Section: 1
Appointment of Faculty
(Management Point of View)

WHAT IS TO BE CHECKED WHEN APPOINTING A NEW TEACHER

Following suggestions are offered to be checked while appointing a new teacher:

1. **Dress.** He / She should be appropriately dressed. His / Her choice of clothing tells a lot about him / her, and as they say, you don't get a second chance to make a good first impression. Women should dress tastefully. That means no shorts, halters, cutoffs, miniskirts, etc. **One should look professional**. If they have any visible body parts other than their ears that are pierced, check that particular object has been removed. Also, check tattoos that they are not visible. Men should wear a nice pair of pants, and shirt and tie. Polished shoes are a good idea and say a lot about him. Make sure that they are not wearing any sneakers and be careful about jeans **(NO JEANS)**. The body piercing and tattoo advice goes for the men also.

2. **Speech.** Many times interviews that are otherwise excellent crash and burn because the interviewees mispronounce words, speak much too fast, and use expressions such as "like" as a form of punctuation. A big mispronunciation problem involves words that begin with "pre" or "pro." They are often pronounced as if they began with "per." For example, "prescribe" is pronounced "PREscribe" not "PERscribe." Check carefully for pronunciation of interviewees.

3. **Portfolio.** Check for documentation of any work they have done with children, or in teaching, even if it's not a similar population or age range. Make sure the portfolio is not overly complicated. That means it's easy to read and understand. Organization is everything. Also, make sure they have carefully checked all spelling and grammar. An alternate way is to ask for an "electronic portfolio" such as a flash drive, CD, or DVD which the interviewees might be carrying with them.

4. **Technology.** Check wheather they have brought appropriate samples of their technology skills - graphics design, presentation software, word processing, etc. It is their duty to let the interviewer know what they with them, and make sure to check they do not offer to show them unless asked to do so.

5. **Territory.** Check wheather the interviewees know about our organization, which can be easily checked through the Institute's website.

6. **Money.** Remember that interviewee is not stupid enough to ask for the salary pakage during the initial interview. If they mention any thing about salary during initial interview give a noting on their Bio-Data.

7. **Philosophy.** Check wheather the candidate is able to defend his / her philosophy of education. It is pertinent to mention here that too often, education majors memorize buzz words, clichés, and so-called wise sayings they picked up in their programs. Any experienced administrator will see through this in a heartbeat. Know what you believe and why you believe as you do. If you're unsure, practice out loud and have someone give you feedback.

8. Cheerfulness. Cheerfulness is one of the personal qualities of a teacher. Before the teacher opens his/her month in the class and starts actual instruction, the students have been forming an opinion about the teacher based on his/her bearing, cheerfulness and pose. His/her uprightness in and outside the class is watched and admired by the students as they symbolise him/her and try to emulate and they get inspired.

9. Enthusiasm. Enthusiasm is very important as it happens to be an infection one. If an Instructor at any time has to deal with a dry subject he must conceal his lack of interests. Similarly he must not be over enthusiastic over certain topics as that would give a wrong notion to the student as to the importance and significance of the topic.

10. Attitude. A teacher, at any point of time in or outside of the class room, has to be in positive frame of mind and this quality is required to be passed on to the students while interacting with them in order to train them on a right path with positive frame of mind. A teacher is basically not only a teacher but also a friend and a guide to his students. The learners should have confidence in their teacher and should not hesitate to approaching for his mature advice for any difficulty they experience. The teacher should not try to be familiar as there is always a respectable distance between a teacher and his students. He should avoid passing sarcastic remarks and gaining cheap popularity by introducing any cheap humour.

11. Mastery. Check wheather the interviewees are as current as possible on educational books and research, especially if they have an area of specialization. They should be able to explain in clear, unambiguous language why the content they would teach is important. They also have to convey a sense of mastery of the content, regardless of the level at which they are seeking a position. Movement material to be added.

12. Management. Check if they have a discipline/classroom management system ready when they come in for the interview. Know how it works, be able to explain it, why they've chosen it, and why they think it will be effective. If, for example, they believe in assertive discipline, be able to articulate why they believe it results in desirable outcomes.

13. Odds and Ends. Most principals look for teachers they believe will be effective in the classroom AND be good team players. They must communicate to the interviewer that they can be both. The last thing a principal wants is a new teacher who will cause him headaches, need constant reassurance, take up his valuable time solving trivial problems, or who has poor parent relation skills. In your interview, make sure that they must communicate to the principal that they will not cause him headaches, need constant reassurance, etc. It is a temperament thing, so make sure that they know how to read people, speak clearly and directly, they should not be afraid to look the principal in the eyes, ask relevant questions, and thank him for the opportunity to be interviewed.

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Section: 2
General Guide Lines For Teachers

TEACHING AND VALUES

College professors are paid to teach, and at times, when appropriate, render opinions on thorny questions that they ostensibly have pondered and given due consideration. In that vein, a persistent question that always comes up in both graduate and undergraduate courses concerns whether values can be taught, and if so, whether it should be the intention of colleges to consciously teach them. It is a curriculum question that has few easy answers. The answers, such as they are, to these questions are perhaps not so much about truth as they are about opinions, preferences, and wants and needs.

Social studies which was a part of the curriculum in school life for the purpose of helping students understand human interactions that occurred in the past, are occurring now, and that are likely to occur in the future. The reason for these understandings is to help students develop and nurture values that will make it more likely that they will be able to determine for any situation what the right thing is and do it, especially when doing the right thing is hard to do. It is about decency, respect, and honor. This is not a difficult idea to understand, but it can take a lifetime to appreciate.

So for what it's worth, here is my take on values **(it may differ from person to person)** First, I believe that although there are values that most people agree upon, there is also a personal dimension of values that is virtually unknowable, and perhaps even indescribable, because in the end, values are ultimately intensely internal, and therefore personal.

For me, the most useful definition for a value that I know is that a value is a condition that a person prefers to the extent that he is willing to make sacrifices if necessary to obtain that condition. A value, by definition, is important. I believe that for a person to have internalized and accepted a value, that person must, of necessity have some experience, even vicariously, of the absence of the conditions suggested by the value.

For example, if a person values "cleanliness," it means for me that the person prefers a condition of cleanliness, and further, that he has some experience with conditions of uncleanliness. It is the preference that is important, and the willingness of the individual to make some sacrifice to obtain it.

As human beings, we all value safety. Regardless of what that word means on an individual basis, it is obvious that we prefer conditions where we feel safe.

So we talk a lot about teaching or not teaching values. Regardless of where you come down on this, it is obvious that values are learned. They are not passed on from parents to children in the form of DNA. However, it does not necessarily follow that if they are learned, they must have been learned as a result of deliberate teaching. The consequences of our value systems are not understood in abstractions but in deeds. Everywhere we look, the consequences of our values surround us. To remind us of them, and to chronicle them, they are chiseled in marble and inscribed in historical, civil, and religious documents.

They are a part of education and are infused into the culture, and all are not positive. We all

hold that honor, trust, integrity, justice, freedom, honesty and duty are among the important values for children and adults to have. However, there is no way to know for sure whether anyone has a particular value unless there is some observable evidence of an action or deed that exemplifies the exercise of the value. Just asking someone if he values honesty is inadequate. Of course, who would dare say he does not value honesty? But saying you value honesty and actually being honest are very different things.

Values are intimately connected to motives. These connections are complex and ultimately personal, and therefore not completely understandable. They are connected to our sense of wants and needs, and I believe that they need not be justified to be valid. For example I want a red car because I want it. I do not have to go any further than that. Needs are derived from wants. Values are the context, the cognitive and emotional matrix that is different for each human being, but which provides enough generality to have universal applications. I believe that each human being, touching another through common values, can change, and even improve the world. However, when values and value systems collide, the worst potentials of man are often realized.

I am of the opinion that we can't really "teach" values as we do other parts of the curriculum, but we can and should help our students develop values through our own behaviors and modeling. The purpose of this is the belief that a clearly defined and meaningful set of values will help them, in the years to come, to do the right thing, especially when doing the right thing is hard. When they have the values they need, they will understand that there is a cost associated with them, and they will be prepared to pay it. They will know what to do and have the ability to do it.

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TIPS ON BECOMING A TEACHER

It is absolutely true that some people, from the time they are in first grade, know they want to be teachers. For others, the idea to become a teacher can be a sudden insight, or a feeling that ferments for years in some remote corner of their consciousness. Regardless of where the idea comes from, for many, the images associated with becoming a teacher are compelling. However, as is often the case in life, the differences between images and reality can be stark, unsettling, and disappointing. Current uncertainties in the American, as well as world economies only serve to exacerbate the differences. This reality is the reason for this page.

We all know that as the “Baby Boomers” retire and leave teaching in large numbers over the next ten years, probably more than a million new teachers will be needed to replace them, let alone hundreds of thousands needed to keep pace with the anticipated growth of student populations, the current world-wide recession notwithstanding. Perhaps you will be one of these new teachers Perhaps not.

The current world-wide recession as of February 2010 has had some impact on Institute systems hiring new teachers. In some areas there are hiring freezes, increased class sizes and cuts in courses offered, all of which affect hiring. This situation likely won’t last more than a few years, and teachers will be hired, but probably at a much slower pace, affected possibly by the decisions of older teachers to stay longer in teaching than they originally planned. My advice is to hang in there, and be patient.

For lack of a better way to say it, this page is about some basic teacher-things. For sure, not every person who wants to be a teacher should be a teacher. There is a vast gulf between the ideal of teaching and the reality of the classroom. Teaching probably won’t make you rich, and, to be sure, no one should make any career decision without gathering as much information as possible. Tips on becoming a teacher is a start.

Make no mistake; teaching is like no other profession. As a teacher, you will wear many hats. You will, to name but of a few of the roles teachers assume in carrying out their duties, be a communicator, a disciplinarian, a conveyor of information, an evaluator, a classroom manager, a counselor, a member of many teams and groups, a decision-maker, a role-model, and a surrogate parent. Each of these roles requires practice and skills that are often not taught in teacher preparation programs. Not all who want to be teachers should invest the time and resources in teacher training or teacher preparation programs if they do not have the appropriate temperament, skills, and personality. Teaching has a very high attrition rate. Depending on whose statistics you trust, around forty percent of new teachers leave teaching within the first five years. It is obviously not what they thought it would be. One thing for sure, it’s about more than loving kids.

Make no mistake; as a teacher, your day doesn’t necessarily end when the Institute’s bell rings. If you’re conscientious, you will be involved in after Institute’s meetings, committees, assisting students, grading homework, assignments, projects, and calling parents. All these demand some sacrifice of your personal time. If you’re committed to excellence as a teacher, it’s a sacrifice you can live with. If not, you will be uncomfortable at best.

Teacher training and teacher preparation programs exist in every state, as well as in various forms of courses and degree programs, and the requirements vary. You will have many options from which to choose. Choose wisely. My own advice is to select a program that offers a rich and solid foundation of courses, regardless of whether you intend to teach at any level. I believe that no teacher education program, including the one in which I teach, can actually teach you how to teach. Rather, what we do is get you ready to learn how to teach, and that takes place on the job. My advice is to choose a program that offers a rich balance of subject matter content courses and pedagogy, including clinical experience in all its forms. You are learning both skills and understandings in any teacher education program. Practice those skills as perfectly as possible, and strive each day to deepen your understandings of the concepts, theories and generalizations that you encounter. By doing so, you will build a solid foundation for learning how to teach once you become employed, and, you will be a better teacher.

From my own teaching experience and from discussions and teaching many hundreds of teachers and thousands of teacher education students, there emerge common threads of understanding and skill that good teachers weave into an effective personal style of teaching. Assess your own knowledge and values in terms of your thoughts about the following:

Good teachers:

a. *are good at explaining things.* Do you like to explain how something works, or how something happened? Being comfortable with explaining content to students is an essential skill for teachers, regardless of the subject or grade level.

b. *keep their cool.* There will be times when you will be tempted to scream or yell at your students, other teachers, parents, administrators, and so on. Good teachers are able to successfully resist this urge.

c. *have a sense of humor.* Research has consistently shown that good teachers have a sense of humor, and that they are able to use humor as part of their teaching methods. Humor, used properly, can be a powerful addition to any lesson.

d. *like people, especially students in the age range in which they intend to teach.* Most teachers choose an area of specialization such as elementary education, special education, secondary education, or techanical education because they have a temperament for students in those age ranges.

e. *are inherently fair-minded.* They are able to assess students on the basis of performance, not on the students' personal qualities.

f. *have "common sense."* It may sound a bit corny, but good teachers are practical. They can size up a situation quickly and make an appropriate decision. Whether managing a classroom, leading students on a field trip, seamlessly shifting from one instructional procedure to another, assigning detentions, supervising an intern, or dealing with policy and curriculum issues in the Institutes, there is no substitute for common sense.

g. *have a command of the content they teach.* For general school teachers, that means having knowledge of a broad range of content in sufficient depth to convey the information in meaningful ways to the students. But for professional Institue's teachers, it usually means having an in-depth command of one or two specific content areas such as Electronics, CAR etc.

h. *set high expectations for their students and hold the students to those expectations.* If you are thinking about becoming a teacher, you should set high expectations for yourself, and demand excellence not only of yourself, but your students as well.

i. *are detail oriented.* If you are a disorganized person in your private life, you will find that teaching will probably be uncomfortable for you. At the very least, teachers must be organized in their professional and teaching duties. If you're not organized and are not detail oriented, teaching may not be the best choice of a profession for you.

j. *are good managers of time.* Time is one of the most precious resources a teacher has. Good teachers have learned to use this resource wisely.

k. *can lead or follow, as the situation demands.* Sometimes, teachers must be members of committees, groups, councils, and task forces. Having the temperament to function in these capacities is extremely important. At other times, teachers assume leadership roles. Be sure you are comfortable being a leader or a follower, because sooner or later, you will be called on to function in those roles.

l. *don't take things for granted.* This applies to everything, from selecting a college or school of education to filing papers for certification. Good follow-through habits should be cultivated throughout life, but they are never more important than during your teacher education program. Read the catalog, know the rules, be aware of prerequisites and meet deadlines. In one sense, you don't learn to teach by getting a degree and becoming certified. You learn to teach in much the same way you learned to drive — by driving. You learn to teach by teaching, by making mistakes, learning from them and improving. The purpose of a teacher education program is to get you as ready as possible to learn how to teach by subjecting you to a variety of methods and experiences that have a basis in tradition and research.

m. *have some "hard bark" on them.* Take it from me as a teacher in both public schools and at the university level, that you need some hard bark in order to survive let alone thrive

John Russell, the name of the character played by Paul Newman in the 1967 movie "Hombre," was told, in the latter part of the film by a man he had just shot in order to protect a group of innocent, yet cowardly people, "Mister, you've got some hard bark on you." Indeed he did, because he was both physically tough and tough minded. He was also realistic, honest, fair, and understood that sometimes doing the right thing involves risk. There is a lesson in all of this for education students.

Without a doubt, young men and women entering the teaching profession today need to have some "hard bark" on them. If they don't, the small wounds inflicted by dealing with the

everyday problems of teaching, disciplining, planning, counseling, dealing with administrators, colleagues, parents, and so on, mount up. If they're easily wounded by disappointment, rudeness, and even unfairness, they won't last because these things happen, and nothing will change that.

All of these qualities define some of the characteristics of good teachers. If it is not your goal to become a good teacher at the very least, perhaps thinking about the above will help you see other career alternatives. A good idea, when first making such a decision, is to talk to teachers. Find out what they do, and what led them into teaching. Do a personal inventory of your own values, personality, preferences and goals. But, whatever you do, don't go into teaching simply because you love kids!

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“WHY I CHOSE TEACHING AS A CAREER”

(A guideline for both management and teacher)

Men and women in teacher preparation programs, in addition to about a hundred other things they are required to do, almost without exception have to write a statement that describes why they want to be teachers. Some colleges call this the **“why I chose teaching as a career”** statement. Regardless of what it’s called, the statement is really about the student’s ability to describe the reasons for his or her choice, and sometimes, that’s not an easy thing to do.

In many colleges and schools of education, this statement is included with the application for student teaching. In my role as adviser, I have read and edited many hundreds of such statements. It is obvious that education students sometime struggle to explain themselves and their choices, and often compose awkward statements they believe are what the readers want. It can be stressful and frustrating.

The statement below contains grammatically correct, substantive information that conveys, in a generic sense, what many education students try to express. If appropriate, use it for your own purposes, making the personal modifications you believe are necessary. **I used the pronoun “he” in the statement only as a device. The use of “he” is certainly not meant to diminish women who might use the statement, but only to avoid awkward he/she verbiage. Please substitute the feminine pronoun “she” as appropriate.** Notice that nowhere in the statement below does it say education was chosen as a career because of “loving kids.” The reason? That is one of the most overworked, and increasingly meaningless phrases in the profession

Why I Chose Teaching as a Career(Text to upgrade your knowledge being a teacher)

When one makes a decision about the work he will do in life, it is important that the decision be based on criteria that reflect his personal values, temperaments, experiences, and skills. My choice of teaching as a career was not made lightly; rather, it was the culmination of a process of reflection about what I wanted to do with my life and my education.

When I was a student in elementary, middle, and high school, as well as in college, I found myself paying attention to not only what was being taught, but also to how my teachers actually taught the lessons. It seemed to me then, and still does, that most of my teachers enjoyed what they were doing. Too young, and with no real context as an elementary school student to appreciate what my teachers personally derived from what they were doing, it wasn’t until middle school that I began to think that I might want to be a teacher. Slowly at first, then more quickly, and with increasing clarity and depth, I began to visualize myself as a teacher.

The great teachers I have had throughout my education are my heroes and my role models. I began to understand more fully in high school and throughout my time as a college student that great teachers had skills I wanted to learn. I wanted to excel at the things in which they excelled, but I also experienced teachers who were not effective, and they too taught me something. From them I learned what I would not do or even try when I would someday become a teacher. *I fully realized that to be a teacher is truly a calling of not just the mind, but the heart as well.*

I saw that the great teachers were good at explaining content, were patient, yet firm with students, were always fair, set high expectations, knew how to motivate us, and used humor appropriately. They were excellent communicators who had a command of the subject-matter content they taught. I wanted to be like them, to be able to do what they could do, and yet I understood that I would have to forge my own style of teaching that would draw on my strengths, knowledge, skills, values and experiences. I have arrived at that point in my preparation, fully realizing I still have much to learn.

I have chosen education as a career because I believe that education is perhaps the most important function performed in our culture, or for that matter, any culture. I believe that teachers individually and collectively can not only change the world, but improve it, and in the process find personal and professional renewal. I want to be part of this noble profession, and someday to be counted among those in whom future preservice teachers found inspiration.

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QUICKIES ON WHAT WORKS IN TEACHING

Teachers, especially new teachers, are always on the lookout for ideas and practices that actually work and are not just passing “fads.”. In the course of a career as a teacher, you will discover many things that work for you, but maybe not for your fellow teacher down the hall. You will also, if you get really good at teaching, invent things that work, and that is what this little page is all about — what works.

Not everyone agrees on the most effective ways to teach content to all children or to motivate them. Much depends on variables over which the teacher has little, if any control. However, there are a number of principles that have nearly universal agreement. Below are a number of these.

Reading

When reading is taught by someone who reads a lot, and who has skills in both whole language and phonetics instructional techniques, student achievement in reading increases significantly.

Children are more likely to derive meaning from a reading assignment if the teacher precedes the lesson with background information about the topic and follows it with discussion.

When students work in a cooperative learning situation that involves reading, possibilities exist for increases in self-esteem and the responsibility they take for their own work.

When students hear good readers read, and when the teacher encourages students repeatedly to read passages aloud, they are more likely to become good readers.

Writing

An effective way to teach writing is to teach it as a process of brainstorming, composing, revising, and editing.

Having a clear sense of purpose for any writing assignment helps students become more interested in writing and the quality of their writing.

Children learn vocabulary better when the words they study are related to familiar experiences and the knowledge they already possess.

Student Motivation

When teachers explain exactly what students are supposed to learn and demonstrate the steps needed to accomplish a particular academic task, students learn more.

Student understanding increases and achievement rises when teachers ask questions that require students to apply, analyze, synthesize and evaluate information in addition to simply recalling facts.

When teachers set high expectations for students, communicate those expectations to the students and hold the students to them, student achievement rises.

Students are more motivated if they perceive value in what they are supposed to learn

When students connect success to personal effort, rather than ability or luck, they are more likely to be motivated to learn.

Older children are more extrinsically motivated and are more likely to engage in appropriate activities to get a good grade.

Inappropriate or indiscriminate use of extrinsic rewards has a long-term negative effect on student motivation to learn.

There are, of course, hundreds of other little gems about teaching and motivating students that could be added here. Those above represent only a small portion of what teachers have found to be effective. One caveat must be mentioned. Sometimes, a teaching method that works for one teacher will not work for another. The reason has to do with temperament and personality. It's perhaps not so much to do with the mechanical components of the method as much as the way they are implemented.

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THINKING SKILLS VOCABULARY AND DEFINITIONS

Many, both within, and outside education, disagree whether thinking skills can be taught. Perhaps they are correct, but there is no question whatsoever that thinking skills are learned. Human beings are not born with not much more than rudimentary thinking skills. Thinking skills are one of the most important, yet inadequately implemented areas of the curriculum. Certainly a part of helping students develop and improve their thinking skills is connected in some significant way with challenge and discovery. However, it is often the case that what works in a given situation may not work at all in another, different situation. The variables related to thinking skills are themselves quite formidable. Having both developed and taught thinking skills courses at the undergraduate and graduate level, perhaps a good way to begin is to start with the fundamentals, so...

The vocabulary below and the definitions are intended to help the prospective teacher sort out the various thinking skills and terminology associated with curriculum and instructional decision making. When preparing lessons, almost without exception, good teachers seek to help students acquire thinking skills that relate to the content of the lesson and, if possible, extend beyond it. Something to remember is that if your students aren't **thinking** about what you're saying or doing, you are not communicating effectively. Good teachers have always known this and use this principle to engage, motivate and keep the attention of their students. The outcome is invariably genuine learning.

The vocabulary below can help you sort out some of this so that it makes sense to you.

PART I: GLOBAL TERMS

Thinking - thinking refers to the process of creating a structured series of connective transactions between items of perceived information(my own definition).

Metacognition - metacognition refers to awareness and control of one's thinking, including commitment,attitudes and attention.

Critical thinking - critical thinking refers to reasonable, reflective thinking that is focused on deciding what to believe or do. Critical thinkers try to be aware of their own biases, to be objective and logical.

Creative thinking - refers to the ability to form new combinations of ideas to fulfill a need, or to get original or otherwise appropriate results by the criteria of the domain in question.

PART II: SPECIFIC TERMS

Activating prior knowledge: recalling something learned previously relative to the topic or task

Analyzing skills: core thinking skills that involve clarifying information by examining parts and relationships.

Attention: conscious control of mental focus on particular information.

Attitudes: personally held principles or beliefs that govern much of one's behavior.

Classifying: grouping entities on the basis of their common attributes.

Commitment: an aspect of knowledge and control of self that involves a decision to employ personal energy and resources to control a situation.

Comparing: noting similarities and differences between or among entities.

Composing: the process of developing a composition, which may be written, musical, mechanical,or artistic.

Comprehending: generating meaning or understanding.

Concept formation: organizing information about an entity and associating the information with a label (word).

Conditional information: information about the appropriate use of an action or process important to a task.

Core thinking skills: cognitive operations used in thinking processes.

Creative thinking: original and appropriate thinking.

Critical thinking: using specific dispositions and skills such as analyzing arguments carefully, seeing other points of view, and reaching sound conclusions.

Curriculum: a structured series of intended learning outcomes.

Decision making: selecting from among alternatives.

Declarative information: factual information.

Defining problems: a focusing skill used in clarifying puzzling situations.

Disposition: inclinations to engage in some types of behavior and not to engage in others. Certain dispositions are associated with critical and creative thinking.

Elaborating: adding details, explanations, examples, or other relevant information from prior knowledge.

Encoding skills: remembering skills that involve storing information in long term memory.

Establishing criteria: setting standards for making judgments.

Evaluating (as applied to metacognition): assessing one's current knowledge state.

Evaluating skills: core thinking skills that involve assessing the reasonableness and quality of ideas.

Executive control: evaluating, planning, and regulating the declarative, procedural, and conditional information involved in a task.

Focusing skills: core thinking skills that involve selected to selected pieces of information and ignoring others.

Formulating questions: an information-gathering skill that involves seeking new information through inquiry.

Generating skills: core thinking skills that involve producing new information, meaning, or ideas.

Identifying attributes and components: determining characteristics or parts of something.

Identifying errors: disconfirming or proving the falsehood of statements.

Identifying relationships and patterns: recognizing ways elements are related.

Inferring: going beyond available information to identify what may reasonably be true.

Information-gathering skills: core thinking skills that involve bringing to consciousness the relevant data needed for cognitive processing.

Integrating skills: core skills that involve connecting or combining information.

Knowledge and control of process: a component of metacognition that involves executive control of declarative, procedural, and conditional information relative to a task.

Knowledge domain: a body of information commonly associated with a particular content area or field of study.

Metacognition: a dimension of thinking that involves knowledge and control of self and knowledge and control of process.

Mnemonics: a set of encoding strategies that involve linking bits of information together through visual or semantic connections.

Observing: an information-gathering skill that involves obtaining information through one or more senses.

Oral discourse: talking with other people.

Ordering: sequencing entities according to a given criterion.

Organizing skills: core thinking skills that involve arranging information so that it can be used more effectively.

Philosophic tradition: an approach to studying thinking that focuses on broad issues about the nature and quality of thinking and its role in human behavior.

Planning: developing strategies to reach a specific goal; delineation of end-means relationships.

Predicting: anticipating an outcome based on the use of one's personal knowledge.

Principle formation: recognizing a relationship between or among concepts.

Problem solving: analyzing a perplexing or difficult situation for the purpose of generating a solution.

Procedural information: information about the various actions or processes important to a task.

Psychological tradition: an approach to studying thinking that focuses on the nature of specific cognitive operations.

Recalling skills: remembering skills that involve retrieving information from long-term memory.

Regulating: checking one's progress toward a goal.

Rehearsal: an encoding strategy that involves repeated processing of information.

Remembering skills: core thinking skills that involve conscious efforts to store and retrieve information.

Representing: changing the form of information to show how critical elements are related.

Research: conducting inquiry for the purpose of confirming or validating one or more hypotheses.

Restructuring: changing existing knowledge structures to incorporate new information.

Retrieval: accessing previously encoded information.

Schemata: knowledge structures associated with a specific state, event, or concept

Self-knowledge and self-control: a component of metacognition that involves commitment, attitudes, and attention.

Setting goals: a focusing skill that involves establishing direction and purpose.

Summarizing: combining information efficiently into a cohesive statement.

Thinking processes: relatively complex and time-consuming cognitive operations - such as concept formation, problem solving, and composing, all of which employ one or more core thinking skills.

Verifying: confirming the accuracy, truth, or quality of an observation, hypothesis, claim, or product.

PART III: THINKING PROCESSES
A thinking process is a relatively complex sequence of thinking skills.

Concept formation - organizing information about an entity and associating that information with a label. A concept may be defined a perceived relationship between two or more facts.

Principle formation - recognizing a relationship between or among concepts.

Comprehending - generating meaning or understanding by relating new information to prior knowledge.

Problem solving - analyzing a perplexing or difficult situation for the purpose of generating a solution.

Decision making - the process of selecting from among available alternatives.

Research - conducting inquiry for the purpose of confirming or validating one or more hypotheses.

Composing - developing a product, which may be written, musical, mechanical, or artistic.

Oral discourse - talking with other people.

PART IV. CORE THINKING SKILLS
Thinking skills are relatively specific cognitive operations that can be considered the “building blocks” of thinking. The following (1) have a sound basis in the research and theoretical literature, (2) are important for students to be able to do, and (3) can be taught and reinforced in school.

FOCUSING SKILLS - attending to selected pieces of information and ignoring others.
1. Defining problems: clarifying needs, discrepancies, or puzzling situations.
2. Setting goals: establishing direction and purpose.

INFORMATION GATHERING SKILLS - bringing to consciousness the relative data needed for cognitive processing.
3. Observing: obtaining information through one or more senses.
4. Formulating questions: seeing new information through inquiry.

REMEMBERING SKILLS - storing and retrieving information.
5. Encoding: storing information in long-term memory.
6. Recalling: retrieving information from long-term memory.

ORGANIZING SKILLS - arranging information so it can be used more effectively.
7. Comparing: noting similarities and differences between or among entities.
8. Classifying: grouping and labeling entities on the basis of their attributes.
9. Ordering: sequencing entities according to a giver criterion.
10. Representing: changing the form, but not the substance of information.

ANALYZING SKILLS - clarifying existing information by examining parts and relationships.
11. Identifying attributes and components: determining characteristics or the parts of something.
12. Identifying relationships and patterns: recognizing ways elements are related.
13. Identifying main ideas: identifying the central element; for example the hierarchy of key ideas in a message or line of reasoning.
14. Identifying errors: recognizing logical fallacies and other mistakes and, where possible, correcting them.

GENERATING SKILLS - producing new information, meaning or ideas.
15. Inferring: going beyond available information to identify what may reasonably be true.
16. Predicting: anticipating next events, or the outcome of a situation.
17. Elaborating: explaining by adding details, examples, or other relevant information.

INTEGRATING SKILLS - connecting and combining information.
18. Summarizing: combining information efficiently into a cohesive statement.
19. Restructuring: changing existing knowledge structures to incorporate new information.

EVALUATING SKILLS - assessing the reasonableness and quality of ideas.
20. Establishing criteria: setting standards for making judgments.
21. Verifying: confirming the accuracy of claims.

The information presented above attempts to convey the meaning of terms that are commonly associated with thinking. Their usefulness rests in whether they help you to understand something, work more efficiently, or accomplish some objective. In this sense, they are not “true,” but must be measured and evaluated in terms of their utility.
In preparing lesson plans, writing instructional objectives, or developing curriculum, the above vocabulary can be an invaluable tool to communicate more effectively to your students, other teachers, parents, administrators, and, of course, yourself.

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TEACHER & TEACHING WIT AND WISDOM

Teacher and Teaching Wit and Wisdom

The following is a compilation of the wit and wisdom of teachers and teaching. It is by no means complete. Such things are always a work in progress. Some sources used cannot be identified, but I credit the many thousands of teachers who have learned to see themselves in a different light and find both humor and meaning there. There is also a collection of some of the best sayings and thoughts about the meaning and purpose of education.

Things You'll Never Hear a Teacher Say

"Our principal is soooooooooo smart. No wonder he's in administration."

"Thank goodness for these evaluations. They keep me focused."

"I'd like to see Red Lobster offer a meal like this!"

"Here class, just put all your gym shoes in this box next to my desk."

"I bet all the people in our administration really miss teaching!"

"Gosh, the bathroom smells so fresh and clean!"

"I'm so glad I gave my phone number to my students' parents. It makes keeping in touch so much easier."

"I can't believe I get paid for this!"

"I think the discipline around here is just a LITTLE too strict!"

"It's Friday already????"

"Those student teachers this semester really made my job a real joy."

"I believe that athletics are not getting enough money."

"We'd be able to educate our children if they let us teach through summer too."

"Have you noticed that the teachers drive better cars than the students?"

"This in-service training has been fabulous."

"It must be true; the superintendent said so!"

You Might Be in Education If . . .

You believe the staff room should be equipped with a Valium salt lick.

You find humor in other people's stupidity.

You want to slap the next person who says, "Must be nice to work from 8 to 3 and have your summers free!"You believe chocolate is a food group.

You can tell it's a full moon without ever looking outside.

You believe "shallow gene pool" should have its own box on the report card.

You believe that unspeakable evil will befall you if anyone says, "Boy, the kids sure are mellow today."

When out in public you feel the urge to talk to strange children and correct their behavior. You have no time for a life from August to June.

You laugh uncontrollably when people refer to the staff room as the "lounge."

You believe in aerial spraying of Prozac.

You encourage an obnoxious parent to check into charter schools or home schooling.

You believe no one should be permitted to reproduce without having taught in an elementary setting for at least 5 years.

You've ever had you profession slammed by someone who would never DREAM of doing your job.

You can't have children because there's no name you could give a child that wouldn't bring on high blood pressure the moment you heard it uttered.

You think caffeine should be available to staff in IV form.

You know you're in for a MAJOR project when a parent says, "I have a great idea I'd like to discuss. I think it would be such fun!

You smile weakly, but want to choke a person when he/she says, "Oh, you must have such FUN every day. It must be like playtime for you."

Your personal life comes to a screeching halt at report card time.

Meeting a child's parents instantly answers the question, "Why is this kid like this?"

How to Tell If You're a REAL Teacher

Real teachers grade papers in the car, during commercials, in faculty meetings, in the bathroom, and (at the end of the six weeks) have been seen grading in church.

Real teachers cheer when they hear April 1 does not fall on a school day.

Real teachers drive older cars owned by credit unions.

Real teachers clutch a pencil while thinking and make notes in the margins of books.

Real teachers can't walk past a crowd of kids without straightening up the line.

Real teachers never sit down without first checking the seat of the chair.

Real teachers have disjointed necks from writing on boards without turning their backs on the class.

Real teachers are written up in medical journals for size and elasticity of kidneys and bladders. Real teachers have been timed gulping down a full lunch in 2 minutes, 18 seconds. Master teachers can eat faster than that.

Real teachers can predict exactly which parents will show up at Open House.

Real teachers volunteer for hall duty on days faculty meetings are scheduled.

Real teachers never teach the conjugations of lie and lay to eighth graders.

Real teachers know it is better to seek forgiveness than to ask permission.

Real teachers know the best end of semester lesson plans can come from Blockbuster.

Real teachers never take grades after Wednesday of the last week of the six weeks.

Real teachers never assign research papers on the last six weeks or essays on final exams.

Real teachers know the shortest distance and the length of travel time from their classroom to the office.

Real teachers can “sense” gum.

Real teachers know the difference among what must be graded, what ought to be graded, and what probably should never again see the light of day.

Real teachers are solely responsible for the destruction of the rain forest.

Real teachers have their best conferences in the parking lot.

Real teachers have never heard an original excuse.

Real teachers buy Excedrin and Advil at Sam’s.

Real teachers will eat anything that is put in the workroom/teacher’s lounge.

Real teachers never plan discussions for first period or co-operative groups for 7th during an evaluation.

Real teachers have the assistant principals’ and counselors’ home phone numbers.

Real teachers know secretaries and custodians run the school.

Real teachers know the rules don’t really apply to them.

Real teachers hear the heartbeats of crisis; always have time to listen; know they teach students, not subjects; and they are absolutely non-expendable.

Real teachers keep reminding their students that the police department does have caller I.D.

Education Sayings

If a man keeps cherishing his old knowledge, so as to continuingly be acquiring new, he may be a teacher of others. Confucius

In teaching children we must seek insensibly to unite knowledge with the carrying out of that knowledge into practice. Immanuel Kant

Learning is by nature curiosity. Philo

In seeking knowledge, the first step is silence, the second listening, the third remembering, the fourth practicing, and the fifth - teaching others. Solomon Ibn Gabirol

It is the supreme art of the teacher to awaken joy in creative expression and knowledge. Albert Einstein

To live a single day and hear a good teaching is better than to live a hundred years without knowing such teaching. Buddha

Any teacher can study books. but books do not necessarily bring wisdom, nor that human insight essential to consummate teaching skills. Bliss Perry

A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memory with rows and rows of natural objects, classified with name and form. Johann Wolfgang von Goethe

Education is not the filling of a pail, but the lighting of a fire. W.B. Yeats

How to tell students what to look for without telling them what to see is the dilemma of teaching. Lascelles Abercrombie

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A SYSTEM FOR INSTRUCTION

The letters that comprise 'A SYSTEM FOR INSTRUCTION' signify tasks that are related to, and performed before, during, and after instruction.I believe it is important to present ideas that may cause us to think differently about what we do as educators. Accordingly, the following explanation of the system is provided.

First, ours is a system and a cognitive model. This means that each of the parts has a relationship the the other parts singularly and to the whole collectively. Further, the system is a process designed to produce an output. Analogies will be made to other processes for the purpose of clarification, but as in all analogies, there are obvious shortcomings.

Second,our system is designed to work with a curriculum that specifies intended learning outcomes. As used here, the term curriculum follows the definition provided by Mauritz Johnson, Jr., which is, "curriculum is a structured series of intended learning outcomes.

Assessment: Whether formal or informal, all planning of instruction should begin with an assessment of what students know that is related to what is intended they know at the end of the lesson. What is intended students know at the end of the lesson is often referred to as a learning or behavioral objective. The purpose of the assessment is to get information about where the students are relative to the lesson objective. This assumes that the lesson objective is clear, specific, and related to the appropriate subject-matter content.The output of assessment is information specific to some objective.

Diagnosis: Once you have assessed students to get information about what they know that is related to the lesson objective, you must analyze this information. The process of analysis results in a diagnosis. Just what does this mean in terms of planning instruction? A diagnosis is information that results from an analysis of test results. Just as when you go to a medical doctor for some problem, the doctor usually performs some tests that relate to the reported illness. Once test results are in, the doctor analyzes them to determine what the problem might be. He uses his medical experience and knowledge in this process. In a similar way a teacher takes the information from the assessment, analyzes it, and makes a diagnosis. The information from the diagnosis describes the characteristics of the students relative to the objective, and further, provides a basis for the next step in the ADPRIMA instruction system.

Prescription: Prescription is the part of the system that involves planning instruction. An instructional plan is also called a lesson plan. In this process, the teacher is devising a means to move students from where they are to the achievement of an objective. For example, when one has visited a physician, there are usually tests of some sort (assessment), and based on information from the tests, a diagnosis is made. The diagnosis is the identification of the problem. The prescription is a way to solve to problem, which could include taking certain medications over a period of time, a dietary regimen, surgery, exercise, and so on. The point to remember is that the prescription represents a means to solve the problem. In a similar way, a teacher, in creating a lesson plan, prescribes a series of activities that will help students attain a particular objective To create this plan, the teacher needs information .

That information is derived from the assessment and the subsequent analysis of the informa-

tion that results in the diagnosis. In the plan, the teacher takes into account the relevant developmental and learning characteristics of the students, the specific subject-matter content, the available resources, including time, space and materials, and the instructional methods such as direct teaching, discussion, cooperative learning, etc., that will work best in the defined situation. As a minimum, the lesson plan should include the objective, a list of any required resources and materials, the instructional activities, and a description of how the learning of the objective will be measured. The teacher in this phase of the system is both thinking and planning.

Reticulation: This is an uncommon word borrowed from botany. Reticulation means to network. In the system, the reticulation function refers to the process of networking as it applies to planning. It means, for example, that a teacher should, as part of the planning process, determine what, where, and how resources needed to implement the lesson will be obtained. It is having information about how the education system works. It is having sufficient information to describe backup processes and activities in the event “Plan A” doesn’t work. If a plan is totally linear, but requires other people who are not under the control of the teacher to do certain things at a particular time, it is quite obvious that the lesson can fail if someone doesn’t perform as expected. A teacher, in planning a lesson, should always have backup processes in place, a “Plan B” as it were. The same idea applies to materials needed for the lesson, but which the teacher must obtain from other sources. If a video, software, hardware, or print materials are needed, but don’t arrive on time, the teacher must have an alternative planned that will still lead students to the objective of the lesson. Reticulation is a process that helps ensure that the planned lesson can be implemented as scheduled. Reticulation is about thinking and logistics

Instruction: Instruction is one of the most frequently used terms in all of education. Defined concisely, it is what the teacher actually does in presenting the lesson. Instruction and teaching are virtually the same thing. Instruction is a special form of communication that, in most classrooms, is dependent on feedback to be effective. Effective instruction is much more than the imparting of information; it is the doing, active part of the lesson that uses both teacher and student time. Instruction encompasses a range of teacher-student communication that goes from the lecture method, in which the teacher is the imparter of information and the students are the recipients, to complex student-teacher interactions, such as discussion, cooperative learning, simulations, games and demonstrations. There is no shortage of information on what constitutes a particular instructional method. What is far more important is the professional knowledge base that provides criteria for when a particular method is appropriate for given content with students at a defined level of development and who have acquired the prerequisites necessary to learn the content.

Motivation: The reason why people (and students) do or don’t do something, motivation is necessary to implement effective instruction. Teachers become motivators when they know how to create conditions that encourage students to attain the objectives of their units and lessons. It is impossible to describe all the motivational permutations and combinations that exist in any instructional setting. It is,however, important to recognize a few important principles that relate to motivation.First, all behavior has some motivational antecedent. People do or don’t do things for different reasons, and those reasons are their motives. Here are a few categories of motivators.

1. **Vanity**: Like it or not, people, including students, are motivated by vanity. Vanity is a broad concept, but here it means that people do or don't do something (such as learn) out of a desire to increase the amount of envy others have for them. Pride is a form of vanity. It can be a powerful motivator for a teacher.

2**. Fear:** This is probably the worst of all motivators. If people do or don't do something because they fear a consequence, their actual behavior is unpredictable, because it may lead to other undesirable, destructive or anti-social behavior. Teachers should never threaten students as a way of motivating them to learn something.

3. **Power:** Power is a strong motivator, but has little application in most classrooms. If a person is motivated by power, it means that the person is engaging in some behavior because he wants to cause others to have to choose among alternatives that he sets. Teachers have power. They can cause students to have to choose from among alternatives that they set. There is a difference, however, between having power, and using it effectively. When a person is using power as a motivator, the application is often phrased in an "if-then" scenario. "If you do something I want, then this will happen." Conversely, power is phrased in a negative context, such as "If you do something I don't want, then this will happen." The key in using power is to set conditions so that the desired alternative is chosen. There is a difference between using power effectively and using it ineffectively. For example, if a parent were to say to his child, "If you don't clean up your room, you will not get to go to the movies this weekend," and the child does not clean the room, then power was used ineffectively, because the desired outcome (cleaning the room) did not occur.

4. **Desire to please:** Sometimes people engage in some behavior simply to please others. Students often do this, not out of a sense of vanity, but simply because they want to please the teacher. Very successful teachers will often say that their students are motivated to do their best by a desire to make the teacher proud of their work. It really doesn't get any better than that.

5. **Self-satisfaction:** As in a situation in which an individual engages in some behavior out of a desire to please someone else, some people do things simply out of the need to feel a sense of self-satisfaction. Doing what is expected, or even exceeding it is done because the student gets personal pleasure and self-satisfaction from it, is perhaps the best of all motivators, because it is not directly connected to the behavior of others. It is what is often referred to as intrinsic motivation.

Are there combinations of the above? Of course. Several different motivators can be operating at the same time with any individual student. The main thing is that the teacher be aware of a fundamental principle, and that is, to understand any particular behavior, one should first look at the consequences that follow the behavior, not at what precedes it. Motivating students can be one of the most difficult tasks a teacher performs, and lack of motivation is often connected to other problems in the classroom, such as discipline, lack of attention, insubordination, disrespect, and so on. To become an effective motivator, the teacher must understand the "why" of behavior, and also understand how that information applies to a particular classroom situation.

Impression : To understand how to make strong impressions on learners' mind, one has to know about stimuli, Traces, patterns and Forms. In the normal course of activities in a day, our brain is being continuously stimulated by what we see, hear, feel, smell or taste. The stimuli set up what are called traces in the brain. The brain then arranges them into a pattern, which results in the arousal of a form. We all know that some of these traces, patterns and forms are stronger than others. Some impressions made on the mind are deeper than others. It is important to know why some of the impressions are stronger than others. The most important factors are :

a. **Attention :** The first of these factors is that the depth of impression depends very largely on the amount of attention paid to the stimulus that sets it up. If our minds are concentrated on one thing, the strength of a trace set up by some stimulus which has no connection with the things we are concentrating on, will be very weak, the stimulus in fact, hardly succeed in setting up a trace at all and, if it does, the traces fade away immediately. On the other hand, a trace set up by stimulus directly connected with the thing were concentrating on, will be strong.

b. **Vividness :** The strength of a trace depends upon the vividness of the stimulus which it sets up. We all know that this is true of our ordinary day experience. It can be proved experimentally. If we get a number of people to look at a short list of nonsense syllables such as RAMMUN, KIG, SOG etc., one of which is in red letters while all the others are in black. You will find that they remember the one in red much more easily than others. As such teachers need to make use of this fact.

Assessment: The assessment at the conclusion of a lesson is meant to generate information for both the teacher and the students. The assessment must be directly related to the lesson objective. If it is not, it is impossible to tell whether the lesson achieved the purpose for which it was developed. For example, if the lesson objective specifies that the student will name a certain number of items that have been identified for him, the lesson assessment must also require the student to name, not identify. These two behavioral verbs are often used interchangeably, but they are really quite different. To measure one and say you achieved the other is incorrect.

Information from the final assessment of the lesson is valuable because it is also feedback to the teacher. If the teacher has a system for using this feedback, improvements can be made in planning and implementing other lessons.

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INSTRUCTIONAL METHODS IN FORMATION

Instructional methods and teaching methods mean the same thing. They are primarily descriptions of the learning objective oriented activities and flow of information between teachers and students. Although some may argue otherwise, to split hairs over whether such methods are meaningfully different adds nothing to the process of learning to be a teacher. Direct and indirect instruction are two main categories that many educators find useful for classifying teaching methods, but it is, as you will see, a bit more complicated than placing all instruction into two categories. Any instructional method a teacher uses has advantages, disadvantages, and requires some preliminary preparation. Often times, a particular teaching method will naturally flow into another, all within the same lesson, and excellent teachers have developed the skills to make the process seamless to the students. Which instructional method is “right” for a particular lesson depends on many things, and among them are the age and developmental level of the students, what the students already know, and what they need to know to succeed with the lesson, the subject-matter content, the objective of the lesson, the available people, time, space and material resources, and the physical setting. Another, more difficult problem is to select an instructional method that best fits one’s particular teaching style and the lesson-situation. There is no one “right” method for teaching a particular lesson, but there are some criteria that pertain to each that can help a teacher make the best decision possible. The following teaching or instructional methods relate to the instruction part of the INSTRUCTION SYSTEM. The methods are not listed in a preferred sequence, no hierarchy of putative superiority of method is intended, and obviously, not all are appropriate for all grades and subject matter content areas.

DIRECT TEACHING

Advantages	Disadvantages	Preparation
Very specific learning targets. Students are told reasons why content is important - helps to clarify lesson objective Relatively easy to measure student gains. Is a widely accepted instructional method. Good for teaching specific facts and basic skills.	Can stifle teacher creativity. Requires well-organized content preparation and good oral communication skills. Steps must be followed in prescribed order. May not be effective for high order thinking skills,depending on the knowledge base and skill of the teacher.	Content must be organized in advance Teacher should have information about student prerequisites for the lesson.

LESSON

Advantages	Disadvantages	Preparation
Helps to have a closer link between the teacher and the learners. Greater individual attention is possible. It can be used to teach both knowledge and skills and all the senses can be appealed to	There should not be more than 10 or 12 in a class in order to give a good deal of individual attention to the learners.	Matter to be well prepared in advance. Teacher should have the background knowledge of the learners.

COOPERATIVE LEARNING

Advantages	Disadvantages	Preparation
Helps foster mutual responsibility. Supported by research as an effective technique. Students learn to be patient, less critical and more compassionate.	Some students don't work well this way. Loners find it hard to share answers. Aggressive students try to take over. Bright students tend to act superior.	Decide what skills or knowledge are to be learned. Requires some time to prepare students. to learn how to work in groups.

LECTURE

Advantages	Disadvantages	Preparation
Factual material is presented in a direct, logical manner. May provide experiences that inspire - useful for large groups. It is made towards character building, Personality development etc.	Proficient oral skills are necessary. Audience is often passive. Learning is difficult to gauge. Communication is one way. It appeals to only one sense i.e., the sense of hearing. No class room activity.	There should be a clear introduction and summary. Effectiveness related to time and scope of content. Is always audience specific; often includes examples, anecdotes.

LECTURE WITH DISCUSSION

Advantages	Disadvantages	Preparation
Involves students, at least after the lecture. Students can question, clarify and challenge. Lecture can be interspersed with discussion. Through discussion it is easier to keep the class mentally active, since they do most of thinking, reasoning and talking themselves.	Time constraints may affect discussion opportunities. Effectiveness is connected to appropriate questions and discussion; often requires teacher to "shift gears" quickly. A skill can not be taught by this form.	Teacher should be prepared to allow questions during lecture, as appropriate. Teacher should also anticipate difficult questions and prepare appropriate responses in advance.

DEMONSTRATION

Advantages	Disadvantages	Preparation
It is good from instructional point of view to teach students in small groups. But it has to be followed after lecture, lesson or discussion.	Skill can not be performed through it. Individual practice may not be possible.	Require careful planning to demonstrate stage by stage.

PANEL OF EXPERTS

Advantages	Disadvantages	Preparation
Experts present different opinions. Can provoke better discussion than a one person discussion. Frequent change of speaker keeps attention from lagging.	Personalities may overshadow content. Experts are often not effective speakers. Subject may not be in logical order. Logistics can be troublesome.	Teacher coordinates focus of panel, introduces and summarizes. Teacher briefs panel.

BRAINSTORMING

Advantages	Disadvantages	Preparation
Listening exercise that allows creative thinking for new ideas. Encourages full participation because all ideas are equally recorded. Draws on group's knowledge and experience. Spirit of cooperation is created. One idea can spark off other ideas.	Can be unfocused. Needs to be limited to 5 - 7 minutes. Students may have difficulty getting away from known reality. If not managed well, criticism and negative evaluation may occur. Value to students depends in part on their maturity level.	Teacher selects issue. Teacher must be ready to intervene when the process is hopelessly bogged down.

VIDEOTAPES/SLIDES

Advantages	Disadvantages	Preparation
Entertaining way of introducing content and raising issues Usually keeps group's attention. Looks professional. Stimulates discussion	Can raise too many issues to have a focused discussion. Discussion may not have full participation. Most effective when following discussion	Need to obtain and set up equipment. Effective only if teacher prepares for discussion after the presentation

DISCUSSION

Advantages	Disadvantages	Preparation
Pools ideas and experiences from group. Effective after a presentation, film or experience that needs to be analyzed. Allows everyone to participate in an active process	Not practical with more that 20 students. A few students can dominate, Some students may not participate. Is time consuming. Can get off the track	Requires careful planning by teacher to guide discussion Requires question outline

SMALL GROUP DISCUSSION

Advantages	Disadvantages	Preparation
Allows for participation of everyone. Students often more comfortable in small groups. Groups can reach consensus	Needs careful thought as to purpose of group. Groups may get side tracked.	Need to prepare specific tasks or questions for group to answer

CASE STUDIES

Advantages	Disadvantages	Preparation
Develops analytic and problem solving skills. Allows for exploration of solutions for complex issues. Allows student to apply new knowledge and skills	Students may not see relevance to own situation Insufficient information can lead to inappropriate results Not appropriate for elementary level	Case must be clearly defined Case study must be prepared

ROLE PLAYING

Advantages	Disadvantages	Preparation
Introduces problem situation dramatically. Provides opportunity for students to assume roles of others and thus appreciate another point of view Allows for exploration of solutions. Provides opportunity to practice skills	Some students may be too self-conscious. Not appropriate for large groups. Some students may feel threatened	Teacher has to define problem situation and roles clearly. Teacher must give very clear instructions

WORKSHEET/SURVEYS

Advantages	Disadvantages	Preparation
Allows students to think for themselves without being influenced by others. Individual thoughts can then be shared in large group	Can be used only for short period of time	Teacher has to prepare handouts

GUEST SPEAKERS

Advantages	Disadvantages	Preparation
Personalizes topic. Breaks down audience's stereotypes	May not be a good speaker	Contact speakers and coordinate. Introduce speaker appropriately

VALUES CLARIFICATION

Advantages	Disadvantages	Preparation
Opportunity to explore values and beliefs. Allows students to discuss values in a safe environment. Gives structure to discussion	Students may not be honest about their values. Students may be too self-conscious. Students may not be able to articulate their values in an effective way.	Teacher must carefully prepare exercise. Teacher must give clear instructions. Teacher must prepare discussion questions

CODE OF CONDUCT
PROFESSIONAL RESPONSIBILITY OF TEACHERS

AIMS OF EDUCATION

Education is the most potent instrument of social welfare and personal liberty. This is the medium of all round development of humanity and the foundation of its golden future.

These universal aims of education can be identified as follows:

1. To prepare the younger generation for grappling with future problems through acquisition of universal knowledge, age-old learning and cultural traditions of its country;
2. To build strong, enlightened, useful and patriotic citizen and provide them a prosperous life with a view to enhancing growth, prosperity and peace of society;
3. To promote democratic values for safeguarding the common interests of the people; and
4. To contribute to the efforts for international peace and national welfare.

TEACHER AND HIS RIGHTS

A rational attitude of society and administration is essential for protecting the interest of teachers to enable them to play a purposeful role in the field of education. In this context, the teacher should be assured of sufficient pay, social recognition, proper working conditions, reasonable free time, freedom of thought and expression, social security for old age and adequate opportunities of promotion and professional growth. Effective steps should be taken by the state and society to achieve these objectives and ensure a proper place for the teacher in the society.

DUTIES OF THE TEACHER

The Teacher plays a pivotal role in attaining the general aims of education. That highlights the special role of education vis-a-vis other professions. While the State and the society have a substantial role in enhancing the dignity of teaching, the teachers' own role in this direction is quite important.

(a) Teacher and Student

The teacher has to make all out efforts for the physical, mental and intellectual development of students to make them model citizens in respect of social, economic and moral understanding. The teacher will have to shoulder the following responsibilities to achieve this objective:

1. To accord just and unprejudiced treatment to all students, irrespective of religion, caste or economic status;
2. To make regular contribution in the personal development of students while looking after their interest and welfare;

3. To set a personal example for inculcating the virtues of self-reliance, national feeling and democratic values among students;
4. To extend confidential information about students only to an authorised agency or in the interest of law;
5. To assess students only on the basis of merit;
6. To have an affectionate attitude towards all students and to try to improve their behaviour even after the occurrence of some untoward event rather than have a feeling of revenge; and
7. 'To abstain from accepting fees Dr honoraria, other than those permissible under rules, for providing guidance or coaching to students.

(b) Teacher and Guardians

A closer liaison is essential between teachers and guardians for attaining the broad objectives of education. Hence the teacher should:

1. respect the prerogative of guardians to look after the interest of students;
2. develop friendly and cooperative relations with guardians; and
3. impart to and receive from guardians necessary information about students in the interest of their proper development.

(c) Teacher and Colleagues

The teacher. should have fraternal relations with his colleagues, to achieve this objective he should:

1. behave with all those busy in educational activities in a manner he expects them to behave with him;
2. be co-operative towards his colleagues in evaluating the students and in activities relating to the educational world and the development of his profession;
3. desist from resorting to the news media and such other sources to express displeasure with his colleagues;
4. avoid writing anonymously to the authorities about his colleagues;
5. resist the temptation of harming the teaching community for selfish interests; and
6. refrain from passing information about colleagues to any individual or agency.

(d) Teacher and Employer or other Authorities

There is immense need for amicable relations between the employer and the teacher. A lot of mutual respect and fraternal feelings are needed for the purpose. The following means are suggested for achieving this objective:-

1. To perform all professional activities through proper channels;
2. To avoid talking to unauthorised individuals about professional and secret information;
3. To try for promotion only on grounds of competence;
4. To refuse appointment or promotion offered out of turn, based on favoritism or against professional interests;

5. To continue to work as per bilateral agreement (between the employer and the teacher) till to expiry of the period of agreement or change in the terms of agreement through mutual consent;
6. To desist from undertaking any responsibility/work involving financial benefit in contravention of professional etiquette and the general interests of the community; .
7. To co-operate with the authorities in the fulfillment of educational policies in conformity with professional responsibilities; and
8. To avoid' the condemnation of authorities, behaviour through anonymous communication in newspapers and also conversational conflicts which harm students interests.

(e) Teacher and Society

The teacher's activities are not only related to educational institutions but they have a serious impact on common social interest.

The following points merit consideration in this regard:

1. To adhere to desirable standards expected of professionals by the society.
2. To participate in diverse activities of the community as a good citizen.
3. To strive for public co-operation in the promotion of educational programmes, and
4. To make necessary efforts for the enrichment of educational ethical, spiritual, cultural and intellectual life of the community.

(f) Teacher and his professional Career

An unceasing efforts for professional development alone can ensure the dignity of a teacher. The following steps would be helpful in this direction:

1. To carryon studies and have greater involvement in research, tours, conferences, seminars etc. for professional development.
2. To attract active youth to the teaching profession through adoption of teaching norms and behaviour to social needs.
3. To make teaching more purposeful through active participation in educational planning, and
4. To have active participation through membership of the associations meant for safeguarding professional growth and welfare of teacher.

(g) Further rules of conduct

1. A teacher should occupy Institute's accommodation only when it is allotted to himlher and vacate the same when he/she ceases to be entitled to retain the same. Otherwise, he/she shall be liable to disciplinary action in addition to penal rent chargeable according to the rules.
2. A teacher shall not participate in the activities of a faction of political party at the cost of Institute's work.
3. If a teacher wishes to stand for election to any local body, State Legislative Assembly or Parliament, he/she shall seek the Director's permission and take leave for the pe-

riod of his election campaign. He shall also take such leave as is due to himlher or leave without pay so long as he remains a member of the State Legislative Assembly or Parliament.

4. A teacher shall not indulge in adverse criticism of the University and its Officers by means of any article, broadcast or any other document or statement.
5. A teacher shall be entitled to protection by the Institute if he/she is subjected to any libel in the discharge of his duties. .
6. A teacher shall not demand dowry for his marriage nor shall he/she commit bigamy.
7. A teacher shall not engage, without prior permission in any trade or business or negotiate for or undertake any other remunerative employment in addition to his duties including part time Lectureship or private tuition on payment.
8. A teacher shall so manage his private affairs as to avoid habitual indebtedness and insolvency.
9. A teacher shall not be under the influence of any intoxicating drug or liquor during the hours of his duty.
10. Instil in the minds of the pupils love of the mother land.
11. Inculcate in the minds of the pupils the respect for law and order.
12. Shall not be a member of any political party/organisation or carry on activities either openly or covertly in support of any such party/organisation.
13. Shall always be on the alert to see that pupils do not take an active part in politics.
14. Should take his/her stand against the unhealthy competition in modern society and should strive his/her to instil in the minds of pupils the principles of co-operation and social services.
15. Shall co-operate with and secure the co-operation of other persons in all activities which aim at the improvement of the moral, mental and physical well being of the pupils.
16. Must be strictly impartial in his/her relations with all his/her pupils. He/she should be sympathetic and helpful particularly to the slow learners.
17. Must be a learner throughout his/her life not only to enrich his/her own life, but also of those who are placed in his/her work on approved lines.
18. Must regard each individual pupil as capable of unique development and of taking his/her due place in the society and help him/her to be creative as well as co-operative.
19. Should be temperate and sober in this/her habits. He/she should scrupulously avoid chewing of betal leaves, smoking and such other undersirable habits in the presence of students and within the premises of the Institute.
20. Should have an exemplary moral character. His/her dealings with the members of other sex in the Institute or outside it, should not be such as would tarnish his/her character or bring discredit to the Institute.
21. Should take pride in his/her calling and try to promote the dignity and solidarity of his/her profession.
22. Shall not indulge in or encourage any form of malpractice connected with examinations or other school activities.
23. Should not divulge confidential matters relating to the Institution.
24. Should not undertake private tuition or private employment or otherwise engage himself/herself in any business.
25. Should always be clean and trim, neat and in formal, while on duty. His/her dress should be dignified and should on no account be such as to become an object of excitement or ridicule or pity at the hands of students and colleagues.

267. Should be punctual in attendance, in respect of class work as also of any other work connected with the duties assigned by the Director/Principal.

27. Should abide by the rules and regulations of the Institute and show due respect to the constituted authority, diligently carrying out instructions issued by the superior authority.

28. Shall not engage himself/herself as a selling agent or canvasser for any publishing firm or trader.

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TIPS FOR PARENTS
SCHOOL AND TEACHER RELATIONSHIPS

Research shows that one of the most important factors that affects a child's performance in school is parental involvement. All too often, parents assume that just sending their children to school and looking at their report cards is enough. Not true! If you want to be involved, if you want to actively participate in the relationship between your child and the school, there are some things you can do to make this relationship positive and productive. Read on.

METHODS FOR PARENTS TO GET TO KNOW THEIR CHILD'S COLLEGE BETTER

First of all, don't just show up at the college; make an appointment to visit.

After you've made an appointment, go to the college; look around, talk to people.

As appropriate, call or write to your child's teachers.

Talk to other parents about their experiences.

Be sure to read the minutes of the college board, which are usually printed in the local newspaper.

Take time to read the college newsletter.

It may not always be convenient, but try to attend college functions such as open houses and PTA meetings.

HOW PARENTS CAN HELP WITH THEIR CHILDREN'S ASSIGNMENT
There are things you can do that will help your child do assigned work and that result in learning, which, after all, is the reason for being in college.

Communicate with your child about college. This includes talking to him about his friends, activities, teachers, and assignments.

Show enthusiasm about college and homework.

Set realistic goals for your child, and then focus on one at a time.

Help your child get organized. Break down assignments into smaller, more manageable parts. Set out needed items for him/her on time to avoid last-minute rushing.

Provide a quiet study corner in your home to complete with all study material.

Check with your child's teacher about his/her progress.

Expect, and praise **genuine** progress and effort. An opinion: don't praise or otherwise reward your child for doing what you and he **know is expected**. This practice leads you down a slippery slope, often with really bad consequences for you and your child.

Be specific when you do praise something**.**

Focus on your child's strengths in college.

Build associations between what is taught and what your child already knows and understands.

Incorporate concrete materials and examples whenever possible, especially with younger children. Try to help your child learn about the subject in more than one way, using as many senses as possible.

Separate your child's college weaknesses from your child. If your child fails a test, that is all the child fails. He or she is not a failure.

QUESTIONS TO ASK AT A SCHOOL CONFERENCE

Is my child performing at grade level in basic skills? Above Average/Below Average?

What are the objectives my child is supposed to attain? How do these objectives lead to the overall goal for the course/grade?

What achievement, intelligence, or vocational aptitude tests have been given to my child in the past year? What do the scores mean? (Be very specific and be sure you understand completely what the reported scores mean).

What are my child's strengths and weaknesses in major subject areas?

What subjects do my child enjoy most?

Does my child need special help in any academic subject?

Who are my child's friends and how does he or she interact with other children?

Has my child regularly completed his / her assignment.

Has my child attended class regularly?

Have you observed any changes in learning progress during the year? Has learning improved or declined during the year?

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TURNING TEACHING INTO LEARNING

THE ROLE OF STUDENT RESPONSIBILITY IN THE COLLEGE / INSTITUTIONS

Recent scholarship has emphasized the importance of student effort and involvement in their academic and co-curricular activities as the decisive elements in promoting positive college outcomes. As colleges have struggled to extend opportunities, an accompanying expectation for students to assume responsibility for their own education often has been lacking. Institutions must work to create a climate in which all students feel welcome and able to fully participate. It is equally important to nurture an ethic that demands student commitment and promotes student responsibility. Students can contribute to their own learning and to the development of a campus climate in which all can grow and learn.

WHAT IS STUDENT RESPONSIBILITY?

Colleges are learning communities, and individuals accepted into these communities have the privileges and responsibilities of membership. If we are to communicate our expectations, we must offer a set of standards and examples that moves our discussion from generality to practice. Robert Pace has offered such a set of standards and has embedded them in the College Student Experience Questionnaire (CSEQ).

The CSEQ is based on the proposition that all learning and development requires an investment of time and effort by the student. At the heart of the CSEQ is a set of scales which defines the dimensions of student responsibility. These scales are called “Quality of Effort” scales in that they assess the degree to which students are extending themselves in their college activities. The domains include the use of classrooms, libraries, residence halls, student unions, athletic facilities, laboratories, and studios and galleries. The social dimension is reflected in scales that tap contacts with faculty, informal student friendships, clubs and organizations, and student conversations. Pace’s work gives the academic community a map of the terrain of student responsibility and suggests concrete activities that contribute directly to student growth and learning.

WHY IS STUDENT RESPONSIBILITY IMPORTANT?

First, student responsibility is the key to all development and learning. Research has demonstrated that college outcomes are tied to the effort that students put into their work and the degree to which they are involved with their studies and campus life. Second, irresponsible students diminish our collective academic life. Within an individual classroom, the behavior of even a few highly irresponsible students or, worse, a large number of passive, disaffected students can drag a class down to its lowest common denominator. For an institution, the erosion of an academic ethos can lead to a culture that is stagnant, divisive, and anti-intellectual.

Third, the habits of responsible civic and personal life are sharpened and refined in college. Will employers, international economic competitors, or future history itself be tolerant of students who fail to develop sufficient self-control and initiative to study for tests or participate in academic life? Finally, if colleges are to reclaim the public trust, they must learn not to

make promises that cannot be kept. Colleges have responsibilities to students and society. Yet, colleges are not solely responsible for the outcomes of their students. A clear acknowledgment of the mutual obligations of all members of the academic community is a prerequisite to restoring the academy's balance and clarity of purpose.

WHAT ARE THE FOUNDATIONS OF STUDENT RESPONSIBILITY?

Professors Pace, Tinto, Pascarella, and Astin have offered explicit theories about how colleges can promote student learning and growth. Despite different uses of terms, these approaches have much in common. First, each theorist recognizes that the student's background plays a role in shaping college outcomes. This role is largely indirect and is moderated by the college environment and a student's interactions with faculty and peers. Second, each theorist sees the campus environment exerting an enabling effect on college outcomes. Last, all emphasize the importance of a partnership between the college and the student. Colleges alone cannot "produce" student learning. Colleges provide opportunities for interaction and involvement and establish a climate conducive to responsible participation. Each approach reflects the centrality of what we call student responsibility.

The body of research derived from the work of these theorists represents one of the strongest and most sustained accounts of what it takes to succeed in college. The review indicates that the effects of initial group differences on college outcomes are relatively slight and largely mediated by the manner in which the student engages the college experience. Generally, college students appear more alike than different. The college context has two elements: 1) the structural features of the organization and 2) the climate or "ethos."

Structural features that tend to isolate students and promote an ethos of anonymity produce poor college outcomes. College climates characterized by a strong sense of direction and which build student involvement tend to promote favorable outcomes by promoting student-faculty and student-peer relations, as well as establishing an expectation that students will behave responsibly. Finally, the decisive single factor in affecting college outcomes is the degree to which students are integrated into the life of the campus, interact with faculty and peers, and are involved in their studies.

HOW CAN WE ENCOURAGE RESPONSIBLE STUDENT BEHAVIOR?

Institutional policies and practices must be oriented toward developing a climate in which students' responsibility and active participation in their own collegiate experience are promoted. Policies that stress the importance of student achievement and in-class and co-curricular challenge and support are essential for student growth. The institutional culture clearly must convey the institution's purpose in an unambiguous manner, and the ethos of the campus must be one in which students believe they are members of a larger community. As student culture serves as a filter for students entering college, care must be taken to ensure that students who are prepared inadequately understand the nature of college life and what is expected to attain satisfactory academic and developmental gains.

Small-scale, human environments must be built in which students and faculty collectively can engage in the process of teaching and learning. As learning is the process through which development occurs, it is crucial for students to be actively engaged in the classroom. Course activities are the vehicle through which students may become more fully engaged with academic material. The literature clearly indicates that the quality of effort that a student

expends in interactions with peers and faculty is the single most important determinate in college outcomes.

This report concludes with a call for a new relationship between our institutions of higher learning and our students. A genuine shared purpose among all members of the higher education community can be created by recoupling individual rights with a sense of personal and social responsibility around issues of teaching and learning. The work of Pace is a good place at which to begin thinking about the renewal of our intellectual community. As Pace reminds us, all learning is the mutual responsibility of students, faculty, and administrators. Student responsibility doesn't just happen. We must expect it, foster it, and nurture it.

Encouraging More Responsible Behavior in the Classroom

It is important to teach your students to be more responsible for themselves, their classwork and their classmates.

Students forget their homework, leave their name off of assignments, pass notes in class and make excuse after excuse for **poor behavior**. Teaching them to take more responsibility for their actions and school work is an excellent lesson not only for your class, but for life as well. Here are some simple ideas that will help these students begin to be more responsible for themselves.

Scaffold Student Privileges

We will create a reward system out of classroom privileges that encourages student responsibility. The *Bible* says in Matthew 25:21 **"His master replied 'well done good and faithful servant ! You have been faithful with a few things; I will put you in charge of many things..."**. Using this Biblical concept in our classroom will teach students that the more responsible they are with the little things, the more privileges and responsibilities they will be given.

We will make a list of simple responsibilities such as remembering to put your name on your paper, and turning in homework. This list will comprise of any responsibilities our students frequently neglect. Then we will create a list of privileges. This list can include classroom jobs like paper passer, errand runner etc. We can also create bigger "responsibilities" to reward students with, such as class note taker who keeps notes of everything learned in class for any student who may be absent.

Once our two lists are created, we will take all of the things listed on the privileges list away from our students, and explain that as they prove that they can be responsible in the little things, they will be given more responsibility. Be sure to reward students as quickly as possible, and make a big deal about each student who moves up the list of privileges. This should motivate the rest of the students to try to be responsible as well.

Student Challenge to Responsibility

We will set a goal for our students that upon reaching, they receive a great reward. For example, if there is a problem in our classroom with students not turning with assignments, tell the students that once everyone in the class turns with their assignments, they will all get a free trip to near by place. We can also use this idea to motivate students to all pass a test with a certain grade. For example, if everyone passes this CAR test at an 80% or better, they will get a pizza party.

Teamwork to Encourage Responsibility

We will pair students up as support partners and provide each pair with a list of responsibilities. These should include things like completing assignments, paying attention in class, and any other things that seem to be problematic in our classroom. Then we will explain that each student is to hold their partner responsible for completing each responsibility on the list. There can even be a prize for the pair who proves to be the most responsible over the course of a week.

When struggling to get our students to show more responsibility for themselves and their work, a little creativity can go a long way towards teaching them a lesson. Teaching them teamwork, responsibility and how to work towards a goal will not only help our students in the short term while in our classroom, but will provide important life lessons as well.

When Students Abandon Responsibility

Students abandoning their responsibilities and not doing what they need to do is a problem I have wrestled with for years. I don't have any magic ideas to solve it but will share some of the ways I have dealt with it. The first thing I have had to work on is my attitude toward this problem. That means that I am learning not to take responsibility for what students choose to do or not do, nor do I get overly involved in the choices they make that seem unwise or that I think will lead to unhealthy outcomes. I also try to remain nonjudgmental about my students' choices, knowing that sometimes the most powerful lessons are those that teach us what doesn't work. In other words, I think the best way to encourage responsibility from students is not to pick it up ourselves. I know that is easier said than done, but here are a few specific strategies that have helped me maintain this stance.

1. I make every effort to provide students with a syllabus that clearly states course expectations regarding assignments, attendance, and behaviors.

2. I give students three **"No Questions Asked"** coupons per quarter which gives them an opportunity to turn in up to three assignments after the due date and not be penalized for being late. This provides a **"safety net"** for those times when the unexpected occurs, but beyond that (unless there is a circumstance that is clearly out of the student's control), late assignments are not accepted.

3. About mid-point in the quarter, I require students to write an assessment of their experience in the course so far, consisting of what they expected to learn in the course when they chose to enroll, what was helping and what was not helping them fulfill those expectations, and what suggestions they had for improving their experience in the course. I also require them to calculate the grade they have earned so far (a guide for this is included in the syllabus). I think this assessment not only empowers students to see more clearly the part they play in their own learning, but it also gives me information that I can use to clear up any miscommunication or make any needed modifications in class activities or direction.

4. Lastly, if I think of "responsibility" as the "ability to respond," it seems less burdensome and more empowering. Students seem to like it, too.

Main Responsibility of Students

The student is expected to:

- Attend classes regularly, with as few absences as possible.
- Complete assigned assignments in each class.
- Arrive prepared for tutorial sessions, bringing all materials needed (such as books, syllabi, rough drafts, calculators, assignment sheets, etc.).
- Attend scheduled tutorials, mentoring sessions and other appoinments or with good reasons to call as early as possible to cancel (remembering that two back-to-back no shows or excessive cancellations may result in your being dropped from the program).
- Devote sufficient time for studying.
- Treat all Institutes furniture, equipment, books, and other property with care and respect.
- Submit disability documentation and request academic accommodations in a timely manner.
- Follow Institute's procedures as outlined during the intake interview and in the Participant Contract (Admission Decleration)
- Complete program evaluations and a follow-up survey as requested.
- Follow his/her IEP (Individual Educational Plan), which focuses on methods to minimize or eliminate areas of deficiencies identified during the intake interview.
- Ask for help when needed.

Privileges (Reward System)

For encouraging/motivating the students whose performance is below expectation, need to be improved

1. Student should be asked a definite target in consultation with the student and a completion will be rewarded immediately

a. He will be asked to become class representative.

b. He will be given the responsibilities to see the CD's for seminar and report to Director to have direct access.

c. Pair students one from superior group and one from the target group and make them responsible for each other so that the assigned task is completed with individual list of responsibilities.

d. If the result of the total class improve a small treat may be given.

e. The student whose performances/attitude is not conducive may be asked to meet Director / designated person to explain his/her difficulties with full free and frank manner with immunity.

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College Student Experiences Questionnaire

CSEQ

College Student Experiences Questionnaire

This questionnaire asks about how you spend your time at college--with faculty and friends and in classes, social and cultural activities, extracurricular activities, employment, and use of campus facilities such as the library and student center. The usefulness of this or any other survey depends on the thoughtful responses of those who are asked to complete it. Your participation is very important and greatly appreciated.

The information obtained from you and other students at many different colleges and universities will help administrators, faculty members, student leaders, and others to improve the conditions that contribute to your learning and development and to the quality of the experience of those who will come after you.

At first glance, you may think it will take a long time to complete this questionnaire, but it can be answered in about 30 minutes or less. And you will learn some valuable things about yourself, as your answers provide a kind of self-portrait of what you have been doing and how you are benefitting from your college experience.

You do not have to write your name on the questionnaire. But as you will see on the next page we would like to know some things about you so that we can learn how college experiences vary, depending on students' age, sex, year in college, major field, where they live, whether they have a job, and so forth. To know where the reports come from, a number on the back page identifies your institution.

Your questionnaire will be read by an electronic scanning device, so be careful in marking your responses. Please use only a #2 black lead pencil. **Do not write or make any marks on the questionnaire outside the spaces provided for your answers. Erase cleanly any responses you want to change.**

Thank you for your cooperation and participation!

This questionnaire is available from the Indiana University Center for Postsecondary Research and Planning, School of Education, 201 North Rose Avenue, Bloomington, IN 47405-1006. It is for use by individuals and institutions interested in documenting, understanding, and improving the student experience.

Fourth Edition 1998 Authors: C. Robert Pace and George D. Kuh

BACKGROUND INFORMATION

DIRECTIONS: Indicate your response by filling in the appropriate oval next to the correct answer.

Age

- ○ 19 or younger
- ○ 20 - 23
- ○ 24 - 29
- ○ 30 - 39
- ○ 40 - 55
- ○ Over 55

Sex

- ○ male
- ○ female

What is your marital status?

- ○ not married
- ○ married
- ○ divorced
- ○ separated
- ○ widowed

What is your classification in college?

- ○ freshman/first-year
- ○ sophomore
- ○ junior
- ○ senior
- ○ graduate student
- ○ unclassified

Did you begin college here or did you transfer here from another institution?

- ○ started here
- ○ transferred from another institution

Where do you now live during the school year?

- ○ dormitory or other campus housing
- ○ residence (house, apartment, etc.) within walking distance of the institution
- ○ residence (house, apartment, etc.) within driving distance
- ○ fraternity or sorority house

With whom do you live during the school year? (Fill in all that apply)

- ○ no one, I live alone
- ○ one or more other students
- ○ my spouse or partner
- ○ my child or children
- ○ my parents
- ○ other relatives
- ○ friends who are not students at the institution I'm attending
- ○ other people: who?

Do you have access to a computer where you live or work, or nearby that you can use for your school work?

- ○ yes
- ○ no

What have most of your grades been up to now at this institution?

- ○ A
- ○ A-, B+
- ○ B
- ○ B-, C+
- ○ C, C-, or lower

Which of these fields best describes your major, or your anticipated major? You may indicate more than one if applicable.

- ○ Agriculture
- ○ Biological/life sciences (biology, biochemistry, botany, zoology, etc.)
- ○ Business (accounting, business administration, marketing, management, etc.)
- ○ Communication (speech, journalism, television/radio, etc.)
- ○ Computer and information sciences
- ○ Education
- ○ Engineering
- ○ Ethnic, cultural studies, and area studies
- ○ Foreign languages and literature (French, Spanish, etc.)
- ○ Health-related fields (nursing, physical therapy, health technology, etc.)
- ○ History
- ○ Humanities (English, literature, philosophy, religion, etc.)
- ○ Liberal/general studies
- ○ Mathematics
- ○ Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)
- ○ Parks, recreation, leisure studies, sports management
- ○ Physical sciences (physics, chemistry, astronomy, earth science, etc.)
- ○ Pre-professional (pre-dental, pre-medical, pre-veterinary)
- ○ Public administration (city management, law enforcement, etc.)
- ○ Social sciences (anthropology, economics, political science, psychology, sociology, etc.)
- ○ Visual and performing arts (art, music, theater, etc.)
- ○ Undecided
- ○ Other: What?

Did either of your parents graduate from college?

- ○ no
- ○ yes, both parents
- ○ yes, father only
- ○ yes, mother only
- ○ don't know

Do you expect to enroll for an advanced degree when, or if, you complete your undergraduate degree?

- ○ yes
- ○ no

How many credit hours are you taking this term?

- ○ 6 or fewer
- ○ 7 - 11
- ○ 12 - 14
- ○ 15 - 16
- ○ 17 or more

During the time school is in session, about how many hours a week do you usually spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc.?

- ○ 5 or fewer hours a week
- ○ 6 - 10 hours a week
- ○ 11 - 15 hours a week
- ○ 16 - 20 hours a week
- ○ 21 - 25 hours a week
- ○ 26 - 30 hours a week
- ○ more than 30 hours a week

During the time school is in session, about how many hours a week do you usually spend working on a job for pay? Fill in one oval in each column.

ON-CAMPUS		OFF-CAMPUS
○	None; I don't have a job	○
○	1 - 10 hours a week	○
○	11 - 20 hours	○
○	21 - 30 hours	○
○	31 - 40 hours	○
○	More than 40 hours	○

If you have a job, how does it affect your school work?

- ○ I don't have a job
- ○ My job does not interfere with my school work
- ○ My job takes some time from my school work
- ○ My job takes a lot of time from my school work

How do you meet your college expenses? Fill in the response that best approximates the amount of support from each of the various sources.

	None	Very Little	Less Than Half	About Half	More Than Half	All or Nearly All
Self (job, savings, etc.)	○	○	○	○	○	○
Parents	○	○	○	○	○	○
Spouse or partner	○	○	○	○	○	○
Employer support	○	○	○	○	○	○
Scholarships and grants	○	○	○	○	○	○
Loans	○	○	○	○	○	○
Other sources	○	○	○	○	○	○

What is your racial or ethnic identification? (Fill in all that apply)

- ○ American Indian or other Native American
- ○ Asian or Pacific Islander
- ○ Black or African American
- ○ Caucasian (other than Hispanic)
- ○ Mexican-American
- ○ Puerto Rican
- ○ Other Hispanic
- ○ Other: What?

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

Library	Never	Occasionally	Often	Very Often
Used the library as a quiet place to read or study materials you brought with you.	○	○	○	○
Found something interesting while browsing in the library.	○	○	○	○
Asked a librarian or staff member for help in finding information on some topic.	○	○	○	○
Read assigned materials other than textbooks in the library (reserve readings, etc.).	○	○	○	○
Used an index or database (computer, card catalog, etc.) to find material on some topic.	○	○	○	○
Developed a bibliography or reference list for a term paper or other report.	○	○	○	○
Gone back to read a basic reference or document that other authors referred to.	○	○	○	○
Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources.	○	○	○	○

Computer and Information Technology	Never	Occasionally	Often	Very Often
Used a computer or word processor to prepare reports or papers.	○	○	○	○
Used e-mail to communicate with an instructor or other students.	○	○	○	○
Used a computer tutorial to learn material for a course or developmental/remedial program.	○	○	○	○
Participated in class discussions using an electronic medium (e-mail, list-serve, chat group, etc.).	○	○	○	○
Searched the World Wide Web or Internet for information related to a course.	○	○	○	○
Used a computer to retrieve materials from a library not at this institution.	○	○	○	○
Used a computer to produce visual displays of information (charts, graphs, spreadsheets, etc.).	○	○	○	○
Used a computer to analyze data (statistics, forecasting, etc.).	○	○	○	○
Developed a Web page or multimedia presentation.	○	○	○	○

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Never	Occasionally	Often	Very Often
Course Learning				
Completed the assigned readings for class.	⬭	⬭	⬭	⬭
Took detailed notes during class.	⬭	⬭	⬭	⬭
Contributed to class discussions.	⬭	⬭	⬭	⬭
Developed a role play, case study, or simulation for a class.	⬭	⬭	⬭	⬭
Tried to see how different facts and ideas fit together.	⬭	⬭	⬭	⬭
Summarized major points and information from your class notes or readings.	⬭	⬭	⬭	⬭
Worked on a class assignment, project, or presentation with other students.	⬭	⬭	⬭	⬭
Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.).	⬭	⬭	⬭	⬭
Used information or experience from other areas of your life (job, internship, interactions with others) in class discussions or assignments.	⬭	⬭	⬭	⬭
Tried to explain material from a course to someone else (another student, friend, co-worker, family member.)	⬭	⬭	⬭	⬭
Worked on a paper or project where you had to integrate ideas from various sources.	⬭	⬭	⬭	⬭
Writing Experiences				
Used a dictionary or thesaurus to look up the proper meaning of words.	⬭	⬭	⬭	⬭
Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing.	⬭	⬭	⬭	⬭
Asked other people to read something you wrote to see if it was clear to them.	⬭	⬭	⬭	⬭
Referred to a book or manual about writing style, grammar, etc.	⬭	⬭	⬭	⬭
Revised a paper or composition two or more times before you were satisfied with it.	⬭	⬭	⬭	⬭
Asked an instructor or staff member for advice and help to improve your writing.	⬭	⬭	⬭	⬭
Prepared a major written report for a class (20 pages or more).	⬭	⬭	⬭	⬭

	Never	Occasionally	Often	Very Often
Experiences with Faculty				
Asked your instructor for information related to a course you were taking (grades, make-up work, assignments, etc.).	⬭	⬭	⬭	⬭
Discussed your academic program or course selection with a faculty member.	⬭	⬭	⬭	⬭
Discussed ideas for a term paper or other class project with a faculty member.	⬭	⬭	⬭	⬭
Discussed your career plans and ambitions with a faculty member.	⬭	⬭	⬭	⬭
Worked harder as a result of feedback from an instructor.	⬭	⬭	⬭	⬭
Socialized with a faculty member outside of class (had a snack or soft drink, etc.).	⬭	⬭	⬭	⬭
Participated with other students in a discussion with one or more faculty members outside of class.	⬭	⬭	⬭	⬭
Asked your instructor for comments and criticisms about your academic performance.	⬭	⬭	⬭	⬭
Worked harder than you thought you could to meet an instructor's expectations and standards.	⬭	⬭	⬭	⬭
Worked with a faculty member on a research project.	⬭	⬭	⬭	⬭
Art, Music, Theater				
Talked about art (painting, sculpture, artists, etc.) or the theater (plays, musicals, dance, etc.) with other students, friends, or family members.	⬭	⬭	⬭	⬭
Went to an art exhibit/gallery or a play, dance, or other theater performance, on or off the campus.	⬭	⬭	⬭	⬭
Participated in some art activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, worked on scenery, etc.), on or off the campus.	⬭	⬭	⬭	⬭
Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members.	⬭	⬭	⬭	⬭
Attended a concert or other music event, on or off the campus.	⬭	⬭	⬭	⬭
Participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus.	⬭	⬭	⬭	⬭
Read or discussed the opinions of art, music, or drama critics.	⬭	⬭	⬭	⬭

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Never	Occasionally	Often	Very Often
Campus Facilities				
Used a campus lounge to relax or study by yourself.	○	○	○	○
Met other students at some campus location (campus center, etc.) for a discussion.	○	○	○	○
Attended a cultural or social event in the campus center or other campus location.	○	○	○	○
Went to a lecture or panel discussion.	○	○	○	○
Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.)	○	○	○	○
Used campus recreational facilities (pool, fitness equipment, courts, etc.).	○	○	○	○
Played a team sport (intramural, club, intercollegiate).	○	○	○	○
Followed a regular schedule of exercise or practice for some recreational sporting activity.	○	○	○	○
Clubs and Organizations				
Attended a meeting of a campus club, organization, or student government group.	○	○	○	○
Worked on a campus committee, student organization, or project (publications, student government, special event, etc.).	○	○	○	○
Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc.).	○	○	○	○
Met with a faculty member or staff advisor to discuss the activities of a group or organization.	○	○	○	○
Managed or provided leadership for a club or organization, on or off the campus.	○	○	○	○
Personal Experiences				
Told a friend or family member why you reacted to another person the way you did.	○	○	○	○
Discussed with another student, friend, or family member why some people get along smoothly, and others do not.	○	○	○	○
Asked a friend for help with a personal problem.	○	○	○	○
Read articles or books about personal growth, self-improvement, or social development.	○	○	○	○
Identified with a character in a book, movie, or television show and wondered what you might have done under similar circumstances.	○	○	○	○
Taken a test to measure your abilities, interests, or attitudes.	○	○	○	○
Asked a friend to tell you what he or she really thought about you.	○	○	○	○
Talked with a faculty member, counselor or other staff member about personal concerns.	○	○	○	○

	Never	Occasionally	Often	Very Often
Student Acquaintances				
Became acquainted with students whose interests were different from yours.	○	○	○	○
Became acquainted with students whose family background (economic, social) was different from yours.	○	○	○	○
Became acquainted with students whose age was different from yours.	○	○	○	○
Became acquainted with students whose race or ethnic background was different from yours.	○	○	○	○
Became acquainted with students from another country.	○	○	○	○
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	○	○	○	○
Had serious discussions with students whose political opinions were very different from yours.	○	○	○	○
Had serious discussions with students whose religious beliefs were very different from yours.	○	○	○	○
Had serious discussions with students whose race or ethnic background was different from yours.	○	○	○	○
Had serious discussions with students from a country different from yours.	○	○	○	○
Scientific and Quantitative Experiences				
Memorized formulas, definitions, technical terms and concepts.	○	○	○	○
Used mathematical terms to express a set of relationships.	○	○	○	○
Explained your understanding of some scientific or mathematical theory, principle or concept to someone else (classmate, co-worker, etc.)	○	○	○	○
Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class.	○	○	○	○
Completed an experiment or project using scientific methods.	○	○	○	○
Practiced to improve your skill in using a piece of laboratory equipment.	○	○	○	○
Showed someone else how to use a piece of scientific equipment.	○	○	○	○
Explained an experimental procedure to someone else.	○	○	○	○
Compared the scientific method with other methods for gaining knowledge and understanding.	○	○	○	○
Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you.	○	○	○	○

CONVERSATIONS

DIRECTIONS: In conversations with others (students, family members, co-workers, etc.) outside the classroom *during this school year*, about how often have you talked about each of the following?

Topics of Conversation	Never	Occasionally	Often	Very Often
Current events in the news.	○	○	○	○
Social issues such as peace, justice, human rights, equality, race relations.	○	○	○	○
Different lifestyles, customs, and religions.	○	○	○	○
The ideas and views of other people such as writers, philosophers, historians.	○	○	○	○
The arts (painting, poetry, dance, theatrical productions, symphony, movies, etc.).	○	○	○	○
Science (theories, experiments, methods, etc.).	○	○	○	○
Computers and other technologies.	○	○	○	○
Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.	○	○	○	○
The economy (employment, wealth, poverty, debt, trade, etc.).	○	○	○	○
International relations (human rights, free trade, military activities, political differences, etc.).	○	○	○	○

Information in Conversations	Never	Occasionally	Often	Very Often
Referred to knowledge you acquired in your reading or classes.	○	○	○	○
Explored different ways of thinking about the topic.	○	○	○	○
Referred to something one of your instructors said about the topic.	○	○	○	○
Subsequently read something that was related to the topic.	○	○	○	○
Changed your opinion as a result of the knowledge or arguments presented by others.	○	○	○	○
Persuaded others to change their minds as a result of the knowledge or arguments you cited.	○	○	○	○

READING/WRITING

During this current year, **about how many books have you read? Fill in one response for each item listed below.**

	None	Fewer than 5	Between 5 and 10	Between 10 and 20	More than 20
Textbooks or assigned books	○	○	○	○	○
Assigned packs of course readings	○	○	○	○	○
Non-assigned books	○	○	○	○	○

During this current school year, **about how many exams, papers, or reports have you written? Fill in one response for each item listed below.**

	None	Fewer than 5	Between 5 and 10	Between 10 and 20	More than 20
Essay exams for your courses	○	○	○	○	○
Term papers or other written reports	○	○	○	○	○

OPINIONS ABOUT YOUR COLLEGE OR UNIVERSITY

How well do you like college?

- ○ I am enthusiastic about it.
- ○ I like it.
- ○ I am more or less neutral about it.
- ○ I don't like it.

If you could start over again, would you go to the same institution you are now attending?

- ○ Yes, definitely
- ○ Probably yes
- ○ Probably no
- ○ No, definitely

THE COLLEGE ENVIRONMENT

Colleges and universities differ from one another in the extent to which they emphasize or focus on various aspects of students' development. Thinking of your experience at this institution, to what extent do you feel that each of the following is emphasized? The responses are numbered from 7 to 1, with the highest and lowest points illustrated. Fill in the oval with the number that best represents your impression on each of the following seven-point rating scales.

Emphasis on developing academic, scholarly, and intellectual qualities

Strong Emphasis ⑦ ⑥ ⑤ ④ ③ ② ① Weak Emphasis

Emphasis on developing aesthetic, expressive, and creative qualities

Strong Emphasis ⑦ ⑥ ⑤ ④ ③ ② ① Weak Emphasis

Emphasis on developing critical, evaluative, and analytical qualities

Strong Emphasis ⑦ ⑥ ⑤ ④ ③ ② ① Weak Emphasis

Emphasis on developing an understanding and appreciation of human diversity

Strong Emphasis ⑦ ⑥ ⑤ ④ ③ ② ① Weak Emphasis

Emphasis on developing information literacy skills (using computers, other information resources)

Strong Emphasis ⑦ ⑥ ⑤ ④ ③ ② ① Weak Emphasis

Emphasis on developing vocational and occupational competence

Strong Emphasis ⑦ ⑥ ⑤ ④ ③ ② ① Weak Emphasis

Emphasis on the personal relevance and practical value of your courses

Strong Emphasis ⑦ ⑥ ⑤ ④ ③ ② ① Weak Emphasis

The next three ratings refer to relations with people at this college. Again, thinking of your own experience, please rate the quality of these relationships on each of the following seven-point rating scales.

Relationships with other students

Friendly, Supportive, Sense of belonging ⑦ ⑥ ⑤ ④ ③ ② ① Competitive, Uninvolved, Sense of alienation

Relationships with administrative personnel and offices

Helpful, Considerate, Flexible ⑦ ⑥ ⑤ ④ ③ ② ① Rigid, Impersonal, Bound by regulations

Relationships with faculty members

Approachable, Helpful, Understanding, Encouraging ⑦ ⑥ ⑤ ④ ③ ② ① Remote, Discouraging, Unsympathetic

Go to next page

ESTIMATE OF GAINS

DIRECTIONS: In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Little	Some	Quite a Bit	Very Much
Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation).	⬭	⬭	⬭	⬭
Acquiring background and specialization for further education in a professional, scientific, or scholarly field.	⬭	⬭	⬭	⬭
Gaining a broad general education about different fields of knowledge.	⬭	⬭	⬭	⬭
Gaining a range of information that may be relevant to a career.	⬭	⬭	⬭	⬭
Developing an understanding and enjoyment of art, music, and drama.	⬭	⬭	⬭	⬭
Broadening your acquaintance with and enjoyment of literature.	⬭	⬭	⬭	⬭
Seeing the importance of history for understanding the present as well as the past.	⬭	⬭	⬭	⬭
Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc.).	⬭	⬭	⬭	⬭
Writing clearly and effectively.	⬭	⬭	⬭	⬭
Presenting ideas and information effectively when speaking to others.	⬭	⬭	⬭	⬭
Using computers and other information technologies.	⬭	⬭	⬭	⬭
Becoming aware of different philosophies, cultures, and ways of life.	⬭	⬭	⬭	⬭
Developing your own values and ethical standards.	⬭	⬭	⬭	⬭

	Very Little	Some	Quite a Bit	Very Much
Understanding yourself, your abilities, interests, and personality.	⬭	⬭	⬭	⬭
Developing the ability to get along with different kinds of people.	⬭	⬭	⬭	⬭
Developing the ability to function as a member of a team.	⬭	⬭	⬭	⬭
Developing good health habits and physical fitness.	⬭	⬭	⬭	⬭
Understanding the nature of science and experimentation.	⬭	⬭	⬭	⬭
Understanding new developments in science and technology.	⬭	⬭	⬭	⬭
Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology.	⬭	⬭	⬭	⬭
Thinking analytically and logically.	⬭	⬭	⬭	⬭
Analyzing quantitative problems (understanding probabilities, proportions, etc.).	⬭	⬭	⬭	⬭
Putting ideas together, seeing relationships, similarities, and differences between ideas.	⬭	⬭	⬭	⬭
Learning on your own, pursuing ideas, and finding information you need.	⬭	⬭	⬭	⬭
Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.)	⬭	⬭	⬭	⬭

ADDITIONAL QUESTIONS

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	17.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	18.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	19.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	20.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ						

OTHER ID#, If Requested

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

THANK YOU FOR YOUR PARTICIPATION!

PLEASE DO NOT WRITE IN THIS AREA

RESPONSIBILITIES OF A TEACHER

Responsibilities of a teacher transcend the act of merely passing on knowledge and disciplining the student. A pro-active teacher can direct a student to lead a fulfilling life that can go beyond a successful career. Read on to know what are the responsibilities of a teacher.

The educator, believing in the worth and *dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of the freedom to learn and to teach, and the guarantee of equal education opportunity for all.*

If you thought a teaching job was a cakewalk, think again! The responsibilities and duties of a teacher are many and varied. Teachers act as facilitators for incorporating and encouraging intellectual and social development in the formative years of a students life. The emphasis that education will help uplift one socially, intellectually, emotionally and personally is what a teacher fosters in children all through preschool, high school and college. A preschool teacher plays a pivotal role in child development, and although, the role of a preschool, high school and a college teacher may differ to meet specific age and subject criteria, it cannot be argued that the duties and responsibilities of a teacher will always remain the same.

To encourage collaboration in solving problems, students are increasingly working in groups to discuss and solve problems together. Preparing students for the future workforce is a major stimulus generating changes in education. To be prepared, students must be able to interact with others, adapt to new technology, and think through problems logically. Teachers provide the tools and the environment for their students to develop these skills.

Teachers often work with students from varied ethnic, racial, and religious backgrounds. With growing minority populations in most parts of the country, it is important for teachers to work effectively with a diverse student population. Accordingly, some schools offer training to help teachers enhance their awareness and understanding of different cultures. Teachers may also include multicultural programming in their lesson plans, to address the needs of all students, regardless of their cultural background.

Role and Responsibilities of a Teacher

Towards Themselves

- To be a teacher out of choice, and not by default.
- To acquire relevant professional education and training to get the right concepts of teaching.
- Honesty and sincerity towards the profession.
- Accept that being a teacher does not make you a ‘know it all’; so it’s important to become a partner in the learning cycle with your students.
- Accept that no two students will think, act and react alike, and to respect that diversity.
- Upgrade knowledge and learn new ways of teaching.
- Avoid indulging in unethical behavior, and at all times maintain the dignity a teacher-student relation.

Towards Students

- Inculcate model behavior and mannerisms by self example.
- Prepare long-term teaching programs and daily lessons in accordance with the guidelines of the school's education system.
- Provide activities and materials that engage and challenge the students intellectually.Understand and implement the use of information technology in lesson preparation and teaching.
- Shift between a formal and an informal method of teaching; debates, discussions, practical activities, experiments, projects and excursions.
- Plan, set and evaluate grade test, exams and assignments.
- Supervise student conduct during class, lunchtime and other breaks.
- Understand the diverse background students come from, their strength, weakness and areas of interest.
- Be honest in student appraisal, avoid favoritism.
- Enforce discipline by firmly setting class room rules.
- Resolve conflict among students by encouraging positive debate.
- Be ready to adjust teaching styles to meet individual needs of students.

Towards Parents

- Keep the parents well informed about their ward's progress.
- Take time out to discuss an issue, or a problematic behavior.
- Encourage parents to promote various diverse interests of their children.
- Inform the parents about after school activities; excursions, meetings as well as detention.
- Keep the parent feedback journal updated.
- Encourage parent participation in parent-teacher meets.
- Finally, work with the parents for the betterment of the student's future.

Towards Management

- Actively involve yourself in all staff meetings, educational conferences and school programs.
- Voluntarily participate in organizing sporting events, and other excursions like camping trips, picnics, educational tours, etc.
- Maintain a healthy relation with all teaching and non-teaching staff members.
- Help out in formulating school policies.
- Carry out administrative duties relevant to your position in the school.

In an emerging world, responsibilities of a teacher have increased four folds. From being a person that just imparts bookish knowledge, a teacher now has the power to shape a better world for her students. So, perhaps it's time to write that thank-you letter to your teacher, because after all, it's your teacher that empowers you with the knowledge to take on the world!

■■■

MOTIVATION

This writeup critically explores the claim that student motivation is entirely the responsibility of the teacher. The essay begins by explaining the definition of student motivation and the influences on student motivation. It then covers the scope of the responsibility of the teacher and also explores what other agencies and agents bear responsibility for student motivation.

Student motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage behaviour (Reeve, 1996). A student who is internally motivated participates in activities for his own interest, preference, competence or satisfaction, while a student who is externally motivated behaves "in order to obtain some reward or avoid some punishment external to the activity itself," such as grades, stickers, or teacher approval (Lepper). Dornyei writes that, "Teacher skills in motivating learners should be seen as central to teaching effectiveness." (2001:116) Therefore, student motivation is the responsibility of the teacher.

Teacher's Role in Students Motivation

The teacher should focus on the following elements, extrinsically, to foster student motivation. First and foremost, appropriate teaching behaviour is the key to student motivation. What the teacher does in the classroom has a motivational influence upon students. So the teacher should keep a balance between valuing learning, learning oriented process, and performance learning, grade oriented process. He or she covers various task dimensions, and define tasks that should be relevant and specific, challenging but achievable. And so is the good teacher-student rapport. Alison (1993) emphasises the need for mutual trust and respect between teacher and students. Rapport between teacher and students is so crucial that students can be attracted to engage in a task and can be made to do what is required or to follow the teacher's instruction.

Secondly, a pleasant and supportive classroom atmosphere is important. Putting up some inspiring slogans on the wall and having a wishing tree for wishes and goals are recommended because the external atmosphere does help motivate students. Students feel the sense of belongings, value and respect in a caring and supportive classroom, and they will tend to undertake more fully in the process of learning (Jim Smith and Andrea Spurling 2001).

Thirdly, teacher's expectation has great influence on student motivation. As Deborah Stipek (1988) notes, "To a very large degree, students expect to learn if their teachers expect them to learn." As the rapport between teacher and students is well built, students will try to do what is asked out of their teacher's expectation. However, the teacher's expectation also should be challenging but achievable, or it will lower or destroy student motivation (Jeremy Harmer 2008).

Fourthly, teacher's positive evaluation helps enhance student motivation. Teacher should praise students' effort rather than their abilities when they succeed. When they fail, on the other hand, the teacher should also give feedback about effort or strategies that may not work. In this way, emphasis on effort and relishing challenge are encouraged and valued. It is not controversial that sustained effort is the key to outstanding achievement. The responsibility of the teacher is the four main aspects that the teacher can do to student

motivation. The teacher can only influence student motivation extrinsically, but the strategies the teacher employs are to help students develop and nurture their own intrinsic motivation.

Effect of Family Members on Students Motivation

There are other agencies and agents that bear responsibility that cannot be ignored. Family, peer groups, socio culture and individual /self play an important role in student motivation. Sociologists suggest that children are in the process of the first stage of socialisation, called primary socialisation. Family plays an important role of children's growth, and their motivation may be shaped at this stage. For example, student initial constellations of attitudes, which are applied to their learning, are shaped by their family atmosphere. Children are curious and good at copying, so parents and extended family members should be more careful about their behaviours and speeches. Parents and extended family members, acting as role models, will be copied by the children. Furthermore, when the role models accept their curious questions about the world, encourage their exploration, and open their world, their children will find learning is worthwhile and will willing to take challenge, influence positively on their future learning.

Conversely, if the role models do the other way round, the levels their children of motivation will be low, casting a long shadow on subsequent learning. Moreover, family breakdown and low family efficacy can have severe effects on their children's motivation (Jim Smith and Andrea Spurling 2001). Research evidence points out that the influence of peer groups on student motivation is strong. As the Chinese proverb goes, "When I walk along with two others, they may serve me as my teachers." Students may share the knowledge they have acquired, their own learning strategies, their attitudes or even bad habits. Therefore, they can help to motivate each other directly or de-motivate each other subconsciously. Those groups of peers who motivate each other to do well through friendly competition and cooperation can be highly motivated in the process of learning. However, the peers' bad qualities and habits should be avoided. Those do not benefit student motivation.

Socio cultural influence on student motviation takes effect in a macro way, according to some research result. Students in Asian cultures can be expected to be motivated in terms of interpersonally orientated achievements that meet expectations of others, but students in western cultures can be expected to be motivated in terms of personally oriented achievement that meet one's own expectations.

Students Self Motivation

To become a intrinsically motivated student, he needs to focus on valuing learning, not performance learning, and needs to set short-term goals and long-term goals to guide and remind your process of learning. In the process of to achieve the goals, he has to be regulated, self-determined and perseverant. When he fails the goals, he needs to improve his strategies and make more efforts but not blame himself on lack of ability. Student motivation can be intrinsic and extrinsic. It is the responsibility of the teacher extrinsically, but not entirely. There are also other agencies and agents like family, peer groups, and socio culture influencing or shaping student motivation extrinsically. Moreover, the student himself also bears responsibility of his motivation. Student intrinsic motivation is triggered; it benefits the student in the process of learning in the long run.

■■■

STRATEGIES FOR SUCCESS

Overcoming Subject Anxiety. By the time students reach the middle of the semester, many students are convinced that their subject is hard. They believe that they didn't have the "knack" for it, and they dread their subjects. These students worry so much about their subjects that they almost guarantee themselves failure. If you're one of these students, there's much you can do to replace your subject worries with subject success.

- Realize that boys and girls can do equally well. The same is true for people of various ethnic groups. There is no one type of person who is predestined for greatness.

- Keep your mind open and your emotions down. If you let yourself think that your subject is hard or impossible, it will be.

- Be persistent in working on your subjects. Remember that everybody makes mistakes. Learn from your mistakes.

- Get in touch with your subject feelings. When your mind starts to flood with subject worries, stop, take a deep breath and clear your thoughts. Take a moment or two to rest. Then redirect yourself to the problem you're working on and tell yourself that you can do it.

- Make a commitment to study. Being prepared is one of the best ways to reduce worry.

- When you don't understand something, don't be afraid or embarrassed to ask the teacher.

- Keep notes and review your notes as necessary.

- Study with a friend. The companionship can make the worries easier to handle.

- Keep a sense of humor. So you missed a problem. It's not the end of the world. You'll try again tomorrow, and probably be successful.

NOTE TAKING TIPS FOR YOUR SUBJECTS

- Write down the title of the lesson. If you don't know, ask the teacher.

- Write down the subject problem and each step in the solution using symbols. Next to each step write down "in your own words" exactly what you are doing.

- Write down a "question Mark" next to anything you don't understand. Ask the teacher to explain the parts where you have written your "question marks". Don't just "let it go" thinking that you will figure it out later. Many times, it doesn't happen.

- When you get home, before you start your assignments, "highlight in color" the lesson titles you have written in your notes. The highlighted information will help to

give you the “big picture” of what you are doing.

- Remember, do all assignment problems, not just some of them.

STRATEGIES FOR TAKING SUBJECT TESTS

Before the Test

- Prepare by studying all the types of problems that might be on the test.
- If you are having trouble with some of the material, ask your teacher for help a few days before the test. This will give you time to master the problems.
- If you find it helpful, study with a friend. Working with a classmate gives you the chance to share insights and talk about specific problems. It also reduces the feeling of isolation, that you are the only one who finds some of the problems difficult.
- Think positively about the test. Don’t let the comments of others about how hard the test will be affect you. It won’t be hard if you are prepared.
- Recognize that most people are anxious or nervous about tests. Such feelings usually pass once the test starts.
- Employ mental imaging. Imagine yourself doing well on the test, picture yourself solving the problems and getting a high score. Professional athletes often use mental imaging to improve their performance.
- Promise yourself a reward for doing well on the test. Prepare yourself physically. Get a restful night’s sleep, eat a good breakfast, and get to class on time. Rushing to avoid being late will likely upset your concentration for the upcoming test. If your test is in the afternoon, remain calm throughout the day and eat a good lunch.
- Go to the class ready to take the test. Be sure you have everything you need – textbook, notebook, pencils and calculator. Don’t forget your glasses or contacts. Bring plenty of tissues if you have the sniffles.

During the Test

- Listen carefully to any instructions. If you have any questions, or don’t understand something, ask for clarification.
- If you feel very nervous, take a few deep breaths and, for a few moments, think of a favorite place, or an activity you enjoy doing. Getting your mind off the test will help you regain your composure.
- Read any directions carefully.
- Pace yourself. Work quickly but be accurate. Make sure that your answers are clear.

- Don’t spend too much time on problems that seem hard to you. Move on to easier ones, but remember to go back. Budget your time; spend the most time on portions of the test that are worth the most points.

- On multiple choice tests – if you get stuck on an item, eliminate the answers that you know can’t be right and work from there. If necessary, make an educated guess from the answers you can’t eliminate.

- If time remains after completing the test, go over it and double-check your answers.

- If you run out of time, and if unanswered questions will be marked wrong, then guess. You have nothing to lose.

- If you do well on the test, reward yourself. If you didn’t do as well as you believe you could have, reward yourself for trying and learn from your mistakes. Resolve to do better the next time.

■■■

ACCOUNTABILITY

PURPOSE

Institution leaders are increasingly “coming under the gun” of accountability. The purpose of this monograph is to help Institution leaders think about, understand, and respond thoughtfully and effectively to the increasing demands for accountability in education. Readers will acquire a comprehensive and rather sophisticated set of **concepts and insights into accountability that will help them in working with staff, in building collaborative relationships with others within the Department and with external partners, and in contending with critics.** The Institution principal, as the primary leader and chief executive officer of the school, bears the brunt of the responsibility to ensure that demands for school accountability—whether externally or internally generated—are adequately met. This monograph is not a “how to” manual. But the practical “how to’s” of accountability, as devised and practiced by Institution leaders, should derive from a sound conceptual foundation.

Accountability: Muddled Meanings, Increased Importance

Accountability in education, especially in the current context of multiple reforms and restructuring, is a rather muddled concept. One needs only listen to snippets of the current educational reform dialogue to realize that “accountability” has many meanings for political leaders, education officials, teachers, parents, community and business leaders, and the general public. Sometimes, accountability is used synonymously with “responsibility.” Other times, the term appears to refer to reporting to those with oversight authority or, more globally, to the general public; or to demonstrating compliance with established laws, rules, regulations, or standards; or to distributing rewards and sanctions tied to results.

The need to be clear about what accountability means has never been more compelling. Currently, we are developing an extremely ambitious strategic plan for a Comprehensive Assessment and Accountability System (CAAS). The system will integrate information from student assessment, personnel evaluation, institution evaluation, and system evaluation.

LNVM Society have spurred systemic and standards-based reforms focused on expanding challenging learning opportunities for all students. These reform efforts will require more comprehensive evidence of student success and the development of alternative assessment methods. The focus on student achievement, on the extent to which standards were met, can be expected to trigger related questions about the effectiveness of instructional programs, about the allocation and adequacy of instructional resources, and even about the competency of instructional personnel. Again, increased accountability seems inevitable and should be expected to follow the decentralization of authority to the instructor’s level.

Literature on Accountability in Education

A complete description of the literature review search and selection procedures used, limitations, and qualitative analysis conducted are given in the full report (Heim, 1995) on which this monograph is partially based. The professional literature in educational research and evaluation has apparently assumed that “accountability is an intuitively clear notion,

..." which as Scriven (no date, page 2) pointed out, "may not be so." Only a relatively small set of papers and reports were found that focused primarily on educational accountability. Much of the relevant literature – like discussions about accountability among policymakers, educators, and the public—occurs in relation to something else. Substantial writings on accountability were most often found in conjunction with the following topics: Institution evaluation models, educational restructuring or reform, educational indicator systems and school report cards, and Institution review or audit models.

Accountability, What Is It?

Accountability is multi-faceted: it involves responsibility, authority, evaluation and control. So how might "accountability" in education be defined? Explicit definitions of accountability in the literature were infrequent. The following "working" definition of accountability is proposed (Heim, 1995):

Accountability is the responsibility that goes with the authority to do something. The responsibility is to use authority justifiably and credibly.

Accountability, then, is a form of responsibility. It involves at least two parties and a mutually acknowledged relationship between them. That relationship involves a delegation of authority to take some action, from one party to another. (Where no delegation of authority occurs, there should be no expectation for accountability.) That authority, however, is delegated conditionally, at minimum, upon demonstrably credible performance. Although one may hope for ideal performance, it is credible performance (i.e., at least as good as might be reasonably expected under the relevant conditions) that should be deemed sufficient. Control is exercised via the delegation of authority, which may be continued or may be withheld, conditional on credible performance.

Some of the confusion with adequately conceptualizing accountability is related to its fluid and pervasive nature. For instance, accountability may be directed toward either process (how something was done) or outcomes (what results were accomplished). If one has been delegated the authority to engage in some activity, then one is responsible, at the least, for conducting the activity "properly"— that is, in accord with prevailing expectations that guide how the activity should be conducted. This might be termed procedural accountability.

Accountability may extend further to include responsibility for the consequences or results of one's actions—whether positive or negative, and whether intended or not. This focus might be termed consequential accountability. It includes the ERIC Thesaurus definition (1994). Consequential accountability is implied by those who advocate that education should be "results-driven."

Given the establishment of both national and Hawai'i education goals a few years ago, followed by the more recent adoption by the Board of Education of the Hawai'i Content and Performance Standards, it appears that public education in Hawai'i, like that in many other school districts and states, is moving rapidly into standards-based reforms in curriculum, instruction, and student assessment. Note the strong consequential accountability orientation of standards-based reforms. To the extent that current school and school system instructional accountability mechanisms focus on procedural rather than consequential accountability, such mechanisms will be inadequate to assess, track, and evaluate standards-based reforms.

It should be noted that almost 20 years ago, the DOE had a comprehensive plan for a systemwide curriculum management system called the Foundation Program Assessment and Improvement System (FPAIS) which contained the following definition for accountability: “Determining and accepting responsibility; disclosing results”. Like most definitions found today in the national literature, this one is incomplete. While the FPAIS definition contains one of the key elements, “responsibility,” it lacks another that is essential. The evaluative nature of accountability, i.e., using authority justifiably and credibly, is an essential characteristic. The evaluative dimension is what distinguishes accountability from reporting.

While “accounting” is prerequisite for “accountability,” it is not sufficient. The key difference is that accountability must be embedded in what they term a “process of use”. Put negatively, if public accounting information is not embedded in a process of use, such that the information can subsequently foster change, modification, or revision of current practice or policy, then one has accounting but not accountability.

Along the same lines, Darling-Hammond and Snyder, say that an accountable school’s operations should “provide internal self-correctives in the system to identify, diagnose, and change courses of action that are harmful or ineffective.” **Accounting, then, is primarily descriptive, whereas accountability is essentially evaluative.**

Institution leaders are all too familiar with the dilemmas posed by conflicting rules and expectations. The kinds of expectations (e.g., bureaucratic, legal, political) that pertain to procedural accountability, especially, are well established. The accountability and accountability-related literatures contain fairly extensive discussions about what are variously referred to as “types,” “strategies,” “mechanisms,” and even “models” (a misnomer) of accountability. The different kinds of expectations, however, might be more aptly characterized as sources of accountability expectations. The multiple **sources of accountability expectations** contribute to the “fluid” and sometimes confusing nature of accountability encountered in practice.

The main categories of these expectations are **bureaucratic, legal, professional, political, and market-based.** As the labels imply, these sources of accountability expectations derive from different philosophical bases, traditions, and settings. A brief summary of each of the five sources of accountability expectations follows.

Summary of Sources of Accountability Expectations by Type

Bureaucratic: Uses hierarchic structure and authoritative superior-subordinate relationships to enforce compliance with rules and regulations.

Values promoted: equitable resource allocation, equal access, planned management, uniform/standardized operations.

Major weaknesses: unresponsive to individual client needs; minimizes professional autonomy and creativity of personnel.

Legal: Uses statutes to direct compliance and use of suits or injunctions to obtain redress for violations.

Values promoted: establishment and enforcement of legal rights; maintenance of rights via a formal avenue of complaint.

Major weaknesses: costs of monitoring compliance; reliance on punishment to induce compliance; adversarial process

Professional: Uses review by professional peers using the standard of "accepted practice" within the profession.

Values promoted: professional autonomy to provide services to best meet client needs; responsiveness to variation in client needs.

Major weaknesses: difficult and costly to establish the elements for developing and maintaining a professional culture

Political: Uses the processes of democratic control (elections, political action, public opinion) to influence and constrain the use of authority by elected officials.

Values promoted: democratic control; responsiveness to constituents; inclusiveness.

Major weaknesses: public expectations may be vague, unclear; unwieldy in diverse, pluralistic communities

Market-Based: Uses choice of providers within a (regulated) market to obtain best services and induce quality improvement among providers.

Values promoted: consumer rights; responsiveness to client preferences/needs; competition among providers.

Major weaknesses: no assurance of public's equal access to services of comparable quality; providers are likely to be responsive only to their particular clients

The five sources of accountability expectations delineate very **different bases by which justification for the use of delegated authority is viewed and defined.** With bureaucratic expectations, for instance, justification is often given in terms of acting in accord with established rules and regulations.

Or, for the legal source, justification often would be couched in terms of acting in accord with applicable statute or court order. Again, this points out the fluid and complex nature of accountability. As any education official or institute administrator is well aware, all five sources of accountability expectations, sometimes conflicting, are simultaneously active.

A simple, but rather powerful organizing concept is the so-called basic accountability question, "Who is responsible for what to whom?" It can be instructive to view the question in the following format (along with a few examples):

Who Is Responsible?	For What?	To Whom?
Institute principal, education officials, BOE, Legislature, public	providing classroom supplies & materials (e.g., books)	classroom teacher students, parents
classroom teachers,	maintaining student grade & attendance records	students, parents, Institute principal

The “Who is Responsible?” and “To Whom?” components contain numerous accountability providers and recipients: policymakers, funding agents, government agencies, education officials, local Institute governance bodies, Institute staff, parents, students, the general public, community organizations, and special interest groups. Most of these could be detailed-out further.

When viewed this way, it becomes apparent that there is an **internal-external** dimension to accountability. That is, some accountability relationships occur among providers and recipients located within the same organization (internal), while other accountability relationships involve recipients of accountability located outside the organization (external).

In addition, a given provider (e.g., education official or school administrator) is typically engaged in **multiple accountability relationships,** both internal and external. The prevalence of multiple accountability demands partially explains the origin of the problem of overload and fragmented accountability mandates. Particularly for external accountability, fragmentation tends to occur because the various “ToWhom?” recipients are often jurisdictionally, organizationally, and/or administratively independent. Consequently, the mandates generated are, fundamentally, uncoordinated and disconnected from each other.

The basic accountability question is useful also for assessing the scope of accountability in an organization. The “For What?” component can be described in terms of the following broad categories:

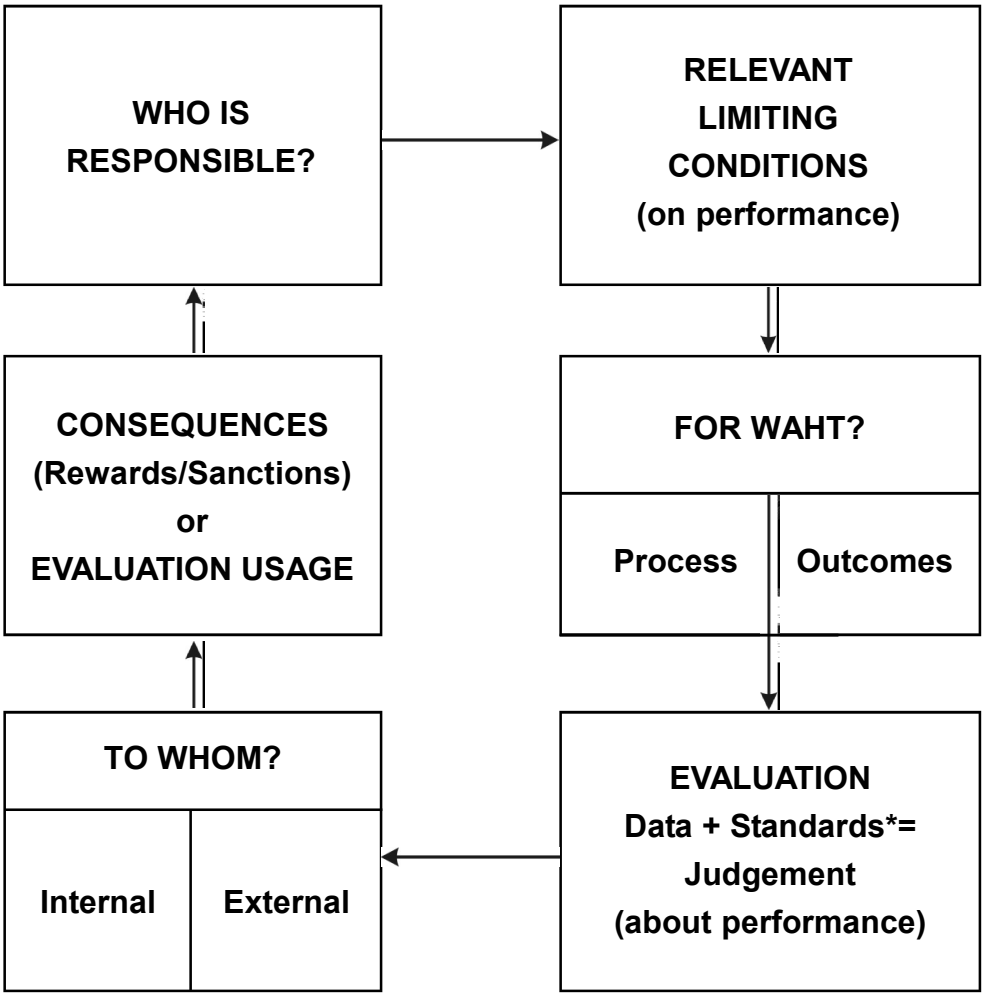
- funds
- personnel
- facilities
- protection of primary clients (e.g., safety, due process)
- direct services
- support services
- other administrative services
- organizational management

Closer to the operational level of detail, any one of these areas is complex and enormously detailed. Personnel, for example, might be further described in terms of areas such as recruitment, selection, classification and certification, compensation, personnel evaluation, personnel development, collective bargaining, and affirmative action. Any one of these sub-areas, in turn, could be further described in terms of applicable laws, policies, regulations, department directives, guidelines, standard operating procedures and forms.

The **overall scope of accountability in the Department of Education is enormous.** It can only be concluded that vocal critics who complain that education “lacks accountability” either don’t know what they’re talking about, or know what they’re talking about—for a specific area in which sufficient accountability may be lacking (e.g., “accountability” for student outcomes). The latter topic is covered in a subsequent section.

The following diagram serves to integrate various but incomplete accountability frameworks found in the literature with the definition of accountability used herein. The diagram appears to contain all the components required of a conceptual model for accountability.

Conceptual Accountability Model



*Standards for procedural accountability, in particular, include the accountability expectations from bureaucratic, legal, professional, political, and market-based sources.

The conceptual accountability model contains the three elements of the basic accountability question, “Who is responsible for what to whom?” As noted earlier, the focus of accountability (“For what?”) may be on process or outcomes. The controlling party or recipient of accountability (“To whom?”), may be internal or external to the provider (“Who is responsible?”). The remaining three components of the model are needed to complete the evaluative and control aspects of accountability.

Consideration of “relevant limiting conditions” is a necessary adjunct to the “evaluation” component. Judging whether performance was “credible” means evaluating whether the performance was at least as good as might be expected, given the relevant conditions. Lack of consideration of conditions affecting performance, whether limiting or enhancing, is unfair.

The sources of accountability expectations previously discussed (e.g., bureaucratic, legal, professional) are subsumed in the “standards” sub-component of the “evaluation” block. As previously mentioned, these sources of accountability expectations sometimes occur simultaneously and may conflict. Seen in the abstract form of the model, it appears that the same performance data could generate different findings, and even different implications for follow-up, if different standards (types of accountability expectations) are applied.

Before turning to institute/classroom accountability and accountability for student outcomes, two difficult problems will be brief ly explored: the worsening problem of "accountability overload" and the long-standing problem of defining appropriate consequences. What follows should be considered by policymakers as well as practitioners.

"Accountability overload" refers to a condition in which the accumulation of accounting and accountability demands has become excessive; i.e., no net value is being added to the product produced or the service provided, or, worse, value may be actually reduced due to the diversion of staff time and effort. The steady accretion and layering of accounting and accountability mandates is rarely accompanied by the removal of earlier requirements.

Several steps could be taken, either singly or collectively, to better control and even reduce "accountability overload." To succeed, the suggestions that follow would require concerted effort and commitment on the part of policymakers and practitioners.

1. Accountability, as defined herein, includes a "context for use" that serves to periodically evaluate the benefits of having conditionally delegated authority, and may include other consequences, positive or negative, as well. It is at that point in the accountability cycle where control is exercised, and, most importantly, where the greatest potential for improvements can be realized. Where possible, accounting activities should be (a) deleted, (b) reduced in scope, or (c) merged into accountability activities.

2. Where possible, accounting and accountability activities directed toward processes should be deleted or reduced in scope. Desired outcomes cannot be obtained, except by chance alone, without clearly focused effort—individual and organizational—on achieving the desired outcomes. Consequential accountability for outcomes should be emphasized. Consider the following hypothetical example. Suppose that 1 percent of Organization A's total resources are consumed by accounting and accountability activities that are mostly process focused.

   In contrast, suppose that Organization B spends 1 percent of its resources on accounting and accountability directed mostly toward its major desired outcomes.It is not difficult to imagine which of the two organizations is most likely to be using the remaining 99 percent of its resources more effectively and efficiently.

Defining **appropriate consequences** in the context of accountability in public education is both complex and controversial, but also underdeveloped and in need of more thought and public dialogue. Consequences (evaluation usage) are an essential component of accountability, i.e., authority is delegated conditionally upon demonstrably credible performance. At present, though, the consequences of poor performance often seem lacking or ineffectual. Yet a cautionary note about "beefing up" consequences is warranted. The imposition of consequences, especially high-stakes ones that may impact a student's current or future learning or work opportunities, or an adult's career, is a serious matter. If valid information about performance is lacking, or if standards for evaluating performance are unsound or unfair, then resistance to the imposition of high-stakes consequences is an entirely rational response.

Serious accountability will require great clarity delineating "Who is responsible for what to whom?," careful consideration of conditions that may limit actual performance, valid evaluation of performance (including relevant expectations or standards), and enactment

of reasonable, fair consequences. In sum, **serious accountability will require disciplined and careful effort.**

Institute/Classroom Accountability for Student Outcomes

Parents and community members will increasingly become key players in institute affairs, and school leaders must be able to demonstrate accountability. Traditionally, attending to the demands of internal and external accounting and accountability in the Department was mostly district and state office work. Of the various accountability demands, most troublesome will be accountability for student outcomes.

While considerable control often can be exercised over how a particular activity is conducted, it is possible that, even though an activity has been conducted in a completely acceptable manner, the final results or outcomes may be unsatisfactory. Typically, all the necessary conditions that will lead to an expected outcome cannot be controlled. Student learning, for example, is known to be influenced by many factors, some of which are within the authority of institute personnel to control, and others which are not. Student learning is co-produced. The primary producers are teachers, students themselves, and parents.

Although the difficulty of the educational task may vary greatly from institute to institute, from classroom to classroom, and from student to student, and although all the factors contributing to successful learning may not be fully controlled or even fully understood, the most basic compact between the institutes and the public is that the public institute and its teachers must make a difference in the lives of children and youth. **Institute accountability for student outcomes, then, must highlight the ways and extent to which the institute has contributed to making a difference.** Information that shows students' status in terms of performance standards at a point in time is useful, but information that shows **growth or improvement over time is essential.**

The LNVM Society Content and Performance Standards represents, essentially, a first step in negotiating a preliminary "for what" component in the area of accountability for student outcomes. Much more needs to be done: aligning curriculum, classroom instruction, and student assessment practices with the standards. Educators are responsible for accomplishing these tasks. Educators are also responsible for truly involving others so that the "co-production" of learning can be successful. Attention must be given throughout these efforts to thoughtfully cultivate an ongoing "process of negotiation" with parents and community members. **Accountability in public education must be developed through a process of negotiation among all participants and stakeholders.** Accountability between students and teachers, teachers and parents, and students and parents, cannot exist without mutually acknowledged relationships and responsibilities among the parties involved.

The Success Compact, "Reading, Writing, and Relating — Every Student, Every Time," therefore is a literacy-focused instructional reform initiative of the emphasizes institute-by-institutechange, with teachers collaborating together as professionals to improve and to articulate their classroom instruction, thereby building a community of learners. Total quality concepts, such as "What works best for the learner?," are central to the Success Compact. As noted by Superintendent Aizawa (1994):

"Like a musical theme, What works best? is repeated over and over again by students,

teachers, and parents, throughout all grades, throughout all subjects, throughout all learning activities, until it becomes ingrained as part of the institute's culture or "the way we do things around here." (page 6)

It might be observed that cultivating a "process of negotiation" among teachers, students, and parents for accountability for learning is compatible with, and should be subsumed within, the larger effort of building a community of learners. In addition, the total quality theme, "What works best?," needs to be linked to the performance standards, instructional practice, student assessment, staff development, and, eventually, staff and institute evaluation.

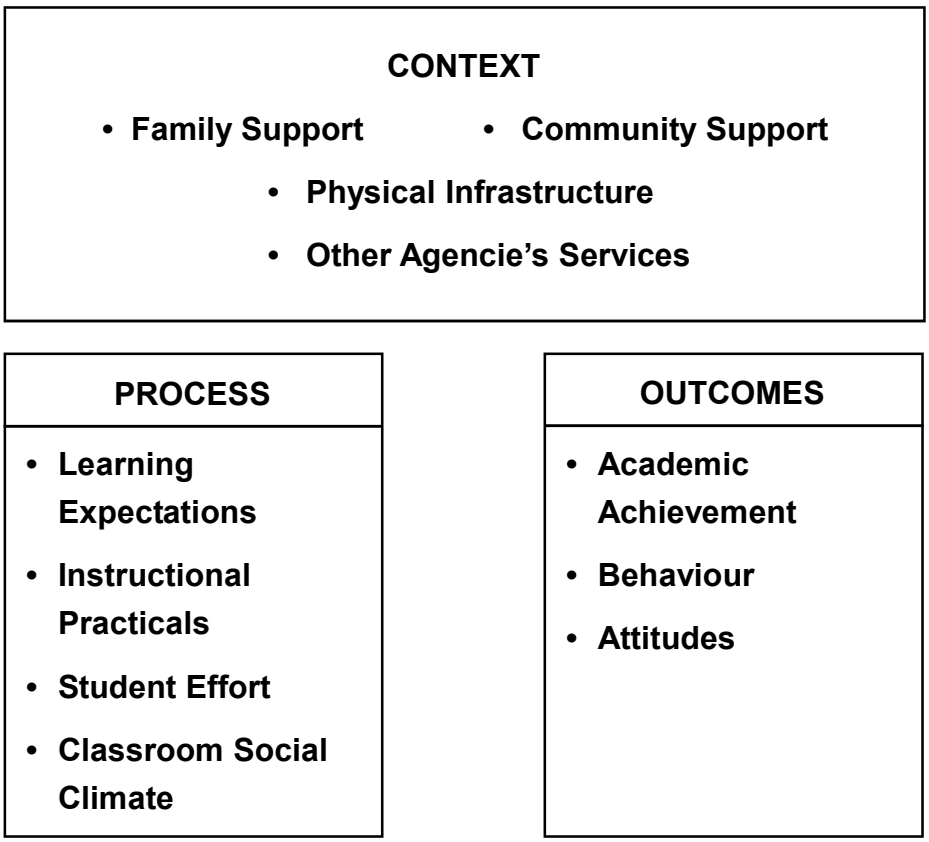
A conceptual model for institute accountability focused on classroom instruction is shown in the following diagram. Both learning processes and outcomes are shown as embedded in a common context. The various contextual elements affect institute/classroom processes and outcomes pervasively and in complex ways. Generally, the model is meant to suggest that both process and context determine outcomes.

All the components interact dynamically. Said differently, the knowledge of the direction and nature of causal relationships involved in classroom learning is fragmentary at best. Therefore, outcomes may also influence process and context. In the very long run, shouldn't the outcomes of schooling contribute to altering the context of individuals, future families, and the community as a whole? Isn't the reason why the public supports public education—to improve the "context" for future generations?

The model can serve as a useful organizer for thinking through and trouble-shooting key aspects of the question, "What works best?" In doing so, institute leaders working with staff and interested institute-community members will necessarily begin to operationalize an accountability "process of use" focused on the core "business" of the institute—effective classroom instruction for improved student learning. For instance, in the situation where student academic achievement is viewed as inadequate, then learning expectations, instructional practices and opportunity to learn, student effort or motivation, and classroom social climate—each shown in the diagram as main elements of instructional "process"—could comprise the key targets for review, and, if warranted, for subsequent improvement. Related context elements, especially family support, while not under the school's direct control, can be influenced by the school staff to some degree. It is important to keep in mind that student learning is co-produced, and that even overused catch-phrases, such as "parents as partners in education," do have a real and powerful meaning.

Our Institute Accountability Focused on Classroom Instruction

Although student assessment is not explicitly shown in the model, it is implied by the "outcomes" block. As noted earlier in this monograph, a strategic plan for a Comprehensive Assessment and Accountability System (CAAS) is under development. A substantial part of that plan will address current and emerging student assessment needs. Most likely, a two-level student assessment system will be proposed: operationally separate school and state assessment subsystems, both linked, though, to the Content and Performance Standards. One might envision a state assessment subsystem that is designed mainly to provide school-by-school and statewide information for school and system progress monitoring, and a parallel series of highly specific classroom assessments designed mainly for teachers' use in assessing individual student progress. The latter would be supported



by an Assessment Center, an electronic library of assessment materials, links to other sources of assessment information, and, if funded, assessment-related technical assistance and staff development services.

The accountability model proposed earlier contains consequences. How should consequences be tied to student assessment? High-stakes consequences for students, particularly negative ones, should not be considered until questions about the technical adequacy of assessments and equity issues related to opportunity to learn have been resolved. Meanwhile, the single best accountability use of standards-based assessments about student outcomes is for improving instruction, i.e., improving what works best for the learner. Institute leaders can also play a key role in assisting teachers to internalize the view that assessment information, while nominally a "readout" on student learning, also reflects the effectiveness of the teacher's instruction. Outcomes cannot be guaranteed. **Learning is co-produced. But teachers, to be regarded as professionals, need to credibly demonstrate their use of "best practices,"** including the use of outcome information to improve that practice.

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QUALITY ASSURANCE PROCEDURES

INTERNAL ANNUAL MONITORING

1. Overview

In order to improve the efficiency and effectiveness of a unit, it is essential that its activities are regularly monitored and results evaluated for continuous improvement purposes. For the intent and purpose of this policy, it will be done every six months (in the month of January and July, first week) to determine whether the unit is doing and achieving as planned. This will be done through the systematic collection and analysis of information to determine whether available resources are sufficient, appropriate, effectively utilised, available capacity is sufficient and maximised.

Monitoring will be process-based where a selected process or processes will be subjected to review using the Approach, Deployment, Results and Improvement Model such that targets set and activities planned during the planning phases of work assist in keeping planned arrangements on track, and inform management otherwise.

2. Policy

Both academic and non-academic units will be subjected to internal annual monitoring of their activities against established requirements and criteria to ensure that they have achieved as they had planned and for quality assurance purposes.

Monitoring will be conducted by Quality Office (C.I) personnel and others who may be co-opted to assist in this regard.

2.1 Objectives

The object of monitoring the activities of non-academic units is to determine:

- conformity of unit objectives with DGCA / university strategic goals, initiatives and direction
- the extent of compliance of unit processes to DGCA / university policies, procedures and regulations
- conformity to planned arrangements
- appropriate key performance indicators are in place
- operational plans support strategic, functional, faculty & section and individual work plans
- corrective and preventative actions are instituted immediately when non-conformance(s) is/are detected
- gaps that exist between current and expected performances are bridged
- units strive for continuous quality improvement in all their activities
- best practices are established and utilised for continued improvement

- post-internal audit processes are implemented as planned
- post-external audit processes are implemented as planned

2.2 Monitoring

The following dimensions will be used to measure the unit's performance against:

1. **Approach**: Thinking & Planning
2. **Deployment**: Implementing & Doing
3. **Result**: Monitoring & Evaluation
4. **Improvement**: Learning & Adapting

The unit's performance will be assessed or evaluated under each of the above dimensions against the relevant requirements and criteria. For full explanation of the criteria, refer to QIP and FOAP

3. Procedures

3.1 Annual Monitoring

The Senior Quality Assurance Coordinator (CI / Principal) or designated person will:

3.1.1 arrange with the head of the unit of a suitable time to conduct the monitoring exercise

3.1.2 inform the head of unit of the logistics of the monitoring exercise in an Opening Meeting

3.1.3 proceed to review the unit's performance against the set dimensions and make appropriate notes or comments using the template.

3.1.4 follow through internal, external and other audit recommendations

3.1.5 interview staff for further clarification and request for additional information, data or documentation, if the need arises

3.1.6 brief the head of the unit of major findings from the review in a Closing Meeting

3.1.7 compile the Annual Monitoring Report of the monitoring exercise findings, highlighting areas for improvement, if any

3.1.8 forward the Annual Monitoring Report and Assessment Scorecard to the unit head for comments and action

Upon receiving the report, the Unit Head will:-

3.1.9 respond to the issues highlighted in the report in consultation with the immediate supervisor and staff by way of an Action Plan, how deficiencies, if any will be addressed, when and by whom

3.1.10 forward the approved Action Plan to the Senior Quality Assurance Coordinator (CI / Principal) or designated person

3.1.11 proceed to implement the actions in the Action Plan

3.1.12 submit a Progress Report to the Senior Quality Assurance Coordinator or designated person on a quarterly basis of the **Action(s)**: (i). **Already Taken** i.e. completed; (ii). **In Train** i.e. work in progress; (iii). **Planned** i.e. planned to be done and (iv). **Status** i.e. open/closed

The Senior Quality Assurance Coordinator (CI / Principal) or designated person will:

3.1.13 follow through the actions in the Progress Report against the actions in the Action Plan to ensure that they are completed as scheduled by liaising with the unit head or designated person and supported by documentary evidence.

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LAXMI NARAIN VERMA MEMORIAL SOCIETY (LNVMS)
ANNUAL MONITORING EXERCISE

QUALITY IMPROVEMENT PLAN _____ (e.g. 2010-11)

To be completed by staff who have direct responsibility for the quality management of taught provision above Programme Leader level, to be submitted to the Dean and to the Chair of CEO, together with all QAPs.

FACULTY/DIVISION:	
DEPARTMENT: *(or area covered)*	
SUBJECT AREAS COVERED:	
NAME OF HEAD:	

Staff responsible for the QIP are expected to add their experience and knowledge of matters beyond the remit of Programme Teams. They complete the QIP template by setting programme QAPs in a wider context, drawing on a broad range of sources in addition to the QAPs themselves, for example: staff development plans; departmental strategic plans; PDRs (PERSONAL DEVELOPEMENT REPORT) for academic staff; and RAE involvement. These are all vital ingredients in reaching judgements about the standard and quality of taught provision.

1. Scope

List each Quality Action Plan (QAP) within the area of responsibility and the range of taught provision it covers, including in-house and collaborative provision, formal PSRB links, flexible, distributed and e-learning. Also include non-credit bearing ad hoc, custom-designed provision and conferences.

2. Quality of Documentation

Comment on the quality of the documentation submitted. Were all the QAPs (including in-house and collaborative provision) received, and of a high quality? Were any QAPs sent back for revision? If yes, specify why they were sent back and what the outcome was. (NB Identification of issues will be taken into consideration in enhancing and updating guidance and proformas for future academic sessions.)

3. Academic Standards and Quality

Confirm the security of academic standards and quality of all taught provision within the area of responsibility, broken down by subject area where applicable, noting any examples of enhancement in quality management and providing an evaluation/review of learning resource support at programme and/or subject level (in response to items in the QAPs and from other sources eg PARM documentation taking into consideration collaborative provision, formal PSRB links, flexible, distributed and e-learning.)

4. Programme Monitoring and Evaluation

- *Report on the key issues raised in the QAPs including key strategic themes such as monitoring how the student transition and induction framework is being addressed; retention; employability; and issues arising from the NSS and the International Student Barometer.*

- *Approve any key issues for local action from those identified by individual programme teams in the QAP.*

- *Report on key issues relating to individual subject areas.*

- *Report on any key issues requiring faculty/division action.*

- *Report on any key issues requiring institutional action.*

5. Collaborative Provision

Report on the application of the Annual Monitoring Exercise for each collaborative provision arrangement managed by each partnership, including the Heads' monitoring of Programme Logs.

6. Programme Approval and Review

Confirm that, and detail how, conditions and recommendations are being addressed from any periodic or external review reports for all provision within the area of responsibility.

7. Professional Statutory and Regulatory Bodies (PSRBs) (E.G DGCA)

Confirm that, conditions and recommendations specifically relating to PSRB engagements are being addressed and have been recorded within the PSRB database along with any good practice specifically relating to PSRB engagements.

8. Good Practice

Note examples of good practice arising from Programme Approval and Review, and from external examiner reports, and provide examples of how this good practice will be disseminated and developed.

9. Non-Credit Bearing Courses and Conference Provision

Report on the success of any short courses or conferences organised within the area of responsibility, broken down by subject area where applicable.

10. Quality Enhancement Action Plan

Quality Action Plans should align closely with the MMU Strategic Plan and with the Critical Success Factors (CSFs) and Corporate Objectives

	NOTE ALL KEY ISSUES IDENTIFIED IN 2009/2010 QAPs	**ACTION REQUIRED AND AT WHAT LEVEL (eg Programme, Departmental, Faculty/Division or Institutional)**	**DATE ACTION WILL BE (or has already been) IMPLEMENTED AND BY WHOM**
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

NB: If the Head has identified any issues for action not included in QAPs, they should be noted below.

LAXMI NARAIN VERMA MEMORIAL SOCIETY (LNVMS)
ANNUAL MONITORING EXERCISE

FACULTY OVERVIEW AND ACTION PLAN _____ (e.g 2010-11

FACULTY/DIVISION:		
NAME OF CEO CHAIR: **Signature:**	_____	DATE:
PRINCIPAL: **Signature:**	_____	DATE:

Notes of Guidance for Completion

Prior to completion of this proforma the Principal and Accountable Manager should meet all Heads and Programme Leaders individually and/or collectively to discuss their Quality Improvement Plans and Programme Quality Action Plans using the previous year's AME (Annual Monitoring Exercise) documentation to ensure all key issues from the previous year have been addressed.

Following these discussions the Faculty Action Plan for the year _____ (e.g 2009-10) (comprising Section Three of this proforma) is drafted by the Principal in consultation with C.I and the Chair of CEO. The Action Plan should provide details of key issues for action, highlighting those with departmental (or equivalent), faculty-wide, or institutional relevance, and relating those key issues to the Faculty's current Strategic Plan (informed by the LNVMS, Critical Success Factors (CSFs). The Faculty Action Plan will be fed into the next iteration of the Faculty Strategic Plan.

A draft Faculty Overview Report (using Section One of this proforma) on the maintenance and enhancement of academic standards and quality across the Faculty (drawing upon the previous academic year's AME documentation to ensure all key issues from the previous year have been addressed) is prepared by the principal, discussed and approved by CEO, then submitted to the A.M for information.

Section Two should be used to provide an update on progress relating to the Action Plan from previous year (e.g. 2009-10).

The Faculty Action Plan for 2010-11 is appended to Sections One and Two and produces the completed Faculty Overview and Action Plan. This is then submitted by the Head of Faculty and Campus Head to the Chair of the Academic Quality and Standards sub-Committee for consideration. It is also submitted to the next Faculty Board and A.M. for information.

SECTION ONE
FACULTY OVERVIEW

Please read guidance notes on the front of this proforma prior to completion

1. Scope

List every Quality Improvement Plan (QIP) submitted in the Faculty's AME.

2. Academic Standards and Quality

a) Taught provision

Confirm the security of academic standards and quality of the Faculty's taught provision, noting any enhancement in quality management.

b) External engagements, including PSRB and collaborative provision

Highlight any issues of concern relating to formal external engagements, with particular regard to PSRB reports and collaborative provision, and indicate how any issues raised relating to collaborative provision are being addressed.

c) Non-credit bearing provision

Provide commentary on any non-credit bearing provision, noting its scale within the Faculty and how it has been evaluated.

3. Quality Management and Enhancement

Confirm the Faculty's compliance with the Annual Monitoring Exercise and recommend to the Academic Quality and Standards sub-Committee whether any changes to institutional procedures would improve academic standards and quality.

4. Programme Monitoring and Evaluation

- *Confirm completion of the Annual Monitoring Exercise for the Faculty, paying particular attention to the quality management of collaborative provision and flexible and distributed learning (including e-learning).*

- *Confirm that Heads have monitored programme Logs and that Programme Teams have addressed key issues in external examiner reports and have formally responded; have gathered, analysed and responded to student opinion; and are engaging with statistical data.*

- *Note common themes or generic issues from external examiner reports.*

5. Programme Approval/Review

Confirm that conditions and recommendations are being addressed from any periodic or external review reports for the Faculty, with explicit reference to examples of collaborative provision, formal PSRB engagements and significant developments in flexible and distributed learning (including WebCT/Vista).

6. Good Practice

Note examples of good or enhanced practice identified in annual monitoring, modification, periodic or external review procedures.

SECTION TWO

UPDATE ON FACULTY ACTION PLAN FOR ENHANCEMENT OF PREVIOUS YEAR (2009-10)

Please read guidance notes on the front of this proforma prior to completion

	KEY ISSUES identified for action	Details of those responsible and timescale for delivery	Update
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Any additional key issues not noted in QIPs:

11			
12			

SECTION THREE
FACULTY ACTION PLAN FOR ENHANCEMENT (2010-11)

Please read guidance notes on the front of this proforma prior to completion

	NOTE ALL KEY ISSUES FROM QIPS *with details of actions required, those responsible & timescale*	**INDICATE HOW THESE WILL BE ADDRESSED IN THE NEXT FACULTY STRATEGIC PLAN**	**IS THIS AN INSTITUTIONAL, FACULTY OR DEPARTMENTAL ISSUE?**
1			
2			
3			
4			
5			
6			
7			
8			

Any additional key issues not noted in QIPs:

9			
10			

LAXMI NARAIN VERMA MEMORIAL SOCIETY

ANNUAL MONITORING EXERCISE SCHEDULE

Programme Team/Committee

January (I st and II nd week)

- receives approved ADC Report on AME for information and action
- considers key programme issues arising during the academic year
- selects issues for a draft Quality Action Plan (QAP) for the next academic year to inform the Faculty Strategic Plan
- Identify aspects that need revision through minor modifications and ensure that they are considered through FADC* prior to the commencement of the autumn term 2009

** If FADCs are not timetabled to take place during this period, minor modifications should be considered and approved by the sub-groups or via Chair's Action*

Programme Team/Committee

January (III st and IV nd week)

- begins to collate new Programme Log
- creates a draft Quality Action Plan (QAP) which is submitted to the Head of Department to inform Faculty Strategic Planning
- agrees QAP at Programme Committee

NB statistical data will be finalised and input at Faculty level following resit Boards of Examiners' meetings

Head
(or equivalent)

February (I st and II nd week)

- discusses QAPs with Programme Leaders
- confirms or amends QAPs
- produces Quality Improvement Plan (QIP)
- submits QIP (with QAPs) to Faculty Academic Development Committee (FADC)/University Programmes Board (UPB) and Dean of Faculty/Division

Dean of Faculty/Division and Chair of FADC/UPB

February (I st and II nd week

- Discuss QAPs with Heads/Programme Leaders and confirm/amend
- Discuss QIPs with Heads in context of Faculty Strategic Plan and confirm/amend

Chair of FADC/UPB
(in consultation with Dean of Faculty/Division and FEG as indicated below)

March (I st week)	• drafts the Faculty Action Plan - in consultation with the Dean and Faculty Executive Group • prepares the draft Faculty Overview Report using the Faculty Action Plan and submits this to FADC for discussion and approval, and to the Dean of Faculty/Division for information • appends the Faculty Action Plan to the Faculty Overview Report

Dean of Faculty/Division

March (I st week)	• submits Faculty Overview and Action Plan to the Chair of Academic Development Committee's Academic Quality and Standards Sub-Committee for consideration • issues approved QAPs, signed by Dean, to Programme Leaders and external examiners

Plenary Meeting of ADC's Academic Quality and Standards Sub-Committee with Chairs of FADCs/UPB, Heads of Faculty and Campus SAS, Heads of Central "student-facing" Service providers, Students' Union representatives.

March (II nd week)	considers AME documentation for institutional level oversight, including • Faculty Overview and Action Plan • Report from Students' Union • Reports from central "student-facing" service providers • Institutional overview report on PSRB engagement *Following the meeting the Chair of AQSSC produces a report of the meeting to inform the Chair of ADC's draft AME report*

Academic Development Committee

March (II nd week)	considers Chair of ADC's draft Report including: • Summary of outcomes (including key performance indicators) • Issues from SU and central "student-facing" service provider reports • Matters of institutional significance/trends/generic themes • Summary of findings from external examiners' reports • Examples of good practice • Recommendations for enhancement

Chair of Academic Development Committee

March (III nd week)	• Submits the confirmed AME report to the Academic Board

Academic Board

March (IV nd week)	• Considers Chair of ADC's AME report • determines whether AME has been conducted satisfactorily • decides recommendations for enhancement

Centre for Academic Standards & Quality Enhancement

April (I st week)	• drafts AME Action Plan in consultation with the Chair of ADC • circulates approved report on Annual Monitoring Exercise and AME action plan to ADC members and all stakeholders • publishes report on MMU website

Directorate

April (II nd week)	• considers resource/strategic issues raised by approved report

Programme Team/Committee

April (III rd week)	• receives approved ADC Report on AME for information and action • considers key programme issues arising during the academic year • selects issues for a draft Quality Action Plan (QAP) for the next academic year