An analysis of teaching mastery through the construction and use of a self-evaluative checklist

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http://hdl.handle.net/2144/20586

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

AN ANALYSIS OF TEACHING MASTERY
THROUGH THE CONSTRUCTION AND USE
OF A SELF-EVALUATIVE CHECKLIST

by
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Submitted in partial fulfilment of the
requirements for the degree of
Master of Education
August 1960
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CHAPTER I

THE PROBLEM

Every year many teachers receive master's degrees from colleges and universities throughout the country. In many places a master's degree is a prerequisite for obtaining a teaching position. However, there is no research to indicate how many of these recipients of master's degrees are master teachers.

Statement of the problem. It is the purpose of this study to find out whether an analysis of a teacher's mastery can be made through the construction and use of a self-evaluative checklist of practices and qualities.

Limitations. The construction of the checklist was a creative project. It was based on the writer's education (B. A. and twenty-eight semester hours of graduate study) and teaching experience (six years as a second grade teacher). In addition, the checklist was used by the writer. Therefore, the study was necessarily subjective. For this reason there was no attempt to validate this study by statistical standards.
CHAPTER II

RELATED RESEARCH

Much has been written concerning the description and evaluation of the "good" teacher, the "successful" teacher, or the "master" teacher. Research can be found that views the teacher in terms of the personal qualities one should possess, in terms of the methods and techniques one should use, in terms of the teacher's influence on pupils, and in terms of the teacher's many roles in and outside of the classroom. For the purposes of this study, the teacher will be dealt with in a very general way with points of emphasis on aspects which seem to have special significance.

A new and vital interest in teacher evaluation is in progress today. There are many factors contributing to this. There seem to be two of which Gans says:

The first is the now well-established trend in teachers' participation in studying the curriculum and making changes. Curriculum improvement and teacher growth have come to be recognized as tightly interwoven. "The teacher is a key to change in the schools' program", is today's truism.

The other source, closely related to this, comes from the fields of mental hygiene and psychiatry in which the relation of the teacher to children and youth is regarded as very influential in their personality development.¹

In citing a similar view, Baxter states:

The educational significance of the direct influence of the mature personality of the teacher upon the impressionable personalities of children is worthy of careful evaluation. Especially is this true today. While the teacher's personal example and social outlook have always been factors to be considered, the scope of the teacher's potential influence is greater under the complex living conditions of today than ever before. \(^2\)

Studies about the teacher's personality and how it effects children point up some significant facts. In a questionnaire study on teacher's reactions to different types of behavior problems Wickman\(^3\) found that teachers sometimes contribute to behavior problems of pupils. He states that "whatever ideas teachers may have about the underlying causations are weakened by the effect which the particular behavior has on the teacher."\(^4\) He found that with the teachers used in the study "to attacking problems the response is characteristically counter-attack because the behavior is frustrating and interfering. To withdrawing problems the response is one of tolerance and sympathy because the behavior is dependent, non-frustrating, and appealing in nature."\(^5\) In conclusion

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\(^4\) *Loc. Cit.*

\(^5\) *Ibid*, p. 171
he states:

In considering the interacting nature of the behavior between the teacher and child, we may conclude that each is stimulating and re-stimulating the other. The effect on the child is obvious. By counter-attacking the attacking types of problems and by indulging the withdrawing types, the underlying difficulties of adjustment in each case are increased and the undesirable expressions of social behavior are further entrenched.\(^6\)

In another study\(^7\) in which teacher comments from cumulative records of pupils were examined, it was reported that the comments "... were not at all scientific in character; they did not take into consideration the actual motivation or needs of the youngsters in question. They were based, rather obviously, chiefly on the relationship between the pupil's actions and the teacher's own purposes, desires, and values."\(^8\)

The four main factors responsible for the types of recorded statements appeared to be directly related to the teacher's reactions to: (1) the pupil's academic work, (2) behavior, (3) the social status of the pupil's family, and (4) the pupil's appeal or repulsiveness as a person.\(^9\)

The experience and emotional background of the teacher seem to be important in determining how she reacts or relates

\(^6\) Loc. Cit.

\(^7\) Helping Teachers Understand Children, Prepared for the Commission on Teacher Education, American Council on Education, Washington, D.C., 1945, p. 3

\(^8\) Ibid., p. 4

\(^9\) Ibid., p. 5
to her pupils. However, there is no evidence to show that certain experiences necessarily will cause her to react in a certain way. Implications of this fact are seen in the diversity of reactions that Plant cites in regard to a teacher's security or insecurity.

The teacher's own insecurity sometimes spreads in contagious fashion to her pupils, but it may also lead her to minister all the more wholeheartedly to their needs for security. The secure teacher, on the other hand is sometimes so comfortably at ease that she is oblivious to the needs of others - a situation which may lead to apparently callous disregard of the insecurity of some rejected youngster. But just as frequently, in our experience, the teacher's security is assimilated by the whole group without the slightest awareness on her part of the fine job she is doing. Sometimes, also, this same happy security makes her peculiarly sensitive to the importance of a similar experience for the child...

Attempts have been made to predict success in teaching by an analysis of personal traits. A study by Morris points to the fact that, while there seems to be no blend of traits that may in itself be used as a basis for selecting teachers, "there do seem to be significant differences in the subtle 'balance of power' that reflects the varying degrees of certain traits as they are combined in different individuals." The study showed further that an indication of the suitability


of a personality for certain situations can be gained, to some extent, by observing reactions to given situations capable of arousing completely diverse feelings.\textsuperscript{12}

In emphasizing the training of teachers for problems that they will face in the classroom and in selecting teachers who are sensitive to the emotional as well as the intellectual needs of people, Plant poses two questions, (1) "What policy should be followed in regard to the training and selection of teachers?, and (2) Are personality and background more important than high academic ability in teachers?"\textsuperscript{13} He suggests in an earlier study that . . . "school systems must cease their interest in age and academic preparation of the school teacher and turn to the question of the extent to which her life and previous development indicate her ability to withstand the peculiar mental hazards which present themselves in her profession.\textsuperscript{14}

Another important question to be answered seems to be, what implications does this have for a teacher in-service who, realizing the affect of her personality on pupils, seeks to create the kind of environment that is most beneficial to their development? One answer to this question might be found in defining what things should be considered in order to create

\begin{itemize}
\item \textsuperscript{12} Ibid.
\item \textsuperscript{13} Plant, \textit{Op. Cit.}, p. 21
\end{itemize}
this environment. Speaking specifically of teachers in the primary grades, Bildersee states:

To the teacher of the youngest children is entrusted the most important task in the educational system—that of laying the foundation for all the skills, habits, attitudes, and ideals that the child may acquire through his school life. In order to make the best use of this opportunity, she must have an understanding of the child and of everything that contributes to his development.\textsuperscript{15}

In accordance with this, Baxter says:

Because the teacher is working with human beings, he needs to understand the psychology of growth in general and in particular the growth of the pupils with whom he is associated.\textsuperscript{16}

An understanding of the child and his development indicates certain attitudes required of the teacher. From a study designed to help teachers understand children, one of these attitudes is expressed.

... teachers who understand children think of their behavior as being caused. They see a youngster's present actions as being based upon his past experience, as shaped by his present actions, and as influenced by his desires and hopes for the future.\textsuperscript{17}

With the realization that behavior is caused, "the teacher should look for the basic causes of the child's behavior,"\textsuperscript{18} says Saucier. Baxter, Lewis and Cross say that one of the causes of a child's behavior might be the result of

\begin{itemize}
\item \textsuperscript{15} Dorothy Bildersee, \textit{Teaching The Primary Grades}, (D. Appleton and Company, New York, 1941), p. 119
\item \textsuperscript{16} Baxter, \textit{Op. Cit.}, p. 119
\item \textsuperscript{17} Helping Teachers Understand Children, \textit{Op. Cit.}, p. 8
\item \textsuperscript{18} W. A. Saucier, \textit{Theory and Practice in the Elementary School}, (New York: The MacMillan Company, 1951), p. 3
\end{itemize}
an imbalance produced by a disturbance of the synchronization of his growth. Another cause of a child's behavior may be boredom or a lack of interest. According to Olson and Hughes:

The child is not a passive recipient of stimulation. He reaches out for it according to the maturity of his total and partial growth and the energy at his disposal. He reacts selectively to the surroundings that are supplied and creates his own world of experience within them. He tends to reject the experiences for which he is not ready.

Wagoner supports this view as she states that "to attempt to teach the child before he is neurologically ready to learn is to work against heavy odds. A working guide is in the child's interest in, and enthusiasm for, learning a given skill."

Another way in which lack of interest is registered is evident in:

the attitudes of listlessness, casualness, boredom, and almost despair which children display when engaged in tasks that seem to them meaningless and unchallenging.

In emphasizing the seriousness of such behavior, Saucier says:


20 W. C. Olson and B. O. Hughes, "Concepts of Growth: Their Significance to Teachers", Childhood Education, (October, 1944), XVI, p. 61


Mental alertness usually corresponds to physical alertness. The teacher should be as disturbed about a drowsy, inactive child as a farmer is disturbed about similar behavior in a domestic animal... There is no learning apart from reaction, and the necessary reaction is more likely to occur in the active than the inactive child.23

A teacher sometimes tends to overlook the quiet, inactive child because he creates no discipline problem. But in doing so she also overlooks the fact that his quietness and inactivity may be due to her failure to arouse his interest and to make the work in the classroom meaningful to him. On the other hand, "teachers may make full use of seeking behavior by providing a school environment in which children may find suitable experiences of a wide variety in kind and difficulty. No narrowly conceived curriculum of fixed content can attain this goal."24 This requires that the teacher "know how learning takes place and how to translate his own knowledge into the interests of the learners that their interests may be used to further desirable learning."25

Another attitude that seems to encompass the foregoing research is that which regards each child as unique,26 and in doing so considers everything that pertains to each pupil's individual, all-round development. A summary of the implica-

23 Saucier, Op. Cit., p. 4
24 Olson and Hughes, Loc. Cit.
26 Helping Teachers Understand Children, Op. Cit., p. 10
tions of this kind of attitude is found in the following by Baxter, Lewis and Green.

As the teacher assumes his task we think of him as one who seeks to help a child reach his fullest development, considers his individual maturation as a growing person: (1) whether physically he is achieving or maintaining the best body status he can achieve; (2) whether he is learning to look at life with stability and poise; (3) whether he is achieving satisfying relationships with people about him; and (4) whether he shows growth in knowledge, in general and specific skills, in ability to think in situations pertaining to his own welfare. He helps each child, no matter whether he is mentally strong or weak, to realize and understand his capabilities. He helps him to realize the worth of his contributions to others, and leads him to feel the augmented strength and effectiveness which result from merging his own efforts with the efforts of others.27

A condition necessary for the teacher’s using all her knowledge, understanding and creativity in the best interests of pupils is her ability and effort to adapt the curriculum to the needs of pupils. According to Saucier, "It is the teacher who puts the breath of life into the nostrils of education. On his shoulders, therefore, rests largely the task of implementing acceptable theories of elementary education. These theories have been found to work insofar as the teacher has the mind and opportunity to make them work."28

Research relevant to teacher evaluation seems to be important for this study. Therefore a brief summary of some of the studies and practices in teacher evaluation will be made in the following part of this chapter.

Until recently studies and practices in teacher evaluation seem to have been confined to the prediction of success in teaching and to merit rating for salary increases or supervisory purposes. The many approaches to the problem have taken form in a number of devices. In a study of 131 selected teacher evaluation devices, Barr states:

A great variety of vocabulary is used to characterize teaching efficiency and its prerequisites. At least five wholly different ways of characterizing teaching have been employed, namely, a) in terms of qualities of the person; b) in terms of expected competencies; c) in terms of desired pupil outcomes; d) in terms of behavior controls; and e) in terms of a miscellaneous collection of background personal data.

Barr also found that "a very large number of data-gathering devices have been used in the study of teachers and teaching, including tests, rating scales, behavior records, check lists, questionnaires, interviews, and inventories." The fact that there is so little agreement as to the best approach and the superior form for teacher evaluation seems to be one of the main objections to the use of the devices. In a study of publications and writing on teacher evaluation from 1929 to 1950 Tompkins and Armstrong concluded that "at the present time there appears to be no agreement by administrators or research specialists that teacher rating measures efficiency.


30 Ibid.

31 Ibid.
or growth or that any pattern of evaluation is superior to any other type." 32

One writer states very strongly that "researchers are continually publishing information about some new rating scale for teachers and judging its validity against a criterion which itself has been validated very inadequately, if at all." 33 In Barr's opinion, "the relative merit and validity of these instruments are not very well known." 34 However, he states that "more attention seemed to have been given in the past decade to the validity and reliability of the criterion than in the earlier studies." 35 He also suggests a possible solution to the use of different approaches when he states:

While each approach has its own strengths and weaknesses, no one seems best for all purposes; they are by and large, however, not at all incompatible, and may for the time being, until better systems have been devised, all be used with profit. 36

"How do rating practices affect teacher personality? How do they affect teacher-pupil relationships - helpfully or


33 Stephen Corey, "The Present State of Ignorance about Factors Affecting Teacher Success," Educational Administration and Supervision, 18:489, October, 1932

34 Barr, Loc. Cit.

35 Ibid.

36 Ibid.
adversely?" 37 says Roma Gans. Another author writes, that "the good teacher . . . has come to mean that teacher who gets results - usually meaning that his pupils do well on the annual standardized achievement tests - regardless of the harmful repressive disciplinary tactics which may have been applied in order to get these results." 38 This seems to pose an important problem in teacher evaluation. Tompkins and Armstrong report that "proponents of rating claim that it (rating) is logical; opponents say it cannot work and will result in teacher insecurity. About half of the city school systems make use of some kind of teacher-rating scales; the practice is not growing, and it is under heavy attack." 39 According to Gans, "New York State has gone so far as to write a merit-rating-salary plan into law. However, this movement is being met with such resistance from teachers, supervisors and administrators, who find present-day rating plans of doubtful reliability, that this trend is more likely to be curtailed than extended." 40 One writer takes the view that "whether they like it or not, however, teachers and educators are for a variety of reasons, being asked more and more often to evaluate themselves and their own work or to submit to scrutiny by others;

38 Arthur L. Rauteman, "We All Hate to Be Evaluated", Educational Administration and Supervision, 35:459, December, 1949.
39 Tompkins and Armstrong, Op. Cit., p. 28
40 Gans, Op. Cit., p. 77
and since in many cases teachers are not exactly certain as to just who these "others" really are or what their purpose is in making the evaluations, many teachers and educators have developed an excessive dread of what is becoming an ever increasing part of their professional life."\(^{41}\)

The purpose of the foregoing research was not to paint a dark picture of teacher evaluation. Many opposing views have been cited in an effort to point up some of the main problems that exist. On the contrary, there seem to be many reasons for optimism to be found in suggestions for solving these problems. However, for the purposes of this study only a few will be cited here.

E. G. Thistle, in his investigation of teacher evaluation plans to determine their degree of acceptability to teachers, administrators, and lay persons, points out that "the success of any program of evaluation for either supervision or salary, depends upon the extent to which the elements of that program are acceptable to those concerned with it, i.e., those being evaluated, those doing the evaluation, and patrons."\(^{42}\) He found that "in many cases the degree of acceptance is contingent upon the avowed purposes of the program of evaluation" and "upon the standard used for evaluation."\(^{43}\) He further states

\(^{41}\) Rautman, Op. Cit., p. 450


\(^{43}\) Ibid., p. 5
that "the faith and confidence, which are in many cases now of doubtful existence, will develop into positive factors as the area of understanding grows."\textsuperscript{44} A step in the same direction is expressed by Reavis and Cooper in the following:

A further means of lessening personal antagonism is to democratize the process of evaluation. . . For example, the teachers should have a large share in determining the elements on which they are to be evaluated. They may also share in selecting evidence which is to be collected for each element.\textsuperscript{45}

Troyer and Pace inject the idea of cooperative evaluation and evaluation for teacher growth in expressing certain needs that must be considered no matter what procedure is used.\textsuperscript{46} There must be consideration for the need for:

1. Knowing the purposes of evaluation.
2. Cooperation of all persons concerned.
3. Improving methods of gathering and interpreting data.
4. Using genuinely democratic procedures.
5. Basing the program on locally felt needs.

Another indication that evaluation is being aimed more toward teacher growth and the democratic process is pointed out by Tompkins and Armstrong in the following statement:

There is increasing tendency to recognize self-evaluation by the individual teacher and co-operative evaluation by the entire staff as more productive results than an administratively developed check list.\textsuperscript{47}

\textsuperscript{44} Ibid., p. 6

\textsuperscript{45} William C. Reavis and Dan H. Cooper, Evaluation of Teacher Merit in City Systems, Supplementary Educational Monographs, No. 59 (Chicago: University of Chicago Press), 1945, p.11

\textsuperscript{46} Maurice E. Troyer and Robert Pace, Evaluation in Teacher Education, (Washington: American Council on Education, 1944)

\textsuperscript{47} Tompkins and Armstrong, Op. Cit., p.25
A self-evaluative study was made by teachers in Wellesley, Massachusetts. The values derived from such a study are found in the following statements.

Until administrators and teachers recognize the values and the need for finding many ways to foster in every individual a belief in himself, evaluation will be empty, sterile, and without a starting point for expansion.

In every face-to-face meeting we are beginning to see that evaluation matters only when we are free to plan, to see ourselves and others in the light of the richness of differences, and to recognize that what we see as good or worthwhile matters. We are not looking for negative but positive centers of approach. That, it seems to me, is essential to evaluation which leads teachers, administrators, school boards, parents, and children to growth, to new understanding, and to faith.

This study of ourselves and our environment was evaluation with a big plus. It was not a search for weaknesses, though they we recognized as present. It was a search for strength. Knowing one's strengths and making oneself strong is the beginning of wisdom and growth. Our study of ourselves was the beginning of finding new ways to observe, to create, and to live in a school system. We have found opportunities to share our work with people in interrelated fields. We have broadened our horizons together. We have grown and so will the children we teach.48

The fact that self-evaluation is a means of self-improvement is pointed out by Baxter in writing on some areas of growth which teachers can work toward. She states:

As a whole, teachers are professionally minded and, if anything, overconscientious in their desire to become better teachers. This is the very reason for setting the course to be run which has no goal to be reached and to be

48 R. E. Cameron, "Have you Looked at Your Investment", Childhood Education, 26:408, May 1950
clung to with finality. It is the process and spirit of growth which are important. Even the adjudged effective teacher can make himself more effective. If the teacher attempts to look at himself to evaluate his worth as a teacher, he is centering his attention on a cause rather than a result.49

It would seem then that self-evaluation is a continuous process of growth and to be most effective must be sought after by the individual. The Commission on Teacher Education puts it this way.

The decision to become a teacher should be a decision to become a good teacher, and success in becoming a good teacher should lead to determination to become a better. The responsibility for development is ultimately personal, and each individual should continually assess his own strengths and weaknesses and plan a program of self-improvement. Throughout his life . . . he can benefit from the guidance of others; and what he is to attempt must be in part dependent upon what surrounding circumstances offer. But the decision must in the end be his. If it is to be wise; it must be guided by shrewd self-appraisal and clear concept of directions in which improvement should be striven for.50


50 Teachers For Our Times, Commission on Teacher Education, (Washington: American Council on Education, 1944) p. 150
CHAPTER III

PLAN OF STUDY

Construction of the checklist. The first step in the study was to draw up some objectives to serve as a basis for the checklist. The checklist is designed to provide a medium through which a teacher can critically evaluate her progress toward reaching the goals set up in the objectives.

The initial items in the checklist were the result of the writer's thinking on what a master teacher should be and do. These ideas were conceived as practices and qualities. Although there was no attempt to organize the material at first, an effort was made to include these general areas: (1) practices in providing for individual differences and in motivating pupils, (2) the teacher's personality and health, (3) the teacher's relationships with pupils, parents, and school personnel, and (4) professional responsibilities.

After a considerable number of items had been recorded, it seemed advisable to try to organize the material to see what other items were needed and to determine whether it included a complete picture of a master teacher.

It seemed logical to organize the teaching practices into the subject matter areas that are taught in the second grade. Before this was completed two things become apparent: (1) that not only the practices but some of the items conceived as qualities seemed to belong in the listing under subject matter areas, and (2) that there were many other items that needed to be included. Therefore, this section was expanded considerably.
The other items concerning the teacher's personal qualities, relationships with others, and professional responsibilities were placed in the following categories: (1) Personal Qualities, (2) Health, (3) Teacher-pupil relationships, (4) Teacher-parent relationships, (5) Teacher-teacher relationships, (6) Teacher-administration relationships, and (7) Professional responsibilities. With organization, this section, too, was expanded. Also, it became necessary to reword many of the items conceived as qualities, because they were not stated as positive actions. This was difficult to do and proved to be impossible with some items, specifically those listed under Personal Qualities, and Health and Appearance.

After the above sections had been organized and adjusted there were quite a few items remaining which did not seem to belong in either of the sections. These items dealt with planning, classroom organization, the use of audio-visual aids, and other general practices and techniques. Therefore the category, General Planning Practices, was added to include these.

It would appear that this should have covered the subject quite adequately, but since the checklist was subjective in nature, it was difficult to determine whether it was complete and whether it was organized in such a way that it would accomplish the purpose for which it was constructed. This was especially true in the subject matter areas.

Therefore to add clarity to this section, objectives
were drawn up for each subject. In addition, each subject was divided into five sections: (1) Planning, (2) Provisions for Individual Differences, (3) Motivation, (4) Curriculum and Use of Materials, and (5) Evaluation. These five sub-divisions seemed to represent the main aspects of each subject that a master teacher should be concerned with.

This new kind of organization presented some problems. One was the difficulty of deciding whether certain items belonged under one sub-division or another. This required some rewording but no item was discarded. Another problem was that of volume. The new organization made the checklist clearer and more concise, but it also increased the number of items. A solution to this problem was found in the discovery that there was much repetition in the sections on Provisions for Individual Differences in each of the skills subjects. Examination showed that in each of these sections there were many similar ideas expressed in different words. Therefore, these items were combined to form one separate category entitled, Provisions for Individual Differences.

It must be noted again that these items were drawn only from the skills subjects because some of the items dealing with individual differences from the other subjects did not lend themselves to being combined. Instead, they seemed to have characteristics peculiar to the particular subject under which they were listed.

There was also much repetition in the items that dealt
with the use of audio-visual aids. These had been listed under General Planning Practices and throughout each subject matter area. They seemed important enough to justify a separate category so they were combined to form the section, Supplementary Teaching Techniques.

There is still an inevitable element of repetition throughout the checklist. However, to separately categorize all the repetitions, items would break the continuity of the organization and consequently defeat its purpose. Also, examination of the checklist shows that the same idea is expressed in different terms and used in many different ways. The frequency of an idea can also be considered an indication of its value.

Use of the checklist. The introductory part of the checklist which includes Objectives, Personal Qualities, and Health and Appearance, was not designed to be checked. The objectives, as was stated before, were drawn up to serve as a basis for the checklist. At the outset of the study, it was intended that Personal Qualities and Health and Appearance be included in the items to be checked, but they could not be stated as positive acts. Therefore, because they were considered important aspects, they were included as introductory statements.

The checklist items were marked in accordance with the following definitions:¹

E - practices or uses extensively
M - practices or uses to a moderate degree
L - practices or uses to a limited degree
N - does not practice or use

After the checklist had been marked, some of the difficulties in self-evaluation became apparent. There was the possibility of over-rating and, on the other hand, the possibility of under-rating. Therefore, after a few days it was reviewed. For the most part, the markings remained the same, but there were some changes. The final product seemed to give a more reliable analysis than the first marking.
A SELF-EVALUATIVE CHECKLIST OF QUALITIES AND PRACTICES OF A MASTER SECOND GRADE TEACHER
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DIRECTIONS FOR MARKING

The checklist should be marked in accordance with the following definitions:¹

E - practices or uses extensively
M - practices or uses to a moderate degree
L - practices or uses to a limited degree
N - does not practice or use

¹ Adapted from Evaluative Criteria, 1950 Edition.
OBJECTIVES

I. A master second grade teacher strives toward the maximum well-rounded development that each pupil is capable of achieving through:

A. Understanding and meeting the physical and psychological needs of pupils.

B. Understanding and implementing the processes by which children learn and the conditions under which they learn best.

C. Developing in each pupil a respect and appreciation for his environment and the persons who contribute to it.

D. Helping each pupil to feel a sense of worth and well-being by helping him to adjust and contribute to his environment.

E. Exhibiting a physical and mental well-being as a healthy example for pupils.

II. A master second grade teacher strives to improve the status of the profession by self-improvement and through contributions to the field.
GENERAL CHARACTERISTICS

Successful accomplishment of these objectives is dependent, in part, upon the teacher's possessing certain general characteristics, such as the following.

**Personal qualities**

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<td>Understanding of children</td>
<td>Persistance</td>
</tr>
<tr>
<td>Enthusiasm for teaching</td>
<td>Inquisitiveness</td>
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<tr>
<td>Sense of humor</td>
<td>Creativeness</td>
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<tr>
<td>Energy</td>
<td>Initiative</td>
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<tr>
<td>Patience</td>
<td>Kindness</td>
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<tr>
<td>Tolerance</td>
<td>Fairmindedness</td>
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<tr>
<td>Reliability</td>
<td>Open-mindedness</td>
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</table>

**Health**

Is physically healthy and alert.

Has no physical illness that affects her attitude and behavior in the classroom for long periods of time.

Has no illness or disease that requires absence from school for long periods of time.

Gets proper rest.

Is mentally alert.

Fully familiar with subject matter.

Aware of physical and emotional needs of pupils.

Always seeking new and better ways of teaching.

Is emotionally well-adjusted.

Likes people.

Likes to teach.

Makes wise and interesting use of leisure time.

**Appearance**

Is neat and clean.

Wears comfortable clothes and shoes.

Adds a touch of color to attire.
RELATIONSHIPS WITH OTHERS

Teacher-pupil relationships

( ) 1. Has a genuine interest in each pupil and shows it.

( ) 2. Lets each pupil know when pleased or displeased with his work or behavior.

( ) 3. Is firm and understanding in handling behavior and discipline problems.

( ) 4. Takes time to listen to and discuss pupils' problems.

( ) 5. Never betrays a confidence.

( ) 6. Shares in pupils' joys.

( ) 7. Laughs with them.

Teacher-parent relationships

( ) 1. Becomes acquainted with parents of pupils.

( ) 2. Contacts parents before paying a visit.

( ) 3. Invites parents to visit the classroom.

( ) 4. Solicits parents' aid in classroom projects such as:
   - Classroom visitors
   - Resource persons
   - Field trips
   - Programs
   - Parties

( ) 5. Makes parents feel free to contact or visit the teacher in the interest of their children.

( ) 6. Acquaints parents with what is going on in the classroom.

( ) 7. If report card is inadequate, writes a note or discusses pupil's progress with parents.

( ) 8. Cooperates with parents in community affairs.
Teacher-teacher relationships

( ) 1. Adheres to teacher's code of ethics.

( ) 2. Maintains a cooperative attitude toward other teachers.

( ) 3. Shares ideas and experiences with teachers.

( ) 4. Cooperates with special teachers in making referrals and in following up work in the classroom started by special teachers.

( ) 5. Puts professional duty before personal feelings.

( ) 6. Offers help to teachers new to the field or new to the particular school.

Teacher-administration relationships

( ) 1. Reports to work on time.

( ) 2. Is completely familiar with and complies with school policies and regulations.

( ) 3. Consults principal before undertaking a doubtful project.

( ) 4. Leaves pupils under their own supervision only when absolutely necessary.

( ) 5. Attends to extra-curricular duties promptly and consistently.

( ) 6. Makes out reports completely and accurately.

( ) 7. Turns in reports on time.

( ) 8. Keeps records up to date.

( ) 9. Accepts gracefully criticism and suggestions from principal and supervisors.

( ) 10. Cooperates with administrative staff in charge of special services by following proper procedure in making referrals and in following through on suggestions or recommendations made.
PROFESSIONAL RESPONSIBILITIES

( ) 1. Keeps up with new techniques and findings in the field by:

- Attending workshops.
- Subscribing to periodicals and reading other professional material.
- Actively participating in teacher organizations.
- Taking courses.

( ) 2. Makes some contribution to the field by:

- Writing an article for a professional journal.
- Writing up interesting classroom activities and sending them to professional magazines.
- Encouraging capable and interested young people to teach.
- Volunteering for or accepting student teachers.

( ) 3. Expands experience and interests by:

- Teaching in different locations (where possible).
- Teaching on different grade levels.
- Taking courses not directly related to teaching.
- Traveling to new and interesting places.

GENERAL PLANNING PRACTICES

Pre-planning

( ) 1. Studies cumulative records to gain information about pupils' families and experience background.

( ) 2. Studies pupils' records of growth and achievement such as:

- I.Q.
- Achievement scores.
- Mental age.
- Grade placement.
- Reports and comments of previous teachers.

( ) 3. Studies pupils' health records to become familiar with information about physical irregularities so as to know which pupils' activities must be restricted, what should be done in case a pupil
Pre-planning (cont.)

has an attack, and as an aid in planning physical education and health program.

4. Plans ways of finding out pupils' levels of learning and areas of difficulty in the skills subjects such as:
   - Standardized tests.
   - Informal tests.
   - Observation.

5. Uses these tests later in the year to check pupil progress.

6. Plans ways of finding out and recording pupils' interests, such as:
   - Written interest inventory.
   - Observation.

7. Tentatively outlines and gathers information for units of work.

8. Sets up a tentative schedule for films and filmstrips to be used during certain seasons, special weeks, and holidays.

9. Makes up a list of parents, teachers, and other persons, and their occupations and specialties to be referred to later for resource persons and classroom visitors.

10. Makes a written daily plan for at least a week in advance, and has plan available at all times.

Classroom atmosphere and appearance

1. At the beginning of the year comes to an understanding with pupils about classroom procedure and procedures of discipline such as:
   - Setting up a daily routine which pupils can follow comfortably.
   - Planning changes of routine with pupils as far as possible.
   - Establishing reasonable and positive rules of discipline which pupils fully understand.
   - Allowing pupils to move freely about the room as long as they do not disturb others.
   - Working out a time-saving plan with the aid of the pupils for distributing and putting away supplies.
Classroom atmosphere and appearance (cont.)

Establishing rules of cleanliness and orderliness of the room.
Putting labels on and acquainting pupils with places where supplies and equipment are kept.

( ) 2. Uses seating arrangement which is comfortable, orderly, and flexible.

( ) 3. Decorates room with warm and bright colors.

( ) 4. Allows pupils to help beautify the room by bringing flowers, plants, and small pets to school.

( ) 5. Plans attractive bulletin boards and displays and for a specific purpose, such as:

To stimulate.
To motivate.
To illustrate.
To evaluate.

SUPPLEMENTARY TEACHING TECHNIQUES

Audio-visual aids

( ) 1. Uses a wide variety of aids.

( ) 2. At intervals schedules materials and equipment that must be requisitioned to insure their availability at the desired time.

( ) 3. Previews material before using it.

( ) 4. Plans with pupils background and follow-up for use with material.

( ) 5. Returns material on time.

( ) 6. Requests pupils to bring to school aids that they might have at home.

Classroom visitors

( ) 1. Acquaints visitor with what pupils are studying and what they have done so far.

( ) 2. Makes sure that the visitor understands what contribution he is to make, exact time he
Classroom visitors (cont.)

should arrive and approximate time he should stay.

( ) 3. Acquaints pupils with what visitor is going to do in general.

( ) 4. Plans with pupils the general procedure such as:
   - What they should expect to find out.
   - Who will greet the visitor.
   - What rules of courtesy to follow.
   - Discussion or follow-up activity.

Field trips and walks

( ) 1. Visits and gathers information on place to be visited.

( ) 2. Follows proper procedure as to administrative and parental permission and travel arrangements.

( ) 3. Plans with pupils the following:
   - Proper procedure and conduct to, from, and at destination.
   - Things to look for and ask about.
   - Ways of reporting, compiling, evaluating, and displaying findings.

PROVISIONS FOR INDIVIDUAL DIFFERENCES (Skills subjects only)

( ) 1. Groups pupils for instruction according to levels of skills.

( ) 2. Uses a flexible system of grouping whereby a pupil may move in or out of a group according to need.

( ) 3. Provides individual instruction.

( ) 4. Provides for the adjustment of those pupils with physical disabilities which may affect their progress.

( ) 5. Provides books and materials in accordance with each pupil's needs and interests, whether they are below, on, or above grade level.
6. Provides supplementary work for pupils who excel.

7. Provides supplementary work for pupils who need extra practice in certain skills.

8. Realizes each pupil's capabilities and limitations and strives to keep each pupil working up to his ability.

READING

Objectives

To help pupils begin to understand the need for being able to read.

To create within pupils the desire to read.

To acquaint pupils with different types of reading material.

To give pupils practice in skills that will increase their reading ability.

Planning

1. Makes use of available data such as:

   I.Q.
   Mental age
   Reading age
   Reading grade

2. Uses informal tests in the following areas to determine levels of skills and areas of difficulty:

   Visual discrimination
   Auditory perception
   Oral reading and recall
   Silent reading and recall
   Reading and listening comprehension
   Vocabulary

3. Considers pupils' interests in planning reading program.

Motivation

1. Provides an environment conducive to reading by:
Motivation (cont.)

Allowing pupils to select books from the reading table during their spare time. Providing many activities in which pupils read for enjoyment, as in reading the following:
- Stories of their own selection to the class
- Fairy tales
- Riddles and anecdotes
- Cartoons

Stimulating interest in reading through the following:
- Attractive book displays
- Story telling by the teacher and pupils
- Choral reading
- Poetry read by the teacher and pupils
- Dramatic play
- Films and filmstrips
- Recordings
- Television
- Radio
- Field trips

2. Provides reading material outside the basal series for independent and group reading on every level within the class and in many areas of interest.

3. Encourages pupils to share books from their personal libraries.

4. Provides materials to improve skills, which may be used in spare time by groups of two or three.

5. Uses different approaches for introducing new vocabulary but always with some background for meaning.

6. Works toward pupil mastery of basal vocabulary at each level to insure some success in reading.

7. Supplements teaching of basal vocabulary with the following:
- New words that arise incidentally.
- New words that grow out of pupils' interests.
- New words that grow out of other subject matter areas.

Curriculum and use of materials

1. Makes use of available materials that accompany the basal series such as:
Curriculum and use of materials (cont.)

Manuals
Workbooks
Filmstrips
Tests
Pictures

( ) 2. Supplements basal materials with other exercises for pupils who need more practice in certain skills.

( ) 3. Makes use of school and public libraries.

( ) 4. Gives pupils practice in the use of the library.

Evaluation

( ) 1. Makes periodic checks to determine progress in skills.

( ) 2. Keeps a record of each pupil's progress.

( ) 3. Evaluates pupils' growth in ability to select independent reading material on their own level.

( ) 4. Evaluates pupils' interest in reading.

SPELLING

Objectives

To help pupils begin to understand the need for knowing how to spell.

To give pupils practice in the skills that will enable them to spell or increase their spelling ability.

To give pupils opportunities to use words that they have learned to spell.

Planning

( ) 1. Uses informal tests to determine the following:

Knowledge of the alphabet.
Learning rate.
Level of visual discrimination.
Level of auditory perception.

( ) 2. Plans spelling program on the basis of the pupils' needs.
Planning (cont.)

( ) 3. Considers skills above and below grade level in planning.

Motivation

( ) 1. Uses different techniques in introducing new spelling words such as:

- Reading a story in which spelling words appear.
- Reading sets of sentences to which pupils add the rhyming words.
- Telling short stories about pictures with words written under them.
- Reading sentences to which pupils add the logical missing words.

( ) 2. Provides a variety of appealing and meaningful exercises in drill such as:

- Matching words that rhyme with a given word.
- Listing words that begin or end alike.
- Using words in sentences that sound alike but have different meanings.
- Writing a word described in a sentence and drawing a picture of the word.

( ) 3. Provides exercises for using words which pupils have studied such as:

- Classifying words.
- Using words in sentences.
- Using same word with different meanings in sentences.
- Supplying missing words to sentences or stories.
- Making up stories or poems.

Curriculum and use of materials

( ) 1. Supplements work in the text with the following:

- Words frequently misspelled in written work.
- Words drawn from other subject matter areas.
- Words drawn from pupils' interests.

( ) 2. Supplements work in the text with exercises for pupils who need more practice in certain skills.

Evaluation

( ) 1. Makes periodic checks to determine progress.

( ) 2. Observes pupils' written work to see if words
Evaluation (cont.)

studied are spelled correctly and to see if pupils apply skills to the spelling of other words.

( ) 3. Keeps a record of each pupil's progress.

( ) 4. Encourages pupils to evaluate their work and keep a record of their progress.

HANDWRITING

Objectives

To develop an appreciation for the need of good handwriting.

To develop the basic skills in handwriting.

To develop the correct use of capital letters, the period, and the question mark.

Planning

( ) 1. Observes and analyzes pupils' handwriting practices in the following areas:

   Ability to keep paper in correct position.
   Ability to hold pencil correctly.
   Ability to keep on lines.
   Ability to keep within the lines.
   Ability to form letters correctly.
   Ability to copy accurately.
   Speed of copy
   Neatness.

( ) 2. Plans skills program on the basis of pupils' needs.

( ) 3. Uses interests of pupils to plan meaningful program.

Motivation

( ) 1. Provides many opportunities for purposeful writing such as:

   Writing different kinds of letters.
   Writing stories and poems.
   Writing for class or school newspaper.
Motivation (cont.)

Writing for bulletin boards and displays.
Written work in other subject matter areas.

Curriculum and use of materials

( ) 1. Demonstrates correct posture, paper position, and holding pencil correctly.

( ) 2. Encourages neatness in all written work.

( ) 3. Draws attention to the use of capital letters, the period, and the question mark in reading material.

( ) 4. Provides practice in the use of capital letters such as:

To begin sentences.
In writing the names of places, people, months, and days of the week.

( ) 5. Provides practice in using the period and question mark as in the following:

Making up sentences.
Writing stories.
Making experience charts.
Writing questions for units and field trips.

Evaluation

( ) 1. Provides some visible standard, such as a handwriting chart by which pupils can evaluate their handwriting.

( ) 2. Provides opportunities for pupils to display their written work.

( ) 3. Continuously evaluates and encourages pupils to improve their writing from day to day.

( ) 4. Observes the use of capital letters, the period, and the question mark in all written work.

ARITHMETIC

Objectives

To help pupils begin to understand the need for learning arithmetic.
Objectives (cont.)

To equip pupils with the arithmetic skills and knowledge that they need in every day experiences.

To introduce and give pupils practice in the arithmetic skills and processes, and increase their arithmetic ability.

To help pupils acquire certain understandings about the arithmetic processes which they use.

Planning

( ) 1. Makes use of available data such as:

I.Q.
Mental age.
Grade placement.
Achievement score.

( ) 2. Uses informal tests to determine level of skills and areas of difficulty in the following:

Knowledge of the number system.
Addition.
Subtraction.
Measurement.
Fractions.
Telling time.
Money.
Problem solving.
Vocabulary of comparisons.

( ) 3. Plans program on the basis of pupils' needs.

( ) 4. Considers skills above and below grade level.

( ) 5. Considers pupils' interests.

Motivation

( ) 1. Makes numbers meaningful through the use of many practical situations such as:

Making change for lunch money.
Counting number of lunches bought on a certain day.
Finding out how many pupils are absent.
Finding out how many books are needed.
Finding out how long before the visitor arrives.
Finding out how to divide six cents equally between three children.
Motivation (cont.)

( ) 2. Provides activities that pupils can work on individually or in groups of two or three.

( ) 3. Provides many concrete experiences in working with numbers.

( ) 4. Provides exercises which aid pupils in understanding when and why they use certain processes.

( ) 5. Encourages each pupil to make a collection of things to count with.

( ) 6. Provides a variety of appealing exercises in drill.

( ) 7. Correlates arithmetic with other subjects.

Curriculum and use of materials

( ) 1. Makes use of arithmetic text and accompanying manual or guidebook.

( ) 2. Supplements text with other books or exercises for:

- Pupils who need more practice.
- Pupils who can do more difficult work.

( ) 3. Instructs pupils to make their own set of number facts cards for use at school and at home.

( ) 4. Uses manipulative materials in arithmetic lessons such as:

- Abacus.
- Beads.
- Number chart.
- Counting sticks.
- Rulers and parts of rulers.
- Containers for liquid measures.
- Containers for showing dozen and half-dozen.
- Scales.
- Clocks with moveable hands.
- Objects divided into halves, thirds, and fourths.
- Play money.
- Number facts flash cards.
- Games.
Curriculum and use of materials (cont.)

( ) 5. Makes use of the following aids.

Films.
Filmstrips.
Pictures.
Charts.
Flannel board.

Evaluation

( ) 1. Observes ability of pupils to apply arithmetic knowledge in everyday experiences.

( ) 2. Makes periodic checks on pupil progress in skills.

( ) 3. Keeps a record of each pupil's progress.

( ) 4. Encourages pupils to evaluate their progress.

SOCIAL STUDIES

Objectives

To acquaint pupils with community helpers, the jobs they do, their educational and experience background, and the places where they work.

To make pupils aware of the importance and interdependence of each helper's job as it relates to everyone's comfort, well-being, and happiness in a democratic society.

To help pupils understand how they can aid helpers and be good citizens now.

To help pupils acquire attitudes and form habits which will contribute to their becoming good citizens in adulthood.

To acquaint pupils with ways of gaining information.

To establish within pupils lasting interests and the desire to find out more about things.

Planning

( ) 1. Plans studies of individual helpers.
Planning (cont.)

( ) 2. Plans studies of related groups of helpers such as:

- Helpers who keep us safe.
- Helpers who keep us healthy.
- Helpers who keep us comfortable.
- Helpers who grow our food.
- Helpers who keep our community beautiful.
- Helpers who take us places.

( ) 3. Uses a variety of approaches to start a study such as:

- Encouraging pupils to suggest or help select what they want to study.
- Drawing from interests of pupils.
- Drawing from activities of helpers currently in the news.
- Showing a film.
- Placing an unknown tool in the classroom to arouse curiosity.
- Reading a poem or story, or teaching a song about a helper.

( ) 4. Encourages pupils to help with planning by suggesting things such as:

- What we want to find out.
- Ways that we can find out.
- Places that we can go.
- Projects that we can do.

Provisions for individual differences

( ) 1. Makes use of the pupils' skills and talents in carrying out activities planned.

( ) 2. Provides activities designed for small groups.

( ) 3. Helps pupils to see how each group's job contributes to the whole.

( ) 4. Allows pupils to select colors and make and compile material for bulletin boards and displays.

Curriculum and use of materials

( ) 1. Uses textbook (if any), accompanying guidebook, and supplementary readers.

( ) 2. Integrates social studies with other subjects.
Curriculum and use of materials (cont.)

( ) 3. Gives pupils opportunity to select related books from the library.
( ) 4. Uses maps and globes when the occasion arises.
( ) 5. Encourages pupils to bring materials from home to be used in various activities.

Motivation

( ) 1. Allows pupils to aid in planning as the study progresses in the following:
   
   Deciding what place to visit.
   Deciding when to take the trip.
   Getting ready for the classroom visitor.

( ) 2. Provides other opportunities for pupil participation, such as in helping to compose the following:
   
   Requests to parents for permission to take a trip.
   A letter asking someone to visit the class.
   A letter asking for information or material.
   A thank you note.
   Experience charts and lists of new words.
   Rules of good conduct on a trip.
   Courtesy to classroom visitor.
   Questions to be asked.
   A short play or skit to culminate the study.

( ) 3. Allows pupils to assist in selecting characters for dramatic play or a skit.
( ) 4. Encourages pupils to assist in designing and making simple scenery and costumes for a skit.
( ) 5. Makes use of resource persons inventory in selecting a classroom visitor.
( ) 6. Encourages pupils to watch related programs on television and discuss them in class.
( ) 7. Encourages pupils to bring in related clippings from newspapers and magazines.

Evaluation

( ) 1. When study is finished, reviews briefly with pupils to help them tie together what they have learned and to help them to see what they have accomplished.
Evaluation (cont.)

( ) 2. Evaluates pupils' progress by observing the following:

Use of words studied in conversation and written work.
Recall of information studied when it appears later.
Ability to work and get along with others.
Willingness to keep at a job until it is finished.
Respect for the rights of others.
Extended interests.

SCIENCE

Objectives

To arouse in pupils an interest in things around them.
To help pupils understand the "what", the "why", and the "how" of things around them.
To acquaint pupils with different ways of gaining information.
To arouse lasting interests that they will pursue in the future.

Planning

( ) 1. Starts science program with some aspect of science that has the following characteristics:

Is thoroughly familiar to the teacher.
Will teach simple understandings.
Pupils can find much first hand information about.
For which pupils can see immediate evidences.

( ) 2. Keeps study short and simple.

( ) 3. Plans discussions that will lead pupils to understand what their observations mean.

( ) 4. Leads pupils to organize their findings and form some conclusions about them.

( ) 5. Notices the interests pupils acquire as a result of the study.
Planning (cont.)

( ) 6. Considers these and other interests in planning other studies in science.

Provisions for individual differences

( ) 1. Realizes that all pupil's enthusiasm for science may not be the same.

( ) 2. Finding that girls are sometimes harder to interest than boys, provides activities that will appeal to girls.

( ) 3. Provides opportunities for further study for those pupils who seem to be gifted in science.

Motivation

( ) 1. Shows enthusiasm for teaching science that becomes contagious to pupils.

( ) 2. Launches the study of different aspects of science in a variety of ways.

( ) 3. Encourages pupils to do the following:

- Suggest things that they want to study.
- Bring in scrap material and items for collections.
- Watch newspapers, magazines, and television for current science news.
- Bring in related books and materials from school, public, and home libraries.

( ) 4. Provides many opportunities for pupils to gain information through the following:

- Field trips.
- Walks.
- Experiments.
- Classroom visitors.
- Classroom demonstrations.

( ) 5. Makes use of the following aids:

- Films.
- Filmstrips.
- Recordings.
- Pictures.
- Drawings.
- Science kits.
- Television.
- Magazines.
Motivation (cont.)

( ) 6. Provides for pupil participation in experiments and related activities.

Curriculum and use of materials

( ) 1. Correlates the teaching of science with other subjects.

( ) 2. Makes use of available science equipment.

( ) 3. Supplements available equipment with inexpensive or scrap material.

( ) 4. Tries out all experiments before using them in the classroom.

( ) 5. Uses supplementary science books in addition to the text.

( ) 6. Works toward having pupils acquire certain understandings about scientific principles.

( ) 7. Designs lessons to include main steps in the scientific method.

Evaluation

( ) 1. Provides opportunities for pupils to summarize their learnings.

( ) 2. Evaluates pupils' progress in science by observing the following:

- Enthusiasm for science.
- Interest in finding out about things around them.
- Extended interests.
- Application of scientific understandings studied to other aspects of science.
- Willingness to offer ideas and suggestions.

HEALTH

Objectives

To help pupils to form social attitudes and habits that will enable them to adjust to their environment.

To help pupils begin to understand reasons for their feelings and actions.
Objectives (cont.)

To help pupils begin to understand the relationship between health habits and a healthy growing body.

To establish in pupils favorable attitudes toward health practices.

To acquaint pupils with the fundamental health practices.

To help pupils begin to form good health habits.

Planning

( ) 1. Plans health program in relation to the needs and interests of the pupils.

( ) 2. Plans a well-rounded program to include the broad areas of health.

( ) 3. Integrates the teaching of health with other subjects.

Provisions for individual differences

( ) 1. Is familiar with the physical history and condition of each pupil.

( ) 2. Makes a daily check to look for symptoms of disease or illness.

( ) 3. Refers pupils with symptoms to proper authority.

( ) 4. Considers that conditions at home and degree to which parents cooperate affect pupils' health practices.

( ) 5. Discusses pupils' health needs with parents when necessary.

( ) 6. Arranges free lunches for pupils who need them (where this service is available).

( ) 7. Tries to get free medical services for needy pupils, (where these services are available) with the consent of the parents.

( ) 8. Seats pupils with sight or hearing defects in the part of the room most comfortable for them during formal instruction.

( ) 9. Finds a place for the handicapped child in all classroom activities.
Motivation

1. Sets an example for pupils by adhering to good health practices.

2. Provides a healthy atmosphere for pupils to work in as in the following:

   - Proper ventilation and light.
   - Freedom of pupils to move around the room when they are not engaged in formal instruction.
   - Opportunities to talk things over with an understanding teacher.
   - Opportunities to offer ideas and suggestions and to make decisions.
   - Opportunities to contribute to planning and running things in the classroom.
   - Opportunities to create.

3. Along with planned program teaches health when meaningful situations arise.

4. Provides many opportunities for pupils to work in groups and to express their understandings of health, such as:

   - Making materials for and putting up bulletin boards, freizes, and displays about health.
   - Participating in dramatic play and learning plays about health.
   - Working on scenery, costumes, and props for health plays.
   - Planning for field trips and classroom visitors.

Curriculum and use of materials

1. Adapts given curriculum and text to meet the needs of pupils.

2. Expands and emphasizes aspects of the curriculum where there is a need.

3. Uses supplementary books and materials.

4. Makes use of available resources such as:

   - Free materials from dairy council, health department, and food companies.
   - Resource persons such as physicians, dentists, nurses, and dietitians.
   - Films, filmstrips, pictures, and charts.

5. Is familiar with first aid equipment available.
Curriculum and use of materials (cont.)

( ) 6. Keeps a few first aid materials in the classroom.

Evaluation

( ) 1. Evaluates pupils' progress in health by observing the following:

- Deviations from each pupil's normal rate of growth.
- Deficiencies pointed up by special services.
- Understanding of and attitude toward health practices.
- Associations with and attitudes toward other pupils.
- General appearance of well-being.

PHYSICAL EDUCATION

Objectives

To provide physical activities that pupils need to develop strong, healthy bodies.

To satisfy in pupils the need for play.

To help pupils learn better how to play together.

To help pupils learn how to play safely.

Planning

( ) 1. Is familiar with the general physical characteristics of the age group.

( ) 2. Plans activities suitable to the following:

- Physical development of pupils.
- Physical condition of pupils.
- Interests of pupils.

( ) 3. Considers the pupils with handicaps in planning.

Provisions for individual differences

( ) 1. Includes handicapped pupils in regular activities as far as possible.

( ) 2. When necessary, plans extra activities so that handicapped pupils are never left out.
Provisions for individual differences (cont.)

( ) 3. Tries to establish favorable attitudes in other pupils toward the handicapped.

( ) 4. Helps the handicapped pupil adjust by treating him like a normal child as far as possible.

( ) 5. Provides individual instruction according to physical needs of each pupil.

Motivation

( ) 1. Varies activities from day to day.

( ) 2. Allows pupils to suggest what they would like to do.

( ) 3. Demonstrates and participates in activities with pupils.

( ) 4. Exhibits an enthusiasm for teaching physical education.

Curriculum and use of materials

( ) 1. Provides a well-rounded program in all areas such as:

- Games of low organization.
- Motor activities.
- Rhythms.
- Relays.
- Throwing and catching games.
- Mimetic play.
- Climbing and hanging (where equipment is available).
- Quiet classroom games.

( ) 2. Excludes activities that test endurance.

( ) 3. Limits the time on vigorous activities.

( ) 4. Provides adequate rest period following active play.

( ) 5. Includes the teaching of safety rules in all activities.

( ) 6. Emphasizes good practices in sportsmanship such as the following:
Curriculum and use of materials (cont.)

Taking turns.
Sharing equipment.
Doing one's part.
Following the rules of the game.

( ) 7. Makes use of available equipment.

( ) 8. Coordinates physical education with other subjects.

Evaluation

( ) 1. Observes pupils' growth in the following areas:

Motor skills.
Regard for safety rules.
Regard for handicapped pupils.
Sense of fair play.
Ability to get along with others.
Enthusiasm for physical activities.

MUSIC

Objectives

To help pupils begin to form an appreciation for music.
To arouse in pupils an interest in music.
To expose pupils to a wide variety of pleasant musical experiences.

Planning

( ) 1. Plans a music program closely correlated with pupils' interests and other subjects.

( ) 2. Plans a well-rounded program to include a variety of musical experiences.

( ) 3. Starts music program with songs and activities familiar to the pupils.

Provisions for individual differences

( ) 1. Seats uncertain singers near front of room during singing activities so that they can benefit from hearing stable singers and so that they do not throw other pupils off pitch.
Provisions for individual differences (cont.)

( ) 2. Provides exercises to help uncertain singers hear and match tones.

( ) 3. Works with uncertain singers along with the rest of the class most of the time so as not to embarrass them or make them feel conspicuous.

( ) 4. Provides added practice in rhythms for pupils who have poor coordination.

Motivation

( ) 1. Exhibits an enthusiasm in teaching music that becomes contagious to pupils.

( ) 2. Starts and ends each music period with a song or activity which is enjoyable to pupils.

( ) 3. Varies activities from day to day.

( ) 4. Uses soft music to help create a relaxed atmosphere at the following times:

    During rest periods.
    Periods when pupils are working independently.
    Times when pupils and teacher seem to be tense.

Curriculum and use of materials

( ) 1. Provides a well-rounded program to include experiences in the following:

    Singing.
    Listening.
    Rhythms.
    Creative activities.
    Fundamentals.
    Lives and works of famous composers.

( ) 2. Makes use of the following aids:

    Recordings.
    Films.
    Filmstrips.
    Television.
    Radio.
    Trips.
    Rhythm instruments.
    Pictures of instruments and composers.
    Books and stories.
    Text and supplementary books and guidebooks.
Evaluation

( ) 1. Evaluates pupils' progress in music by observing the degree to which they do the following:

Look forward to music activities.
Participate in activities enthusiastically.
Make suggestions about what to sing or do.
Recognize song or music learned in class when it is heard at another time.
Share musical experiences had outside of school with teacher and class.
Are attentive.
Are trying to improve.

( ) 2. Includes an evaluation of the uncertain singer, as the following:

Sings somewhat closer to pitch.
Continues to sing with enthusiasm.

ART

Objectives

To help pupils begin to form an appreciation for the beautiful.
To acquaint pupils with new and varied ways of expressing themselves.

Planning

( ) 1. Plans art program closely correlated with other subjects.
( ) 2. Considers pupils' interests in planning.
( ) 3. Includes plans for acquainting pupils with the following:

Some fundamentals of color, form, and design.
The lives of famous composers.
Works of art that are appealing to children.

Provisions for individual differences

( ) 1. Gives individual instruction in art.
( ) 2. Provides activities which call for large, free movements (especially for pupils with poor
Provisions for individual differences (cont.)

coordination), such as:

- Drawing or painting on large paper.
- Finger painting.
- Mural and freize painting and drawing.
- Drawing and painting simple scenery for plays.

( ) 3. Provides activities whereby pupils with special talent can continue to develop it.

Motivation

( ) 1. Provides art activities with the following characteristics:

- Simple enough for pupils to achieve success.
- Can be completed in a short period of time.
- Pupils have fun doing.

( ) 2. Encourages pupils to help plan things that they want to do.

( ) 3. Encourages pupils to create new things to make and new ways of making them.

( ) 4. Provides opportunities for pupils to display art work.

( ) 5. Shows approval of pupils' art work.

( ) 6. Allows pupils to use art materials in their spare time.

( ) 7. Encourages pupils to create rather than copy.

( ) 8. Stresses art as a means of expression.

Curriculum and use of materials

( ) 1. Provides a wide variety of art experiences through the use of different media such as:

- Cutting and pasting paper and cardboard.
- Drawing and coloring with pencil, paint or chalk.
- Molding with modeling clay, sawdust and paste mixture, and salt and flour mixture.
- Building with blocks, sticks, cardboard, metal or plastic building material.
- Making figures with pipe cleaners, yarn, and cloth.
**Evaluation**

( ) 1. Evaluates pupils' progress in art in relation to the degree to which they do the following:

- Talk about their art work.
- Evaluate each others' art work.
- Try to improve their art work.
- Complete their art work.
- Take pride in their art work.

( ) 2. Observes pupils' enthusiasm for art activities and interest in works of art.
CHAPTER IV

IMPLICATIONS OF THE STUDY

The use of the checklist pointed up some weaknesses in its construction. One was in the items that dealt with Health. There was confusion in that the items were concerned with the subject, Health, and the pupils' personal health. This might be an indication that there needs to be a section devoted to the pupils' health. Nevertheless, the section as it stands needs some revision.

Another weakness which was evident in certain items throughout the checklist was the practice of putting too many ideas into one item. This made those particular items difficult to mark. For example, one item reads: "Oberves pupils' enthusiasm for art activities and interest in works of art". Two separate objects of interest are involved here. It is conceivable that a child might have an interest in art activities and not in works of art. This, then, needs to be separated to form two items.

The section which was combined to include all the items concerned with provisions for individual differences from the skills subjects could be improved. This section was combined to reduce the number of items. This could be done because of the similarity of the items listed under each of these subjects. However in marking the checklist, it became apparent that this section was inadequate. First of all, there was the need to include items that pertained to a particular subject. For
example, in Handwriting there was no reference to handedness and coordination as factors to be considered in providing for individual differences. Secondly, because a teacher uses these practices as they apply to one subject, it does not necessarily follow that she uses them in the other skills subjects. For these reasons, the items need to be listed under each skills subject as was done in the other subject matter areas.

In addition to the marking system of the checklist, a basis for judging would add to the effectiveness of the instrument. A teacher might be judged, for example, from very good to poor. This might be difficult to do because the degree to which a teacher uses certain practices would depend on the importance that she places on them. There is no hard and fast rule which states that all of these practices must be used extensively. Consequently, a teacher whose use of certain practices is limited might still be rated very good.

As was stated in Chapter I, there was no attempt to validate this study by statistical standards. Instead, it would seem that its value should be viewed in terms of the possibilities of its use by other teachers. Because the checklist is subjective and was done by a second grade teacher, its use might be limited in some cases. This is mainly due to the part dealing with curriculum. A person teaching on another grade level would need to adjust this part to meet her needs.

There is the possibility of comparing the rating of the teacher using the checklist with the achievement scores of her
pupils. A comparison could also be made of pupils from different classrooms of teachers that have used the checklist.

New teachers might make use of it, not as an instrument of evaluation, but as a source of ideas. It might also be used as a reference for teachers called upon to help formulate measures of evaluation.
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