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AN ANALYTICAL STUDY OF THE EVALUATION PROCESSES  
OF STUDENT TEACHERS AND THEIR USE AS  
INSTRUMENTS OF INSTRUCTION

by

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## CHAPTER I

### NEED FOR THE STUDY

An analytical study of the evaluation processes of student teachers and their use as instruments of instruction is timely. In recent years there has been an increasing and urgent demand for evaluation in educational circles. Until recently unconcern for the tensions that arise from inconsistency and lack of knowledge in student teachers and staff members have resulted, time and again, in the failure of an evaluation program to achieve its most important purpose: to make education more effective. Because evaluation has a purpose, therefore the way it is carried out becomes important.

For this reason, it should be the function of the teacher training institution to help every student teacher to discover, develop and understand evaluation processes, cultivate the habit of self-evaluation, appreciate and desire worthwhile activities of evaluation, gain command of the common instruments of evaluation, practice their use as instruments of instruction, seek and like evaluation, and realize the need for continuous evaluation.

The attainment of the above cardinal objectives in student teaching will require full cooperation in every phase of student teaching instruction, as evaluation is just one part of the total teaching program. This thesis will be an attempt to develop an analytical study of the evaluation processes of student teachers and their use as instruments of instruction.

As members of The Syracuse Workshop suggest, "Evaluation is a process of judging the value of an educational experience and the effectiveness of an educational program."<sup>1</sup> It appraises the status and effectiveness of the student teacher. If the purpose of education is to effect desirable changes in human behavior, means are needed for determining the direction of change, the rate of change, and the extent of the changes made. Since teachers do not attain perfection, they are never completely satisfied with their present accomplishments or their techniques for making improvement. Therefore, proper evaluation instruments will aid in this professional growth.

It is important that a foundation of evaluation be laid early. At all times the student teacher is developing an habitual attitude of mind toward his student teaching relations - with or without guidance. The institution has a large responsibility for getting the student teachers started right. Evaluation education, to be effective, must not only be continuous for the student teacher, but must also use every opportunity to give the student teacher, during his short student teaching life, selected experiences in evaluation processes.

The student teacher learns by doing, and habits are formed by practice. He should see and use these instruments of evaluation.

The developing of evaluation processes and instruments should be the principal aim of the evaluation program. A carefully planned and efficiently operated system of evaluation instruments can produce this desirable evaluation program.

The greatest hindrance to progress in an evaluation program is

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1. Report of Workshop on Evaluation in Student Teaching, Syracuse University and the National Association for Student Teaching, August, 1947. Syracuse, New York. Syracuse University Press. p. 11.

the lack of well-formulated goals. Definite devices and techniques are yet to be devised and developed. There is great need for evaluation devices. Certain instruments must be developed and relied upon to furnish incentives for practice in order to achieve success and progress toward a goal. The learner must know whether he is succeeding or failing.

The first purpose of evaluation is to help the learner. Insofar as this purpose is achieved, students will like and seek evaluation. However, the evaluation program should be as broad as the objectives or purposes of the student teaching program.

In order to evaluate student teaching, clear conceptions should be developed regarding the functions of student teaching, the functions, principles, and techniques of evaluation, teaching competence, and the situations in which teaching may be observed. The competences should be thought of as developmental in their growth, should be appraised critically in varied learning situations and interpreted in light of the functions of student teaching. Processes of evaluation should be thought of as contributing to self-improvement and self-direction.

For the evaluation to be satisfactory, the evidence which is gathered must be valid. The instruments employed in gathering evidence should sample specific behavior in student teachers. Of the several instruments designed for appraising student teachers' teaching, the rating scale has been one of the most widely employed. In spite of its wide use, the literature dealing with the rating scale as an instrument of evaluation reveals a number of limitations.

The descriptive check list directs attention to comparative efficiency in terms of the work of other student teachers. If the development of descriptive levels of teaching practices keeps pace with



the growing importance attached to its objective, techniques for evaluating teachers' understanding of child growth and development must be developed.

To meet the standards set up on a rating scale and the descriptive check list, there must be several appraisal instruments designed for appraising student teachers' teaching.

An instrument designed for appraising student teachers' teaching is a diary or log which has been used to reveal descriptions of what the student teacher did while observing and teaching. It should be descriptions of events limited to professional experiences and sufficiently important and interesting to be preserved in written form by the student. Encouraging student teachers to keep a diary of his activities will be an aid to self-evaluation and planning.

Professional reading, another instrument for appraising the student teachers' teaching, has been a means of keeping the student teacher abreast of the best current theory and practice in education. The classroom periods can be made more interesting and profitable if the student teacher puts into operation helpful ideas taken from reading. Professional reading will then make for change, growth, and a variety of procedures.

For effective learning and teaching no firmer basis exists than the anecdotal record. Through writing and interpreting them, the student teacher will be able to develop a genuine interest in child study and succeed in understanding child behavior. This then should be a most important instrument for appraising the student teachers' teaching.

Good planning will make for good teaching. This should be another instrument for appraising student teachers' teaching. The student

teachers who will reach their goals most directly and efficiently are those who have carefully planned their activities. With a plan, actions will be organized in such a way that each move will be toward the goal. Planning makes for security in choosing and carrying forward each activity. The student must recognize that, in a modern educational program, objectives are broader than the memorization of facts of the covering of a given number of pages.

A teacher must also be able to devise valid and reliable objective tests covering the subject matter that he teaches. Efficient teaching demands a carefully planned testing program, by the student teacher, extending throughout the period of instruction.

The questionnaire designed for appraising student teachers' teaching has no limit to the kind of questions that may be asked, but they should reflect somewhat the philosophy of teaching held by the student teacher. The questionnaire will, in addition, measure the teacher-pupil relationships.

It might be argued that the use of a wider variety of gathering devices will improve the evaluation of student teaching. However, variety alone will not necessarily bring about improvement in the evaluation process. Whatever instruments are used must meet the minimum criteria of any examining device; namely, validity and reliability. The different instruments must also be understood by the student teachers. Their purposes must also be set forth clearly. To serve best, the student teachers must consider these purposes their own and must feel that the evidence is being gathered primarily for diagnostic purposes.

To avoid duplicating previous work, to clear the problem, and to find related studies, the proper indexes were carefully checked. This

survey of the literature revealed many studies relating to student teaching and evaluation. None was found, however, which duplicated this study.

#### Method

This study is essentially a normative survey, a search for a rationale for the evaluation of student teachers. This makes necessary the analyzing of the evaluation processes with the use of factual information relative to student teachers. This information will be taken from student teaching textbooks, books on evaluation, articles from periodicals, student teaching yearbooks, and other student teaching literature. It also makes necessary the use of samples of the evaluation processes of student teachers, showing their use as instruments of instruction. These samples will be taken from student teachers' notebooks, a student teaching yearbook, and student teaching textbooks. An attempt to evaluate each instrument will be made.

The task of interpreting results found in light of objectives requires summarizing and integrating a variety of evidence as well as consideration of the degree of confidence to be placed in the evidence. It is the task of making the best possible judgment concerning the meaning and importance of these data.

## CHAPTER II

### REVIEW OF SELECTED LITERATURE ON EVALUATION

For the purposes of this study, a review of materials written in the last decade on the subject of evaluation and dealing with the meaning, processes, uses and examples of such processes, can obviously give only a brief summary of the work of experimentalists in the field.

Sections to follow will touch on the work of: Woodson W. Fishback, University of Chicago (Educational Consultant in 1946, Research Assistant in 1947); on that of Raleigh Schorling, Director of Instruction in the University High School and Supervisor of Directed Teaching, School of Education, University of Michigan; and on The Ohio Teaching Record, a work compiled by the faculty of Ohio State University, after faculty supervisors, student teachers, and over sixty cooperating teachers in the Columbus schools had made a study of the problem of evaluating teachers' effectiveness.

The Evaluation of Student Teaching, the Twenty-Eighth Annual Yearbook of the Association for Student Teaching, contains a number of pertinent articles by the following authors: John U. Michaelis, Director of Supervised Teaching, University of California; Lucien Kinney, Professor of Education, Stanford University; Robert Bush, Director of Placement and Vocational Guidance Service, Stanford University; George E. Hallister, Head, Department of Elementary Education, University of Wyoming; Jessie Mae Halsted, Supervising Teacher, University Elementary School, University of Wyoming; Herbert E. Walther, Director of Student

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Student Teaching in the Elementary School by James B. Burr, Lowry W. Harding, and Leland B. Jacobs of the Department of Education, Ohio State University, is a further invaluable text in this field, and is referred to in the writer's study herein.

#### The Fishback Contribution

According to Woodson W. Fishback,<sup>1</sup> the doorways of the profession of education present a wide vista to prospective teachers during their period of student teaching, for young teachers at that time gain a broad perspective of a teacher's real tasks and responsibilities. Student teachers are rightfully concerned with their growth in teaching ability, since they are aspirants to certificates for field assignments in the near future. He states:

Because of this concern, teacher training centers are faced with the responsibility of making many appraisals of the student teacher's changes in behavior patterns. If numerous appraisals are made, final evaluative judgments of a student teacher's success are arrived at much more easily and honestly.<sup>2</sup>

He also observes that final evaluation of a student teacher's success should not be based on memory or sketchy notes of progress. He exhorts the progressive teacher training center not to stop with

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1. Fishback, Woodson W., "A Rationale for the Evaluation of Student Teaching," Elementary School Journal, 48:498, May, 1948.

2. Ibid., p. 498.

a redefinition of its educational objectives, but to see that its staff manifests a steady interest in bringing about a better understanding of the concepts of evaluation and its vital role in the preparation of teachers.

Fishback further comments:

The term "rationale" is properly thought of as a process or pattern within which a person operates. It is his reference in which he justifies his actions. Since a sound rationale for the evaluation of student teaching recognizes both philosophical and psychological principles, considerable attention has been given to these foundational supports.<sup>3</sup>

#### Schorling's Viewpoint

Schorling<sup>4</sup> has stated that instructional materials are amazingly meager for courses in student teaching in comparison to other areas of teacher education, as well as varied phases of public enlightenment. During the last ten years only a few books have been published in this area. Men possessing analytical discernment and scientific competence have seldom given student teaching problems their serious effort and undivided attention, although the student teaching period is a critical era in a young teacher's education. Since satisfactory textbooks are not available, an institution develops a manual for attempted guidance of student teachers, but a survey of such manuals as may be available provides convincing evidence that the typical guide is wholly inadequate when evaluated in terms of student teaching needs. Schorling also states that:

A teacher in a modern school who does not make use of some of the new testing techniques available as sidelights on the problem

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3. Ibid., p. 498.

4. Schorling, Raleigh, Student Teaching. New York: McGraw-Hill, 1940. p. 6.

of instruction is either poorly trained or badly misguided.

There are good reasons for believing that we are entering a new phase of appraisal in which a much broader concept will challenge the efforts of teachers.<sup>5</sup>

The main ideas in this new concept of the appraisal of the instructional efficiency of a teacher are: first, pupils will have a part and their appraisal will be done in terms of goals that to them are desirable, definite, immediate, and attainable; second, understandings and appreciations, rather than simple recall of information, will be emphasized; third, new instruments are needed for defining the goals more clearly and for identifying desirable changes in behavior; fourth, greater specificity in the statement of teachers' objectives will be a goal (i.e., a list of specific items which the pupil is expected to understand and to work with at a high level of mastery, a list which will be of greater value to child, teacher, and parent); fifth, recognition that appraisal is a continuous process must have a major part in the entire program of instruction.

In the more specific aims, Schorling states that a definite goal toward which to work not only stimulates growth, but in addition makes measurement of the amount of progress toward that goal easier, more exact, and more meaningful.

Schorling further states that, in recent years, anecdotal reports of pupils have been gaining in popularity. These data for each pupil, or even for problem cases, become a series of significant word pictures that are of great value for purposes of guidance. If this material becomes voluminous and miscellaneous in character, and to some extent meaningless, it will be necessary, from time to time, for someone to

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5. Ibid., p. 196.

survey the material and write a brief abstract that will reveal in a glance the significant phases of the general picture.

Schorling summarizes the situation when he says:

In all types of work we have to measure the product. The automobile factory has a proving ground as a laboratory in which rigid tests of many qualities, such as efficiency, are applied. An alert and conscientious teacher will continuously appraise the progress of his pupils, the efficiency of his own instruction, and the effectiveness of his school.<sup>6</sup>

#### The Ohio Teaching Record

The Ohio Teaching Record<sup>7</sup> is a form to be used by competent observers who are concerned with the improvement of teaching. It contains a lengthy introduction explaining its uses for observation and two procedures for summarizing the observations. The body of the booklet consists of eight observational guides. Each of these embraces a large number of suggestions, which serve as directions for the observations of the supervisor. The form is compact, is thumb-indexed for ready reference to the various sections, is designed for the purpose of collecting evidence - not for rating teachers - and requires cooperation on the part of both the teacher and the observer using the instrument.

Raths<sup>8</sup> describes the form as a 32-page booklet, which may, for convenience, be divided into three large sections. The first part consists of a series of questions directed toward securing a description of the teaching situation and a brief, sequential picture of the classroom activities. In this part are to be found five pages of materials

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6. Ibid., p. 5.

7. "The Ohio Teaching Record," Educational Research Bulletin, 20: 239, December, 1941.

8. Raths, Louis, "The Revised Ohio Teaching Record," Educational Research Bulletin, 20:244, December, 1941.



introducing the form. The development of the form is described, certain suggestions for writing anecdotes are given, and several different uses of the form are listed, together with a number of cautions to be observed.

The middle section, based on the following questions, includes eight guides for observers:

1. What were the materials of instruction?
2. What was the function of the subject matter used?
3. What methods of instruction were employed?
4. How effective were the materials and methods employed?
5. How did the teacher help students with their own personal problems?
6. What was done to promote better school-community relations?
7. How were democratic attitudes and relationships fostered?
8. How adequate is the teacher in her specialized area?<sup>9</sup>

The last large section of this Record contains two techniques for summarizing all of the observations made by a supervisor. Rath states:

It is here assumed that if the teacher is well prepared, she will discharge effectively the classroom teaching functions implied in the eight observational guides. If, however, she does not perform those functions well - if, for example, she does not foster democratic attitudes and relationships consistently, and the evidence is clear on this point - then, it is assumed that 'telling the teacher so' may not be effective in improving the teaching in this respect. Even telling her what she might have done in that particular situation, in several or many situations, may be of little practical help. The more reasonable assumption, from our point of view, is that there is some deficiency in the factors of competency, and improvement in teaching is a more likely outcome if the observer relates present observable defects in teaching practice to this more fundamental basis.<sup>10</sup>

The last page of the booklet provides opportunity for the observed teacher and the supervisor to record pertinent data revealed by the follow-up interview. It is also pointed out that the supervisor should suggest experiences he would recommend as fruitful ways of im-

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9. Ibid., p. 244.

10. Ibid., pp. 247-248.

proving the teacher's effectiveness.

Troyer and Pace,<sup>11</sup> in describing the development and use of the Ohio Teaching Record, assert that no program of student teaching is, or can be, evaluated by a single device, but the Record represents one especially important technique of evaluation, the planned observation of behavior; and the experiences and suggestions of faculty, students, supervisors, and public school teachers have contributed to its development. However, Troyer and Pace voice the following warnings:

"Describing its evaluation and use, to the exclusion of other evaluative devices, should not be taken to suggest that student teaching at Ohio State University is evaluated solely by means of the Record."<sup>12</sup>

The use of the Record is influenced by the program of evaluation of individual student growth that precedes the period of student teaching. In regard to the evaluation of the Record, Troyer and Pace say:

In October, 1939, faculty supervisors, student teachers, and some sixty cooperating teachers in the Columbus schools began to explore together the problem of evaluating teachers' effectiveness. They set for themselves the task of identifying a great many activities in the classroom which might reveal the teacher's competence. They described literally hundreds of situations in which, they believed, the quality of competence in fulfilling instructional responsibilities would be observable. As these descriptions were studied they were classified under a number of headings, or as relevant to a number of important questions. What procedures were employed to stimulate thinking and planning on the part of students? Did the teacher identify some of the needs of different pupils and how did he try to meet these needs? What mechanics of teaching were used? Were the processes of teaching (for pupils, the processes of learning) democratic? What effect did the teacher's personality have upon the teaching-learning situation?<sup>13</sup>

11. Troyer, Maurice E. and Pace, C. Robert. Evaluation in Teacher Education. Washington, D. C.: American Council on Education. 1944. p. 181.

12. Ibid., p. 181.

13. Ibid., p. 183.

These questions implied a point of view regarding what constitutes good teaching. The faculty of Ohio State had been discussing for several years the formulation of a statement on competence for teaching. Listing specific activities and facts under the above questions was the first edition of the Ohio Teaching Record, called at that time the Observational Record.

There have been two revisions to the Record, in which many changes have been made. The most significant changes are those in the directions for using the Record. The most common use, of course, is by supervisors as they observe student teachers. The latest revision provides for two bases of summarization. In regard to these Troyer and Pace say:

One basis for summary is in terms of the things a teacher does. It is a guide for observing and describing what the teacher does in fulfilling his responsibilities: what he does with materials, methods, students' problems, community relationships, and so forth. The observer and teacher then generalize from these specifics in the follow-up conference. This method is particularly well-suited to the interests and habits of the teachers in service and supervisors who were largely influential in the development of the Ohio Teaching Record.

The other basis for summary, the factors of competence, is idealistic - as all statements of goals tend to be. It represents the best thinking of the college staff. It was developed as a framework within which to examine the undergraduate program for the preparation of teachers. It states the goals toward which progress of individuals in the program is to be evaluated.<sup>14</sup>

These summarizations help to clarify the user's concept of good teaching, to see better the daily activities in relation to a broad philosophy. Both methods are not expected to be used always, but both pre-service and in-service groups will gain valuable insights by attempting to use both ways. Troyer and Pace conclude:

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14. Ibid., p. 194.

. . . an observational guide is not a test. Like a rating scale, its reliability and value depend heavily upon how well those who use it understand the words and sentences that are designed to direct the observer or rater. Building these understandings is the first prerequisite to the successful use of any observational record. Recognition of these hazards and limitations has led many people to shy away from the use of observational records. But instead of having this effect it should lead people to increase their efforts to develop competence in observation. In evaluating behavior as complex as student teaching the considered judgments of trained observers, based upon a series of well planned and carefully recorded observations, are the most refined and appropriate techniques of evaluation yet available.<sup>15</sup>

Contributions of the Association for Student Teaching  
to the Problem of Evaluation

The Evaluation of Student Teaching,<sup>16</sup> the Twenty-Eighth Yearbook

of the Association for Student Teaching, defines evaluation as the continuous process of appraising growth of students in teaching competence as they guide the learning of children under professional supervision.

The Yearbook states:

Processes of evaluation should be considered as contributing to self-improvement and self-direction. Although analytical considerations of teaching competence are essential to appraisal of various aspects of behavior in teaching-learning situations, the unitary nature of growth in teaching competence must be kept in mind as evaluation is carried on.<sup>17</sup>

The function of student teaching is to bring together in teaching-learning situations the processes and understandings developed in basic courses so that higher levels of competence may be developed. Group processes that promote effective human relations are discovered, utilized, and appraised in the student teacher's work with pupils and fellow teachers.

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15. Ibid., p. 195.

16. The Evaluation of Student Teaching, Twenty-Eighth Annual Yearbook, The Association for Student Teaching, State Teachers College, Lock Haven, Pa., Ann Arbor, Michigan: Edwards Brothers, Inc., 1949. p. 5.

17. Ibid., p. 5.

The Yearbook suggests that each teacher education institution, in cooperation with public school groups, build its own statement of teaching competence. The California Statement of Teaching Competence, as outlined in the Evaluation of Student Teaching, may be used in many ways, as evaluation is carried on in the program. In regard to this it states:

It may be used to evaluate the comprehensiveness of the program and to determine whether or not all aspects of the competence needed by successful teachers are being given attention. It may be used for self-evaluation by the student in order to determine strengths and weaknesses and to make plans for improvement. It may be used as a guideline for the development of many different kinds of evaluating devices, such as charts, check lists, rating devices. It may be used for case conferences in which careful attention is being given to the needs and problems of a given student teacher. It may be used to check the comprehensiveness of cumulative records.<sup>18</sup>

The following statement of principles may serve as guidelines for the operation of a program of evaluation and as criteria for appraising evaluation:

Evaluation of student teaching must give attention to all aspects of teaching competence. All too frequently attention is given exclusively to classroom management, teaching according to a lesson plan, or some other isolated phase of teaching. As implied in the statement of teaching competence listed above, all of the various aspects of the guidance of learners must be included in the program. In addition attention must be given to the total development of the student teacher. His personal-social adjustment and the way in which he is developing as a person also must be given real consideration.<sup>19</sup>

As an extension of the above, the Yearbook, already mentioned, gives an outline of various aspects of behavior, which may be summarized as "the teacher as a person."

Progressive evaluation of the student teaching program is a primary concern of the director. Through conferences with students he can

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18. Ibid., p. 2.

19. Ibid., p. 12.

secure information on aspects of evaluation. First, he secures an overall picture of the objectives being realized and those needing added emphasis. He can then call to the attention of the staff the areas where a different direction of effort is needed. Second, he looks for a friendly and sympathetic rapport to be established between the supervising teacher and the student teacher. Each student teacher should be treated as an individual, and the amount of time necessary for the induction of each should vary, according to individual needs. And, third, the level of achievement the students have secured as they leave the program is the ultimate area of interest to the director.

The director of laboratory experiences should have individual conferences for proper guidance of each separate student in his own specific program. Group conferences, however, may be held to discuss the broader topics such as: professional ethics, professional growth, developing an educational philosophy, and organization of the school as a whole.

General Observations Gleaned from  
All Writings Consulted

Most of the references consulted tend to point up, continually, certain specific areas of emphasis in this matter of evaluation. As it has been expressed before, the amount of material available on the subject shows such an amazing paucity that the assortment of points presented and the treatment of same must necessarily seem heterogeneous in its presentation here. However, for purposes of clarity, it seems advisable to sift down, as nearly as possible, the prevailing ideology on the subject into some semblance of orderly reconnaissance.

Previous references dealt with, as well as any which may be

referred to later in this work, would indicate that: (1) individual conferences between student teacher and supervisor are of first importance; (2) anecdotal records, whether on the part of supervisor or student teacher or child, furnish reliable clues to teaching situations and personalities involved; (3) the student teacher's point of view toward her (or his) own work holds some portent on future attitudes toward her or his profession; (4) the attitude of the child himself is vital in the program and cannot be ignored; (5) rating scales for teachers, whether student teachers or veteran teachers, are available but are not necessarily fitting for every situation.

#### Value of Conferences in Relation to Subject

The supervising teacher is in a key position to help student teachers evaluate their own growth as they work with children and youth in the guided situations of student teaching. Putting student teachers at ease in any new situation is accomplished by the supervisor primarily through conferences. In these conferences, the first aim of the supervising teacher should be to establish rapport so that the activities in which the children, student teacher, and supervising teacher engage will be developed through shared responsibility.

Much of the actual preparation for participation will come through the informal individual discussions between supervisor and student teacher, for the supervising teacher realizes that the student teacher must be "primed" as far as possible for what may arise in the classroom. As the program of the school and its purposes are unfolded, the supervising teacher and the student teacher find more and more in common to discuss in conferences. As conferences progress, it should be more and more evident to the student teacher that perplexing questions arising in the mind

of that young student teacher from classroom experiences with pupils have a natural place for "threshing-out," with sympathetic listening, in conference with the supervisor. The student teacher may then receive understanding suggestions from the same source. The consensus of opinion amongst all writers on this subject is that the young novice teacher should be able to feel that his, or her, supervisor is the logical source for such sympathy, understanding, and concrete suggestion.

On the other hand, for the supervisor, the individual conferences can provide, conversely, at least partial answers to some of the questions about the student teacher, as, for instance:

1. Is there evidence that he has formulated a modifiable system of values which energizes and directs him in his choice of actions?
2. How realistic is his picture of the children he teaches?
3. How well is he able to interpret children's behavior in terms of underlying motivation?
4. What is his attitude toward teaching as a profession?
5. How intense is his enthusiasm for student teaching?
6. What is his concept of himself? Does he value himself realistically?
7. What is his capacity for self-analysis and appraisal?
8. Does he have a workable concept of evaluation?
9. Does he understand the functions of leaders, members, observers, etc.?<sup>20</sup>

In regard to predicting teacher-pupil relations, the Yearbook states:

It has been established that teacher-pupil relations in the classroom are highly related to the teachers' attitude toward pupils. Teacher-pupil attitudes can be measured with high reliability. A measure of the teacher's attitudes will predict with high accuracy the type of social climate which prevails in his classroom.<sup>21</sup>

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20. Ibid., pp. 63-64.

21. Ibid., p. 79.



### Anecdotal Records in Evaluation

In discussing the anecdotal record the Yearbook states there is great variety in the record forms used. Sketches of two forms are presented. They vary greatly in the amount of detail given, although both seem to be illustrative of attempts to implement the following concepts:

1. The student should share the responsibility for recording data and evaluating his development.
2. Evaluative techniques used with college students should serve the double purpose of providing experiences in the process of applying principles of evaluation as well as arriving at a judgment concerning the degree of success achieved in a given situation.
3. Growth patterns are most clearly seen through an analysis of information which describes specific behavior in a specific situation.
4. Trends in the development of growth patterns are indicated by the recurrence of similar behavior patterns.<sup>22</sup>

The first anecdotal record form presented comes from a teachers college in the Middle West, which prepares both elementary and high school teachers. The record which has been developed there is in its complete form a twelve-page booklet. Page one is a summary. This page with a summarizing statement or letter indicating the student teacher's outstanding strengths and weaknesses is used by the placement office. Page two provides space for summarizing evaluations made in four broad areas: the student as a person, the student as a classroom teacher, the student as a member of the profession, and the student as a citizen. Page three contains directions for using the record.

The chief purpose of the record is to guide the learning of college students during the period of student teaching. It is also used, however, in determining the final grade of the student in his teaching.

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22. Ibid., pp. 82-83.

Keeping this record is the joint responsibility of the student teacher and the supervising teacher. It serves the large purposes of calling attention to the broad range of activities and responsibilities of modern teaching and as a data-gathering device upon which evaluation can be made. The supervisor and the student teacher will use only the pertinent ideas, accumulating evidence, and evaluations in the four areas stated, dating records as made, and constantly revising them as needed. Situations indicating growth may be described. In addition to this form, the student is urged to keep a diary or log.

The second anecdotal record form lends itself to objective reporting with two distinct processes: the first being that of recording data as simply as possible; the second process being interpretation based on principles of teaching and learning known to, and accepted by, both student and supervising teacher. This takes the form of a card used by the supervisor each time she observes a student teacher; all of the cards provide a basis for the summary report on a novice teacher.

The Yearbook committee also found the following areas are in need of further research and experimentation:

In appraising the growth in competency of the student teacher, three areas were indicated:

1. Self-appraisal
2. Personality
3. Records

In considering program trends, it was suggested that four should be critically and objectively evaluated:

1. Extensive-intensive programs
2. Community participation programs
3. Individualizing instruction
4. Child study in relation to student teaching.<sup>23</sup>

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23. Ibid., pp. 140-141.

Importance of the Student Teacher's Attitude  
in the Program of Evaluation

In Student Teaching in the Elementary School,<sup>24</sup> the student teacher is shown to have numerous opportunities to evaluate his own work, and it is implied that, in order for such evaluation to be effective from all angles, this evaluation must be a continuous process in terms of planning purposes, goals, values, et cetera.

Only in clear and careful analysis of his own observations, can the student teacher be satisfied within himself that he has made the most of his planning and his subsequent observations of pupils. He alone knows fully what he observes, how broad and unobstructed this view has been, or how useful the whole has been to him. He should strive constantly toward accuracy in evaluating his own plans and toward honest appraisal of himself as a teacher as well as of the worth of the activities in which he is directing his students.

Veteran progressive teachers have long understood the meaning of integrative experiences and have discovered a multitude of ways of providing such experiences for children in school. As the young student teacher, throughout his apprentice experience, continues working to create and to maintain a constructively educative environment, he will need regularly to take inventory, in order to be reasonably certain that his classes are making effective progress both scholastically and socially, and in order to assure himself that he personally is advancing in logical strides toward an acceptable professional status.

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<sup>24</sup>. Burr, James B., Harding, Lowry, W., Jacobs, Leland B., Student Teaching in the Elementary School. New York: Appleton-Century-Crofts, 1950. pp. 37-404.

The student teacher should inquire within himself constantly whether he is making full use of the community about him, and whether he is leading his pupils to explore for themselves the "live" materials at hand. However, he should further inquire, and regularly, whether the materials chosen are pertinent to active learning, as well as whether he has encouraged a sufficient variety of learning situations.

Since group dynamics are complex, and since much of the student teacher's success as a teacher is dependent upon handling group situations, critical appraisal of his teaching effectiveness, not only with individual pupils, but with the group working as a whole, is highly necessary.

#### Part of the Child in Evaluation

Burr, Harding and Jacobs, in developing the discussion of self-evaluation, declare:

. . .With the problems of evaluation, especially as they affect your work and your progress in student teaching, first you will need to explore further what evaluation means. Second, you will need to understand techniques of helping children with their self-evaluation. Third, you will need to be skillful in your own evaluation of children's work. To help you with these problems, recent developments and trends are explained, techniques and procedures are discussed, and practical suggestions are given to aid in the evaluative phases of your work.<sup>25</sup>

In deciding which of these techniques to use with children and when to use them, the student teacher must select them on the same basis as that on which he organizes his teaching - in terms of the objectives of the school and of the needs of the children. He will choose only those means which seem most practical for securing the information he needs. Several techniques, such as diaries and self-descriptive reports,

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25. Ibid., p. 182

may be utilized as functional written experiences for children in the language arts. The daily log may be included also in this planning, together with teacher-made tests.

#### Importance of Rating Scales

Rating scales as instruments of evaluation reveal a number of limitations: first, they fail to give or describe properly the factors or traits which the rater is expected to appraise in student teachers; next, if descriptions are present in the rating they seldom appear in unordered sequence, and this fact allows a "halo effect" to be a point of criticism in the ordered, sequential pattern; third, the terminology, such as "good," "fair," "poor," et cetera is too general; fourth, rating devices fail to control variations in the personal judgments of various evaluators; and, last, too many rating instruments ignore or touch only lightly the highly significant criterion of good teaching - the modification of pupil behavior, or, more specifically, how well the pupil has learned (in contrast most of the rating schemes have been concerned with traits of the teacher's character and personality).

Burr<sup>26</sup> states that a rating scale is a device whose results are used mainly by placement bureaus, commercial teacher agencies, superintendents, and personnel directors of school systems. The college placement office requests supervising teachers knowing the work of the student teacher to indicate their judgment by means of a rating scale; the student teacher also rates himself on this scale in terms of the evidence he has collected about his own teaching competence. Burr warns of the tendency to "pigeon-hole" oneself, a tendency to be avoided strongly, and also of

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26. Ibid., p. 396.

the danger of developing feelings of inferiority when ratings are low in certain items, or feelings of superiority when high ratings occur. This authority warns, as well, against narrowing the scope of efforts toward continued growth. These scales are not instruments for self-improvement nor are they diagnostic. They are recognized as valid only to the extent that they reflect impersonal judgments and the acceptable educational values which the rater holds. They are used extensively, primarily because they are considered useful for purposes of communicating, in brief form, summarized judgments of the promise of a teacher.

Burr qualifies his statements further by stating:

From such an experience, you can see how crude an instrument this type of rating scale really is, and how difficult it is to use a point scale in judging the personal qualities of a human being.<sup>27</sup>

The Evaluation of Student Teaching<sup>28</sup> presents the following summary, derived from an analysis of rating scales utilized in their study:

1. Although the majority of teacher training institutions use rating scales as a means of evaluating student teaching, there is a general trend away from their exclusive use to the use of anecdotal records, diaries, interviews, and other informal techniques.
2. Over half of the rating scales received were constructed by committees usually consisting of faculty members and supervisors.
3. The scales varied in length of use from those recently constructed to others used for twenty-three years; the average length of use was approximately seven years.
4. The number of revisions under way indicates an effort on the part of these institutions to improve their present system of evaluation.
5. The frequency of expressions of dissatisfaction with their rating device and the number of revisions under way in almost one-fourth of the institutions show a dissatisfaction with present rating devices.
6. There has been little change in terminology of traits used in rating scales for the past twenty years, but the emphasis on particular traits is shifting.

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27. Ibid., p. 398.

28. Evaluation of Student Teaching, op. cit., pp. 130-131.

7. Only one-third of the scales use their items.

8. The majority of the scales used king, with an average of twenty-two items.

The Yearbook further states that:<sup>29</sup>

The following are criteria which show the value of a valid and useful rating scale:

1. The scale should be constructed by workers who intend to use it.

2. The scale should contain enough items to cover important aspects of desirable teacher behavior.

3. Each trait or behavior to be appraised should be described or defined.

4. Opportunities should be provided for the use of each rating made.

5. Specific directions should be given for the use of the scale.

The Yearbook also says in regard to the use of rating scales:<sup>30</sup>

1. Each rating scale should be tried out to determine its validity, reliability, objectivity, and scope.

2. The rating scale should be used in a variety of other appraisal instruments; the behaviors appraised more directly should be appraised more directly.

3. Evidence to support the ratings should be obtained from the total student teaching experience.

4. The supervisor or other rater should explain and interpret the rating scale to the student teacher who will be rated.

5. The final rating given the student teacher should be interpreted in a conference with the student teacher; it will be helpful to have the student teacher's opinion.

Sample rating scales will be found in these scales, the observer may well refer to the Yearbook for more information.

The types of scales shown are representative of the scales used in evaluating the work of student teachers. The scales shown are representative of the rating scales used in North Carolina, as shown in the Yearbook. The University of North Carolina, East Carolina University, Elizabeth City State Teachers College, and Appalachian State University are included. The scales, as presented, are for

use when ratings are low in

high ratings occur. This

is the scope of efforts toward

efforts for self-improvement

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of acceptable educational

practices, primarily be-

cause of communicating, in brief

terms, teacher.

by stating:

how crude an instrument

how difficult it is to

measure qualities of a human

Yearbook presents the following sum-

mary of the scales utilized in their study:

1. Training institutions use

informal techniques, there is a

marked increase in the use of anecdotal

techniques.

2. Scales received were constructed by

members and supervisors.

3. Scales from those recently con-

structed; the average length

of scales indicates an effort on

the part of their present system of

evaluation, dissatisfaction with their

present system is under way in almost one-

half of the schools; dissatisfaction with present

terminology of traits used

is also under way, but the emphasis on

op. cit., pp. 130-131.

7. Only one-third of the scales used descriptions or definitions of their items.

8. The majority of the scales used a five-point system of marking, with an average of twenty-two items.

The Yearbook further states that:<sup>29</sup>

The following are criteria which should be met in the construction of a valid and useful rating scale:

1. The scale should be constructed cooperatively by a number of workers who intend to use it.
2. The scale should contain enough specific traits to sample all important aspects of desirable teacher behavior.
3. Each trait or behavior to be appraised should be carefully described or defined.
4. Opportunities should be provided for evidence and documentation of each rating made.
5. Specific directions should be given for using the scale.

The Yearbook also says in regard to suggested principles in the use of rating scales:<sup>30</sup>

1. Each rating scale should be tried out experimentally to determine its validity, reliability, objectivity, and practicability.
2. The rating scale should be used in conjunction with a variety of other appraisal instruments; it should not be used to evaluate behaviors appraised more directly by other techniques.
3. Evidence to support the ratings should be gathered periodically throughout the total student teaching experience.
4. The supervisor or other rater should, in conference, explain and interpret the rating scale to the student or teacher who will be rated.
5. The final rating given the student or teacher should be interpreted in a conference with the student. In certain situations it will be helpful to have the student rate himself with the scale.

Sample rating scales will be found in the appendix. In studying these scales, the observer may well refer to the principles just stated.

The types of scales shown are representative of those used for evaluating the work of student teachers. They show how widely such rating scales are used in North Carolina, as examples from Queen's College, The University of North Carolina, East Carolina Teachers College, Elizabeth City State Teachers College, and Atlantic Christian College are included. The scales, as presented, are for illustrative purposes only.



## CHAPTER III

### A RATIONALE FOR THE EVALUATION OF STUDENT TEACHING

This chapter, a rationale, or reasonable foundation, for the evaluation of student teaching, will be confined to evaluation as a continuous process and will explain its defined tasks, such as the formulation of general objectives, the harmonizing of general objectives, the identification of sources of evidence used in observing behavior of the teacher, and the developing of methods for securing evidence desired.

In pursuing the latter topic, this study will present: a rating scale, a descriptive check list, a diary or log, professional reading, anecdotal records, lesson plans, teacher-made tests, and a questionnaire.

#### Evaluation a Continuous Process

Evaluation should be a continuous process. It should be a part of, and contribute to, the guidance of the student throughout his total educational program. It should not be thought of as something that comes at the end solely for the purpose of grading or rating. Evaluation also implies that everyone concerned in the process of evaluation should have mutual regard for the integrity and worth of the individual. Teachers tend to evaluate pupil progress as they were evaluated when they were students.

The processes of evaluation should be consistent with the best that is known about a learning situation. They should not de-

stroy the individual's confidence in his ability to learn. Again the student's talents should be taken into consideration in the appraisal of his progress as well as in the setting up of the learning situation.

The supervising teacher is in a key position to help student teachers to evaluate their own growth as they work with children and youth in the guided situations of student teaching. As the student teacher has progressed in her professional courses, she has been made conscious of the many skills, techniques, qualities, and attitudes needed for a good teacher. However, previous to the student teaching period, the student has had little opportunity to get the feeling; hence, this is truly a new experience.

As the program of the school and its purposes are unfolded, the supervising teacher and student teacher find more and more in common to discuss in conferences. It is not a matter of the supervisor telling the novice what to do. It is the common concern for a mutual problem which makes the teaching experience a partnership affair.

The student teacher begins to sense her own strengths and weaknesses, though the focus of the discussions should be on the children and their reactions more than on the student teacher, particularly at first. Then the student teacher will be compelled by a genuine desire to help the children realize some of their objectives and potentialities. She begins to feel needed in the group and they look to her for leadership.<sup>1</sup>

From one to two hours a week should be devoted to individual conferences for each student teacher. Discussions of these actual situations give the supervising teacher a fine opportunity for evaluating growth of the student teacher. As The Evaluation of Student Teaching affirms:

The solutions reached usually involve ideas expressed by both student and supervising teacher, but more and more the student

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1. The Evaluation of Student Teaching, op. cit., p. 54.

teacher makes decisions in proportion to growth in understanding and carrying out the aims and objectives of teaching.

.....  
 Constant self-evaluation is taking place by the student teacher who has made a happy and satisfactory adjustment to the student teaching experience. She senses the real need for evaluating herself in terms of what is happening to the children and to herself. She expects, and should receive, definite help and suggestions from the supervisory teacher.<sup>2</sup>

The student teacher and the supervisor have a common goal. Both are working to secure the greatest possible growth of that particular student, in order that the young teacher may find satisfaction in the teaching profession. Therefore, the student teacher should have the privilege and benefit of seeing the rating scale or whatever device is used to indicate her final grade in teaching. This final analysis will be helpful for the further growth of the prospective teacher. Consequently, this first opportunity for the student teacher to rate herself should not come too late in the teaching period to allow her time to try to improve in those phases of development where improvement seems most needed.

#### Formulating and Harmonizing General Objectives

The second feature of the rationale is that it is predicated on clearly defined tasks that are related to the learning process itself. One task involved in the process of evaluation is the formulation of general objectives. The desirable goals of the student must be defined by the training institution, and in turn, by the student teacher himself. "From a philosophical standpoint they will be in

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2. Ibid., pp. 54-55.

harmony with the basic objectives of education, and they will be stated in terms of behavior change."<sup>3</sup> The harmonizing of general objectives is a most important part in the planning of teaching procedures. Objectives must not conflict with each other. If they do, there is nothing but confusion in the program of teaching. Another task is to identify the sources of evidence which can be used in observing the behavior of the student teacher.

#### Developing Methods for Securing Evidence Desired

The following methods for securing evidence desired will be analyzed: rating scales, which are used so widely in the final evaluation of student teachers, diaries or logs valuable as an aid to self-evaluation and planning, professional reading when there is a need for additional professional reading materials, anecdotal records as an aid to child study, planning for the interests and needs of the child, tests which are valid and reliable, and questionnaires. Other instruments which will serve the purpose may be discovered or it may be necessary to construct new ones.

#### RATING SCALES

Rating scales are widely used because they are considered useful for communicating, in brief form, summarized judgments of a teacher. However, at best, they are crude approximations of teaching competence. They are not diagnostic and are not ordinarily instruments for self-improvement. They are used by placement bureaus,

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3. Fishback, op. cit., pp. 498-504.

commercial teacher agencies, and superintendents of school systems. The supervising teacher rates the student teacher on a rating scale, the student teacher rates himself on the scale, and these, together with the director of student teaching's rating on the scale, sometimes constitute the final grade of the student teacher. The rating scale should be used with a variety of other appraisal instruments.

The following sample rating scale of Western Carolina Teachers College is presented:

## Rating Sheet for Student Teachers:

Name \_\_\_\_\_ Date \_\_\_\_\_

Subjects or \_\_\_\_\_ School in which  
Grade Taught \_\_\_\_\_ teaching was done \_\_\_\_\_

Supervising Teachers \_\_\_\_\_

General Information Regarding College Record of Student Teacher

Quality Points in all Subjects \_\_\_\_\_ Average Grade for English Composition \_\_\_\_\_

Quality Points in Major work \_\_\_\_\_ Quality Points in Minor Work \_\_\_\_\_

Check <u>A</u> , <u>B</u> , or <u>C</u> , Column to Grade	FALL			WINTER			SPRING		
	A	B	C	A	B	C	A	B	C
<b>SCHOLARSHIP</b>									
Breadth of General Information _____									
Specific knowledge of subject matter _____									
Spoken English _____									
Written English _____									
<b>READING</b>									
Professional Reading _____									
Subject Matter Reading _____									
<b>PLANNING</b>									
Lesson Plans _____									
General organization _____									
<b>UNDERSTANDING CHILDREN</b>									
Recognition of Individual Differences _____									
Enrichment of curriculum of superior pupils _____									
Provision for slow learner _____									
<b>ANALYSIS OF PUPIL WORK</b>									
Ability to evaluate pupil achievement in relation to pupil ability and growth _____									
<b>QUESTIONING</b>									
Ability to apply good questioning techniques _____									
<b>RESOURCEFULNESS</b>									
Knowledge of sources and uses of teaching aids _____									
Plans work to facilitate effective use of aids _____									
<b>AROUSING AND HOLDING INTEREST</b>									
Ability to stimulate and hold interest _____									
<b>UTILIZATION OF SUGGESTIONS</b>									
Ability and willingness to utilize criticism _____									
Improvement in teaching _____									
<b>PERSONAL APPEARANCE</b>									
<b>MANNERS</b>									
<b>POISE</b>									
<b>DEPENDABILITY</b> Reliable and punctual _____									
<b>VOICE</b> Well modulated, good enunciation, forceful _____									
<b>PROMISE OF PROFESSIONAL GROWTH</b>									
<b>MANAGEMENT AND CONTROL</b>									
Management of students, room equipment _____									
Economy of time and effort _____									
Evidences of ability to discipline _____									
<b>ABILITY IN PUBLIC SCHOOL MUSIC</b>									
GRADE _____									

Director \_\_\_\_\_

Supervising Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Grade \_\_\_\_\_

Supervising Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Grade \_\_\_\_\_

Supervising Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Grade \_\_\_\_\_

#### Comment on Rating Sheet:

This rating scale serves two purposes. First, and most important, it is used as a check sheet for self-analysis. It is good practice for the student teacher to rate himself by a scale at intervals during his student teaching period. From time to time, in conference with the supervising teacher, the student teacher may observe the evaluation placed upon his achievements; even though this may be arrived at in an indirect way, he may be able thereby to ascertain his strengths and weaknesses. Second, the sheet serves as a supervisory device and measure of achievement. The foregoing rating scale has been prepared suggesting the various points to be taken into consideration in the rating of a student teacher. Since a number of individuals are responsible for the success of the student teacher and for a final check on him for placement files, it seems desirable that any scale used should be somewhat detailed in order that all who may use it may have a common ground for discussion and evaluation. Rating scales were discussed in chapter two of this thesis.

#### DESCRIPTIVE CHECK LIST FOR INSTRUCTIONAL ACTIVITIES

The descriptive check list is more impersonal and directs attention to comparative efficiency in terms of the work of other student teachers. Those interested in the progress being made by student teachers use descriptive check lists and the student teacher finds the use of a check list helpful to gain an idea of his own relative teaching competence. Burr presents the following example of a descriptive check list:<sup>4</sup>

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4. Burr, and others, op. cit., pp. 395-396.

**Directions:** Observe the student teacher carefully in different types of activities. Compare his work thoughtfully with that of a number of other student teachers before arriving at a judgment and after deciding upon the quality of the student teacher's work as you view it, place a check mark (✓) on the line above the number representing his qualitative rank in your appraisal. "1" represents ex-work, "2" superior, "3" good, "4" satisfactory and "5" poor or unsatisfactory.

(Name of Student Teacher) (Grade Level) (Date) (Observer)

1. Preparation for teaching. Knowing subject matter, materials, and potentially suitable experiences for children. Planning activities and collecting resources to enrich the lives of the children and to achieve established objectives.

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

2. Procedures with Children. Encouraging democratic, cooperative relationships. Showing respect for the ideas and contributions of the children.

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

3. Techniques in Teaching. Displaying skill in use of methods, materials, and special teaching aids. Stimulating reflective thinking, arousing and maintaining interest of children. Demonstrating ability to communicate effectively.

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

4. Guidance Toward Self-Discipline. Securing cooperation and respect of children in their attitudes and actions toward the teacher and toward each other. Emphasizing self-control by allowing sufficient freedom for children to learn to use freedom. Helping children maintain a classroom situation conducive to good work.

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

5. Guidance in meeting Needs. Identifying the differences in abilities, interests, and purposes of children. Helping children grow in ability to solve problems of social living and making adjustments.

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

6. Management of Routine. Achieving efficient arrangement of room, equipment, materials, and activities. Exhibiting competence in planning, scheduling, and managing details of work to make best use of available time.

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

7. Personality as a Teacher. Having personal characteristics and qualities which exert a wholesome influence on children and promote their balanced development; achieving rapport with fellow workers and other adults; possessing a constructive attitude toward life and its challenges.

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5



8. Attitude toward Teaching. Recognizing responsibility as a member of the teaching profession. Utilizing various means of achieving professional competence; showing promise of continuous improvement; displaying loyalty to the best interests of the school.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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9. Relationships with the Community. Understanding the role of the teacher in improving the strategic position of the school in the community. Achieving a place in community life which interrelates the school and community and interprets each to the other.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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10. Mental and Physical Health. Having a wholesome, positive approach to life, open-minded, and emotionally balanced. Maintaining sound physical health. Balancing work, rest, and recreation. Appearing vigorous, energetic, wholesome.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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#### Comment on Descriptive Check List:

It is preferable to use a descriptive list twice, once near the mid-point of the student teaching and again near the end of the student teaching. Then a comparison of the growth can be clearly seen. As the student teacher recalls specific aspects of his work in terms of the items checked, he can plan direct action to overcome weaknesses and utilize his strengths to better advantage. When differences appear between the observer and the student teacher, they should be examined and discussed in conference. This check list is similar to those used in many colleges.

#### DIARIES AND LOGS

Diaries and logs kept by student teachers should be limited to professional experiences and to aids to self-evaluation and planning. They should be personal records of selected classroom activities in brief summary statements, including reactions, successes, disappointments, and interpretations. They should also be suited to the evaluation of objectives beyond those limited to subject matter.

The following excerpts from the log<sup>5</sup> of one student teacher will serve as an illustration of the potential evaluative significance of a diary or log. It is the diary of "T. S.", a student in the teaching center of Michigan State College. He is slated to teach vocational agriculture. Bill and John, his associates, are other student teachers. The diary is worth studying for what it reveals about his activities, changes in sensitivity, strengths and weaknesses, and the quality of opportunity that is provided in the teaching center. The names of places and people are fictitious for obvious reasons. The name of the supervising teacher is indicated by "Mr. Y." Staff members of Michigan State College and the state board are indicated as such rather than by names.

Wednesday, April 1:

After a little orientation by Mr. Y (the supervising teacher) we began an inventory of available material. Watched students oiling harnesses; noticed they seem very interested in their work. Things were not too orderly but everyone seemed to have something to do; boys in office, not working, talked about worthwhile things. Very enthused. 4-H club meeting in afternoon; about 30 attended; orderly. Met Mr. Z, county agent; very interesting personality. Saw movie. Sang in church choir this evening.

Thursday, April 23:

Awoke feeling fine, looking forward to one o'clock when I was to take the sophomore class under my wing for two days. Completed lesson plans last night and made final last-minute-detail plans in the morning. Opened up unit with Mr. X, John and Bill listening to procedure. Was very pleased with the results; the boys showed an unusual amount of interest in the feeder-pig unit; they helped remarkably well with the discussion; the outline developed very well. I sincerely believe they got a lot out of the day's work. Gave individual reports to boys who are normally a bit backward; this worked out very well. Also called upon N and M to explain some charts which they had made for last fall's fair - these were on feeding mixtures. One mistake which I made was the absence of a bit of humor after the announcement which concerned registration of city boys for farm labor. All in all it was very successful, and I feel right proud of myself.

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5. Troyer and Pace, op. cit., pp. 209-217.

Friday, April 24:

Today I again took the tenth-grade class and we completed the unit on swine. Once again class interest was high. They decided to make a chart showing the diseases of swine and also their symptoms and cure. Gave class report to three more fellows, They accepted the responsibility very well. The only boy giving much of a problem didn't care much to work; he leaned back in his chair quite often; he did, however, take part very freely in the class discussion. Both days of instruction were very fine and I know now that I can be a teacher, a really good one, if I try.

John begins his unit on poultry next week. I helped him arrange pictures for poultry identification in the afternoon. . . .

Thursday, May 28:

Was in school during the morning discussing very general problems; then at about 10:00 o'clock drove to the park for the school picnic. The teachers do not pull together and one would think they had met only a couple of days ago; yet they have supposedly worked together for an entire year. The superintendent was late and some teachers didn't even show up. The kids had a great time and the ball game was very good. Many took boat and canoe rides. N was all alone; L was also alone. This to me indicates a definite type of personality. The boys are not accepted by the rest of the group. A school board member's son was rather noisy and made at least one ninth-grade boy seem unwelcome. He is a good catcher but he knows it! The boy who pitched seems to have but one interest; this is in things of a physical nature; he is a good ball player. All in all the picnic proved a very good day for student observation.

Monday, June 8:

During the morning John and I typed and worked on our notebooks. Then during the afternoon we went on a visiting tour. The first stop was at K's. He had left the farm to work in a hamburger stand. He gets 40 cents per hour, eight and a half hours per day, plus meals; feels he is making more than he could at home. From there we drove to M's. He has eight pigs left out of the original 13. The pigs were never too strong and the cow didn't give much milk. There is, however, a certain amount of filth around the place that is due to very poor management. We advised him to clean the place up and to get them on grass. Finally we got over to J's. His mother seemed very interested and talkative about her son's quietness and bashfulness. She recognizes that he has a very definite weakness in this respect. Then we went out in the field to see him and his dad. General problems such as war, weeds, and weather were discussed. Finally J showed us his cow and posed for a picture. From here we went to H's. He talked with us briefly about the draft and the future. Then we found P and talked briefly to him. Home contacts are fun, in fact the best part of teaching. This will be our last opportunity to say goodbye to the boys contacted; very hard to leave them.

**Author's Evaluation:**

The diary does not constitute an evaluation of the student's strengths and weaknesses, nor the progress that he has made, but it does give a revealing description of what he did. On April first the student was concerned with orientation to the environment in which he was going to do his student teaching and the record was confined almost entirely to a listing of activities.

On April 23 he began teaching. He was well pleased with the results of the day's work. Class interest and participation were good. There is an awareness of individual differences in giving individual reports to boys who are a bit backward.

On April 24 class interest and participation were still good. He shows evidence of child study by calling attention to the behavior of individuals.

On May 28 he attends a school picnic. He is aware of the lack of cooperation among faculty members. He becomes interested in two boys who are not accepted by the group.

On June 8 he is getting out in the community and becomes interested in the problems of students and their fathers on the farm.

The supervising teacher, in planning with the student, observing him teach, seeing him in action in the field, and in conversation with him as they worked together with children became sufficiently acquainted with him to make defensible interpretations. The diary record can promote this acquaintance.

**PROFESSIONAL READING**

Many of the devices by which the classroom periods are made more

interesting and profitable are garnered from reading. Therefore, a growing teacher can put into operation the helpful ideas plucked from reading. When these are put into practice, teaching can become more original, and children will look forward to the classes because they can expect appealing and interesting, as well as novel, approaches to effective learning. Original teaching is really the result of work, of study, of hours of reading.

In order to continue to grow on the job, it is well for a teacher to develop the habit of reading selected, professional literature as a means of keeping abreast of the best current theory and practice in education. With teaching experience, professional literature will have more meaning and much of it will have immediate value in work with children. Experience too gives a better basis for selectivity in reading. Another argument for being selective about choice in reading is that work with children and the necessity for healthy recreation limits the time spent on professional reading. The following examples are outlines of professional reading reports taken from a student teacher's notebook.<sup>6</sup>

1.

Correlation of Health with Other School Subjects  
(The Classroom Teacher, Vol. 8)

Health education furnishes many opportunities for oral and written language work, art, arithmetic, spelling, geography, and science.

I. Correlation with Language and Literature

A. Oral and written compositions

B. Use of Current Events in language discussions

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6. Student Teacher's Notebook, Western Carolina Teacher's College, Cullowhee, North Carolina, May, 1950.

1. Diphtheria epidemic
  2. Accidents and many other topics
  - C. Dramatization
    1. Pantomimes
    2. Play productions
  - D. Original rhymes and jingles
  - E. Publishing Class Health Newspaper
- II. Health Education and Art
- A. Booklet-making
  - B. Device for teaching the importance of normal weight
- III. Health Education and Arithmetic
- A. Use of the scales
  - B. Finding height and weight for the class
  - C. Making graphs
- IV. Health Teaching and Spelling
- A. The teacher may jot down words pertaining to health that come up during the day. They may be utilized by asking for sentences which use the words as subjects; example, Prunes are good for breakfast. The children may keep a permanent record of these words in a booklet cut in the shape of a vegetable.
- V. Health Education and Geography
- A. Study of grains
  - B. Study of sugar
  - C. Excursions
  - D. Weight records and the study of milk
- VI. Health Education and Nature Study
- A. Let children plant seeds in window boxes or pots

2.  
Nature and Purpose of Literature for Children  
(Literature and the Child)

I. Nature and purpose of Literature for Children

1. Human nature remains the same but conditions of living vary, so that interests of children differ from one generation to another.
2. Select from literature that which has survived the passage of time by reason of its intrinsic worth.
3. All their reading must contribute to their moral growth.

Literature for children is that body of literature, old or new which by drawing upon their experiences, both emotional and intellectual, children can understand, interpret, enjoy, and appreciate.

4. Reading guidance must be in terms of the individual rather than in terms of the group.
5. Outcomes from the reading of literature should be:
  - (a) Interest in reading
  - (b) Widening range of reading interests
  - (c) Improvement in reading tastes
  - (d) Better reading choice
  - (e) Develop new interests

Author's Evaluation:

These reports of outlines in professional readings supply knowledge which may prove invaluable to a student teacher in his own field of endeavor. All in all, they point up new concepts of learning and of child development, practices in curricular organization and teaching pro-

cedures, trends in other fields closely related to the major field of endeavor, as well as suggestions for newer teaching materials available. As the student teacher progresses through his practice work in teaching, any helpful professional reading which he thoroughly absorbs impregnates his entire experience with a fuller meaning.

The student teacher's professional reading program may well be planned in conference with the supervising teacher, with a view not only toward improving specific techniques of her teaching at the moment, but also with the broader view of calling attention to education as a whole. That is to say, the student teacher should be encouraged through her reading to think not only of her immediate teaching problems, but also of herself as a cog in the large wheel which is the entire school, or even the entire school system. The conference period should be used by the supervisor to direct attention to professional reading along both specific and general lines. From the background of her experience, the supervisor is in better position than the student teacher to cull out the reading most pertinent to her field from the most authoritative sources available.

Furthermore, a professional reading program of pertinent and vital items should be so attractive to an enthusiastic young student teacher as to elicit extra attention and worthwhile outcomes. In rare cases where this is not forthcoming, the supervisor should carefully investigate and compare the interests and abilities of the student teacher with the readings suggested.

The following are reading sources useful to the student teacher as the need is encountered for them in her work:<sup>7</sup>

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7. Lyle, Guy R. and Trumper, Virginia M. Periodicals for the College Library. Boston, Mass: The F. W. Faxon Company, 1948. pp. 7, 21, 22, 52.



Childhood Education, published monthly, is an official journal of the Association for Childhood Education. It is a journal for advancing nursery school, kindergarten, and primary school education. Classroom problems and methods are presented "to stimulate thinking rather than advocate fixed practices." It has book reviews and lists of helpful pamphlets.

Elementary School Journal, published monthly, "Emphasizes instruction, administration, social change." It reports investigations pertaining to classroom procedure, supervision, and school administration. It has news items, editorials, critical reviews of books of interest to teachers and school administrators. It is published by the faculty of the School of Education, University of Chicago.

The Hornbook is published bi-monthly. It is devoted to books and reading for young people. Each issue contains several short reviews and some longer articles on books and authors. "Hunters Fare," a book inquiry department, edited by a children's librarian, is a regular feature. It gives excerpts and numerous illustrations from books mentioned.

#### ANECDOTAL RECORDS

No firmer basis exists for effective learning and teaching than the anecdotal record. Through writing and interpreting anecdotes, the teacher can develop a genuine interest in child study and succeed in understanding child behavior, for this is a stimulating and effective way of studying children. The child is studied under normal conditions and observed as a dynamic whole.

Anecdotal records consist of two parts: a behavior description

and interpretations of the descriptions. The first essential is a direct, objective description of an event which tells a significant story about a particular child and relates the actual happenings from an impartial point of view free from statements of opinions. It should never be written to explain or justify action on the part of a teacher if a behavior incident has created an emotional reaction in the teacher. The observer, in writing behavior descriptions, is making an objective behavior record, which can be interpreted and evaluated in terms of causes and in relation to the effectiveness of the remediation applied. Where it gives meaning to the factual behavior descriptions, interpretation is a vital part of the anecdotal record. The record is not complete and cannot be interpreted correctly unless due consideration is given to the background or social setting of the incident as set forth in the behavior descriptions.

The purpose of every anecdotal record is to help the entire school staff to obtain better understanding of a given student. With the application of the anecdotal record will come a better understanding of the child and a clarification of the causes underlying his behavior.

The following are examples of four anecdotal records of children whose intelligence quotients ranged from 81 to 111. They will show how anecdotal records may be utilized in understanding child behavior.<sup>8</sup>

1.

Johnnie, grade 6, age 13, intelligence quotient 98. The father completed the ninth grade in school, and the mother finished junior col-

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8. Student Teachers' Notebooks at Western Carolina Teachers College. Cullowhee, North Carolina. 1950.

lege. The economic status of the family is moderate. The father is a carpenter and they own their home at East La Porte.

March 28 - I had been teaching position in writing and had noticed Johnnie's attitude about this. I knew I must do something to build up a good attitude. I had the children make ovals and push-pulls. Johnnie said, "I can't write with a pen." She acted very stubborn about it. I found that she used her pencil for half of the writing lesson.

April 4 - Johnnie didn't want to write today. She said, "Mrs. Elmore, I can't change my handwriting, and there's no use for me to try." I told her we were working to improve our handwriting and not asking that a letter be made in one particular way. I said, "I never say I can't do a thing, but I always say that I will try."

April 11 - I managed to pass by Johnnie's desk at the beginning of the writing period. She was making ovals and push-pulls. I could tell that she was trying harder today. I looked at her work and said, "Johnnie your work is so much better today, don't you think so?" She agreed that she had made improvement. We made capital letters, and among them was the capital D. I noticed that she analyzed her work, for directly over the line of D's on her paper she wrote, "Looks too big."

April 18 - Johnnie smiled when I came in to teach writing. I knew that I was being successful in helping to change her attitude, and I was happy. Among the letters we reviewed was the capital C. She analyzed her line of C's by writing "Good" by the best one and she wrote "No Good" by the two poorest ones. I was glad she did this, because I had only asked them to draw a box around the one they thought was the best.

April 20 - I have been giving encouragement as far as possible. When I stopped at Johnnie's desk this morning, she smiled and said, "Mrs.

E., writing is easier for me now." I said, "Yes, I know it is because I can tell by the way your letters look. They are more graceful and have better form, and I am glad."

April 25 - The sentence I had the children write today was given for two reasons:

1. To give practice in writing and spacing words in a sentence.
2. I hoped that what the sentence said would encourage them to improve their writing. The sentence was - "What I do over again becomes a habit."

Johnnie seems to enjoy writing more each day.

May 2 - Johnnie called me to her desk to show me her work today. She seemed proud of it. I was proud of it too, and let her know that I was.

May 11 - We put new pen points in the pens today. I told them how to put in new points and how to take care of them. When we were ready to put the new points in, Johnnie called me and said she would like for me to see if she did it correctly. I was glad she showed this much interest.

May 16 - I let the children use their pencils instead of pens for writing today. I wondered how Johnnie would react to this, because she didn't want to use a pen at first. She didn't say a word, and if she was glad at having an opportunity to use a pencil, she didn't show it.

May 23 - I handed back all the writing papers the children had done during the quarter. They were each dated and the children could see their improvement. Johnnie seemed to be well pleased with hers, and was glad that she had made so much improvement. She was glad to make a booklet out of her papers, showing her improvement in writing.

#### Summary and Analysis by Student Teacher:

Johnnie is rather stubborn and a little spoiled. But once you let her know that you are sincerely interested in her, she responds nicely. She likes attention and praise. She is an average child, and I believe that she will finish high school and college. To get the best work out of her one will certainly have to show interest in her, and give a word of praise now and then.

#### Author's Evaluation:

Johnnie's teacher has developed an interest in her and has succeeded quite well in understanding her behavior. The teacher has written rather direct, objective descriptions of events which tell a significant story about Johnnie and the actual happenings are related from an impartial point of view. She has studied Johnnie under normal conditions and observed her as a dynamic whole. And while applying this method, the teacher has provided encouraging evidence of improvement in Johnnie's behavior or personality.

#### 2.

R. V., grade 6, age 12, intelligence quotient 81. The economic status of the family is low. The family own their own home and the father is a farmer. Both the father and the mother completed the seventh grade in school. R. V. has four brothers and four sisters.

March 30 - There was something about R. V. that caused me to choose him as one of the pupils for special study. He seemed to be a quiet, timid child.

April 4 - Today, I called on R. V. to answer a question in health, and he just sat there and didn't say a word, I didn't ask him another

question today.

April 13 - I was teaching the parts of the alimentary canal today. I drew the diagram on the board and called on different pupils to name and locate the parts. R. V. located the small intestines, but he did it in a timid way, as if he was not sure of himself.

April 18 - At the end of our lesson today, I had the children to write a paragraph using one of three topics I had written on the board. R. V. chose the one on "The Work of the Skin." I was anxious to read his paragraph. I found that he had mis-spelled several words and his "sentence sense" was not good.

April 21 - R. V. was able to name five good food habits, after two or three others had named them. I tried to approach him in a way to make him appear more at ease.

April 25 - I had each child in this group to come to the front of the room and read orally one paragraph. I asked a question on what we wanted to find out from reading this paragraph - then after it was read, I asked the question to find out if they had absorbed what was read. R. V. read his paragraph. His reading was poor because he didn't know the words. After he had finished, I asked him the question and he failed to answer it. I knew that it was because he couldn't read.

April 28 - I taught a demonstration lesson today for Miss C's class. I used the cut-up story. I noticed that R. V. didn't take any part in answering the questions, but I could tell that he enjoyed the story that was read by others.

May 5 - I taught a music lesson today. I used two health songs. I told the children we would put on a radio program and would use these songs. R. V. tried very hard to sing the songs, and seemed to enjoy it

more than anything we had done. Perhaps he can sing better than he can read, and he felt more successful in what he was doing.

May 9 - I had this group read the different paragraphs again today, because I wanted to help them to understand what they read by helping them pronounce the words correctly. We read about "teeth." I took special note of the words R. V. couldn't pronounce. They were - calcium, phosphorus, substance, enamel, dentine, and pulp. He couldn't answer the question. The reason . . . was . . . he couldn't pronounce calcium and phosphorus which he would have had to use in answering the question.

May 12 - Our radio program went on the air at 1:30 today. I noticed that R. V. had done exactly what he had said he was going to do. He stayed at home in order to hear the program on the radio. I thought this was unusual for a child. Most children would want the experience of going to a radio station because it would be a new experience.

May 16 - I had the children draw and name the parts of a tooth today. I was surprised when I saw R. V.'s drawing. He had done a good job.

May 18 - I gave five questions to be answered on paper at the end of our lesson. R. V. answered two of the questions correctly, I found.

#### Summary and Analysis by Student Teacher:

R. V. is slow in school due to several factors. He has a poor background. There are too many children in the family for R. V. to get the attention and training he should have. He doesn't have self-confidence, and seems to be too timid and afraid to answer questions and take a part in things. He is a slow reader and this handicaps him in all his work. I doubt if he has the proper food that a growing child should have. I

noticed that his hands were always covered with old dirt, which let me know that his mother doesn't have her children practice good habits of cleanliness. I believe that if one had time to teach R. V. to read he would show improvement in all his work.

Author's Evaluation:

R. V. and Johnnie have the same teacher. She seems to have analyzed R. V.'s behavior objectively and has related the actual happenings from an impartial point of view free from opinions. She has given a direct, objective description of an event that tells a significant story about R. V. She has helped him to improve even though it was slow process.

3.

Ned S., grade 4, age 10, intelligence quotient 111. Ned is one of the three children of Doctor and Mrs. S. He lives in Sylva and commutes daily to the training school at Cullowhee. He has one sister, who is older than Ned, in the sixth grade, and two younger brothers. His father is reputedly a liked and well-known doctor. His mother is a pleasant woman who takes part in civic and social affairs in her community. They have outside help in the house which enables the parents, the mother especially, to spend more time with their children.

September 23 - I became interested in Ned today since he seemed to be rather active and the center of attention. He talked out loud a great deal until halted by the teacher.

September 30 - I took over the high reading class today. Ned is in this group. He wanted to talk all the time. His reading is good but his posture is poor.



October 3 - Ned waves his hand wildly and tries to read first, which most of the children want to do. When he has read, he turns over in the book and reads something else.

October 4 - I kept Ned's attention today by asking him questions on the story and letting him read last.

October 6 - Ned is still "show offy" but is often actually funny, so it's hard not to laugh at him. When talking about monkeys today he called his baby brother one. All the children laughed, which pleased him.

October 7 - The children laugh at Ned but are quick to criticize him. This is natural probably, and he does seem to be well-liked. He sits in his chair and beats his head with a pencil. I had to stop him.

October 10 - The children drew pictures of their **stories today**. Ned draw a rather grotesque Indian and lots of bright colors were **dominant** in his drawing.

October 11 - The class had a reading test today. Ned read the wrong story. He would have made good on the test, I think. He went ahead and tried to answer the questions. He did answer some correctly just by reasoning.

October 20 - Today our story was about an airplane and Ned knew a good deal about planes. This gave him a chance to talk; this he thoroughly enjoyed.

October 30 - We are studying geography now. Ned usually knows all the answers. If he isn't called on, he becomes so eager he rises and waves his hand wildly.

November 2 - Ned has been absent for two days because of a cold.

November 3 - The children were asked to draw scenes of what they had studied today. Ned's drawing, like the other one, was an outlandish

portrayal of the region we had been studying.

November 5 - Ned's mother brought the small boy in to stay with Ned for a short while. Ned seemed glad to have him and took the responsibility of keeping him amused willingly. The little boy cried when he left, which amused the children and rather pleased Ned because he got some attention too.

November 6 - I gave the class a test today. Ned made the highest in the class. He was the only one who answered one question correctly. I called this to his attention, and he seemed pleased but a little embarrassed.

November 18 - I've been teaching language for the past week. I read Robert Louis Stevenson's poem, "Land of Counterpane," to the pupils today. When asked to draw the pictures they saw, Ned drew a huge giant with soldiers throwing rotten tomatoes at each other. This, as usual, drew a laugh from the class when displayed.

November 23 - The class wrote themes today on two books which they liked. Ned wrote about "Thomas Edison" and "George Carver." His report on these books was good and showed signs of maturity in his thinking. His written work isn't very neat.

November 29 - When asked to write their themes over, Ned changed his title to "Two Books I Did Not Like." Miss W said he misbehaved in the music room, and she sent him back to the room.

#### Summary and Analysis by Student Teacher:

Ned is an above average student. He likes to be the center of attention, if possible, and makes it a point to be so. Perhaps he needs more attention at home. I imagine his father stays busy most of the

time and may not have too much time to spend with him. He's clever and it's hard to punish him for the little things he does in class, but if given a free reign, he could easily be a discipline problem. Ned needs to shine in things he can do well and should be given every opportunity to do so; then, perhaps, he'll be more content to be one of the group, rather than an individual.

Author's Evaluation:

Ned's teacher has begun to show insight. She has developed an interest in him and seems to understand his behavior. She has given a direct, objective description of an event that tells a significant story about Ned. She has written objectively and related the actual happenings from an impartial point of view. From using this instrument she has come to a better understanding of Ned and has clarified causes underlying his behavior. But she does not provide encouraging evidence of improvement in his behavior.

4.

Warren, grade 5, age 11, intelligence quotient 105. Warren is the younger boy of two in his family. His father is a farmer and the family is well off economically. Warren is very energetic and happy-go-lucky. He is neat and clean, and always has a fresh hair cut. Sometimes he is impertinent and deceiving.

January 11 - Warren was very inattentive today and influenced Bobby C to misbehave. Mrs. M moved him away from the class to sit beside her at her desk. He is saucy when he is punished for something.

January 16 - After school today, Warren exercised a great deal of energy playing ball in the room while waiting on the bus. He imagined

himself to be Choo Choo Justice. He had good coordination and was quite an exhibitionist.

January 20 - I had a very hard time getting Warren to stay still long enough to study the poem in English. It was rainy and the whole room was a bit noisy.

January 27 - Warren shows more and more each day that he must be the leader and center of attraction. He shows this by his dominating attitude and standing up in an exhibitionist manner every chance he gets. He is a little irresponsible - he missed his bus home this afternoon by playing rather than watching for it.

February 3 - Warren has been very vulgar today. Mrs. M got hold of a paper with a poem he had written. She took him to the principal.

February 8 - Warren has a bad habit of denying anything you catch him doing. I shall have to talk to him.

February 13 - Warren still continues to do well in his studies. I have no trouble getting him to participate in class. Most of the time I have difficulty getting him to keep quiet so the others will have a chance to answer in class.

February 17 - Something must be done to stop Warren from being so saucy to older people. He gets along with his classmates very well but has a very small circle for his friends. He gave a good report on Daniel Boone today.

February 22 - Warren shows a lot of interest in history. I think it is because he is so interested in western movies. He is always associating his narrative in the textbook with some event he has seen in a Saturday movie.

March 1 - Warren participated well in the review today. He sur-

prised me with the names and dates he remembered.

March 2 - Warren made an A on his history unit test today. He does much talking and pays little attention. He does well in his studies. He needs more to do to keep him busy.

#### Summary and Analysis by Student Teacher:

Warren is going to have to be handled with iron gloves to tame him down a little for a while. He is much too saucy. I think something could be done about his attitude toward sex. Other than these things, he is well-rounded.

#### Author's Evaluation:

Warren's teacher makes the youthful mistake characteristic of so many student teachers: she knows that there is a fundamental weakness of some kind in Warren, but she feels that merely "talking to him" will suffice. She has not had sufficient practice in discovering the factor of "what makes him do this?" and will need to work with a number of problem children before she grasps the idea. She is, no doubt, herself, a person who has definite ideas of the line of demarcation between good and bad, the sheep and the goats, with no extenuating factors coming in between. Furthermore, she attempts to explain or justify merely the action of the supervisor, without examining into her own abilities to deal with the situation. She seems interested in Warren every day, but she herself needs maturing before she can "see through" a problem of this type without the prejudices of her own repressions entering into the picture.

#### Concluding Comments

Certain conclusions may be drawn from the foregoing anecdotal

records. There is evidence that some student teachers understand the value of anecdotal records in child study and others do not. Some understand how they should be written and why they should be written and that there should be improvement in the child's behavior. However, it is very important that all the student teachers using them should know the value of these records if they serve their purpose. The supervising teacher should be able to direct the student teacher to see the value of and to make desirable anecdotal records.

The report of the behavior of the first three anecdotes seem to be correct and they are written with complete objectivity. Attempts are made to improve the adjustments of the pupils. But it must be remembered that personality adaptations frequently involve the formation of new sets of habits and that time is required for this.

These records show too that undesirable behavior, because of its nuisance aspect, has made a stronger impression on the student teachers than desirable behavior. They show needs for the formation of better work and study habits of pupils and encouraging evidence of growth in these respects. They provide information which the supervising teacher needs to use in conferences with student teachers. An appropriate starting point for each conference can be found in the data, and the discussion can be kept close to the student teacher's needs.

Writing these records directs the attention of the student teacher away from subject matter and class groups toward individual pupils.

## PLANNING

One of the most important phases in the supervision of student teaching, is that of planning with the student teacher. While the student teacher will have had some experience in planning in his method courses, he will need the help of his supervisor when the responsibility of actual planning is first accepted in his new experience. The following is an outline for planning:

### Long View Planning:

In actual instruction probably the most important activity is the preparation for a complete unit of teaching. In general the long view planning involves the following elements:

- A. Reviewing and enriching the subject-matter as a basis for the unit of work.
- B. Setting up the definite goals to be achieved.
- C. Listing the materials and references which will be needed to accomplish the goals.
- D. Making tentative choices of teaching procedures and devices which would be most useful in securing the desired outcomes.
- E. Designing tests and other devices of evaluating achievement.

### Daily Planning:

After the work for the entire period has been planned the daily lesson planning should be merely a series of consecutive steps toward the teaching of the large unit. Thus the daily lesson becomes a significant part related to the whole. The particular form of the daily plan is not so important, but it is important that the work be planned in sufficient

detail to assure that:

- A. The aim is clearly in mind.
- B. All necessary material is available.
- C. The subject-matter is mastered.
- D. A tentative plan of procedure is set up.

The student teacher's plan should be checked by the supervising teacher before his teaching begins. The following is an example of a unit plan taken from a student teacher's notebook:

1.  
New Ways of Living

I. General Information

- A. Name: Winona C.
- B. Date: January 9, 1950
- C. Grade: Sixth
- D. Time: About nine weeks

II. Aims and Objectives

A. General Aims.

- 1. To teach the continuity of civilization and the connection of the present with the past.
- 2. To establish in the child's mind desirable knowledge concerning historical developments.
- 3. To encourage faith in the progress of mankind.
- 4. To teach the use of maps and other reference material.
- 5. To teach a desire to read history for pleasure.
- 6. To promote tolerance for, and understanding of, other peoples, governments, religions, and customs, through knowledge of



the history of each.

B. Specific Objectives

1. To acquaint the pupil with life and customs in the Middle Ages.
2. To teach, and by comparisons show, how Medieval historical events are linked through developments with our lives today.
- 3.3. To promote recognition of Gothic architecture.
4. To show how democracy had its early roots in the Medieval man's struggles for freedom.
5. To develop merchandizing in the guild system.
6. To introduce famous historical characters of medieval times.
7. To acquaint pupils with the vassal system of feudal times.
8. To point out some of the bases for early law-making.
9. To familiarize pupils with the manners and ideals of chivalry and show their application to our manners and morals.
10. To reveal the part the church played in Medieval life.
11. To establish a knowledge of the crusades and their effect on world history.

III. Materials:

- A. Pupils materials  
(Left out to shorten).
- B. Pupils materials  
(Left out to shorten).

IV. Major Learnings

- A. Feudalism became the Economic System of Europe.
- B. Feudal Society became a Pyramid of Classes.

C. Spread of Religious Influences.

D. The Rise of Towns.

E. The End of Feudalism.

V. Teaching the Unit

A. Overview:

1. Pupils look at books and discuss title of unit, "New Ways of Living."
2. Conversations on how the people lived and an introduction to feudalism.

B. Problems:

Problem 1. To see what castles and castle life were like:

- (a) In a Medieval castle
- (b) Learning to be a knight
- (c) Feasting and revelry
- (d) Hunting and hawking
- (3) A tournament

Problem 2. To acquaint pupils with feudal system:

- (a) Serfs and nobles
- (b) How the land was divided

Problem 3. To reveal the part the monks and churches played in Medieval life.

- (a) Holy men help the people.
- (b) Making books in a monastery.
- (c) Good Saint Francis.

Problem 4. To find out why the crusades were fought and their effect on World History.

- (a) Men follow the sign of the Cross.

Problem 5. To acquaint pupils with church architecture.

(a) The Cathedral builders.

Problem 6. To show the establishment of guilds and their relation to present unions.

(a) Butcher, baker, candlestick-maker.

Problem 7. To show why towns grew up and how they won their liberty.

(a) The towns win their liberty

Problem 8. To see how trade grew up with the East and the growth of trade centers.

(a) Traders in the East

Problem 9. To portray the evolution of nations under kings and Nationalism replacing Feudalism.

(a) Kings and towns unite against the nobles.

C. Review:

1. Show the changes which took place in European countries during the Middle ages.

VI. Activities following unit:

(Left out to shorten).

VII. Unit Test:

(Left out to shorten).

2.

Lesson Plan for Penmanship

Name: Gladys E.

Date: March 22, 1950

Grade: Sixth

Subject: Writing

I. Definition: Penmanship

Penmanship is the vehicle of written thought. Good penmanship is writing that is easy to write and easy to read.

II. General Aim:

To teach pupils to write easily and well and to establish habits of good penmanship.

III. Specific Aim:

To develop sufficient skill to enable pupils to write easily, legibly, and rapidly enough to meet present needs and social requirements.

To equip the child with methods of work so that he will attack his writing intelligently.

To diagnose individual writing difficulties and to aid the child to remedy them in the way best suited to his way of learning.

To provide experiences which will tend to develop in the child more power to direct his own practice and to judge whether or not he is succeeding in that practice.

To develop an appreciation of the relationship between correct body adjustment and an efficient writing production.

To secure acceptable and customary arrangement and form for written work (margins, spacing, etc.)

To develop a social urge to use the skill attained in all writing situations.

IV. Materials:

1. Writing manual
2. Wooden or cork-tipped penholder
3. Good writing paper

4. Blue-black ink
5. Blotter
6. Blackboard
7. Eraser and long crayon

V. Procedure:

1. Explain that all letters are made up of ovals and push-pulls, and that when we can make them well, much has been mastered toward remedial work later on.
2. Describe position of body, arm, pen and paper.
3. Show how this position may be obtained by counting one, two, three, four.
  - (1) Relax, lean back, arms limp at sides.
  - (2) Elbows on desk. (This brings the body away from back of desk and straightens back.) Ask "Are your feet flat?"
  - (3) Drop hands so that left is at top of paper and right falls in middle of paper.
  - (4) Take pen and hold correctly.
4. Teach movement by making ovals and push-pulls.
5. Show on board how to make ovals and push-pulls.
6. Tell the story of the letter as it is shown to the children. (This will not take much time and will stimulate interest and get attention.)
7. Slowly make the letter twice on the board.
8. Each day we will begin by making ovals and push-pulls for the purpose of gaining free movement of the muscles. Then we will take up two or three different letters each day.
9. Words will be taught next to teach the correct joining of letters.

10. Teach the writing of sentences for correct spacing.
11. Teach them to write paragraphs in order to form the habit of carefulness and neatness through the arrangement of written material on paper, spacing of words, spacing of lines, margins, and letter formation.

VI. Expected outcomes:

1. The ability to maintain a healthful posture in all written work.
2. The ability to write with a plain muscular arm movement.
3. The ability to write legibly at a fair rate of speed.
4. The ability to write with ease and endurance.
5. The habit of writing well in all written work.
6. The habit of self-criticism and honest self-evaluation.
7. The habit of carefulness and neatness through the arrangement of written material on paper.
8. The desire to improve letter formation in order to satisfy the aesthetic sense.
9. The joy of achievement that comes from the acquisition of a worthy accomplishment.
10. To always present the reader with an easily read copy.

3.

Lesson Plan for Reading

I. General Information:

Name: Ann D.

Class: Sixth grade reading

Date: April 14, 1950

II. Aims:

- A. General - 1. To aid the pupil in retaining a useful vocabulary.

- B. Specific - 1. To go over and discuss the vocabular check-up with group II.

III. Materials:

1. Hectographed copies
2. List of words for group I
3. Blackboard
4. Workbooks

IV. Procedure:

- A. Group III reads and answers questions to story in new workbooks.
- B. Group II finishes vocabular check-up.
- C. Put list of words on board for group I to write a story using these words:  
pollen, nectar, hibernate, ventriloquist, amber, prey, drone, aphids, larvae, antennae, ferment, molested, butterfly, transparent, ants, fierce, migrate.
- D. Go over check-up with group II. Have them to change papers and go down the row calling the answer out. Have the pupils check the wrong ones and circle the number right at the top of the page.

V. Outcomes:

This vocabulary check-up was very good for group II. It made them read and think. It also exposed them to the words in a sort of summary. With the 30 words and definitions given, the highest number missed was eight. That was a very good record for this group. The stories of group I will be taken up Monday. The pupils were very eager to do this sort of story writing. It will be good for the pupils and will help them organize and retain

information gained from the story read, using the above list of words.

Author's Evaluation:

The unit plan shows evidence of pre-planning, in which the student teacher made exploratory investigation of suitable ways for the group to proceed, and long-range planning, in which there is evidence of reviewing and enriching the subject matter. Goals were set up, materials and references were listed, and tentative choices of teaching procedures and devices, which would be most useful in securing desired outcomes, were made. There is also evidence of well-planned tests and other evaluating achievements and daily planning in which the objective procedures were developed in terms of the needs of the children.

There is evidence that the writing plan covers a shorter unit of work and that there was pre-planning in which the student teacher investigated suitable ways for the group to proceed. Subject matter was enriched; definite goals were set up; and choices of teaching procedures and of devices, which would be most useful in securing the desired outcomes, were made. There is evidence also of daily planning to meet the needs of the children.

The daily plan shows that the work for the entire period has been planned, but there is little evidence that the over-all aim is clearly in mind. Materials seem to be available and from the outcomes there is some evidence that the subject matter was mastered, that a tentative plan of procedure was set up, and that learning could have taken place.

The written plan aids the supervising teacher to locate weaknesses in the student teacher such as: whether he has mastered the subject matter, has aims clearly in mind, and has planned to meet the needs of



the children. According to the California investigation on the subject, the competent teacher plans cooperatively with students toward the means of achieving educational objectives. He shows flexibility in modifying his plans and procedures to fit with those of the entire school. The Ohio Teaching Record also explains written plans in the eight major questions of the Record.

#### TEACHER MADE TESTS

Teacher made tests may be useful measures of progress, particularly in unit-of-work programs adapted to the maturity and interests of a given group of children for which standardized tests are not suitable. Informal tests of information, specific skills, understandings, and applications may be constructed. These tests should be used to measure understandings and ability; to organize and apply information; to secure evidence of growth; to diagnose weaknesses; to indicate further needs; and to familiarize children with ways of meeting test situations adequately. To recognize appropriate test situations and to devise suitable teacher made instruments in which the test terms - facts, skills, attitudes, understandings - are put in functional settings is a big challenge to recognize. With older children, combinations of essay and objective items are more satisfactory than either type used exclusively. The children may assist in selecting material for a test, after which the teacher should further select and organize.

After the study of a unit of work in history, the following test was given. This test was taken from a student teacher's notebook.

1.  
History Test on Unit of Work

I. Write true if the statement is true, and false if it is not true.

- \_\_\_ 1. A boy served as a page until he was twelve years old.
- \_\_\_ 2. The knighting ceremony was impressive and very important.
- \_\_\_ 3. A falcom was used in hunting wild animals.
- \_\_\_ 4. The lists were level places where tournaments were held.
- \_\_\_ 5. Each serf owned a large tract of land from which he farmed for himself and his lord.
- \_\_\_ 6. Each monk was required to marry a woman from his own people.
- \_\_\_ 7. The monks spent a great deal of their time in worship and prayer.
- \_\_\_ 8. The king started the first schools.
- \_\_\_ 9. Rialto was the center of trade in Genoa.
- \_\_\_ 10. People in the Middle Ages wanted the spices from the East to preserve their food.

II. Answer these questions:

1. What city was the Holy City? \_\_\_\_\_
2. What people had controlled Palestine for many years? \_\_\_\_\_
3. How did the Mohammedans treat the Christian pilgrims? \_\_\_\_\_
4. Who conquered the Mohammedans in Palestine? \_\_\_\_\_
5. How did the new conquerors treat the pilgrims? \_\_\_\_\_
6. To whom did the emperor at Constantinople appeal for help? \_\_\_\_\_
7. Where did the Pope hold a meeting? \_\_\_\_\_
8. What did the Pope ask the people to do? \_\_\_\_\_

9. What was the battle cry of the undertaking? \_\_\_\_\_
10. What sign or symbol was adopted? \_\_\_\_\_
11. When did the first crusaders see the Holy City? \_\_\_\_\_
12. How long had they been on the way? \_\_\_\_\_
13. What did they finally accomplish? \_\_\_\_\_
14. About how long did the crusaders control the Holy City?  
\_\_\_\_\_
15. When did the crusades finally come to an end? \_\_\_\_\_

III. Match the words at the left with the correct definition at the right:

- |                         |  |
|-------------------------|--|
| _____ 1. Monk           | a. weapon of a knight                                  |
| _____ 2. St. Francis    | b. promised never to marry                             |
| _____ 3. Tolls          | c. poor farmer   |
| _____ 4. Peasant        | d. musical instrument                                  |
| _____ 5. St. Benedict   | e. good man who helped other people                    |
| _____ 6. Pope Urban II  | f. man who established rules of monasteries            |
| _____ 7. Noble          | g. burial places of saints                             |
| _____ 8. Page           | h. man who does tricks                                 |
| _____ 9. Fortified      | i. used over moat for protection                       |
| _____ 10. Juggler       | j. rich men who lived in castles                       |
| _____ 11. Lance         | k. man who started the crusades                        |
| _____ 12. Draw-bridge   | l. price all guild members must charge for their goods |
| _____ 13. King Arthur   | m. legendary hero of England                           |
| _____ 14. Lute          | n. strongly protected                                  |
| _____ 15. Lord's Domain | o. young boy who served in a castle                    |

<u>        </u> 16. Mass	p. religious service of monks
<u>        </u> 17. Friars	q. man who did good works during his lifetime and honored after his death.
<u>        </u> 18. Shrines	r. traveling preacher
<u>        </u> 19. Saint	s. land saved for lord's own use
<u>        </u> 20. Just price	t. fee collected by nobles from townspeople

IV. Underline the correct ending for each statement:

1. The knights wore (a) armor made of steel, (b) clothes as we wear, (c) a uniform as soldiers wear today.
2. This period when men promised to work or fight for a lord in return for protection was called the period of (a) barbarism, (b) feudalism, (c) fanaticism.
3. To learn how to be a knight, a boy became a page in a castle at the age of (a) seven, (b) nine, (c) eleven.
4. The second step in becoming a knight was to become a knight's attendant at the age of (a) twelve, (b) fourteen, (c) sixteen.
5. If a young man had served as a page and squire, he could then be a knight at (a) eighteen, (b) nineteen, (c) twenty-one.
6. When not engaged in warfare, the knights took part in tournaments for (a) wrestling contests, (b) sham battles, (c) races.
7. Some towns grew up near monasteries, castles, or at (a) river fords, (b) steel mills, (c) cloth-making factories.
8. Many towns gained their freedom by (a) joining the church, (b) making a money payment to the king or a noble, (c) going

on one of the crusades.

9. The most important building of a town was the (a) cathedral, (b) castle of the noble, (c) monastery.
10. The article which people wanted especially from the East was (a) wheat, (b) iron, (c) spice.
11. Two of the most famous towns of the Middle Ages were (a) Genoa and Venice, (b) Genoa and Jerusalem, (c) Rome and Venice.
12. When the people wanted to buy things for the home they went to a (a) bazaar, (b) city, (c) fair.
13. The merchant guilds were organized in the towns for protection against (a) roving knights, (b) unfair taxes, (c) the Turks.
14. The townsmen had their rights of Government written in (a) a constitution, (b) a charter, (c) a guildhall.
15. Before he could become a guild member, a boy was required to serve an apprenticeship of (a) three years, (b) five years, (c) seven years.
16. A mummer was (a) an actor, (b) a doctor, (c) a dish of meat.
17. A castle was surrounded by a (a) wall, (b) moat, (c) fence.
18. A castle was heated by a (a) stove, (b) fireplace, (c) furnace.
19. A castle was built (a) on a plain, (b) in a valley, (c) on a hill.
20. The nobles liked (a) the movies, (b) ball games, (c) feasting.

V. Give a short definition or meaning of each of these words:

1. Vassal \_\_\_\_\_
2. Gargoyles \_\_\_\_\_
3. Charter \_\_\_\_\_
4. Monastery \_\_\_\_\_
5. Rose Window \_\_\_\_\_
6. Journeyman \_\_\_\_\_
7. Apprentice \_\_\_\_\_
8. Guild \_\_\_\_\_
9. Flying Buttress \_\_\_\_\_
10. Cathedral \_\_\_\_\_
11. Tournament \_\_\_\_\_
12. Pilgrim \_\_\_\_\_
13. Crusade \_\_\_\_\_
14. Caravans \_\_\_\_\_
15. Parchment \_\_\_\_\_
16. Monk \_\_\_\_\_
17. Flail \_\_\_\_\_
18. Manor \_\_\_\_\_
19. Lie Fallow \_\_\_\_\_
20. Serf \_\_\_\_\_
21. Jester \_\_\_\_\_
22. Hawking \_\_\_\_\_
23. Knight \_\_\_\_\_
24. Squire \_\_\_\_\_
25. Minstrel \_\_\_\_\_

VI. Answer fully on the back of your paper:

1. What were the important results of the crusades on the world?
2. Why did the kings and towns unite to overthrow the nobles?

## 2.

## Health Test on Short Unit of Work

The following test was given after the unit study on "Protection Against Unseen Enemies of Health," in which the student teacher helped the children to do some research in giving individual reports about Pasteur and Jenner. This test was taken from a student teacher's notebook.

1. What are two amazing discoveries that Louis Pasteur made?
2. What are five things that we can do to fight against disease germs and disease?
3. What are the three F's in the spread of disease germs?
4. What diseases do the following insects and animals carry?
  - a. rats
  - b. mosquitoes
  - c. flies
5. What did Dr. Edward Jenner discover?
6. List five good health habits for daily use that improve general health.
  - (1)
  - (2)
  - (3)
  - (4)
  - (5)

## Author's Evaluation:

The unit test shows evidence that it is teacher-made, that it

measures the unit-of-work in an objective way, and is adapted to the maturity of a given group of children. There is evidence of diagnosing strengths and weaknesses of pupils in subject matter. Directions are clear, there are different types of items, and the content of the test seems to range from easy to difficult for the group being measured. The multiple choice items seem to be the most valuable of the objective items, the matching type seems to be time-consuming, and the essay type seems to stimulate thinking.

The health test is shorter than the foregoing unit test because it covers a shorter unit of work. There is evidence that it is teacher-made, that it stimulates thinking, measures subject matter covered, and that learning could have taken place.

#### QUESTIONNAIRES

Questionnaires are used to sound student reaction and opinion about a particular subject, person, or thing. They may relate to availability of materials, amount of personal assistance pupils receive, flexibility of plans, relative value of topics studied, adequacy of time provided for different activities, helpfulness of different methods used (panels, resource persons, reports, field trips, films, discussions, committee activities, means of evaluation), dress and appearance, degree to which pupils are stimulated to effort, sense of humor, and so on without end. The kinds of questions asked will and should somewhat reflect the philosophy of teaching held by the teacher. However, no matter how new or ancient are the methods used, there is need to get all the evidence possible on the nature of the climate in the classroom. A teaching procedure is of value only to the degree that it has a desirable



effect on pupils.<sup>9</sup>

Student teachers learn in their courses in human growth and development, teaching methods, mental hygiene, and guidance that they should strive to meet the needs and interests of their pupils. They learn that they must get and keep the confidence of their pupils. They are impressed with the undesirability of mannerisms and ways of doing things that interfere with good pupil-teacher relationships. They come to see that pupils should see in them such qualities as sincerity, impartiality, fairness, friendliness, cheerfulness, and good judgment.

Children may be competent observers. The judgments of children are not to be lightly discarded, especially when they are honestly and fearlessly expressed. Just as the student teacher shares in appraising their growth, so may the children help the student teacher.

The questionnaire used here is an adaptation of one used by a student teacher with a group of children in the sixth grade. It may serve as a sample of what the student teacher may develop for use with children whom she is teaching.

After doing some practice teaching the student teacher could give the following questionnaire.

What Do You Think of Your Teacher?<sup>10</sup>

- |   |                |
|---|----------------|
| 1. Do you think that I have treated you with respect? | Yes ___ No ___ |
| 2. Do you think I have been fair to everyone?         | Yes ___ No ___ |
| 3. Do I give you enough help with your work?          | Yes ___ No ___ |

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9. The Evaluation of Student Teaching, p. 106.

10. Burr, and others, op. cit., pp. 392-393.

4. Do you think I expected or asked too much of you? Yes \_\_\_ No \_\_\_
5. Did I use words that were too big, words that you did not understand? Yes \_\_\_ No \_\_\_
6. Do you think that I do too much of the talking in group work? Yes \_\_\_ No \_\_\_
7. Do you think I ever bluffed you or the group to cover up my not knowing something? Yes \_\_\_ No \_\_\_
8. Do you think that I can laugh at myself when the joke is on me? Yes \_\_\_ No \_\_\_
9. Do you think of me as a person you want to have as a teacher? Yes \_\_\_ No \_\_\_
10. Have you gained something special from my being here? Yes \_\_\_ No \_\_\_
- If you have, what was it?
11. As a teacher, are there things you would like me to do differently? Yes \_\_\_ No \_\_\_
- If so, what are they?
12. Are there any other things you would like to say about my work with you? Yes \_\_\_ No \_\_\_

If there are, please write them here.

In considering such a questionnaire with children, it is essential that they have the choice of whether or not it is to be used. It should be discussed thoughtfully with them in advance of its administration. It should not be presented to the children until the student teacher has explained to them that she really wants their opinions, and that constructive criticisms will help her to be a better teacher.

The critic teacher, director of teacher training, or some other

person may help the student teacher analyze the papers.

#### Author's Evaluation:

In analyzing the papers, for instance, if 20 pupils answered "yes" to question number one and 15 answered "no," the teacher realizes she must analyze herself and do something to change this class attitude. And looking at number six, if 20 pupils answered "yes" and 10 answered "no," she knows also she must try to change this. After analyzing all twelve of the questions, the teacher can get a pretty good picture of what her pupils think of her.

#### GENERAL SUMMARY

The purpose of this study has been a general "round-up" of materials available in the treatment of evaluation problems centering about student teaching.

The writer has attempted to show evaluation as a continuous process, linking efforts of supervisor, student teacher, and children in a concerted pattern, by basing these discussions upon the most reputable writings on the subject.

Likewise, the writer has laid out for inspection samples of prevailing methods employed widely in student teacher evaluation involving the three agents so mentioned. These examples are actual excerpts from life experiences.

In the introduction to this chapter, specific mention was made in regard to the formulation of general objectives and the harmonizing of the same. At this time, it is pertinent to review certain elements to be found in virtually all references consulted in the study. For example: the general objectives for evaluation in student teaching universally

agree on the necessity for adequate, sympathetic conferences between student teacher and supervising teacher and the rapport which must be built up thereby. Self-analysis on the part of the student teacher, as well as on the part of the students under his tutelage, is acknowledgedly an objective of all fine pre-training in teaching.

The formulation of general objectives in the field of evaluation gives evidence of being an area where leading experts are chiefly in accord. However, the impression gained by the writer of this study is that, although major authorities are essentially agreed on the objectives themselves, these same authorities must necessarily bog down on the prospect of attempting to harmonize the objectives. This, to be sure, is a natural consequence when one considers that every student teaching situation involves the human element, and, as such, often becomes well-nigh unpredictable. Hence, where writers in this field may state what may be desirable objectives, still the harmonizing of these desirable objectives into the attainable is a variable equation.

It would be difficult to develop an evaluation program sufficiently adequate to measure the teaching competence of all teachers, since teachers vary so widely; but the techniques, devices, or processes discussed in this chapter may be used to measure ability in general. This is borne out repeatedly in the writer's perusal of the material on the subject.

Rating scales have been brought into the chapter at some length because of their fairly wide use in after-graduation contacts between colleges and school superintendents or teachers' agencies. They have not been advocated by this writer, or by those writers studied, as an infallible guide to the personal element always present during a student's teacher training days in college; they have been presented merely

as existing contacts between the parties mentioned. To date, these rating scales exhibit a decided lack of the personal element, which cannot even be met by an interview between a prospective employer and the young graduating student teacher.

Since this study does not purport to prove any points in this problem of evaluation, it is well to say at this point that any comments entered into, in the course of the chapter are intended merely by way of summation of existing records, reports of authorities, et cetera. The sole intention of the writer is an analysis of available material in the field at this time.

By way of summation, the following instruments of instruction have been presented and evaluated:

#### The Rating Scale:

This scale, widely used in the final evaluation of the student teacher, may serve two purposes. First and most important, it may be used as a check sheet for self-analysis. Second, the scale serves as a supervisory device and measure of achievement. Since a number of individuals (director of student teaching and supervising teacher) are responsible for the success and growth of the student teacher and for a final check for placement files, it seems desirable that any scale used should be somewhat detailed, in order that all who may use it may have a common ground for discussion and evaluation. One of the most important phases of a teacher training program is self-analysis. Only when the student teacher gains an accurate picture of himself, is he in a position to grow professionally.

#### Descriptive Check Lists:

It is preferable to use this device twice, once near the mid-point of the student teaching and again near the end. A comparison of growth can be made after the second usage.

#### Diaries or Logs:

When kept by student teachers, these can be valuable as an aid to self-evaluation and planning. They contain a running account of selected classroom activities in brief summary statements, including particularly significant behavior, important happenings, and methods of completing work.

#### Professional Reading:

This is a means of keeping abreast of the best current theory and practice in education. It is indispensable to the growth of any teacher. The supervising teacher and the student teacher cooperatively will determine the details related to reporting, evaluating, and using professional reading during the student teaching period.

#### Anecdotal Records:

These should prove valuable instruments, through which the student teacher can develop a genuine interest in child study and can succeed in understanding child behavior.

#### Good Planning:

A good program in this respect requires much time and thought for the best teaching and learning to take place. Help in developing competence in self-appraisal should be emphasized.

#### Teacher Made Tests:

Efficient teaching demands a carefully planned testing program throughout the period of instruction. A teacher must be able to devise valid and reliable tests covering the subject matter which he teaches.

#### Questionnaires:

These instruments may be used to sound student reaction and opinion about a particular subject, person, or thing. There is no limit to the kinds of questions that may be asked on a questionnaire, but they should reflect somewhat the philosophy of teaching held by the student teacher. It is also an excellent way to learn what the pupils think of the teacher.

All the factors just mentioned cannot in themselves make a good program. Evaluation, to function properly, must not only employ these procedures, but must also become a part of the curriculum and must receive adequate support from the teacher training institution.

#### After Word

If the description of materials in the field of evaluation gives the appearance, in this study, of going "all 'round Robin Hood's barn" without clinching any particular point or points, it must be repeated that the sole purpose of the thesis was a discovery of available materials of a reputable type, and that the insufficiency of writing in the field was clearly stated. Furthermore, any presentation of these materials must necessarily seem confused in its organization, inasmuch as the factors interacting upon one another cannot be separated from the general mass.

That is to say, problems of evaluation for the student teacher must bring into play both the supervisor's methods of evaluation of the novice and the student teacher's own evaluation of himself. It must also

bring into play the student teacher's evaluation of his pupils, and those same children's evaluation of themselves. It must be concerned not only with whether the children in the classroom are learning through the student teacher's ministrations, but also whether that young beginning teacher is learning within himself just how to teach his students more powerfully to produce. In other words, where certain of the references consulted appear to deal with one phase of the problem and then to shoot off at a tangent concerning another portion of the work, there is no possible way to avoid the appearance of doing the same in this thesis. The entire subject of evaluation here deals with action and inter-action to such an extent that the writer of this study can only hope to show what work has been noted down concretely by reputable authorities to date. This she has done with all the honesty and accuracy at her command.



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APPENDIX



QUEENS COLLEGE<sup>1</sup>  
CHARLOTTE, N. C.

ANALYSIS OF TEACHING QUALIFICATIONS  
(Confidential)

Name \_\_\_\_\_ Subject or Grade \_\_\_\_\_

INFORMATIONAL BACKGROUND	SUPERIOR	GOOD	AVERAGE	INFERIOR
1. Knowledge of subject-matter				
2. Knowledge of educational theory				
3. Knowledge of child psychology				
4. Knowledge of general information				
<b>CLASSROOM PERFORMANCE</b>				
1. Ability to plan her teaching				
2. Ability to present material on pupil's level				
3. Ability to interest and motivate pupils				
4. Ability to evaluate pupil's progress				
5. Ability to differentiate instruction for individual needs				
6. Ability to maintain classroom control				
7. Ability to maintain rapport with pupils				
<b>PERSONAL QUALITIES</b>				
1. Appearance				
2. Voice				
3. General Culture				
4. Vitality				
5. Spirit of cooperation				
6. Emotional stability				
7. Strength of character				

General Recommendations:

Signed \_\_\_\_\_

Date \_\_\_\_\_

Position \_\_\_\_\_

<sup>1</sup> Mulholland, Vester Moye, The Administration of the Undergraduate Program of Teacher Education in North Carolina. Doctor's Dissertation. Chapel Hill, North Carolina: 1946. pp. 505-506.

UNIVERSITY OF NORTH CAROLINA  
Division of Teacher Education

DIRECTED TEACHING RECORD

Name of Student \_\_\_\_\_ Class \_\_\_\_\_

Major Teaching Field \_\_\_\_\_ Minor \_\_\_\_\_

Grade in Which Work Was Done \_\_\_\_\_ No. Pupils in Class \_\_\_\_\_

Please rate this student by placing a check in one of the blank spaces opposite each of the items listed. The words in italics are merely descriptive terms to guide in an understanding of the major items and not separate elements for rating. Use this as a means of passing on your opinion of the student teacher to a prospective employer. A supplementary statement will be helpful.

	Below		Above	
	Poor	Average	Average	Superior
1. APPEARANCE . . . . . Neatness, Appropriateness, Good taste				
2. TEACHING PERSONALITY . . . . . Poise, Resourcefulness, Tact, Dependability				
3. VITALITY . . . . . General Health, Buoyancy, Activity				
4. KNOWLEDGE OF SUBJECT MATTER . . . . . Mastery, Breadth, Background				
5. SELECTION AND ORGANIZATION OF SUBJECT MATTER . . . . . Judgment, Clearness and effectiveness				
6. METHOD . . . . . Mastery of Method, Ability to adjust method				
7. CLASS ACHIEVEMENT . . . . . Progress of class under this person				

		Below		Above	
	Poor	Average	Average	Average	Superior
8. CLASSROOM MANAGEMENT AND DISCIPLINE . . . . .					
Ability to establish good working conditions, Interest and eagerness of class					
9. VOICE . . . . .					
Effective, Well-pitched					
10. EXPRESSIVE ABILITY . . . . .					
Correct oral and written English, Fluent					
11. ATTITUDE TOWARD WORK . . . . .					
Willing to work, Prompt, Diligent					
12. RESPONSE TO CRITICISM . . . . .					
Takes suggestions favorably, Open-minded					
13. INFLUENCE UPON STUDENTS . . . . .					
Develops response, respect, desire to achieve					
14. PROMISE AS A TEACHER . . . . .					
General estimate of probable success					
15. SELF CONFIDENCE . . . . .					

I have had extensive, reasonably adequate, limited, opportunity to observe the work of this teacher under the following conditions:

\_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_

Signature

\_\_\_\_\_

Position

EAST CAROLINA TEACHERS COLLEGE  
Greenville, N. C.

PLACEMENT BUREAU

CONFIDENTIAL REPORT On the teaching of \_\_\_\_\_,  
(name)

\_\_\_\_\_  
(address) \_\_\_\_\_ Quarter, 19\_\_\_\_.

Grade or Subject taught \_\_\_\_\_

This record is intended to give such information as will enable public school officials to obtain a true and just estimate of the student as a prospective teacher.

(Information is generally desired on such qualities as those listed on the margin.)

Personal Appearance:

Personality:

Scholarship:

Teaching Technique:

Work Habits:

Ability to Discipline:

Language Habits:

Professional Attitude:

Remarks:

Type of community or position best suited for \_\_\_\_\_

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Critic Teacher

## ELIZABETH CITY STATE TEACHERS COLLEGE

Name of Student \_\_\_\_\_ Critic Teacher \_\_\_\_\_

Date \_\_\_\_\_

## Rating Sheet for Cadet Teachers

FACTORS FOR RATING	Very High	High	Medium	Low	Very Low
I. Personal and Social					
A. Personal Appearance					
B. General Knowledge and Culture					
C. Tact					
D. Self-Control					
E. Energy					
F. Use of English					
G. Sympathy					
H. Voice					
I. General Personality					
II. Attitude					
A. Towards work					
1. Thoroughness					
2. Promptness					
3. Willingness					
B. Towards Pupils					
C. Towards Teachers in Charge					
III. Mechanics of Teaching					
A. Preparation					
1. Plans Definite, Well-Developed					
2. Knowledge of Material					
a. Text					
b. Supplementary					
B. Procedure					
1. Recitation in General					
2. Questioning Ability					
3. Assigning Technique					
4. Treatment of Student Questions					
5. Ability to Evaluate Material					
6. Making Class Think					
7. Use of Problems					
C. Control of Class					
1. Discipline					
2. Class Cooperation and Interest					
3. Directing of Study					
4. Attitude of Pupils toward Practice Teacher					

PLEASE PUT ✓ IN DESIRED COLUMN

ATLANTIC CHRISTIAN COLLEGE  
RATING SHEET FOR CRITIC TEACHER

STUDENT TEACHER \_\_\_\_\_

SUBJECT AND GRADE \_\_\_\_\_

DATE \_\_\_\_\_ DATE COMPLETED \_\_\_\_\_

CHARACTERISTICS	C	B	B <sup>+</sup>	A-	A	A <sup>+</sup>
	70-74	75-79	80-84	85-89	90-94	95-100
1. Control of subject matter						
2. Care in preparation and plan of each lesson taught						
3. Ability to secure and retain interest of pupils						
4. Appearance and manner before class						
5. Teaching voice						
6. Command of English in talking to class						
7. Ability to meet new situations						
8. Skill as classroom practitioner						
9. Possibilities of future growth						
10. Ability to cooperate						
11. Willingness to cooperate						
12. Professional spirit						
13. Punctuality						
14. General personality						
15. Vitality						
16. Progressiveness						

GENERAL STATEMENT: \_\_\_\_\_

SIGNED: \_\_\_\_\_ Critic Teacher