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ABSTRACT

This paper presents a guide for the planning and evaluation of student teachers' performance based on performance objectives. According to the author performance objectives are written sets of behaviors that the student may perform in order to demonstrate achievement. A minimal pattern of performance objectives should be mandated for all student teachers. Research suggests a hierarchy of ten levels of role behavior engaged in by student teachers. The students progress from inner directed to outer directed activities. Students vary in their degree of proficiency at the onset of student teaching thus prohibiting structured time periods. Performance objectives and the ten classifications of behavior enable the student to analyze the whole role of the teacher and decide where his university classroom experiences fit. These objectives help to orient the student teacher to the role of teachers, enable him to interpret the behavior he observes, and help him to act in response to his observations. Performance objectives also serve as a planning guide for supervising teachers enabling them to help the student see the total picture of the teacher's role. Student teachers, supervising teachers, and university supervisors may use performance objectives to improve communication, plan activities, perceive behavior, and assess performance. Ten checklists of performance objectives and an appendix with a weekly behavioral objective report are included. (MJM)

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PERFORMANCE OBJECTIVES

FOR

STUDENT TEACHING

A GUIDE FOR PLANNING AND EVALUATION

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TABLE OF CONTENTS

Section	Page
I. PERFORMANCE OBJECTIVES FOR STUDENT TEACHERS.....	1
II. WHY USE PERFORMANCE OBJECTIVES?.....	2
III. SEQUENCE OF PERFORMANCE OBJECTIVES.....	4
IV. USING PERFORMANCE OBJECTIVES.....	7
Student Teacher	
Supervising Teachers	
University Supervisors	
V. CHECKLISTS OF PERFORMANCE OBJECTIVES.....	11
Individual Professional Growth	12
Pupil Guidance-Counseling	15
Classroom Management	18
Planning and Organizing Classwork	20
Motivation of Pupils	23
Media Development	24
Instruction	25
Evaluation	29
Relations with Staff and Parents	31
School and Community	32
VI. APPENDIX.....	33

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Performance Objectives for Student Teaching

The recent popularity of performance objectives in the educational process has its origins in the recent past. Educators, during the early sixties became aware of the many behaviors that teachers performed. The role of the teacher was described as part-time leader, friend, nurse, mother, counselor, policeman, janitor, and instructor. In spite of this recognition of the multi-faceted role of the teacher, some educators felt that teaching was the verbal behavior engaged in while standing in the front of the room. This view is still held, although not in such traditional terms, by many beginning student teachers. They have not usually had the opportunity to observe and act out the role of a full-fledged teacher.

In recent years, we have moved toward a more definitive view of teaching behavior and this movement has aided the teacher preparation process. Now, the university supervisor and supervising teacher can help the student teacher recognize the broad role of a teacher and plan learning activities to elicit this broad

spectrum of behaviors.

Performance objectives are the key to this process for they are written sets of behaviors that the student may perform in order to demonstrate achievement.(1)

There are various levels of performance objectives ranging from the universal to the very peculiaristic. Universal performance objectives are the common behaviors of teaching while peculiaristic performance objectives are unique sets of teaching behavior.

WHY USE PERFORMANCE OBJECTIVES?

Performance objectives are useful for a number of reasons:

1. They identify in advance the basis for evaluating student teacher behavior.
2. They help the student teacher assume a great share of the responsibility for defining the role of a teacher.
3. Since the student teachers vary, each can select an individualized pattern of performance objectives. Thus, the functioning role of a teacher may be reached in different ways.
4. Weekly evaluation conferences may be made more relevant when specific performance

objectives are discussed during the supervisory conference. Indeed, checklists of selected performance objectives may be used for the conferences. This process will help the participants to discuss pertinent behavior and will help reduce the tendency to stray away from analysis of actual behavior.

5. The use of performance objectives by the supervising teachers and student teachers should help identify teacher preparation program needs. The combined feedback may, for example, suggest that a particular need is not being met at the university, but is assumed to be.
6. A more realistic evaluation of the student teacher at the end of the experience should be facilitated by use of performance objectives. Placement forms might contain direct reference to performance objectives achieved.
7. A sense of fair play should develop between student teacher and evaluators if the ground rules for judgment are made clear. Use of performance objectives might save time involved in guessing what the evaluators want--be they

university or public school evaluators.

SEQUENCE OF PERFORMANCE OBJECTIVES

Student teachers are individuals and exhibit a multitude of wonderful differences. Therefore, only a minimal pattern or schedule of performance objectives should be mandated for all student teachers. Research suggests that some general sequence of learning is engaged in by student teachers. (2) This sequence composed of ten levels is represented in Figure 1.

A scenario related to Figure 1 might be written in the following words.

Initially, the student teacher is perhaps confused, overwhelmed, and self-doubting. He begins student teaching by questioning his knowledge and attitudes about teaching and checks the validity of his knowledge and beliefs by observing and testing reality. Later on he is able to use his skills in a one person to one person situation with pupils. This experience helps him gain confidence in himself and the knowledge he has learned.

Questions of procedure begin to become prominent as the student concerns himself with managing a group of

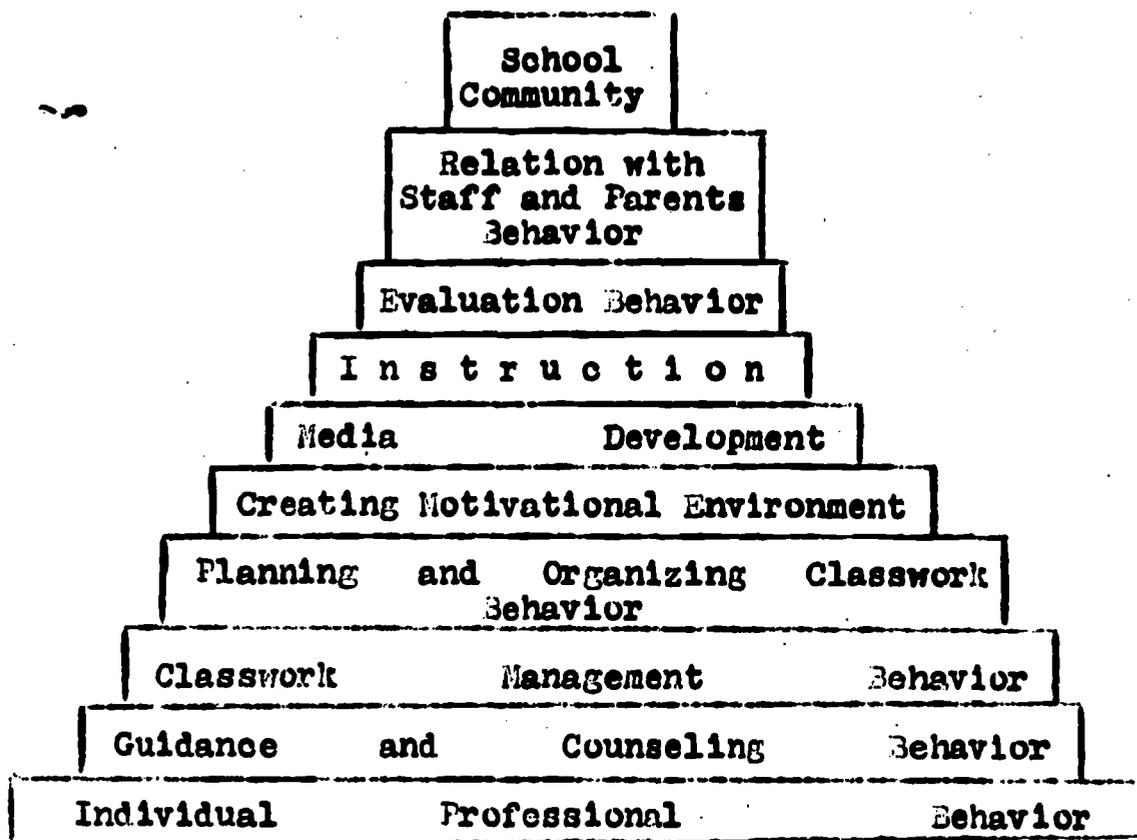


Fig. 1: Hierarchy of role behaviors engaged in by student teachers. The students progress from inner directed to outer directed activities. Students vary in their degree of proficiency at the onset of student teaching.

young pupils for perhaps the first time. As these needs are met, the student teacher progresses to another level of behavior, which focuses on planning and organizing the activities within the classroom. He becomes concerned with getting the pupils motivated or just plain excited about his first lesson. The selection of the appropriate media becomes a primary concern, and the student teacher experiments until the satisfactory item is found.

Finally, the time arrives when he must facilitate learning for others. His instruction may not involve him in a visible way, for his challenge is getting pupils to want to learn. Perhaps it does involve him in an active way, and he can revel in the real or assumed attention he is receiving. In either case, the instruction does end, and he begins to reflect on pupil performance and on his own performance. He recalls his original performance objectives for his pupils and assesses the achievement of them.

Later, the classroom can no longer contain his spirit and energy and he seeks advice from other professionals within the building. He participates in activities involving parents, and later he may be involved in community meetings or clubs. He has experienced the full role of a teacher.

The time involved in this transformation may be one week or one semester for our student teachers are as different as their pupils. Perhaps John Dewey's thoughts express it best, for he suggested that we find out where the learners are and then facilitate their experience so they may grow (3). Performance objectives may be viewed as experience paths.

USING PERFORMANCE OBJECTIVES

Student Teachers

What does the teacher do in the real live school situation? This question is often in the mind of the beginning student teacher who has recent university classroom experience but little teaching role experience. His academic experience is now ready to be integrated in the teaching role.. Performance objectives and the ten classifications mentioned earlier help the student to analyze the "whole" role and decide where his university classroom experiences fit. The performance objectives help to orient the student teacher to the role of teacher.

The performance objectives may also help the student teacher interpret the behavior he is observing. Then, at a later time, these same objectives may help the student teacher act in response to his observations.

Supervising Teachers

Very often supervising teachers are faced with the problem of how to help the student teacher during the first week of experience. They desire information about student teacher capabilities and yet have no means to identify specific behavioral proficiencies. Performance objectives might meet this need, because they are readily adaptable to a checklist or observation form.

The performance objectives also serve as a planning guide much as Individually Prescribed Instruction material aids decision-making regarding pupil learning activities. Knowledge of the student teacher's proficiencies will allow the supervising teacher to plan activities that will optimize the number of performance objectives achieved by the student teachers. This process is especially important when the ten behavioral areas of teaching mentioned earlier are considered. Supervising teachers can focus on behaviors in a variety of areas and yet be able to see the whole picture of the teacher's role and help the student see this total picture.

Outcomes of evaluation practices are too often reduced to generalities such as "you did a good job," or they may be a more subtle comparison between the student teacher's personal beliefs and those of the supervising teacher. The words used to describe the

teaching behavior become abstract and almost meaningless when translated into cryptic rating categories. Performance objectives aid in describing a person's behavior, and open-ended rating forms are ideal for use in performance based programs. Principals and supervising teachers have long considered spontaneous comments as important as the check mark on a rating scale. Performance objectives need not hinder the spontaneity of comments. Indeed, they should become more descriptive and precise.

University Supervisors

Evaluation procedures may be enhanced by the use of performance objectives to develop general descriptive rating forms. These forms may be used to record student teaching behavior and then referred to during a conference with student teachers and supervising teachers.

Performance objectives may also be used to chart progress of student teachers on student teacher recommendation forms containing behavioral classifications. Evaluation procedures which include performance objectives thus become behavior centered and more descriptive.

Counseling and guidance are aided by information recorded in performance objective terms. The process of communication between university supervisor and supervising teacher would be facilitated by the use of

a common language concerning student teacher performance. This communication is necessary during the planning and evaluation process.

Student teacher references may be prepared more precisely with performance data about each student teacher. This source of data aids the author of the recommendations and the student teacher who receives a more descriptive reference (4).

SUMMARY

The use of performance objectives has increased during the past ten years. Increased usage has developed because of a number of practical reasons: (1) they help in the evaluation process; (2) they aid in the role perception process; (3) they are adapted to individualized programs; (4) they represent "feedback" records; and (5) they are useful in the placement process.

Student teachers are as different as the pupils they teach; therefore, different patterns of achievement of performance objectives will emerge. There are general sequences, however, that may be used to guide student teacher activities.

Planning and evaluation procedures may be improved by the use of performance objectives. Student teachers, supervising teachers, and university supervisors may use performance objectives to improve communication, plan activities, perceive behavior, and assess performance.

Checklists of Performance Objectives

The objectives presented herein have been gathered from many sources. We express our thanks to supervising teachers, student teachers, and other educators for their assistance. The objectives are by no means complete but represent some of the behaviors that we as teachers engage in. Our intent is to provide a checklist for guiding the identification of behaviors that student teachers may work towards each day and each week. We believe that identification of the goals is a necessary part of the evaluation of student teacher achievement. We hope that the conference between supervising teachers and student teachers will be facilitated by the use of this guide.

The performance checklists are classified into ten teacher behavior sections but this does not mean that behaviors are limited to any particular one. We do not view teaching behavior as a series of isolated activities but a constant flow of performance. We used these section headings simply to provide a starting point for the users. As we continue to work together we hope suggestions will be made and that they will be included in this guide. We look forward to your continued help so that our checklists will be useful and realistic.

Section 1

INDIVIDUAL PROFESSIONAL BEHAVIOR

This is behavior that is directed towards the improvement of the self as a professional person. It is concerned with knowledge of the role of a teacher and teaching as a profession. This behavior involves the more general aspects of the teaching role and the teaching profession.

Record observations of teaching behavior through use of observation schedule (Flanders).

- _____ Recognize self-impatience with children.
- _____ Recognize self attitudes toward children.
- _____ Demonstrate enthusiasm about instructional activities.
- _____ Compare self teaching behavior with other teachers.
- _____ Recognize teaching behavior of self.
- _____ Demonstrate knowledge of the purposes of several professional organizations.
- _____ Read current professional journals.
- _____ Analyze criticism from others and relate to teaching behavior.
- _____ Demonstrate courtesy, tactfulness, and promptness about school affairs.
- _____ Recognize the importance for keeping confidential information confidential.
- _____ Demonstrate knowledge of the legal aspects of teaching.
- _____ Recognize the characteristics of the phonics program.
- _____ Demonstrate knowledge of the phonics information in basal texts.
- _____ Identify school testing programs.
- _____ Recognize factors that influence the instructional performance and professionalism of the teacher.

- _____ Recognize factors that influence the non-instructional behavior of the teacher.
- _____ Find and use resources, persons, and materials in instructional improvement and professional development.
- _____ Develop education as a profession extending outside the classroom.
- _____ Analyze suggested alternative instruction behaviors from others.
- _____ Demonstrate a positive attitude toward new instructional methods and materials.
- _____ Identify social and philosophical factors as they influence educational programs.
- _____ Demonstrate knowledge of research findings which may bear on local school problems.
- _____ Demonstrate knowledge of local school philosophy, goals, and objectives.
- _____ Recognize the relation between maturation and growth.
- _____ Recognize the relation between maturation and experience.
- _____ Demonstrate knowledge of characteristics of psychomotor development.
- _____ Recognize characteristics of cognitive development.
- _____ Describe the role of a teacher.
- _____ Demonstrate knowledge of the relationship of social change and school progress.
- _____ Demonstrate knowledge of teacher organizations.
- _____ Demonstrate knowledge of teacher rights and legal status.
- _____ Demonstrate knowledge of teacher contracts, benefits, and tenure.
- _____ Demonstrate characteristics of openness and receptiveness to new ideas.

- _____ Demonstrate sensitivity to speech backgrounds of children.
- _____ Research reading habits and tastes of children.
- _____ Recognize the relationship between learning and culture.
- _____ Demonstrate knowledge of the historical background of reading instruction.
- _____ Recognize relationship between teacher behavior and pupil behavior.
- _____ Recognize relationship between teacher evaluation behavior and teacher guidance and counseling behavior.

Section 2

GUIDANCE AND COUNSELING BEHAVIOR

This is behavior that is directed toward individual pupils. It is designed to facilitate the healthy psychological growth of the pupil.

- _____ Make positive comments about student performance.
- _____ Ask students to share answers with "us" instead of "me".
- _____ Praise good behavior.
- _____ Recognize individual behavior problems before acting to solve them.
- _____ Designate group chairmen to summarize at the closing of group work.
- _____ Speak positively to a child.
- _____ Demonstrate ability to develop pupil skills for independent study.
- _____ Recognize differences between teacher values and pupil values.
- _____ Guide pupils to sources of reference materials.
- _____ Recognize the need for teacher-student communication.
- _____ Prepare opportunities for students to share experiences.
- _____ Recognize students who suffer from deficiencies caused by "out of school" factors.
- _____ Recognize characteristics of failure.
- _____ Recognize the need for teacher involvement in classroom activities.
- _____ Establish rapport with students.
- _____ Help children develop individual learning methods.
- _____ Write a record of noteworthy classroom incidents.

- _____ Encourage students who show signs of creativity.
- _____ Demonstrate concern for children.
- _____ Encourage children to assume self-responsibility.
- _____ Relate to gifted children.
- _____ Smile and speak to individuals by name.
- _____ Express pleasure at receiving student praise.
- _____ Accept each student as an individual.
- _____ Help students maintain a realistic self evaluation of strengths and limitations.
- _____ Recognize characteristics of pupil learning behavior.
- _____ Observe student information gathering and processing.
- _____ Demonstrate ability to use skills in meeting the need of both slow and rapid learner.
- _____ Demonstrate ability to help children develop and accept an accurate perception of self, in order to achieve personality.
- _____ Demonstrate ability to help students understand and accept their social, psychological and physical needs.
- _____ Demonstrate ability to help students understand, accept, and deal with their emotions, feelings and intuitions.
- _____ Demonstrate acceptance of basic types of personality.
- _____ Develop interpersonal communications.
- _____ Demonstrate techniques for acceptable pupil self expression.
- _____ Identify the individual problems of children and the multiple problems of the classroom and instructional setting.
- _____ Recognize the relationship between socio-economic influence and behavior.

- _____ Demonstrate knowledge of family influence on pupil behavior.
- _____ Recognize needs, motivation, motives, experiences and self concept as determinants of behavior.
- _____ Recognize reward, punishment, success, failure, praise, reproof, competition, cooperation, and individual goals as factors influencing pupil behavior.
- _____ Research pupil interest.
- _____ Use sociometric techniques in guidance and counseling.
- _____ Demonstrate respect of individual uniqueness.
- _____ Recognize the need for groups to self select methods and determine pace for problem solving.
- _____ Guide pupils in presenting findings of self inquiry.
- _____ Demonstrate ability to help children become responsive to others.

Section 3

CLASSROOM MANAGEMENT BEHAVIOR

This is behavior that is designed to establish orderly procedures for school and classroom interaction. It is exhibited in order to help pupils cope with others in school environment.

- _____ Identify, select, and use classroom management techniques appropriate for pupils at different stages of development.
- _____ Prepare a supply box for use on group projects.
- _____ Develop an absent folder for paper to be given to absentees.
- _____ Make a file for make up tests that bear absentees' names.
- _____ Develop pupil committees for weekly tasks.
- _____ Establish classroom rules.
- _____ Staple loose assignment papers together.
- _____ Make a math activity out of collecting lunch, picture, or bank money.
- _____ Provide adequate physical conditions in the classroom.
- _____ Plan activities for students who finish work early.
- _____ Demonstrate ability to handle behavior problems.
- _____ Tell students of the need for group cooperation.
- _____ Make clear what is expected of the students in the classroom.
- _____ Help develop democratic procedures for behavior in the classroom.
- _____ Describe techniques in attendance record keeping, and inventories.
- _____ Demonstrate knowledge of pupil information forms.

- _____ Practice democratic principles in classroom behavior.
- _____ Demonstrate knowledge of techniques to differentiate between leader-member roles in learning activities.
- _____ Create classroom climate free from pressure, inhibition, and fear.
- _____ Demonstrate ability to select science teaching equipment.

Section 4

PLANNING AND ORGANIZING CLASSWORK

This is behavior that is directed toward identification and selection of learning activities appropriate for specific pupil needs.

- Identify, select and use teaching methods appropriate for pupils at different developmental stages.
- Demonstrate knowledge of the physical, social, and mental levels of the pupils dealt with at different developmental stages.
- Write educational objectives in terms of student behavior.
- Differentiate between educational objectives stated in student behavioral terms and objectives not stated in such terms.
- Recognize the role of educational objectives in the construction of achievement tests.
- Select test items calling for behavior outlined in specific objectives.
- Write clear and concise test directions.
- Place testing situations within the student's own classroom.
- Prepare records of appropriate films and filmstrips for use in instruction.
- Make a weekly file for worksheets at the beginning of the week.
- Use student feedback for instructional planning.
- Individualize instruction for difficult learning activities.
- Select a variety of classroom materials.
- Recognize the need for flexible planning.
- Plan a series of activities for when students' attention spans dwindle.

- _____ Plan lessons according to duration of attention span.
- _____ Identify what behavior is expected of the students in the class.
- _____ Recognize the characteristics of gross motor coordination.
- _____ Prepare lesson plans that will help children practice following directions.
- _____ Organize problem situations to be used as learning activities.
- _____ Provide developmental programs where pupils can continually advance in learning.
- _____ Use results of achievement batteries in planning.
- _____ Use results of self-appraisal techniques in planning.
- _____ Recognize relationships between teacher behavior, pupil behavior, and learning.
- _____ Select appropriate evaluative techniques and instruments.
- _____ Identify ways in which other teachers have analyzed and solved educational problems related to local conditions.
- _____ Make alternative solutions to problems arising from local conditions.
- _____ Use local curriculum guides and materials.
- _____ Demonstrate knowledge of behavioristic theory and cognitive development.
- _____ Recognize relationship between language patterns and behavior.
- _____ Recognize factors in individual differences - sex, age, race, physical, intellect, and experiential background.
- _____ Demonstrate knowledge of techniques for studying human development.
- _____ Recognize the influence of communication media on pupil behavior.

- _____ Demonstrate knowledge of the scope and sequence of the total instructional program.
- _____ Identify community services available to schools and pupils.
- _____ Select and translate into educational objectives the content areas of history, geography, sociology, anthropology, economics, and political science.
- _____ Prepare learning activities related to development of social science concepts.
- _____ Write techniques for teaching controversial issues.
- _____ Select types of social problems appropriate for pupil investigation.
- _____ Recognize characteristics of resource units, teaching units, and daily lesson plans.
- _____ Prepare reading objectives in behavioral terms.
- _____ Recognize characteristics of the reading readiness program.
- _____ Identify literary, art, and music sources related to stated objectives and conceptual level of pupils.
- _____ Recognize reading difficulties inherent in social studies material.
- _____ Recognize the significance of language in the child's personal, social, academic, and economic development.
- _____ Correlate listening, reading, speaking and writing skills.
- _____ Prepare lessons that focus on developing maturity of expression.
- _____ Develop learning activities to aid children in thinking, feeling, speaking and writing.
- _____ Recognize characteristics of contemporary reading programs.

Section 5

CREATING A MOTIVATIONAL ENVIRONMENT BEHAVIOR

This is behavior that is directed towards the encouragement of pupil interest in learning activities. It is designed to increase the pupil's desire to become involved in learning.

- _____ Display student work.
- _____ Develop files for children's favorite stories, games, films.
- _____ Encourage children to make their own bulletin boards.
- _____ Provide space in the classroom for a pupil interest center.
- _____ Encourage students to work on class assignments.
- _____ Relate to pupil experiences.
- _____ Help the class to develop lesson activities.
- _____ Grade papers diagnostically.
- _____ Encourage individual pupil projects.
- _____ Demonstrate confidence in student's ability to learn.
- _____ Identify pupil interest, imagination, and energies that become vital components in developing an instructional program.
- _____ Encourage children to contribute to the planning of learning experiences.
- _____ Recognize the role of motivation and intellectual stimulation in the learning process.
- _____ Promote conditions where the creative process flourishes.
- _____ Incorporate group dynamics into classroom activities.
- _____ Encourage individuality in speech techniques.
- _____ Demonstrate sensitivity to needs, interests, and capabilities of speaker and listener.

Section 6

MEDIA DEVELOPMENT BEHAVIOR

This is behavior directed toward the production of materials to be used in learning activities. The emphasis is on creative development of unique materials appropriate for pupil needs.

- _____ Demonstrate knowledge of the physical, social, and mental levels of the pupils dealt with at different developmental stages.
- _____ Collect bulletin board - pictures and captions.
- _____ Make a file of bulletin board ideas gained in other classrooms.
- _____ Prepare a file for instructional material.
- _____ Prepare cassette recorders for individual instruction in the content areas.
- _____ Ask supermarkets, drug stores, etc. for old displays to use in the classroom.
- _____ Make teacher-made books for the classroom.
- _____ Make use of audio visual materials.
- _____ Guide children in making flash cards for classroom or home use.
- _____ Demonstrate ability to use film projectors, film-strip projectors, overhead projectors, and tape recorders.
- _____ Decide when and how to use media equipment.
- _____ Prepare audio visual materials.
- _____ Demonstrate ability to duplicate materials.
- _____ Use new and innovative instructional media.
- _____ Video tape learning activities for self evaluation.
- _____ Demonstrate new instructional media to others.

Section 7

INSTRUCTIONAL BEHAVIOR

This is behavior designed to help pupils learn. It may be direct or indirect help but the final goal is to help the pupil to learn something.

- _____ Identify relationships between teacher performance and pupil performance.
- _____ Identify relationships between performance objectives and teaching activities engaged in.
- _____ Demonstrate knowledge of the subject matter dealt with by pupils at different developmental stages.
- _____ Demonstrate the use of group reading as a method of teaching reading to slow students.
- _____ Write individual group instructions on the board.
- _____ Enumerate tasks on the board as they are to be completed.
- _____ Read test instructions to pupils when appropriate.
- _____ Designate group chairmen to summarize at the closing of group work.
- _____ Demonstrate the use of role play in instructional situations.
- _____ Encourage children to express thoughts orally.
- _____ Encourage children to express thoughts in written form.
- _____ Involve students in group discussion.
- _____ Relate complex subject matter to students.
- _____ Respond to students who ask complex questions.
- _____ Read to the children.
- _____ Encourage children to read to others.
- _____ Use small group activities.
- _____ Encourage children to inquire.
- _____ Demonstrate the ability to handle the retarded child in the regular classroom.

- _____ Demonstrate knowledge of the learning process.
- _____ Listen to pupils responses and react on the basis of the response.
- _____ Use new materials and methods.
- _____ Discuss errors on graded papers.
- _____ Use field trips for specific instructional outcomes.
- _____ Organize a class play.
- _____ Help students associate meaning with printed symbols.
- _____ Use learning experiences in auditory discrimination.
- _____ Point out context clues to children.
- _____ Use pictures in teaching.
- _____ Develop pupil interest in a problem and observe the formulation.
- _____ Assist children in developing a solution to a problem.
- _____ Demonstrate knowledge of skills in developing problem situations.
- _____ Demonstrate knowledge of techniques and skills in presenting problem solution methods.
- _____ Demonstrate knowledge of skills in critiquing problem solutions.
- _____ Use activities involving "Creativity" as problem solving.
- _____ Help develop pupil questioning behavior.
- _____ Recognize and interpret the process of change.
- _____ Demonstrate ability to show relationships within the environment.
- _____ Classify and identify items in the learning environment.
- _____ Develop self expression in communicating.
- _____ Control instructional timing. /

- _____ Demonstrate ability to develop pupils' independent learning skills.
- _____ Demonstrate knowledge of methods for individual instruction.
- _____ Use learning experiences that will maximize pupils ability to succeed.
- _____ Use current events in learning activities.
- _____ Use learning experiences that promote divergent and convergent thinking.
- _____ Demonstrate knowledge of classroom grouping procedures and techniques.
- _____ Use maps, pictures, graphs, charts, and diagram skills.
- _____ Demonstrate knowledge of reading and non-reading learning resources at different conceptual levels.
- _____ Demonstrate knowledge of time, space, and relationship concepts appropriate for pupils' conceptual levels.
- _____ Help students interpret and draw conclusions from data gathered for inquiry.
- _____ Demonstrate ability to structure classroom situations in which pupils can discover and practice techniques of communication.
- _____ Demonstrate ability to use techniques of guiding pupils in the reading process (texts, biography, fiction, journals, newspaper, reference sources).
- _____ Demonstrate dramatic activities associated with learning activities.
- _____ Demonstrate knowledge of construction activities related to learning activities.
- _____ Demonstrate knowledge of the techniques for teaching reading-interpretation lessons in social studies texts, maps, graphs, charts, tables, diagrams, and pictures.
- _____ Demonstrate knowledge of geographic factors and their relationships to cultural, economic, social, political, and scientific progress.

- Recognize conventions associated with the writing act - writing, spelling, punctuation, capitalization.
- Demonstrate knowledge of the structure of the written word and its relation to development of words, sentences, paragraphs, etc.
- Demonstrate knowledge of resource materials helpful in the writing process - dictionary, thesaurus, style manuals, etc.
- Help students select relevant facts from a general body of knowledge.
- Guide students to organize ideas into a logical structure.
- Demonstrate knowledge of the curricular materials in mathematics for the elementary school.
- Demonstrate knowledge of methods of scientific inquiry.
- Recognize the relationship between literature and children's creative oral and written expression.
- Demonstrate knowledge of aids to selection of children's books.
- Demonstrate choral speaking activities.
- Demonstrate ability to use art media for interpretation of a literary experience.
- Demonstrate knowledge of oral reading techniques for expression and clarity.

Section 8

EVALUATION BEHAVIOR

Evaluation behavior is concerned with the process of testing, measuring, and judging pupil behavior in order to structure future learning activities. Such behavior involves the material used in school testing programs.

- Recognize characteristics of testing, measuring, and evaluating.
- Recognize characteristics of various types of classroom tests.
- Classify tests in terms of characteristics.
- Develop a criteria to evaluate tests.
- Recognize the role of the concepts validity, reliability, relevance, and validity in evaluating tests.
- Recognize the relationships among observed scores, true scores, and errors in measurement.
- Evaluate test items in terms of criteria for good item construction and use.
- Recognize general rules for making frequency distribution for a given set of scores.
- Recognize characteristics of percentiles.
- Interpret percentiles.
- Recognize characteristics of percentile ranks.
- Interpret percentile ranks.
- Find ranks for a given set of pupil scores.
- Find the mode for a set of scores.
- Recognize characteristics of central scores such as means, medians, and modes.
- Recognize characteristics of a range.
- Make appropriate suggestions for revision or reuse of a test item on the basis of item analysis data.

- Recognize characteristics of standard error of measurement.
- Recognize characteristics of various types of test norms.
- Identify corporation resources that will provide information about standardized tests.
- Differentiate validity, reliability, norm, and practicality information about standardized tests.
- Grade positively.
- Interpret IQ scores as one indicator of ability.
- Use a variety of evaluation procedures.
- Assess individual stages of development.
- Survey tests used to measure pupil attitudes.
- Demonstrate ability to use diagnostic instruments.
- Know characteristics of achievement batteries.
- Know techniques of self-appraisal.
- Know different methods of reporting pupil progress.
- Derive testable "educational hunches" from actual classroom events, problems, or issues.
- Use observational techniques for assessment of pupil behavior.
- Demonstrate knowledge of methods for appraisal of pupil affective growth.
- Develop techniques for pupil self-evaluation.
- Evaluate pupils on an individual basis.
- Describe grading and promotion practices.
- Interpret learning activity in terms of one major learning theory.
- Demonstrate techniques in observing pupil performance and assessing progress in accordance with stated objectives.
- Evaluate personal beliefs and behavior toward pupils.
- Demonstrate methods and procedures for evaluating children's written and oral language production.

Section 9

RELATIONS WITH STAFF AND PARENTS' BEHAVIOR

Behavior directed towards the development of personal relations between a teacher and other staff members or professional relations between the school staff and parents.

- Ask for specific individual help or suggestions from other staff members.
- Describe children's learning habits to parents.
- Recognize the need for home-school communication.
- Demonstrate ability to establish rapport with parents.
- Develop cooperation with other teachers.
- Use the services of speech therapists and special teachers.
- Demonstrate sensitivity to others.
- Communicate effectively with other staff members, administration, consultants, resource people, parents, and lay people.
- Use parent-teacher and parent-teacher-student conferences.
- Help conduct a parent teacher conference.
- Demonstrate ability to use planned conference techniques in parent-teacher conferences.
- Demonstrate ability to establish "open climate" during parent-teacher conference.
- Develop behavioral reports of pupil progress for parent conference.
- Plan lessons with other staff members.

Section 10

SCHOOL COMMUNITY BEHAVIOR

This is behavior directed towards community members. It is engaged in to tell the school story to parents. Very often the school story is pupil progress.

- Communicate with parents in laymen's terms.
- Recognize how home and school can pool efforts in enrichment of life and education of special children.
- Identify local factors which influence educational programs in the school classroom.
- Know community resources which apply toward the solution of education problems related to local conditions.
- Attend F.T.A. meetings.
- Participate in F.T.A. programs.
- Make home visits to all parents and report pupil growth.
- Identify community citizens as resource people for classroom learning activities.

Appendix

This section contains sample forms that have been used to record weekly performance objectives and certify proficiency levels.

The forms have been gathered from many sources and are so identified. It is interesting to notice that performance rating forms are being used by more school districts each year. Some states are now adopting uniform performance levels for teachers seeking certification.

WEEKLY BEHAVIORAL OBJECTIVE REPORT

Your Name: _____

Date _____

Cooperating Teacher: _____

Student Teacher's weekly behavioral objectives:
What teacher behaviors are you trying to show
you can perform? List the major ones you
want to reach this week.

Evaluation: How well did you perform the objectives
you were aiming for? List ways of measuring your
performance other than your own opinion. . . cooper-
ating teacher's comments, students' work, etc.