

CHART I: SPECIFIC CHARACTERISTICS

OF TEACHER PRACTICES

III: TEACHER-PUPIL

III: PROFESSIONAL RELATIONSHIPS

V: COMMUNITY RELATIONSHIPS

	I. ORGANIZATION	For INSTRUCTION	II. ORGANIZATION OF INSTRUCTION	III: TEACHER-PUPIL	III: PROFESSIONAL RELATIONSHIPS	V: COMMUNITY RELATIONSHIPS								
E. INTEGRATION	<p>1. Making a Schedule</p> <ol style="list-style-type: none"> Recognition of schedule contributions to integration. Organization in terms of the child's growth. Relation of subject matter to child growth. Provision for adjustment to child needs and child purposes. Provision for attack on individual and group problems. 	<p>2. Grouping Pupils for Work</p> <ol style="list-style-type: none"> Provision for natural relationships contributory to child growth. Provision for flexible purposeful groupings. Organization based upon contribution to educational purposes. Selection of group by pupil on an objective basis. 	<p>3. Varying Class Hours</p> <ol style="list-style-type: none"> Provision for balanced variety with opportunities for pupil growth in many directions. Integration of subject matter and pupil in meaningful situations. Organization for contribution to growth of individual or group, in specific lines or toward integration. 	<p>1. Setting Up Aims</p> <ol style="list-style-type: none"> Selection of the all-inclusive aim of growth toward integration of selfhood. Selection of aims of individual growth in specific points of integration. Selection of aim of personal growth toward integration of selfhood. Analysis of individual and group needs as basic to aims. 	<p>2. Planning Activities</p> <ol style="list-style-type: none"> Recognition of relationships between activities and pupil growth. Provision for activities that will contribute to educational aims. Selection of activities for their contribution to needs and purposes. Provision for pupil responsibility in selecting and completing work. 	<p>3. Evaluating Pupil Growth</p> <ol style="list-style-type: none"> Evaluation of the educational program in terms of the total growth of the child. Formulation of tentative conclusions based upon consideration of every conditioning factor. Utilization of every available instrument of evaluation. Guidance of the pupil into self-evaluation. 	<p>1. Guiding the Pupil in the Mastery of Skills</p> <ol style="list-style-type: none"> Recognition of the necessity for life situations for purposeful skill mastery. Provisions for life situations and their utilization in learning. Emphasis on mastery of skills that are socially desirable and necessary for pupil responsibility. Provision for pupil-directed practice. 	<p>2. Guiding the Pupils Toward Emotional Adjustment</p> <ol style="list-style-type: none"> Recognition of the necessity for emotional adjustment in an integrated selfhood. Analysis of all conditioning factors and application of psychological principles to the problem. Differentiation and guidance of pupil differentiation between fundamentals and surface behavior, adjustment of school procedures. 	<p>4. Guiding the Pupil into Recognition of and Consideration for the Rights of Others</p> <ol style="list-style-type: none"> Recognition of the necessity for social integration, and utilization of life situations for pupil practice of consideration. Guidance of pupil understanding of human relationships and interdependence, and relation of individual interests to rights of others. Guidance of individual recognition of rights of others, and practice of consideration of pupils. 	<p>1. Utilizing the Possibilities of Professional Group Meetings</p> <ol style="list-style-type: none"> Recognition of contributions of meetings to personal and professional integration. Organization of problems of integration, investigation, contribution of findings, and search for help, from leaders. Initiation of meetings for help of others, voluntary attendance for further integration, cooperation in planning meetings. 	<p>2. Utilizing Supervisory Help</p> <ol style="list-style-type: none"> Provision of opportunities for discussion of fundamental principles of growth. Recognition of need for self-integration, and growth in willingness to discuss problems. Organization of pupil problems of integration for supervisory suggestions as to attack. 	<p>3. Sharing Materials and Ideas with Fellow Workers</p> <ol style="list-style-type: none"> Recognition of the possibilities of growth through sharing. Organization of ways to contribute to the integration of others, known and unknown. Contribution of ideas and plans for others. Search for help in the guidance of others. 	<p>4. Utilizing Available Means for Self-Help</p> <ol style="list-style-type: none"> Recognition of need for guidance for self-help and help in pupil direction toward integration of selfhood. Utilization of all available literature. Enroll ment in classes that offer help on problems of integration. 	<p>5. Contributing to the Integration of the School and the Community</p> <ol style="list-style-type: none"> Vitalization of learning to the point of concerted attack on school problems. Recognition of evidences of community understanding, foresight needs, preparation for concrete help. Utilization of pupil integration and of outside organizations to guide community integration.
D. CREATIVENESS	<ol style="list-style-type: none"> Recognition of need and provision for time for creative activities. Allotment of specific times for creative expression. Provision for activities requiring creativeness. Utilization of psychology in suggesting the desirability of creative expression. 	<ol style="list-style-type: none"> Recognition of the influence of human relationships upon the creative act. Organization based upon individual needs for cooperative effort in creativeness. Freedom of choice for the pupil. Subordination of the form of grouping to creative expression. 	<ol style="list-style-type: none"> Recognition of the necessity for freedom for creative work. Provision for opportunities for creative work. Recognition and encouragement of creative expression. Recognition of the social desirability of creativeness. Provision for appreciation and recognition of creative products. 	<ol style="list-style-type: none"> Selection of the aim of the fullest expression of the inherent possibilities of each individual. Encouragement of creative thinking. Encouragement of and provision for opportunities for creative expression. Guidance from imitation to creativeness. Social recognition of creativeness. 	<ol style="list-style-type: none"> Recognition of the importance of creative expression. Provision for selection from many types of activities requiring creativeness. Stimulation of creative activity and creative thinking. Guidance from imitation to creativeness. Social recognition of creativeness. 	<ol style="list-style-type: none"> Recognition of the inadequacy of objective measurements in measuring the creative act. Creation of evaluation instruments. Evaluation of technique as contributory to creative expression. Recognition and approval of many types of creative expression. Provision for checks on individual contributions to group purposes. 	<ol style="list-style-type: none"> Recognition of the contribution of creativeness to functional skill learning. Guidance of pupils into mastery of necessary skills which contribute to the creative act. Stimulation of creative thinking and of the formulation of creative problems. Guidance from imitative to creative acts as skills become adequate. 	<ol style="list-style-type: none"> Recognition of creative expression as an essential of emotional adjustment. Guidance of creativeness into constructive rather than destructive behavior. Utilization of individual possibilities for guidance into desirable social attitudes. 	<ol style="list-style-type: none"> Utilization of the creative possibilities of pupils in facing daily problems of cooperative living. Guidance of pupils to creative thought and expression in consideration for others. Production of an atmosphere conducive to creative ideas of cooperative living. Guidance to specific ways of consideration for others. 	<ol style="list-style-type: none"> Receptivity to creative ideas of others. Utilization of creative activities, creative variations of ideas, and stimulation of ideas from group meetings. Sharing of creative ideas with others. 	<ol style="list-style-type: none"> Creation of an atmosphere that encourages supervisory help. Creation of forms for help. Organization of problems in creative teaching for supervisory help. Provision of opportunities for supervisor guidance in creative principles. 	<ol style="list-style-type: none"> Creation in others of the desire for and understanding of pupil expression of possibilities. Organization of creative suggestions and sharing in immediate and in wider fields. 	<ol style="list-style-type: none"> Recognition of the value of creativeness, of possibilities for personal growth and pupil guidance in creativeness. Selection of professional literature and enrollment in courses of creative possibilities. Selection and investigation of problems in creative expression. 	<ol style="list-style-type: none"> Creation of a spirit of unity between home and school. Adaptation of community contributions in a creative way. Acceptance and utilization of creative contributions from parents. Analysis of child's creative act for parent.
C. PROBLEM-SOLVING	<ol style="list-style-type: none"> Recognition of and attack on schedule problems. Adjustment to solve instructional problems. Analysis of scientific schedules and adaptation to needs. Recognition of specific pupil needs and adaptation to meet them. 	<ol style="list-style-type: none"> Recognition of the specific values of grouping. Organization based upon the realization of specific aims. Organization based upon objective findings of individual ability and accomplishment. Adjustment to meet pupil needs. 	<ol style="list-style-type: none"> Organization based upon individual or group needs, objectively established. Provision for a balanced variety of attacks upon specific learning problems. 	<ol style="list-style-type: none"> Selection of scientific aims in terms of individual or group growth. Analysis of individuals or group for needs. Expression of function in aims. Guidance of pupils into analysis of needs, acceptance or selection of aims. 	<ol style="list-style-type: none"> Provision for activities that are related to aims previously set up. Provision for activities for the correction of specific difficulties. Provision for graded activities to fit individual differences. Provision of a variety of activities for a specific need. 	<ol style="list-style-type: none"> Evaluation in terms of pupil growth toward the mastery of specific skills and abilities. Evaluation on the basis of aims previously selected. Guidance of pupils into self-evaluation of growth in abilities. Evaluation of both process and product. Objectivity in evaluation. 	<ol style="list-style-type: none"> Analysis of individual and group needs in skills and abilities. Provision for pupil initiative in attacking problems. Guidance in selection of and attack on pupil problems. Provision of scientific practice materials for pupil self-help. 	<ol style="list-style-type: none"> Recognition of individual maladjustments and analysis for causes. Adherence to impersonal attitudes in attacking problems. Organization from pupil interests to a movement toward adjustment. Organization for a long-time attack on the problem. 	<ol style="list-style-type: none"> Selection of specific situations in which pupils may be expected to consider others and guidance in planning procedures for those situations. Shift of responsibility for care of property and of consideration for others, from teacher to pupil. Organization of specific standards of social behavior. 	<ol style="list-style-type: none"> Recognition of specific values which may come from meetings. Initiative in suggesting specific types of meetings and organization of problems for discussion. Cooperation in giving specific contributions to the program. Organization of basic problems and underlying causes, for attack in conference. 	<ol style="list-style-type: none"> Analysis of specific needs, organization of problems, request for joint attack on them. Selection and suggestion of form in which supervisory help would be most functional. Organization of specific pupil problems for supervisory attack. Organization of basic problems and underlying causes, for attack in conference. 	<ol style="list-style-type: none"> Analysis of specific needs of fellow-workers, and sharing of tested materials and ideas. Analysis with fellow-workers of materials and ideas shared. 	<ol style="list-style-type: none"> Recognition of specific needs. Selection of materials for self-help in regard to studied opinion as to their contribution to aims. Analysis of personal growth in personally and objectively. Selection of specific personal problem and organization of method of attack on it. 	<ol style="list-style-type: none"> Analysis of school and community relationships for adjustment of misunderstandings. Acceptance of responsibility for patron understanding of school practices, analysis of situation and attack on problem. Utilization of child understanding and interpretation for home understanding.
B. AWAKENING	<ol style="list-style-type: none"> Recognition of the theoretical disadvantages of fixed schedules. Adjustment to meet temporary needs. Elimination of the schedule rather than adjustment. Recognition of the existence of both child and subject matter needs, but inability to provide for them simultaneously. Inability to relate form and function. 	<ol style="list-style-type: none"> Recognition of the value of group work. Organization for immediate needs. Organization for form but not for function. Organization without foundation of basic principles. 	<ol style="list-style-type: none"> Recognition of possible values in a variety of class hours. Organization based upon practices of others. Improvement in form but not in function. Recognition of, without provision for, learning-learner relationships. Organization without understanding basic principles. 	<ol style="list-style-type: none"> Recognition of desirability of aims beyond those of textbook or subject matter. Selection of aims from tested though of others. Failure to see basic principles in worthy educational aims. Failure to guide pupils into understanding and acceptance of aims. 	<ol style="list-style-type: none"> Recognition of the value of activities beyond the textbook. Organization of activity for activity's sake. Improvement of form but not of function in planning activities. Failure to provide for relationships between activities, and of activities to aims. 	<ol style="list-style-type: none"> Evaluation on the basis of standards found desirable by others. Consideration of child growth but with no provision for its evaluation. Consideration of either process or product but failure in complete evaluation of either. Failure to evaluate desirable activities required by teacher. 	<ol style="list-style-type: none"> Recognition of needs, but utilization of a negative approach. Relation of practice to mastery rather than to function. Organization of child problems but failure in guidance toward a solution. 	<ol style="list-style-type: none"> Recognition of the importance of emotional adjustment. Recognition of the problem of a maladjusted individual, without consideration of a solution. Indulgence in practices that encourage maladjustment. Provision for immediate but not permanent solutions of the problem. Dependence upon emotional attacks. 	<ol style="list-style-type: none"> Recognition of the possibility of receiving help. Recognition of need for help on small problems, but not on fundamental. Sharing the form, but failure in interpretation of the meaning of materials and ideas. Initiation of request for help on small problems or on problems which are not clearly defined. Consideration of form and not of inherent difficulty. 	<ol style="list-style-type: none"> Recognition of the desirability of attendance but failure to make effort to attend. Attendance because of opinions of others. Contributions of small questions but neglect of major problems. Failure to understand the functions of group meetings. 	<ol style="list-style-type: none"> Recognition of the possibility of receiving help. Recognition of need for help on small problems, but not on fundamental. Sharing the form, but failure in interpretation of the meaning of materials and ideas. Initiation of request for help on small problems or on problems which are not clearly defined. Consideration of form and not of inherent difficulty. 	<ol style="list-style-type: none"> Recognition of the desirability of sharing. Sharing without understanding the needs of others. Sharing the form, but failure in interpretation of the meaning of materials and ideas. Initiation of request for help on small problems or on problems which are not clearly defined. Consideration of form and not of inherent difficulty. 	<ol style="list-style-type: none"> Recognition of the desirability of professional improvement. Organization of plans because of plans of others. Recognition of weaknesses of past procedures. Failure to carry out desirable plans. 	<ol style="list-style-type: none"> Recognition of the need or integration. Neglect of opportunities of leading parents into the recognition of a forward movement in education. Failure to act until action is suggested by others.
A. PASSIVITY	<ol style="list-style-type: none"> Dependence upon authority for adjustment of solution of problems. Recognition of subject matter, not pupil needs. Consideration of form, not function. Acceptance of a prepared schedule without consideration of value. Shift of responsibility to others. 	<ol style="list-style-type: none"> Organization for mass instruction only. Organization based upon artificial considerations. Adjustment only upon requirement. Organization based upon subject matter, not pupil, needs. Consideration of fixed standards. Organization for permanence rather than growth. 	<ol style="list-style-type: none"> Organization for formal recitations only. Variation only upon requirement. Repetition. Dependence upon textbooks. Subordination of function to form. Failure to consider pupil interests and needs. 	<ol style="list-style-type: none"> Omission of aims. Overemphasis on a selected group of aims. Failure to clarify aims. Limitation of aims to subject matter. Acceptance of aims set up by authority. Failure to recognize more than the form of aims. 	<ol style="list-style-type: none"> Provision for repetition not variety of activities. Provision for too little pupil activity. Acceptance of textbook activities. Provision for activities without relation to aims. Failure to provide for pupil interests and pupil needs. 	<ol style="list-style-type: none"> Omission of evaluation. Evaluation upon requirement. Evaluation according to a textbook requirement. Evaluation upon inconclusive bases and subjective opinion. Evaluation of end-products and not processes. Failure to evaluate pupil growth. 	<ol style="list-style-type: none"> Failure to recognize needs and to provide for skill mastery. Organization for drill upon requirement only. Failure to relate activities to individual needs. Consideration of improved product rather than pupil needs. Emphasis on text book drills. Failure to relate practice to standards or objectives. 	<ol style="list-style-type: none"> Failure to recognize emotional difficulties. Dependence upon authority for solution of emotional problems. Recognition of conditions but failure to seek causes. Consideration of personal reaction rather than pupil needs. Failure to act except by requirement. 	<ol style="list-style-type: none"> Failure to note instances of lack of consideration. Failure to set the example or consideration of others, or to set up ideals of consideration. Organization for subject matter, not social behavior. Acceptance of end-products without consideration of processes. 	<ol style="list-style-type: none"> Attendance only upon requirement. Precedence of outside interests over professional interests. Failure to take part in discussions. 	<ol style="list-style-type: none"> Failure to ask for help, or to respond to suggestions instead of requirements. Failure to face problems with the supervisor. Consideration of teaching, but not of the child. Consideration of the product, but not of the process. 	<ol style="list-style-type: none"> Failure to read or enroll for classes except on requirement. Acceptance of education as completed when requirements are met. Subordination of professional interests to personal interests. Establishment of a careless or a negative attitude toward professional improvement. Absence of professional purpose in reading. 		