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ABSTRACT
         As background for the development of a new regulation
for certification of social studies teachers in the state of
Minnesota, a Task Force identified desired social studies outcomes in
the affective domain. These goals for student attitudinal change are
listed. The paper includes detailed suggestions for specific teacher
behaviors indicative of the desired outcomes and for representative
teacher competencies needed by teachers to be able to make progress
in achieving pupil goals. Related documents are SO 006 086-89..
(SHM)

ED 081669

BACKGROUND PAPER

SOCIAL STUDIES TEACHER COMPETENCIES: THE AFFECTIVE AREA

Introduction

This paper was developed by members of the Task Force to Study Programs Leading to Certification for Teachers in the Areas of Social Studies. It illustrates the approach taken by that Task Force as it worked to develop a new regulation for certification of social studies teachers in the State of Minnesota.

The Task Force has reversed the approach of many of those who have attempted to identify teacher competencies. Rather than beginning with teacher behaviors and knowledge needed to teach social studies, the Task Force began with the assumption that the major way of measuring a teacher's competency should be to assess the degree to which the teacher is able to help pupils make progress toward goals identified for a social studies program. In other words, the Task Force began with a competency model focused upon student outputs rather than with one based upon teacher inputs to the learning process. Such a model seems more appropriate in a day when the public is demanding greater accountability from schools.

The Task Force began its work by identifying a list of social studies outcomes on which members felt there might be considerable agreement. These outcomes in the affective domain are listed in the left-hand column of the pages in this background paper. Along with the goals from other background papers, these affective goals have been abbreviated and appear in the condensed version of the Competencies for Social Studies Teachers found in the appendix of the Position Paper. That list makes it clear that the Task Force

believes that teachers should be ab[le]
progress toward social studies goal[s]
class.

Task Force members then tried [to]
teacher behaviors in the classroom [or]
situations which would facilitate p[upil]
outcome. These behaviors are found [oppo-]
site the outcome which they should [help]

Column three shows another typ[e]
Force members have tried to identif[y]
behaviors and competencies which ma[y help]
classroom behaviors found in column [two,]
opposite each of the behaviors whic[h]

Several things should be noted [about]
found in columns two and three. Fi[rst,]
related to locating, developing or [using]
experiences, or instructional mater[ials]
specific. That is, they indicate c[ertain]
subject matter focus which might he[lp]
outcomes. Obviously, no final list [can]
include all of these subject or con[tent.]
However, it is easy to categorize t[hese]
headings, such as "Uses content app[ropriate to]
goals" or "Uses a multi-media progr[am of]
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re been abbreviated and appear in the
of the Competencies for Social Stud-
in the appendix of the Position
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believes that teachers should be able to help pupils
progress toward social studies goals identified for any
class.

Task Force members then tried to identify those
teacher behaviors in the classroom or in other teaching
situations which would facilitate pupil learning of each
outcome. These behaviors are found in column two, oppo-
site the outcome which they should help achieve.

Column three shows another type of competency. Task
Force members have tried to identify in this column those
behaviors and competencies which make possible the teacher-
classroom behaviors found in column two. They are placed
opposite each of the behaviors which they should facilitate.

Several things should be noted about the behaviors
found in columns two and three. First, many of those
related to locating, developing or using content, learning
experiences, or instructional materials are content-
specific. That is, they indicate clearly the type of
subject matter focus which might help develop specific
outcomes. Obviously, no final list of competencies can
include all of these subject or content-specific behaviors.
However, it is easy to categorize them under some general
headings, such as "Uses content appropriate to stated
goals" or "Uses a multi-media program with instructional
materials appropriate to goals."

Second, many of the competencies and behaviors are
repeated frequently within one column. This is to be
expected, since the same competency often facilitates the

learning of many different affective goals. Once the
background papers had been completed, it was possible
for Task Force members to examine the behaviors in
column two in this background paper as well as in the
paper on the cognitive domain and part one of the paper
on community and professional relations. Behaviors which
were found frequently in these papers have been grouped
under general headings to form a condensed list of
teacher classroom behaviors which facilitate the attain-
ment of goals by pupils. This condensed list forms
Part II of the longer condensed list of competencies
found in Appendix B of the Position Paper on the
regulation.

Similarly, overlap appears in column three of this
background paper as well as in the other papers. Again,
the competencies have been grouped and condensed into
three major areas of knowledge and behavior. The con-
densed list makes up Parts III, IV, and V of the longer
condensed list in Appendix B of the Position Paper.

It is from the condensed list of competencies found
in the Position Paper that the Task Force has derived
the major areas of competencies identified in the regu-
lation. These areas correspond to the major headings
in the condensed list.

A third point should also be noted about columns
two and three of this background paper. Those who
developed this paper worked on the assumptions that
there are six major ways of bringing about attitudinal
change. Each of these ways is supported by research
evidence. For purposes of clarity, they are indicated
here.
(1) Attitudinal changes can be brought about by model-
    ing of the desired attitudes by someone whom
    pupils admire.
(2) Attitudinal changes can be brought about by rein-
    forcement of desired behavior.
(3) Attitudinal changes can be brought about by using
    any one of a number of ways of creating dissonance --

of forcing pupils to recognize confl
beliefs or existing conditions which
values. Recognition of such confli
value analysis and changes in attit
(4) Attitudinal changes can sometimes be
    involvement of pupils either in dir
    activities such as activities relat
    problems or agencies, role playing
    lation games, or viewing a film or
    biography which leads the pupil to
    people.
(5) Attitudinal change can sometimes be
    introducing pupils to specific types
    content. To be effective, this use
    be part of a long-term program whic
    activities to help induce the attit
    reinforce it over time.
(6) Attitudes toward self result from s
    ing socialization within the school
    of a good self-concept requires, am
    socialization process which ensures
    acceptance of one's worth by others

Attitudinal goals are frequently m
achieve than cognitive goals. Moreover
how to facilitate attitudinal change or
specific behaviors which are indicative
Consequently, this background paper inc
specific behaviors indicative of the br
These behaviors are found in column one
detailed than those found in the backgr
cognitive area. It is hoped that this
vide help for those trying to evaluate
comes.

This background paper and the othe
Task Force were prepared primarily as a
broad areas of competencies to be inclu
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that regulation. Consequently, the pap
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ys of creating dissonance --

of forcing pupils to recognize conflicts in their
beliefs or existing conditions which fail to jibe with
values. Recognition of such conflict can lead to
value analysis and changes in attitudes.

(4) Attitudinal changes can sometimes be brought about by
involvement of pupils either in direct or vicarious
activities such as activities related to community
problems or agencies, role playing episodes or simu-
lation games, or viewing a film or reading a novel or
biography which leads the pupil to identify with other
people.

(5) Attitudinal change can sometimes be brought about by
introducing pupils to specific types of subject matter
content. To be effective, this use of content needs to
be part of a long-term program which provides for other
activities to help induce the attitudinal change and
reinforce it over time.

(6) Attitudes toward self result from socialization, includ-
ing socialization within the school. The development
of a good self-concept requires, among other things, a
socialization process which ensures success and the
acceptance of one's worth by others.

Attitudinal goals are frequently more difficult to
achieve than cognitive goals. Moreover, less is known about
how to facilitate attitudinal change or even how to identify
specific behaviors which are indicative of certain attitudes.
Consequently, this background paper includes a number of
specific behaviors indicative of the broader outcomes desired.
These behaviors are found in column one and are much more
detailed than those found in the background paper on the
cognitive area. It is hoped that this specificity will pro-
vide help for those trying to evaluate progress toward out-
comes.

This background paper and the others developed by the
Task Force were prepared primarily as a means of identifying
broad areas of competencies to be included in the new regu-
lation on certification and in the guidelines to accompany
that regulation. Consequently, the papers are not attached
to the Position Paper prepared by the Task Force. However,

much thought and effort have gone into the development
of these papers. Some colleges may wish to use a
similar model for developing their programs. If so,
they should feel free to make what use they can of this
and the other background papers. The Task Force wishes
to emphasize, however, that neither the background
papers nor the condensed list of competencies found in
Appendix B of the Position Paper constitute any required
list of competencies to be adopted by Minnesota
colleges. Indeed, no institution could hope to develop
so many competencies within four or even five years.
Nor is this list of specific teacher competencies
comprehensive, long as it is. Each institution must
develop its own set of competencies under each broad
area identified under section three of the regulation.
However, it is not required to use any of the specific
suggestions found in the condensed list or this back-
ground paper. This paper is being made available
only because some educators may find it helpful as they
seek to develop their own list of competencies and
their own program for developing and evaluating them.

AFFECTIVE AREA

MAKES PROGRESS TOWARD ACHIEVING STUDENT OUTCOMES LISTED BELOW	REPRESENTATIVE TEACHER COMPETENCIES NEEDED TO BE ABLE TO MAKE PROGRE[SS] ACHIEVING PUPIL GOALS	
	BEHAVIORS IN CLASSROOM AND OTHER TEACHING SITUATIONS	OTHER TEACHING COMPETENCIES WHICH WOULD H[ELP] CLASSROOM BEHAVIO[R]

General Goal
Has a positive self-concept, characterized by the following be-haviors:

1. Is willing to take risks in relations with others.

   a. Expresses feelings honestly.
   b. Risks disagreeing with others.
   c. Risks talking with others.
   d. Solicits perceptions of others about own behavior.

Creates a warm and open climate which facilitates student learning.

a. Encourages pupils to disagree with teacher and others and to think for themselves. Encourages diversity in ideas and in ways of approaching tasks.
b. Asks for pupils' perceptions of the teacher's actions and comments.
c. Accepts pupils' suggestions without reacting negatively or punatively. However, expresses own feelings about actions honestly.
d. Reinforces pupils' attempts to ex-press their ideas and feelings.
e. Listens to students and makes use of their comments in a discussion either in own remarks or by asking others to react to them.
f. Makes positive suggestions, not just negative criticisms. If negative remarks need to be made, makes them when others are not present. When making criticisms or positive sugges-tions, indicates that one is speaking of actions or work, not of the work of the individual.

Identifies factors whic[h] open classroom climate [and] climate which interfere[s with] expression of feelings.

Identifies ways of rein[forcing] and helping pupils feel

Analyzes video tapes or situations; identifies hamper and those which of a warm and open clas[s]

Analyzes video tapes o[f] identifies areas in whi[ch] ability to create a wa[rm] classroom.

Can explain the importa[nce of] people's remarks for a fies techniques and ty[pes] be used to help pupils other pupils' remarks.

AFFECTIVE AREA

IORS IN CLASSROOM AND OTHER TEACHING COMPETENCIES WHICH WOULD HELP REALIZE	
SITUATIONS	CLASSROOM BEHAVIORS

tes a warm and open climate which litates student learning.	Identifies factors which help create a warm and open classroom climate and those which create a climate which interferes with thinking and the expression of feelings.
ncourages pupils to disagree with eacher and others and to think for hemselves. Encourages diversity in deas and in ways of approaching tasks. sks for pupils' perceptions of the eacher's actions and comments. ccepts pupils' suggestions without eacting negatively or punatively. owever, expresses own feelings bout actions honestly. einforces pupils' attempts to ex- ress their ideas and feelings. istens to students and makes use of heir comments in a discussion ither in own remarks or by asking others to react to them. lakes positive suggestions, not just negative criticisms. If negative remarks need to be made, makes them when others are not present. When making criticisms or positive sugges- tions, indicates that one is speaking of actions or work, not of the work of the individual.	Identifies ways of reinforcing pupil behavior and helping pupils feel that they are of worth. Analyzes video tapes or transcripts of classroom situations; identifies teacher behaviors which hamper and those which facilitate the development of a warm and open classroom climate. Analyzes video tapes of own classroom situations; identifies areas in which he can improve his ability to create a warm and open climate in the classroom. Can explain the importance of sensitivity to other people's remarks for a good discussion. Identi- fies techniques and types of questions which can be used to help pupils become more sensitive to other pupils' remarks.

g. Treats each pupil with respect.
   Accepts his ideas and feelings and
   gives consideration to them. Avoids
   the use of sarcasm and of demeaning
   words and actions. Demonstrates own
   faith in student through action and
   words.
h. Uses activities to help pupils and
   teacher become better acquainted
   (i.e. to share things they like to do).

e. Risks displaying
   products of his
   work.

Uses the products of individual and
small-group work in the on-going study
of a unit, as basic materials of
instruction for the rest of the class.

Can explain the rel
to show others the
a good self-concep†

Develops lesson anc
for individual and
for some activities
gests activities wh
to be used as basic
for other members (

Schedules the use (
are needed to help
ideas, develop ski
study of the unit

Provides help as needed to ensure suc-
cess in the production of materials or
presentations; however, does not pro-
vide more help than needed. Does not
tell pupils what to do in too much
detail or do the job himself/herself.

Identifies the amo
types of help need
groups within a cl
to use in deciding
different types of
the tasks, availab
in the class.

Can explain ways o
providing too much

Reinforces pupils' efforts to develop
materials for others to use during a
unit of work.

Identifies types c
explain ways of us
induce pupils to s

reats each pupil with respect.
ccepts his ideas and feelings and
ives consideration to them. Avoids
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ords and actions. Demonstrates own
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'ords.
ises activities to help pupils and
:eacher become better acquainted
(i.e. to share things they like to do).

; the products of individual and
ll-group work in the on-going study
a unit, as basic materials of
truction for the rest of the class.

Can explain the relationship of a willingness
to show others the products of one's work to
a good self-concept.

Develops lesson and unit plans which provide
for individual and small group work as well as
for some activities to be done in common. Sug-
gests activities which can result in products
to be used as basic instructional materials
for other members of the class.

Schedules the use of pupils' products when they
are needed to help other students understand
ideas, develop skills, etc., during the on-going
study of the unit topic.

ovides help as needed to ensure suc-
ss in the production of materials or
esentations; however, does not pro-
de more help than needed. Does not
:ll pupils what to do in too much
:tail or do the job himself/herself.

Identifies the amount of help needed and the
types of help needed by different pupils and
groups within a class. Identifies criteria
to use in deciding·how much help to give on
different types of tasks, given the goals for
the tasks, available materials, and the pupils
in the class.

Can explain ways of helping pupils without
providing too much direction.

einforces pupils' efforts to develop
aterials for others to use during a
nit of work.

Identifies types of reinforcement and can
explain ways of using reinforcement to help
induce pupils to show others their products.

f. Seeks out relations with others; does not seem fearful of meeting new people or trying to do things with others.

Uses varied types of group work for different purposes, such as to explore feelings, carry out tasks, etc. Demonstrates ability to use such groups to achieve different purposes.

Identifies differe
and can explain th
the role of pupils

Analyzes video tap
identifies factors
which hamper the w
objectives for the

Structures situations to promote chances of successful work with others. Matches group tasks with the ability of the group to perform those tasks.

Identifies differe
which can be under
backgrounds, abili

Identifies criteri
selecting activiti
.with a good chance

Identifies ways of
pattern and leader
class.

If cliques develop or if some pupils seem ignored by other, uses socio-metric devices to structure groups. Provides for opportunities to work with those outside of immediate group of friends but in situations in which chances of developing successful relations with others is high.

Identifies steps t
sociometric device
explain the purpos

Uses learning experiences which provide pupils with opportunities to work with people he has not known before or to interview such people.

Identifies types (
have a change to :
or work with peop:
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structuring activ:
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varied types of group work for
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ances of developing successful
lations with others is high.

es learning experiences which provide
pils with opportunities to work with
ople he has not known before or to
terview such people.

Identifies different types of groups sessions
and can explain the role of the teacher and
the role of pupils in each.

Analyzes video tapes of group activity and
identifies factors which facilitate and those
which hamper the work of the group, given the
objectives for the group session.

Identifies different types of group tasks
which can be undertaken by pupils with different
backgrounds, abilities, and skills.

Identifies criteria which might be used in
selecting activities which can be undertaken
with a good chance of success.

Identifies ways of diagnosing interaction
pattern and leaders among students in a
class.

Identifies steps to follow and ways of handling
sociometric devices for grouping students. Can
explain the purposes of using such devices.

Identifies types of activities in which pupils
have a change to interview community members
or work with people outside of his acquaintances
in school or neighborhood. Explains ways of
structuring activities to provide increased
chances for successful work with others.

2. Indicates by remarks
   and non-verbal behav-
   ior that he/she
   thinks he/she can
   succeed at tasks and
   that he/she feels
   good about self.

   Treats each child with respect; accepts
   his ideas and feelings and gives con-
   sideration to them. Avoids the use of
   sarcasm and does not berate pupils.
   Avoids the use of demeaning actions and
   words. Demonstrates his faith in stud-
   ent through actions and words.

   Professes belief (on
   writing, or orally)
   potential value of a
   the importance of a
   individual's ~otion

   Identifies factors w
   and those which have
   person's self-concep

   Identifies actions a
   different races, eth
   economic backgrounds
   almost all people co

   a. Sets up goals and
      shows persistent
      effort to attain
      these goals.

      Plans cooperatively with pupils. Helps
      pupils set up realistic criteria for
      identifying problems to study, tasks
      to undertake, etc.

      Can explain the purp
      ning. Identifies di
      such planning and ca
      in each.

      Identifies criteria
      helping pupils estab

   b. Tries to do short-
      term educational
      tasks.

      Adjusts learning experiences and mate-
      rials of instruction to the many types
      of individu differences in a class;
      makes direct provision for meeting the
      needs of individual pupils rather than
      just lowering the level of teaching to
      meet the general ability and maturation
      level of the class. Uses experiences
      in which students can experience suc-
      cess. Provides opportunities for pupils
      to demonstrate their competencies in
      ways important to them.

      Identifies the many
      ferences which may b

      Identifies types of
      can be used to ident
      personality differer
      as interests, concer
      informal ways of asc

      Interprets results
      istration of publish
      of his own diagnost:

      Identifies other so
      pupils' backgrounds

Treats each child with respect; accepts his ideas and feelings and gives consideration to them. Avoids the use of sarcasm and does not berate pupils. Avoids the use of demeaning actions and words. Demonstrates his faith in student through actions and words.

Professes belief (on attitude scales, in writing, or orally) in the inherent and potential value of any individual. Can explain the importance of a good self-concept to an individual's emotional and intellectual growth.

Identifies factors which have a positive effect and those which have a negative effect upon a person's self-concept.

Identifies actions and words which pupils of different races, ethnic backgrounds, and socio-economic backgrounds consider demeaning or which almost all people consider demeaning.

Plans cooperatively with pupils. Helps pupils set up realistic criteria for identifying problems to study, tasks to undertake, etc.

Can explain the purposes of pupil-teacher planning. Identifies different ways of conducting such planning and can explain steps to follow in each.

Identifies criteria which might be used in helping pupils establish realistic goals.

Adjusts learning experiences and materials of instruction to the many types of individu differences in a class; makes direct provision for meeting the needs of individual pupils rather than just lowering the level of teaching to meet the general ability and maturation level of the class. Uses experiences in which students can experience success. Provides opportunities for pupils to demonstrate their competencies in ways important to them.

Identifies the many types of individual differences which may be found among pupils.

Identifies types of diagnostic devices which can be used to identify both cognitive and personality differences among pupils as well as interests, concerns, and needs. Identifies informal ways of ascertaining these differences.

Interprets results of findings from the administration of published diagnostic measures and of his own diagnostic devices.

Identifies other sources of information about pupils' backgrounds.

Identifies differences am
group of students. Can d
and interests of each pup

Can explain ways of worki
into account differences
cognitive styles, and per

Locates and develops maté
which can be used by pupi
abilities, interests, lea
personalities.

Develops unit and lesson
for classroom procedures
of handling differences
of students.

Rewards pupils for persistence in task
fulfillment and attainment of inter-
mediate goals.

Can explain the use of p
and reinforcement theory

3. Listens to and weighs
   suggestions without
   reacting defensively.

Creates a warm and open climate which
facilitates student learning.

Identifies factors which
which hinder the developm
climate in the classroom

a. Encourages pupils to disagree with
   teacher and others and to think for
   themselves.
b. Asks for pupils' perceptions of the
   teacher's actions and comments.
c. Accepts pupils' suggestions without
   reacting negatively or punatively.
d. Reinforces pupils' attempts to
   express their feelings and ideas.
e. Listens to students and makes use of
   their comments in a discussion either
   in his/her own remarks or by asking
   others to react to them.

Can explain the use of m
effect behavioral change

Can explain the use of r
effect behavioral change
reinforcing behavior.

Identifies differences among a particular
group of students. Can discuss the abilities
and interests of each pupil in the group.

Can explain ways of working with pupils to take
into account differences in abilities, interests,
cognitive styles, and personality types.

Locates and develops materials of instruction
which can be used by pupils with different
abilities, interests, learning styles, and
personalities.

Develops unit and lesson plans and general plans
for classroom procedures which provide for ways
of handling differences among a specific group
of students.

s pupils for persistence in task
lment and attainment of inter-
e goals.

Can explain the use of precision teaching and
and reinforcement theory.

s a warm and open climate which
tates student learning.

Identifies factors which help create and those
which hinder the development of a warm and open
climate in the classroom.

ourages pupils to disagree with
cher and others and to think for
mselves.

Can explain the use of modeling behavior to
effect behavioral change.

s for pupils' perceptions of the
cher's actions and comments.
epts pupils' suggestions without
cting negatively or punatively.
nforces pupils' attempts to
ress their feelings and ideas.
tens to students and makes use of
ir comments in a discussion either
his/her own remarks or by asking
ers to react to them.

Can explain the use of reinforcement to
effect behavioral change; identifies ways of
reinforcing behavior.

f. Makes positive suggestions, not just negative criticisms. If negative criticisms need to be made, makes them when others are not present. When making criticisms or positive suggestions, indicates that he/she is speaking of actions or work, not of the worth of the individual pupil.

Explains ways of icisms into posit explain probable cisms made in fr

4. Feels that he/she has some control over own life as shown by the following behaviors:

   a. Questions authority when treated unjustly by that authority.

   b. Makes judgements about participation in activities in respect to own needs, interests, and abilities.

   c. Develops patterns of self-direction.

Creates a warm and open climate which facilitates the expression of ideas.

   a. Encourage pupils to disagree with the teacher and others.
   b. Asks for pupils' perceptions of the teacher's actions and comments.
   c. Accepts pupils' suggestions without reacting negatively or punatively.

Structures many learning experiences in which pupils select, design, and carry out their own activities. Offers them some choice in all units.

Uses varied types of pupil-teacher planning suited to maturation and ability level of class. Increases amount as year progresses.

Manages a learning program in which students are working independently and in groups.

Assists pupils in carrying out their tasks without directing them.

Identifies facto which hinder the climate in the c

Develops unit an for small group ities in additio in common.

Identifies varie pupil-teacher pl

Identifies varie programs in whi independence in

Identifies prec principles to f

. Makes positive suggestions, not just
negative criticisms. If negative crit-
icisms need to be made, makes them
when others are not present. When mak-
ing criticisms or positive suggestions,
indicates that he/she is speaking of
actions or work, not of the worth of
the individual pupil.

Explains ways of turning negative crit-
icisms into positive suggestions. Can
explain probable student reaction to criti-
cisms made in front of others.

Creates a warm and open climate which
facilitates the expression of ideas.

Identifies factors which help create and those
which hinder the development of a warm and open
climate in the classroom.

1. Encourage pupils to disagree with the
teacher and others.
>. Asks for pupils' perceptions of the
teacher's actions and comments.
:. Accepts pupils' suggestions without
reacting negatively or punatively.

Structures many learning experiences in
which pupils select, design, and carry
out their own activities. Offers them
some choice in all units.

Develops unit and lesson plans which provide
for small group and individual learning activ-
ities in addition to any activities carried out
in common.

Uses varied types of pupil-teacher plan-
ning suited to maturation and ability
level of class. Increases amount as year
progresses.

Identifies varied ways of managing learning
pupil-teacher planning.

Manages a learning program in which stud-
ents are working independently and in
groups.

Identifies varied ways of managing learning
programs in which pupils are given much
independence in their work.

Assists pupils in carrying out their
tasks without directing them.

Identifies precautions to use and general
principles to follow when having pupils work

individually or in groups.
of keeping track of pupil
such work and of providing
help without directing the

Develops learning packets
which provide some guidanc
choose to work on certain
provide packets which do n
najor generalizations to b
do not provide so much hel
the opportunity to design
own activities.

5. Feels a sense of polit-
   ical and social effi-
   cacy. (Feels that he
   can influence political
   decisions and improve
   social conditions.)

Uses content and learning activities
which give pupils an opportunity to
learn the ideas and skills which will
help them affect the political and
social systems.

Can explain the relationsh
of political and social ef
and social participation.

a. Indicates his feel-
   ings of efficacy on
   an attitudes scale.

a. Focuses upon key concepts and gener-
   alizations which help pupils under-
   stand ways of affecting political
   and social decisions.

Identifies key concepts an
which help people understa
ical power and ways of aff
decisions.

Identifies key concepts an
which help people understa
affect the effectiveness c
and social movements.

b. Takes time to teach skills needed to
   affect political and social affairs.

Identifies skills needed b
to be successful in affect
political and social areas

c. Uses content and learning activities
   which focus upon ways of affecting
   decisions rather than upon just a
   structural analysis of our political
   system or recall of information
   about social institutions.

Locates and develops learn
instructional materials wh
help pupils develop the id
to affect the political sy
tutions and problems in th

individually or in groups. Can explain ways
of keeping track of pupil progress during
such work and of providing pupils with needed
help without directing their work.

Develops learning packets or other material
which provide some guidance to pupils who
choose to work on certain types of activities;
provide packets which do not tell pupils the
major generalizations to be developed and which
do not provide so much help that pupils lose
the opportunity to design and carry out their
own activities.

content and learning activities
give pupils an opportunity to
the ideas and skills which will
them affect the political and
il systems.

Can explain the relationship between a sense
of political and social efficacy and political
and social participation.

cuses upon key concepts and gener-
lizations which help pupils under-
tand ways of affecting political
id social decisions.

Identifies key concepts and generalizations
which help people understand the use of polit-
ical power and ways of affecting political
decisions.

Identifies key concepts and generalizations
which help people understand factors which
affect the effectiveness of social organizations
and social movements.

akes time to teach skills needed to
ffect political and social affairs.

Identifies skills needed by pupils if they are
to be successful in affecting actions in the
political and social areas.

ses content and learning activities
hich focus upon ways of affecting
ecisions rather than upon just a
tructural analysis of our political
ystem or recall of information
bout social institutions.

Locates and develops learning experiences and
instructional materials which can be used to
help pupils develop the ideas and skills needed
to affect the political system or social insti-
tutions and problems in the community.

b. Engages in work with
   community agencies.
c. Participates in
   extra-curricular
   school activities.

d. Gives pupils opportunities to engage
   in activities within the school and
   in the community which have some
   effect upon political and social deci-
   sions or institutions and problems.

Identifies types of a
pupils might undertak
community which would
success in affecting
ical or social situat

e. Helps pupils analyze their experiences
   in working with political and social
   agencies in the community.

Can explain the impor
experiences to help p
feelings.

f. Provides feedback to pupils about their
   skills in affecting action and in com-
   munication. Provides them with oppor-
   tunities to evaluate their own skills
   by observing video tapes, the results
   of their actions, etc.

Can explain the impor
evaluation in the tea

6. Accepts responsibility
   for own actions; does
   not try to blame others.

Models desired behavior by accepting
responsibility for problems arising
because he/she failed to do something which
a teacher might have done.

Explains the use of m
behavioral change.

Creates a warm and open classroom climate.

Identifies factors wh
which hamper the deve

a. Makes positive suggestions rather than
   negative criticisms. Criticizes
   actions, not the pupil as a person.

classroom climate. C
effects of positive a

b. Provides reinformcement for pupils when
   they accept responsibility for the con-
   sequences of their actions.

Can explain the use o
ing behavioral change
reinforcing behavior.

Uses fiction, non-fiction, short case stud-
ies, or films to provoke a discussion of
the effects on a person and on others if
he/she refuses to accept responsibility
for own actions.

Locates or develops m
which can be used to
the consequences of r
for actions.

:s pupils opportunities to engage
.ctivities within the school and
:he community which have some
:ct upon political and social deci-
.s or institutions and problems.

>s pupils analyze their experiences
vorking with political and social
.cies in the community.

vides feedback to pupils about their
lls in affecting action and in com-
ication. Provides them with oppor-
ities to evaluate their own skills
observing video tapes, the results
their actions, etc.

 desired behavior by accepting
.sibility for problems arising
e he/she failed to do something which
:her might have done.

:s a warm and open classroom climate.

:es positive suggestions rather than
;ative criticisms. Criticizes
:ions, not the pupil as a person.

>vides reinformcement for pupils when
ey accept responsibility for the con-
quences of their actions.

fiction, non-fiction, short case stud-
or films to provoke a discussion of
ffects on a person and on others if
e refuses to accept responsibility
vn actions.

Identifies types of action activities which
pupils might undertake in the school or
community which would provide them with
success in affecting to some degree the polit-
ical or social situation.

Can explain the importance of an analysis of
experiences to help pupils clarify their
feelings.

Can explain the importance of feedback or
evaluation in the teaching-learning process.

Explains the use of modeling behavior to effect
behavioral change.

Identifies factors which help create and those
which hamper the development of a warm and open
classroom climate. Can explain the varying
effects of positive and negative criticisms.

Can explain the use of reinforcement in effect-
ing behavioral change; identifies ways of
reinforcing behavior.

Locates or develops materials of instruction
which can be used to provoke thought about
the consequences of not accepting responsibility
for actions.

General Goal
Values human dignity
as indicated by the
following behaviors:

1. Indicates by verbal
and non-verbal behav-
ior that he/she cares
for people more than
things.

Demonstrates that he/she values human
dignity by the way in which he/she
treats individuals, in behavior out-
side of the classroom and in the com-
munity, and in any statements made
about own feelings or values as pupils
discuss value positions and people's
feelings.

Uses teaching strategies designed to
induce attitudinal change by creating
dissonance.

Takes part of instructional time to
focus upon content, activities, and
materials which are designed to affect
attitudes toward human beings.

a. Uses types of reading materials
such as novels, biographies, or
films which emphasize human feelings
and experiences. Asks pupils to
express their feelings about these
situations and the people involved
and to try to identify how the
people involved felt.

b. Uses learning experiences which
help demonstrate to pupils their
own prejudices and which help them
examine their own feelings, inconsis-
tencies in their values, and the
possible consequences of their act-
ions upon other people.

Analyzes own behavio
own prejudices and a
his/her ability to r
backgrounds.

Demonstrates in smal
ability to listen se
people of diverse ba

Can explain the use
effect attitudinal c

Can explain the use
attitudes. Identifi
dissonance.

Locates or develops
learning experiences
pupils identify thei
flicts in their beli
equality for themsel

Locates and develops
which emphasizes hur

Plans lessons and u
materials and which

Plans courses to pr
of experiences to h
human dignity. Wor
developing such a c

;trates that he/she values human
:y by the way in which he/she
; individuals, in behavior out-
>f the classroom and in the com-
y, and in any statements made
own feelings or values as pupils
ss value positions and people's
ngs.

Analyzes own behavior and actions to identify
own prejudices and actions which may affect
his/her ability to relate to people of diverse
backgrounds.

Demonstrates in small group situations his/her
ability to listen sensitively and to relate to
people of diverse backgrounds.

Can explain the use of modeling behavior to
effect attitudinal change.

teaching strategies designed to
:e attitudinal change by creating
>nance.

Can explain the use of dissonance to modify
attitudes. Identifies several ways of creating
dissonance.

$ part of instructional time to
$ upon content, activities, and
rials which are designed to affect
tudes toward human beings.

Locates or develops attitude scales and
learning experiences which can be used to help
pupils identify their own prejudices or con-
flicts in their beliefs about freedom and
equality for themselves and others.

ses types of reading materials
uch as novels, biographies, or
'ilms which emphasize human feelings
nd experiences. Asks pupils to
xpress their feelings about these
situations and the people involved
ind to try to identify how the
people involved felt.

Locates and develops instructional materials
which emphasizes human feelings and experiences.

Uses learning experiences which
help demonstrate to pupils their
own prejudices and which help them
examine their own feelings, inconsis-
tencies in their values, and the
possible consequences of their act-
ions upon other people.

Plans lessons and units which make use of such
materials and which focus upon affective learning.

Plans courses to provide for cumulative programs
of experiences to help pupils learn to value
human dignity. Works with other teachers on
developing such a cumulative program.

c. Asks pupils to analyze their own
   value conflicts. Uses some model
   of value analysis in classroom.
   Demonstrates that he/she can follow
   the steps in the strategy related to
   the model.

Can explain several model
and can identify the step
model.

2. Identifies own per-
   sonal motives, preju-
   dices, and beliefs;
   modifies those which
   tend to affect others
   adversely.

Provides learning experiences in which
pupils analyze their own behavior,
motives, feelings, and prejudices. Uses
a teaching strategy which helps them to
do so and to consider alternative behav-
iors and their effects. (e.g. a teaching
strategy designed to explore feelings).

Identifies and can explai
might be followed in a te
designed to help pupils a
others, their own feeling
which might have provided
satisfaction.

Locates and develops inst
and learning experiences
case studies, etc.) which
for pupils to analyze the
feelings.

Uses sound or video tapes of discus-
sions to help pupils identify prejudices
of which they were unaware or to focus
upon behavior and possible causes of it.

Can identify indications
and assumptions in a vide
or transcript of a discus

Models the behavior desired of students.
Indicates that he/she has prejudices
which he/she is trying to overcome.

Can explain the use of mo
effect changes in behavio

Reinforces pupils who are willing to
admit their prejudices and motives and
who take some action to overcome them.

Can explain the use of re
behavioral change and can
ways of reinforcing behav

At times uses content, materials, and
learning experiences which help pupils
understand individual psychology and
human motives. Asks pupils to apply
this learning to themselves after hav-
ing them apply it to case studies or
other types of learning materials.

Locates and develops lear
experiences which help pu
motives and individual ps
of discrimination and pre
and the causes of prejudi

ɔ.

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ks pupils to analyze their own
lue conflicts. Uses some model
 value analysis in classroom.
monstrates that he/she can follow
e steps in the strategy related to
e model.

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<td>

Can explain several models of value analysis
and can identify the steps to follow in each
model.

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des learning experiences in which
s analyze their own behavior,
es, feelings, and prejudices. Uses
ching strategy which helps them to
) and to consider alternative behav-
and their effects. (e.g. a teaching
egy designed to explore feelings).

</td>
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Identifies and can explain the steps which
might be followed in a teaching strategy
designed to help pupils analyze feelings of
others, their own feelings, and behaviors
which might have provided them with greater
satisfaction.

Locates and develops instructional materials
and learning experiences (role playing episodes,
case studies, etc.) which provide opportunities
for pupils to analyze their own and others'
feelings.

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 sound or video tapes of discus-
s to help pupils identify prejudices
hich they were unaware or to focus
 behavior and possible causes of it.

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Can identify indications of prejudice, bias,
and assumptions in a video tape, sound tape,
or transcript of a discussion.

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ls the behavior desired of students.
cates that he/she has prejudices
h he/she is trying to overcome.

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Can explain the use of modeling behavior to
effect changes in behavior.

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forces pupils who are willing to
it their prejudices and motives and
 take some action to overcome them.

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Can explain the use of reinforcement to effect
behavioral change and can identify and explain
ways of reinforcing behavior.

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times uses content, materials, and
rning experiences which help pupils
erstand individual psychology and
an motives. Asks pupils to apply
s learning to themselves after hav-
 them apply it to case studies or
er types of learning materials.

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Locates and develops learning materials and
experiences which help pupils understand human
motives and individual psychology, the effects
of discrimination and prejudice upon others,
and the causes of prejudice.

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3. Has empathy for others; tries to understand their viewpoints and feelings; is sympathetic toward them.

   a. Perceives a wide range of interpersonal cues.

Models desired student behavior, in part by creating a warm and open climate in the classroom.

a. Listens to students and makes use of their comments in a discussion.
b. Accepts pupils' suggestions without reacting negatively or punatively.
c. Uses activities to help pupils and teacher become better acquainted with each other.
d. Asks for pupils' perceptions of the teacher's actions and comments.

Adjusts learning experiences to take into account the "culture" of a class and the existing interaction patterns among pupils.

Uses learning experiences to help pupils identify interpersonal cues, both verbal and non-verbal.

Can explain the use of behavioral change.

Identifies factors whi open classroom climate climate which makes pu their thoughts and fee

Demonstrates in small can perceive a wide ra Also identifies such c discussions.

Can explain ways of id of a class and the int students.

Locates or develops le can be used to help te interpersonal cues.

   b. Is aware of the impression that he/she makes upon others.

Models the desired behavior of asking for other people's perceptions of his/her own behavior.

Uses various activities to help pupils gain confidence in asking for other people's perceptions of him/her. At times uses sociometric or other written devices to ascertain impressions pupils have of each other.

Can explain the use of effect behavioral chan

Can explain the use of written devices to obt pupils' perceptions of

   c. Asks others to state their feelings; accepts them without censure.

Models the desired behavior by asking for pupils' perceptions of the teacher's actions and comments.

Creates a warm and open climate in the classroom.

Can explain the use of behavioral changes.

Identifies factors wh open classroom climat climate which makes p their thoughts and fe

Models desired student behavior, in part by creating a warm and open climate in the classroom.

a. Listens to students and makes use of their comments in a discussion.
b. Accepts pupils' suggestions without reacting negatively or punatively.
c. Uses activities to help pupils and teacher become better acquainted with each other.
d. Asks for pupils' perceptions of the teacher's actions and comments.

Adjusts learning experiences to take into account the "culture" of a class and the existing interaction patterns among pupils.

Uses learning experiences to help pupils identify interpersonal cues, both verbal and non-verbal.

Models the desired behavior of asking for other people's perceptions of his/ her own behavior.

Uses various activities to help pupils gain confidence in asking for other people's perceptions of him/her. At· times uses sociometric or other written devices to ascertain impressions pupils have of each other.

Models the desired behavior by asking for pupils' perceptions of the teacher's actions and comments.

Creates a warm and open climate in the classroom.

Can explain the use of modeling to effect behavioral change.

Identifies factors which help create a warm and open classroom climate and those which create a climate which makes pupils hesitate to express their thoughts and feelings.

Demonstrates in small group sessions that he/she can perceive a wide range of interpersonal cues. Also identifies such clues in video tapes of discussions.

Can explain ways of identifying the "culture" of a class and the interaction patterns among students.

Locates or develops learning experiences which can be used to help teach pupils to identify interpersonal cues.

Can explain the use of modeling behavior to effect behavioral changes.

Can explain the use of sociometric and other written devices to obtain information about pupils' perceptions of each other.

Can explain the use of modeling to effect behavioral changes.

Identifies factors which help create a warm and open classroom climate and those which create a climate which makes pupils hesitate to express their thoughts and feelings.

Gives pupils a list of questions which
they might ask about another person's
feelings in order to help him analyze
his feelings and other people's per-
ceptions of him without having him
feel that others are criticizing him.

Identifies types of ques
ask each other in a non-
threatening way to help
their own feelings and f
other people's perceptio

d. Listens carefully to
others; is able to
forget himself and
his own ideas as he
tries to understand
what the other per-
son is saying, think-
ing, and feeling.

Models the desired behaviors by listen-
ing to students carefully; at times
indicates such listening by summarizing
or building upon what a pupil has said.
or asking if he/she has understood
correctly that the student means (par-
aphrases ideas expressed).

Can explain the use of n
effect behavioral change

Conducts listening exercises; provides
learning experiences which help pupils
learn to identify verbal and non-verbal
interpersonal cues.

Locates or develops list
pupils learn to identif

Provides feedback to pupils about how
well they are listening and interpreting
other pupils' ideas and feelings. Helps
them identify factors which have inter-
fered with this goal or which have
facilitated achievement of it.

Presented with a video
each other, can identif
the pupils are not noti
cative either of carefu
listen carefully. Can
have interfered with li

Reinforces pupils who exhibit the desired
behavior.

Can explain the use of
of effecting behavioral
of reinforcing behavior

e. Remembers what
others say and per-
ceptions of how
they feel and think.

At times asks if he is correct in
assuming that a pupil feels a certain
way about what has gone on or is going
on in the class; models desired behavior.

Can explain the use of
effect behavioral chang

Gives pupils a list of questions which they might ask about another person's feelings in order to help him analyze his feelings and other people's perceptions of him without having him feel that others are criticizing him.

Identifies types of questions which people can ask each other in a non-critical and non-threatening way to help each other identify their own feelings and feel freer to ask for other people's perceptions of him/herself.

Models the desired behaviors by listening to students carefully; at times indicates such listening by summarizing or building upon what a pupil has said or asking if he/she has understood correctly that the student means (paraphrases ideas expressed).

· Can explain the use of modeling behavior to effect behavioral changes.

Conducts listening exercises; provides learning experiences which help pupils learn to identify verbal and non-verbal interpersonal cues.

Locates or develops listening exercises to help pupils learn to identify interpersonal cues.

Provides feedback to pupils about how well they are listening and interpreting other pupils' ideas and feelings. Helps them identify factors which have interfered with this goal or which have facilitated achievement of it.

Presented with a video tape of pupils talking to each other, can identify interpersonal cues which the pupils are not noticing and behavior indicative either of careful listening or failure to listen carefully. Can identify factors which have interfered with listening.

Reinforces pupils who exhibit the desired behavior.

Can explain the use of reinforcement as a means of effecting behavioral change; identifies ways of reinforcing behavior.

At times asks if he is correct in assuming that a pupil feels a certain way about what has gone on or is going on in the class; models desired behavior.

Can explain the use of modeling behavior to effect behavioral changes.

	Provides opportunities for pupils to paraphrase what has been said by another and to indicate how he thinks others are feeling about certain things. Asks students to indicate how well the others have summarized what they have said or how well they have identified their feelings.	Can explain the importa about how others interp In small group work, de paraphrase ideas of oth he can identify feeling is happening.
	Reinforces the desired behavior.	Can explain the use of behavioral changes and reinforcing behavior.
f. Identifies with others; feels some of the same emotions that they do as he/she puts self in the other person's place. This attitude may be indicated by behaviors such as the following:	Uses role playing episodes to help pupils identify with others. Uses a debriefing session to help pupils identify their feelings, what they have learned from the role playing, and what has been happening if they have stereotyped the behavior and feelings of others.	Can explain the use of understand other points the possible danger of playing episode and can stereotyping in role pl Locates or develops rol can be used to help pup Develops careful plans debriefing session afte
1) Makes comments to indicate his/her personal involvement and his understanding of other people's feelings when he has engaged in discussions or role-playing episodes.		
2) Makes comments about how he felt as he read a book, watched a film, worked with someone, etc.	Uses instructional materials such as novels, short stories, autobiographies, and films which are likely to lead pupils to identify with the main characters.	Can explain the use of tional materials as a m to identify with others Locates useful material selects materials appro the class.

:s opportunities for pupils to
:ase what has been said by another
indicate how he thinks others are
t about certain things. Asks
:s to indicate how well the others
immarized what they have said or
ll they have identified their
;s.

rces the desired behavior.

ole playing episodes to help
identify with others. Uses a
fing session to help pupils
fy their feelings, what they
earned from the role playing,
at has been happening if they
tereotyped the behavior and
gs of others.

Can explain the importance of feedback to pupils
about how others interpret their behavior.

In small group work, demonstrates that he can
paraphrase ideas of others accurately and that
he can identify feelings of others about what
is happening.

Can explain the use of reinforcement to effect
behavioral changes and can identify ways of
reinforcing behavior.

Can explain the use of role playing to help people
understand other points of view. Can also explain
the possible danger of stereotyping in a role
playing episode and can identify examples of such
stereotyping in role playing situations.

Locates or develops role playing episodes which
can be used to help pupils identify with others.
Develops careful plans for their use and for a
debriefing session afterwards.

instructional materials such as
s, short stories, autobiographies,
ilms which are likely to lead pupils
entify with the main characters.

Can explain the use of certain kinds of instruc-
tional materials as a means of inducing pupils
to identify with others.

Locates useful materials for this purpose;
selects materials appropriate to pupils within
the class.

3) Makes comments about how he/she would have felt in similar circumstances.
4) Makes comments to indicate his/her degree of involvement as he read a book, watched an event, etc.

Uses some discussion strategy designed to help pupils identify the feelings of others and how students would have felt in the situation as well as how pupils felt as they read about, viewed, or watched situations involving other people.

Identifies and explains th[e] some discussion strategy d[e] identify other people's fee[lings] and to consider how they w[ould] similar situation or how t[he] identified with someone.

g. Broadens his empathy, social sensitivity, and responses to those outside of his immediate family, friends, and acquaintances.

Uses simulations and/or role playing episodes to help pupils understand how people outside of his/her own immediate groups feel about certain situations. Uses a defriefing session following such an experience.

Locates or develops simula[t] episodes to help pupils u[n] outside of own immediate g[roups] certain situations. Can e[xplain] of debriefing after such a

Can explain possible advan[tages] tages of using simulation specific games of differin[g]

Can explain the theory beh[ind] simulation game.

Uses a discussion strategy designed to help pupils identify the feelings of others.

Identifies and explains th[e] some discussion strategy d[e] identify feelings.

Uses other types of instructional materials, such as novels, biographies, autobiographies, short stories and films which are likely to lead pupils to identify with people of other cultural and socio-economic groups.

Locates materials of instr[uction] biographies, short stories to lead readers or viewers characters. Locates mater[ials] pupils in class, given the and abilities.

Uses resource people from the community to help pupils view certain problems and situations through their eyes.

Identifies resource people might present very differe[nt] some problem or situation held by class members.

some discussion strategy designed
:lp pupils identify the feelings
:hers and how students would have
:in the situation as well as how
ls felt as they read about, viewed,
itched situations involving other
le.

Identifies and explains the steps to follow in
some discussion strategy designed to help pupils
identify other people's feelings in a situation
and to consider how they would have felt in a
similar situation or how they felt as they
identified with someone.

simulations and/or role playing
ɔdes to help pupils understand how
le outside of his/her own immedi-
groups feel about certain situa-
5. Uses a defriefing session fol-
ng such an experience.

Locates or develops simulations and role playing
episodes to help pupils understand how people
outside of own immediate groups feel about
certain situations. Can explain the importance
of debriefing after such a learning experience.

Can explain possible advantages and disadvan-
tages of using simulation games in general and
specific games of differing levels of difficulty.

Can explain the theory behind developing a
simulation game.

a discussion strategy designed
elp pupils identify the feelings
thers.

Identifies and explains the steps to follow in
some discussion strategy designed to help pupils
identify feelings.

other types of instructional
rials, such as novels, biograph-
autobiographies, short stories
films which are likely to lead
ls to identify with people of
r cultural and socio-economic
ps.

Locates materials of instruction such as novels,
biographies, short stories, and films which tend
to lead readers or viewers to identify with
characters. Locates materials appropriate for
pupils in class, given their range of interests
and abilities.

resource people from the commu-
to help pupils view certain
lems and situations through their
.

Identifies resource people in the community who
might present very different points of view on
some problem or situation than those viewpoints
held by class members.

h. Senses interpersonal
   conflict and attempts
   to resolve it, as
   indicated by the
   following behaviors:

Models the desired behavior. Senses
interpersonal conflict among students
and between himself/herself and stu-
dents. Uses it as an opportunity to
learn problem-solving techniques for
resolving conflict.

Can explain the impor
to effect behavioral

In small group situat
conflicts and to demo
means of resolving th

Identifies the steps
model for resolving i

Uses learning experiences which take
into account the "culture" of the
class, the interaction patterns among
students, and the general socio-economic
and ethnic groupings within the class.

Explains ways of iden
class (that is the no
behaving among class

Explains ways of iden
and cliques among cla

Explains ways of usin
general groupings fro
and ethnic background

1) Verbally identifies
   type and cause of
   conflict in class
   and school situa-
   tions.
2) Verbally identifies
   type and cause of
   conflict in situa-
   tions which he
   views or finds in
   readings.

Uses learning experiences to help pupils
identify different types of conflict
which arise among people. Uses experi-
ences which help them learn that differ-
ences arise at times from a differing
ordering of values, not because people
do not accept the same goals or that
differences occur because of differences
over factual questions about ways of
achieving similar goals or that differ-
ences arise because of misunderstandings,
etc.
a. Uses class and school situations to
   help pupils analyze types of inter-
   personal conflict and reasons for them.
b. Uses simulation and role-playing
   episodes to help pupils identify
   different types of interpersonal
   conflicts and possible reasons for them.

Identifies different
conflict situation ar
different types of co
people.

Locates and develops
learning experiences
different types of in
the effects of such c
upon individuals. (I
games, role-playing e
materials which might

odels the desired behavior. Senses
nterpersonal conflict among students
nd between himself/herself and stu-
ents. Uses it as an opportunity to
earn problem-solving techniques for
esolving conflict.

Can explain the importance of modeling behavior
to effect behavioral change.

In small group situations, is able to identify
conflicts and to demonstrate the ability to use
means of resolving them.

Identifies the steps in some problem-solving
model for resolving interpersonal conflict.

Uses learning experiences which take
into account the "culture" of the
class, the interaction patterns among
students, and the general socio-economic
and ethnic groupings within the class.

Explains ways of identifying the "culture" of a
class (that is the norms and values and ways of
behaving among class members).

Explains ways of identifying interaction patterns
and cliques among class members.

Explains ways of using pupil's files to identify
general groupings from different socio-economic
and ethnic backgrounds.

Uses learning experiences to help pupils
identify different types of conflict
which arise among people. Uses experi-
ences which help them learn that differ-
ences arise at times from a differing
ordering of values, not because people
do not accept the same goals or that
differences occur because of differences
over factual questions about ways of
achieving similar goals or that differ-
ences arise because of misunderstandings,
etc.
a. Uses class and school situations to
   help pupils analyze types of inter-
   personal conflict and reasons for them.
b. Uses simulation and role-playing
   episodes to help pupils identify
   different types of interpersonal
   conflicts and possible reasons for them.

Identifies different levels of conflict when a
conflict situation arises; can explain the
different types of conflict which arise among
people.

Locates and develops instructional materials and
learning experiences which help pupils identify
different types of interpersonal conflict and
the effects of such conflict upon society and
upon individuals. (Locates or develops simulation
games, role-playing episodes, films, and reading
materials which might be used for such purposes.)

c. Uses novels, plays, short stories, and films to help pupils identify different types of interpersonal conflicts and possible reasons for them.

d. Uses a discussion strategy designed to help pupils identify feelings.

Identifies and explain some discussion strate identify feelings.

3) Suggests construc- tive ways examining and resolving interpersonal con- flict. Avoids using destructive ways of handling conflict and thus aggravating it.

Uses simulation games, role playing episodes, and other types of instructional materials to help pupils identify destruc- tive and constructive ways of handling conflict situations.

Locates and develops i which can be used to h ent ways of handling c

Provides opportunities for pupils to discuss ways of handling interpersonal conflict in class and school situations. Helps them carry out decisions for resolving such conflicts.

Can explain ways in wh in improved relations explain the disadvanta conflicts or of handli

4. Treats others in a human fashion; does not downgrade them or do things to hurt them.

Models the desired behavior in the classroom, in other school situations, and in the community.

Can explain the use of behavioral changes.

a. Avoids the use of demeaning words or actions.

At times tapes a classroom discussion and asks pupils to identify comments or words which might make others feel badly.

Can identify actions taped, or written tra in other written acco certain people feel b

Plans lessons using a which is designed to feelings. Identifies a strategy.

Uses instructional materials and a discussion strategy designed to help pupils identify the feelings of others and how they would feel under similar circumstances.

Locates or develops m as certain types of r simulation games, or can be used to help p of certain actions an feelings. Identifies

of the specific stud

c. Uses novels, plays, short stories, and films to help pupils identify different types of interpersonal conflicts and possible reasons for them.

d. Uses a discussion strategy designed to help pupils identify feelings.

Identifies and explains the steps to follow in some discussion strategy designed to help pupils identify feelings.

Uses simulation games, role playing episodes, and other types of instructional materials to help pupils identify destructive and constructive ways of handling conflict situations.

Locates and develops instructional materials which can be used to help pupils identify different ways of handling conflict.

Provides opportunities for pupils to discuss ways of handling interpersonal conflict in class and school situations. Helps them carry out decisions for resolving such conflicts.

Can explain ways in which conflict can result in improved relations among people but can also explain the disadvantages of not resolving conflicts or of handling them in destructive ways.

Models the desired behavior in the classroom, in other school situations, and in the community.

Can explain the use of modeling behavior to effect behavioral changes.

At times tapes a classroom discussion and asks pupils to identify comments or words which might make others feel badly.

Can identify actions and words (in a filmed, taped, or written transcript of a discussion or in other written accounts) which would make certain people feel badly.

Plans lessons using a discussion strategy which is designed to help pupils identify feelings. Identifies steps to follow in such a strategy.

Uses instructional materials and a discussion strategy designed to help pupils identify the feelings of others and how they would feel under similar circumstances.

Locates or develops materials of instruction such as certain types of reading materials, films, simulation games, or role playing episodes which can be used to help pupils identify the effects of certain actions and words upon other people's feelings. Identifies materials to use in terms of the specific students in class.

b. Provides emotional and intellectual support for others.	Models this behavior in the classroom while working with pupils. Reinforce this behavior when exhibited by pupils.	Can explain the use o effect behavioral cha Can explain the use o affecting behavior; i forcing pupil behavio
c. Helps others achieve success.	Uses many activities which require cooperation among pupils rather than competition among them. Uses evaluation devices to help pupils learn. Provides them with opportunities to retake tests (or other forms of them) or other activities used in evaluation so that they can all succeed. Does not base evaluation upon a curve.	Identifies types of a cooperative effort f Can explain ways of help pupils learn. Differentiates betwee on a competitive curv evaluation as a devic for mastery."
5. Accepts and values cultural diversity as natural and enriching-- as a means of providing many avenues to human happiness for people, all of whom are unique.	Creates a warm and open climate in the classroom. a. Accepts the students' value positions without reacting negatively or punatively. b. Encourages diversity in ideas and in ways of approaching tasks.	Identifies factors wh open classroom climat with such a climate.
a. Demonstrates a willingness to become more informed about other cultures through indirect and direct experience.	Uses interesting content, instructional materials, and learning experiences about other cultures; provides materials to meet individual needs of p ls in class. Uses resource people in community to help pupils learn about other cultures.	Locates or develops and learning experie in class and suited Identifies resource tell pupils about ot interesting speakers organizations of dif them to locate resou

els this behavior in the classroom
le working with pupils.

Can explain the use of modeling behavior to
effect behavioral changes.

nforce this behavior when exhibited
pupils.

Can explain the use of reinforcement in
affecting behavior; identifies ways of rein-
forcing pupil behavior.

es many activities which require
pperation among pupils rather than
mpetition among them.

Identifies t es of activities which call for
cooperative ffort for success.

es evaluation devices to help pupils
arn. Provides them with opportunities
 retake tests (or other forms of
em) or other activities used in eval-
tion so that they can all succeed.
es not base evaluation upon a curve.

Can explain ways of using evaluation devices to
help pupils learn.

Differentiates between the effects of grading
on a competitive curve and the effects of using
evaluation as a device to help all pupils "learn
for mastery."

eates a warm and open climate in the
assroom.

l'entifies factors which help create a warm and
open classroom climate and those which interfere
with such a climate.

 Accepts the students' value positions
 without reacting negatively or
 punatively.
. Encourages diversity in ideas and in
 ways of approaching tasks.

ses interesting content, instructional
aterials, and learning experiences
bout other cultures; provides materials
o meet individual needs of pupils in
lass.

Locates or develops instructional materials and
and learning experiences of interest to pupils
in class and suited to their abilities.

ses resource people in community to
help pupils learn about other cultures.

Identifies resource people in community who can
tell pupils about other cultures and who are
interesting speakers. Identifies some of major
organizations of different cultural groups; uses
them to locate resource people and materials.

At times focuses discussion on ways in
which other cultures and sub-cultures
affect pupils' lives.

Can identify and explai
trate the interdependen
cultures.

Provides opportunities for pupils to
become acquainted with people of other
cultures in community and school projects.

Identifies school and c
might provide for conta
and sub-cultures -- con
will be working or doin
mutual benefit for all.

b. Demonstrates a
willingness to
talk and work with
people consider-
ably different
from oneself.

Provides opportunities for group work
in which pupils are not always working
with friends. Uses sociometric devices
for setting up groups at times.

Can explain the purpose
can analyze the results
up groups which will he
others and which will h
with others.

Identifies and explains
pupils so that they wil
special friends.

Uses learning experiences which provide
pupils with opportunities to meet and
work with peoples of other cultures.

Can explain research fi
tural contact under dif
Plans for activities wh
which seem to promote i
other cultures as a res

a. Provides activities for cooperative
projects with pupils of other cul-
tures from same school or from other
schools.
b. Uses people from other cultures as
resource people; does so when studying
many topics, not just minority groups.

Identifies possible pec
might serve as resource
to be interviewed by or
capacity.

c. Respects diversity
of opinions, atti-
tudes, appearances,
and life styles, as
indicated by the
following behavior.

Models the desired behavior in the class-
room, in other school situations, and in
the community.

Can explain the use of
means of effecting beha

Reinforces student acceptance of diver-
sity and of the "different" child.

Can explain the use of
of changing behavior;
forcing behavior.

t times focuses discussion on ways in hich other cultures and sub-cultures ffect pupils' lives.

Can identify and explain examples which illustrate the interdependence of cultures and sub-cultures.

rovides opportunities for pupils to ecome acquainted with people of other ultures in community and school projects.

Identifies school and community projects which might provide for contact with other cultures and sub-cultures -- contacts in which students will be working or doing things with them of mutual benefit for all.

rovides opportunities for group work in which pupils are not always working with friends. Uses sociometric devices for setting up groups at times.

Can explain the purposes of sociometric devices, can analyze the results of their use, and can set up groups which will help pupils work well with others and which will help them feel comfortable with others.

Identifies and explains other ways of grouping pupils so that they will not be working with special friends.

Uses learning experiences which provide pupils with opportunities to meet and work with peoples of other cultures.

a. Provides activities for cooperative projects with pupils of other cultures from same school or from other schools.

Can explain research findings on effects of cultural contact under different circumstances. 'lans for activities which will include elements which seem to promote improved attitudes toward other cultures as a result of contact.

b. Uses people from other cultures as resource people; does so when studying many topics, not just minority groups.

Identifies possible people of other cultures who might serve as resource speakers or be willing to be interviewed by or work with pupils in some capacity.

Models the desired behavior in the classroom, in other school situations, and in the community.

Can explain the use of modeling behavior as a means of effecting behavioral change.

Reinforces student acceptance of diversity and of the "different" child.

Can explain the use of reinforcement as a means of changing behavior; identifies ways of reinforcing behavior.

Uses sociometric devices to identify
interaction patterns, leaders, and
pupils who are not well accepted by
other students. Groups students for
committee or other group work in a
way which gives the unaccepted pupil
a good chance for success. Places
him in a group in which there are no
pupils who actively reject him and in
which there are pupils who he likes.

Can explain ways of us
to diagnose interactio
leaders and pupils who
other students. Also
can be used to group s
give the unaccepted pu
ties for gaining succe
other group members.

1) Does not speak dis-
   paragingly about
   pupils or people
   who hold diverse
   opinions and atti-
   tudes or who appear
   different or who
   have different
   life style.

Provides opportunities for pupils of
different opinions, attitudes, appear-
ance and life style to make positive
contributions to class activities.

Locates and prepares l
experiences suitable t
class.

Plans lessons and unit
of pupils who have use
well as to incorporate
ferent pupils in ways
gation of a unit topic
problem facing pupils.

2) Cooperates in class
   with pupils repre-
   senting diversity.
3) Orally or in writ-
   ing, expresses
   idea that there
   are values to be
   derived from
   diversity.

Uses resource people from the community
who illustrate diversity of viewpoints,
attitudes, appearance, and life styles,
as pupils investigate topics in which
they are interested.

Identifies resource pe
diversity and who can
understanding of a uni
views about this topic

Provides learning experiences which help
pupils identify with peoples of other
cultures or living styles and to find
out how such ways help make these people
happy. Uses instructional materials which
tend to lead people to identify with others.

Locates learning mater
stories, biographies,
pupils identify with p
living styles and whic
such people felt about

es sociometric devices to identify
teraction patterns, leaders, and
pils who are not well accepted by
her students. Groups students for
mmittee or other group work in a
y which gives the unaccepted pupil
good chance for success. Places
m in a group in which there are no
pils who actively reject him and in
ich there are pupils who he likes.

Can explain ways of using sociometric devices
to diagnose interaction patterns, and to identify
leaders and pupils who are not well accepted by
other students. Also explains principles which
can be used to group students in ways which
give the unaccepted pupil the greatest opportuni-
ties for gaining success in his relations with
other group members.

ovides opportunities for pupils of
fferent opinions, attitudes, appear-
ce and life style to make positive
ntributions to class activities.

Locates and prepares learning materials and
experiences suitable to different pupils in the
class.

Plans lessons and units to incorporate the work
of pupils who have used different materials, as
well as to incorporate the experiences of dif-
ferent pupils in ways which add to the investi-
gation of a unit topic or the solution of some
problem facing pupils.

ses resource people from the community
ho illustrate diversity of viewpoints,
ttitudes, appearance, and life styles,
s pupils investigate topics in which
hey are interested.

Identifies resource people who exhibit such
diversity and who can contribute to pupils'
understanding of a unit topic and of peoples'
views about this topic.

rovides learning experiences which help
upils identify with peoples of other
ultures or living styles and to find
ut how such ways help make these people
appy. Uses instructional materials which
end to lead people to identify with others.

Locates learning materials such as novels, short
stories, biographies, and films which help
pupils identify with people of other cultures and
living styles and which help pupils find out how
such people felt about their ways of living.

Provides experiences to enable pupils to compare opportunities for people to live in different styles during different periods of American history or in different eras in other countries, discusses ways in which people may have been limited or inhibited by greater emphasis upon conformity in other ages and/or countries.

Identifies materials of instruction which can be used to help pupils compare amount of conformity required of peoples in different ages and places and the effects of such conformity upon people's lives.

Develops lesson plans which provide for pupil analysis of the amount of freedom in different eras and places to live in varied ways and so to satisfy varied interests and abilities.

Uses learning experiences which provide opportunities for pupils to discuss differences among people whom they have known and to identify with people of different interests and abilities.

Locates or develops materials and learning experiences which can be used to provide pupils opportunities to identify with people of a great diversity of interests and abilities.

Provides opportunities for pupils to discuss differences among interests of pupils in class and so differences in types of careers, living styles, etc. which would satisfy their interests. Creates a warm and open climate which facilitates such a discussion.

Identifies factors which help create a warm and open climate and so facilitate a discussion of pupils' interests and feelings.

Uses a discussion strategy which helps pupils identify feelings.

Can identify and explain the steps in a discussion strategy for helping pupils identify feelings of other people and their own feelings.

Uses instructional materials which emphasize diversity in world and how others view their ways of doing things as natural and right. Gives pupils opportunity to see how life styles differ and seem appropriate for others, and that all human beings, despite these differences, have many things in common. Emphasizes the psychic unity of mankind as well as the diversity.

Locates or develops instructional materials which emphasize diversity and the psychic unity of mankind.

Plans lessons and units to help pupils understand how others view different ways of doing things and some of our ways of doing things and how, despite diversity, all people have many things in common.

Uses examples to illustrate the contri-
butions of innovative and even scorned
ideas to American culture and/or to man-
kind . Also uses examples to illustrate
cultural diffusion among peoples of the
world and the way in which this diffusion
has added to the richness of American
culture.

Locates or develo
provide examples
scorned, have sin
helped mankind.

Locates and devel
cultural diffusio

4) In discussion and
written work, dem-
onstrates that he/
she has read, lis-
tened to, or viewed
materials present-
ing varied view-
points about the
topic under inves-
tigation.

Uses instructional materials and learning
experiences to demonstrate the importance
of seeking varied viewpoints before
arr.ving at conclusions.

Locates and devel
experiences to de
of seeking varied

Plans lessons whi
at first and then
their generalizat
limited data and
viewpoints.

5) In class discus-
sions, asks for
views of those who
usually hold diver-
gent viewpoints
and attitudes.

Models this behavior in classroom.

Can explain the i
to effect behavio

Draws upon pupils' diverse experiences
and viewpoints to add to information
needed to analyze a topic or problem.

Develops plans to
ences and viewpoi
topic in such a w
the usefulness of

Reinforces pupils who exhibit this
behavior.

Can explain the u
of effecting beha
of reinforcing be

d. Believes that people
of different inter-
ests, abilities, and
ethnic, racial, and
socio-economic back-
grounds can contribute
to American society
and to mankind.

Provides opportunities for pupils of
different abilities, interests, and
backgrounds to make positive contribu-
tions to class activities.   ⌀

Identifies indivi
and develops plan
use of instructio
possible for all
activities.

Demonstrates through small group brain-
storming, problem-solving activities
that groups of differing abilities,
interests, and backgrounds can provide
better solutions than do homogenous groups.

Locates or devel⌀
learning experier
tages of heteroge
about problems.

:s examples to illustrate the contri-
:ions of innovative and even scorned
las to American culture and/or to man-
ld . Also uses examples to illustrate
ltural diffusion among peoples of the
:ld and the way in which this diffusion
; added to the richness of American
lture.

Locates or develops instructional materials to
provide examples of ways in which ideas, once
scorned, have since been accepted and have
helped mankind.

Locates and develops materials to illustrate
cultural diffusion.

es instructional materials and learning
periences to demonstrate the importance
 seeking varied viewpoints before
riving at conclusions.

Locates and develops materials and learning
experiences to demonstrate the importance
of seeking varied viewpoints.

Plans lessons which lead pupils to overpeneralize
at first and then discover the limitations of
their generalizations as the result of their
limited data and understanding of different
viewpoints.

dels this behavior in classroom.

Can explain the importance of modeling behavior
to effect behavior change.

aws upon pupils' diverse experiences
d viewpoints to add to information
eded to analyze a topic or problem.

Develops plans to draw upon pupils' diverse experi-
ences and viewpoints in class discussion of a
topic in such a way that pupils will recognize
the usefulness of diverse backgrounds and viewpoints.

einforces pupils who exhibit this
ehavior.

Can explain the use of reinforcement as a means
of effecting behavioral change; identifies ways
of reinforcing behavior.

rovides opportunities for pupils of
ifferent abilities, interests, and
ackgrounds to make positive contribu-
ions to class activities.

Identifies individual differences among pupils
and develops plans for learning experiences and
use of instructional materials which make it
possible for all pupils to contribute to class
activities.

emonstrates through small group brain-
torming, problem-solving activities
hat groups of differing abilities,
nterests, and backgrounds can provide
e   olutions than do homogenous groups.

Locates or develops instructional materials and
learning experiences which demonstrate the advan-
tages of heterogeneous groups in brainstorming
about problems.

1) Avoids disparaging
   remarks about such
   people.
2) Suggests group work
   to solve many prob-
   lems; suggests
   including people of
   different backgrounds
   in such groups.
   Indicates belief in
   value of such heter-
   ogeneous groups.
3) Works with people
   of diverse abili-
   ties, backgrounds,
   and interests in
   extra-curricular
   projects and in
   community agencies.

   Provides learning experiences in which
   pupils of diverse abilities, interests,
   and backgrounds work with each other in
   extra-curricular programs and/or in
   community agencies.

   Identifies types of learning
   which pupils of diverse types
   in extra-curricular activitie

   Identifies community agencies
   which will appeal to pupils a
   might work.

4) Mentions contribu-
   tions of other,
   diverse groups to
   American society
   and to mankind.

   Uses materials of instruction, content,
   and learning experiences which provide
   examples of contributions from many
   different cultural groups to American
   culture and to mankind.

   Identifies examples from hist
   other social sciences which i
   tributions of different natic
   groups, religious groups, and
   groups to American culture ar

   a. Provides opportunities for pupils to
      enjoy some of the activities, music,
      literature, art, games, etc. of
      peoples of different cultures.

   Locates or develops learning
   be used to expose students tc

   b. Uses learning experiences which help
      pupils discover for themselves the
      difficulty of making certain material
      objects produced by peoples of an
      earlier age.

   Provides lesson plans and un:
   provide for learning experier
   help pupils identify cultura
   other cultural groups.

Provides learning experiences in which pupils of diverse abilities, interests, and backgrounds work with each other in extra-curricular programs and/or in community agencies.

Identifies types of learning experiences in which pupils of diverse types can work together in extra-curricular activities.

Identifies community agencies with programs which will appeal to pupils and for which pupils might work.

Uses materials of instruction, content, and learning experiences which provide examples of contributions from many different cultural groups to American culture and to mankind.

Identifies examples from history and from the other social sciences which illustrate the contributions of different nationalities, racial groups, religious groups, and socio-economic groups to American culture and to mankind.

a. Provides opportunities for pupils to enjoy some of the activities, music, literature, art, games, etc. of peoples of different cultures.

Locates or develops learning materials which can be used to expose students to these examples.

b. Uses learning experiences which help pupils discover for themselves the difficulty of making certain material objects produced by peoples of an earlier age.

Provides lesson plans and unit plans which provide for learning experiences which will help pupils identify cultural contributions of other cultural groups.

5) Suggest looking at how other people have attempted to solve a problem.	Provides learning experiences in which pupils study persisting problems and look at how people of varied backgrounds have tried to solve them.	Identifies examples social sciences to seem to be found in eras.
		Locates or develops learning experience persisting problems other times and pla
6) Comments in writing or orally on the interdependence of people and ways in which people are dependent on and so helped by others.	Uses materials of instruction and learning experiences which provide data for generalizing about interdependence of people within communities, a state, the nation, and the world.	Locates and develop which focus upon th Develops lessons an the development of about interdependen
6. Respect the rights of others as indicated by the following behaviors:	Models the desired behavior.	Can explain the use effecting behaviora
	Reinforces behavior which demonstrates respect for rights of others.	Can explain the use behavioral change; behavior.
	Provides opportunity for class discussion of individual rights, the needs to set limits for acceptable classroom behavior. Uses various means to enforce such agreed-upon behavior.	Can explain the imp norms and peer pres changes on the part
a. Shares school, class-room, and library property with others.	Has pupils discuss effects upon others if a few pupils fail to share things with others. Helps them understand the possible retaliatory behavior from others.	Identifies and can discussion strateg: identify feelings.

vides learning experiences in which
ils study persisting problems and look
how people of varied backgrounds have
ed to solve them.

Identifies examples from history and the other
social sciences to illustrate problems which
seem to be found in all societies and in many
eras.

Locates or develops instructional material and
learning experiences to help pupils examine these
persisting problems and ways in which peoples of
other times and places have handled them.

es materials of instruction and learning
periences which provide data for gener-
izing about interdependence of people
thin communities, a state, the nation,
d the world.

Locates and develops materials of instruction
which focus upon the interdependence of people.

Develops lessons and unit plans which provide for
the development of concepts and generalizations
about interdependence.

dels the desired behavior.

Can explain the use of modeling behavior for
effecting behavioral change.

inforces behavior which demonstrates
spect for rights of others.

Can explain the use of reinforcement to effect
behavioral change; identifies ways of reinforcing
behavior.

rovides opportunity for class discussion
f individual rights, the needs to set
imits for acceptable classroom behavior.
ses various means to enforce such agreed-
pon behavior.

Can explain the importance of developing group
norms and peer pressures to achieve behavioral
changes on the part of some pupils.

as pupils discuss effects upon others if
few pupils fail to share things with
thers. Helps them understand the possible
etaliatory behavior from others.

Identifies and can explain the steps to use in a
discussion strategy designed to help pupils
identify feelings.

b. Does not seize, abuse, or destroy property belonging to other individuals, groups, or the public.

Takes class time to discuss effects upon individuals and people as a group if others seize or damage property.

Identifies and ca
a discussion stra
identify feelings

c. Does not physically or verbally abuse others. ·

Provides opportunities for pupils to role play situations in which individuals or groups verbally abuse others. Discusses the feelings whch are evoked.

Locates or develo
particular purpos
of debriefing fo

Uses films, pictures, short stories, novels which contain descriptions of abuse of people. Asks pupils to discuss the abuse in terms of the effects on the victim as well as on the perpetrator. Uses a discussion strategy designed to help pupils identify feelings of others and how they would have felt under similai circumstances.

Locates films, pi
which contain the
late discussion d
physical abuse.
to age and abilit

Identifies and ca
in a discussion s
feelings.

d. Does not try to dominate others.

1) Permits other students opportunities to express themselves or to hear other students and the teacher.

Uses a film or a tape of a discussion in which a group gets bogged down because a few people dominate the discussion. Afterwards uses a discussion strategy designed to identify factors which hinder the discussion and which identify the probable feelings of other participants toward those who dominate it or prevent them from hearing.

Locates or works
a film or videot
needed for the l

Tapes and replays classroom discussions and helps pupils identify problems which hamper the discussion.

Uses video-tape
class discussion

2) Does some things which others want to do; does not insist upon doing only what he/she wants to do.

Uses short stories, novels, films, or role playing episodes to help pupils identify the feelings of those who are dominated and those who try to dominate decisions. Uses a discussion strategy designed to identify feelings followed by one designed to predict outcomes on the basis of generalizations about how people act.

Locates short st
playing episodes

Can explain the
discussion strat
feelings and one
basis of past ge

Takes class time to discuss effects upon individuals and people as a group if others seize or damage property.

Identifies and can explain the steps to use in a discussion strategy designed to help pupils identify feelings.

Provides opportunities for pupils to role play situations in which individuals or groups verbally abuse others. Discusses the feelings whch are evoked.

Locates or develops role playing episodes for particular purpose. Can explain the importance of debriefing following such an episode.

Uses films, pictures, short stories, novels which contain descriptions of abuse of people. Asks pupils to discuss the abuse in terms of the effects on the victim as well as on the perpetrator. Uses a discussion strategy designed to help pupils identify feelings of others and how they would have felt under similar circumstances.

Locates films, pictures, short stories, and novels which contain the descriptions needed to stimulate discussion of the effects of verbal and physical abuse. Identifies materials suitable to age and ability level.

Identifies and can explain the steps to follow in a discussion strategy designed to identify feelings.

Uses a film or a tape of a discussion in which a group gets bogged down because a few people dominate the discussion. Afterwards uses a discussion strategy designed to identify factors which hinder the discussion and which identify the probable feelings of other participants toward those who dominate it or prevent them from hearing.

Locates or works with other teachers to develop a film or videotape to simulate the conditions needed for the learning experience.

Tapes and replays classroom discussions and helps pupils identify problems which hamper the discussion.

Uses video-tape equipment to record or play back class discussions.

Uses short stories, novels, films, or role playing episodes to help pupils identify the feelings of those who are dominated and those who try to dominate decisions. Uses a discussion strategy designed to identify feelings followed by one designed to predict outcomes on the basis of gener-   ions about how people act.

Locates short stories, novels, films, or role playing episodes appropriate for the purpose.

Can explain the steps to follow in two different discussion strategies., one designed to identify feelings and one designed to predict on the basis of past generalizations.

e. Acts to protect the rights of minorities and individuals; helps those being mistreated or discriminated against by others.

Uses role playing episodes or simulations which place some of the pupils in positions in which they face discrimination. Afterwards, uses a discussion strategy designed to explore pupils' feeling when discriminated against even though only in a game or role playing episode.

Locates or develops r simulation games i.. w will face discriminat importance of a debri game or episode.

Identifies and can e in using a discussior explore feelings.

Uses instructional materials such as novels, biographies, short stories, and films or learning experiences such as interviews, listening to outside speakers, or involvement with community agenices or exchange groups to help pupils identify with people of minority groups or others facing discrimination so that they will view such people as much like themselves in many ways. Uses a discussion strategy to help pupils explore how they think these people felt in such circumstances, how pupils would have felt in such circumstances, how they felt just reading about or observing the events, and what the effects of such discrimination are for all concerned.

Locates or develops r which help pupils id discrimination.

Identifies types of in exploring feeling generalize from data follow in each.

Can identify and exp prejudice, discrimin nation, and causes o

Helps pupils analyze their own feelings about discrimination of various types which they have faced. Creates a warm and open climate in which pupils feel free to do so.

Identifies factors w open climate in whic expressing their fee which have happened

Provides opportunities for pupils to analyze incidents of discrimination which they think have taken place in the school. Asks them to analyze the problem and then consider possible alternatives. Explores

Keeps informed about in the school.

Identifies the steps for problem analysis

ɔ

es role playing episodes or simulations
ich place some of the pupils in positions
 which they face discrimination. After-
rds, uses a discussion strategy designed
 explore pupils' feeling when discrimi-
ited against even though only in a game or
ɹle playing episode.

ies instructional materials such as
ɔvels, biographies, short' stories, and
ilms or learning experiences such as
nterviews, listening to outside speakers,
r involvement with community agenices or
xchange groups to help pupils identify
ith people of minority groups or others
acing discrimination so that they will
iew such people as much like themselves
n many ways. Uses a discussion strategy
ɔ help pupils explore how they think
hese people felt in such circumstances,
ɔw pupils would have felt in such circum-
itances, how they felt just reading about
ɔr observing the events, and what the
ɛffects of such discrimination are for all
ɔoncerned.

Helps pupils analyze their own feelings
about discrimination of various types
which they have faced. Creates a warm and
open climate in which pupils feel free to
do so.

Provides opportunities for pupils to
analyze incidents of discrimination which
they think have taken place in the school.
Asks them to analyze the problem and then
consider possible alternatives. Explores

Locates or develops role playing episodes or
simulation games in which some of the pupils
will face discrimination. Can explain the
importance of a debriefing session following the
game or episode.

Identifies and can explain the steps to follow
in using a discussion strategy designed to
explore feelings.

Locates or develops materials of instruction
which help pupils identify with those who face
discrimination.

Identifies types of discussion strategies to use
in exploring feelings and in helping pupils
generalize from data. Identifies the steps to
follow in each.

Can identify and explain generalizations about
prejudice, discrimination, effects of discrimi-
nation, and causes of prejudice.

Identifies factors which help create a warm and
open climate in which pupils feel uneasy about
expressing their feelings or describing incidents
which have happened to them.

Keeps informed about events in the community and
in the school.

Identifies the steps to follow in some model
for problem analysis when action is involved.

	with pupils action activities in which they might engage. Provides similar opportunities for community situations.	Identifies types of acti pupils might engage with community.
	Models the desired behaviors.	Can explain the use of m effect behavioral change
f. Supports equality of opportunity for all.	Asks pupils to analyze the effects of a lack of equality of opportunity upon human beings and upon those who discriminate. Asks pupils to generalize about effects as well as to explore feelings.	Locates or develops mate which can be used to hel impact of discrimination those denied equal oppor of discussion strategies -pupils to generalize and
	Uses school or community situations as a basis for discussion of equality of opportunity for all and the values with which this value sometimes conflicts.	Follows events in the co cases in which equality
	Uses a model of value clarification and a strategy for helping pupils examine their own values, possible consequences of acting upon them, and the feelings of those who are affected by the consequences.	Can explain and identify one or more models of va identify steps to follow designed to help pupils
7. Evaluates proposals, events, actions, and institutions on the basis of their effects upon individuals as human beings.	Uses content and exposes pupils to effects of events, actions, and words upon individual human beings. Examines events, actions, and institutions in terms of their impact upon individuals, not just in abstract terms. Asks pupils to examine either historical events and institutions or current events and institutions in these terms.	Identifies content, lean instructional materials illustrate the impact of upon individuals as hum:
a. Evaluates public policy issues on the basis of their effects	Uses a model of value clarification which asks pupils to predict the consequences of acting upon certain value positions or	Can explain and identif one or more models of v

y

pils action activities in which ght engage. Provides similar oppor-s for community situations.	Identifies types of action activities in which pupils might engage within the school and the community.
the desired behaviors.	Can explain the use of modeling behavior to effect behavioral changes.
ipils to analyze the effects of a f equality of opportunity upon human and upon those who discriminate. upils to generalize about effects as s to explore feelings.	Locates or develops materials of instruction which can be used to help pupils understand the impact of discrimination and·to identify with those denied equal opportunity. Identifies types of discussion strategies suitable for inducing pupils to generalize and to explore feelings.
chool or community situations as a for discussion of equality of oppor-' for all and the values with which alue sometimes conflicts.	Follows events in the community; identifies cases in which equality of opportunity is denied.
model of value clarification and a gy for helping pupils examine their lues, possible consequences of act-on them, and the feelings of those re affected by the consequences.	Can explain and identify the steps to follow in one or more models of value clarification. Can identify steps to follow in a discussion strategy designed to help pupils identify feelings.
content and exposes pupils to effects ents, actions, and words upon indi-l human beings. Examines events, ns, and institutions in terms of impact upon individuals, not just in act terms. Asks pupils to examine r historical events and institutions rrent events and institutions in these .	Identifies content, learning experiences, and instructional materials which can be used to illustrate the impact of events and institutions upon individuals as human beings.
a model of value clarification which pupils to predict the consequences ting upon certain value positions or	Can explain and identify the steps to follow in one or more models of value clarification.

upon individuals as
human beings.

taking certain courses of action; asks
pupils to include an examination of the
consequences for human beings.

b. Values efficiency
but not at the expense
of human welfare.

Uses content and learning experiences which
help pupils analyze the efficiency of those
working against human dignity (as in the
case of the Nazi) as well as of those who
attempt to develop greater efficiency in
programs aimed at increasing human welfare.
Asks pupils to analyze and clarify their
own values as related to such situations.

Identifies examples
present-day to illus
some people and the
carried out their pl
instructional materi
to pupils.

Can explain and iden
in one or more model

General Goal
Supports process values
needed in a democracy.

Models the behavior desired of pupils.

Can explain the use
effect attitudinal c

1. Cooperates with others
toward common goals,
although rejecting
unthinking conformity.

Provides many opportunities for group work
in which pupils have a chance to work
together to promote their common ends.

Identifies some of t
in a class in order
of group work which
and a desire to work

a. Accepts his share
of responsibility
for the work of a
group; participates
actively without
trying to dominate
the group.

a. At times uses topics which require a
division of responsibilities for
investigating data; helps pupils under-
stand how all will suffer if some do
not assume responsibilities. Brings
peer pressures to bear upon pupils to
assume their share of the work.

Identifies different
and the role of the
model. Selects appr

Works out a schedule
of small groups of s
together.

Identifies materials
used by different gr
Develops a plan for
rials.

taking certain courses of action; asks
pupils to include an examination of the
consequences for human beings.

Uses content and learning experiences which
help pupils analyze the efficiency of those
working against human dignity (as in the
case of the Nazi) as well as of those who
attempt to develop greater efficiency in
programs aimed at increasing human welfare.
Asks pupils to analyze and clarify their
own values as related to such situations.

Identifies examples from history and/or the
present-day to illustrate the ruthlessness of
some people and the efficiency with which they
carried out their plans. Locates or develops
instructional materials to present these cases
to pupils.

Can explain and identify the steps to follow
in one or more models of value clarification.

Models the behavior desired of pupils.

Can explain the use of modeling behavior to
effect attitudinal change.

Provides many opportunities for group work
in which pupils have a chance to work
together to promote their common ends.

Identifies so: f the common interests of pupils
in a class in order to be able to suggest types
of group work which will arouse their interest
and a desire to work together.

a. At times uses topics which require a
   division of responsibilities for
   investigating data; helps pupils under-
   stand how all will suffer if some do
   not assume responsibilities. Brings
   peer pressures to bear upon pupils to
   assume their share of the work.

Identifies different types of small group models
and the role of the teacher and pupils in each
model. Selects appropriate model for purpose.

Works out a schedule which facilitates the work
of small groups of students who want to work
together.

Identifies materials and resources which can be
used by different groups in investigating topics.
Develops a plan for keeping track of such mate-
rials.

b. Uses instructional materials and learning experiences to demonstrate the way in which a group of individuals can stimulate each other's ideas and produce more useful ideas than can any one person.

Locates or develops in⸢ learning experiences w⸢ of group work in produ⸢

Identifies rules to fo⸢ storming session or wh⸢ by concensus and logic⸢

c. Uses classroom materials and learning experiences designed to illustrate other advantages of cooperative efforts. At times provides situations in which pupils cannot make progress toward their own goals without working with others.

Locates or develops in⸢ learning experiences w⸢ advantages of cooperat⸢ situations in which go⸢ without cooperation.

b. Abides by the rules of a social organization unless he can get the majority to change them.

Uses learning experiences and materials which help pupils focus upon the importance of some rules or norms of behavior if a group is to cooperate effectively. Asks pupils to draw conclusions about the role of rules in group operations and to consider the consequences of a lack of rules or failure to abide by them.

Locates or develops le⸢ upon the importance of⸢ action if a group is t⸢

Identifies current and⸢ (a) the consequences w⸢ by rules, or (b) ways⸢ area set up rules when⸢ for them.

Reinforces the behavior of those who abide by the rules in the classroom or in other school activities. However, permits pupils to suggest changes in rules and to argue for these changes. Gives pupils a role to play in setting up class rules.

Can explain the use of⸢ behavioral changes and⸢ reinforcing behavior.

c. Acts and talks in such a way as to promote effective common action.
1) Searches for points of agreement.
2) Is considerate of other people's

Helps pupils identify factors promoting and those hindering successful group work or discussions. Helps them evaluate their own actions in terms of these standards.

a. Uses video tape or cassette recording of group work and discussions to help pupils analyze their own behavior--

Identifies and can exp⸢ which promote and fact⸢ group work or discussi⸢

While viewing a video⸢ recording of group wor⸢ fies actions by pupils⸢

b. Uses instructional materials and learning experiences to demonstrate the way in which a group of individuals can stimulate each other's ideas and produce more useful ideas than can any one person.

Locates or develops instructional materials and learning experiences which demonstrate the value of group work in producing ideas.

Identifies rules to follow when using a brainstorming session or when trying to reach decisions by concensus and logical though rather than a vote.

c. Uses classroom materials and learning experiences designed to illustrate other advantages of cooperative efforts. At times provides situations in which pupils cannot make progress toward their own goals without working with others.

Locates or develops instructional materials and learning experiences which illustrate the other advantages of cooperative efforts, including situations in which goals cannot be reached without cooperation.

Uses learning experiences and materials which help pupils focus upon the importance of some rules or norms of behavior if a group is to cooperate effectively. Asks pupils to draw conclusions about the role of rules in group operations and to consider the consequences of a lack of rules or failure to abide by them.

Locates or develops learning materials which focus upon the importance of some rules or norms for action if a group is to operate effectively.

Identifies current and historical examples of: (a) the consequences when people did not abide by rules, or (b) ways in which people in a new area set up rules when they discovered the need for them.

Reinforces the behavior of those who abide by the rules in the classroom or in other school activities. However, permits pupils to suggest changes in rules and to argue for these changes. Gives pupils a role to play in setting up class rules.

Can explain the use of reinforcement in effecting behavioral changes and can identify ways of reinforcing behavior.

Helps pupils identify factors promoting and those hindering successful group work or discussions. Helps them evaluate their own actions in terms of these standards.

Identifies and can explain the effects of factors which promote and factors which hinder successful group work or discussions.

a. Uses video tape or cassette recording of group work and discussions to help pupils analyze their own behavior--

While viewing a video tape or using a sound recording of group work or a discussion, identifies actions by pupils and or the teacher or

feelings without giving up his own principles.
3) Is neither dogmatic nor patronizing.
4) Gives credit to others wi 're it is due; trie. 'o give others opportunities for personal satisfaction and recognition.

2. Supports freedom of thought and expression for those with whom one disagrees as well as for oneself and those who agree with one.

behavior which has helped or hindered the group. Helps pupils identify the consequences of behavior which antagonizes others.

b. Draws upon school activities outside of the classroom to analyze behavior affecting common goals.

Reinforces pupils when they act or talk in ways which promote effective common action.

Models the desired behavior.

Reinforces student support for the expression of opinions differing from his own.

Provides serious consideration of learning materials and experiences repre...enting unpopular points of view. Discusses values held by adherents. Also discusses consequences of not permitting expression of such views. Helps pupils understand the concept of "censorship" and value conflicts related to censorship.

Uses role playing episodes to help pupils understand the feelings and viewpoints of people who hold views with which pupils disagree. Afterwards, uses a discussion strategy designed to explore feelings and analyze any stereotyping which has taken place.

some other adults whic the work of the group.

Keeps informed about s of the classroom.

Can explain the use of behavioral change; ide behavior.

Can explain the use of effect attitudinal cha

Can explain the use of attitudinal change; id forcing behavior.

Identifies the steps t strategies designed to conflicts and the feel

Develops criteria to u issues.

Can explain the use of help people understand other people's feeling danger of permitting s lenged.

Identifies procedures and using role playing

'ehavior which has helped or hindered :he group. Helps pupils identify the :onsequences of behavior which antag-)nizes others.

)raws upon school activities outside)f the classroom to analyze behavior affecting common goals.

1forces. pupils when they act or talk in 5 which promote effective common action.

els the desired behavior.

1forces student support for the expres- 1 of opinions differing from his own.

vides serious consideration of learning erials and experiences representing opular points of view. Discusses values d by adherents. Also discusses conse- nces of not permitting expression of h views. Helps pupils understand the cept of "censorship" and value conflicts ated to censorship.

s role playing episodes to help pupils erstand the feelings and viewpoints of ple who hold views with which pupils agree. Afterwards, uses a discussion ategy designed to explore feelings and lyze any stereotyping which has taken ace.

some other adults which facilitated or hindered the work of the group.

Keeps informed about school activities outside of the classroom.

Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.

Can explain the use of modeling behavior to effect attitudinal changes.

Can explain the use of reinforcement to effect attitudinal change; identifies ways of rein- for(ing behavior.

Identifies the steps to follow in discussion strategies designed to help pupils analyze value conflicts and the feelings and beliefs of others.

Develops criteria to use in handling controversial issues.

Can explain the use of role playing episode to help people understand other points of view and other people's feelings. Can also explain the danger of permitting stereotyping to go unchal- lenged.

Identifies procedures to follow when developing and using role playing episodes.

Given a transcript of a
episode, identifies any
and ways of helping pu
Designs a lesson plan f

Uses biographies, autobiographies, novels, or films of people who have taken action to support freedom of expression, thus helping pupils identify with these people and with the causes for which they strove. Helps pupils understand what happens to these not permitted free expression as well as what happens to society as a whole when such expression is not permitted.

Locates instructional
pupils identify with p
freedom of expression

In appropriate courses, uses content & learning experiences which help pupils understand the effects upon people and upon the society when freedom of expression is restricted.

Identifies cases in hi
day in which freedom of
limited. Locates mate

3. Values due process; acts to protect it.

Uses current news stories or TV programs to help pupils identify procedural safe- guards used in trials; asks pupils to discuss reasons for such safeguards.

Follows local and nati
examples of procedural
current situations.

Provides opportunities for pupils to observe "due process" in action in the school and/or the community.

Identifies local cases
process" in action.

Uses other instructional materials and content to help pupils understand the importance of "due process" both in trials and in other situations; helps them identify consequences of denial of such "due process."

Locates learning mater
units to provide learn
pupils identify with p
due process and consid
these people and for s
example, locates novel
stories, and films whi
with those denied "due

Locates or develops role playing episodes
useful for achieving goal.

Given a transcript of a tape of a role playing
episode, identifies any examples of stereotyping
and ways of helping pupil⸴ ⸴earn from the episodes.
Designs a lesson plan for a follow-up discussion.

.ographies, autobiographies,
   or films of people who have
ⵏction to support freedom of
⸴ion, thus helping pupils identify
ⵏese people and with the causes
ⵏch they strove. Helps pupils
⸴and what happens to those not
⸴ed free expression as well ⸴s
⸴ppens to society as a whole
ⵏch expression is not permitted.

Locates instructional materials which will help
pupils identify with people who acted to support
freedom of expression for others.

ⵏropriate courses, uses content &
ng experiences which help pupils
tand the effects upon people and
he society when freedom of
sion is restricted.

Identifies cases in history and in the present
day in which freedom of expression has been
limited. Locates materials of instruction.

⸴urrent news stories or TV programs
.p pupils identify procedural safe-
⸴ used in trials; asks pupils to
⸴s reasons for such safeguards.

Follows local and national news. Identifies
examples of procedural safeguards used in
current situations.

les opportunities for pupils to
ve "due process" in action in the
l and/or the community.

Identifies local cases which demonstrate "due
process" in action.

other instructional materials and
nt to help pupils understand the
tance of "due process" both in
s and in other situations; helps
identify consequences of denial
ch "due process."

Locates learning materials and plans lesson and
units to provide learning experiences in which
pupils identify with people who have been denied
due process and consider the consequences for
these people and for society as a whole. For
example, locates novels, case studies, short
stories, and films which lead pupils to identify
with those denied "due process."

Uses learning activities which give
pupils a chance to role play or simulate
situations in which some of them are
denied due process. Afterwards, ask
pupils to discuss their feelings about
what happened.

Can explain role playi
follow in using role p

Can explain possible a
of using simulation gar
simulation games of di
difficulty.

Locates existing simul
level of difficulty an
class.

Designs original simul
to the ability and int
ard/or adjusts existin
fit the class.

Uses appropriate discussion strategies
to explore feelings and then to help
pupils generalize from data.

Identifies the steps t
discussion strategies
feelings, and (2) help

Explores with pupils the types of action
activities in which they might engage to
help protect "due process" in the school
or community. Helps them plan and
consider alternative courses of action.

Identifies types of ac
pupils might engage to

Identifies the steps t
solving model which ex
of action.

4. Accepts the will of
   the majority until
   it can be changed by
   peaceful means or unless
   no avenues remain open
   for peaceful change.

Uses simulation games to involve students
in decision-making processes both in
democracies and in dictatorships. Helps
pupils analyze what happend in the games.

Locates or develops si
level of difficulty an
Can explain the import
following the game.

Uses simulation games to involve students
in efforts to solve community problems.

‏ learning activities which give
‏ls a chance to role play or simulate
‏ations in which some of them are
‏ed due process. Afterwards, ask
‏ls to discuss their feelings about
‏ happened.

Can explain role playing and identify steps to
follow in using role playing episodes.

Can explain possible advantages and disadvantages
of using simulation games in general and specific
simulation games of differing levels of
difficulty.

Locates existing simulation games of appropriate
level of difficulty and interest for a specific
class.

Designs original simulation games appropriate
to the ability and interest level of a class
and/or adjusts existing simulation games to
fit the class.

‏ appropriate discussion strategies
‏explore feelings and then to help
‏ils generalize from data.

Identifies the steps to follow in different
discussion strategies designed to (1) explore
feelings, and (2) help pupils generalize from data.

‏lores with pupils the types of action
‏ivities in which they might engage to
‏p protect "due process" in the school
‏community. Helps them plan and
‏sider alternative courses of action.

Identifies types of action activities in which
pupils might engage to help protect "due process."

Identifies the steps to follow in a problem
solving model which explores alternative courses
of action.

‏s simulation games to involve students
‏ decision-making processes both in
‏hocracies and in dictatorships. Helps
‏ils analyze what happend in the games.

Locates or develops simulation games of appropriate
level of difficulty and interest for purpose.
Can explain the importance of a debriefing session
following the game.

‏s simulation games to involve students
‏ efforts to solve community problems.

Uses content, materials, and learning experiences which help pupils understand what happens to society and to individuals in that society when people no longer accept peaceful means for changing society or when such avenues are no longer open.

Comprehends historic l and other social science material well enough to identify situations which might be used as the content for instructional materials and learning experiences to help pupils see the impact of such situations upon people. Locates or develops instructional materials and learning experiences which can be used to help pupils understand the effects upon people when peaceful change is no longer accepted or when avenues for it are no longer available.

Provides opportunities for pupils to examine class and school situations in which some have not abided by the will of the majority. Discusses the reasons for the behavior and the consequences for all concerned. Uses some model for value analysis to help pupils understand value conflicts and clarify their own value positions.

Follows events in school. Can explain the importance of using events close to the lives of pupils as data for generalization and for value analysis.

Identifies the steps to follow in some model for value analysis.

Uses a discussion strategy which helps pupils identify the feelings of others in specific kinds of situations and how the pupils would have felt in similar circumstances.

Identifies the steps to follow in a discussion strategy designed to identify feelings.

Uses content, materials, and learning experiences which help pupils understand the concepts of "law," "order," "dictatorship," and "democracy." Helps them generalize about reasons why people sometimes resort to revolution or violence when they no longer believe that peaceful change is possible. Helps them generalize about the conditions under which revolutions and violence are likely to take place. Uses historical and contemporary examples of minority rule in a government to help pupils understand why some people resort to revolutions. Involves pupils in value analysis of such situations.

Locates or develops instructional materials and learning situations on the use of violence as a vehicle for change and on institutional change in democracies and in dictatorships.

Uses a discussion strategy designed to help pupils generalize from data.

Identifies the steps to follow in some model of value analysis.

5. Acts to protect the rights of minorities and individuals. (See also page 23-24).

Provides pupils with opportunities to engage in action activities to help protect the rights of others in the school and in the community.

See also pages 23-24.

Can explain the importa with a group or with a affect attitudes. Iden activities in which pup

See also pages 23-24.

6. Feels a sense of responsibility for taking informed action about problems confronting one as an individual, a group, to which one belongs, the school, the community, the nation, and the world.

Frequently uses content which focuses upon persisting problems facing people or upon specific current problems.

Comprehends historical materials well enough t problems which will be

Follows current affairs current problems of int

Follows events taking p community; identifies p pupils.

   a. Formulates plans for action ·after studying a problem, analyzing causes, and considering alternative courses of action.

Provides opportunities for pupils to . develop a possible course of informed action for use by an individual or group to bring about change. Helps pupils learn some model for problem analysis involving alternative courses of action. Helps them learn to predict consequences of following alternatives proposals.

Identifies the steps to solving model which inv effects of following al action.

   b. Acts upon carefully · formulated plan. Joins with others to help solve group problems.

Uses materials of instruction which help pupils identify with those who have acted to try to solve problems.

Uses materials of instruction which help pupils understand the feelings of those who have failed to act upon value decisions, including feelings which led to the inaction and their feelings afterwards.

Locates or develops mat and learning experience the effects upon people after reaching value po with ·the effects upon t taking action.

rovides pupils with opportunities to
ngage in action activities to help
rotect the rights of others in the school
nd in the community.

ee also pages 23-24.

requently uses content which focuses
pon persisting problems facing people
r upon specific current problems.

Provides opportunities for pupils to .
develop a possible course of informed
action for use by an individual or group
to bring about change. Helps pupils
learn some model for problem analysis
involving alternative courses of action.
Helps them learn to predict consequences
of following alternatives proposals.

Uses materials of instruction which
help pupils identify with those who have
acted to try to solve problems.

Uses materials of instruction which help
pupils understand the feelings of those
who have failed to act upon value
decisions, including feelings which led
to the inaction and their feelings after-
wards.

Can explain the importance of ego-involvement
with a group or with a movement in order to
affect attitudes. Identifies types of action
activities in which pupils might engage.

See also pages 23-24.

Comprehends historical and other social science
materials well enough to identify persisting
problems which will be of interest to pupils.

Follows current affairs carefully and identifies
current problems of interest to pupils.

Follows events taking place within the school and
community; identifies problems of interest to
pupils.

Identifies the steps to follow in some problem-
solving model which involves prediction of the
effects of following alternative courses of
action.

Locates or develops materials of instruction
and learning experiences which help pupils compare
the effects upon people who engage in action
after reaching value positions about problems
with the effects upon those who refrain from
taking action.

Uses a discussion strategy designed to
help pupils identify feelings.

Identifies the steps to foll
strategy designed to identif

Uses simulation games to involve students
in individual and/or group efforts to
solve community problems.

Locates or develops simulati
to the interests and maturit
selects game which will help
current problems and/or alte
working to overcome them.

Provides opportunities for pupils to use
action activities in school and in the
community.

Familiarizes himself/herself
problems and groups engaged
them!

Identifies types of action a
pupils might engage to try t
tain kinds of problems.

Develops a policy statement
action activities and criter
handling them.

Models the desired behaviors in class, in
other school situations, and in the com-
munity.

Can explain the importance o
to effect behavioral change.

7. Accepts the responsi-
bilities as well as
the rights of American
citizenship.

Uses content, learning activities, and
instructional materials focused upon
achieving this goal. Uses some model of
value analysis to examine rights and
responsibilities in different areas of
a citizen's life.

Identifies and defines the r
bilities of American citizen

Locates or develops instruct
learning experiences which f
and responsibilities of Amer

Identifies the steps to foll
of value-analysis.

Models the desired behaviors.

Can explain the importance o
to effect behavioral change.

Reinforces attempts by pupils to assume
the responsibilities of citizenship in
the school and community.

Can explain thy use of reinf
behavioral change; identifie
behavior.

discussion strategy designed to
upils identify feelings.

imulation games to involve students
ividual and/or group efforts to
community problems.

es opportunities for pupils to use
activities in school and in the
ity.

the desired behaviors in class, in
school situations, and in the com-
.

ontent, learning activities, and
ctional materials focused upon
ing this goal. Uses some model of
analysis to examine rights and
sibilities in different areas of
zen's life.

the desired behaviors.

rces attempts by pupils to assume
sponsibilities of citizenship in
hool and community.

Identifies the steps to follow in a discussion
strategy designed to identify feelings.

Locates or develops simulation games suitable
to the interests and maturity level of the class;
selects game which will help pupils understand
current problems and/or alternative ways of
working to overcome them.

Familiarizes himself/herself with community
problems and groups engaged in trying to resolve
them!

Identifies types of action activities in which
pupils might engage to try to help resolve cer-
tain kinds of problems.

Develops a policy statement on the use of student
action activities and criteria to follow in
handling them.

Can explain the importance of modeling behavior
to effect behavioral change.

Identifies and defines the rights and responsi-
bilities of American citizens.

Locates or develops instructional materials and
learning experiences which focus upon the rights
and responsibilities of American citizens.

Identifies the steps to follow in some model
of value-analysis.

Can explain the importance of modeling behavior
to effect behavioral change.

Can explain thy use of reinforcement in effecting
behavioral change; identifies ways of reinforcing
behavior.

8. Values change as a means of achieving goals but does not equate change with progress. Evaluates all proposals in terms of probable consequences of acting upon such proposals.

Uses content and learning experiences which ask pupils to examine the effects of changes upon other aspects of culture and upon human beings involved in those changes.

a. Uses instructional materials which focus upon the effects of change upon people's lives, particularly in recent times, both in the U.S. and in other countries.

b. Uses content and learning experiences which help pupils generalize about the effects of changes of various types -- both those which proved fairly effective in improving human welfare and those which had adverse effects. In a history class, asks pupils to identify the unanticipated effects of reform in terms of how well it succeeded in achieving its goal as well as in terms of any other unanticipated outcomes, good or bad.

When studying problems calling for action, ask pupils to hypothesize about possible consequences of alternative courses of action, to test these hypotheses against available social science or historical data, and to predict the effectiveness of each course -- its probable effects both upon the problem for which it was suggested and upon other aspects of society.

Can identify and exp[
culture change and t[
within a culture.

Identifies or develo[
which help pupils un[
of change upon a cul[
the society.

Can explain a model [
which looks at event[
both the present-day[
in the events.

Identifies historica[
achieve goals and th[
failed to do so or i[
outcomes not desired[
the reforms.

Identifies and can e[
some model of value [
prediction of conse[
of action.

General Goal
Demonstrates a desire to learn and a desire to think rationally.

Models the desired behaviors.

Can explain the use[
in effecting behavi[

Uses content and learning experiences which ask pupils to examine the effects of changes upon other aspects of culture and upon human beings involved in those changes.

a. Uses instructional materials which focus upon the effects of change upon people's lives, particularly in recent times, both in the U.S. and in other countries.

b. Uses content and learning experiences which help pupils generalize about the effects of changes of various types -- both those which proved fairly effective in improving human welfare and those which had adverse effects. In a history class, asks pupils to identify the unanticipated effects of reform in terms of how well it succeeded in achieving its goal as well as in terms of any other unanticipated outcomes, good or bad.

When studying problems calling for action, ask pupils to hypothesize about possible consequences of alternative courses of action, to test these hypotheses against available social science or historical data, and to predict the effectiveness of each course -- its probable effects both upon the problem for which it was suggested and upon other aspects of society.

Models the desired behaviors.

Can identify and explain generalizations about culture change and the ramifications of change within a culture.

Identifies or develops instructional materials which help pupils understand the many effects of change upon a culture and upon the people in the society.

Can explain a model of historical interpretation which looks at events from the viewpoint of both the present-day observer and the participants in the events.

Identifies historical cases in which reforms did achieve goals and those in which they may have failed to do so or in which they had unanticipated outcomes not desired by the people who supported the reforms.

Identifies and can explain the steps to follow in some model of value analysis which calls for the prediction of consequences of different courses of action.

Can explain the use of modeling behavior in effecting behavioral change.

<table>
<tr>
<td></td>
<td>Adapts content, learning experiences and instructional materials to the "culture" of the class and to other general class characteristics as well as to individual differences among class members.</td>
<td>Can explain ways of diag differences among class adjusting teaching to mee explain ways of identify of a class (its norm , v behaving) and other gene such as previous curricul socio-economic backgroung background.</td>
</tr>
<tr>
<td>1. Is curious about social data and wishes to read and study further in the social sciences, as evidenced by the following behaviors:</td>
<td>Uses teaching strategies and techniques which involve pupils in learning activ- ities.</td>
<td>Can identify and explain various teaching strateg motivating pupils.</td>
</tr>
<tr>
<td>a. Exhibits a wide range of interests in the social sciences, as indi- cated by the following:</td>
<td>Provides for materials of instruction and learning activities suitable to the range of individual differences in the class.</td>
<td>Identifies the many types differences found in cla ways of identifying spec abilities, personality t styles of a group of stu</td>
</tr>
<tr>
<td>1) Reads, listens to, or views many and varied materials on social studies topics. Seeks out materials on own as well as using those suggested by teacher. Exceeds minimum require- ments for amount of work done for the class.</td>
<td>a. Provides reading materials suited to different interests and abilities of pupils. Much of time, uses a wide reading program rather than having all pupils read the same things. At times has pupils use these varied materials for special projects. At other times asks pupils to draw upon the differing materials they have read in a general class discussion of questions which all have investi- gated, regardless of what materials they have used.</td>
<td>Reads materials on the s identifies the reading l appeal of these material which they may be used t attitudes related to soc:

Uses varied references a reading materials of dif ficulty and interest app same unit topic. At tim different levels of read

Can explain ways of usin materials in a discussio

Develops criteria to use issues.</td>
</tr>
</table>

s content, learning experiences and
uctional materials to the "culture"
e class and to other general class
cteristics as well as to individual
rences among class members.

Can explain ways of diagnosing individual
differences among class members and of
adjusting teaching to meet them. Can also
explain ways of identifying the "culture"
of a class (its norms, values, ways of
behaving) and other general characteristics
such as previous curricular experiences,
socio-economic background, and ethnic
background.

teaching strategies and techniques
involve pupils in learning activ-
.

Can identify and explain the steps to use in
various teaching strategies and techniques for
motivating pupils.

des for materials of instruction and
ing activities suitable to the range
dividual differences in the class.

Identifies the many types of individual
differences found in classes; explains
ways of identifying specific interests,
abilities, personality types, and cognitive
styles of a group of students.

rovides reading materials suited to
ifferent interests and abilities of
upils. Much of time, uses a wide
eading program rather than having
ll pupils read the same things. At
imes has pupils use these varied
aterials for special projects. At
ther times asks pupils to draw upon
he differing materials they have
ead in a general class discussion
f questions which all have investi-
ated, regardless of what materials
hey have used.

Reads materials on the students' level and
identifies the reading level and interest
appeal of these materials as well as ways in
which they may be used to develop ideas and
attitudes related to social studies topics.

Uses varied references and tools to locate
reading materials of different levels of dif-
ficulty and interest appeal, all focused on the
same unit topic. At times adapts readings to
different levels of reading difficulty.

Can explain ways of using varied reading
materials in a discussion of common questions.

Develops criteria to use in handling controversial
issues.

b. Uses varied techniques to arouse inter-
   est in different reading materials;
   gives pupils time to examine materials
   before they select those they wish to
   read.

Identifies and can explain ways of arousing
interest in different books and other reading
materials.

c. Talks with students about what they
   are reading; finds time to do so before
   class, during class time, or during
   time available for independent study.
   Uses informal devices to find out what
   pupils are reading rather than requiring
   constant written reports which makes
   many pupils dislike reading.

Identifies and explains ways of checking on
pupils' reading other than asking them to turn
in written book reports or other written reports
on what they have read.

d. Provides opportunities for pupils to
   use library resources to locate mate-
   rials on their own. Helps them develop
   skills in locating information in the
   library so that they will find it easy
   to do so.

Identifies skills in locating information in
library. Can explain ways of teaching these
skills.

Works with other teachers and the librarian on
a program to introduc and reinforce skills in
locating information in the library.

Provides multi-media other than reading
materials and makes them readily available
for pupil use. Uses materials only after
careful evaluation of their interest
appeal, difficulty level, and usefulness
for topics under investigation.

Identifies types of aid which a teacher can
usually get from an audio-visual director or
library media specialist.

Identifies sources for locating appropriate
multi-media.

Identifies the many types of multi-media and
can explain the specific purposes for which each
is suited.

Can operate projectors, recorders, and equipment
for making slides or copying slides, picture,
cartoons, etc.

Previews films, filmstrips, sli
prior to their use. Develops 1
which provide for the introduct
rials, their use in class, and
ities. Prepares study guides f
be used by individuals or small

Selects multi-media suited to t
and abilities of pupils and to
Identifies criteria to use.

Produces some multi-media for s
(e.g. sound-slide program, filr
charts, etc.)

f. When materials are to be used by indi-
   viduals and small groups, provides
   some guidance for their use, perhaps
   by providing brief oral or written
   instructions and study guides on
   specific materials. Uses some plan
   for keeping track of multi-media and
   use to which they are put.

Develops a plan for making some
available for study by small gr
viduals.

Identifies ways of keeping trac
and the use to which pupils are
individually and in small group

2) Responds favorably
   to social studies
   topics and classes
   on attitudes scale.
   Makes favorable
   comments in class
   and to others out-
   side of class.

Gives pupils an opportunity to help plan
unit activities and to choose individual
and small group projects.

Can explain the importance of p
activities and voice in unit pl
of ways in which such participa
motivation. Identifies ways of
pupil-teacher planning and pupi
projects.

Reinforce pupils when they express interest
in and knowledge about social studies
topics, whether these topics are related
to the on-going work of the class or not.

Can explain the use of reinforc
behavioral change; identifies w
pupil behavior.

Creates a warm and open climate which
facilitates pupil learning and stimulates
interest.

Identifies factors which help c
which hinder the development of
classroom climate.

Previews films, filmstrips, slides, and tapes
prior to their use. Develops lesson plans
which provide for the introduction of the mate-
rials, their use in class, and follow-up activ-
ities. Prepares study guides for materials to
be used by individuals or small groups.

Selects multi-media suited to the interests
and abilities of pupils and to the unit topic.
Identifies criteria to use.

Produces some multi-media for specific purposes
(e.g. sound-slide program, filmstrip, recordings,
charts, etc.)

When materials are to be used by indi-
viduals and small groups, provides
some guidance for their use, perhaps
by providing brief oral or written
instructions and study guides on
specific materials. Uses some plan
for keeping track of multi-media and
use to which they are put.

Develops a plan for making some multi-media
available for study by small groups and indi-
viduals.

Identifies ways of keeping track of multi-media
and the use to which pupils are putting them
individually and in small groups.

Ives pupils an opportunity to help plan
nit activities and to choose individual
nd small group projects.

Can explain the importance of pupil choice of
activities and voice in unit planning in terms
of ways in which such participation affects
motivation. Identifies ways of providing for
pupil-teacher planning and pupil choice of
projects.

einforce pupils when they express interest
n and knowledge about social studies
opics, whether these topics are related
o the on-going work of the class or not.

Can explain the use of reinforcement to effect
behavioral change; identifies ways of reinforcing
pupil behavior.

reates a warm and open climate which
acilitates pupil learning and stimulates
nterest.

Identifies factors which help create and those
which hinder the development of a warm and open
classroom climate.

Provides opportunities for pupils to talk about those social studies topics which interest them and which they have been investigating. Talks to pupils before class and outside of class and provides opportunities for them to tell the class about their findings.

Plans lessons which prov| pupils who have been inv| aspects of a unit topic | reading or viewing diffe|

Uses learning experiences which stimulate pupil interest.

Locates or develops lear| focus upon the unit topi| to pupils.

Varies learning experiences from day to day, within one class period, and from unit to unit; adjust amount of variety to maturity, ability, and interest level of pupils.

Can explain the importan| in learning experiences. | provide enough variety w| meet the needs of pupils| for variety within a uni|

3) Evidences a high degree of concentration while working in groups, on own, or while participating in class discussions. Does not let his/ her attention wander; does not stop working prior to end of work period.

Provides varied activities within a class period; from day to day, and from unit to unit. Provides variety in terms of attention span of pupils in class.

Can explain he importan| to maintain pupil intere|

Identifies differences i| pupils of different age | levels for different typ|

During discussions, varies tempo for emphasis but does not let discussion drag.

When viewing a video tap| fies places where tempo | for particular purposes.| at which pupil interest.|

Provides opportunities for pupils to work on activities which interest them and which are suited to their abilities.

Plans for learning exper| to the ability and inter| a given class.   .

ovides opportunities for pupils to talk ut those social studies topics which terest them and which they have been vestigating. Talks to pupils before ss and outside of class and provides portunities for them to tell the class ut their findings.	Plans lessons which provide for inputs from pupils who have been investigating different aspects of a unit topic or who have been reading or viewing different materials.
es learning experiences which stimulate pil interest.	Locates or develops learning experiences which focus upon the unit topic and are of interest to pupils.
ries learning experiences from day to y, within one class period, and from it to unit; adjust amount of variety maturity, ability, and interest level pupils.	Can explain the importance of providing variety in learning experiences. Plans lessons which provide enough variety within one period to meet the needs of pupils within a class. Plans for variety within a unit and from unit to unit.
ovides varied activities within a class riod; from day to day, and from unit to it. Provides variety in terms of atten- on span of pupils in class.	Can explain the importance of varying activities to maintain pupil interest. Identifies differences in attention span of pupils of different age levels and ability levels for different types of activities.
ring discussions, varies tempo for mphasis but does not let discussion drag.	When viewing a video tape of a discussion, identifies places where tempo dragged or went too fast for particular purposes. Also identifies points at which pupil interest lagged.
rovides opportunities for pupils to ork on activities which interest them nd which are suited to their abilities.	Plans for learning experiences which are suited to the ability and interest levels of pupils in a given class.

b. Keeps informed about current problems, as indicated by the following behavior:

1) Participates actively in discussions of current affairs. Talks about them outside of class as well as in class.

Provides for regular discussion of current affairs; discusses some topics in dep:h rather than looking at many superficially. Focuses upon generalizations and concepts which have transferability rather than upon ephemeral data.

Keeps informed about curre

Identifies different types handling current affairs. cons of each.

Identifies concepts and ge can be used to analyze cur explain ways in which spec can be related to persisti

2) Makes remarks which indicate use of varied sources, as well as his evaluation of such sources.

Uses varied sources of information about current affairs, not just reading materials.

Provides learning experiences to develop skills needed in following and examing current affairs. For example, develops skills exercises on skimming newspapers to locate articles on specific topics or to get a quick overview of a number of topics. Asks pupils to compare presentation of news on different networks or programs dealing with the same events. Uses learning experiences designed to help pupils identify the bias of different magazines. Models desired behaviors.

Uses many sources of infor current affairs. Identifi maturity level of sources.

Identifies skills needed i Can explain ways of teachi

Develops exercises and lea to teach the skills.

Identifies the bias of dif information.

Can explain the use of mod to effect behavioral chang

3) Without prompting by the teacher, relates some current situation to the unit studied.

Draws upon current examples to illustrate concepts and generalizations taught in regular units of instruction.

Locates current examples in regular units taught i

4) On his own, raises questions about current problems and/or expresses need to go beyond current data to understand them.

Reinforces pupils when they show evidence of having followed the news carefully and having gone beyond assignments related to current affairs.

Can explain the use of re behavioral change; identi behavior.

des for regular discussion of current
rs; discusses some topics in depth
r than looking at many superficially.
es upon generalizations and concepts
 have transferability rather than upon
eral data.

Keeps informed about current affairs.

Identifies different types of programs for
handling current affairs. Analyzes pros and
cons of each.

Identifies concepts and generalizations which
can be used to analyze current affairs. Can
explain ways in which specific current affairs
can be related to persisting problems or topics.

varied sources of information about
ent affairs, not just reading mate-
s.

Uses many sources of information to keep up with
current affairs. Identifies reading and/or
maturity level of sources.

des learning experiences to develop
ls needed in following and examing
ent affairs. For example, develops
ls exercises on skimming newspapers
ocate articles on specific topics or
et a quick overview of a number of
cs. Asks pupils to compare presenta-
 of news on different networks or
rams dealing with the same events.
 learning experiences designed to
 pupils identify the bias of different
azines. Models desired behaviors.

Identifies skills needed in following news.
Can explain ways of teaching these skills.

Develops exercises and learning experiences to
to teach the skills.

Identifies the bias of different sources of
information.

Can explain the use of modeling the behavior
to effect behavioral changes.

s upon current examples to illustrate
cepts and generalizations taught in
lar units of instruction.

Locates current examples to illustrate ideas
in regular units taught in course.

nforces pupils when they show evidence
having followed the news carefully
 having gone beyond assignments related
current affairs.

Can explain the use of reinforcement to effect
behavioral-change; identifies ways of reinforcing
behavior.

c. Has a positive atti-
tude toward learning;
is a self-actualized
learner, as indicated
by the following
behaviors:

1) Plans own projects
and makes continu-
ous progress on
them without much
help or prodding
from the teacher.
Concentrates on
learning activities
for increasingly
long periods of
time. Completes
independent pro-
jects in time
period designated.

2) Searches out mate-
rials as own, with-
out help from the
teacher. Makes
comments which
indicate that he
has been reading
or using other
materials which he
has found to
answer questions
raised in class or
to find out more
about topics not
in the class
curriculum but

Encourages, trusts, assists and facilitates
pupils' learning programs.

Uses pupil-teacher planning to identify
ways of working on a unit and to permit
pupils much independence in selecting
individual and small group projects.
Gradually increases the amount of inde-
pendence given pupils and their role in
planning as they demonstrate increased
competency in self-direction & planning.
Provides opportunities for pupils to
demonstrate their competence in ways
important to them.

Teaches pupils skills involved in gather-
ing, evaluating, and organizing information
and drawing conclusions.

Gradually decreases the amount of help
given in locating materials. Teaches
pupils skills involved in locating varied
sources of information.

Can explain ways of s
ences which permit pu
their own activities.

Identifies ways of ha
in which pupils are l
least part of the tim

Can explain steps to
planning of unit acti

Prepares unit plans w
of independent work a
as year progresses.
provide for such deve

Identifies skills nee
out a project. Can
skills. Prepares ex

ncourages, trusts, assists and facilitates
upils' learning programs.

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individual and small group projects.
Gradually increases the amount of inde-
pendence given pupils and their role in
planning as they demonstrate increased
competency in self-direction & planning.
Provides opportunities for pupils to
demonstrate their competence in ways
important to them.

Teaches pupils skills involved in gather-
ing, evaluating, and organizing information
and drawing conclusions.

Gradually decreases the amount of help
given in locating materials. Teaches
pupils skills involved in locating varied
sources of information.

Can explain ways of structuring learning experi-
ences which permit pupils to design and carry out
their own activities.

Identifies ways of handling a learning program
in which pupils are learning independently at
least part of the time.

Can explain steps to follow in teacher-pupil
planning of unit activities.

Prepares unit plans which permit increase amounts
of independent work and pupil-teach r planning
as year progresses. Develops overall plans which
provide for such development.

Identifies skills needed in each phase of carrying
out a project. Can explain ways of teaching these
skills. Prepares exercises to teach them.

related to the
social sciences.

3) Prepares reports or   Reinforces behavior when pupils go beyond   Can explain the use of rei
other projects   course requirements.   behavioral changes; identi
which indicate   behavior.
extensive efforts
to analyze all
facets of a topic;
goes beyond
requirements.

2. Is committed to the   Models the desired behavior.   Can explain the use of mod
free examination of   effecting attitudinal char
social attitudes and
data. Searches actively   Reinforces such behavior.   Can explain the use of rei
for different points of   attitudinal changes; iden
view and interpretations.   orcing behavior.
Values independent
thought.   Creates a warm and open climate which   Identifies factors which h
stimulates student learning.   which interfere with a wa
in the classroom.

a. Encourages pupils to disagree with him
and others, to think for themselves
and to ask questions about varied
viewpoints.

b. Accepts pupils' opinions without
reacting negatively.

Uses well-accepted values and practices   Identifies cases from his
in scientific or social science fields to   sciences, and from scient
illustrate ways in which independent   illustrate advances made
thought and unpopular views led to   accepted viewpoints.
desirable changes.

Uses current affairs to introduce widely   Follows current affairs c
differents points of view for examination.   useful situations in whic
important for arriving at
decision.

See also, pages 27-28.   See also, pages 27-28.

Reinforces behavior when pupils go beyond course requirements.

Can explain the use of reinforcement to effect behavioral changes; identifies ways of reinforcing behavior.

Models the desired behavior.

Can explain the use of modeling behavior in effecting attitudinal changes.

Reinforces such behavior.

Can explain the use of reinforcement to effect attitudinal changes; identifies ways of reinforcing behavior.

Creates a warm and open climate which stimulates student learning.

Identifies factors which help create and those which interfere with a warm and open climate in the classroom.

a. Encourages pupils to disagree with him and others, to think for themselves and to ask questions about varied viewpoints.

b. Accepts pupils' opinions without reacting negatively.

Uses well-accepted values and practices in scientific or social science fields to illustrate ways in which independent thought and unpopular views led to desirable changes.

Identifies cases from history, the other social sciences, and from scientific endeavors which illustrate advances made after people challenged accepted viewpoints.

Uses current affairs to introduce widely differents points of view for examination.

Follows current affairs carefully and identifies useful situations in which varied viewpoints are important for arriving at any conclusion or decision.

See also, pages 27-28.

See also, pages 27-28.

3. Values objectivity and desires to keep his/her values from affecting the interpretation of evidence.

Provides instructional materials and learning experiences which lead pupils to overgeneralize at times and which later force them to revise these generalizations in the light of new data.

Finds or designs lesson discrepant data.

Plans units and a cours generalize at times pri evidence which contradi show the necessity of 1

a. Accepts evidence even though it contradicts prejudices and preconceptions.

Uses questions aimed at forcing pupils to reexamine beliefs in the light of new evidence; asks questions calling for levels of thought beyond that or recall of data or other knowledge.

Identifies questions wh late higher levels of t explains steps in a dis to lead to generalizati

b. Searches for evidence to disprove hypotheses, not just to prove them.

Uses content and learning experiences to help pupils understand the scientific viewpoint and methodology. Helps them understand that hypotheses are never proved; instead, scientists try to disprove them and accept them tentatively only after they have not been disproved.

Can explain the scienti mentation and the use o scientist's skepticism knowledge.

Uses a teaching strategy which asks pupils to hypothesize and to figure out ways of testing hypotheses. Avoids the term "proving the hypothesis." Takes time to teach pupils the behaviors involved in hypothesizing, figuring out how to test hypotheses, and testing hypotheses.

Identifies and can expl a teaching strategy whi and test hypotheses.

Can explain the behavic hypotheses and figure o as well as those invol process.

Reinforces pupils' behavior when they modify or reject an hypothesis in the light of data which they collect and/or when they try to figure out ways of collecting data which might disprove the hypothesis.

Can explain the use of behavioral change; ider behavior.

Models the desired behavior.

Can explain the use of effect behavioral chan

Provides instructional materials and learning experiences which lead pupils to overgeneralize at times and which later force them to revise these generalizations in the light of new data.

Finds or designs lessons which introduce discrepant data.

Plans units and a course to lead pupils to overgeneralize at times prior to confrontation with evidence which contradict such generalizations or show the necessity of limiting them.

Uses questions aimed at forcing pupils to reexamine beliefs in the light of new evidence; asks questions calling for levels of thought beyond that or recall of data or other knowledge.

Identifies questions which can be used to stimulate higher levels of thought. Identifies and explains steps in a discussion strategy designed to lead to generalization.

Uses content and learning experiences to help pupils understand the scientific viewpoint and methodology. Helps them understand that hypotheses are never proved; instead, scientists try to disprove them and accept them tentatively only after they have not been disproved.

Can explain the scientific attitude toward experimentation and the use of hypotheses and the scientist's skepticism toward the finality of knowledge.

Uses a teaching strategy which asks pupils to hypothesize and to figure out ways of testing hypotheses. Avoids the term "proving the hypothesis." Takes time to teach pupils the behaviors involved in hypothesizing, figuring out how to test hypotheses and testing hypotheses.

Identifies and can explain the steps to follow in a teaching strategy which asks pupils to set up and test hypotheses.

Can explain the behaviors needed to set up hypotheses and figure out ways of testing them, as well as those involved in the actual testing process.

Reinforces pupils' behavior when they modify or reject an hypothesis in the light of data which they collect and/or when they try to figure out ways of collecting data which might disprove the hypothesis.

Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.

Models the desired behavior.

Can explain the use of modeling behavior to effect behavioral change.

4. Evaluates information and sources of information before accepting evidence and generalizations. Does so without prompting by others.

Models the behavior desired of pupils.

Can explain the use of m
effect behavioral change

Reinforces students when they exhibit this behavior either upon prompting or without prompting.

Can explain the use of r
behavioral change; ident
behavior.

Provides many learning experiences to demonstrate the need for and to develop skill in evaluating information and sources of information. Provides many opportunities for pupils to use these skills at they study new data or try to analyze new problems.

Identifies skills involv
mation and sources of in

Locates or develops inst
including exercises, to
and to develop skills us
mation and sources.

Can explain the importan
experiences in applying
in order to promote tran

Creates a warm and open climate which facilitates student learning.

a. Encourages pupils to disagree with the teacher and to think for themselves.
b. Listens to students carefully.

Identifies factors which
which hamper the develop
climate.

Analyzes transcripts or
to identify factors affe

Evaluates pupil progress on evaluation skills, thus indicating importance placed upon learning them.

Locates or develops eval
measure skills in evalua
sources of information.

Can explain the importan
on a goal in order to de
upon it as well as to pr
back about their progres

Models the behavior desired of pupils.

Can explain the use of modeling behavior to effect behavioral change.

Reinforces students when they exhibit this behavior either upon prompting or without prompting.

Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.

Provides many learning experiences to demonstrate the need for and to develop skill in evaluating information and sources of information. Provides many opportunities for pupils to use these skills at they study new data or try to analyze new problems.

Identifies skills involved in evaluating information and sources of information.

Locates or develops instructional materials, including exercises, to demonstrate the need for and to develop skills used in evaluating information and sources.

Can explain the importance of giving pupils many experiences in applying skills to new situations in order to promote transfer of learning.

Creates a warm and open climate which facilitates student learning.

Identifies factors which help create and those which hamper the development of a warm and open climate.

a. Encourages pupils to disagree with the teacher and to think for themselves.
b. Listens to students carefully.

Analyzes transcripts or tapes of class discussions to identify factors affecting the classroom climate

Evaluates pupil progress on evaluation skills, thus indicating importance placed upon learning them.

Locates or develops evaluation instruments to measure skills in evaluating information and sources of information.

Can explain the importance of evaluating progress on a goal in order to demonstrate emphasis placed upon it as well as to provide pupils with feedback about their progress in achieving it.

5. Is skeptical of theories of single-causation and is equally skeptical of panaceas. (Indicates this skepticism in discussions and in writing.)

Uses content, learning experiences, and instructional materials to demonstrate multiple causation and to help pupils trace unanticipated consequences of reforms in the past.

When dealing with problem situations involving a choice of action, asks pupils to predict possible consequences of following different courses of action. Asks them to hypothesize about such consequences and to test their hypotheses against what has happened under similar circumstances. Attempts to widen their investigations to the effects upon other aspects of society than the problem under study, so that they will look for possible limitations of proposals because of unanticipated consequences.

Asks pupils to identify assumptions of those who propose reforms and to decide whether or not to accept both the value assumptions and the assumptions about factual questions, including those about causes of the problem.

Reinforces pupils who raise questions about possible causes of problems other than those identified by instructional materials or by other class members. Also reinforces pupils when they raise questions about the possible consequences of taking certain action, particularly when they do so without being asked to make predictions and when the questions relate to possible consequences not directly related to the problem being studied.

Locates or develops
learning experiences
causation and the r
led to unanticipate
reform efforts.

Identifies and can
in a model of value
to predict conseque
courses of action.

Applies this model
experience in using
trying to teach it

Identifies and eval
normative and a non
proposal for action

Locates or develops
will help pupils le
in written and oral

Can explain the use
of effecting behavi
of reinforcing beha

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Locates or develops instructional materials and learning experiences to demonstrate multiple causation and the ramification of changes which led to unanticipated consequences of some past reform efforts.

Identifies and can explain the steps to be used in a model of value analysis which asks pupils to predict consequences of following different courses of action.

Applies this model of decision-making; gains experience in using it himself/herself before trying to teach it to pupils.

Identifies and evaluates assumptions of both a normative and a non-normative nature in a proposal for action.

Locates or develops instructional materials which will help pupils learn to identify assumptions in written and oral materials.

Can explain the use of reinforcement as a means of effecting behavioral change; identifies ways of reinforcing behavior.

Creates a warm and open climate which facilitates student learning and encourages pupils to raise doubts about proposals or statements about causation.

Identifies factors wh[...] open climate and thos[...] which interferes with[...]

Analyses transcripts [...] sions to identify fac[...] climate.

6. Is skeptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence. (Indicates this skepticism orally or in writing.)

Uses instructional materials and learning experiences to demonstrate the changing nature of knowledge and the importance of openness to new ideas and theories in the light of new data.

Locates or develops i[...] learning experiences [...] level, interests, and[...] and for demonstrating[...] knowledge. Comprehen[...] science material well[...] examples around which[...] materials and experie[...]

Uses an inquiry teaching strategy.

Identifies the steps [...] inquiry strategies of[...]

Asks pupils to reexamine earlier generalizations in the light of new data and to modify generalizations, reject them, or develop new ones if necessary.

Develops a course org[...] pupils with opportuni[...] new situations on the[...] and to test and modif[...] basis of new data in [...]

Models the desired behavior by being open to new ideas and by indicating his willingness to change his generalizations in the light of new data from pupils. Points out ways in which he has revised his generalizations earlier.

Can explain the use o[...] effect behavioral cha[...]

Creates a warm and open climate which encourages pupils to disagree with the teacher and other pupils and to risk indicating that they have changed their minds about previous ideas because of new data which they have encountered.

Identifies factors wh[...] which interfere with [...] climate.

reates a warm and open climate which
acilitates student learning and encourages
upils to raise doubts about proposals or
tatements about causation.

Identifies factors which help create a warm and
open climate and those which create a climate
which interferes with thinking.

Analyses transcripts or tapes of class discussions to identify factors affecting classroom
climate.

ses instructional materials and learning
xperiences to demonstrate the changing
ature of knowledge and the importance
f openness to new ideas and theories
in the light of new data.

Locates or develops instructional materials and
learning experiences suitable for the maturity
level, interests, and abilities of class members
and for demonstrating the changing nature of
knowledge. Comprehends historical and social
science material well enough to identify useful
examples around which to build instructional
materials and experiences.

Uses an inquiry teaching strategy.

Identifies the steps to follow in one or more
inquiry strategies of teaching.

Asks pupils to reexamine earlier general-
izations in the light of new data and to
modify generalizations, reject them, or
develop new ones if necessary.

Develops a course organization which provides
pupils with opportunities to hypothesize about
new situations on the basis of past generalizations
and to test and modify their hypotheses on the
basis of new data in later units.

Models the desired behavior by being open
to new ideas and by indicating his willing-
ness to change his generalizations in the
light of new data from pupils. Points out
ways in which he has revised his general-
izations earlier.

Can explain the use of modeling behavior to
effect behavioral change.

Creates a warm and open climate which
encourages pupils to disagree with the
teacher and other pupils and to risk
indicating that they have changed their
minds about previous ideas because of
new data which they have encountered.

Identifies factors which help create and those
which interfere with a warm and open classroom
climate.

7. Values the scientific method and rational thought as applied to social as well as to natural data, without rejecting all other ways of knowing about human behavior and emotions. (Indicates this value by oral and written comments and by the approach he uses to solving social problems and social science questions.)

Uses instructional materials and experiences to demonstrate the falacies in many common-sense beliefs about people's behavior. Demonstrates the usefulness of a problem-solving model by having pupils engage in problem-solving as they investigate social science questions and problems involving the need for action.

Identifies falacies about people's behav science generalizati so that he can expla are falacious.

Identifies the steps solving model which to problems.

8. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help achieve their goals. (Indicates belief in response to attitude scale, i written analysis of problems, or in discussions.)

Uses instructional materials and experiences to help pupils understand how social science research has enabled men to act more rationally than they might otherwise have done as they attempted to achieve goal or solve some problem.

Comprehends social theories well enoug examples of how res men to solve some p toward achieving so generalizations and to arrive at them.

Locates or develops plans learning expe how social science generalizations ha toward achieving t

Provides opportunities for pupils to make use of their previously-learned social science generalizations as they study new problems and as they try to understand themselves and ways of achieving their own goals.

Can explain the im ties for using gen important to pupil fer this learning

Develops course an sequence and conti izations learned p