TRAINING PROGRAMME FOR ACADEMIC SUPERVISORS ON PEDAGOGICAL PRACTICES AND EVALUATION PROCEDURES AT ELEMENTARY LEVEL

A Brief Report

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[National Council of Educational Research and Training, New Delhi]

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PREFACE

Professional development is an essential pre-requisite for updating strengthening of competencies and development of insights in different processes of a profession. The academic supervisors at the elementary level (AEOs) have to be re-oriented towards the innovations taking place in their field of work. In this direction, as per the request of the Government of Kerala, a training programme for the Assistant Education Officers on Pedagogical Practices and Evaluation Procedures at the Elementary Level was organized from 27th to 31st January 2003 at SCERT, Thiruvananthapuram.

We express over gratitude to Prof G Ravindra, Principal, RIE, Mysore for his academic leadership and guidance for arranging this programme. We are also thankful to Prof P M Jaleel, Director, SCERT, Kerala, Prof K Dorasami, Dean of Instruction, for providing constant support throughout.

We are also grateful to the experts and other faculty members of SCERT for making this programme a success.

Mysore
March 2003

Dr S Ramaa
Dr Anil Kumar K

1.0 INTRODUCTION

1.1 Prologue

Education is empowerment. It is the key to establishing and reinforcing democracy, to development which is both sustainable and humane and to peace founded upon mutual respect and social justice. The National Policy on Education (1986) and its Programme of Action (1992) reemphasized the Nation's commitment to provide free and compulsory education for all children, until they complete the age of 14 years. Since then, various efforts have been made at central and state level to achieve the target of Universalization of Elementary Education (UEE). District Primary Education Programme (DPEP) was one such major initiatives undertaken in this direction.

As a part of DPEP's efforts to bringing out qualitative changes in elementary education, the State of Kerala has renewed the primary/ upper primary school curriculum. The revitalization incorporates the idea of child-centred, activity based pedagogy that provides ample opportunities for novel and innovative teaching-learning methods. Teachers and other functionaries such as BRC and CRC co-ordinators were given enough training in the new pedagogy followed in DPEP. However, the Academic Supervisors (AEOs) were not oriented enough towards the changes in the content and process of education at the elementary level. Thus, the training programme was organized to train the academic supervisors to equip themselves with the knowledge of various pedagogical practices and the evaluation procedures followed at the elementary level.

1.2 Specific Objectives

The specific objectives of the five days training programme were :

i) To familiarize the academic supervisors on different pedagogical and evaluation practices followed at the elementary level,

ii) To make them aware of different methods of academic supervision; and

iii) To develop skills in effective supervision of pedagogical practices and feedback mechanism.

1.3 The Course Content

The course content was designed keeping in view the objectives of the programme and the professional needs of the Assistant Education Officers (AEOs) of the Kerala State. The following major topics were identified.

- Introduction to Academic Supervision
- Types of Academic Supervision
- Psychological Principles of Supervision
- Organising Supervision Programme at school
- Pedagogical Practices : Different Approaches in Various Subjects.
- Emerging Trends in Evaluation Procedures
- Evaluation of Instructional Effectiveness

1.4 Methodology

The training methodology followed during the five days was lectures, lecture-cum-demonstrations and group discussions. A group of experts from SCERT, Thiruvananthapuram and other reputed institutions were invited to deliver the lectures and participate in the group discussions. Enough reading materials were also supplied to each participant. The programme schedule is given in Appendix 1.

1.5 Venue and Dates

The training programme was organized at the Conference Room of the State Council of Educational Research and Training (SCERT), Thiruvananthapuram, Kerala from 27th to 31st January 2003.

1.6 Participants

A total of 19 Assistant Educational Officers (AEOs) from all the 14 districts participated in the five-day training programme. The list of the participants is given in Appendix (ii). The list of the Resource Persons is given in Appendix (iii).

The day-wise proceedings of the training programme is given in the following pages.

2.0 PROCEEDINGS

Day 1

2.1 Inaugural Session

The participants were registered for the programme and the inaugural session was started at 10.0 am on 27th January 2003. The programme was inaugurated by Dr P M Jaleel, Director, SCERT, Thiruvananthapuram, Kerala and he welcomed the participants.

In his inaugural address, he informed the participants that the proposal for organizing this programme was put forward during the State Coordination Committee meeting held and he was really happy that the RIE, Mysore has taken up the programme and organizing the programme at Thiruvananthapuram. He briefed the participants about the SCERT and the new task given to SCERT i.e. preparation of textbooks in the area of Information Technology. The inaugural address was followed by a self introduction given by each participant.

The course objectives were explained by Dr S Ramaa, the Coordinator of the Programme to the participants. In her interaction she pointed out that the particular area is a new one and not much attention is given to this area.

The activities to be undertaken during the 5 days interaction were explained by Dr Anil Kumar.

Dr Shylaja from SCERT and the local Coordinator of the programme gave a formal vote of thanks.

2.2 Session – 2

During this session, Dr S Ramaa gave a detailed introduction to the topic 'Academic Supervision'. She has also explained how supervision is different from inspection and the need for efficient supervision of academic activities of teachers in schools.

2.3 Session – 3

The new pedagogical practices followed in the elementary level were discussed during this session. Dr C K Sankaran Nair, the Liaison Officer of IT School Project (former Field Advisor of Kerala State of NCERT), briefed the participants. In his lecture, he made a reference to the DPEP activities in Kerala and the progress of the programme. Participants also actively interacted with the speaker.

2.3 Session - 4

This particular session was devoted to discuss various practical problems faced by the AEOs in supervising the teachers' classroom activities. Lack of time was the major hurdle in providing effective supervision and reported by majority of the participants. The participants were made into different groups and Dr Ramaa and Dr Sankaran Nair identified certain areas and each group was informed to write about a particular area. Dr Anil Kumar and Dr Shylaja also took part in the entire discussion. Participants arose many administrative problems. The group informed that they would be intimated to the DPI.

The first day activities were conducted at 5.30 p.m.

Day 2

2.4 Session 1

The session was again devoted to discuss various instructional practices followed at the elementary level. Dr Sankaran Nair and Dr S Ramaa provided various inputs. The discussion was focused on child-centred and activity based pedagogy practiced at the elementary level.

2.5 Session 2

During this particular session, Dr Raveendran Nair from SCERT spoke about the new approach to 'English Language Teaching'. In his talk, he mentioned the new thrust of language teaching and the various approaches and techniques/strategies followed to achieve the objectives of language teaching. He has shown various charts and made his presentation more interesting to all the participants.

2.6 Session 3

Dr P M Jaleel, Director, SCERT interacted with the participants. He summarized the efforts of organizations such as SCERTs, DIETs, BRCs and CRCs in providing support to the school teachers and took stock of the status of academic supervision in schools.

2.7 Session 4

Dr M S Kumari Indira, Associate Professor in Child Psychology from the Dept. of Child Health, Medical College, Thiruvananthapuram spoke about the topic prevention and management of crisis in schools. In her talk, she highlighted various reasons for child crisis in schools and the teachers and the administrators have to identify them at an early stage so as to take necessary corrective measures.

Day 3

2.8 Session I

In this session, Dr Anil Kumar briefed the participants about the various teaching skills and how to evaluate the instruction effectiveness of teachers. He has also informed about various techniques and tools used for such evaluation.

2.9 Session 2

Dr S Ramaa spoke about the role of administrators as instructional leaders. She also gave various principles of supervision and the aspects to be covered during the supervision visits to schools.

2.10 Session 3 and 4

Prof R Sukumaran Nair, Ex- PVC and Retired Professor of Education delivered a lecture on different types of academic supervision. He explained about the authoritarian type and democratic type of supervision and also provided a historical background of academic supervision. He pointed out that the present supervision activities originated from the British period and there is a need to change the existing practices.

At the end of the sessions, various tools available for supervisions were distributed to participants.

Day 4

2.11 Sessions 1 and 2

Emerging trends in evaluation procedures at the elementary level was discussed by Dr C Gokuldasan Pillai from SCERT. He explained about the new procedures adopted by the SCERT in evaluation and also using grades

in schools both for cognitive and non-cognitive areas. The document prepared by the SCERT on Evaluation was supplied to all the participants.

2.12 SESSIONS 3 and 4

Prof R Sukumaran Nair tentatively planned a broad framework for organizing the supervision programme in schools, the aspects and areas to be covered and the frequency of supervision. Participants put forward their views and came to a more flexible plan which could suit to the needs of all AEOs.

At the end of the day the tools given earlier were discussed.

Day 5

2.13 Session 1

Participants were briefed about various measures to be undertaken as a pre-requisite before going for the actual supervision. Discussions were centered around supervising 'specific subjects' which are not a specialization of the supervisor.

2.14 Session 2

Dr M C K Nair, Joint Director, Clinical Epidemology Unit from the Child Department Centre of the Medical College, Thiruvananthapuram was invited to interact with the participants. He also spoke on the need to look into the Health aspects of the children while they are in schools.

2.15 Session 3

Dr N K Sathyapalan from the SCERT delivered a lecture on the current trends in Malayalam language teaching. He cited various examples from the day-to-day situations and provided many activities for the participants

to realize that how effectively the teaching of mother-tongue could be organized in elementary schools.

2.16 Session 4

Participants were provided their feedback during these sessions. They have expressed their satisfaction, and the benefits of the programme. They have suggested to have more such programmes very frequently as they come from different backgrounds. This was followed by a formal valedictory programme. Dr P M Jaleel delivered the valedictory address and distributed the certificates to the participants.

Dr S Ramaa and Dr Anil Kumar thanked all the participants, the Director, SCERT and other faculty members of SCERT for extending full co-operation in organizing the five-day training programme.

APPENDICES

APPENDIX I

Programme Schedule

Training programme for Academic Supervisors on Pedagogical Practices and Evaluation Procedures at the Elementary Level

Venue: SCERT, Thiruvanathapuram Dates: 27-31st January, 2003

Day & Date	Session-1 10.00 – 11.30		Session-2 11.45 – 1.15		Session-3 2.00 – 3.30		Session-4 3.45 – 5.15
Monday 27-01-03	Registration Inauguration Course Objectives		Introduction to Academic Supervision: Meaning and its Need		Pedagogical Practices: Different Approaches at the Elementary Level		Group Discussion: Problems and Practical Difficulties in Academic Supervision faced by AEOs
Tuesday 28-01-03	Pedagogical Practices: Different Approaches at the Elementary Level		Current Trends in English Language Teaching		Current Status of Academic Supervision		Prevention and Management of Crisis in School
Wednesday 29-01-03	Evaluation of Instructional Efficiency/Effectiveness	T E A	Administrators/Principals as Instructional Leaders	L U N C H	Types of Academic Supervision	T E A	Group Work: Study of Tools Related to Academic Supervision
Thursday 30-01-03	Emerging Trends in Evaluation Procedures at the Elementary level		Emerging Trends in Evaluation Procedures at the Elementary level		Organising a Supervision Programme		Organising a Supervision Programme
Friday 31-01-03	Guidelines to become a Successful Leader in Academic Supervision		School Health		Current Trends in Malayalam Language Teaching		Feedback & Valedictory Vote of Thanks

Academic Coordinators: Dr. S. Ramaa & Dr. Anil Kumar K.

APPENDIX II

LIST OF PARTICIPANTS

1. Smt M K Santha
   Assistant Educational Officer
   Kunnamkulam
   Thrissur District
   Kerala 680 503

2. Smt K N Vasantha Kumari
   Assistant Educational Officer
   Thodupuzha
   Idukki District
   Kerala 685 584

3. Smt Mary Thomas
   Assistant Educational Officer
   Manjeri
   Malappuram District
   Kerala 676 121

4. Smt P Ratna Kumari
   Assistant Educational Officer
   Kuttippuram
   Malappuram District
   Kerala 679 571

5. Smt S Daisy
   Assistant Educational Officer
   Munnar (PO), Idukki District
   Kerala 685 612

6. Smt T V Gouri
   Assistant Educational Officer
   Thalasseri South
   Kannur District, Kerala

7. Smt Mary Isaac
   Assistant Educational Officer
   Thrissur East
   Thrissur District
   Kerala 680 020

8. Smt T Padmini
Assistant Educational Officer
Kozhikode City
Kozhikode District
Kerala 673 032

9. Smt P Santhamma
Assistant Educational Officer
Ambalappuzha
Alappuzha District, Kerala

10. Smt M B Rajamma
Assistant Educational Officer
Chengannur
Alappuzha (District)
Kerala 689 121

11. Smt M Vijayakumari
Assistant Educational Officer
Nedumangad
Nedumangad Post
Thiruvananthapuram

12. Smt C S Suvarna Kumaramma
Assistant Educational Officer
Thiruvananthapuram South
Thiruvananthapuram District
Kerala

13. Shri Sukumaran K
Assistant Educational Officer
Melady
Kozhikode District, Kerala

14. Shri Balakrishnan V P
Assistant Educational Officer
Sulthan Batheri
Wayanad District, Kerala

15. Shri James V P
Assistant Educational Officer
Kottayam East
Kottayam District 686 001, Kerala

16. Shri K Raghavan
Assistant Educational Officer
Cheruvathur
Cheruvathur Post
Kasaragod Dist, Kerala

17. Smt P N Indramma
Assistant Educational Officer
Ranny, Pathanamthitta Dist
Kerala 689 672

18. Shri Sivaraman T P
Assistant Educational Officer
Adoor, Kerala

19. Smt Rosy Maria Jessy P D
Assistant Educational Officer
Kalloorkad Post
Muvattupuzha
Ernakulam, Kerala

APPENDIX III

List of Resource Persons

1. Dr R Sukumaran Nair
   (Retd. HOD, Dept of Education
   University of Calicut)
   Santhosadamam
   Chempakassery Road
   Vallakkadavu Post
   Thiruvananthapuram, Kerala

2. M S Kumari Indira
   Associate Professor in Child Psychology
   Dept. of Child Health
   Medical College
   Trivandrum, Kerala

3. M K C Nair
   Joint Director
   Clinical Epidemiology Unit
   Child Department Centre
   Medical College Campus
   Trivandrum, Kerala

4. Dr C K Sankaran Nair
   Liaison Officer
   IT School, SCERT Building
   Trivandrum, Kerala

List of SCERT Faculty

1. Dr C Gokuladasan Pillai
   Assistant Professor
   SCERT
   Thiruvananthapuram, Kerala

2. Dr Raveendran Nair S
   Research Officer (English)
   SCERT
   Thiruvananthapuram, Kerala

3. Dr N K Sathyapalan
   Assistant Professor
   SCERT
   Thiruvananthapuram, Kerala

4. Dr Shailaja S
   Associate Professor
   SCERT
   Thiruvananthapuram, Kerala

Coordinators from RIE

1. Dr S Ramaa
   Reader in Special Education
   RIE, Mysore

2. Dr Anil Kumar K
   Lecturer in Teacher Education
   RIE, Mysore

READING MATERIALS

ACADEMIC SUPERVISION: PRINCIPLES AND ROLES

Definitions and Principles

The value of supervision lies in the development and improvement of the teaching-learning situation and is reflected in the development of the student. Before listing the basic principles of supervision that will serve as a guide to the superstructure of this work, let us consider a few basic definitions.

Staff Development and Instructional Development

Staff development focuses on the professional and classified staff and attempts to provide the means for the total staff to meet better the needs of students. These needs include personal, social, intellectual, and career requirements that students (and others) see as essential to their life styles and goals. Staff development, then is a comprehensive, school-wide program that provides for improvement in organization and communication structures, in instructional programs and processes, and in human interrelationships and personal attitudes.

Instructional development concentrates on curriculum and instruction. Its goal is to create a more effective, systematic way of providing efficient and meaningful instruction based on clearly specified objectives. Both programs (staff and instructional development) are the same as the general goal of educational supervision—the improvement of instruction. The changes in organization and in human relationships must be measured by their influences on the instructional setting.

Curriculum

The school's curriculum is composed of all experiences that the individual receives under the school's guidance. Our dynamic society requires that these experiences be organized and presented efficiently. If teachers are to keep pace with these changes and perform to the best of their abilities, the supervision of instruction must be democratic in nature. Provisions for helping the professional staff improve the curriculum must be made by the supervising principal.

[1] Gordon W. Allport, *Becoming: Basic Considerations for a Psychology of Personality* (New Haven: Yale University Press, 1955), pp. 16–17.

The Supervising Principal and the Specialist-Consultant

The terms *principal, supervising principal,* and *specialist-consultant* appear throughout the text. As used in this work, the terms *supervising principal* and *principal* are synonymous. Both refer to the executive leader at the individual school level.

The specialist-consultant serves in a staff capacity. He usually is assigned at the school system offices and gives service at many schools within the system.

The term *supervisor* refers to any individual rendering supervisory services, including the supervising principal, the assistant principal, the department head, the assistant dean, the dean, the specialist-consultant, and the assistant consultant or master teacher-consultant.

Principles of Supervision

Some basic principles of supervision that may serve as guideposts for further discussion follow:

1. Supervision, an integral part of an educational program, is a cooperative, team-type service.
2. All teachers need, and are entitled to, supervisory help. This service is the chief responsibility of the supervising principal.
3. Supervision should be adapted to meet the individual needs of school personnel.
4. Classified as well as certified personnel need, and should benefit from, supervision.
5. Supervision should help clarify educational objectives and goals and should illuminate the implications of these objectives and goals.
6. Supervision should help improve the attitudes and relationships of all members of the school staff and should help develop good rapport with the community.
7. Supervision should assist in the organization and proper administration of cocurricular activities for students.
8. The responsibility for improving the program for school supervision rests with the teacher for his/her classroom. In a like manner, this responsibility rests with the principal for the school, and with the superintendent for the school system.
9. There should be adequate provision for supervision in the annual budget.
10. Both long- and short-term planning for supervision is essential. All affected, including certificated and classified personnel, professional associations, the school community, and the students should participate or be represented, in varying ways and degrees, in planning sessions and in the program for supervision.
11. The supervisory program, being serviced by administration and by staff personnel, should, at all levels below that of the community college, utilize

consultant help from the intermediate unit superintendent's (county) office, the state department of education, colleges and universities, and other local, state, and national agencies.

12. Supervision should help interpret and put into practice the latest findings of educational research.
13. The effectiveness of the program for supervision should be evaluated by both the participants and outside consultants.

A History of Education Personnel Administration for the Supervisor

Public personnel supervision in the United States began "when the government became large enough to require a considerable number of employees."[12]

Nearly a century after public personnel administration was inaugurated in the United States, industry, spurred by the ever increasing stimulus of competition, initiated personnel administration as a definite function of management. By 1920, personnel administration was becoming a formidable complex. Powerful labor organizations forced industry to develop strong and adequate personnel departments emphasizing the human dynamics aspect of personnel management. According to J. M. Pfiffner, the "differences between private and public personnel practices are drawing closer together."[13]

Comparing the personnel function in industry with that in the public school, A. H. Simons wrote that "personnel administration in industry is years ahead of public school personnel administration."[14]

Early selection of teachers was by local lay boards of education. "The superintendent as a professional executive did not exist. The only specification for a teacher was that he would be considered competent 'if he could discipline.' "[15]

In New England, teachers were appointed at regular town meetings. Since the schools were so closely related to the church, the minister's approbation was essential. Selection was based on finding someone who was qualified and willing to teach, and who would accept the meager salary that had been voted for the purpose. Many teachers received payment "in kind," that is, in goods or services.[16]

[12] Marshall Edward Dimock and Gladys Ogden Dimock, *Public Administration* (New York: Rinehart Company, 1953), p. 146.

[13] John M. Pfiffner, *Public Administration* (New York: The Ronald Press Company, 1947).

[14] Aubrey Hays Simons, "An Evaluation of Recruitment Methods in Medium-Sized School Districts in California" (Doctral dissertation, University of Southern California, 1956), p. 18.

[15] Ibid., p. 19.

[16] William A. Yeager, *Administration and the Teacher* (New York: Harper and Brothers, 1954), pp. 132–134.

I (gı d ı Scl Sı vl: 3

TABLE 1-2. Developmental Trends That Have Influenced Educational Personnel Supervision.

THE PAST		THE PRESENT
Education for few	⟶	Education for all
Private, parochial, and pauper schools	⟶	Common schools for all, regardless of economic status or "social class"
Instruction in religion	⟶	Practical instruction for life in society
Education preserving class and social distinctions	⟶	Education aimed at equalization or harmonizing different social and economic groups; education as a social ladder

The instructors were usually male school masters, since few women were employed. Since the demand exceeded the supply, a man had an excellent chance of being hired if he could "keep school." While his statement concerning his own ability normally was accepted, a letter of recommendation from a minister usually was sufficient to meet the qualifications for the office.

W. A. Yeager commented: "We cannot deny that favoritism, both political and social, had its place in the selection of teachers whose [other] qualifications were often quite lacking."[17] This condition led to E. H. Reisner's contention that teaching was the "last measure of professional and business incompetence. It was not even a well-defined trade with standards of preparation and fitness."[18]

Upgrading from these lowly origins has been a long and tedious process. Table 1-2 reflects developmental trends in education that have influenced the practice of educational personnel supervision. Improvement in quality became noticeable only after the selection process became a professional function. Three factors have influenced this movement: (1) the development of educational leaders; (2) the beginnings of the normal schools; and (3) the beginnings of local and later state controls over trainees both as to preparation and certification requirements.[19]

What Is The Role of Supervision Today?

The broad modern interpretation of the role of supervision is action and experimentation aimed at improving instruction and the instructional program. Using this definition, supervision should be the concern of superintendents, principals, specialists, directors, consultants, deans, coordinators, chairmen, and teachers.

[17] Ibid., p. 67.

[18] Edward H. Reisner, *The Evaluation of the Common School* (New York: The Macmillan Company, 1930), p. 393.

[19] Yeager, p. 66.

The following ways of improving the instructional program are used more frequently today:

1. Sharing ideas, procedures, and materials in order to evaluate and develop the curriculum
2. Developing materials and procedures to implement the curriculum
3. Planning for instructional improvement through in-service education, institutes, research, workshops, and projects
4. Organizing a staff of professional specialist-consultants
5. Directing teachers toward goals through democratic processes by supplying specific directions based on a sound background in individual and group dynamics
6. Allowing—indeed encouraging—teachers to participate in planning and organization
7. Evaluating curriculum, materials, and procedures in the light of basic objectives and the findings of scientific research

Whose Job Is It?

The superintendent, staff members, specialists, principal, consultants, and department heads and teachers are all concerned with improving the instructional program in the schools. However, this area is more the total responsibility of the principal and his staff.

The principal's job is to fulfill the objectives for the school's supervisory program. The ultimate responsibility for the program rests with the principal for his school, and with the superintendent for the school system.

Surely the hallmark for supervision today would include the factors of objectivity, systematic planning and procedures, a democratic approach, a creative atmosphere, pragmatic orientation, and a lot of experimentation and evaluation. It should include a spirit of cooperative inquiry, empathy, service, creativity, openmindedness, appraisal, and skill in group processes. It is at once an expert, technical service concerned with studying and improving all conditions inherent in the teaching-learning process, and a supportive function, a service function, a human relations function.

BASIC CHANGES IN THE FUNCTIONS OF SCHOOL SUPERVISION IN THE LOCAL SCHOOL SYSTEM. The following list illustrates some of the more basic changes in school supervision that have occurred at the local level:

1. Supervision includes more than it did in the past. This expansion is the result of continual critical thinking in connection with the nature of education and its relation to the individual and to society.
2. Supervision methods are becoming more objective and experimental. This change stems from the scientific movement in education.

3. Supervision is increasingly participatory and cooperative. Policies and plans are formulated through group discussion, with participation by all concerned. This alteration in approach and technique is the result of increasing insight into the nature of democracy and of democratic methods.
4. Supervisory activities and opportunities are distributed among an ever-increasing number of persons as all come to contribute and to accept the challenge to exercise leadership.
5. Supervision is increasingly derived from the given situation, rather than imposed from above.

Everything in a school system is (or should be) designed for the ultimate purpose of stimulating learning and growth. Supervision deals with items that primarily directly condition learning and growth.

LOCAL SUPERVISION: A PROBLEM IN LEADERSHIP AND COOPERATION. Barr et al.[20] formulated the following outline of leadership functions for the school supervisor at the local level:

1. Evaluating the educational products in the light of accepted objectives of education.
   a) The cooperative determination and critical analysis of aims
   b) The selection and application of the means of appraisal
   c) The analysis of the data to discover strength and weakness in the product.
2. Studying the teaching-learning situation to determine the antecedents of satisfactory and unsatisfactory student growth and achievement.
   a) Studying the course of study and the curriculum-in-operation
   b) Studying the materials of instruction, the equipment, and the socio-physical environment of learning and growth
   c) Studying the factors related to instruction (the teacher's personality, academic and professional training, techniques)
   d) Studying the factors present in the learner (capacity, interest, work habits, intellectual development, and others).
3. Improving the teaching-learning situation.
   a) Improving the course of study and the curriculum-in-operation
   b) Improving the materials of instruction, the equipment, and the socio-physical environment of learning and growth
   c) Improving the factors related directly to instruction
   d) Improving factors present in the learner which affect his growth and achievement.
4. Evaluating the objectives, methods, and outcomes of supervision.
   a) Discovering and applying the techniques of evaluation
   b) Evaluating the results of given supervisory programs, including factors which limit the success of these programs
   c) Evaluating and improving the performance of the personnel of supervision.

[20] Barr, et al., *Supervision*, pp. 9–11.

The National Education Association[21] delineated the following functions of the school supervisor:

PER CENT	FUNCTIONS
100	Attending meetings of professional associations
97	Discussing educational philosophy, objectives, and techniques
96	Holding group conferences to discuss common problems
96	Making classroom visitations

Serving as a resource person also should be added to this list. In performing these functions, the supervisor should call on specialists from the intermediate and state units. Local system supervisors in a geographical area should cooperate in area meetings and in sharing materials.

THE IMPORTANCE OF SELF-SUPERVISION. The transition from imposed supervision, coupled with the desirable modern emphasis on cooperative group endeavor, sometimes obscure an important implication of modern philosophy and thinking in supervision—the possibilities for self-direction, self-guidance, and self-supervision. The mature individual not only will serve as a leader in group enterprise and make contributions to group discussions and decisions; he/she also often will engage in a program for self-improvement.

Specialists engage in such a program when they work independently on a frontier problem. A member of the rank and file does this when studying his/her own needs, or trying new methods in the classroom, or pursuing a problem of his own through the available literature. Self-initiated attention to any problem usually grows out of group activities.[22]

The Principal as the Chief Supervisor in the Local School

The building principal must accept responsibility for all that transpires in the local school. This means that the principal is the chief supervisory officer. General, special, intermediate unit, and state supervisors always must work through, and in harmony with, the principal. Before visiting teachers individually or in groups, the staff supervisor (the specialist-consultant) should check with the principal's office. The functions of the supervisors at the state and intermediate unit levels are discussed in chapters 2 and 3.

[21] Association for Supervision and Curriculum Development of the National Education Association, "Leadership through Supervision," *1946 Yearbook of the Association* (Washington, D.C.: The Association, 1946), pp. 37–38.

[22] Barr et al., *Supervision*, p. 13.

Do

1. Combine efforts of teachers and supervisory personnel.
2. Offer and accept new ideas.
3. Work toward the optimum utilization of all instructional materials.
4. Respect staff opinions and suggestions.
5. Recognize that support and loyalty form a two-way street.
6. Have a sincere concern for staff members as professional individuals.
7. Praise and encourage good attitudes and procedures for specific accomplishments.
8. Use effective measures of evaluation.
9. Support the staff in relations with the community.
10. Accept the teacher as an equal, charged with specific responsibilities.
11. Enlist the cooperative efforts of the entire staff in studying the school's educational problems.
12. Provide opportunities from which teachers can develop potential leadership.
13. Accept deviations from the established order of doing things.
14. Conduct a continuous search for better and more effective ways of performing your duties.
15. Enlist the services of the specialist-consultants at the local, intermediate, and state levels.
16. Believe always that no best way has yet been found.

Don't

1. Assume the role of a *superior*-visor.
2. Assume that the curriculum and the methods of implementing and teaching it are fixed.
3. Consider experimentation by teachers to be insubordination.
4. Make a standard, scheduled supervisory visit without making an appointment ahead of time.
5. Be afraid to make an informal, *brief* visit.
6. Look upon yourself as a threat rather than as a helper.
7. Be afraid to call on neighboring principals, specialist-consultants, and teachers for additional help.
8. Fail to devote at least 50 percent of your time to the vital business of supervision.

TRENDS: THE FUTURE OF SUPERVISION

Toward ⟶ Acceptance of the Supervisor as a Facilitator, Aid, Consultant, and Professional Advisor

As noted in the past the supervising principal was considered to be a super-inspector. It is hoped that in the future the supervisor will be accepted as facilitator, an aid, consultant, and professional advisor to the classroom teacher and to classified personnel. Signs indicate that this change has begun. The road is uncertain, however, and slow. Perhaps this journey will be speeded with the cooperative development of assignment specifications and with granting tenures to supervisors.

Toward ⟶ Increased Research and Experimentation in Supervision

We are not content to hope that we are using the best methods and materials available in our program of supervision. We are turning more to the results of research and experimentation for direction.

In the past, the type of supervision often was up to the individual supervising principal, as were the suggestions concerning how an individual teacher might improve his/her instructional performance. At times these "suggestions" bore the weight of command, and many a "supervisor" would proudly point to some common action being taken by the teachers under despotic control. Unfortunately, these common actions often lacked two important factors, for (1) they would be based, partially or totally, on off-the-cuff "intuition," and/or (2) they would be applied to all teaching-learning situations and all teachers, with all classes.

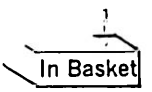
We now recognize that teachers are individuals, that children are individuals, and that no two groups possess the same dynamics. We also are beginning to recognize the invaluable service of research and experimentation, although disappointingly little research has been accomplished in the area of supervision.

The professional supervising principal must provide the spirit and the force for such experimentation. We must forcefully assume our professional responsibilities. As the techniques and methods of scientific investigation are developed and made known to more people engaged in supervision, we shall see an increase in the amount of research in this area.

Toward ⟶ Increased Activity of the United States Office of Education in Elementary School Supervision

Since 1867, the role of the United States Office of Education has been expanding. In light of today's needs, it is safe to predict increased federal research in instructional techniques and technology. A system of education that can do the job required for modern institutions requires national coordination. This does not necessitate a system managed from Washington.

Supervisory Problems



Throughout the text, the reader will encounter "In-Basket (simulated) Supervisory Problems." These problems may be considered as representative of situations and problems a supervisor in the field may encounter as he/she goes about everyday tasks. In establishing the ground rules for handling the problems, the seminar group may wish to indicate that the individuals assigned to provide a solution for the problem may assume any data they wish, when no information to the contrary is provided. Group leaders may wish to encourage the seminar members to bring in their own in-basket (*simulated*) supervisory problems. *If so, the* general *scope of the problem and a few basic references should be presented to the participants before the problem is presented to permit adequate preparation for the seminar. The seminar leader (the student presenting the problem) should introduce the topic, set the environmental background, and summarize at the end of the session.*

The seminar leader should provide a systematic progression in the discussion of the problem, somewhat as follows:

A. Statement of the immediate problem
B. Underlying problem(s)
C. Facts as stated in the problem
D. Solution(s)—options (short-, intermediate-, and long-range)

Problem

The school district by which you are employed has a small but vocal teacher's union local. Most teachers in the district belong to the District Teacher's Association and to the parent state and national associations. There has been some talk of establishing a professional relations committee, but no action has been taken.

Your superintendent believes that all probationary teachers should be rated once per month. As principal of Edward Elcott High, you have complied.

You have received a note in your in-basket that reads:

"Dear Snooper: Your supervisory techniques are deplorable: You must be living in the past! We want you to know that we can take just so much! If you continue to visit the probationary teachers once per month and, therefore, fail to permit them to relax and teach, without worrying about putting on a show for you, we shall be forced to take this problem further."

What would you do?

(NOTE: *You may assume anything, but you may not change the facts, nor may you indicate that* in the past *you would have done something to avoid the problem. The question is, what will you do, given the facts as listed in the problem?*)

—XXX—

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APPENDIX

Rating Checklist for Principals

There is a trend toward management by use of objectives established by teachers, principals, supervisors, and district administrators. The objectives should be related not only to what now exists in a school district, but to what ought to be most useful in the future. Evaluation should be in terms of how closely the objectives are reached.

The checklist presented here can be adapted to apply to any administrative position, although it was designed primarily to help the principal in cooperation with the superintendent and staff. This instrument allows a principal to view himself in action, and to evaluate his administration in terms of how effectively he is working with the people of the school and the community in planning and carrying out the educational program. By using this checklist as an example, teachers and principals can develop similar objectives for teacher self-evaluation or for the principal's evaluation of a teacher.

The following rating scale should be kept in mind as each number is circled indicating the extent to which each administrative practice or action exists in the principal's school:

N . . . . . Cannot evaluate principal regarding this practice because of insufficient evidence.
0 . . . . . This practice is not found to any extent.
1 . . . . . This practice is found to a very limited degree.
2 . . . . . This practice is found to a fair degree.
3 . . . . . This practice is found to an average degree.
4 . . . . . This practice is found to a large degree.
5 . . . . . This practice is found to an extent that leaves little to be desired.

Constructive remarks by those cooperating in the evaluation can be of value in analysis of the evaluation materials. Space can be provided for this purpose at the end of areas "A," "B," and "C."

A. Competencies Required to Carry out the Role of Democratic Leadership.

A competent and successful school principal is a person who:

1. *Understands and practices democratic administration.*

The principal:

a. Shows an understanding of the nature of democracy N 0 1 2 3 4 5

b. Demonstrates faith in the capacities of others and relies heavily on their capacities ..... N 0 1 2 3 4 5

c. Encourages teacher participation in policy formation and evaluation ..... N 0 1 2 3 4 5

d. Encourages student participation in policy formation and evaluation ..... N 0 1 2 3 4 5

e. Encourages lay people in policy formation and evaluation N 0 1 2 3 4 5

f. Is effective in leading individuals and groups to discover problems ..... N 0 1 2 3 4 5

g. Works toward common understanding of the school's objectives and their relation to problems that the principal, staff, and all concerned have jointly set out to solve ..... N 0 1 2 3 4 5

h. Leads individuals and groups in arriving at decisions on the basis of factual analysis and interpretation of data N 0 1 2 3 4 5

i. Uses committee techniques with keen understanding to solve problems ..... N 0 1 2 3 4 5

j. Understands and uses accepted parliamentary procedure as a means of giving form to cooperative activity ... N 0 1 2 3 4 5

k. Accepts rightful share of responsibility in initiating policies of the school ..... N 0 1 2 3 4 5

2. *Demonstrates a keen understanding of group dynamics.*

The principal:

a. Demonstrates the belief that a group of people, by applying reflective thought to their problems, can arrive at more reliable conclusions than can individuals working alone ... N 0 1 2 3 4 5

b. Defends the rights of people to express their views N 0 1 2 3 4 5

c. Attracts individuals to the idea of group planning and action N 0 1 2 3 4 5

d. Provides for cooperative agenda for goal formulation in group meetings ..... N 0 1 2 3 4 5

e. Examines his role and behavior as a member of each group with which he works ..... N 0 1 2 3 4 5

f. Is willing to allow others to evaluate him as a member of a group N 0 1 2 3 4 5

g. Inspires respect and loyalty for the leader of the group, whoever the leader might be at any specific time ... N 0 1 2 3 4 5

h. Encourages every member of a group to serve as a resource person ..... N 0 1 2 3 4 5

i. Exercises patience with groups when their deliberations require considerable time ..... N 0 1 2 3 4 5

j. Helps to clarify thought by well-timed, pertinent questions N 0 1 2 3 4 5

k. Presents thought-provoking information and situations to those concerned with improvement of the school program N 0 1 2 3 4 5

l. Provides information pertinent to the solution of the problem at hand ..... N 0 1 2 3 4 5

m. Allows time for groups to mature in their relationships and to learn to work together effectively ..... N 0 1 2 3 4 5

n. Keeps before the group clear statements of what they are trying to do and what has been attained in approaching the solution of school problems ..... N 0 1 2 3 4 5

o. Encourages groups at work to suspend judgment until all pertinent facts have been examined ..... N 0 1 2 3 4 5

p. Brings out action implications of all group discussions N 0 1 2 3 4 5

q. Stays in the background a reasonable amount of the time N 0 1 2 3 4 5

3. *Takes the lead in planning a program of inservice growth for himself and his staff.*

The principal:

a. Reflects the belief that people learn from one another N 0 1 2 3 4 5

b. Sets an example for the staff by carrying out a planned program of professional improvement for himself ..... N 0 1 2 3 4 5

c. Encourages and makes possible professional improvement on the part of staff members ..... N 0 1 2 3 4 5
d. Recommends policies to superintendent and board that will encourage professional growth among teachers ... N 0 1 2 3 4 5
e. Promotes active participation in professional organizations N 0 1 2 3 4 5
f. Realizes that professional growth is a lifelong process N 0 1 2 3 4 5
g. Credits his school as he works professionally with other principals ..... N 0 1 2 3 4 5
h. Gives others credit for their achievements ... N 0 1 2 3 4 5

4. *Shows a sense of timeliness in taking action.*
The principal:
a. Keeps himself informed on how the staff, pupils, and community feel about vital issues ..... N 0 1 2 3 4 5
b. Analyzes carefully the school situation before planning any improvement program ..... N 0 1 2 3 4 5
c. Times changes and improvements to correspond with the growth and educational thinking of the community .... N 0 1 2 3 4 5
d. Establishes sufficient facts to support any proposed change N 0 1 2 3 4 5
e. Plans a reasonable and practical program of improvement that can be carried through to successful completion in a definite period of time ..... N 0 1 2 3 4 5
f. Initiates action promptly in emergency situations N 0 1 2 3 4 5

5. *Maintains physical, mental, and emotional vitality and adjustment.*
The principal:
a. Possesses professional honesty and courage .. N 0 1 2 3 4 5
b. Has energy sufficient to meet demands of job . N 0 1 2 3 4 5
c. Is well adjusted in home and community life . N 0 1 2 3 4 5
d. Participates in hobbies to afford physical and mental relaxation N 0 1 2 3 4 5
e. Maintains emotional stability in all situations . N 0 1 2 3 4 5
f. Is consistent in his behavior ..... N 0 1 2 3 4 5
g. Maintains neat, well-groomed appearance .. N 0 1 2 3 4 5
h. Accepts criticism objectively ..... N 0 1 2 3 4 5

i. Enjoys being with people ..... N 0 1 2 3 4 5
j. Is a good listener ..... N 0 1 2 3 4 5

6. *Develops and maintains high morale among all school personnel.*
The principal:
a. Creates a feeling on the part of each staff member that he or she is a member of a whole team, and that what he or she does is a contributing factor to the success of the school program
N 0 1 2 3 4 5
b. Makes every effort to provide desirable working conditions
N 0 1 2 3 4 5
c. Encourages constructive criticism of administrative decisions and activities ..... N 0 1 2 3 4 5
d. Encourages maximum representation of teachers in decisions involving the welfare of the staff ..... N 0 1 2 3 4 5
e. Defends the school and its personnel against unwarranted criticism ..... N 0 1 2 3 4 5
f. Accepts all actions of individual staff members as the responsibility of the school ..... N 0 1 2 3 4 5
g. Encourages the total staff to assist individual members toward improvement ..... N 0 1 2 3 4 5
h. Displays a genuine interest in personal, social, and family interests of staff members ..... N 0 1 2 3 4 5
i. Works with staff in determining relationships between salary schedules, workloads, and responsibilities .... N 0 1 2 3 4 5
j. Alters his viewpoint when presented with evidence that does not support his position ..... N 0 1 2 3 4 5
k. Keeps administrative rules and regulations at a minimum
N 0 1 2 3 4 5
l. Demonstrates the belief that school administration is not an end unto itself, but exists only for the improvement of instruction and for the welfare of the children ..... N 0 1 2 3 4 5

7. *Expresses himself well, especially orally and in public.*
The principal:
a. Makes proper preparation before all public talks
N 0 1 2 3 4 5
b. Understands and applies good techniques of public speaking
N 0 1 2 3 4 5

c. Gives careful thought to form of letters and all written communication ..... N 0 1 2 3 4 5
d. Is a good conversationalist ..... N 0 1 2 3 4 5
e. Is able to express ideas so clearly that there is little chance of being misunderstood or misinterpreted ..... N 0 1 2 3 4 5

8. *Budgets time to best advantage.*
The principal:
a. Organizes the school program and delegates responsibility to free himself from a multiplicity of routine administrative tasks
N 0 1 2 3 4 5
b. Has a planned schedule of his activities publicized within the school to facilitate discharging his administrative responsibilities
N 0 1 2 3 4 5
c. Displays punctuality in fulfilling his duties .. N 0 1 2 3 4 5
d. Shows proficiency in the expenditure of time on necessary unscheduled activities (such as visits by salesmen) . N 0 1 2 3 4 5
e. Devotes part of day to activities specifically designed for the improvement of instruction ..... N 0 1 2 3 4 5
f. Provides time-saving equipment for school offices
N 0 1 2 3 4 5

9. *Recognizes and assumes the social and civic responsibilities of the school administrator in a community.*
The principal:
a. Is an active member of community organizations (such as Red Cross, Community Chest, Chamber of Commerce)
N 0 1 2 3 4 5
b. Is an active member of some community church group
N 0 1 2 3 4 5
c. Interprets educational needs and the school program to community organizations ..... N 0 1 2 3 4 5
d. Works with community organizations in promoting school programs and satisfying the needs of the students and community
N 0 1 2 3 4 5
e. Lends the aid and influence of the school to the promotion of deserving community projects ..... N 0 1 2 3 4 5

B. Competencies Required to Work Effectively with School Personnel.
A competent and successful school principal is a person who:

10. *Works with the superintendent, board of education, staff, and students to develop a philosophy of education appropriate to the school and community setting and does not overlook objectives pertinent to state, national, and world needs.*
The principal:
a. Invites teachers to participate in formulating and evaluating the philosophy, objectives, and policies of the school. N 0 1 2 3 4 5
b. Invites pupils to participate in formulating and evaluating the philosophy, objectives, and policies of the school. N 0 1 2 3 4 5
c. Meets with the board of education (by invitation of the superintendent) to formulate and evaluate the philosophy, objectives, and policies of the school ..... N 0 1 2 3 4 5
d. Promotes recognition and discussion of community problems (such as health and adult education) ..... N 0 1 2 3 4 5
e. Promotes recognition and discussion of state problems that relate to education ..... N 0 1 2 3 4 5
f. Promotes recognition and discussion of national and international problems that relate to education ..... N 0 1 2 3 4 5
g. Discusses local, state, and national problems frequently with pupils to encourage active citizenship ..... N 0 1 2 3 4 5

11. *Selects personnel capable of attaining the accepted objectives of the school and assigns them to positions in which they will be most effective.*
The principal:
a. Makes it possible for teachers to participate in the selection of new teachers ..... N 0 1 2 3 4 5
b. Makes recommendations for the employment of personnel to the superintendent of schools on the basis of their ability to fulfill needs made evident by careful job analysis ..... N 0 1 2 3 4 5
c. Makes it possible for staff members to select extra-class duties to use their special aptitudes more extensively .... N 0 1 2 3 4 5
d. Sets up a program of orientation and assistance for teachers new to the system ..... N 0 1 2 3 4 5
e. Shows appreciation for good teaching by recommending promotions, commendations, and salary increases .... N 0 1 2 3 4 5
f. Furnishes job applicants with information pertinent to the position ..... N 0 1 2 3 4 5

12. *Organizes school personnel for a cooperative approach to all educational problems.*
The principal:
a. Makes provision for staff cooperation in working on pertinent problems presented by individual teachers ..... N 0 1 2 3 4 5
b. Invites the superintendent to visit the school to discuss educational problems with the staff ..... N 0 1 2 3 4 5
c. Encourages and provides opportunity for teachers to visit the homes of pupils ..... N 0 1 2 3 4 5
d. Provides released time for teachers to study and plan solutions to educational problems ..... N 0 1 2 3 4 5
e. Organizes and makes use of workshops and other problem-solving techniques ..... N 0 1 2 3 4 5
f. Provides for continuous study of educational problems
N 0 1 2 3 4 5
g. Clarifies relationships and responsibilities of school personnel
N 0 1 2 3 4 5
h. Provides opportunity for progress reports from individuals, committees, and organizations ..... N 0 1 2 3 4 5
i. Provides opportunities for teaching and nonteaching personnel to discuss their responsibilities in relation to school objectives
N 0 1 2 3 4 5
j. Plans with nonteaching personnel so that their work does not interfere unduly with the work of teachers and pupils
N 0 1 2 3 4 5
k. Is systematic and consistent in dealing with noncertificated staff
N 0 1 2 3 4 5
l. Provides workshops, short courses, and demonstrations for noncertificated staff ..... N 0 1 2 3 4 5

13. *Plans and works with school personnel for the continuous development and improvement of the school's curriculum.*
The principal:
a. Schedules staff meetings for the purpose of formulating and evaluating curriculum objectives ..... N 0 1 2 3 4 5
b. Uses knowledge of available resources in curriculum planning
N 0 1 2 3 4 5
c. Is open minded and receptive to ideas about new curricula that show promise ..... N 0 1 2 3 4 5

d. Gears the curriculum objectives to present and future student needs ..... N 0 1 2 3 4 5
e. Holds joint meetings in which staff members in the elementary school discuss their work and objectives with those in the high school and vice versa ..... N 0 1 2 3 4 5
f. Considers college-bound students in designing the school program ..... N 0 1 2 3 4 5
g. Considers students who will not attend college in designing the school program ..... N 0 1 2 3 4 5
h. Holds staff meetings to discuss individual and collective pupil progress ..... N 0 1 2 3 4 5
i. Makes it possible for pupils to participate in planning the curriculum ..... N 0 1 2 3 4 5

14. *Provides learning experiences designed to induce desirable patterns of student behavior as outlined by curriculum objectives.*
The principal:
a. Leads in the formulation of broad goals for the school N 0 1 2 3 4 5
b. Encourages each teacher to formulate specific objectives designed to achieve the broad goals of the school .. N 0 1 2 3 4 5
c. Provides environment favorable to pupil learning N 0 1 2 3 4 5
d. Works with each teacher to help her provide for desirable classroom experiences ..... N 0 1 2 3 4 5
e. Stimulates student participation in school activities to include all students ..... N 0 1 2 3 4 5
f. Stresses democratic principles as fundamental in all phases of school organization and life ..... N 0 1 2 3 4 5
g. Practices the philosophy that the school is a laboratory where growing children are assisted in dealing intelligently and effectively with social, spiritual, and moral values ..... N 0 1 2 3 4 5
h. Provides pupils with experiences designed to help them develop abilities and habits of discrimination, constructive citizenship, cooperation, and self-reliance ..... N 0 1 2 3 4 5
i. Includes experiences in the school curriculum that lead toward understanding and appreciation of the cultures and needs of the people of foreign countries ..... N 0 1 2 3 4 5

j. Gives attention to the training of pupils in preparing for local, state, and national careers of public leadership . N 0 1 2 3 4 5
k. Recognizes in the curriculum the importance of science in the contemporary world ..... N 0 1 2 3 4 5

15. *Establishes appropriate procedures for evaluating pupil progress toward objectives and for making changes in the curriculum organization and content when needed.*
The principal:
a. Makes provision for continued evaluation of the school's instructional program ..... N 0 1 2 3 4 5
b. Demonstrates willingness to make changes when needed N 0 1 2 3 4 5
c. Obtains staff participation in designing the school's forms and methods for reporting to parents ..... N 0 1 2 3 4 5
d. Obtains student participation in designing the school's forms and methods for reporting to parents ..... N 0 1 2 3 4 5
e. Obtains parents' participation in designing the school's forms and methods for reporting to them ..... N 0 1 2 3 4 5
f. Encourages discussion with parents concerning student progress N 0 1 2 3 4 5
g. Encourages discussion with students concerning their individual progress ..... N 0 1 2 3 4 5
h. Provides training in the administration of commercial evaluative devices and the interpretation of results ..... N 0 1 2 3 4 5
i. Makes available commercial evaluative devices for use by the staff ..... N 0 1 2 3 4 5
j. Provides training for teachers in evaluative techniques such as anecdotal records, case studies, and sociometric procedures N 0 1 2 3 4 5
k. Uses results of the testing program to help determine whether or not the objectives of the school are being achieved N 0 1 2 3 4 5
l. Uses the results of the testing program as an aid in revising the curriculum ..... N 0 1 2 3 4 5
m. Works with the individual staff members to use test results in diagnosis and remedial services ..... N 0 1 2 3 4 5
n. Integrates the testing program with the guidance program N 0 1 2 3 4 5

16. *Plans and works with school personnel for the continuous improvement of instruction.*

The principal:

a. Assumes direct responsibility for the improvement of instruction
N 0 1 2 3 4 5

b. Encourages teachers to assume responsible freedom in exercising their judgment and initiative in the choice and arrangement of activities, subject matter, and method ..... N 0 1 2 3 4 5

c. Provides cooperatively selected instructional materials and assists teachers in their use ..... N 0 1 2 3 4 5

d. Leads teachers and their committees in the preparation of instructional materials ..... N 0 1 2 3 4 5

e. Conducts classroom observations skillfully .. N 0 1 2 3 4 5

f. Gives suggestions concerning classroom methods whenever and wherever he feels competent ..... N 0 1 2 3 4 5

g. Uses conferences with teachers as means for cooperative study of instruction (both individual and group) .... N 0 1 2 3 4 5

h. Makes full use of standard tests ..... N 0 1 2 3 4 5

i. Encourages improvement of teacher-constructed tests
N 0 1 2 3 4 5

j. Encourages improvement of grading and promoting
N 0 1 2 3 4 5

k. Encourages teacher exchange of ideas on classroom techniques
N 0 1 2 3 4 5

l. Provides opportunities for teachers to visit each other's classes within the school ..... N 0 1 2 3 4 5

m. Provides opportunities for teachers to observe other teachers in other schools ..... N 0 1 2 3 4 5

n. Provides consultants when needed ..... N 0 1 2 3 4 5

o. Develops professional library for the school staff
N 0 1 2 3 4 5

p. Plans for favorable teacher–pupil ratio to achieve maximum learning ..... N 0 1 2 3 4 5

17. *Leads in the development and improvement of the school's guidance services.*

The principal:

a. Uses surveys of the school community as an aid in guidance
N 0 1 2 3 4 5

b. Provides leadership for staff studies designed to improve the counseling of students in the school ..... N 0 1 2 3 4 5

c. Provides time in the daily work schedule for one or more staff members to devote some time to guidance work . N 0 1 2 3 4 5

d. Helps to correlate guidance work with classroom work N 0 1 2 3 4 5

e. Designs testing program to determine pupil interests and abilities N 0 1 2 3 4 5

f. Provides an organized follow-up of students after they leave school ..... N 0 1 2 3 4 5

g. Makes student records accessible and encourages their use N 0 1 2 3 4 5

h. Provides educational and occupational information services N 0 1 2 3 4 5

18. *Uses the resources of the community to enrich the school program.*
The principal:

a. Surveys and analyzes resources of the community to determine their implications for enriching the educational program N 0 1 2 3 4 5

b. Encourages teachers to provide experiences that will familiarize students with the occupations and industry in the community N 0 1 2 3 4 5

c. Maintains directory of community resource persons N 0 1 2 3 4 5

d. Plans for the use of local resource people to enrich the educational program ..... N 0 1 2 3 4 5

e. Cooperates by providing time and means for off-campus pupil experiences ..... N 0 1 2 3 4 5

19. *Makes use of teacher and student potential to plan and carry out school activities.*
The principal:

a. Develops an educational environment conducive to staff and pupil growth ..... N 0 1 2 3 4 5

b. Acquaints everyone in school organization with his duties N 0 1 2 3 4 5

c. Organizes the school program so that it functions smoothly in his absence ..... N 0 1 2 3 4 5

d. Encourages students to assume responsibility and take initiative in school activities ..... N 0 1 2 3 4 5
e. Develops cooperatively with teachers and students a handbook containing information about school organization, objectives, philosophy, and responsibilities ..... N 0 1 2 3 4 5
f. Organizes teacher committees to plan for the assignment of special duties ..... N 0 1 2 3 4 5
g. Provides adequate and continuous supervision of student activities during noon hours, recess, and play periods . N 0 1 2 3 4 5
h. Encourages students to assume responsibility in regulating the use of vehicles on school grounds ..... N 0 1 2 3 4 5

20. *Understands and uses the implications of research and experimentation for developing the best possible school program.*
The principal:
a. Understands and applies the scientific method . N 0 1 2 3 4 5
b. Keeps informed on current educational research N 0 1 2 3 4 5
c. Encourages carefully planned experimentation in teaching methods ..... N 0 1 2 3 4 5
d. Aids in providing for teacher demonstrations, films, and discussion to clarify elements of a good learning situation N 0 1 2 3 4 5
e. Places emphasis on the teacher's understanding of child growth and development ..... N 0 1 2 3 4 5
f. Encourages teachers to focus attention on the individual learner N 0 1 2 3 4 5

21. *Establishes open communication among school personnel.*
The principal:
a. Is accessible to teachers and students and willing to discuss any problems ..... N 0 1 2 3 4 5
b. Encourages teachers to visit the principal's office for discussing school and personal problems ..... N 0 1 2 3 4 5
c. Encourages students to visit the principal's office for discussing school and personal problems ..... N 0 1 2 3 4 5
d. Keeps the superintendent and board of education informed of the school's activities through reports supplementary to those required by the state department of education .... N 0 1 2 3 4 5

e. Recognizes the influence of students as present and future public relations agents ..... N 0 1 2 3 4 5

f. Uses to advantage available standard media (such as personal and group conferences, bulletins, school newspaper)
N 0 1 2 3 4 5

g. Plans for communication between teaching and nonteaching staff members ..... N 0 1 2 3 4 5

22. *Maintains adequate records.*
The principal:

a. Formulates policies pertaining to recordkeeping with help of the school staff ..... N 0 1 2 3 4 5

b. Maintains records on present and potential employees
N 0 1 2 3 4 5

c. Makes use of information on school staff in determining duties necessary for the proper functioning of the school
N 0 1 2 3 4 5

d. Maintains adequate cumulative records on each student
N 0 1 2 3 4 5

e. Makes periodic reports to the staff and students about the finances of the school ..... N 0 1 2 3 4 5

23. *Applies sound principles of school economy in obtaining and distributing school supplies and equipment and in maintaining school property.*
The principal:

a. Buys wholesale whenever it means an appreciable saving to the school ..... N 0 1 2 3 4 5

b. Asks for competitive bids where justified by size of expenditure
N 0 1 2 3 4 5

c. Plans in advance to prevent emergency buying
N 0 1 2 3 4 5

d. Provides for systematic storage and distribution of supplies
N 0 1 2 3 4 5

e. Stresses economy in the use of supplies and respect for property as an important phase of the educational program
N 0 1 2 3 4 5

f. Plans for a continuous maintenance program of buildings and grounds ..... N 0 1 2 3 4 5

24. *Understands and applies sound school building principles to house the educational program.*
The principal:
a. Keeps well informed on present-day trends in school building use and construction ..... N 0 1 2 3 4 5
b. Uses competent architectural advisers in school-building planning ..... N 0 1 2 3 4 5
c. Insists on adequate supervision of actual construction N 0 1 2 3 4 5
d. Considers the needs of the total school program in the use of buildings and grounds ..... N 0 1 2 3 4 5
e. Advocates long-term building plans which conform to the findings of continuous surveys of the community and its educational needs ..... N 0 1 2 3 4 5
f. Includes teachers, parents, and pupils in designing the educational program and projecting building requirements necessary for that program ..... N 0 1 2 3 4 5

25. *Provides for safe and convenient transportation of pupils.*
The principal:
a. Demonstrates belief that the school bus is an educational tool to be used for educational purposes ..... N 0 1 2 3 4 5
b. Provides adequate supervision for students while loading, unloading, and riding school buses ..... N 0 1 2 3 4 5
c. Provides effective and well-trained school patrols for school buses ..... N 0 1 2 3 4 5
d. Prescribes seating arrangement for pupils ... N 0 1 2 3 4 5
e. Requests periodic inspection of school buses . N 0 1 2 3 4 5
f. Encourages employment of well-qualified bus drivers N 0 1 2 3 4 5
g. Holds conferences with bus drivers on safety . N 0 1 2 3 4 5
h. Works with bus drivers in establishing and adhering to time schedules ..... N 0 1 2 3 4 5
i. Cooperates with agencies concerned with highway safety N 0 1 2 3 4 5
j. Keeps everyone concerned informed of laws regarding transportation ..... N 0 1 2 3 4 5

26. *Understands and applies with skill state and board of education regulations.*
The principal:
a. Applies appropriate legal principles and uses fully the rights provided therein for the advancement of education
N 0 1 2 3 4 5
b. Keeps informed about state school laws .... N 0 1 2 3 4 5
c. Keeps informed about the rules and regulations of the state board of education and the state department of education
N 0 1 2 3 4 5
d. Interprets the content and purpose of board regulations to faculty, students, and public ..... N 0 1 2 3 4 5
e. Accepts and applies all board regulations as if they were his own
N 0 1 2 3 4 5
f. Provides channels through which teachers, students, and parents can make constructive suggestions about rules and regulations
N 0 1 2 3 4 5
g. Defends rules and regulations of the board of education from unfair and unwarranted criticism ..... N 0 1 2 3 4 5

27. *Demonstrates a functional conception of the place of office work in the total pattern of administrative responsibilities.*
The principal:
a. Administers office work without allowing it to consume a disproportionate amount of his time ..... N 0 1 2 3 4 5
b. Has regular but flexible schedule for accomplishing routine office work ..... N 0 1 2 3 4 5
c. Organizes office work to win respect of teachers, pupils, and parents ..... N 0 1 2 3 4 5
d. Emphasizes the importance of prompt and accurate recording of office work ..... N 0 1 2 3 4 5
e. Establishes policies concerning services to be provided by the school office ..... N 0 1 2 3 4 5

C. Competencies Required to Work Effectively with the Community and Its Organizations.
A competent and successful school principal is a person who:

28. *Enlists the help of parents and other representatives of the community to develop a philosophy of education appropriate to the*

school and the community setting and does not overlook objectives pertinent to state, national, and world needs.

The principal:

a. Provides opportunities for parents to participate in formulating and reviewing the philosophy of the school .... N 0 1 2 3 4 5

b. Carries out studies of public opinion about schools N 0 1 2 3 4 5

c. Interviews patrons and community leaders to determine what they wish the school to do for their children .... N 0 1 2 3 4 5

d. Aids the community to recognize and evaluate social, economic, ethical, and political trends at work in the community N 0 1 2 3 4 5

29. *Knows the community through planned study.*

The principal:

a. Studies the community continuously ..... N 0 1 2 3 4 5

b. Shows a working knowledge of the power structure of the community ..... N 0 1 2 3 4 5

c. Understands the value system of the community N 0 1 2 3 4 5

d. Understands the interdependence of people and the need to help reduce the force of factors that produce antagonisms among individuals and groups in the community ..... N 0 1 2 3 4 5

e. Recognizes the crucial social problems that have been created by the progress of science and technology ..... N 0 1 2 3 4 5

f. Uses the school program to contribute toward the understanding and solution of problems of living and working together N 0 1 2 3 4 5

g. Contributes to the design of community programs that stress the basic freedoms inherent in our democratic way of life N 0 1 2 3 4 5

30. *Stimulates the community to recognize and support its school needs.*

The principal:

a. Recognizes community needs as of paramount importance in studying and designing the school program .... N 0 1 2 3 4 5

b. Promotes faculty–community meetings to discuss community needs and the part the school can play in providing for these needs N 0 1 2 3 4 5

c. Plans assemblies and other school programs around community problems ..... N 0 1 2 3 4 5

d. Invites parents and other lay people to attend assemblies and other school programs ..... N 0 1 2 3 4 5

e. Provides time for staff to participate in community organizations N 0 1 2 3 4 5

f. Uses educational committees of community organizations to promote an understanding of school–community relationships N 0 1 2 3 4 5

g. Makes use of the combined efforts of students, teachers, and other school personnel in acquainting the community with school activities, goals, and accomplishments ..... N 0 1 2 3 4 5

h. Publicizes studies that show a need for major change in the educational program ..... N 0 1 2 3 4 5

i. Develops a well-organized plan to enlist support of the public for the school ..... N 0 1 2 3 4 5

j. Is active in promoting needed school legislation N 0 1 2 3 4 5

k. Interests citizens in the support of educational programs in social institutions other than the school ..... N 0 1 2 3 4 5

31. *Organizes laymen of the community for cooperative approaches to all educational problems.*

The principal:

a. Understands and applies a sound methodology of problem solving ..... N 0 1 2 3 4 5

b. Invites parents, interested laymen, and representatives of the PTA to the school to discuss educational problems N 0 1 2 3 4 5

c. Does not hesitate to visit the homes of pupils to discuss educational problems with parents ..... N 0 1 2 3 4 5

d. Organizes interested laymen and consultants and the administrative and teaching staff to study the needs of the youth in the community ..... N 0 1 2 3 4 5

e. Clearly explains the purpose of a meeting ... N 0 1 2 3 4 5

f. Is skilled in leading the community to release its energies toward the improvement of educational opportunities .. N 0 1 2 3 4 5

g. Promotes meetings of lay people to discuss educational needs of the community ..... N 0 1 2 3 4 5

h. Provides training situations for those who assume a place of community leadership ..... N 0 1 2 3 4 5

32. *Encourages the community to make wide use of the facilities of the school.*

The principal:

a. Cooperates with the superintendent, school board, and lay leaders in determining policies for the use of school plant N 0 1 2 3 4 5

b. Publicizes the policies pertaining to use of the school plant N 0 1 2 3 4 5

c. Encourages the community to make wide use of the school facilities within the limits of predetermined policies .. N 0 1 2 3 4 5

d. Schedules school–community use of the school plant N 0 1 2 3 4 5

e. Provides facilities for adult education ..... N 0 1 2 3 4 5

33. *Helps improve the quality of living in the community through the school program.*

The principal:

a. Understands all community educational influences that relate to pupils ..... N 0 1 2 3 4 5

b. Provides physical examinations as part of the school program N 0 1 2 3 4 5

c. Plans adult classes as part of the total school program N 0 1 2 3 4 5

d. Cooperates with vocational and other teachers in planning projects designed to improve family living conditions N 0 1 2 3 4 5

e. Participates actively in community improvement projects N 0 1 2 3 4 5

f. Plans experiences in the school program designed to improve physical and mental health ..... N 0 1 2 3 4 5

g. Plans experiences designed to improve family relations as a part of the educational program ..... N 0 1 2 3 4 5

34. *Uses available local, state, and regional resources to solve educational problems.*

The principal:

a. Makes use of staff members of the state department of education in approaching educational problems ..... N 0 1 2 3 4 5

b. Makes use of staff members of colleges and universities N 0 1 2 3 4 5

c. Solicits the aid of instructional supervisors . . N 0 1 2 3 4 5

d. Uses the special qualifications and abilities of the visiting teacher or other attendance personnel . . . . . N 0 1 2 3 4 5

e. Makes use of community resources such as recreational centers, libraries, business establishments, and industries N 0 1 2 3 4 5

f. Provides work experiences for students through the cooperation of the school with community business concerns N 0 1 2 3 4 5

g. Provides conferences for students with representatives of business, industry, civic, and service agencies as part of the educational program . . . . . N 0 1 2 3 4 5

h. Makes use of local concerns with educational significance N 0 1 2 3 4 5

i. Makes extensive use of services, personnel, and materials provided by private, county, state, and federal agencies N 0 1 2 3 4 5

j. Obtains a list of free and inexpensive materials available for schools . . . . . N 0 1 2 3 4 5

k. Maintains an inventory of natural and physical resources in the community . . . . . N 0 1 2 3 4 5

l. Maintains an inventory of community social organizations N 0 1 2 3 4 5

35. *Establishes open communication between school and community.* The principal:

a. Makes use of newspapers, radio stations, TV stations, films, and other mass media to promote understanding and improvement of the educational program . . . . . N 0 1 2 3 4 5

b. Shows good judgment in conversing with individuals about the school and its program . . . . . N 0 1 2 3 4 5

c. Supports parent–teacher organizations and encourages teachers to take an active part . . . . . N 0 1 2 3 4 5

d. Assumes responsibility of informing news agencies about the needs of the school . . . . . N 0 1 2 3 4 5

e. Keeps patrons informed through school publications N 0 1 2 3 4 5

f. Demonstrates the belief that one of the most effective ties between the school and the community is the child N 0 1 2 3 4 5

g. Analyzes and uses constructive criticism for the betterment of the school and its program ..... N 0 1 2 3 4 5

36. *Engages community lay people in the evaluation of the school and its program.*
The principal:
a. Sets up and uses whatever organization is needed to meet with lay people for the purpose of evaluating the school's curriculum
N 0 1 2 3 4 5
b. Sets up and uses whatever organization is needed to bring lay people into the process of evaluating the school's guidance services
N 0 1 2 3 4 5
c. Sets up and uses whatever organization is needed to bring lay people into the process of evaluating the school's instruction
N 0 1 2 3 4 5
d. Is attentive to the comments of community groups about the values of the educational program and of changes made in it
N 0 1 2 3 4 5
e. Progresses only as fast as the community can follow
N 0 1 2 3 4 5
f. Encourages frequent evaluation of the school plant by community groups considering the school's objectives N 0 1 2 3 4 5

37. *Demonstrates knowledge and skill of budget making and financial accounting that meet the conditions of public trust.*
The principal:
a. Makes a budget for the school only after consultation with his teachers and lay leaders ..... N 0 1 2 3 4 5
b. Provides for keeping accurate records of all school monies received and spent ..... N 0 1 2 3 4 5
c. Provides for auditing all school financial records
N 0 1 2 3 4 5
d. Makes periodic reports to the superintendent and board of education about the finances of the school ..... N 0 1 2 3 4 5
e. Makes periodic reports to the public about the finances of the school ..... N 0 1 2 3 4 5

Appendix A

LOOKING AT OUR SCHOOL[1]

The kind of school program we develop reflects our basic be regarding education. The school plant, equipment, materials, riculum, and teaching procedures are characteristic of these bel It is therefore important carefully to examine these beliefs corresponding practices to ascertain the kind of school we have and the kind we wish to develop. Since schools are supp to serve children and the community, the school plant, equipm and curriculum must be planned in the light of the needs, inte and requirements of the children and the community. In plan a good school program, the curriculum, buildings and groun instructional supplies, administrative and supervisory practi teacher personnel, and community must be taken into account. degree to which a school is meeting its responsibilities can be praised largely by reference to these areas. Therefore, the follow self-evaluation guide, each item of which should be checked, been prepared as a means of assisting school staffs in a study of local school and its current status. The value of this guide is direc related to the subsequent improvements which result in each cl room and in each school.

I. THE SCHOOL PLANT, EQUIPMENT, AND SUPPLIES

A healthful, attractive school environment and adequate equ ment and instructional supplies are essential if children are to

[1] Adapted from materials developed by the Kentucky Committee on mentary Education and the Bureau of School Service, University of Kentu

ir best learning. The following practices and conditions are idence of this characteristic:

Plant and Equipment

Does not Apply	*Adeq.*	*Inadeq.*	
( )	( )	(✓)	1. Classrooms and halls are neat and attractive.
( )	(✓)	( )	2. Size of classroom is adequate.
( )	( )	(✓)	3. Number of children in classroom does not exceed 30.
( )	( )	(✓)	4. Adequate hand-washing facilities are provided.
( )	( )	(✓)	5. Storage shelf space is provided for home-packed lunches, and shelves are screened or otherwise enclosed.
( )	( )	(✓)	6. When lunch is served at school, the lunchroom and kitchen meet requirements of the State Board of Health.
( )	( )	(✓)	7. Light-colored shades are supplied and adjusted to prevent glare.
( )	( )	(✓)	8. Desks, tables, and chairs of the correct size are provided.
( )	(✓)	( )	9. Blackboards are of a dull finish, in good condition, and correct height.
(✓)	( )	( )	10. Adequate space is provided for hanging wraps.
( )	( )	(✓)	11. Sufficient bulletin board space is provided for the needs of the group.
( )	( )	(✓)	12. Sufficient shelves are provided for library and supplementary books.
( )	( )	(✓)	13. Adequate storage space is provided for instructional supplies.

Does Not Apply	*Adeq.*	*Inadeq.*	
(✓)	( )	( )	14. Adequate storage space is provided for a year's supply of coal, wood, and house-cleaning supplies.
( )	( )	(✓)	15. Adequate working space is provided for science activities.
( )	( )	(✓)	16. Sufficient space and extra chairs and tables are available for group work.
(✓)	( )	( )	17. Walks are usable in all kinds of weather.
( )	( )	(✓)	18. The playground is kept in good condition.
( )	( )	(✓)	19. School grounds are kept attractive, with trees, shrubs, and grass.
( )	( )	(✓)	20. There is adequate playground space for the number of children enrolled.
( )	( )	(✓)	21. Play equipment is provided for children of all ages.
(✓)	( )	( )	22. Facilities for resting are provided for children.
( )	( )	(✓)	23. Facilities for resting are provided for teachers.

We Plan to Improve:

B. Instructional Supplies

Does Not Apply	*Adeq.*	*Inadeq.*	
( )	( )	(✓)	1. Adequate supplementary readers are available to meet the reading needs of the group.
( )	( )	(✓)	2. There is available at least one library book per pupil.

Does not Apply	*Adeq.*	*Inadeq.*	
( )	( )	(✓)	3. Teachers' manuals are supplied with basal reading texts.
( )	( )	(✓)	4. Dictionaries edited specifically for children are available.
( )	( )	(✓)	5. Cursive and manuscript guides are provided for teaching writing.
( )	( )	(✓)	6. A current-events paper is used in the social-studies program.
( )	( )	(✓)	7. A daily newspaper is available for the upper elementary grades.
( )	( )	(✓)	8. Duplicating machines are available.
( )	( )	(✓)	9. Adequate art supplies such as crayons, colored chalk, paint, clay, art paper, and newsprint are available.
( )	( )	(✓)	10. A motion picture projector is available and used in connection with classroom activities:
( )	( )	(✓)	11. A stereoscope is available and used in connection with classroom activities.
( )	( )	(✓)	12. A slide projector is available and used in connection with classroom activities.
( )	( )	(✓)	13. An opaque projector is available and used in connection with classroom activities.
( )	( )	(✓)	14. A radio is available and used in connection with classroom activities.
( )	( )	(✓)	15. A record player is available and used in connection with classroom activities.
( )	(✓)	( )	16. A suitable collection of pictures is available for use in connection with classroom activities.

Does Not Apply	*Adeq.*	*Inadeq.*	
( )	( )	(✓)	17. Adequate wall maps and globe are available for social-studies instruction.

We Plan to Improve:

II. THE CURRICULUM

The curriculum of a good elementary school is planned to meet the abilities, needs, and interests of the children served. Consequently, the curriculum must be oriented in the social life of the community and must provide experiences in all the major areas of living. The following practices and conditions are evidence of this characteristic:

A. Planning the Curriculum

Does Not Apply	*Adeq.*	*Inadeq.*	
( )	( )	(✓)	1. Teaching plans are developed in relationship to the interests, needs, and abilities of the group.
			2. Indicate which of the following groups participate in planning the curriculum:
(✓)	( )	( )	a. Parents
( )	(✓)	( )	b. Teachers
(✓)	( )	( )	c. Pupils
( )	( )	(✓)	3. Teachers meet regularly as a school staff to plan the program of the school as a whole.
(✓)	( )	( )	4. Provisions are made for pupils to help plan the day's work.
( )	( )	(✓)	5. Provisions are made for group evaluation of classroom activities.

oes Apply	*Adeq.*	*Inadeq.*	
)	( )	(✓)	6. To what extent are provisions made in the school program for:
)	(✓)	( )	a. Art and music
✓	( )	( )	b. Regular play and rest periods
)	( )	(✓)	c. Large blocks of time for uninterrupted activities
)	(✓)	( )	d. Both group and individual work
)	( )	(✓)	e. Clubs
✓	( )	( )	f. Library and free reading periods
			g. Periods of active work followed by periods of rest

Plan to Improve:

Health Practices

Does t Apply	*Adeq.*	*Inadeq.*	
( )	(✓)	( )	1. The following health practices are regularly followed:
( )	(✓)	( )	a. Washing hands before meals
( )	(✓)	( )	b. Washing hands after play period
(✓)	( )	( )	c. Washing hands after toileting
			2. Periods are available for hand washing, removing and putting on wraps, and other similar personal health needs.
( )	( )	(✓)	3. Attention is given to what foods should be eaten, the meaning of a balanced meal, and other nutritional problems in connection with classroom activities.

Does Not Apply	*Adeq.*	*Inadeq.*	
( )	( )	(✓)	4. Lunches are eaten under sani conditions.
( )	( )	(✓)	5. Health examinations are give regular intervals.
( )	( )	(✓)	6. Home, school, and county he departments cooperate in the low-up of health examinati
( )	( )	(✓)	7. Satisfactory arrangements made in all phases of schoo tivities for the physically h capped.
( )	( )	(✓)	8. The results of health exam tions are made known to par
( )	( )	(✓)	9. Pupils are taught symptom and treatment for the most mon diseases as a part of classroom activities.
( )	( )	(✓)	10. The children participate in ganized and supervised g games.
(✓)	( )	( )	11. The temperatures of classroo are maintained at 68 to 7 grees.
( )	(✓)	( )	12. The classroom is adequately tilated at all times.
(✓)	( )	( )	13. All seats for groups and indi uals are arranged for best l ing.
( )	( )	(✓)	14. Adequate first-aid supplies available.
(✓)	( )	( )	15. Building is free of fire haza
(✓)	( )	( )	16. Safety is practiced.
(✓)	( )	( )	17. Rest periods are provided teachers and children needed.

We Plan to Improve:

Fundamental Skills

Does Not Apply	Adeq.	Inadeq.	
(✓)	( )	( )	1. Reading-readiness activities are provided in the primary grades.
(✓)	( )	( )	2. Skills are taught in relationship to need; for example, arithmetic is taught in projects such as gardening or construction of shelves.
( )	( )	(✓)	3. Ability levels of all children in the classroom are considered in teaching of skills.
( )	( )	(✓)	4. Drill periods are used to improve individual proficiency as needed.
( )	( )	(✓)	5. Fundamental skills are taught as needed in social studies, science, and other academic subjects.
( )	( )	(✓)	6. Simple tests are made and used to determine levels of ability and individual progress.
( )	( )	(✓)	7. Simple tests are made and used for diagnostic purposes.
( )	( )	(✓)	8. Emphasis is placed on understanding rather than memorizing rules, number combinations, or assigned exercises.
(✓)	( )	( )	9. Skill teaching periods are so scheduled that relaxation follows periods of concentration.
			10. Specific practices applying to language arts:
(✓)	( )	( )	a. Are children's first oral and silent reading experiences from stories that they have helped to construct?
(✓)	( )	( )	b. Are readiness tests used as a guide to determine when an individual child is ready to begin reading from a book?

Does Not Apply	*Adeq.*	*Inadeq.*	
( )	( )	( )	
(✓)	( )	( )	c. Are children grouped wi the classroom according ability levels for instruc in reading?
( )	( )	(✓)	d. Are children who have culty in learning to checked for auditory visual defects?
( )	( )	(✓)	e. Are children learning the ferent skills of comprehens such as finding details, gett the main idea of the pa graph, skimming, etc.?
(✓)	( )	( )	f. Are children taught to a lyze words when needed?
(✓)	( )	( )	g. Are children learning to reg late their reading speed cording to the difficulty of t material?
( )	( )	(✓)	h. Is each child encouraged become a good audien reader?
(✓)	( )	( )	i. Is special practice in or reading daily provided, eith individually or in sma groups, for those who need improve the skill?
(✓)	( )	( )	j. Is movement from simple more difficult materials mad gradually by using the book and materials provided by certain basal reading pro gram? (The teacher's guid should be followed.)
( )	( )	(✓)	k. Are workbooks used as a par of the learning situation and not as meaningless seatwork

Does Not Apply	*Adeq.*	*Inadeq.*	
(✓)	( )	( )	l. Are children, as they mature, increasingly encouraged to organize, evaluate, and supplement, through research, materials read?
( )	( )	(✓)	m. Is specific training given in the choice of reference material and the effective use of footnotes, glossaries, tables of contents, index material, etc.?
( )	( )	(✓)	n. Are children growing in their ability to express their ideas and in their use of correct English?
( )	( )	(✓)	o. Are children encouraged to develop originality of expression through creative writing, speaking, and dramatization? (A school newspaper is an excellent medium.)
( )	( )	(✓)	p. Are children's individual tastes and interests being broadened, redirected, and modified through wide reading of literature?
( )	( )	(✓)	q. Do children and teacher, after careful preparation, frequently read aloud materials artistically written for the purpose of developing appreciation?
(✓)	( )	( )	r. Are children encouraged to memorize poetry of literary value—the children choosing the selections themselves?
( )	( )	(✓)	s. Are children given opportunity to read good literature

Does Not Apply	*Adeq.*	*Inadeq.*	
			without undue emphasis upo analysis?
( )	(✓)	( )	t. Is spelling taught as an esse tial part of written expressi as well as from accepted wo lists?
( )	( )	(✓)	u. Is manuscript writing taug in the primary grades for sim plicity, legibility, and as aid to reading?
( )	( )	(✓)	v. Is legibility of handwriting all fields emphasized at levels?
			11. Specific practices applying arithmetic:
( )	(✓)	( )	a. In the primary grades, is e phasis placed on rich expe ences which develop numb readiness?
( )	( )	(✓)	b. Are children's experience utilized in developing the un derstanding of number con cepts?
( )	( )	(✓)	c. Does formal drill on a proce come after the child has ha experience with the process and therefore understands the needs for developing the skills?
( )	( )	(✓)	d. Do children systematicall master each fundamental con cept before attempting th new difficulty level?
( )	( )	(✓)	e. Are children led through practice to an awareness of how arithmetic functions in their daily living?

Does t Apply	*Adeq.*	*Inadeq.*	
( )	( )	(✓)	f. Are accuracy and speed in arithmetical computation developed and improved?
(✓)	( )	( )	g. Does the child select the process in problem solving through reasoning?
( )	( )	(✓)	h. Is the curriculum content largely centered around areas involving life situations?

e Plan to Improve:

. Art and Music Activities

Does ot Apply	*Adeq.*	*Inadeq.*	
( )	( )	(✓)	1. Are rhythms taught as a part of the regular curriculum?
(✓)	( )	( )	2. Is a rhythm band functioning as a part of the primary program?
( )	( )	(✓)	3. Is opportunity given for the children to create songs, dances, etc.?
( )	( )	(✓)	4. Are special talents discovered and encouraged?
( )	( )	(✓)	5. Are children given opportunity to express themselves freely through various art media, such as finger paint, clay, etc.?
( )	( )	(✓)	6. Are art activities related to other activities, such as social science, etc. (for example, a mural on transportation)?
( )	( )	(✓)	7. Are children given opportunity to engage in construction activities, such as making school equipment as the need arises?

Does Not Apply	*Adeq.*	*Inadeq.*	
			materials adapted to appropri developmental levels.
( )	( )	(✓)	5. Children are regrouped dur the year as they show evidence progress.
( )	( )	(✓)	6. Provision is made for individ differences within each group.
			7. Indicate which of the follow factors are considered in det mining promotion and nonp motion:
(✓)	( )	( )	a. Chronological age
(✓)	( )	( )	b. Social and emotional develo ment
(✓)	( )	( )	c. Physical maturity
(✓)	(✓)	( )	d. Progress in relationship ability
( )	(✓)	( )	e. Others (Please specify.)

We Plan to Improve:

III. THE COMMUNITY AND THE SCHOOL

Does Not Apply	*Adeq.*	*Inadeq.*	
( )	( )	(✓)	1. Studies are made of the lo community by teachers and teachers and pupils as part of t classroom activities.
( )	( )	(✓)	2. Local community problems, su as health, sanitation, and safet are included in the classroom a tivities.
( )	( )	(✓)	3. Frequent visits are made to th community for the study of loc problems and resources.

Does Not Apply	*Adeq.*	*Inadeq.*	
( )	( )	(✓)	4. Scientific attitudes are developed through study and experience with the natural and physical environment; for example, local trees, birds, plants, and soil.
( )	( )	(✓)	5. The school utilizes the services of other community agencies, such as health and welfare departments.
( )	(✓)	( )	6. Active parent organizations function in the school program.
( )	( )	(✓)	7. Parents participate in the school programs, contributing to special projects, such as study of local history or presentation of dramatic skits.
( )	( )	(✓)	8. The teacher is an active community member through participation in regularly organized community agencies.
( )	( )	(✓)	9. The school is a center of worthwhile activities of the community.

We Plan to Improve:

IV. THE TEACHER, SUPERVISOR, PRINCIPAL, AND THE SCHOOL

Does Not Apply	*Adeq.*	*Inadeq.*	
			1. Teaching experience:
(✓)	( )	( )	a. Number of years in present position
(✓)	( )	( )	b. Number of years in elementary grades

Does Not Apply	*Adeq.*	*Inadeq.*	
(✓)	( )	( )	8. Are good art principles reflec in buildings and grounds, ro decorations and arrangement, in personal grooming of tea and children?

We Plan to Improve:

E. Social Learning

Does Not Apply	*Adeq.*	*Inadeq.*	
( )	( )	(✓)	1. Children assume definite resp sibilities for the care of the cl room and school grounds.
( )	( )	(✓)	2. Children participate in a var of group activities; for exam dramatizations, discussions, c versations, sports, and games.
(✓)	( )	( )	3. Children share in determin the program of the school; for ample, planning daily schedu school party, and safety patrol
(✓)	( )	( )	4. Children are given opportuniti to develop an understanding group living in the communit for example, an understanding communication, police prote tion, local government, and pr duction and distribution of goo and services.
( )	(✓)	( )	5. Children use democratic proce dures in solving classroom a school problems; for exampl choosing leaders.

Does Not Apply	Adeq.	Inadeq.	
)	( )	(✓)	6. Children are taught habits of critical thinking by studying the techniques of solving problems and by using given opportunities to solve classroom problems.
)	( )	(✓)	7. Children in their classroom activities develop appreciation for other peoples and for other countries.

e Plan to Improve:

. Adaption of the Curriculum to Individual Needs

Does Not Apply	Adeq.	Inadeq.	
( )	( )	(✓)	1. Careful observations are made of each child to assist in determining his level of physical, social, and emotional development.
( )	( )	(✓)	2. Cumulative records are used to assist in the understanding of each child.
			3. Indicate which of the following tests are used to assist in determining individual needs and abilities:
(✓)	( )	( )	a. Mental (I.Q.)
( )	(✓)	( )	b. Achievement
( )	( )	(✓)	c. Diagnostic
( )	( )	(✓)	d. Interest inventories (personality)
( )	( )	(✓)	e. Others (Please specify.)
( )	( )	(✓)	4. Children are grouped for instruction in skills and provided with

Does Not Apply	Adeq.	Inadeq.	
(✓)	( )	( )	c. Number of years in h school
			2. What have you done within past two years for professio improvement?
(✓)	( )	( )	a. Attended summer school
( )	( )	(✓)	b. Attended workshops
( )	( )	(✓)	c. Taken extension courses
( )	( )	(✓)	d. Hold membership in state ucation association
(✓)	( )	( )	e. Hold membership in NEA
( )	( )	(✓)	f. Hold membership in ot professional associations
( )	( )	(✓)	g. Read professional books
( )	( )	(✓)	h. Read professional magazin
( )	( )	(✓)	i. Enjoyed travel experien which contributes to pres efficiency
( )	( )	(✓)	j. Observed in other schools the county
(✓)	( )	( )	k. Observed in other schools o side the county
(✓)	( )	( )	l. Observed in other schools other states
(✓)	( )	( )	m. Participated in presch planning conference
( )	( )	(✓)	n. Participated in work in t local school system
( )	( )	( )	o. Attended professional me ings
( )	( )	(✓)	(1) State
( )	( )	(✓)	(2) District
(✓)	( )	( )	(3) County
( )	( )	(✓)	(4) Local
(✓)	( )	( )	(5) National
( )	( )	( )	p. Participated with other f ulty members in this eval tion

Does ot Apply	Adeq.	Inadeq.	
( )	( )	(✓)	3. I have visited in the homes of all the children in my classroom.
( )	( )	(✓)	4. I have made significant changes in my teaching within the past year.

We Plan to Improve:

V. TEACHER QUALIFICATIONS

Does Not Apply	Adeq.	Inadeq.	
			1. Indicate which of the following teaching certificates you hold:
(✓)	( )	( )	a. Two-year elementary teaching certificate
(✓)	( )	( )	b. Emergency elementary teaching certificate
(✓)	( )	( )	c. Life certificate based on examination rather than college credits
(✓)	( )	( )	d. Four-year elementary certificate
(✓)	( )	( )	e. Other (Please specify type if not included in a–d.)
			2. Indicate the college degree you hold:
( )	(✓)	( )	a. A.B. or B.S.
( )	( )	(✓)	b. M.A. or M.S.
(✓)	( )	( )	c. If not holder of degree, number of semester hours*
(✓)	( )	( )	d. Number of graduate semester hours*

We Plan to Improve:

* Semester hour equals 1½ quarter hours.

LOOKING AT OUR SCHOOL

(Summary)

Section No.	Number of Items Listed	List Numbers of Items Not Applying	List Numbers of Items Inadequate	List Numbers of Items Adequate	List Numbers of Items to Be Improved during Yr.
I	~~40~~ 23	4	~~33~~ 17	~~32~~	- 16
II	14	5	6	~~3~~	40
III	9	—	8	1	—
IV	3	3	—	—	24
V	9	7	1	1	—

Name of School_____ Name of System_____
Name of Teacher_____ Name of Superintendent_____
Name of Principal_____

Appendix B

A CHECK LIST FOR EVALUATING THE SCHOOL PROGRAM[1]

The purpose of a school is to aid in the improvement of the quality of living in a community. The total quality of living in a community is enhanced to the extent by which the school is able to improve the component resources of that community. The school must direct its attention to the development of the natural, human, and man-made resources of the community. The school program must be organized so that on all fronts at all times the effort is to improve continuously these three types of resources. This self-measuring device is a means of recognizing which of these three areas are being neglected or over-emphasized. Application of the check list will give an over-all picture of the school's development and progress.

Twenty-eight factors compose the major criteria to be applied. Under each major criterion there are four questions to be answered, making a total of 112 questions.

[1] Adapted from material developed by Pat W. Wear, Professor of Education, Berea College, Berea, Kentucky.

With the introduction of new curriculum at primary level qualitative changes in the process of teaching and learning the language has been visibly noticed. The curriculum proposed for secondary level is the continuation of the process of reformation which underscore the acquisition of language abilities through the essentials of English. At the secondary stage the syllabus is designed to consolidate and further expand the language abilities already acquired and equip the learner with a rich vocabulary repertoire and the ability to handle them in speech, reading and writing.

The main thrust of the new curriculum is on:

- ◇ equipping the learners with communicative skills to enable them to perform different language functions and
- ◇ helping them to develop the cognitive and affective faculties.

While inculcating the above abilities a conscious effort will be made to develop scientific temper as well as universal values like compassion, integrity, group consciousness, emotional integration, etc. These values and attitudes will suitably be reflected in the curricular materials.

THE APPROACH

Curriculum in English for secondary level is visualised based on the assumption that a language is best acquired through rich exposure to the language and through meaningful practice in using it for effective communication. As languages is communication, it has to be gained through development of communicative skills. For this, the learners are to be provided with an acquisition-rich environment in which there is real life situations for receiving and producing the language. Therefore, interactive, learner-centred and language generating life situations are to be facilitated.

Taking into account the above stated facts, the following pivotal principles are suggested.

- ◇ More exposure to the target language results in better reception.
- ◇ More opportunities to function in the target language prompts better production.
- ◇ Activities which are conducive to the psychological development of the learner when related to the linguistic development becomes more effective in language learning
- ◇ Language activities in the classroom should go hand in hand with the cognitive development of the learner.
- ◇ The language activities should have relevance to the real life.
- ◇ Learner is the centre of the whole instructional process.
- ◇ In this approach, the shift of emphasis is from to function in the case of presenting language items. (grammar).

METHODOLOGY

The methodology proposed here shifts the focus of instruction from the teacher to the learner. The process through which learning / acquisition takes place is given more emphasis than the product itself. Interaction is identified as the key stone of the whole learning process.

The three dimensional interaction include:

- ◇ interpersonal interaction in which the learner interacts with every other possible participants in communicative situation.
- ◇ intrapersonal interaction when the learner interacts with him/herself at the psychological plane
- ◇ Learner-material interaction where the learner interacts with the language input provided to and available to him/her.

Self exploration and inferences guide the learner to reach the desired goals.

The learner is considered as a dynamic biological entity who is capable of processing information, internalising rules, assimilating them

* Dr. RAVEENDRAN NAIR, RESEARCH OFFICER, SCERT, KERALA.

in abstraction, and applying those rules in newer and newer situations as and when demanded.

This multi skilled, activity based, learner-centred methodology is expected to promote optimum learner participation leading to an urge to use language both in speech and writing.

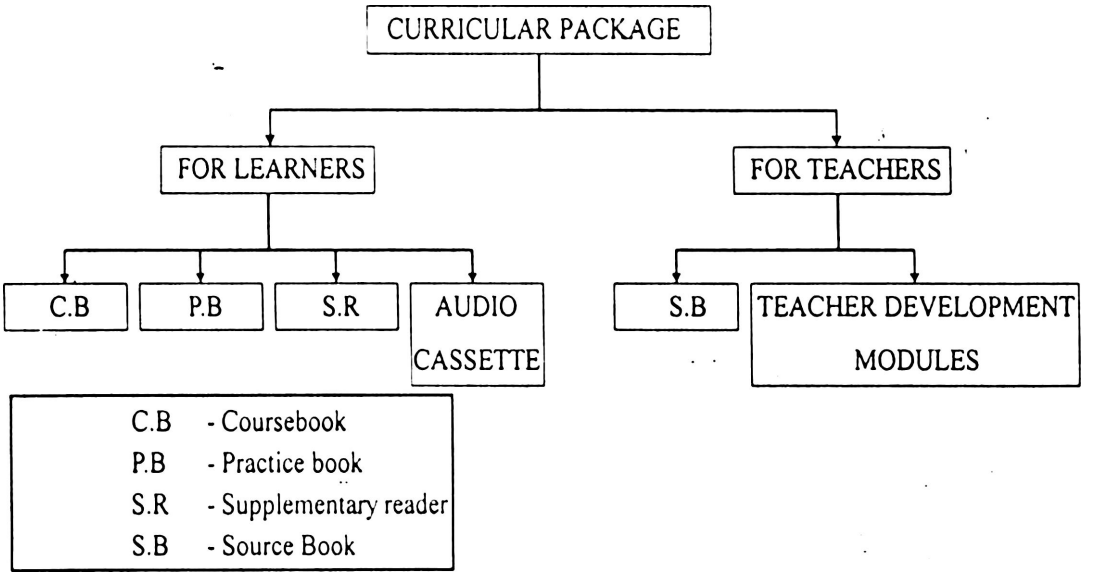
TECHNIQUE / STRATEGY

Teaching of English would focus on learning of the language for communicative purpose. The situational and communicative language teaching methodology demands the following techniques / strategies for effective acquisition:-

- ◇ working in pairs / groups
- ◇ interpreting information in tabular form / schedule
- ◇ using language games, riddles, puzzles, jokes, etc.
- ◇ interpreting pictures / sketches / cartoons
- ◇ reporting and discussing
- ◇ using newspaper clippings / album
- ◇ reciting poems
- ◇ narrating / discussing stories, anecdotes, etc.
- ◇ role-play
- ◇ dramatization / miming
- ◇ simulating real life situations
- ◇ problem solving and decision making
- ◇ declamations
- ◇ using media inputs, computer, television, software, etc.
- ◇ meaningful collections
- ◇ simple language projects

CURRICULAR PACKAGE

The new package of instructional material for learning / teaching English as a second language at this level include a set of 5 books - 3 for learners and 2 for teachers and audio cassettes.



The new package of curricular materials will provide innovative techniques for teaching, an interesting way of leaning and a more objective and meaningful system of testing and evaluation.

These materials make teaching and learning of English a pleasurable experience and provide insight into language learning to teachers as well.

Other valuable periodicals include:

1. *Audio-Visual Instruction*
2. *Audubon Book*
3. *Bulletin of the National Association of Secondary School Principals*
4. *Current History*
5. *Education Digest*
6. *Educational Leadership*
7. *Grade Teacher*
8. *Journal of Health, Physical Education*
9. *Journal of Higher Education*
10. *Journal of Home Economics*
11. *Journal of Research in Music Education*
12. *Journal of the National Society for Programmed Instruction*
13. *Life* (past issues)
14. *National Geographic*
15. *Personnel and Guidance Journal*
16. *Quarterly Journal of Speech*
17. *Scholastic Coach*
18. *School Activities*
19. *School Arts*
20. *School Life*
21. *School Shop*
22. *Speech Teacher*

Other Sources

1. David W. Zuckerman and Robert Horn. *Guide to Simulations and Games.* (Hicksville, New York: Research Media, 1975.) An indispensable guide to finding the right game. A comprehensive directory!
2. Ronald G. Havlock, *The Change Agent's Guide to Innovation in Education.* (Englewood Cliffs, New Jersey: Educational Technology Publications, 1974.) Shows the supervisor how to be an effective catalyst or change advocate.
3. *Designing Effective Instruction,* a program developed by General Programmed Teaching, Quail Hill, California 94903, is good for developing instructional objectives and criterion test items within coordinated instructional systems or within any instructional system.
4. *Coordinated Instructional Systems,* Palo Alto, California: Sound Education, Inc. This program is a "self-study course for teachers," and it also can be used profitably by supervisors. Order the audio cassettes as well as the "Lesson Book" and the "Study Resource Materials Book."

Appendix B

Flanders[a] System of Interaction Analysis and Accompanying Forms for Recording and Charting Results

TABLE B–1. Categories for Interaction Analysis

TEACHER TALK	*INDIRECT INFLUENCE*	1.* *ACCEPTS FEELING:* accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included. 2.* *PRAISES OR ENCOURAGES:* praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual: nodding head, or saying "go on" are included. 3.* *ACCEPTS OR USES IDEAS OF STUDENTS:* clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to category five. 4.* *ASKS QUESTIONS:* asking a question about content or procedure with the intent that a student answer.
	DIRECT INFLUENCE	5.* *LECTURING:* giving facts or opinions about content or procedures; expressing his own ideas; asking rhetorical questions. 6.* *GIVING DIRECTIONS:* directions, commands, or orders to which a student is expected to comply. 7.* *CRITICIZING OR JUSTIFYING AUTHORITY:* statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
STUDENT TALK		8.* *STUDENT TALK—RESPONSE:* talk by students in response to teacher. Teacher initiates the contact or solicits student statement. 9.* *STUDENT TALK—INITIATION:* talk by students which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
		10.* *SILENCE—CONFUSION:* pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.[a]

[a] Ned Flanders, "Intent, Action, Feedback: A Preparation for Teaching," *Journal of Teacher Education* XIV (September 1963), no. 3. Reprinted by permission.

* There is NO scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate, not to judge a position on a scale.

CLASS CODE NO. _____ OBSERVER _____ DATE _____

		Teacher Talk							Student Talk		Silence Confusion	
	CATEGORY	1	2	3	4	5	6	7	8	9	10	TOTAL TALLIES
Teacher Talk	1	T2*			✓				✓		S2*	
	2	✓							✓			
	3					✓					✓	
	4				✓					✓		
	5	✓								✓		
	6			✓						✓		
	7	✓							✓			
Student Talk	8											
	9											
Silence or Confusion	10											
	TOTAL TALLIES											
	Percent of Total											
		Teacher Total: _____							Student Total: __		Silence: _____	

FIGURE B-1. Observation Matrix Tally Sheet.
Explanation: The tally mark in the box at the intersection of column 6 and row 10 indicates, by reference to the preceding page, that the teacher was giving directions and the response was silence and/or confusion.

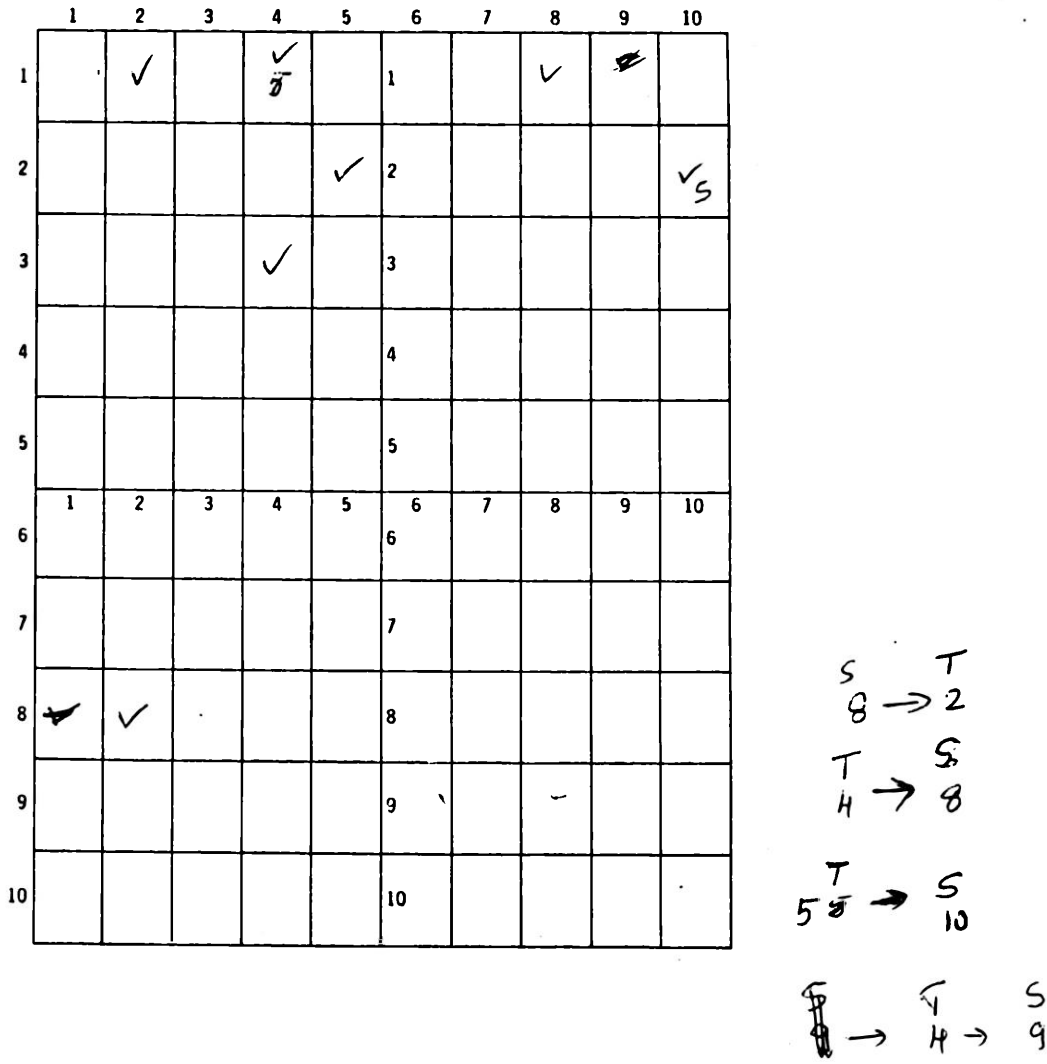


FIGURE B-2. Scatter Sheet—Working Matrix.

BEHAVIOR RATING SCALE

MEASURING BEHAVIOR

How do students behave in class? Do they exhibit tendencies to work willingly and capably with others toward the achievement of a common goal or would they be more likely characterized as nonconstructive in the area of interpersonal relations? Are they the kind of students who work beyond required goals or ones who can barely keep up with the class? Are they on time or usually late? Is assigned work completed on time or is it consistently late? Do the students continue to perform and work well with others in a high stress situation or do they seem to lose composure? These are some of the things that teachers look at and consider important in their assessments of the *personal attributes* of students.

Why Measure Behavior?

We have talked about measuring what students know, how they think, and how they perform. Clearly, all of these are important goals in education. Now we are talking about their class behavior (which, in turn, forms the basis for judging their personal attributes). Are classroom behaviors and personal attributes also relevant and important educational goals? Should teachers be concerned about them? The answer must surely be *yes*. Part of an education is developing the kinds of personal attributes that enable one to behave in a constructive manner—not in an automatic, robot-like way but in a way that reflects concern and consideration for others, self-discipline, cooperativeness, drive, and other qualities generally considered desir-

able. Part of the learning task involves developing constructive behavior patterns (and the underlying personal attributes) both for the present and the future.

Do teachers currently evaluate student behavior and the personal attributes that this behavior reflects? Again, the answer is *yes*. In some form or another teachers observe, record, and often report student behavior, and judge personal attributes. In doing so, they are at least implicitly acknowledging performance objectives such as:

- The student will demonstrate **self-control** by attending to an activity without constant supervision.
- The student will demonstrate the **ability to work constructively** with classmates and share things with them.
- The student will demonstrate the **tendency to do the work** that is expected of him or her in the time available.
- The student will demonstrate **maturity** through socially acceptable behavior and not engage in fights, shouting matches or other forms of acting out.

If such behaviors are to be developed, then there is value in determining whether and to what degree they are being formed. In other words, if we are interested in enhancing or changing the personal attributes of students and the behaviors they prompt, it makes sense to measure them.

Do We Test Behavior?

The key to the question, "Do we test behavior?" is the word *test*. If you were asked, "Do you observe behavior?" you would quickly answer *yes*. When you are asked, "Do you or should you test behavior?" you may not be sure of what to answer. Clearly, you would not be inclined to test behavior in the sense in which the word *test* is commonly used. You would not be inclined to construct a specific test situation into which students would be placed and their behavior observed. In this kind of formal test situation, moreover, students would be likely to perform at their maximum, that is, manifest their "best" behavior, because of their high motivational state. If your interest is to measure "typical" behavior, you would not want to create an obvious test situation that might alter the "typicalness" of behavior. However, you might leave the classroom on purpose to see if students would control themselves, or give an independent study assignment to see if students could generate self-initiative. For the most part though, behavior is an ongoing stream without the clear starting and ending points that characterize a test.

There is an important sense, however, in which we do want to "test" behavior and that is the sense in which a test is systematic and reasonably objective. We need a vehicle for describing typical behavior (and not the usual test vehicle that measures intended performance) so that we can refer

to it, report upon it, study its improvement, and determine the effects of specific experiences on it. Thus, we need a methodology and more particularly instruments for measuring behavior that will have some of the characteristics of a test though not necessarily all of them. We will be specifically concerned with a system for describing behavior that can be used with consistency and some degree of objectivity. For this purpose, we will find that scales or checklists are most suitable.

Examples

Some examples follow which illustrate ways of measuring behavior. These are instruments that have been used before (but are not for sale in the usual sense of published tests). They are presented here to serve as a guide for teachers in constructing their own instruments to measure the behavior of students (and students' personal attributes) both individually and collectively and as guides for using those that may be required by their school.

The first sample behavior measure appears in Figure 6-4. It is called the **Maturity Index** and represents an attempt to quantify student behavior on six dimensions. Teachers are given further guidance on the meaning of the numerical ratings that are assigned to each dimension. While this example illustrates a system-wide procedure, it represents the kind of behavior ratings that teachers can develop on their own. Notice that this measure summarizes all results.

The second example appears in Figure 6-5. Unfortunately, some of the labels used to describe student "behavior" in this measure (interesting, appealing, needing approval) sound more like indications of teacher attitudes toward a student than the way he or she is seen to behave. In order to use the instrument as a behavioral measure, specific instructions would need to be given to teachers to make the meaning of the terms clear. They should be instructed to respond to observable indications of behavior (and underlying personal attributes) rather than manifestations of attitudes toward particular students. For example, "curious" behavior might be described in the instructions as trying to find out how things work, asking frequent questions, looking up information, taking objects apart, and generally taking an active role in the learning and exploring process.

The third example appears in Figure 6-6. It is called the **Student Self-discipline Scale** and can be used for describing the behavior of individual students or of a class of students. It is a series of descriptions of student behaviors in the task area (for example, moved to a new task without teacher intervention) and in the social area (for example, did not treat others violently). It represents both the forces urging the student to perform (for example, carried a task beyond its given requirements) and those restraining him or her from performing improperly (for example, "behaved" for an adult other than the teacher). This kind of instrument can be profitably used by either the teacher or an observer to describe student behavior (either individually or collectively) in terms of self-discipline or self-controlled activity.

Figure 6-4
Sample Maturity Index

Trenton, N.J., Public Schools
Maturity Index

Name .....
Last First Initial H.R. Adv. Gr.
Address ..... Date of Birth ..... Date .....

Teacher's Signature	Reliability	Work Habits	Self Control	Initiative	Sensitivity	Punctuality
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
Home Room Teacher:	.....	.....	.....	.....	.....	.....
Pupil's Estimate	.....	.....	.....	.....	.....	.....

The rating guide appears below

Indicate the degree to which this student measures up to the goals described below.*

4 — Exceptional
3 — Above average
2 — Average
1 — Below Average

Reliability —Does he work willingly and capably with others toward the achievement of a common goal? Is he truthful, honest, dependable, conscientious? Does he assume responsibility for his actions?
Initiation —Does he work beyond required goals? Does student assume leadership? Is he creative, original, exploring?
Work Habits —Does the student complete assigned work?
Self Control —Does student remain emotionally poised and physically restrained under stress?
Sensitivity —Is student sensitive enough to be thoughtful about his attitudes and responses? Is he considerate of the rights of others?
Punctuality —Is student on time?

*All results are summarized. A cluster of good ratings will offset one poor rating.

CONSTRUCTING A BEHAVIOR RATING SCALE

The construction of a behavior rating scale, that is, a measure of the quality or style of ongoing behavior, involves three steps: (1) specifying the behaviors to be evaluated, (2) describing these behaviors, and (3) designing the specific scale or yardstick.

Specifying the Behaviors to Be Evaluated. What behaviors will you choose to evaluate? This will depend on those that you deem important and

Figure 6-5
A Classroom Behavior Rating Scale to Measure Student Behaviors

Name of Child _____
Name of Teacher _____

1. To what extent can the child's behavior be described as CURIOUS?

NOT AT ALL CURIOUS	1	2	3	4	5	6	7	8	9	EXTREMELY CURIOUS

2. To what extent can the child's behavior be described as INTERESTING?

NOT AT ALL INTERESTING	1	2	3	4	5	6	7	8	9	EXTREMELY INTERESTING

3. To what extent can the child's behavior be expected to lead to FUTURE SUCCESS?

NO EXPECTATIONS OF FUTURE SUCCESS	1	2	3	4	5	6	7	8	9	EXTREME EXPECTATION OF FUTURE SUCCESS

4. To what extent can the child's behavior be described as ADJUSTED?

NOT AT ALL ADJUSTED	1	2	3	4	5	6	7	8	9	EXTREMELY ADJUSTED

5. To what extent can the child's behavior be described as APPEALING?

NOT AT ALL APPEALING	1	2	3	4	5	6	7	8	9	EXTREMELY APPEALING

6. To what extent can the child's behavior be described as HAPPY?

NOT AT ALL HAPPY	1	2	3	4	5	6	7	8	9	EXTREMELY HAPPY

7. To what extent can the child's behavior be described as AFFECTIONATE?

NOT AT ALL AFFECTIONATE	1	2	3	4	5	6	7	8	9	EXTREMELY AFFECTIONATE

8. To what extent can the child's behavior be described as HOSTILE?

NOT AT ALL HOSTILE	1	2	3	4	5	6	7	8	9	EXTREMELY HOSTILE

9. To what extent does the child behave in such a way to indicate that he (she) NEEDS APPROVAL?

NO INDICATION OF NEEDING APPROVAL	1	2	3	4	5	6	7	8	9	EXTREME INDICATION OF NEEDING APPROVAL

Figure 6-6
Student Self-discipline Scale*

STUDENT:	Degree of Occurrence ABSENT								PRESENT
Moved to new task as required without teacher intervention	1	2	3	4	5	6	7	8	9
Worked on a task without the teacher's presence	1	2	3	4	5	6	7	8	9
Engaged in task behavior without the teacher's prompting or maintaining it	1	2	3	4	5	6	7	8	9
Carried a task beyond its given requirements	1	2	3	4	5	6	7	8	9
Made accurate evaluation of the quality and completeness of his/her work	1	2	3	4	5	6	7	8	9
Used or assisted classmate(s) as a source of information about doing or correcting his/her work	1	2	3	4	5	6	7	8	9
Used interest center as integral part of work activity	1	2	3	4	5	6	7	8	9
Organized his/her work schedule such that teacher's task requirements are met	1	2	3	4	5	6	7	8	9
Initiated teacher information-giving behavior as resource for on-going activity	1	2	3	4	5	6	7	8	9
Did not treat others violently	1	2	3	4	5	6	7	8	9
Did not attempt to interfere with another's activity	1	2	3	4	5	6	7	8	9
Did not press for the teacher's attention and affection	1	2	3	4	5	6	7	8	9
Maintained work areas	1	2	3	4	5	6	7	8	9
"Behaved" for an adult other than the teacher	1	2	3	4	5	6	7	8	9
When asked by peers, contributed effort or material to their activity	1	2	3	4	5	6	7	8	9

*From B. W. Tuckman, *Evaluating Instructional Programs*, 2d ed., (Boston, 1985), pp. 240–41, by permission of Allyn and Bacon.

relevant primarily in terms of the underlying personal attributes you are trying to enhance. In essence, whether you have formalized them or not, you have objectives regarding student behavior and personal attributes. These probably involve such things as self-control, self-direction, adjustment, and the like. You may have some highly specific behavior goals in areas where you are consciously and systematically trying to affect student behavior. The first step in constructing a behavior scale is to make a list of the behaviors you want to evaluate.

Let us say for illustrative purposes that your list appears as follows:

The student will
1. complete his or her work.
2. cooperate with the teacher.
3. work harmoniously with classmates.
4. exhibit an interest in learning.
5. utilize the resources of the classroom and school.

6. be neat and organized.
7. participate freely in the classroom process.

No one can make up a complete list for every teacher. Each teacher has his or her own specific objectives when it comes to classroom behavior although there is probably a common pool from which teachers can draw. Feel free to borrow bits and pieces from the various sources you come in contact with in constructing your own list. The above list emphasizes minimal rule-following (completing work, cooperation, neatness, organization) and involvement (learning interest, resource use, classroom participation).

Describing the Behaviors. The behaviors to be evaluated must be more than named. They must also be described as operationalized so that they can be judged with reasonable objectivity, reliability, and consistency. (The determination of reliability will be discussed in Chapter Eight.) Some behaviors will be easier to describe than others but all must be described at some level. These descriptions constitute the criteria with which to evaluate.

Let us continue with our six sample behaviors and attempt to describe each.

1. **Completion of work:** (a) classwork is completed on time, (b) homework is handed in when due, (c) classroom performance indicates that assignments have been done, (d) things once begun are finished in the form required.
2. **Cooperation:** (a) helps teacher when asked (and often when not asked), (b) maintains proper classroom decorum, (c) helps classmates, (d) shares with classmates.
3. **Interest in learning:** (a) exhibits knowledge not acquired in school, (b) exhibits curiosity about new things to be learned, (c) pays attention to information being presented, (d) tries to learn about the why and how of things rather than just accepting them.
4. **Use of resources:** (a) uses specific resources when instructed to do so, (b) uses specific resources on own initiative, (c) uses resources (including people) outside of the classroom, (d) uses resources to best advantage (for example, in library consults card catalogue).
5. **Neatness and organization:** (a) keeps desk and work area organized and neat when not in use (stores things neatly), (b) keeps self neat, (c) helps keep classroom neat, (d) organizes work and materials in a systematic way.
6. **Participation:** (a) asks questions in class, (b) answers questions posed by teacher, (c) volunteers for activities, (d) contributes materials and information to the class and classroom.

Although the above criteria still involve to some extent a teacher's subjective reactions, they do provide specific cues for the teacher to use in making judgments. Four points of reference provide greater help in structuring a judgment than a single one.

If your value for each of the behaviors is not the same, weight them to reflect their differential importance. Suppose, for example, you think that sample behavior (three) is the most important behavior in the list and sample behavior (five) the least important. To reflect this you could assign behavior (three) a weight of 2 and behavior (five) a weight of ½. All other behaviors would have a weight of 1. Of course, if you had no interest in the total score but simply in recording each individual behavior, weighting would be unnecessary since weighting is used to reflect *relative* importance.

Designing the Scale. As we have seen before, a scale is a numbered continuum where each number represents the degree of a particular quality such as acceptance or rejection, presence or absence. Scales may have as few as three points or as many as one hundred. The most common rating scales are three-, five-, seven-, and nine-point scales. More scale points introduce greater variations while fewer points limit the possibilities of response. The odd number of scale points has the advantage of providing a middle point to reflect an undecided or down-the-middle judgment and the disadvantage of allowing raters to avoid making a clear-cut choice.

For illustrative purposes let us cast our six behaviors into five-point rating scales.

STUDENT COMPLETES WORK

1	2	3	4	5
never	*rarely*	*occasionally*	*frequently*	*always*

STUDENT COOPERATES WITH TEACHER AND CLASSMATES

1	2	3	4	5
never	*rarely*	*occasionally*	*frequently*	*always*

STUDENT EXHIBITS AN INTEREST IN LEARNING

1	2	3	4	5
never	*rarely*	*occasionally*	*frequently*	*always*

STUDENT UTILIZES EDUCATIONAL RESOURCES

1	2	3	4	5
never	*rarely*	*occasionally*	*frequently*	*always*

STUDENT IS NEAT AND ORGANIZED

1	2	3	4	5
never	*rarely*	*occasionally*	*frequently*	*always*