOM READER.
Biggs, Edith and Mac Lean, J., FREEDOM TO LEARN.
Moffatt, James, A STUDENT CENTRED LANGUAGE ARTS CURRICULUM
Province of Alberta, Department of Education, EXPERIENCES
IN DECISION MAKING - SOCIAL STUDIES HANDBOOK.
Lowenfeld, Viktor, CREATIVE AND MENTAL GROWTH
Howes, Virgil, INDIVIDUALIZING INSTRUCTION IN SCIENCE
AND MATH.

Experiences:

- In the classroom: Opportunities to observe teaching
where new ideas are put into practice
- Opportunities to explore and examine
educational theory and classroom
applications with school associates
- Opportunities to try new ideas in
the classroom, using videotape feedback
for evaluation, self-assessment, and
making suggestions for modification
- In seminars: Discussions of readings; exploration
and examination of educational theory
and educational principles related
to human growth and development,
curriculum and interactions

AREA 6: YOU CAN RELY ON HIM

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.

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.

AREA 6: PROFESSIONAL DEVELOPMENT

Experiences:

In the classroom: Provide many opportunities to assume responsibilities of all types

In seminars: Provide many opportunities to assume responsibilities of all types

Interactions:

Clarifying responses in the presence of belief statements
Confrontational responses when responsibilities have been unfulfilled

AREA 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 bitches and nags 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.

AREA 7: PROFESSIONAL DEVELOPMENT

Interactions:

Facilitative interactions when appropriate, in the presence of "doom and gloom" statements

Confrontational interactions when appropriate

AREA 8: HE PRIZES, CARES ABOUT AND VALUES EACH INDIVIDUAL

At the highest level, you will find the person who allows his pupils to express their ideas, opinions, beliefs, feelings and who accepts these. Not only is he sensitive and considerate of his students' feelings, but he communicates his 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 explicit 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.

Antithetically, you will find a person who shows a lack of sensitivity to his students. In his interactions, he may appear passive rather than warm, disinterested rather than encouraging, mechanical rather than sincere in his praise. He frequently rejects the ideas and opinions of his students. His criticisms are cutting and devaluing and seem to be made without regard to the students' feelings. He doesn't seem to be able to understand how his students feel; indeed he seems hardly aware that they have feelings at all.

AREA 8: PROFESSIONAL DEVELOPMENT

Materials:

Kids Kits - live and simulated
Selected readings in human growth and development and interpersonal relations:

A. S. C. D., PERCEIVING, BEHAVING, BECOMING.
Raths, Louis, MEETING THE NEEDS OF CHILDREN.
Axline, Virginia, DIBS: IN SEARCH OF SELF.
Axline, Virginia, PLAY THERAPY.
Dennison, George, THE LIVES OF CHILDREN.
Doll, Ronald, and Fleming, Robert, CHILDREN UNDER PRESSURE.
Fadar, Daniel, THE NAKED CHILDREN.
Fraiberg, Selma, THE MAGIC YEARS.
Purkey, William, SELF CONCEPT AND SCHOOL ACHIEVEMENT.
Janov, Arthur, THE FEELING CHILD.
Gordon, Ira, HUMAN DEVELOPMENT.
Kozol, Jonathan, DEATH AT AN EARLY AGE.
Coopersmith, Stanley, ANTECEDENTS OF SELF ESTEEM.
Gazda, George, et al., HUMAN RELATIONS DEVELOPMENT
Holt, John, HOW CHILDREN FAIL.
Carkhuff, Robert, THE ART OF HELPING
Rogers, Carl, ON BECOMING A PERSON

Films:

Experiences:

In the classroom: Opportunities to work with individual children in a case-study approach

Opportunities to implement kids kits procedures in the classroom

In seminars: Opportunities to discuss and complete kids kits assignments of simulated and real children

Examination of the literature and discussion of causative factors

Discussion of personal feelings with respect to individual children's behaviors

Discussion of relevant films

Interactions:

Clarifying responses in the presence of belief statements about children and their behavior

Facilitative interactions in the presence of self-disclosing statements with respect to dealing with children's behavior

Modeling of high level regard in classrooms and seminars

AREA 9: HE KNOWS HOW TO OBSERVE, DIAGNOSE AND DEAL WITH PUPILS WITH BEHAVIORAL DIFFICULTIES

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.

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 ("He's just lazy;" or "He's not trying" 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.

AREA 9: PROFESSIONAL DEVELOPMENT

Materials:

Kids Kits - live and simulated

Case studies

Films

Selected readings:

- Raths, Louis E., MEETING THE NEEDS OF CHILDREN.
Raths, Louis E., Harmin, Merrill, Simon, Sidney,
VALUES AND TEACHING.
Raths, Louis E., Wassermann, Selma, Jonas, Arthur,
Rothstein, Arnond, TEACHING FOR THINKING: THEORY
AND APPLICATION.
Axline, Virginia, DIBS: IN SEARCH OF SELF.
Axline, Virginia, PLAY THERAPY.
Doll, Ronald, Fleming, Robert, CHILDREN UNDER PRESSURE.
Fadar, Daniel, THE NAKED CHILDREN.
Purkey, William, SELF CONCEPT AND SCHOOL ACHIEVEMENT.
Baruch, Dorothy, ONE LITTLE BOY.
Redl, Fritz, and Wineman, David, CHILDREN WHO HATE.
Kozol, Jonathan, DEATH AT AN EARLY AGE.
Holt, John, HOW CHILDREN FAIL.
Heath, Douglas, HUMANIZING SCHOOLS.
Ashton-Warner, Sylvia, SPEARPOINT.
Natchez, Gladys, GIDEON, A BOY WHO HATES LEARNING IN SCHOOL.
Janov, Arthur, THE PRIMAL SCREAM.
Roswell, Florence and Natchez, Gladys, READING DISABILITY:
DIAGNOSIS AND TREATMENT

Experiences:

In the classroom: Work with individual children in a case study approach

Opportunities to use diagnostic and remedial procedures in consultation with school associates

Opportunities to use appropriate interactive strategies in the presence of videotape feedback

In seminars:

Opportunities to discuss readings

Opportunities to view and discuss films, videotapes

Discussion and completion of kids kits assignments

Workshops in remedial practices, specific interactive/teaching strategies

"Inputs" demonstrating specific teaching strategies

Opportunities to dialogue with a variety of resource personnel in this area

Interactions:

Use of questioning strategies to aid in reducing assumptions, attributions, generalizations

Clarifying responses in the presence of belief statements

Extending responses with respect to examining alternative diagnoses; alternative teaching strategies

Teacher initiated "inputs" and demonstrations

AREA 10: HE USES CLARIFYING RESPONSES IN HIS CLASSROOM INTERACTIONS

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 questioning. "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.

One antithesis of the clarifying person is the one who is overly directive with his pupils. His practices include maneuvering his pupils to agree with his own ideas. He is expert at manipulating them to produce the "right" answer. "Wouldn't you like to empty the wastebasket, Peter?" and "Isn't that right, boys and girls?" are typical of his responses to his students. Instead of clarifying he is given to arguing; his intention is not to clarify pupils' thinking, but rather to bring it more into line with his own.

Misuse of clarifying is another form of antithetical behavior. In his attempts to be non-authoritarian, this person will almost never be directive, even when the situation clearly calls for a directive response. In the extreme, this person would ask a clarifying question when life and limb are at stake, rather than to take a directive stance. He uses clarifying strategies as an indiscriminate way of responding to pupils, rather than determining whether clarifying or directing is more suitable for a given situation.

AREA 10: PROFESSIONAL DEVELOPMENT

Materials:

Values Box activities

Tape recorders

Selected reading: Raths, Louis E., VALUES AND TEACHING.

Videotape demonstrations

Experiences:

In the classroom: Opportunities to work with individual children and small groups using the clarifying responses

Tape recording live values-type interactions; self-analysis of use of clarification responses using values coding sheet

In seminars: Training program in use of values clarifying responses

Interactions:

Modeling of clarifying responses in the presence of belief statements

AREA 11: HE PROMOTES PUPILS' THINKING

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, "In what year was metal first discovered?" and "What are 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.

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.

AREA 11: PROFESSIONAL DEVELOPMENT

Materials:

Thinking Box

Text: Raths, Louis E., et al., TEACHING FOR THINKING: THEORY AND APPLICATION.

Tape recorders

Teaching for Thinking Mini-Handbook

Coding schedules

Videotape demonstrations

Experiences:

In the classroom: Opportunities to use and develop thinking activities with small groups

Analysis of teaching for thinking activities from tape recorded sessions, in the presence of coding schedules

In seminars: Training program in teaching for thinking

Interactions:

Modeling extending and probing questions and responses in seminars

Demonstrations of teaching for thinking sessions, live and videotaped

Didactic responses of information and practical applications

AREA 12: THERE'S A LOT OF INTERACTION AMONG PUPILS IN HIS CLASS

At the highest level you will find the teacher who encourages and invites much interaction among his pupils. His classroom seems to be a beehive, 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.

Antithetically, you will find the person who talks "all the time." He believes that everything he says is important and insists on quiet in his classroom for most class sessions. He sees his main role as one who imparts information and follows through by questioning pupils to see if they have been listening. He is the dominant person in the classroom; if he were to step out for a moment, the class would fall apart. He may permit his pupils to talk with each other occasionally, as a recreational activity, but rarely in the context of what he considers a learning experience.

AREA 12: PROFESSIONAL DEVELOPMENT

Materials:

Selected readings:

Newman, Ruth G., GROUPS IN SCHOOLS.
Ridgway, Lorna, Lawton, Irene, FAMILY GROUPING
IN THE PRIMARY SCHOOLS.
The Plowden Report: CHILDREN AND THEIR PRIMARY SCHOOLS.
Featherstone, Joseph, SCHOOLS WHERE CHILDREN LEARN
Heath, Douglas, HUMANIZING SCHOOLS

Experiences:

In the classroom: Opportunities to organize groups
for a variety of instructional
purposes

Opportunities to work with a variety
of different group organizations

Opportunities to videotape teacher-
group interactions; analyze tapes
in the presence of teacher-student
interaction coding schedules

In seminars: Discussion of readings

Opportunities to explore and examine
feelings with respect to classroom
"control"

Examination and analysis of videotapes

Interactions:

Facilitative interactions in the presence of disclosure of
feelings about classroom "control"

AREA 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 "professional". 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.

Antithetically, 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 phony. 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.

AREA 13: PROFESSIONAL DEVELOPMENT

Materials:

Film: THREE FACES OF PSYCHOTHERAPY (Rogers), Part I
Videotapes of classroom interactions
Selected readings:

Rogers, Carl, ON BECOMING A PERSON
Maslow, Abraham, TOWARD A PSYCHOLOGY OF BEING.
Jourard, Sidney, THE TRANSPARENT SELF.
Janov, Arthur, THE PRIMAL SCREAM.
Moustakas, Clark, THE AUTHENTIC TEACHER.
A.S.C.D. Yearboo, PERCEIVING, BEHAVING, BECOMING.

Experiences:

In the classroom: Opportunities to interact with groups, using videotape procedure
Self-examination of videotape material in the presence of coding schedule
Opportunities to obtain feedback from students
In seminars: Discussion of readings
Discussion of feelings about teaching, children, learning situations
Examination and analysis of videotapes; group coding; suggestions for change in group interactions

Interactions:

Modeling of authentic behavior in school associates and faculty
Modeling of self-disclosures in staff
Facilitative interactions in seminars in the presence of self disclosure

AREA 14: HE KNOWS WHAT HE IS DOING IN THE CLASSROOM AND
IT MAKES SENSE

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.

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.

AREA 14: PROFESSIONAL DEVELOPMENT

Materials:

Selected readings:

- Raths, Louis E., MEETING THE NEEDS OF CHILDREN.
Raths, Louis E., Harmin, Merrill, Simon, Sidney,
VALUES AND TEACHING.
Raths, Louis E., Wassermann, Selma, Jonas, Arthur,
Rothstein, Arnold, TEACHING FOR THINKING: THEORY
AND APPLICATION.
Silberman, Charles, THE OPEN CLASSROOM READER.
Featherstone, Joseph, SCHOOLS WHERE CHILDREN LEARN.
Howes, Virgil, INFORMAL TEACHING IN THE OPEN CLASSROOM.
Purkey, William, SELF CONCEPT AND SCHOOL ACHIEVEMENT
Carkhuff, Robert, THE ART OF HELPING.

Experiences:

- In the classroom: Observations of and discussions
with School Associate with respect
to classroom strategies and
learning objectives
- Opportunities for repeated examination
and clarification of learning
objectives and teaching strategies
- Videotaping "lessons" for use in
seminar
- Opportunities for obtaining feedback
from pupils
- In seminars: Discussion of readings
- Examination of videotapes; analysis
of learning objectives and teaching
strategies
- Workshops with a variety of resource
faculty; demonstrations of
a variety of teaching strategies
related to specific learning objectives

Interactions :

Clarifying in the presence of belief statements about learning objectives

Probing and extending responses in examination of alternative teaching strategies

Didactic teaching for purposes of providing information re teaching strategies

AREA 15: HE IS KNOWLEDGEABLE 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.

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.

AREA 15: PROFESSIONAL DEVELOPMENT

Materials:

Education 402 Reading List
Contributions by resource faculty
Films
Videotapes of classroom learning situations

Experiences:

In the classroom: Opportunities to observe and discuss with School Associates the "life of the classroom"

Opportunities to implement teaching practices, in the presence of videotape feedback

Opportunities to analyze videotapes in the presence of coding schedules

In seminars: Discussions of readings

Workshops with resource faculty in specific teaching areas

A variety of "inputs" in specific teaching areas, including classroom visits, demonstration lessons, workshops, training programs, films, videotapes

Interactions:

Didactic "inputs" as appropriate to teaching needs

Clarifying responses in the presence of belief statements about teaching and learning

Probing and extending responses in examination of teaching strategies

AREA 16: HE USES EVALUATION TO PROMOTE LEARNING

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 undogmatic 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 sound 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.

Antithetically, 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."

AREA 16: PROFESSIONAL DEVELOPMENT

Materials:

Evaluative instruments
Selected readings:

ASCD Yearbook, EVALUATION AS FEEDBACK AND GUIDE.
Purkey, William, SELF CONCEPT AND SCHOOL ACHIEVEMENT.
Hoffman, Banesh, THE TYRANNY OF TESTING.
Kirschenbaum, H. and Simon, Sidney, WAD-JA GET?
TenBrink, Terry, EVALUATION, A PRACTICAL GUIDE FOR TEACHERS.

Experiences:

In the classroom: Selection and designing of
evaluation instruments for specific
purposes

Analysis of feedback from instruments
in consultation with School Associate

In seminars: Workshops for the examination and
discussion of evaluative instruments

Workshops for the identification of
learning objectives and the
development of evaluative procedures
appropriate to the stated objectives

Discussion of readings

Discussion of additive/subtractive
evaluative procedures

Interactions:

Clarifying responses in the presence of belief statements
about evaluation procedures

Didactic - providing information about evaluation procedures
and evaluative instruments

AREA 17: HIS CLASSROOM IS A VITAL, ALIVE AND ZESTFUL PLACE

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.

Antithetically, 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 too bored to participate. 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, pupils explode out of his class. One hour in this room seems like a year.

AREA 17: PROFESSIONAL DEVELOPMENT

Materials:

Selected films
Selected readings:

Ashton-Warner, Sylvia, TEACHER.
Dennison, George, THE LIVES OF CHILDREN
Murrow, Casey and Murrow, Liza, CHILDREN COME FIRST.
Richardson, Elwyn, IN THE EARLY WORLD.
Featherstone, Joseph, SCHOOLS WHERE CHILDREN LEARN.
Pratt, Caroline, I LEARN FROM CHILDREN.
Glines, Don, IMPLEMENTING DIFFERENT AND BETTER SCHOOLS.
Aiken, W., THE STORY OF THE EIGHT YEAR STUDY.
Bremer, John, SCHOOLS WITHOUT WALLS: THE PARKWAY PROJECT.
Heath, Douglas, HUMANIZING SCHOOLS.
Postman, Neil and Weingartner, Charles, TEACHING AS A
SUBVERSIVE ACTIVITY.
Herndon, James, THE WAY IT SHOULD BE.
Leonard, George, EDUCATION AND ECSTASY.
Mearns, Hughes, CREATIVE POWER.
Ontario Department of Education, LIVING AND LEARNING.
Weber, Julia, MY COUNTRY SCHOOL DIARY.
Jackson, Philip, LIFE IN CLASSROOMS.

Experiences:

In the classroom: Observations of the "life of the
classroom"
Visits to other "rich" classrooms
Discussions with School Associate re
curriculum experiences initiated
Feedback from pupils re "life in the
classroom"

In seminars: Discussion of readings
Discussion of observations of class-
room visits
Videotape and film analysis of what
contributes to richness of "life in
classrooms"

Interactions:

Clarifying responses in the presence of belief statements

Probing and extending responses in examining educational alternatives

Demonstrations and didactic teaching to increase information base

AREA 18: HIS TEACHING MATERIALS ARE VARIED, IMAGINATIVE AND RELEVANT

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, paperbacks, 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 film strips, field trips, 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 jingles 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.

Antithetically, you will find a person who uses a very limited range of classroom materials. Major emphasis is placed on the use of textbooks, library reference books and workbooks. Classroom walls may provide no stimulus to thought; they may be empty or may be adorned with old posters expressing meaningless sentiments and patterned art work. Very little use is made of curriculum materials in the arts, or the rich "stuff" of other curriculum areas. Pupils have little opportunity to touch or handle materials. Curriculum experiences in this classroom are mostly of the paper-and-pencil and textbook type.

AREA 18: PROFESSIONAL EXPERIENCES

Materials:

Curriculum materials
Learning Resources
Published materials
Teaching Centres
Resource personnel
Selected readings:

Silberman, Charles, THE OPEN CLASSROOM READER
Howes, Virgil, INFORMAL TEACHING IN THE OPEN CLASSROOM
Kaplan, S., et al., CHANGE FOR CHILDREN.
Ascheim, S., MATERIALS FOR THE OPEN CLASSROOM.
Portola Institute, BIG ROCK CANDY MOUNTAIN.
Postman, Neil and Weingartner, Charles, THE SCHOOL BOOK.
Holt, John, WHAT DO I DO ON MONDAY?
Wurman, Richard, YELLOW PAGES OF LEARNING RESOURCES.
Borton, Terry, REACH, TOUCH AND TEACH.
Brown, Mary and Precious, Norman, THE INTEGRATED DAY
IN THE PRIMARY SCHOOL.

Experiences:

In the classroom: Observations of commercially available materials and their use
Observations of teacher-prepared materials and their use
Visits to other classrooms

In seminars: Materials workshops
Workshops with resource faculty
Trips to educational and cultural events
Sharing of materials
Workshops on using the environment as a learning laboratory
Critical analysis of learning materials and their uses

Interactions:

Clarifying responses in the presence of belief statements

Didactic teaching to increase knowledge base

Extending and probing responses to further critical analysis of learning materials

AREA 19: PROFESSIONAL EXPERIENCES

Materials:

Selected readings:

Purkey, William, SELF CONCEPT AND SCHOOL ACHIEVEMENT.
Newman, Ruth, GROUPS IN SCHOOLS.
Raths, Louis E., TEACHING FOR LEARNING.
Raths, James, Pancella, John, Van Ness, James,
STUDYING TEACHING, Chapter 43, "Power in Small Groups"
Carkhuff, Robert, HELPING AND HUMAN RELATIONS, VOL. I.
Jackson, Philip, LIFE IN CLASSROOMS

Experiences:

In the classroom: Opportunities to work with groups
using videotape analysis of
teacher-group interactions

Opportunities to obtain feedback
from pupils

In seminars: Discussion of readings

Workshops in working with groups --
with resource staff, e.g., Barry
Cooke, Kelly Crowe, Tom Mallinson, etc

Analysis of group work videotapes

Interactions:

Modeling behavior of school and faculty associates

Facilitative conditions of regard and respect, genuineness

Facilitative condition of promoting self-concept