

Teacher Behaviors

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MASTER LIST

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- (t01) provide a system of almost continuous feedback (both positive and negative) to students about their performance,
**TP12,TP13,TB32,CH4,CH5,IA1,IA3,CA24,PL6,SC3, 11
- (t02) relate subject matter to each learner's interests, needs, and abilities,
**TP16,TB34,CH4,IA1,CA24,PL6,SC2, 12
- (t03) provide appropriate verbal and non-verbal cues in lecture, **TP20,TB35,CH4,IA1,CA24,PL6,SC4, 13
- (t04) administer a variety of standardized tests, following to criterion all procedures necessary for attaining reliable results with groups tested,
**TP1,TB13,CH4,IA1,CA24,PL6,SC3, 14
- (t05) through conferring with parents, foster a constructive parent-teacher relationship in the interest of the pupil,
**TP24,TP32,TB51,CH3,CH4,IA1,IA2,CA24,PL6,SC2,OC5, 15
- (t06) elicit student reactions as valid data for evaluation of his effect on the students
**TP36,TB63,CH1,IA1,CA24,PL6,SC3, 16
- (t07) accept the fact that he is hated by others due to his skin color and indentify situations in which this fact applies,
**TP15,TB61,CH1,IA1,CA24,PL6,SC3,OC2,OC5, 17
- (t08) give directions which are understood by students,
**TP9,TB35,CH4,IA2,IA1,CA24,PL6,SC4, 18
- (t09) organize the supplies, equipment, and other physical resources within the classroom for maximum utility by students,
**TP23,TB45,CH4,IA1,IA3,CA24,PL6,SC3, 19
- (t10) respond to others such that they feel secure enough to express themselves honestly and openly,
**TP15,TB50,CH2,CH3,IA2,CA24,PL6,SC2,OC5, 20
- (t11) diagnose students relevant knowledge, feelings, and attitudes prior to instruction,
**TP8,TB14,TB17,CH5,IA1,CA24,PL6,SC1, 21

-
- (t12) conduct learning experiences in which students explore the origins and development of values, attitudes and beliefs, how they change, and the impact they have on human relationships,
**TP2, IP15, TP21, TB30, TB72, TB75, CH4, IA1, CA24, PL6, SC2 , 22
- (t13) analyze the effect of his own teaching behavior,
**TP36, TB27, TB62, CH1, IA1, CA24, PL6, SC2, OC1, OC2, OC3, 23
- (t14) design a series of lessons to reinforce a student's reading strengths and correct a student's reading weaknesses,
**TP21, TP25, TB24, CH5, IA3, CA18, CA24, PL6, SC3, 24
- (t15) evaluate the validity and reliability of a test for assessing specific learning outcomes,
**TP10, TB15, CH5, IA1, IA3, CA24, PL6, SC4, 25
- (t17) evaluate the results of the use of specific strategies with individual students,
**TP10, TB13, TB15, CH5, IA1, CA24, PL6, SC2, 26
- (t18) write a socio-drama or open-ended reaction story which can be successfully acted out by pupils in a role-playing situation,
**TP21, TB24, CH5, IA2, IA3, CA14, CA20, CA27, CA28, PL6, SC3 , 27
- (t19) involve the students in teacher-pupil planning,
**TP25, TP29, TB25, CH4, IA1, CA24, PL6, SC2, 28
- (t20) accurately interpret the results of standardized tests administered in specific classroom situations,
**TP1, TP12, TP32, TB15, CH5, IA1, IA3, CA24, PL6, SC3, 29
- (t21) incorporate student data obtained during instruction in the planning of subsequent activities,
**TP19, TP25, TB20, CH5, IA3, IA1, CA24, PL6, SC3, 30
- (t22) analyze patterns of human interrelationships existing in a classroom by use of structured observational techniques,
**TP4, TP15, TB15, TB17, CH5, IA1, CA24, PL6, SC2, 31
- (t23) diagnose the self-concept of students through the use of appropriate instruments,
**TP8, TP34, TB17, CH5, IA1, CA24, PL6, SC2, 32

- (t24) help the learner determine for himself appropriate directions and activities to achieve learning objectives,
**TP29, TB25, TB73, TB74, CH2, IA2, CA24, PL6, SC3, OC1, OC2, OC3, 33
- (t25) provide experiences that will help students understand and develop their own values,
**TP21, TP39, TB75, CH2, IA2, CA24, PL6, SC2, OC5, 34
- (t26) identify the feelings (and reasons for those feelings) that another has toward him,
**TP15, TP36, TB62, TB66, CH1, CH5, IA2, IA3, CA24, PL6, SC3, 35
- (t27) accept critiquing and supervision from peers,
**TP36, TP37, TB63, CH1, IA1, CA24, PL6, SC2, OC5, 36
- (t29) identify the prerequisites for a given learning objective, **TP12, TB21, CH5, IA3, CA24, PL6, SC4, 37
- (t30) plan a program for developing a more responsive learning environment by identifying the deficiencies in responsiveness of the environment and devising strategies for eliminating those deficiencies, **TP21, TB20, CH5, IA3, CA24, PL6, SC3, 38
- (t31) organize a set of specific objectives into a defensible teaching sequence and give a rationale for the order,
**TP14, TB21, TB27, CH5, IA3, CA24, PL6, SC4, 39
- (t32) identify elements of his own teaching behavior that need improving,
**TP36, TB62, CH1, IA3, CA24, PL6, SC2, OC1, OC3, 40
- (t33) provide experiences which will help students find values and activities which are non-work oriented,
**TP2, TB75, CH2, IA2, CA24, PL6, SC2, OC5, 41
- (t34) choose appropriate standardized tests for use in specific classroom situations,
**TP1, TB11, CH5, IA3, CA24, PL6, SC3, 42
- (t35) operate all A-V equipment required for classroom instruction, **TP3, TB38, CH5, IA1, CA24, PL6, SC3, 43
- (t36) remain open to and accepting of all students in a multi-racial classroom setting,
**TP29, TB66, CH1, CH4, IA1, CA24, PL6, SC2, OC5, 44

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- (t37) accurately record an accident where school or teachers liability may be involved,
**TP32,TB44,CH5,IA3,CA24,PL6,SC4, 45
- (t38) structure experiences so students will examine the nature of, and reflect concern for, contemporary social, political, and economic trends and issues,
**TP2,TP21,TB36,TB75,CH2,IA1,IA2,IA3,CA24,PL6,SC2, 46
- (t39) establish an emotional climate in the classroom which pupils perceive as open to their responses,
**TP4,TP29,TB31,CH4,IA2,CA24,PL6,SC2,OC5, 47
- (t40) design efficient procedures for handling routines in the classroom,
**TP26,TB26,CH5,IA3,CA24,PL6,SC3, 48
- (t41) provide relevant examples which illustrate given subject content. **TP20,TB35,CH4,IA1,CA24,PL6,SC4, 49
- (t43) control the interactive factors for large-group learning. **TP18,TB31,CH4,IA1,CA24,PL6,SC3, 50
- (t44) utilize total curriculum in preparing students to combat environmental strangulation,
**TP21,TB30,CH4,IA1,CA24,PL6,SC2, 51
- (t46) conduct lessons that result in student mastery of specified objectives,
**TP21,TB30,CH4,IA4,CA24,PL6,,SC3, 52
- (t47) involve parents, paraprofessionals, and professional personnel in the school instructional program.
**TP24,TP37,TB54,CH4,IA1,IA2,CA24,PL6,SC2, 53
- (t48) work cooperatively with fellow teachers,
**TP15,TP37,TB55,CH4,IA1,IA2,IA4,CA24,PL6,SC1, 54
- (t49) use a variety of evaluative techniques to assess all aspects of a student's learning,
**TP1,TP12,TB10,CH5,IA1,CA24,PL6,SC1, 55
- (t50) resolve discipline problems within the framework of state and local policies,
**TP10,TB43,CH4,IA1,CA24,PL6,SC3, 56
- (t51) provide activities by which students can evaluate their own progress,
**TP12,TP21,TB16,CH4,IA1,IA2,CA24,PL6,SC1, 57

- (t53) provide an atmosphere that will help students sense intrinsic worth in themselves.
**TP4, TP34, TB3, TB71, CH2, IA2, CA24, PL6, SC2, OC5, 58
- (t54) construct pre and post teaching diagnostic instruments. **TP38, TB12, CH5, IA3, CA24, PL6, SC2, 59
- (t55) evaluate student performance according to criteria based upon objectives.
**TP12, TP14, TB15, CH5, IA3, CA24, PL6, SC2, 60
- (t56) accept the thinking strategy of a student as legitimate for him at that time.
**TP29, TB66, CH4, IA1, CA24, PL6, SC2, 61
- (t58) help students become open, responsive individuals.
**TP15, TP30, TB72, CH2, IA2, CA24, PL6, SC1, OC2, OC5, 62
- (t59) help students respond critically and constructively to one another.
**TP15, TP30, TB72, CH2, IA2, CA24, PL6, SC2, 63
- (t60) allow students to express feelings, attitudes and interests.
**TP2, TP29, TB75, CH4, IA1, PL6, CA24, SC3, OC5, 64
- (t61) help students to gain and understanding of self=needs motives, experiences, and motivations.
**TP34, TB71, CH2, IA2, CA24, PL6, SC2, 65
- (t62) help students to achieve a sense of self.
**TP34, TB71, CH2, IA2, CA24, PL6, SC2, 66
- (t63) select the most appropriate medium or media to present a concept.
**TP6, TP21, TB24, CH5, IA3, CA24, PL6, SC3, 67
- (t65) prepare teaching plans to provide experiences so that children will gain both enjoyment and knowledge.
**TP25, TB21, TB22, TB24, CH5, IA3, CA24, PL6, SC3, 68
- (t67) select instructional materials according to the criteria established by child development theorists.
**TP21, TB24, CH5, IA3, CA24, PL1, PL2, PL3, PL4, SC3, 69
- (t68) redirect questions to pupils to help them diagnose their own learning problems.
**TP12, TP31, TB37, CH5, IA1, IA2, IA4, CA24, PL6, SC3, OC2, 70

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- (t70) vary the pattern of lesson presentation by switching to different interaction styles.
 **TP11,TP21,TB30,CH4,IA1,CA24,PL6,SC3, 71
- (t71) select a variety of media and teaching techniques in order to utilize this media in arousing creativity in pupils.
 **TP21,TB22,TB24,CH5,IA3,CA24,PL6,SC3,OC2, 72
- (t72) create an atmosphere encouraging open expression of attitudes.
 **TP4,TB31,CH4,IA1,IA2,CA24,PL6,SC3,OC5, 73
- (t74) keep abreast of current trends and developments in education, particularly in his own or related areas.
 **TP27,TP36,TB63,CH1,CH5,IA1,IA3,CA24,PL6,SC3,OC1,OC3, 74
- (t75) develop individualized materials such that continuous pupil progress may be enhanced.
 **TP16,TP21,TB24,CH5,IA3,CA24,PL6,SC3, 75
- (t76) construct transparencies and write an accompanying commentary. **TP3,TP21,TB26,CH5,IA3,CA24,PL6,SC4, 76
- (t78) evaluate a variety of contemporary means for reporting pupil progress.
 **TP12,TP32,TB26,CH5,IA3,CA24,PL6,SC4, 77
- (t79) assist guidance personnel by administering and analyzing tests, conferring with parents, etc.
 **TP8,TB13,TB14,TB15,TB17,CH4,IA1,CA24,PL6,SC3, 78
- (t80) recognize pupils with those aspects of childhood, transcendence, and adolescence which retard normal learning. **TP8,TB14,TB17,CH5,IA3,CA24,PL6,SC3, 79
- (t81) use diagrams in lesson presentation.
 **TP3,TP21,TB35,TB38,CH4,IA1,CA24,PL6,SC2, 80
- (t82) develop competency in understanding children's oral speech. **TP36,TB65,CH1,IA1,IA3,CA24,PL6,SC3, 81
- (t83) stimulate use of oral language.
 **TP11,TP22,TB32,CH4,IA1,IA2,CA24,PL6,SC3,OC1,OC3, 82
- (t84) estimate a child's level of oral language development. **TP1,TB14,CH5,IA3,CA24,PL6,SC3, 83

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(t85)	establish home program for parents in oral language. **TP24,TB54,CH4,CH5,IA3,CA14,PL6,SC3,OC1,OC3,	84
(t87)	accept pupils' individual difference. **TP15,TP29,TB66,CH1,IA1,CA24,PL6,SC1,	85
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(t92)	motivate children to learn in a structured situation. **TP22,TB32,CH2,CH4,IA1,IA2,CA24,PL6,SC2,OC5,	87
(t93)	work with the disadvantaged child. **TP29,TB30,CH4,IA1,CA24,PL1,PL2,PL3,PL4,SC2,	88
(t95)	use manuscript writing in the preparation of charts, children's work sheets, and materials for the blackboard. **TP21,TB24,CH5,IA3,CA24,PL1,PL2,SC4,	89
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(t97)	make consensus decisions in areas that may be controversial. **TP27,TB25,TB50,CH4,IA1,IA3,CA24,PL6,SC3,OC2,OC5,	91
(t98)	operate a variety of audio-visual equipment. **TP3,TB38,CH5,IA1,CA24,PL6,SC4,	92
(t100)	identify a learning handicap in a student. **TP8,TB14,CH5,IA3,CA24,PL6,SC2,	93
(t101)	use the Education Index. **TP27,TB63,TB67,CH5,IA1,CA24,PL6,SC3,OC1,OC3,	94
(t102)	record child behavior in terms of the objectives of each subject area. **TP1,TP12,TB13,TB44,CH5,IA3,CA24,PL6,SC4,	95
(t103)	recognize the attainment of each subject when they are manifested in child behavior. **TP12,TB115,CH5,IA1,IA3,CA24,PL6,SC2,	96
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(t105)	use standardized tests and their evaluation, **TP8,TP11,TP12,TB13,CH5,IA1,CA24,PL6,SC2,	98
(t106)	devise systems of assessing pupil achievement, **TP1,TB12,CH5,IA3,CA24,PL6,SC2,	99
(t107)	select appropriate teacher-made and commercially prepared instructional materials, **TP21,TB24,CH5,IA3,CA24,PL6,SC3,	100
(t108)	utilize community sources for information including available resource persons, **TP7,TB53,CH4,IA1,CA24,PL6,SC2,OC3,	101
(t110)	match instructional activities with the objectives of the lesson, and the capabilities and interests of the students, **TP16,TP21,TP25,TB24,CH5,IA3,CA24,PL6,SC3,	102
(t111)	provide the necessary amount of structure, organization and explanation for each learning activity to prevent undue confusion during the lesson, **TP5,TP21,TP23,TB31,TB35,CH4,IA1,IA2,IA4,CA24,PL6 ,SC3,	103
(t113)	examine his own teaching style to assess its effectiveness, **TP12,TP36,TB62,CH1,IA1,IA3,CA24,PL6,SC2,OC1,OC3,	104
(t115)	adhere to professional ethics, **TP27,TB64,CH1,IA1,CA24,PL6,SC1,	105
(t118)	maintain a positive view of self, **TP34,TB61,CH1,IA2,CA24,PL6,SC2,OC5,	106
(t119)	has respect for the dignity and worth of the individual. **TP15,TB66,CH1,IA1,CA24,PL6,SC1,OC5,	107
(t120)	interact constructively with others, **TP15,TB50,TB66,CH4,IA1,CA24,PL6,SC1,	108
(t121)	remain open to change, **TP36,TB63,CH1,IA1,CA24,PL6,SC2,OC2,OC5,	109
(t122)	work with teachers across subject areas, and with other resource personnel, **TP37,TB55,CH4,IA1,CA24,PL6,SC2,	110

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(t124)	provide opportunities and guidance for decision-making, **TP2, TP17, TB74, CH4, IA1, CA24, PL6, SC3, OC2,	111
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(t128)	perform a defined task when requested, **TP27, TB64, CH1, CH4, IA1, CA24, PL6, SC2,	115
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(t132)	discriminate between types of classroom social-emotional climates and note the effect each has on the group's functioning, **TP4, TB13, TB15, TB17, CH5, IA3, CA24, PL6, SC3,	118
(t133)	recognize that teacher values and norms are often quite different from the values and norms held by pupils. **TP29, TP36, TB62, CH1, IA1, CA24, PL6, SC2,	119
(t134)	use interaction analysis to categorize and analyze teacher classroom behavior, **TP36, TB62, CH5, IA3, CA24, PL6, SC3, OC3,	120
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(t139)	identify pupils who might need the help of a speech therapist, **TP8,TB14,CH5,IA3,CA24,PL6,SC3,	123
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(t165)	promote student learning through reflection of sensitivity to student expressions, desires, and needs. **TP22, TP29, TB32, CH4, IA1, IA2, CA24, PL6, SC2,	143
(t166)	respond positively to responsibilities for personal performance and professional growth. **TP27, TP36, TB63, TB64, CH1, IA1, CA24, PL6, SC2, OC5,	144
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(t168)	provide opportunities for successful school experiences which develop a positive pupil self-image. **TP21, TP34, TB71, CH2, IA2, IA3, CA24, PL6, SC2,	146
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(t172)	interpret maps and globes, **TP3, TP20, TB35, TB38, CH5, IA1, CA20, CA24, PL6, SC4, OC1 , OC3,	150
(t173)	interpret pictures, charts, graphs, and tables, **TP3, TP20, TB35, TB38, CH5, IA1, CA20, CA24, PL6, SC3, OC1 , OC3,	151
(t174)	relate instruction to pupils' store of in and out-of-school experiences, **TP15, TP22, TB30, CH4, IA1, CA24, PL6, SC2,	152
(t175)	foster independent study with supervision, **TP16, TB34, TB73, TB74, CH2, CH4, IA1, IA2, CA24, PL6, SC3 ,	153
(t176)	choose instructional materials compatible with course of study, **TP21, TB24, CH5, IA3, CA24, PL6, SC3,	154
(t177)	adapt materials and methods to levels of learning ability of pupils, **TP16, TP21, TB22, TB24, CH5, IA3, CA24, PL6, SC3	155
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(t179)	encourage the recognition and formulation of problems to be solved in social living, **TP15, TP17, TB36, CH4, IA1, CA20, CA24, PL6, SC3, OC2,	157
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- (t183) maintain consistency as to what is expected of pupils without losing flexibility and adaptability to changing circumstances,
**TP4,TP14,TB31,CH4,IA1,CA24,PL6,SC2,OC2, 161
- (t184) establish ways to help parents understand the goals and procedures of the school,
**TP24,TB51,TB53,CH4,IA2,IA3,CA24,PL6,SC2,OC3,OC5, 162
- (t185) use innovative teaching techniques,
**TP21,TB30,CH4,IA1,CA24,PL6,SC2, 163
- (t186) invite the help of principal, supervisors, and peers if needed,
**TP27,TP36,TP37,TB25,TB67,CH5,IA1,CA24,PL6,SC4, 164
- (t188) diagnose possible student learning difficulties by studying student records,
**TP8,TP32,TB14,CH5,IA3,CA24,PL6,SC3, 165
- (t189) accept the feelings of students while holding the students responsible in the cognitive domain,
**TP2,TP29,TB66,TB71,TB74,CH2,IA2,CA24,PL6,SC1, 166
- (t190) manage discussion and other classroom activities so that the classroom is orderly,
**TP5,TP11,TB31,CH4,IA1,CA24,PL6,SC3, 167
- (t191) identify by name each student in the class by the end of three weeks,
**TP29,TB31,CH4,IA1,CA24,PL6,SC4,OC5, 168
- (t192) demonstrate his readiness for teaching by being present at his teaching station before his students appear,
**TP26,TB64,CH4,IA1,CA24,PL6,SC4, 169
- (t193) construct worksheets for teaching reading comprehension (subject material),
**TP21,TB24,CH5,IA3,CA18,CA24,PL6,SSC4, 170
- (t194) identify problems that occur in student verbal communication,
**TP8,TB14,TB17,CH5,IA3,CA24,PL6,SC3, 171
- (t201) apply knowledge of the relationship of growth characteristics of children of a particular grade level to what can be expected of them musically,
**TP14,TB21,CH5,IA3,CA16,CA28,PL6,SC4, 172

(t202)	permit the gifted child to advance in accordance with his interests and skills. **TP16, TB34, CH4, IA1, CA24, PL6, SC1,	173
(t203)	establish an atmosphere which stimulates students' interest. **TP4, TP22, TB31, TB32, CH4, IA1, IA2, IA4, CA24, PL6, SC3, OC2,	174
(t204)	show enjoyment by her enthusiasm and expression. **TP15, TB32, CH1, IA1, CA24, PL6, SC3, OC5,	175
(t205)	demonstrate complete command of the materials and activities used in teaching a particular lesson. **TP21, TB30, CH4, IA1, CA24, PL6, SC3,	176
(t206)	isolate, discuss, and solve possible problem spots early in the instruction. **TP21, TB14, TB17, TB26, TB30, CH4, CH5, IA1, IA3, CA24, PL6, SC2,	177
(t207)	use indirect teaching strategies effectively. **TP17, TP27, TB36, CH4, IA1, CA24, PL6, SC3,	178
(t208)	develop in the pupil the ability to learn under his own initiative. **TP16, TP22, TB73, CH2, IA2, CA24, PL6, SC2, OC5,	179
(t209)	design learning experiences which include opportunities for inquiry, discovery, and experimentation. **TP17, TP21, TB24, CH5, IA3, CA24, PL6, SC3, OC1, OC2,	180
(t210)	ask questions that require other than rote memory to answer them. **TP31, TB37, CH4, IA1, CA24, PL6, SC3, OC1, OC2,	181
(t211)	use ideas suggested by students to build lessons. **TP21, TP25, TP29, TB25, CH5, IA3, CA24, PL6, SC2,	182
(t213)	provide appropriate experiences to promote reasoning. **TP17, TP21, TB36, TB73, CH4, IA1, CA24, PL6, SC2, OC2,	183
(t214)	provide a relaxed atmosphere in which each child is free to learn at his own level, and advance at his normal pace. **TP4, TP16, TB31, TB34, CH4, IA1, IA2, CA24, PL6, SC2,	184

Teacher Behaviors

(t215)	apply principles of reinforcement theory (behavior modification, contingency management), **TP13, TB32, CH4, IA1, CA24, PL6, SC3, UC5,	185
(t216)	be an intellectual model for students, **TP29, TP36, TB64, CH1, IA1, CA24, PL6, SC1,	186
(t217)	determine the appropriateness of student behavior, **TP12, TP15, TB15, CH5, IA3, CA24, PL6, SC2,	187
(t218)	demonstrate attitudes, opinions, and emotions which help, rather than inhibit, the students' learning, **TP15, TP29, TB32, CH4, IA1, IA2, CA24, PL6, SC3, UC5,	188
(t219)	arrange proper contingencies for various behaviors, **TP4, TP13, TB31, TB32, CH4, IA1, CA24, PL6, SC3,	189
(t220)	establish a system of allocating resources, **TP5, TP23, TP26, TB43, CH4, IA3, CA24, PL6, SC3,	190
(t221)	plan an educational program which will assist each student's career development, **TP14, TP21, TB21, CH5, IA3, CA24, PL6, SC3,	191
(t222)	display an interest in learning, **TP36, TB64, CH1, IA1, CA24, PL6, SC2,	192
(t223)	display scholarly abilities of research, analysis, and application of information processing to decisions, **TP36, TB67, CH1, IA1, IA3, CA24, PL6, SC2,	193
(t224)	suppress immediate impulses to advance some long-range purpose, **TP36, TB60, CH1, IA1, CA24, PL6, SC2,	194
(t225)	develop classroom rules and procedures which promote give-and-take among students and teachers, **TP4, TP10, TP26, TB43, CH5, IA2, IA3, CA24, PL6, SC2,	195
(t226)	develop classroom rules and procedures which provide opportunity for independent choice and activity by students, **TP4, TP26, TB43, CH5, IA2, IA3, CA24, PL6, SC2,	196
(t227)	increase the decision-making power of students by allowing them to make decisions and requiring them to live with the consequences, **TP2, TP29, TB74, CH2, IA1, IA2, CA24, PL6, SC3, UC2,	197

- (t228) adjust her evaluation of a student as the student's performance and interests change, **TP12, TB15, CH5, IA3, CA24, PL6, SC2, OC5, 198
- (t229) keep a relaxed, professional manner even when there are multiple demands upon her time and attention, **TP4, TP36, TB60, CH1, CH4, IA1, CA24, PL6, SC2, 199
- (t230) give each student a sense of individual worth and importance by attention to events which the student considers important, by noticing the things which the student does best, by positive references to the student as a student, and by developing realistic self-evaluations based upon evidence of change and growth, **TP29, TP34, TB71, CH2, IA1, IA2, CA24, PL6, SC1, OC5, 200
- (t231) classify student responses in order to determine whether they are appropriate for the learning objective, **TP31, TB15, CH5, IA3, CA24, PL6, SC3, 201
- (t232) focus events upon the essential learning activities when there is a shortage of time, **TP23, TB31, CH4, IA1, CA24, PL6, SC2, 202
- (t235) classify student behavior according to the degree that it contributes to learning objectives, **TP8, TP12, TB15, CH5, IA3, CA24, PL6, SC3, 203
- (t236) avoid using punishment for incorrect responses during instruction, **TP5, TP13, TB32, CH4, IA1, CA24, PL6, SC3, OC5, 204
- (t237) use rewards and reinforcers which are appropriate to the individual student, **TP13, TB32, CH4, IA1, CA24, PL6, SC3, OC5, 205
- (t238) skillfully use different schedules of reward and reinforcement, **TP13, TB32, CH4, IA1, CA24, PL6, SC3, OC5, 206
- (t239) arrange instructional materials so that they will be maximally accessible to the students, **TP23, TB45, CH4, IA2, IA3, CA24, PL6, SC4, 207
- (t241) make a competent instructional response to the unique learning problems of each student, **TP16, TB34, CH4, IA1, CA24, PL6, SC3, 208

Teacher Behaviors

(t242)	answer students' questions in such a way as to promote learning by the student, **TP31,TB37,CH4,IA1,IA2,CA24,PL6,SC2,	209
(t244)	assess what the student learns outside of the school. **TP1,TP7,TB15,CH5,IA3,CA24,PL6,SC3,	210
(t245)	observe the latency of student responses, **TP31,TB13,CH5,IA1,CA24,PL6,SC3,	211
(t246)	deal with either very long latencies or impulsive responses. **TP31,TB37,CH4,IA1,CA24,PL6,SC3,	212
(t247)	guide students to make creative responses as opposed to limited responses, **TP31,TB37,CH4,IA1,CA24,PL6,SC3,OC2,	213
(t248)	develop indicators of student performance, student attitude, and student motivation during the times that the student is not in direct contact with the teacher, **TP1,TP2,TP22,TP38,TB12,CH5,IA3,CA24,PL6,SC3,	214
(t249)	use examples and instances which are motivating because they relate to the students' career goals, **TP22,TB32,TB36,CH4,IA1,IA2,CA24,PL6,SC3,OC5,	215
(t250)	provide instruction directly related to the saleable skills required, needed, or wanted by an individual student, **TP16,TP21,TB30CH4,IA1,CA24,PL6,SC2,	216
(t251)	reward appropriate behavior immediately after its occurrence. **TP13,TB32,CH4,IA1,CA24,PL6,SC3,OC5,	217
(t252)	recognize and reward approximations of the ultimate performance objective, **TP13,TP14,TB32,CH4,IA1,CA24,PL6,SC3,	218
(t253)	recognize varying attention spans of students, **TP8,TB14,CH4,CH5,IA1,CA24,PL6,SC3,	219
(t254)	reward accomplishment rather than obedience, **TP13,TB32,CH4,IA1,CA24,PL6,SC3,OC5,	220
(t255)	work cooperatively with students to develop individual study plans for each student, **TP16,TP29,TB25,CH4,IA1,IA3,CA24,PL6,SC2,	221

(t256)	develop immediate and long-range plans for the total class, which take individual needs and plans into account. **TP16, TP25, TB20, CH5, IA3, CA24, PL6, SC3,	222
(t257)	take exceptions to the systems when necessary. **TP27, TB64, CH1, CH4, IA1, CA24, PL6, SC2,	223
(t258)	serve as an empathetic listener for students. **TP29, TB52, CH1, IA1, IA2, CA24, PL6, SC2, OC5,	224
(t259)	serve as an agent for selective reinforcement of desirable types of pupil activity. **TP13, TB32, CH4, IA1, CA24, PL6, SC3, OC5,	225
(t260)	conceptualize a model of individualized instruction as a basis for instructional decision-making. **TP16, TB34, CH4, IA3, CA24, PL6, SC2,	226
(t261)	conduct individually prescribed instruction in the classroom. **TP16, TB34, CH4, IA1, CA24, PL6, SC3,	227
(t262)	utilize feedback techniques -- use objective methods for analyzing teaching behavior and its outcomes. **TP13, TB32, CH4, IA1, CA24, PL6, SC3,	228
(t264)	look upon his career with an expectation of learning. **TP27, TP36, TB63, CH1, IA2, CA24, PL6, SC2, OC5,	229
(t265)	perceive his certificate as a license to practise, rather than as a release from any obligation to learn. **TP27, TB64, CH1, IA1, IA2, CA24, PL6, SC2,	230
(t266)	use all the necessary technological aids, teaching materials, and instructional methods in the modern teaching collection. **TP2, TP21, TB30, CH4, IA1, CA24, PL6, SC2,	231
(t267)	interact effectively with pupils. **TP29, TB52, CH4, IA1, IA2, CA24, PL6, SC1, OC5,	232
(t268)	administer standardized tests. **TP1, TB13, CH5, IA1, CA24, PL6, SC3,	233
(t269)	interpret standardized tests. **TP1, TB15, CH5, IA3, CA24, PL6, SC3,	234
(t270)	use informal procedures for observing pupils. **TP1, TP8, TP12, TB13, CH5, IA1, IA3, CA24, PL6, SC3,	235

Teacher Behaviors

(t271)	monitor his own behavior using some of the interaction analysis systems. **TP36, TB62, CH5, IA3, CA24, PL6, SC3, OC1, OC2, OC3,	236
(t272)	apply theoretical knowledge in generating possible solutions to teaching problems. **TP27, TB67, CH1, IA3, CA24, PL6, SC3,	237
(t273)	develop an experimental attitude toward his own teaching behavior. **TP36, TB63, CH1, IA2, CA24, PL6, SC2, OC5,	238
(t274)	demonstrate a willingness to examine and evaluate his own teaching behavior. **TP12, TP36, TB62, CH1, IA1, CA24, PL6, SC2, OC5,	239
(t275)	evaluate his own teaching behavior. **TP12, TP36, TB62, CH5, IA3, CA24, PL6, SC2, OC5,	240
(t276)	demonstrate a willingness to modify his own teaching behavior. **TP36, TB63, CH1, IA1, CA24, PL6, SC2, OC5,	241
(t279)	create an atmosphere where there is freedom for experimentation and evaluation. **TP4, TP12, TB31, CH4, IA1, CA24, PL6, SC2, OC1, OC2, OC3, OC5,	242
(t283)	tolerate the hum of purposeful activity. **TP4, TB60, CH1, IA1, CA24, PL6, SC3,	243
(t287)	promote warm rapport with the community. **TP7, TP53, TB54, CH3, CH4, IA1, IA2, CA24, PL6, SC4, OC5,	244
(t289)	interpret new teaching techniques and procedures to the community. **TP7, TP27, TB53, CH3, CH4, IA1, IA2, CA24, PL6, SC2, OC3, OC5,	245
(t290)	encourage parent workshops and classroom visits by parents. **TP24, TB54, CH4, IA1, CA24, PL6, SC3,	246
(t299)	develop in pupils an awareness of the need for a valuational system based on human interrelatedness and interdependence, during which hard choices will have to be made and priorities established. **TP15, TP39, TB75, CH2, IA2, CA24, PL6, SC2, OC5,	247
(t300)	channel curiosity and imagination after stimulation. **TP22, TP23, TB31, CH4, IA1, CA24, PL6, SC3, OC1, OC2, OC3,	248

(t301)	deal with behavior problems in such a way as to minimize their effect on a student learning. **TP10,TB43,CH4,IA1,CA24,PL6,SC2,	249
(t303)	improve curriculum and school programs by utilizing test results. **TP21,TB27,CH5,IA3,CA24,PL6,SC3,	250
(t304)	prepare diagnostic readiness test. **TP8,TB12,CH5,IA3,CA24,PL6,SC2,	251
(t305)	cope with unexpected interruptions in constructive ways. **TP5,TP10,TB30,CH4,IA1,CA24,PL6,SC5,OC2,	252
(t306)	demonstrate qualities of leadership. **TP36,TB64,CH1,IA1,CA24,PL6,SC1,	253
(t307)	utilize the sensory awareness (auditory and visual) most appropriate to the individual student. **TP3,TP16,TB34,CH4,IA1,IA3,CA24,PL6,SC3,	254
(t308)	evaluate the student's language and speech patterns. **TP8,TB14,CH5,IA3,CA24,PL6,SC3,	255
(t309)	establish rapport with students in order to achieve a successful learning program. **TP29,TB31,CH4,IA1,CA24,PL6,SC3,OC5,	256
(t310)	utilize phonetic sounds and placement for diagnosis of standard and non-standard speech patterns. **TP8,TB14,CH5,IA3,CA14,CA24,CA31,PL6,SC3,	257
(t311)	plan an effective, individualized program of therapy using diagnostic results. **TP16,TB21,TB22,TB24,CH5,IA3,CA24,PL6,SC3,	258
(t312)	effectively cope with students' behavior and attitudes. **TP29,TB60,CH1,IA1,CA24,PL6,SC1,	259
(t313)	present the same concept on a variety of levels. **TP20,TB35,CH4,IA1,CA24,PL6,SC2,OC1,OC3,	260
(t314)	communicate effectively with teachers, and other professionals via speech and written reports. **TP32,TP37,TB55,CH4,IA1,IA2,CA24,PL6,SC2,OC3,	261
(t316)	diagnose the cause of a pupil's incorrect work. **TP27,TP32,TB14,CH5,IA1,IA3,CA24,PL6,SC3,	262

Teacher Behaviors

(t317)	outline an inductive sequence of experiences to carry out specified objectives, **TP17,TP21,TB24,CH5,IA3,CA24,PL6,SC4,	263
(t318)	select justifiable manipulative materials for developing a classroom concept, **TP6,TP21,TB24,CH5,IA3,CA24,PL6,SC3,	264
(t319)	outline a deductive sequence to carry out a given objective, **TP21,TB24,CH5,IA3,PL6,SC4,	265
(t321)	identify appropriate learning aids for a given grade level. **TP21,TB24,CH5,IA3,CA24,PL6,SC4,	266
(t322)	form immediate and long range therapy goals, **TP14,TB21,CH5,IA3,CA24,PL6,SC3,	267
(t323)	develop a program that is student oriented in a threat-free atmosphere, **TP4,TB20,CH5,IA3,CA24,PL6,SC2,OC5,	268
(t324)	identify skills basic to a content area, **TP14,TP25,TB21,CH5,IA3,CA24,PL6,SC4,	269
(t325)	establish positive relationships in limited period of time, **TP15,TB50,CH4,IA1,IA2,CA24,PL6,SC3,OC5,	270
(t326)	design lessons that result in student mastery of specific skills in clothing construction, **TP21,TB21,TB22,TB24,CH5,IA2,IA3,CA10,PL6,SC3,	271
(t327)	turn a mistake into a positive teaching-learning situation by analyzing the reasons for the mistake and making suggestions and encouraging discoveries, **TP21,TB36,CH4,IA1,CA24,PL6,SC3,	272
(t328)	develop individual materials, such as games, to reinforce skills, **TP16,TP21,TB24,CH5,PL6,SC4,OC1,OC3,	273
(t329)	use mathematical language that is both accurate and appropriate for a particular classroom situation, **TP20,TB36,CH4,IA1,CA15,PL6,SC3,OC1,OC3,	274
(t330)	motivate student to assume responsibility for self-improvement, **TP2,TP22,TB74,CH2,IA2,CA24,PL6,SC3,OC2,OC5,	275

Teacher Behaviors

(t331)	communicate freely and indefensively with parents for the purpose of improving the image of public school education. **TP24, TP32, TB51, TB53, TB54, CH4, IA1, IA3, CA24, PL6, SC2, OC5,	276
(t332)	engage in activities with other teachers which will promote his own personal skill development. **TP36, TP37, TB55, TB60, CH1, IA1, IA2, CA24, PL6, SC2,	277
(t333)	set an attitude of confidence and hope in students. **TP2, TP34, TB71, TB75, CH2, IA2, CA24, PL6, SC2, OC5,	278
(t334)	provide periodic opportunities for pupils to view, discuss, and evaluate student art work and the art work of professionals. **TP11, TP12, TP21, TB33, CH4, IA1, CA2, CA28, PL6, SC3, OC2, OC5,	279
(t335)	reproduce sound elements representing letters or groups of letters of the alphabet. **TP36, TB65, CH1, IA1, CA14, CA18, CA28, CA31, PL6, SC1,	280
(t336)	select materials of an appropriate reading level and interest to correct specific reading weaknesses found through diagnosis. **	281
(t337)	construct models to represent certain aspects of reality. **TP21, TB24, CH5, IA3, CA24, PL6, SC4,	282
(t339)	identify motives for behavior; beliefs; present predispositions. **TP2, TP39, TB17, CH5, IA3, CA24, PL6, SC3, OC5,	283
(t340)	select from the conditions in general those specific conditions that are part of the problematic situation. **TP4, TP8, TB67, CH5, IA3, CA24, PL6, SC3,	284
(t341)	evaluate scientifically unfounded beliefs well enough to recognize superstitions in herself and in students. **TP12, TB17, TB62, CH5, IA1, CA24, PL6, SC3, OC1, OC2,	285
(t342)	judge student outcomes partly in terms of the method used to obtain them. **TP12, TP21, TB15, CH5, IA3, CA24, PL6, SC3,	286
(t343)	formulate valid assumptions. **TP36, TB67, CH5, IA3, CA24, PL6, SC2,	287

(t344)	adapt prescriptive programs as specific deficits are determined, **TP8,TP16,TB14,TB20,CH5,IA3,CA24,PL6,SC2,	288
(t345)	encourage students to initiate self-directed learning, **TP22,TB73,CH2,IA1,IA2,CA24,PL6,SC3,OC5,	289
(t347)	solicit (or utilize) student personal views to develop aesthetic judgment, **TP2,TP11,TP39,TB37,CH4,IA1,CA24,PL6,SC2,OC2,OC5,	290
(t348)	adapt freely to varied environments and human situations, **TP23,TP36,TB63,CH1,IA1,CA24,PL6,SC1,	291
(t349)	organize objectives so as to provide for a logical order of presentation, **TP14,TP20,TB21,CH5,IA3,CA24,PL6,SC3,	292
(t350)	design a pretest to identify student placement, **TP1,TP38,TB12,CH5,IA3,CA24,CA24,PL6,SC3,	293
(t351)	prepare reports that communicate information regarding individual student progress, **TP32,TB44,CH5,IA3,CA24,PL6,SC3,	294
(t354)	synthesize, without editorializing, all students' opinions, **TP11,TP33,TB33,TB35,CH4,IA1,CA24,PL6,SC2,OC5,	295
(t355)	demonstrate skill in mentally evaluating students' responses as the lesson develops by making assignments according to the students' expressed needs and motivations, **TP12,TB14,TB15,TB17,CH4,IA1,IA3,CA24,PL6,SC2,	296
(t356)	identify the competencies needed for entry into an occupation, **TP12,TB21,CH5,IA3,CA24,PL6,SC4,	297
(t357)	cluster and sequence related tasks in developing courses, **TP21,TP25,TB24,CH5,IA3,CA24,PL6,SC4,	298
(t358)	assess the relevancy of course offerings, **TP12,TB21,CH5,IA3,CA24,PL6,SC4,	299
(t360)	maintain an open door policy for student consultation, **TP29,TB52,CH4,IA1,CA24,PL6,SC3,OC5,	300

(t361)	review student's autobiographies for information to aid in understanding the students, **TP8, TB15, CH5, IA3, CA24, PL6, SC3,	301
(t362)	maintain ethical standards expected of a professional educator, **TP27, TB64, CH1, CA24, IA1, PL6, SC2,	302
(t363)	use visual aids. **TP3, TB38, CH4, IA1, CA24, PL6, SC3,	303
(t364)	use questions geared to the instructional objectives of the unit he is teaching, **TP14, TP31, TB37, CH4, IA1, CA24, PL6, SC3,	304
(t366)	operate special equipment indigenous to specific special education, **TP3, TB38, CH5, IA1, CA24, PL6, SC4,	305
(t367)	vary his procedural strategies in accordance with the changing situational factors such as time, space, material, and personnel, **TP21, TB30, CH4, IA1, CA24, PL6, SC3,	306
(t368)	provide assignments which are continuous, varied, and challenging, **TP21, TB30, CH4, IA1, CA24, PL6, SC2,	307
(t369)	provide incentives for the learning process by utilizing positive acceptable rewards and/or reinforcements, **TP13, TP22, TB32, CH4, IA1, CA24, PL6, SC2, OC5,	308
(t370)	exhibit a sense of humor in situations where it can relieve the tensions and pent-up emotional strains of students, **TP5, TP29, TB31, CH4, IA1, CA24, PL6, SC3, OC5,	309
(t371)	involve students in the teaching process by giving students responsibilities for direct and indirect instruction, **TP29, TP30, TB74, CH2, CH4, IA1, IA2, CA24, PL6, SC2, OC2,	310
(t372)	make provisions for individual differences by providing learning activities to challenge the high-ability students, and remedial activities for low-ability students, **TP16, TP21, TB34, CH4, IA1, CA24, PL6, SC2,	311
(t373)	construct an appealing display related to course objectives for each unit or combination of units, **TP21, TB24, CH5, IA3, CA24, PL6, SC4,	312

Teacher Behaviors

(t374)	include a variety of test items in evaluation instruments, **TP1,TB12,CH5,IA3,CA24,PL6,SCPL6,SC3,	313
(t375)	analyze test items for validity and reliability, utilizing basic statistical procedures, **TP12,TP38,TB15,CH5,IA3,CA24,PL6,SC3,	314
(t376)	provide students with sufficient supplies for completion of teacher assignments, **TP23,TB45,CH5,IA3,CA24,PL6,SC3,	315
(t377)	demonstrate consistency and objectivity in the conduct of classroom management procedures, **TP5,TB43,CH4,IA1,CA24,PL6,SC3,OC1,OC3,	316
(t378)	enforce verbalized commitments by following through with promised procedures, **TP5,TP10,TP26,TB43,CH4,IA1,CA24,PL6,SC2,OC1,	317
(t379)	demonstrate technical skill competence in instructional area, **TP36,TB65,CH1,IA1,CA24,PL6,SC3,	318
(t380)	demonstrate effective student organization and control, **TP10,TP23,TB31,TB43,CH4,IA2,CA24,PL6,SC3,	319
(t381)	motivate students by projecting an enthusiastic attitude. **TP22,TB32,CH4,IA1,CA24,PL6,SC3,OC5,	320
(t382)	exhibit behavior in the classroom which is generally empathic, positively reinforcing, acceptant, and generally learner supportive, **TP27,TB31,TB32,CH4,IA1,CA24,PL6,SC2,OC5,	321
(t383)	organize each class group in such a manner that each student will know what is expected of him, **TP18,TP23,TP35,TB31,TB33,CH4,IA1,IA2,CA24,PL6,SC2,	322
(t384)	present a concept or principle through a demonstration, **TP3,TP20,TB35,CH4,IA1,CA24,PL6,SC1,	323
(t385)	formulate and uphold acceptable student standards of behavior, **TP4,TP10,TB43,CH4,CH5,IA1,IA3,CA24,PL6,SC3,	324

(t386)	utilize social interaction methodologies, such as role playing, panel discussion, buzz groups, and prepared skits. **TP18, TP21, TP35, TB33, TB73, CH4, IA1, CA24, PL6, SC2,	325
(t387)	respond to children in a conflict situation. **TP29, TB52, CH4, IA1, CA24, PL6, SC2, OC5,	326
(t388)	meet certain developmental and physical needs of children in the total day program. **TP16, TB34, CH4, IA1, IA2, CA24, PL6, SC2,	327
(t389)	use improvised materials in areas where standard equipment and materials are not available. **TP21, TB38, CH4, IA1, CA24, PL6, SC3,	328
(t390)	incorporate the requests of students into lesson plans. **TP25, TB25, TP29, CH5, IA3, CA24, PL6, SC2,	329
(t391)	accept contributions by all students. **TP29, TP34, TB66, CH1, CH4, IA1, IA2, CA24, PL6, SC3,	330
(t392)	provide ample opportunity for use of language by students. **TP11, TP31, TB33, CH4, IA1, IA2, CA24, PL6, SC3, OC1, OC3,	331
(t393)	provide many real experiences to stimulate oral expression. **TP11, TP21, TP22, TB32, CH4, IA1, IA2, CA24, PL6, SC2, OC1, OC3,	332
(t395)	demonstrate his complete control of students during all emergencies. **TP10, TB43, CH4, IA1, CA24, PL6, SC3,	333
(t396)	use current technology relevant to the student's environment to illuminate concepts. **TP20, TB35, CH4, IA1, CA24, PL6, SC2, OC1, OC2,	334
(t397)	discriminate the learning styles of individual students. **Tp8, TP16, TB14, CH5, IA3, CA24, PL6, SC3,	335
(t398)	modify instructional activities contingent upon student responses during that activity. TP21, TP25, TB24, CH5, IA3, CA18, CA24, PL6, SC3, **TP21, TP31, TB35, CH4, IA1, CA24, PL6, SC3	336
(t399)	present a lesson with a multimedia approach. **TP3, TP21, TB35, CH4, IA1, CA24, PL6, SC3,	337

Teacher Behaviors

(t400)	make use of student's names in teaching, **TP21,TP29,TP34,TB31,CH4,IA1,CA24,PL6,SC5,OC3,	338
(t401)	plan for skill progression at all levels of ability (as evidenced in written plans), **TP25,TB21,TB22,TB24,CH5,IA3,CA24,PL6,SC3,	339
(t402)	take an active part in evaluating, and encouraging performance, **TP12,TP13,TP22,TB32,CH4,IA1,CA24,PL6,SC3,OC5,	340
(t403)	utilize student ideas, **TP29,TB25,CH4,CH5,IA1,IA3,CA24,PL6,SC3,	341
(t404)	use clear concise conducting gestures, **TP21,TB65,CH4,IA1,CA16,PL6,SC1,	342
(t405)	identify a problem in the performance of a musician in order to give effective remedial instruction. **TP8,TB14,CH5,IA3,CA16,PL6,SC3,	343
(t406)	identify problems of musical instruments in order to structure solutions, **TP25,TB24,CH5,IA3,CA16,PL6,SC4,	344
(t407)	guide independent study with supervision, **TP16,TB34,CH4,IA1,CA24,PL6,SC3,OC2,	345
(t408)	encourage the recognition and formulation of problems to be solved in social living, **TP17,TB72,CH2,IA2,CA24,PL6,SC2,OC1,	346
(t409)	structure the learning environment to give needed security without curtailing freedom to work toward self realization, **TP4,TB31,CH4,IA4,CA24,PL6,SC2,OC5,	347
(t410)	maintain consistency as to what is expected of pupils without losing flexibility or adaptability to changing circumstances, **TP5,TP10,TP29,TB43,CH4,IA1,CA24,PL6,SC3,OC5,	348
(t411)	manage discussion and other classroom activities so that the classroom is orderly, **TP5,TP11,TB30,TB33,CH4,IA1,CA24,PL6,SC2,	349
(t412)	redirect questions, **TP31,TB37,CH4,IA1,CA24,PL6,SC3,	350

Teacher Behaviors

(t413)	give students the opportunity to express concerns and questions. **TP31, TB37, CH4, IA1, CA24, PL6, SC3, OC5,	351
(t414)	provide situations in which students can demonstrate applications of acquired knowledge. **TP17, TB36, CH4, IA1, CA24, PL6, SC3, OC1, OC2,	352
(t415)	provide for pupils a frame of reference in which to associate acquired knowledge. **TP20, TB35, CH4, IA1, CA24, PL6, SC3,	353
(t416)	provide opportunities for students who desire to explore a field in greater depth. **TP16, TB34, CH4, IA1, CA24, PL6, SC3, OC2, OC5,	354
(t417)	provide opportunities for successful school experiences which develop a positive pupil self-image. **TP34, TB71, CH2, IA2, CA24, PL6, SC2, OC5,	355
(t418)	deal positively with adolescent voice problems. **TP29, TP34, TB32, CH4, IA1, CA24, CA31, PL2, PL3, PL4, SC2, OC5,	356
(t419)	conduct (and rehearse) different musical groups of various age levels. **TP21, TB30, CH4, IA1, CA16, PL6, SC3,	357
(t420)	construct learning experiences which enable students to achieve the behavioral objectives. **TP21, TB24, CH5, IA3, CA24, PL6, SC2,	358
(t421)	construct a proficiency assessment which measures only the behavioral objectives of the class. **TP1, TP14, TB12, CH5, IA3, CA24, PL6, SC3,	359
(t422)	use tutorial activities with teachers and pupils in terms of behaviorally stated objectives. **TP14, TP21, TB34, CH4, IA1, CA24, PL6, SC3,	360
(t423)	use praise and constructive criticism effectively. **TP13, TB34, TB32, CH4, IA1, CA24, PL6, SC3,	361
(t424)	be an empathetic counselor to a pupil. **TP29, TB52, TB70, CH1, IA1, CA24, PL6, SC2, OC5,	362
(t425)	determine the attitude of the pupils toward the subject presented. **TP1, TP2, TP12, TB17, CH5, IA3, CA24, PL6, SC3, OC5,	363

Teacher Behaviors

(t426)	make the classroom attractive and interesting, **TP4, TP5, TP23, TB42, CH4, IA1, IA3, CA24, PL6, SC2,	364
(t427)	use questions to encourage student participation and divergent points of view, **TP31, TB37, CH4, IA1, CA24, PL6, SC3, OC2, OC5,	365
(t428)	use non-directive methods to help students state beliefs, **TP2, TB75, CH2, IA2, CA24, PL6, SC3, OC5,	366
(t429)	recognize deviations from normal health, **TP8, TB14, CH5, IA3, CA24, PL6, SC3,	367
(t430)	encourage individuality and originality, **TP13, TB30, CH4, IA1, CA24, PL6, SC2, OC2, OC5,	368
(t431)	stimulate the child to invent and create his own ideas, **TP22, TP34, TB32, CH2, IA2, CA24, PL6, SC2, OC2,	369
(t432)	introduce students to many different media and forms of art, **TP3, TP21, TB30, CH4, IA1, CA2, PL6, SC3,	370
(t433)	organize activities into a developmental sequence of experiences, **TP21, TP25, TB24, CH5, IA3, CA24, PL6, SC4,	371
(t434)	use feedback information from individual students as a basis for modifying the message being communicated, **TP20, TB35, CH4, IA1, CA24, PL6, SC3,	372
(t435)	guide students in independent learning activities, **TP16, TB34, CH4, IA1, CA24, PL6, SC3,	373
(t436)	exhibit flexibility and inventiveness, **TP36, TB60, CH1, IA1, CA24, PL6, SC2, OC2,	374
(t437)	interact positively with others, **TP15, TB50, CH1, CH4, IA1, CA24, IA2, PL6, SC2, OC5,	375
(t438)	demonstrate sensitivity to community mores, **TP7, TP15, TB54, CH1, IA1, CA24, PL6, SC3, OC5,	376
(t439)	establish rapport with students while retaining professional dignity, **TP29, TB31, CH4, IA1, IA2, CA24, PL6, SC3, OC5,	377
(t440)	group students into flexible groups based on intellectual, emotional, and social growth, **TP16, TP18, TP35, TB23, CH4, IA1, CA24, PL6, SC3,	378

(t441)	provide opportunities for peer interaction, **TP30,TB31,TB72,CH4,IA1,CA24,PL6,OC5,	379
(t442)	interpret the school program to parents or other community members, **TP7,TP24,TP27,TB53,CH3,CH4,IA1,IA2,CA24,PL6,SC2, OC3,OC5,	380
(t443)	integrate into lesson plans major concepts from other disciplines as they become relevant, **TP6,TP21,TB21,TB24,CH5,IA3,CA24,PL6,SC3,	381
(t444)	work with tools, equipment, and AV materials in a proper manner. **TP3,TB38,CH5,IA1,CA24,PL6,SC4,	382
(t445)	indicate the relationship of topic activities to topic objectives, **TP14,TP21,TB21,TB24,CH5,IA3,CA24,PL6,SC4,	383
(t446)	decide from information on pupil record forms whether or not specific students have sufficient mastery or prerequisite behaviors to start a new topic. **TP8,TP12,TB15,CH5,IA3,CA24,PL6,SC3,	384
(t447)	pose a problem to introduce an activity, **TP17,TP22,TB36,CH4,IA1,CA24,PL6,SC3,	385
(t448)	demonstrate the required competencies for her subject area. **TP36,TB65,CH1,IA1,CA24,PL6,SC2,	386
(t449)	coordinate the assessment of students' characteristics and progress in the teaching unit activities, **TP16,TP25,TB34,CH4,IA1,CA24,PL6,SC3,	387
(t450)	maintain good home-school relations, **TP24,TB51,TB54,CH4,IA1,IA2,CA24,PL6,SC1,OC5,	388
(t451)	keep abreast of advances in subject knowledge and instructional materials, **TP27,TP36,CH1,TB63,IA1,CH5,CA24,PL6,SC2,OC1,OC3,	389
(t452)	determine when a student is adequately prepared to seek a part-time job, **TP12,TB14,CH5,IA3,CA24,PL3,PL4,PL5,SC3,	390
(t453)	demonstrate to students the skills derived from related job experiences, **TP20,TB35,CH4,IA1,CA3,CA4,CA12,CA21,PL3,PL4,PL5, SC3,	391

Teacher Behaviors

(t454)	conduct practical job-oriented learning experiences, **TP7, TP21, TB30, CH4, IA1, CA3, CA4, CA12, CA13, CA21, CA22, PL6, SC3,	392
(t455)	motivate students to higher levels of performance, **TP22, TB32, CH2, IA2, CA24, PL6, SC1, OC5,	393
(t456)	motivate and facilitate optimum learning in the subject area being taught by providing appropriate situations, **TP21, TP22, TB32, CH4, IA1, IA2, CA24, PL6, SC3,	394
(t457)	relate subject matter content to everyday personal family living, and occupational experiences, **TP14, TP21, TB21, TB22, TB24, CH4, CH5, IA3, CA24, PL6, SC3,	395
(t458)	apply safety laws and procedures, **TP26, TB43, CH4, IA1, CA24, PL6, SC4,	396
(t459)	analyze an occupation to develop a course of instruction, **TP14, TP21, TP25, TB21, CH5, IA3, CA24, PL6, SC4,	397
(t460)	demonstrate skills necessary for her subject, **TP36, TB65, CH1, IA1, CA24, PL6, SC2,	398
(t461)	select educational textbooks and materials appropriate for (or related to) instructional objectives, **TP21, TP25, TB24, CH5, IA3, CA24, PL6, SC4,	399
(t462)	conduct meaningful student-parent-teacher conferences, **TP24, TP29, TP32, TB51, TB52, CH4, IA1, IA2, CA24, PL6, SC2, OC5,	400
(t463)	relate classroom instruction specifically to on-the-job training and/or project training, **TP21, TB21, TB22, TB24, TB30, CH4, CH5, IA1, IA3, CA1, CA3, CA4, CA12, CA13, CA21, PL3, PL4, PL5, SC3,	401
(t464)	assist the student in assessing his career objectives,	402
(t465)	assist the student in assessing his achievement in relation to his aptitude and ability, **TP1, TB16, CH4, IA1, CA24, PL6, SC3, OC1, OC5,	403

Teacher Behaviors

(t466)	present information to parents which will assist them in helping their children make realistic decisions (regarding careers), **TP24,TP32,TB51,CH3,IA1,IA2,CA24,PL6,SC2,OC3,	404
(t467)	adhere to federal and state laws pertaining to distributive education students, **TP26,TB43,CH4,IA1,CA4,PL3,PL4,PL5,SC4,	405
(t468)	exhibit a sensitivity to the personality of the individual pupil, **TP29,TB52,TB71,CH4,IA1,CA24,PL6,SC2,OC5,	406
(t470)	involve the parents in curriculum planning in ways which are appropriate, **TP24,TP25,TB25,TB51,CH4,IA1,IA2,CA24,PL6,SC2,OC5,	407
(t471)	work effectively with parents, **TP24,TB51,TB54,CH4,IA1,IA2,CA24,PL6,SC1,	408
(t473)	exhibit desirable personal qualities and characteristics appropriate to teaching, including self-confidence, **TP34,TP36,TB64,CH1,IA1,CA24,PL6,SC2,	409
(t474)	meet communication standards in speaking, writing, and listening required in his chosen field, **TP36,TB65,CH1,IA1,CA24,PL6,SC2,	410
(t475)	properly use tools necessary for her subject, **TP36,TB65,CH1,IA1,CA24,PL6,SC3,	411
(t477)	tolerate (and appreciate) differences from self; (i.e. values, language, patterns of behavior), **TP15,TB66,CH1,IA1,CA24,PL6,SC2,OC5,	412
(t478)	develop cooperatively with pupils objectives for large units of study, daily class work, and special activities, **TP14,TP29,TB25,CH4,IA1,IA2,CA24,PL6,SC3,	413
(t479)	work as a member of a team, **TP27,TP37,TB55,CH4,IA1,IA2,CA24,PL6,SC1,	414
(t480)	focus attention on individual growth, **TP16,TB34,CH4,IA1,CA24,PL6,SC1,	415

Teacher Behaviors

(t481)	encourage academic freedom for students in keeping with their maturity. **TP16,TP29,TB30,TB74,CH2,CH4,IA1,IA2,CA24,PL6,SC2	416
(t484)	identify perceptual abilities of students. **TP12,TB14,CH5,IA3,CA24,PL6,SC3,	417
(t485)	identify motor abilities of students. **TP12,TB14,CH5,IA3,CA24,PL6,SC3,OC4,	418
(t486)	assess student learning problems from overt behaviors and student products. **TP1,TP12,TB14,TB17,CH5,IA3,CA24,PL6,SC3,	419
(t488)	prepare written specification forms for pupil performance. **TP32,TB44,CH5,IA3,CA24,PL6,SC4,	420
(t489)	make constructive use of criticism. **TP15,TP27,TP36,TB63,CH1,IA2,CA24,PL6,SC2,OC2,OC5	421
(t490)	recognize personal limitations. **TP1,TP36,TB62,CH1,CH5,IA3,CA24,PL6,SC2,	422
(t491)	work to improve educational opportunities for students. **TP27,TB64,CH1,IA1,CA24,PL6,SC1,	423
(t492)	shape desired behavior. **TP13,TB32,CH2,IA2,CA24,PL6,SC1,OC5,	424
(t493)	extinguish undesired behavior. **TP13,TB32,CH2,IA2,CA24,PL6,SC1,OC5,	425
(t494)	update curriculum at specified intervals to account for technological advances. **TP14,TP21,TP25,TB21,TB22,TB24,CH5,IA3,CA24,PL6,SC3,	426
(t495)	determine the affective variance of the students. **TP4,TP15,TB17,CH5,IA1,CA24,PL6,SC3,OC5,	427
(t496)	devise his own system for improving classroom behavior. **TP10,TP26,TB26,CH5,IA3,CA24,PL6,SC4,	428
(t497)	help students respond to visual aesthetic qualities (in the arts) and in the general environment. **TP2,TP39,TB75,CH2,IA2,CA24,PL6,SC3,OC2,OC5,	429

Teacher Behaviors

(t498)	solder two wires, **TP36,TB65,CH1,IA1,CA11,CA12,CA19,CA21,PL6,SC4,	430
(t499)	estimate the size of specimen in microscope field, and so on, **TP36,TB65,CH1,IA3,CA19,PL6,SC4,	431
(t500)	maintain a healthy and safe environment, **TP4,TB42,TB43,CH4,IA1,CA24,PL6,SC2,	432
(t501)	be sensitive to mixed feelings, **TP15,TB50,TB70,CH4,IA1,CA24,PL6,SC3,OC5,	433
(t502)	instruct and supervise new teachers, **TP37,TB41,CH3,IA1,IA2,CA24,PL6,SC3,	434
(t503)	revise an instructional sequence, **TP14,TP21,TP25,TB20,CH5,IA3,CA24,PL6,SC3,	435
(t504)	effectively use various schedules of reinforcement, **TP13,TB32,CH4,IA1,CA24,PL6,SC3,OC5,	436
(t506)	use a microscope, **TP36,TB65,CH1,IA1,CA19,PL6,SC4,	437
(t507)	strip wire. **TP36,TB65,CH1,IA1,CA19,PL6,SC4,	438
(t508)	bend glass tubing, **TP36,TB65,CH1,IA1,CA19,PL6,SC4,	439
(t509)	mix acid and water properly, **TP36,TB65,CH1,IA1,CA19,PL6,SC4,	440
(t510)	break glass tubing, **TP36,TB65,CH1,IA1,CA19,PL6,SC4,	441
(t511)	polish a glass tube, **TP36,TB65,CH1,IA1,CA19,PL6,SC4,	442
(t513)	identify the desired behaviors the child with a (speech and/or language) handicap should develop, **TP14,TB21,CH5,IA3,CA24,PL6,SC3,	443
(t514)	accept (and understand) disabilities in himself and others, **TP15,TP34,TP36,TB61,TB66,CH1,IA1,CA24,PL6,SC2,OC 5,	444
(t515)	give respect and affection to children, **TP29,TP34,TB66,TB71,CH2,IA2,CA24,PL6,SC4,OC5,	445

Teacher Behaviors

(t517)	evaluate performance of students in order to revise topics, **TP12, TB14, TB15, CH5, IA3, CA24, PL6, SC3,	446
(t518)	map out logistics, **TP23, TP26, TB26, CH5, IA3, CA24, PL6, SC4,	447
(t519)	provide illustrations necessary for his topics, **TP3, TP20, TB24, TB35, CH4, CH5, IA3, CA24, PL6, SC3,	448
(t520)	interpret a map or graph for students, **TP3, TP20, TB35, TB38, CH4, IA1, CA24, PL6, SC3, OC1, OC3,	449
(t521)	provide the appropriate information or direction that the student is seeking. **TP16, TP20, TP21, TB31, TB35, CH4, IA1, CA24, PL6, SC3,	450
(t522)	elicit information or feelings for the group to consider, **TP2, TP31, TB37, CH4, IA1, CA24, PL6, SC3, OC2, OC5,	451
(t523)	tolerate periods of lengthy silence while students think. **TP31, TB37, CH4, IA1, CA24, PL6, SC4,	452
(t524)	model the types of behaviors desired as student behaviors. **TP27, TP29, TP36, TB64, CH1, IA1, CA24, PL6, SC2,	453
(t525)	conduct various problem-solving operations and strategies. **Tp17, TB36, CH4, IA1, CA24, PL6, SC3, OC2,	454
(t526)	control her own actions, **TP36, TB64, CH1, IA1, CA24, PL6, SC1,	455
(t527)	deal openly with the feelings of himself and others. **TP15, TP34, TB61, TB66, CH1, IA1, CA24, PL6, SC2, OC5,	456
(t528)	facilitate the acquisition of satisfying self-expression and effective oral communication by each child in the public schools, **TP11, TB72, CH2, IA2, CA24, PL6, SC2, OC1, OC3,	457
(t529)	prepare good follow through for assigned work, **TP21, TB24, CH5, IA3, CA24, PL6, SC3,	458
(t530)	provide for smooth transitions between activities, **TP21, TP23, TB31, CH4, IA1, CA24, PL6, SC3, OC1, OC2, OC3, OC5,	459

Teacher Behaviors

(t531)	demonstrate acceptable handwriting skills, **TP36, TB65, CH1, IA3, CA14, CA28, PL1, PL2, SC4,	460
(t532)	interact effectively with staff. **TP37, TB55, CH1, IA1, IA2, CA24, PL6, SC3,	461
(t533)	respond favorably to suggestions for improvement. **TP15, TP36, TB63, CH1, IA1, CA24, PL6, SC2, OC2, OC5,	462
(t534)	focus on a problem to seek higher levels of thinking. **TP17, TB36, CH4, IA1, CA24, PL6, SC3, OC2,	463
(t535)	provide a psychologically safe climate, i.e., security, sense of responsibility, adventurous, etc. **TP12, TP29, TB16, CH2, IA2, CA24, PL6, SC3, OC1, OC5, **TP4, TB31, CH4, IA1, CA24, PL6, SC2, OC5,	464
(t536)	express interest in what student is saying or trying to say. **TP29, TB31, TB32, CH4, IA1, IA2, CA24, PL6, SC3, OC5,	465
(t537)	communicate with students, parents, and others. **TP15, TP24, TP29, TP37, TB50, CH2, CH3, CH4, IA1, IA2, CA2 4, PL6, SC3,	466
(t538)	utilize technological equipment. **TP3, TP28, TB38, CH5, IA1, CA24, PL6, SC4,	467
(t539)	demonstrate an open communicative style. **TP15, TB50, CH1, IA1, CA24, PL6, SC2,	468
(t540)	satisfy routine social demands and situations. **TP15, TB50, CH1, IA1, CA24, PL6, SC4, OC5,	469
(t541)	speak with an intelligent accent. **TP20, TB35, CH4, IA1, CA24, PL6, SC4,	470
(t542)	provide a relaxed atmosphere. **TP4, TB31, CH4, IA1, CA24, PL6, SC2, OC5,	471
(t543)	establish appropriate frames of reference for students. **TP20, TB35, CH4, IA1, CA24, PL6, SC3,	472
(t544)	organize the instructional program. **TP14, TP21, TP25, TB20, CH5, IA3, CA24, PL6, SC3,	473
(t545)	provide leadership. **TP27, TP36, TB64, CH1, IA1, CA24, PL6, SC1,	474

Teacher Behaviors

(t546)	handle administrative details concerning class. **TP5,TP26,TB40,CH4,IA1,CA24,PL6,SC3,	475
(t547)	show awareness of his attitudes. **TP2,TP36,TB61,CH1,IA1,CA24,PL6,SC3,OC2,	476
(t548)	show awareness of his own behavior. **TP36,TB61,CH1,IA1,CA24,PL6,SC3,OC2,	477
(t549)	show awareness of his own strengths and weaknesses. **TP36,TB61,CH1,IA1,CA24,PL6,SC3,OC2,	478
(t550)	perform reinforcement operations. **TP13,TB32,CH4,IA1,CA24,PL6,SC3,OC5,	479
(t551)	perform stimulant operations. **TP22,TB32,CH4,IA1,CA24,PL6,SC3,OC5,	480
(t552)	perform interpersonal relations. **TP15,TB50,CH4,IA1,CA24,PL6,SC1,	481
(t553)	provide stimulating ideas (topics) for discussions. **TP11,TP22,TB32,TB33,CH4,IA2,IA3,CA24,PL6,SC3,	482
(t554)	employ a variety of approaches. **TP21,TB30,CH4,IA1,CA24,PL6,SC3,	483
(t555)	utilize new information. **TP36,TB63,CH1,IA1,IA2,CA24,PL6,SC2,OC2,OC5,	484
(t556)	identify the primary educational purpose reflected in each of his goals. **TP14,TB21,CH5,IA3,CA24,PL6,SC4,	485
(t558)	choose appropriate analogy for illustrative purposes. **TP20,TB24,CH5,IA3,CA24,PL6,SC3,	486
(t559)	make decisions concerning subsequent courses of action pertaining to specific educational objectives. **TP21,TP25,TB22,TB24,CH5,IA3,CA24,PL6,SC2,	487
(t560)	exchange ideas and experiences with others (other school personnel). **TP15,TB55,CH4,IA1,CA24,PL6,SC3,OC3,	488
(t562)	analyze group and individual strengths and weaknesses. **TP12,TB14,TB17,CH5,IA3,CA24,PL6,SC2,	489

Teacher Behaviors

(t563)	Keep a record of class and individual progress, **TP32,TB44,CH5,IA3,CA24,PL6,SC4,	490
(t564)	develop an efficient pattern of work methods, **TP26,TB43,CH4,IA1,CA24,PL6,SC3,	491
(t565)	develop alternative plans (on short notice). **TP25,TB22,TB24,CH5,IA3,CA24,PL6,SC3,	492
(t566)	develop new activities as the needs appear, **TP21,TB24,CH5,IA3,CA24,PL6,SC3,	493
(t567)	exhibit enthusiasm for school-sponsored events, **TP27,TB53,CH1,IA1,CA24,PL6,SC2,	494
(t568)	pinpoint and find solutions to problems, **TP27,TB67,CH4,CH5,IA1,IA3,CA24,PL6,SC2,	495
(t569)	diagnose the type and level of thought processes in children, **TP8,TB14,CH5,IA3,CA24,PL6,SC3,OC1,OC2,OC3,	496
(t570)	use behavioral objectives. **TP14,TB21,CH5,IA3,CA24,PL6,SC3,	497
(t571)	develop materials for a specific level of students. **TP21,TB24,CH5,IA3,CA24,PL6,SC3,	498
(t572)	use individualized instruction effectively. **TP16,TB34,CH4,IA1,CA24,PL6,SC3,	499
(t573)	assess current needs of the class. **TP8,TB14,TB17,CH5,IA3,CA24,PL6,SC3,	500
(t574)	provide meaningful learning situations, **TP21,TB30,CH4,IA1,CA24,PL6,SC2,	501
(t575)	support the efforts of other school personnel, **TP27,TP37,TB55,CH4,IA1,IA2,CA24,PL6,SC3,OC5,	502
(t576)	refer students with speech (physical) and hearing problems to appropriate sources of aid, **TP26,TB43,CH4,IA1,CA24,PL6,SC3,	503
(t577)	build favorable attitudes towards music, **TP2,TB75,CH2,IA2,CA7,CA13,CA16,CA28,PL6,SC3,OC5,	504
(t578)	provide experiences for the student to develop motorskill competency, **TP21,TB30,CH4,IA1,CA24,PL6,SC3,OC4,	505

- (t579) combine personal creativity with the ability to work with others to build education settings in which innovation is the norm,
**TP36, TB64, CH4, CH5, IA1, IA3, CA24, PL6, SC2, 506
- (t580) select teaching strategies in terms of the learner. **TP16, TP21, TB22, CH5, IA3, CA24, PL6, SC3, 507
- (t581) discriminate cues from learners.
**TP8, TB13, CH5, IA3, CA24, PL6, SC3, 508
- (t582) use various rating methods.
**TP12, TB15, TB44, CH5, IA3, CA24, PL6, SC3, 509
- (t583) administer and score placement tests.
**TP1, TB13, CH5, IA1, CA24, PL6, SC3, 510
- (t584) identify a pupil's learning difficulties.
**TP8, TB14, CH5, IA3, CA24, PL6, SC3, 511
- (t585) judge pupil behavior within the theoretical framework of fundamental principles of human development,
**TP12, TB14, TB17, CH5, IA3, CA24, PL6, SC3, 512
- (t586) participate easily in class activities.
**TP11, TB31, CH1, CH4, IA1, CA24, PL6, SC3, 513
- (t587) freely exchange ideas with students.
**TP29, TB52, CH4, IA1, CA24, PL6, SC3, OC5, 514
- (t588) demonstrate an awareness of body, voice, and face as communicating instruments,
**TP15, TB50, CH1, IA1, CA24, PL6, SC3, 515
- (t589) develop techniques of communication with dance movement and stage composition,
**TP36, TB65, CH1, IA1, CA27, PL6, SC3, 516
- (t590) use proper first aid techniques in accidents,
**TP26, TB43, CH4, IA1, CA24, PL6, SC3, 517
- (t591) establish an environment for pupil communication in a variety of socio-cultural settings,
**TP4, TB31, TB72, CH4, CA24, IA1, IA2, PL6, SC2, OC5, 518
- (t592) select appropriate data sources and diagnose data relevant to the development of objectives for learners,
**TP1, TP8, TB11, TB12, TB14, CH5, IA3, CA24, PL6, SC3, 519

Teacher Behaviors

(t593)	protect students from physical and moral dangers with which they are not yet ready to cope, **TP2,TP29,TB64,CH2,IA1,IA2,CA24,PL6,SC2,OC5,	520
(t594)	counsel students in the selection of activities that bring meaning to life, **TP29,TB25,TB32,TB34,TB52,CH4,IA1,CA24,PL6,SC3,OC5,	521
(t595)	supplement lesson with relevant assignments, **TP21,TB30,CH4,IA1,CA24,PL6,SC3,	522
(t596)	use discovery learning effectively, **TP17,TB36,CH4,IA1,CA24,PL6,SC3,	523
(t597)	manipulate environment to create problems to be solved, **TP17,TB36,CH4,IA1,CA24,PL6,SC3,OC2,	524
(t598)	lead discussions effectively, **TP11,TB33,CH4,IA1,CA24,PL6,SC3,	525
(t599)	elicit suggestions from students, **TP25,TP29,TP31,TB37,CH4,CH5,IA1,IA3,CA24,PL6,SC3,OC5,	526
(t600)	focus the discussion to minimize irrelevant digressions, **TP11,TP31,TB33,CH4,IA1,CA24,PL6,SC3,	527
(t601)	assign leadership responsibilities according to student's abilities, **TP29,TB74,CH2,IA1,CA24,PL6,SC3, **TP22,TB17,CH5,IA1,CA24,PL6,SC3,	528
(t602)	anticipate reactions of students,	529
(t604)	present content effectively, **TP20,TB35,CH4,IA1,CA24,PL6,SC3,OC1,OC3,	530
(t605)	improve thought processes of students, i.e., objective reasoning, divergent thinking, independent thought, critical thinking, problem solving, etc, **TP17,TB36,CH2,IA2,CA24,PL6,SC2,OC1,OC2,	531
(t606)	maintain reasonable standards of conduct within the classroom, **TP5,TP10,TB31,IA1,IA2,CH4,CA24,PL6,SC3,	532
(t607)	use indirect methods of instruction, **TP17,TB36,CH4,IA1,CA24,PL6,SC3,	533

(t608)	utilize classroom facilities and resources effectively, **TP5,TB38,CH5,IA1,CA24,PL6,SC3,	534
(t609)	point out implications of ideas, **TP20,TB35,CH4,IA1,CA24,PL6,SC3,OC2,	535
(t610)	pace lecture on the basis of student response, **TP20,TB35,CH4,IA1,CA24,PL6,SC3,	536
(t611)	ask thought-provoking questions (utilize questions to encourage participation), **TP17,TB37,CH4,IA1,CA24,PL6,SC3,	537
(t612)	respond positively to student contributions, **TP13,TP22,TP29,TB32,CH4,IA1,CA24,PL6,SC3,OC5,	538
(t613)	encourage students to participate in class (activities) (actively in class), **TP11,TP22,TB32,CH4,IA1,CA24,PL6,SC3,	539
(t614)	encourage students to initiate learning activities, **TP22,TB32,TB73,CH4,IA1,IA2,CA24,PL6,SC2,	540
(t615)	direct students' interests toward meaningful learning, **TP22,TB32,TB73,CH2,CH4,IA1,IA2,CA24,PL6,SC2,	541
(t616)	work closely with parents (others) in helping students, **TP24,TB51,TB54,CH4,IA1,CA24,PL6,SC2,	542
(t617)	administer remedial work effectively, **TP16,TP21,TB34,CH4,IA1,CA24,PL6,SC3,	543
(t618)	constructively control student behavior, **TP4,TP10,TB31,TB32,CH2,CH4,IZ1,IA2,CA24,PL6,SC3,OC5,	544
(t619)	maintain control in difficult situations, **TP10,TB43,CH4,IA1,CA24,PL6,SC2,	545
(t620)	prevent potential class difficulties, **TP10,TP26,TB26,TB43,CH4,CH5,IA1,IA3,CA24,PL6,SC2,OC2,	546
(t621)	utilize available services to deal with student problems, **TP26,TP29,TB43,TB67,CH2,CH4,IA1,IA3,CA24,PL6,SC3,OC1,	547

(t622)	administer test at appropriate time, **TP1,TB13,CH4,IA1,CA24,PL6,SC3,	548
(t623)	give clear and complete instructions, **TP9,TP20,TB35,CH4,IA1,CA24,PL6,SC4,	549
(t624)	arrange testing conditions to ensure maximal performance, **TP6,TB13,CH4,IA1,CA24,PL6,SC3,	550
(t625)	use test results to improve instruction, or teaching effectiveness, **TP6,TB20,CH5,IA1,IA3,CA24,PL6,SC3,	551
(t626)	keep accurate records of grades, **TP32,TB44,CH5,IA3,CA24,PL6,SC4,	552
(t627)	evaluate students objectively, **TP12,TB13,TB14,TB15,CH4,CH5,IA1,IA3,CA24,PL6,SC3 ,	553
(t628)	conform to institutional policies, **TP26,TP27,TB64,CH1,IA1,CA24,PL6,SC3,	554
(t629)	vary teaching method effectively, **TP21,TB30,CH4,IA1,CA24,PL6,SC3,	555
(t630)	maintain high interest level of class, **TP22,TB32,CH4,IA1,IA2,CA24,PL6,SC2,OC5,	556
(t631)	develop realistic standards (of achievement) with each student, **TP16,TB21,TB25,CH5,IA3,CA24,PL6,SC3,	557
(t632)	inform students of the basis for evaluation, **TP12,TB10,TB32,CH4,IA1,CA24,PL6,SC3,	558
(t633)	elicit feedback (to reveal student understanding of lesson), **TP11,TP12,TB32,CH4,IA1,CA24,PL6,SC1,	559
(t634)	recognize causes of unsatisfactory progress, **TP8,TB15,CH5,IA3,CA24,PL6,SC3,	560
(t635)	evaluate own personal views, **TP36,TB62,CH1,IA1,CA24,PL6,SC2,OC1,OC2,	561
(t636)	direct students' evaluation of own performance, **TP12,TB16,CH4,IA1,CA24,PL6,SC3,	562
(t637)	use tests effectively, **TP1,TB10,CH4,CH5,IA1,IA3,CA24,PL6,SC3,	563

Teacher Behaviors

(t638)	construct each test item to measure a specific behavior. **TP1, TB12, CH5, IA3, CA24, PL6, SC3,	564
(t640)	select content appropriate for level of class. **TP14, TB21, TB24, CH5, IA3, CA24, PL6, SC3,	565
(t641)	relate specific aims to general goals. **TP14, TB21, CH5, IA3, CA24, PL6, SC3,	566
(t642)	organize lesson to facilitate learning. **TP21, TB20, CH5, IA3, CA24, PL6, SC3,	567
(t643)	organize activities to use time efficiently OR teacher uses time efficiently. **TP23, TB31, CH4, IA1, CA24, PL6, SC3,	568
(t644)	revise course material to insure timeliness. **TP21, TB21, TB24, CH5, IA3, CA24, PL6, SC3,	569
(t645)	acknowledge student's academic and personal accomplishments. **TP13, TP34, TB32, CH4, IA1, CA24, PL6, SC3, OC5,	570
(t646)	select activities to supplement basic text or other materials. **TP21, TB24, CH5, IA3, CA24, PL6, SC3,	571
(t647)	evaluate thoroughly all types of learning. **TP12, TB10, CH5, IA3, CA24, PL6, SC3,	572
(t648)	use appropriate intervals to evaluate progress with individuals. **TP12, TB13, CH4, IA1, IA3, CA24, PL6, SC3,	573
(t649)	organize (analyze, synthesize, evaluate) data for use in instruction. **TP21, TB15, CH5, IA3, CA24, PL6, SC3,	574
(t650)	design learning experiences which develop inquiry, decision-making and problem-solving skills. **TP17, TB21, TB22, TB24, CH5, IA3, CA24, PL6, SC3, OC2,	575
(t651)	integrate knowledge drawn from several disciplines as a means of promoting an understanding of society. **TP21, TB21, TB24, CH5, IA3, CA24, PL6, SC3, OC2, OC5,	576
(t652)	vary speech rate effectively. **TP20, TB35, CH1, IA1, CA24, PL6, SC4,	577

Teacher Behaviors

(t653)	set good examples in use of language, **TP20,TB35,CH4,IA1,CA24,PL6,SC3,	578
(t654)	state goals in terms of measurable changes in student's behavior, **TP14,TB21,CH5,IA3,CA24,PL6,SC3,	579
(t655)	help students formulate objectives, **TP14,TP29,TB25,TB73,CH4,CH5,IA1,IA3,CA24,PL6,SC3 ,OC2,OC5,	580
(t656)	select activities on basis of individual abilities and interests, **TP16,TP21,TB24,CH5,IA3,CA24,PL6,SC3,	581
(t657)	explore with students the relationships between subject matter and society, **TP14,TP21,TB30,CH4,IA1,CA24,PL6,SC3,OC1,OC2,OC5,	582
(t658)	use quantitative techniques in investigations of problems, **TP1,TP12,TB65,CH4,IA1,CA24,PL6,SC3,OC2,	583
(t659)	guide students in inquiry processes within the field(s) of specialization, **TP17,TB36,CH4,IA1,CA24,PL6,SC3,	584
(t660)	analyze and relate the results of educational experiments to current teaching problems, **TP27,TP36,TB67,CH5,IA3,CA24,PL6,SC2,	585
(t661)	assist individuals in developing a rational basis for making value judgments, **TP2,TP39,TB75,CH4,IA1,CA24,PL6,SC3,OC5,	586
(t662)	use a variety of instructional media, resources and materials to facilitate the learning of specific topics. **TP3,TB38,CH4,IA1,CA24,PL6,SC3,	587
(t663)	reflect a sensitivity to the self-concept of others (by an inner security based on a positive self-concept). **TP15,TB50,TB71,CH4,IA1,CA24,PL6,SC2,OC5,	588
(t664)	respond positively to responsibilities (for personal performance and professional growth). **TP27,TP36,TB63,CH1,IA1,CA24,PL6,SC2,OC2,OC5,	589
(t665)	utilize appropriate principles of learning, **TP21,TB30,CH4,IA1,CA24,PL6,SC3,	590

Teacher Behaviors

(t666)	select and use educational innovations effectively, **TP21,TP25,TB22,TB24,TB30,CH4,CH5,IA1,IA3,CA24,PL6,SC3,	591
(t667)	organize practical learning experiences and create an environment conducive to learning, **TP4,TP21,TB31,CH4,IA1,CA24,PL6,SC2,	592
(t668)	demonstrate decision making abilities, **TP36,TB64,CH4,IA1,CA24,PL6,SC3,OC1,	593
(t670)	assist the student in assessing his (a) career objective, (b) achievement in relation to his aptitude and ability, (c) personal and social development, **TP12,TP29,TB16,CH4,CH5,IA1,IA3,CA24,PL6,SC3,	594
(t672)	provide situations which motivate and facilitate optimum learning in the subject area being taught, **TP21,TP22,TB30,CH4,IA1,CA24,PL6,SC3,	595
(t673)	utilize a variety of techniques and methods of teaching as well as instructional media to reach instructional objectives, **TP3,TP21,TB30,CH4,IA1,CA24,PL6,SC3,	596
(t674)	utilize research in education in planning instruction, **TP25,TP27,TB20,CH4,IA1,CA24,PL6,SC3,	597
(t675)	plan physical facilities and identify supplies and equipment needs consistent with program objectives, **TP23,TB24,TB42,TB45,CH5,IA3,CA24,PL6,SC2,OC1,	598
(t676)	plan immediate and long-range program objectives, **TP14,TB21,CH5,IA3,CA24,PL6,SC3,	599
(t679)	exhibit a positive self-concept, **TP34,TB61,CH1,IA1,CA24,PL6,SC2,OC5,	600
(t680)	demonstrate an acceptable degree of knowledge and skill in the content area which he is teaching, **TP36,TB65,CH1,IA1,CA24,PL6,SC3,	601
(t682)	effectively utilize teaching aids, methods, techniques, and media, **TP3,TP21,TB30,CH4,IA1,CA24,PL6,SC3,	602

- (t683) establish an evaluation process which provides for continuing assessment of student progress, the instructional program, and self in relation to the learning process.
**TP12, TB10, CH4, IA1, IA3, CA24, PL6, SC3, 603
- (t684) formulate and implement long-range program goals, and assess progress toward their achievement.
**TP12, TP14, TB10, TB21, CH5, IA3, CA24, PL6, SC2, 604
- (t686) respond constructively to suggestions and criticism.
**TP15, TP36, TB63, CH1, IA1, CA24, PL6, SC2, OC5, 605
- (t688) cooperate with persons having different backgrounds.
**TP15, TB25, TB50, CH1, CH4, IA1, IA2, CA24, PL6, SC2, OC2, OC5, 606
- (t690) identify desired student behaviors.
**TP14, TB21, CH5, IA3, CA24, PL6, SC4, 607
- (t693) interact constructively with fellow workers.
**TP37, TB55, CH1, IA1, CA24, PL6, SC2, 608
- (t695) develop instructional objectives in cooperation with students.
**TP14, TB21, TB25, CH5, IA3, CA24, PL6, SC3, OC5, 609
- (t699) make home visits.
**TP24, TB51, CH4, IA1, CA24, PL6, SC4, 610
- (t702) encourage parents to become active participants in parent activities in the school.
**TP24, TB54, CH3, CH4, IA1, IA2, CA24, PL6, SC2, 611
- (t705) assist at book fairs, cake sales, etc.
**TP7, TB53, CH4, IA1, CA24, PL6, SC4, 612
- (t706) enlist parent volunteers for class trips, kindergarten registrations, library service, etc. 613
- (t707) assist parents with individual school problems.
**TP24, TB54, CH4, IA1, CA24, PL6, SC3,
**TP24, TP32, TB51, CH3, CH4, IA1, IA2, CA24, PL6, SC2, OC2, OC5, 614
- (t708) refer parents to appropriate school authorities.
**TP24, TP32, TB51, CH4, IA1, CA24, PL6, SC3, OC3, 615

(t712) attend and participate in meetings of community organizations, **TP27,TB53,CH4,IA1,CA24,PL6,SC2, 616

(t713) participate in community fairs, art shows, etc, **TP7,TB53,CH4,IA1,CA24,PL6,SC2, 617

(t715) maintain guidance reference materials for staff, **TP32,TB45,CH5,IA3,CA24,PL6,SC4, 618

(t717) hold case conferences with appropriate professional personnel, **TP32,TP37,TB55,CH4,IA1,CA24,PL6,SC4, 619

(t720) assist with publications of Parent-Teacher Association bulletins, **TP7,TB53,TB54,CH4,IA1,CA24,PL6,SC1, 620

(t723) maintain appropriate library records, **TP32,TB44,CH5,IA3,CA24,PL6,SC4, 621

(t724) organize placement of books and materials for most effective use, **TP23,TB45,CH4,IA1,IA3,CA24,PL6,SC3, 622

(t727) screen pupils with special needs (identifying gifted, talented, under-achieving and potentially maladjusted children in need of testing for CRMP classes), **TP8,TB14,TB17,CH4,CH5,IA1,IA3,CA24,PL6,SC3, 623

(t742) distribute health survey forms, **TP26,TB43,CH4,IA1,CA24,PL6,SC4, 624

(t747) plan projects best suited to the individual needs of the children, **TP16,TP21,TB24,CH5,IA3,PL6,CA24,SC3, 625

(t749) organize index file for routine follow-up of children having remediable defects, **TP32,TB44,CH5,IA3,CA24,PL6,SC4, 626

(t756) notify supervisor when emergency arises, **TP26,TB43,CH4,IA1,CA24,PL6,SC4, 627

(t773) confer with individual parents when necessary, **TP24,TB51,CH4,IA1,CA24,PL6,SC3, 628

(t780) keep Continuous inventory control of all equipment and materials, **TP32,TB44,CH5,IA3,CA24,PL6,SC4, 629

(t781)	keep records of repairs and maintenance, **TP32,TB44,CH5,IA3,CA24,PL6,SC4,	630
(t791)	plan with other teachers in cluster, **TP25,TP37,TB25,CH4,IA1,CA24,PL6,SC3,	631
(t793)	individualize instruction, **TP16,TB34,CH4,IA1,CA24,PL6,SC2,	632
(t801)	develop independence and autonomy on the student's part in all areas of the program, **TP29,TP34,TB74,CH4,IA1,CA24,PL6,SC2,OC5,	633
(t802)	organize the classroom for small group and individual instruction, **TP16,TP35,TB23,CH4,IA1,CA24,PL6,SC3,	634
(t803)	provide materials and activities appropriate to varying needs and abilities, **TP16,TP21,TB34,CH4,IA1,CA24,PL6,SC3,	635
(t805)	survey the health and social needs of children, **TP8,TB14,TB17,CH4,CH5,IA1,IA3,CA24,PL6,SC4,	636
(t806)	evaluate student's growth periodically in all academic areas, **TP12,TB13,TB14,TB15,CH5,IA3,CA24,PL6,SC3,	637
(t814)	keep accurate records related to supplies, **TP32,TB44,CH5,IA3,CA24,PL6,SC4,	638
(t819)	maintain an open door policy for consultation with parents. **TP24,TB51,CH4,IA1,CA24,PL6,SC3,	639
(t820)	hold workshops with parents for the purpose of interpreting school programs and curriculum, **TP24,TP32,TB51,TB53,CH4,IA1,CA24,PL6,SC3,OC3,	640
(t821)	supervise school aides, **TP37,TB41,CH4,IA1,CA24,PL6,SC3,	641
(t822)	help school aides develop, implement, and evaluate guidelines for lunch, yard, and other duty assignments. **TP26,TB41,CH4,IA1,CA24,PL6,SC3,	642
(t824)	supervise all milk and lunchroom records and collections. **TP26,TB43,CH4,IA1,CA24,PL6,SC4,	643
(t827)	recognize the academic, social, and physical needs of children in the grade, **TP14,TP24,TP29,TB14,TB17,CH5,IA3,CA24,PL6,SC2,	644

Teacher Behaviors

(t829)	evaluate plans with other teachers, **TP12, TP37, TB25, CH4, CH5, IA1, IA3, CA24, PL6, SC3,	645
(t837)	develop a relationship with teachers which allows free exchange of ideas in deformatizing the classroom, **TP37, TB55, CH4, IA1, CA24, PL6, SC2, OC2,	646
(t839)	encourage cooperation, team work and sharing within the cluster group, **TP37, TB55, CH4, IA1, IA2, CA24, PL6, SC2,	647
(t840)	develop guidelines for evaluation, **TP1, TP12, TB10, CH5, IA3, CA24, PL6, SC3,	648
(t843)	have conference with child, **TP29, TP32, TB52, CH4, IA1, CA24, PL6, SC4, OC5,	649
(t844)	meet with parents, **TP24, TP32, TB51, TB54, CH4, IA1, CA24, PL6, SC4,	650
(t845)	plan with children, **TP25, TB25, CH4, IA1, CA24, PL6, SC2,	651
(t848)	group flexibly for special needs, **TP16, TP18, TB35, TB23, CH4, IA1, CA24, PL6, SC3,	652
(t850)	help children develop systems for use and care of materials and books, **TP23, TB43, TB74, CH2, CH5, IA3, CA24, PL6, SC3, OC2,	653
(t858)	take cues from children's difficulties, **TP8, TB14, TB15, TB17, CH5, IA1, CA24, PL6, SC3,	654
(t859)	take cues from children's contributions and games, **TP8, TB14, TB17, CH5, IA1, CA24, PL6, SC3,	655
(t862)	examine all toys and games to determine implications for concepts, **TP6, TP21, TB24, CH5, IA3, CA24, PL6, SC3,	656
(t864)	place material within reach of children, **TP23, TB45, CH5, IA3, CA24, PL6, SC4,	657
(t865)	consider physical needs, such as differently sized chairs, **TP4, TP23, TB42, CH4, CH5, IA1, IA3, CA24, PL1, PL2, PL3, S C4,	658
(t867)	give a child a cubby, box or assigned area for personal possessions, **TP4, TP5, TP23, TB42, CH4, IA3, CA24, PL6, SC4,	659

Teacher Behaviors

(t868)	rearrange room for "aloneness," partnership, small groups, large group, as need arises, **TP23, TB42, CH4, IA3, CA24, PL6, SC4,	660
(t869)	display children's work, **TP13, TP22, TB32, CH4, IA3, CA24, PL6, SC4, OC5,	661
(t871)	keep her desk away from the center of activity, **TP23, TB42, CH4, IA3, CA24, PL6, SC4,	662
(t872)	allow for physical movement of children, **TP5, TP23, TB43, TB44, CH4, IA1, CA24, PL6, SC3,	663
(t873)	see that Children develop responsibility by participating in the care of the room, **TP4, TP5, TP26, TB43, TB74, CH4, IA1, IA2, CA24, PL6, SC2,	664
(t874)	predetermine material necessary to carry out tasks, **TP25, TB24, CH5, IA3, CA24, PL6, SC4,	665
(t875)	plan with school personnel and children to provide necessary materials, **TP21, TB25, CH5, IA3, CA24, PL6, SC3,	666
(t876)	place material in appropriate learning centers, **TP23, TB45, CH4, CH5, IA3, CA24, PL6, SC4,	667
(t877)	provide for and encourage flow between centers, **TP23, TB42, TB43, CH4, IA1, CA24, PL6, SC3,	668
(t879)	create own materials, **TP21, TB24, CH5, IA3, CA24, PL6, SC4,	669
(t882)	create systems and schedules for use of materials, **TP23, TP26, TB26, CH5, IA3, CA24, PL6, SC4,	670
(t883)	create check-off systems, **TP26, TB26, TB44, CH5, IA3, CA24, PL6, SC4,	671
(t885)	utilize human resources in the school, **TP21, TB55, CH4, IA1, CA24, PL6, SC3,	672
(t887)	vary teaching; learning strategies: viewing, listening, questioning, searching, planning, role-playing, reporting, recording, drills, etc. **TP21, TB30, CH4, IA1, CA24, PL6, SC3,	673
(t889)	schedule times for use of centers and materials, **TP23, TP26, TB43, CH5, IA3, CA24, PL6, SC4,	674

Teacher Behaviors

(t890)	meet with cluster team to confer, plan, exchange ideas, **TP25,TP37,TB25,CH4,IA1,CA24,PL6,SC4,	675
(t891)	meet with supervisors for guidance and for assistance, **TP36,TP37,TB25,TB55,CH4,IA1,CA24,PL6,SC3,	676
(t892)	meet with supportive personnel: mental health team, music, art, health education, bilingual teachers, community coordinators, custodial help for purposes of planning and organization, **TP23,TP25,TB25,TB55,CH4,IA1,CA24,PL6,SC3,OC1,OC3,	677
(t893)	relate subject matter content to everyday personal, family living, and occupational experiences, **TP21,TP22,TB30,TB32,CH4,IA1,CA24,PL6,SC3,	678
(t894)	exhibit ability to work positively with individuals from different cultural, social, economic and ethnic backgrounds in achieving the goals, **TP15,TP37,TB25,TB50,CH1,CH4,IA1,IA2,CA24,PL6,SC3,OC2,OC5,	679
(t895)	organize and work cooperatively with an advisory committee to provide a relevant program, **TP27,TB25,CH4,CH5,IA1,IA3,CA24,PL6,SC3,	680
(t896)	enlist the cooperation, support, and active assistance of parents, **TP24,TB54,CH4,IA1,CA24,PL6,SC2,	681
(t897)	demonstrate appreciation of the dignity and worth of the individual, **TP2,TP15,TP39,TB66,CH1,IA1,CA24,PL6,SC1,OC5,	682
(t899)	plan with school aides and administrative assistants to utilize and facilitate learning experiences within lunchroom and playground activities, **TP25,TB25,TB55,CH4,IA1,CA24,PL6,SC3,	683
(t980)	help child keep logs and records, **TP32,TB44,TB74,CH2,CH5,IA2,IA3,CA24,PL1,PL2,PL3,SC3,	684
(t981)	apprize parents of goals for the child, **TP24,TP32,TB51,TB53,CH3,CH4,IA1,IA2,CA24,PL6,SC3,OC3,	685

- (t982) listen to parents,
**TP24,TP32,TB51,CH4,IA1,CA24,PL6,SC3, 686
- (t983) identify his personal priorities in teaching,
collect data regarding his teaching practices and
acknowledge gaps which exist between the two,
**TP36,TB63,CH1,IA1,CA24,PL6,SC1, 687
- (t985) analyze (by systematic observation) interaction
patterns of his teaching, prescribe for himself
and achieve realistic goals of improvement in
those patterns,
**TP36,TB63,CH1,CH5,IA1,IA3,CA24,PL6,SC2,OC2, 688
- (t986) seek Personal knowledge of students,
**TP29,TB14,TB17,CH5,IA3,CA24,PL6,SC3, 689
- (t988) give individual attention to students in and out
of classroom,
**TP29,TB66,TB70,CH1,IA2,CA24,PL6,SC2,OC5, 690
- (t989) give corrective feedback to students which is
perceived as supportive by the students,
**TP12,TP13,TB32,CH4,IA2,CA24,PL6,SC3,OC5, 691
- (t990) analyze student behavior according to
physiological development traits,
**TP8,TB15,CH5,IA3,CA24,PL6,SC3, 692
- (t991) manage classroom situations so students can work
constructively at their own tasks while
unrestricted in regard to movement around the
classroom,
**TP5,TP23,TB42,TB43,CH4,IA1,CA24,PL6,SC3, 693
- (t992) identify and provide for the needs of different
students for differing amounts and kinds of
physical activity,
**TP16,TP21,TB34,CH4,IA1,CA17,CA24,PL6,SC2,OC4, 694
- (t993) construct lessons which effectively inform
students about physiological development and about
ways of coping with physical changes,
**TP21,TB20,CH5,IA3,CA9,CA17,CA19,PL6,SC3, 695
- (t994) identify the cognitive learning strategies of
students according to developmental theory and
personality theory,
**TP21,TB14,TB17,CH5,IA3,CA24,PL6,SC3, 696

- (t995) structure lessons which encourage divergent thinking in students,
 **TP17, TB36, CH4, IA1, CA24, PL6, SC3, OC2, 697
- (t997) refrain from criticizing students openly through sarcasm or cynicism,
 **TP13, TP15, TP29, TB32, CH4, IA1, CA24, PL6, SC3, OC5, 698
- (t998) whenever possible, praise in public and punish in private,
 **TP10, TP13, TP25, TP29, TB32, CH4, IA1, CA24, PL6, SC3, OC5, 699
- (t999) provide multiple opportunities during the class hours for students to work together in groups of varying sizes and tasks,
 **TP30, TP35, TB33, TB34, CH4, IA1, CA24, PL6, SC2, 700
- (t1000) provide opportunities for achieving success for all students, and work for the abolition of those aspects of the school system that reward only the few,
 **TP27, TP34, TB64, TB71, CH2, CH4, IA2, IA4, CA24, PL6, SC2, OC5, 701
- (t1001) withhold support from social activities where rewards and notice are based on physical attributes possessed by the relative few (e.g., proms, beauty contests, etc.) and support those activities which minimize such attributes,
 **TP27, TP39, TB64, CH1, CH4, IA1, CA24, PL6, SC3, OC5, 702
- (t1002) provide psychological "elbow room" within the class whenever possible,
 **TP4, TB31, CH4, IA1, CA24, PL6, SC2, 703
- (t1003) take homeroom time to "discuss" with students their physical=skeletal changes and the social implications of these changes,
 **TP34, TB71, TB72, TB75, CH2, CH4, IA2, IA1, CA24, PL6, SC2, 704
- (t1004) answer questions relating to sex in a comfortable, complete and unbiased fashion,
 **TP2, TP31, TB37, CH4, IA1, CA24, PL6, SC3, OC3, OC5, 705
- (t1005) discuss and interpret present societal confusion regarding sex roles in the language of the student,
 **TP2, TP21, TB75, CH2, IA1, IA2, CA20, CA24, PL6, SC3, 706

Teacher Behaviors

- (t1006) not be personally insulted by the student's need to be independent, often shown through the resentment of authority.
 **TP29, TB61, TB66, CH1, CH4, IA1, CA24, PL6, SC3, OC2, OC5
 707
- (t1007) assess the vocational maturity of students according to developmental criteria.
 **TP8, TB14, CH5, IA3, CA24, PL6, SC3,
 708
- (t1008) apply theories of career development in working with students. **TP21, TB30, CH4, IA1, CA24, PL6, SC3,
 709
- (t1009) guide the student to an understanding of the relationships between dimensions of self (e.g., heredity, interest, values) and future work roles he may choose.
 **TP2, TP34, TB70, CH2, IA2, CA24, PL3, PL4, PL5, SC2, O1, OC2, OC5,
 710
- (t1010) assist the student in clarifying his values relative to the world of work and in developing a personal work value hierarchy.
 **TP2, TB75, CH2, IA2, CA24, PL6, SC3, OC5,
 711
- (t1011) involve students in a rational career decision-making process.
 **TP17, TB70, CH4, IA1, CA24, PL4, PL5, SC2, OC1, OC2,
 712
- (t1013) participate in planning and implementing for students a systematic, exploratory program of occupational clusters.
 **TP21, TP25, TB24, CH4, IA3, CA3, CA4, CA11, CA12, CA13, CA21, PL3, PL4, PL5, SC3,
 713
- (t1014) guide students to the educational alternatives through which training for future work roles may be attained.
 **TP29, TB52, CH4, IA1, CA24, PL4, PL5, SC3, OC3,
 714
- (t1015) reinforce career development concepts throughout the curriculum.
 **TP21, TB30, CH4, IA1, CA24, PL6, SC3, OC5,
 715
- (t1019) develop instructional strategies in terms of learning theory.
 **TP21, TB22, CH5, IA3, CA24, PL6, SC3,
 716

Teacher Behaviors

- (t1021) collect "systematic observation" data on his own teaching, interpret it according to some teaching-learning theory, then prescribe for and achieve a change in one or more of his teaching behaviors.
**TP36, TB62, TB63, CH1, IA1, IA2, CA24, PL6, SC2, OC1, OC2 , 717
- (t1022) provide adequate "rewards" for "on-task" behavior, rather than punishing for the opposite.
**TP13, TB32, CH4, IA1, CA24, PL6, SC3, OCS, 718
- (t1023) analyze patterns of interpersonal relationships existing in a classroom by use of structured observational techniques.
**TP1, TP15, TP30, TB17, CH5, IA3, CA24, PL6, SC3, **Tp1, TP15, TP30, TB17, CH5, IA3, CA24, PL6, SC3, 719
- (t1024) identify patterns of control in teacher-student and student-student groups, and select and use those patterns most conducive to effective group work.
**TP5, TP18, TP29, TP30, TP35, TB31, CH4, IA1, CA24, PL6, SC3, 720
- (t1025) recognize and make appropriate use of the pervasive nature of the leader's influence on the group's patterns of interaction, particularly in regard to the rejection or acceptance of values, goals, and individual members.
**TP2, TP15, TP29, TP34, TB75, CH1, IA1, CA24, PL6, SC3, 721
- (t1026) conduct group activities so as to demonstrate acceptance of this principle: when people have a voice in decisions that affect them, they function more effectively and they accept restrictions placed on their behavior.
**TP15, TP18, TP21, TP35, TB33, TB74, CH4, IA1, PL6, CA24, SC2, 722
- (t1027) identify and interpret the influence of his own non-verbal behavior in the classroom.
**TP29, TP36, TB62, CH5, IA3, CA24, PL6, SC3, 723
- (t1028) identify group roles played by self and others in different situations and interpret the role habits in terms of social needs of self and others.
**TP15, TP24, TP29, TP37, TB61, TB66, CH1, CH5, IA3, CA24, PL6, SC3, 724

(t1029)	deal with a variety of problems in group process. **TP15, TB50, CH1, IA1, CA24, PL6, SC3,	725
(t1030)	utilize the pathways of communications which function between individuals and within groups. **TP15, TB50, CH4, IA1, CA24, PL6, SC3,	726
(t1031)	encourage the free flow of communications so that all the data relevant to group choices is equally available to all members. **TP4, TP18, TP35, TB30, TB72, TB74, CH4, IA1, PL6, SC3,	727
(t1032)	avoid strategies which polarize opinions and alienate members of a group from one another, and employ those which establish harmony and full use of personal resources. **TP15, TB50, CH4, IA1, CA24, PL6, SC3, OC5,	728
(t1033)	suspend judgement in a task group and assume a perceptive attitude until the data of a problem suggest its solution. **TP27, TP36, TB67, CH1, IA1, CA24, PL6, SC3,	729
(t1034)	develop and conduct activities which take into account the cultural similarities and differences among students. **TP15, TP21, TB24, TB30, CH4, CH5, IA1, IA3, CA24, PL6, SC 3,	730
(t1035)	identify cultural biases in his own belief system and analyze ways in which his biases affect his relationships with students of a cultural background different from his own. **TP15, TP29, TP36, TB62, , CH5, IA3, CA24, PL6, SC2,	731
(t1036)	conduct activities through which students can gain understandings and accepting attitudes. **TP2, TB75, CH4, IA1, CA24, PL6, SC3, OC5,	732
(t1037)	incorporate community resources in the school program, **TP7, TB54, CH4, IA1, IA3, CA24, PL6, SC2,	733
(t1038)	visit homes of students and use knowledge of home situations in planning school activities. **TP24, TP25, TB20, TB51, CH4, CH5, IA1, IA3, CA24, PL6, SC 3,	734
(t1039)	encourage parent involvement. **TP24, TB54, CH3, CH4, IA1, IA2, CA24, PL6, SC1,	735

- (t1040) evaluate a school curriculum plan according to criteria derived from the developmental characteristics of transescent learners, **TP12,TP21,TB27,CH5,IA3,CA24,PL6,SC3, 736
- (t1042) design and conduct exploratory experiences for students which involve them in making functional contributions of time and talent to the community, **TP7,TP21,TB70,CH1,IA1,IA2,CA24,PL6,SC3, 737
- (t1043) use a variety of evaluative techniques to assess aspects of a student's learning other than subject matter mastery, **TP1,TP12,TB14,TB17,CH4,CH5,IA1,IA3,CA24,PL6,SC3, 738
- (t1044) read, interpret and make use of current professional literature in curriculum and instruction, **TP27,TB20,CH5,IA3,CA24,PL6,SC3, 739
- (t1045) use systematic observation techniques to analyze the effectiveness of instructional design, **TP1,TP17,TB15,TB27,CH4,CH5,IA1,IA3,CA24,PL6,SC3, 740
- (t1046) evaluate the quality of teaching materials (before, during and after their use), **TP21,TB20,CH5,IA3,CA24,PL6,SC3, 741
- (t1048) identify and evaluate resource possibilities using professional literature, **TP7,TP21,TB24,CH5,IA3,CA24,PL6,SC4, 742
- (t1049) engage students in identifying, seeking out and evaluating resources for learning activities, **TP12,TP21,TB73,TB74,CH2,IA2,CA24,PL6,SC3,OC1,OC3, 743
- (t1050) operate a variety of audio-visual equipment efficiently, **TP3,TB38,CH5,IA1,CA24,PL6,SC4, 744
- (t1051) teach students the use of audio-visual equipment -- within the range of their capability, **TP3,TP21,TB38,CH2,IA2,CA24,PL6,SC2, 745
- (t1052) make simple visual materials and teach students how to use them, **TP3,TP21,TB24,TB38,CH4,CH5,IA1,IA3,CA24,PL6,SC3, 746

Teacher Behaviors

(t1053)	deal effectively with unusual classroom problems. **TP10,TB43,CH4,IA1,CA24,PL6,SC3,	747
(t1054)	maintain a written (and mental) plan or procedures to be followed in case of emergencies that can be anticipated. **TP26,TP32,TB43,CH5,IA3,CA24,PL6,SC2,	748
(t1055)	recognize gross symptoms of physical illness or disability (e.g., drug abuse, malnutrition, perceptual difficulties) which may indicate the need for referral of a student to other personnel. **TP27,TP37,TB14,CH5,IA3,CA24,PL6,SC3,	749
(t1056)	recognize the kinds of student emotional difficulties which may represent a chronic learning disability requiring special professional attention. **TP8,TP27,TB17,CH5,IA3,CA24,PL6,SC3,	750
(t1057)	identify administration policy regarding disruptive students and clarify to his satisfaction any related questions not covered by written policy. **TP10,TP26,TB26,CH5,IA3,CA24,PL6,SC4,	751
(t1058)	counsel individual students, promoting self-direction through indirect guidance. **TP29,TB52,TB73,TB74,CH2,IA1,IA2,CA24,PL6,SC2,OC 2,OC5,	752
(t1059)	structure situations which encourage students to seek the teacher's counsel on non-academic matters as well as academic ones. **TP29,TB52,CH4,IA2,CA24,PL6,SC2,OC5,	753
(t1060)	construct situations in which students can see clearly the difference between referral to adult authority, referral to peer group authority and to personal authority, and can make judgments as to which authority is appropriate for what circumstances. **TP2,TP15,TB30,TB72,TB74,CH2,CH4,IA1,IA2,CA24,PL 6,SC2,	754
(t1061)	help students learn techniques of sorting information, setting priorities and budgeting time and energy. **TP17,TP21,TB36,TB73,TB74,CH2,IA2,CA24,PL6,SC2,OC 2,OC5,	755

- (t1062) help students understand group process: group decision making, leadership skills, and peer relationships,
**TP15, TP30, TB72, CH2, IA2, CA24, PL6, SC2, 756
- (t1063) structure group activities in which the group must make decisions about objectives and task, about division of responsibilities and leadership; then provide feedback by which students can describe and analyze their decision-making activities.
**TP13, TP14, TP15, TP18, TP35, TB30, TB70, CH4, IA1, IA2, CA24, PL6, SC3, OC2, OC5, 757
- (t1064) conduct activities in which students learn and use techniques of giving and receiving helpful feedback,
**TP13, TP21, TP30, TB30, TB72, CH2, CH4, IA1, IA2, CA24, PL6, SC3, OC2, OC5, 758
- (t1065) conduct group activities in which peer pressure on the individual's values and actions are made evident to students,
**TP2, TP30, TP35, TB30, TB72, CH4, IA2, CA24, PL6, SC3, OC5, 759
- (t1066) work effectively in cooperative teaching situations with other teachers, paraprofessional and resource persons,
**TP7, TP27, TP37, TB55, CH4, IA1, IA2, CA24, PL6, SC2, 760
- (t1067) counsel students with non-controlling approaches (cf, Marie Hughes, Ned Flanders, Carl Rath, Amidon and Hunter),
**TP29, TB52, CH4, IA1, CA24, PL6, SC3, OC5, 761
- (t1068) help students to consider alternative values and to develop personal, workable valuing systems,
**TP21, TP39, TB75, CH2, IA2, CA24, PL6, SC3, OC5, 762
- (t1069) cause students to examine and clarify their values by using conservation and questioning approaches,
**TP11, TP31, TP39, TB75, CH2, IA4, CA24, PL6, SC3, OC5, 763
- (t1070) construct situations in which students identify and analyze conflicts in personal value positions they have among themselves,
**TP15, TP21, TP39, TB75, CH4, IA2, IA3, CA24, PL6, SC3, OC5, 764

- (t1071) teach students techniques of problem-solving.
**TP17, TB36, CH2, IA1, IA2, CA24, PL6, SC2, OC2, 765
- (t1073) providing opportunities and guidance to help students become independent learners (define own goals and problems, identify resources and evaluate outcomes).
**TP21, TP22, TB73, CH4, IA1, CA24, PL6, SC3, OC5, 766
- (t1074) can apply group process skills in appropriate team teaching situations.
**TP18, TP35, TP37, TB55, CH4, IA1, CA24, PL6, SC3, 767
- (t1075) design and conduct group activities according to the kinds of learning that are facilitated by the different groupings.
**TP18, TP23, TP25, TP35, TB33, CH4, IA1, CA24, PL6, SC3, 768
- (t1077) adjust group organization and focus to increase involvement of group members.
**TP15, TP18, TP35, TB31, TB33, CH4, IA1, IA2, CA24, PL6, SC3, 769
- (t1078) design, conduct and evaluate a program of peer tutoring (same age or cross-age).
**TP21, TP30, TB20, TB30, CH4, IA1, IA3, CA24, PL6, SC3, 770
- (t1079) evaluate his teaching behavior through the use of audiovisual equipment.
**TP3, TP36, TB62, CH5, IA1, CA24, PL6, SC3, 771
- (t1080) prescribe for improvement of his own effectiveness on the basis of collected data.
**TP36, TB27, TB63, CH1, IA3, CA24, PL6, SC2, OC2, 772
- (t1081) identify socio-emotional and physical development factors that bear on a student's learning situation and take these factors into account in planning his instruction.
**TP25, TB14, TB17, CH5, IA3, CA24, PL6, SC3, 773
- (t1082) develop thematic programs of study (e.g., pollution; heredity, environment, and health) which incorporate two or more areas of study (i.e., math, social studies, etc.) and which demonstrate the interrelatedness of areas of knowledge. **TP21, TB20, CH5, IA3, CA24, PL6, SC3, 774

Teacher Behaviors

(t1083)	accept responsibilities for teaching subjects outside his own specialization as it is appropriate to a team teaching plan, **TP27,TP37,TB64,CH4,IA1,CA24,PL6,SC3,	775
(t1084)	accept responsibility for assisting other team members in the teaching of subjects outside their specialization, **TP27,TP37,TB55,TB64,CH4,IA1,CA24,PL6,SC3,	776
(t1085)	participate actively in school-wide or district-wide multi-disciplinary curriculum planning, **TP25,TP27,TB25,CH4,IA1,CA24,PL6,SC3,	777
(t1086)	motivate students to express their feelings, perceptions, and emotions through art media, **TP22,TB32,CH2,IA2,CA2,CA24,PL6,SC2,OC5,	778
(t1087)	diagnose the visual discrimination ability of a student, **TP8,TB14,CH5,IA3,CA9,CA24,PL6,SC3,	779
(t1088)	deal with problems objectively and decisively, **TP10,TP29,TB67,CH1,CH4,IA1,CA24,PL6,SC3,	780
(t1089)	openly express his feelings and convictions with consideration and respect for the feelings and convictions of others, **TP15,TP24,TP29,TP37,TB61,TB66,CH1,IA1,CA24,PL6,SC2,	781
(t1090)	identify sensory and/or health problems of students by use of standard screening procedure, **TP8,TB14,CH5,IA1,IA3,CA9,CA24,PL6,SC3,	782
(t1091)	analyze student handwriting using normative criteria based on speed, accuracy, and style, **TP12,TB14,CH5,IA3,CA14,PL6,CA24,SC3,OC4,	783
(t1092)	identify literary tastes and interests of specific students, **TP12,TB17,CH5,IA3,CA14,CA24,PL6,SC3,	784
(t1093)	diagnose students proficiencies in study skill areas, i.e., outlining, dictionary skills, use of index, table of contents, note taking, etc, **TP8,TB14,CH5,IA3,CA14,PL6,CA24,SC3,OC1,	785
(t1094)	analyze adequately the speech patterns of given students using a standard analysis form, **TP12,TB14,CH5,IA1,IA3,CA14,CA24,PL6,SC4,	786

Teacher Behaviors

(t1095)	diagnose a student's spelling difficulties and methods of word attack. **TP8, TB14, CH5, IA3, CA14, CA24, PL6, SC3, OC1, OC3,	787
(t1096)	provide effective story-telling, dramatization and poetry experiences. **TP21, TB30, CH4, IA1, CA14, CA18, CA28, PL6, SC3,	788
(t1097)	provide an experience in which learners discover the concept of number conservation. **TP17, TP21, TB36, CH4, IA4, CA15, PL1, PL2, SC3, OC1,	789
(t1098)	recognize and abandon goals that cannot be achieved or goals that are not worth the expenditure of the required time or effort. **TP14, TB21, CH4, CH5, IA1, IA3, CA24, PL6, SC3,	790
(t1099)	communicate a genuine interest in others. **TP15, TB50, CH4, IA1, CA24, PL6, SC1, OC5,	791
(t1100)	reinforce math concepts being developed by using appropriate concrete manipulative devices and materials. **TP6, TP13, TB32, CH4, IA1, CA15, PL6, SC3, OC1, OC3,	792
(t1101)	communicate an appreciation of the uniqueness and intrinsic value of each individual (including himself). **TP15, TB50, TB66, TB70, CH1, CH4, IA1, CA24, PL6, SC1, OC5,	793
(t1102)	Communicate respect and appreciation for individual differences, for beliefs, values, opinions and ideas different from his own. **TP15, TB50, TB66, TB70, CH1, CH4, IA1, CA24, PL6, SC1, OC5,	794
(t1103)	accept constructive feedback or criticism without reacting defensively, becoming hostile or withdrawing. **TP15, TP36, TB63, CH1, IA1, IA2, CA24, PL6, SC2, OC2, OC5,	795
(t1104)	respond to the needs and feelings of others. **TP15, TB50, CH4, IA1, CA24, PL6, SC1, OC5,	796
(t1105)	design an informal reading inventory to provide reliable information on which to base a preliminary instructional program. **TP38, TB12, CH5, IA3, CA18, CA24, PL6, SC3, OC1,	797

- (t1106) construct a reading skill/comprehension diagnostic instrument from appropriate passages from elementary level children's reading texts.
**TP38, TB12, CH5, IA3, CA18, CA24, PL6, SC4, OC1, 798
- (t1107) work well with a wide variety of personalities.
**TP15, TB50, CH4, IA1, PL6, SC2, OC5, 799
- (t1108) diagnose the basic reading skills of students.
**TP8, TB14, CH5, IA3, CA18, CA24, PL6, SC3, OC1, 800
- (t1109) work effectively as a member of a group, performing appropriate roles as needed for the maintenance of the group or accomplishment of the task.
**TP15, TP36, TP37, TB55, CH4, IA1, CA24, PL6, SC2, 801
- (t1110) instill an awareness of the need for conservation of human and natural resources.
**TP2, TB75, CH1, IA2, CA24, PL6, SC2, OC1, OC2, OC5, 802
- (t1111) foster independent and responsible thinking among students by encouraging them to consider conflicting evidence, ideas, and values.
**TP2, TB36, CH2, IA1, IA2, CA24, PL6, SC1, OC2, OC5, 803
- (t1112) help students sense intrinsic worth in themselves.
**TP34, TB71, CH2, IA2, CA24, PL6, SC1, OC5, 804
- (t1113) help children perceive and deal with each other as human beings of intrinsic worth.
**TP2, TP15, TP30, TB75, CH2, IA2, CA24, PL6, SC1, OC5, 805
- (t1114) develop a program or programs designed to achieve affective objectives.
**TP14, TP21, TB21, TB22, TB24, CH5, IA3, CA24, PL6, SC3, OC5, 806
- (t1115) identify the self-respect needs and political needs of groups of people and the reasons for such needs.
**TP12, TP15, TB17, CH5, IA3, CA24, PL6, SC3, OC5, 807
- (t1116) take into account cultural differences when determining affective objectives and their achievement.
**TP14, TB21, TB27, CH5, IA3, CA24, PL6, SC3, 808

Teacher Behaviors

(t1117)	accept self-respect and political needs as legitimate motivational forces on groups, **TP15, TB66, CH1, IA1, CA24, PL6, SC3, OC5,	809
(t1118)	sense and respond to the needs, readiness, and capacity for acceptance of feedback of the individual student, **TP12, TP13, TP29, TB32, CH4, IA1, CA24, PL6, SC3, OC5,	810
(t1119)	ask evaluative questions, **TP2, TP31, TP39, TB37, CH4, IA1, CA24, PL6, SC3,	811
	Rosenshine & Furst	811a
	Toledo CBTE Module: THE ACQUISITION OF QUESTIONING SKILLS,	811b
(t1120)	provide reinforcement of student answers, **TP13, TB32, CH4, IA1, CA24, PL6, SC3, OC1, OC2, OC3, OC5,	812
	Rosenshine & Furst	812a
	Weber State Wilkit #7, PRINCIPLES OF REINFORCEMENT,	812b
(t1121)	effectively space review, **TP25, TB31, CH4, IA1, CA24, PL6, SC3,	813
	Rosenshine & Furst	813a
(t1122)	evaluate his own biases and the influence they might have on his decisions, **TP36, TB62, CH1, IA1, IA3, CH5, CA24, PL6, SC2, OC1, OC2, OC5,	814
(t1123)	explain concepts clearly, **TP20, TB35, CH4, IA1, CA24, PL6, SC3,	815
	Rosenshine & Furst	815a
	Weber State Wilkit #9, ELEMENTARY SCHOOL MATH II Toledo CBTE Module, THE ACQUISITION OF QUESTIONING SKILLS Georgia Educ. Module, SOCIAL STUDIES FOR THE ELEMENTARY SCHOOL, PROFICIENCY MODULE #3, CONCEPT FORMATION - CONCEPT TEACHING	815b
(t1124)	ask questions calling for the interpretation of facts, **TP17, TP31, TB37, CH4, IA1, CA24, PL6, SC3, OC1, OC2,	816
	Rosenshine & Furst	816a

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- Georgia Educ. Module, SOCIAL STUDIES FOR THE ELEMENTARY
SCHOOL, PROFICIENCY MODULE #6, INTERPRETING
DATA, 816b
- (t1125) acknowledge the student's idea by repeating the
nouns and logical connectives he has expressed,
**TP13, TB32, CH4, IA1, CA24, PL6, SC3, 817
- Rosenshine & Furst 817a
- (t1126) modify the idea a student has expressed by
rephrasing it or conceptualizing it in the
teacher's own words,
**TP11, TB33, TB36, CH4, IA1, CA24, PL6, SC3, OC2, 818
- Rosenshine & Furst 818a
- (t1127) apply the student's idea by using it to reach an
inference or to take the next step in a logical
analysis of a problem,
**TP17, TB35, TB36, CH4, IA1, CA24, PL6, SC3, OC2, 819
- Rosenshine & Furst 819a
- (t1128) compare a student's idea by drawing a
relationship between it and ideas expressed
earlier by the students or the teacher,
**TP17, TP31, TB37, CH4, IA1, CA24, PL6, SC3, OC1, OC2, 820
- Rosenshine & Furst 820a
- (t1129) summarize what was said by an individual student
or group of students, 821
- Rosenshine & Furst 821a
- (t1130) listen to students, especially to the feelings of
students,
**TP29, TB52, CH4, IA1, IA2, CA24, PL6, SC2, OC5, 822
- (t1131) accept the innovative, challenging, "troublesome"
creative ideas which emerge in students, rather
than reacting to these as threats by insisting on
conformity,
**TP13, TP22, TB32, CH4, IA1, CA24, PL6, SC2, OC2, OC5, 823
- (t1132) work out interpersonal frictions and problems
with students through problem solving rather than
dealing with such issues in a disciplinary or
punitive manner,
**TP29, TB43, CH4, IA1, CA24, PL6, SC3, OC2, OC5, 824

Teacher Behaviors

- (t1133) develop an equalitarian atmosphere of shared decision making in the classroom, conducive to spontaneity, to creative thinking, to independent and self-directed learning.
**TP4, TP16, TP29, TB31, CH4, IA1, IA2, CA24, PL6, SC2, OC5
825
- (t1134) "see beyond what is happening at the moment and explore visually several possible courses of action," **TP36, TB67, CH1, IA3, CA24, PL6, SC3,
826
- (t1135) develop cooperatively with pupils, objectives for large units of study, daily class work, and special activities.
**TP14, TP21, TP25, TP29, TB25, CH4, IA1, CA24, PL6, SC3,
827
- (t1136) arrange for differentiated assignments to meet needs and abilities of individual pupils.
**TP16, TB21, TB24, CH4, IA1, CA24, PL6, SC3,
828
- (t1137) use a variety of instruments and techniques for keeping pupils informed of their progress.
**TP12, TP13, TB32, CH4, IA1, CA24, PL6, SC3, OC1, OC2, OC3
829
- (t1138) help pupil make application of his experiences to many situations.
**TP17, TB36, TB73, CH2, CH4, IA1, IA2, CA24, PL6, SC2, OC2, OC5,
830
- (t1139) organize and summarize data for meaningful interpretation.
**TP12, TB15, CH5, IA3, CA24, PL6, SC3,
831
- (t1140) report to parents in terms of growth in knowledge, skills, attitudes and social behavior.
**TP24, TP32, TB51, CH4, IA1, IA3, CA24, PL6, SC3, OC3,
832
- (t1141) lead the learner to assume an important role in the evaluation of his own growth and development.
**TP12, TB16, TB74, CH2, CA24, PL6, SC2,
833
- (t1142) maintain an effective balance of freedom and security in the classroom.
**TP4, TB31, CH4, IA1, CA24, PL6, SC2,
834
- (t1143) assist guidance personnel by conferring with students and parents when appropriate.
**TP24, TP29, TP37, TB51, TB52, CH4, IA1, CA24, PL6, SC3,
835

Teacher Behaviors

(t1144)	provide opportunities for pupils to develop qualities of leadership and self-direction, **TP15, TB74, CH2, IA1, IA3, CA24, PL6, SC3, OC2, OC5,	836
(t1145)	establish effective relationships with individual pupils. **TP29, TB52, CH4, IA1, CA24, PL6, SC1, OC5,	837
(t1146)	assist the student in defining realistic goals, **TP14, TB16, CH4, IA1, CH5, IA3, CA24, PL6, SC2, OC2, OC5,	838
(t1147)	direct the student to sources of information on vocational opportunities and careers, **TP20, TB52, CH4, IA1, CA24, PL3, PL4, PL5, SC3, OC3,	839
(t1148)	tentatively identify those pupils experiencing health dysfunctions, **TP8, TB14, CH5, IA3, CA9, CA24, PL6, SC3,	840
(t1149)	share power with pupils by including pupils in on the making of decisions, **TP29, TB74, CH4, IA1, CA24, PL6, SC3, OC2, OC5,	841
(t1150)	inform parents as to what pupils enjoy and respond to, rather than what they don't do well, **TP24, TP32, TB51, CH4, CA24, PL6, SC3, OC3, OC5,	842
(t1151)	listen to parents' ideas in ways which acknowledge parent as worthwhile person, **TP24, TP32, TB51, CH4, IA1, CA24, PL6, SC3, OC5,	843
(t1152)	consult parents on what parent has found to be helpful in working with child, **TP24, TP32, TB51, CH4, CH5, IA1, IA3, CA24, PL6, SC3, OC3, ,	844
(t1153)	explain reasons for classroom activities, **TP9, TP20, TB35, CH4, IA1, CA24, PL6, SC3,	845
(t1154)	deal with a variety of numbers of pupils, **TP5, TP18, TP35, TB30, CH1, IA1, CA24, PL6, SC3,	846
(t1155)	select and elicit appropriate kinds of pupil talk to meet specific goals, **TP11, TB33, CH4, IA1, CA24, PL6, SC3,	847
(t1156)	share her own feelings with pupils, **TP29, TB75, CH4, IA1, CA24, PL6, SC3, OC5,	848
(t1157)	exhibit non-judgmental behaviors and delimit the use of judgmental behaviors, **TP13, TB66, CH1, IA1, CA24, PL6, SC3,	849

(t1158)	expand on a student's idea. **TP11, TB33, TB35, CH4, IA1, CA24, PL6, SC3,	850
(t1159)	induce climate of information sharing among pupils. **TP4, TP29, TP30, TB31, CH4, IA1, CA24, PL6, SC2,	851
(t1160)	help pupils develop increased skills of effective communication. **TP11, TB72, CH2, IA2, CA24, PL6, SC2, OC1, OC3,	852
(t1161)	develop variety of pupil roles in the classroom, among them: initiator, respondent, helper, information-retriever, clarifier, supporter, confronter, summarizer, process observer. **TP34, TB36, CH4, IA1, CA24, PL6, SC3,	853
(t1162)	encourage activities in which pupils learn about their participation in the learning process. **TP22, TB73, CH2, IA2, CA24, PL6, SC3, OC1, OC3,	854
(t1163)	exhibit the ability to assume a variety of roles and a variety of behavior within those roles in relationship to school personnel other than students. **TP27, TB55, TB64, CH1, IA1, CA24, PL6, SC3, OC2,	855
(t1164)	specify needs assertively and non-defensively. **TP15, TP29, TP36, CH1, IA1, CA24, PL6, SC3,	856
(t1165)	determine the central mental processes by which a child arrives at an answer to a question. **TP8, TB14, CH5, IA3, CA24, PL6, SC3,	857
(t1166)	involve the student in learning experiences which are appropriate to him. (Appropriateness = individualizing in terms of readiness, personalizing in terms of relevance, and contributing to evolution of the learner's social-psychological self.) **TP16, TB34, CH4, IA1, CA24, PL6, SC2,	858
(t1167)	instill in students an appreciation of human diversity. **TP2, TB75, CH2, IA2, CA24, PL6, SC2, OC5,	859
(t1168)	reexamine deeply held premises and values for possible change. **TP36, TB62, CH1, IA1, IA2, CA24, PL6, SC2, OC5,	860

Teacher Behaviors

(t1169)	encourage and facilitate experimentation with altering premises and values, **TP2, TB75, CH4, IA1, CA24, PL6, SC3, OC5,	861
(t1170)	intervent periodically to examine her own bodily and psychological reactions to change, **TP36, TB62, CH2, IA2, CA24, PL6, SC3,	862
(t1171)	consciously influence her own life pace -- speeding it up or slowing it down -- with respect to small things, the micro-environment and in terms of the larger, structural patterns of experience, **TP36, TB63, CH1, IA1, CA24, PL6, SC2, OC2, OC5,	863
(t1172)	manage change, **TP36, TB63, CH1, IA1, CA24, PL6, SC2, OC2,	864
(t1173)	assign probabilities to some of the changes that are in store for her, **TP36, TB63, CH1, IA2, CA24, PL6, SC2, OC1, OC2,	865
(t1174)	make explicit some of her assumptions about the future, **TP36, TB63, CH2, IA2, CH5, IA3, CA24, PL6, SC3, OC1, OC2,	866
(t1175)	forecast and influence her expenditure of time and emotion, **TP36, TB63, CH2, CH5, IA2, IA3, CA24, PL6, SC2, OC1, OC2,	867
(t1176)	work out new tactics to help her regulate the stimulation to which she subjects herself, **TP36, TB63, CH1, IA2, CA24, PL6, SC3, OC2,	868
(t1177)	guide students to generate successive, alternative images of the future, **TP2, TP17, TB70, CH2, IA1, IA2, CA24, PL6, SC2, OC2,	869
(t1178)	present data and ways to manipulate it, **TP17, TP20, TB35, TB36, CH4, IA1, CA24, PL6, SC3,	870
(t1179)	guide students in learning how to discard old ideas, how and when to replace them, **TP17, TB73, CH2, IA2, CA24, PL6, SC3, OC2,	871
(t1180)	assist the student in making and maintaining rewarding human ties, **TP15, TB72, CH2, CH4, IA1, IA2, CA24, PL6, SC1, OC5,	872

(t1181) help students to accept the absence of deep friendships, to accept loneliness and mistrust -- or she can identify new ways to accelerate friendship formation.
**TP2, TP15, TB72, CH2, IA2, CA24, PL6, SC2, 873

(t1182) encourage students to analyze their own values and those of their teachers and peers.
**TP2, TB75, CH2, CH4, IA1, IA2, CA24, PL6, SC3, OC5, 874

(t1184) sensitize students to the possibilities and probabilities of tomorrow.
**TP2, TP20, TB35, TB75, CH2, IA1, CA24, PL6, SC2, OC5, 875

(t1185) participate in decision making and, in turn, involve her students in the process.
**TP27, TP29, TB64, TB74, CH4, IA1, CA24, PL6, SC2, OC1, 876

(t1187) cause students to feel they can count on her to help with student problems.
**TP29, TB52, CH2, IA2, CA24, PL6, SC2, OC5, 877

(t1188) seek and use student's ideas about academic and non-academic matters.
**TP29, TB25, CH4, CH5, IA1, IA3, CA24, PL6, SC2, 878

(t1189) recognize the problems faced by the students in their school work.
**TP8, TB14, CH5, IA3, CA24, PL6, SC3, 879

(t1190) cause student to trust communication from her.
**TP29, TB52, CH2, IA2, CA24, PL6, SC2, OC5, 880

(t1191) be creative.
**TP36, TB60, CH1, IA1, CA24, PL6, SC1, OC2, 881

(t1192) be flexible, open to experience.
**TP36, TB63, CH1, IA1, CA24, PL6, SC1, OC2, OC5, 882

(t1193) be responsible for herself and others while being guided by positive goals and purposes.
**TP27, TB66, CH1, IA1, CA24, PL6, SC1, 883

(t1194) cope with change and adversity.
**TP36, TB63, CH1, IA1, CA24, PL6, SC1, OC2, OC5, 884

(t1195) abandon the teacher's traditional role as merely an information provider.
**TP21, TB30, CH4, IA1, CA24, PL6, SC3, 885

Teacher Behaviors

- (t1196) establish herself as a self-actualized person; that is, well informed, possessed of positive self concepts, open to own experiences, and possessed of deep feelings of identification with others.
 **TP36, TB60, CH1, IA1, CA24, PL6, SC1, OC1, OC5, 886
- (t1197) establish effective human relationships,
 **TP15, TB50, CH4, IA2, CA24, PL6, SC1, OC5, 887
- (t1198) exhibit empathy; that is, being honestly concerned with understanding how students think, feel, and perceive,
 **TP29, TB66, TB70, CH1, IA1, CA24, PL6, SC2, OC5, 888
- (t1199) exhibit concern about personal meaning of students,
 **TP29, TB66, TB71, CH1, CH4, IA4, CA24, PL6, SC2, 889
- (t1200) function as a facilitator rather than a controller, a helper rather than a director,
 **TP4, TP29, TB30, CH4, IA1, CA24, PL6, SC3, 890
- (t1201) develop positive perceptions of her subject matter, herself and children, without anyone consciously attempting to instill them,
 **TP2, TP34, TB62, TB63, TB66, CH1, IA1, CA24, PL6, SC2, OC5, 891
- (t1202) perceive alternative solutions to problems that face him, **TP36, TB67, CH1, IA1, IA2, CA24, PL6, SC1, 892
- (t1203) provide students with opportunities to experiment with behavior changes in simulations of real situations without suffering the consequences of failure,
 **TP2, TP21, TB30, TB72, TB75, CH2, CH4, IA1, IA2, CA24, PL6, SC2, OC5, 893
- (t1204) set the guideline that all policies be acceptable to him as well as to the class,
 **TP5, TB43, CH4, IA1, IA2, CA24, PL6, SC3, OC5, 894
- (t1205) use a variety of affective learning techniques (such as fantasy, improvisation, synectics, role-playing, group dynamics, and games) in their own classroom,
 **TP21, TB33, TB34, TB36, CH4, IA2, CA24, PL6, SC3, 895

Teacher Behaviors

(t1206)	create a classroom climate that is lively, encourages student participation and the expression of student concerns. **TP4,TP29,TB31,CH4,IA1,IA2,CA24,PL6,SC2,	896
(t1207)	cause students to develop more positive attitudes toward learning, and toward one's self, teachers and peers. **TP2,TP15,TP34,TB71,TB73,TB75,CH2,IA2,CA24,PL6,SC2,OC5,	897
(t1208)	cause students to value and use a variety of cognitive and affective processes with which to gain greater conscious control over one's self, one's environment and one's interpersonal relationships. **TP2,TP34,TP39,TB70,CH2,IA2,CA24,PL6,SC1,OC2,	898
(t1209)	examine all aspects of a concept or event and explain its relationships and implications to students. **TP6,TP20,TB30,CH4,IA1,CA24,PL6,SC3,OC1,OC3,OC2,	899
(t1210)	develop a concept of self that is worthwhile in herself and students. **TP34,TB61,TB71,CH1,CH2,IA1,IA2,CA24,PL6,SC1,OC5	900
(t1211)	cause students to develop relationships with other people that are intimate and meaningful. **TP15,TB72,CH2,IA2,CA24,PL6,SC1,	901
(t1212)	cause students to feel a sense of control and power over their own destiny. **TP34,TB75,CH2,IA2,CA24,PL6,SC2,OC5,	902
(t1213)	make the curriculum relevant to students. **TP14,TP21,TB21,CH5,IA3,CA24,PL6,SC3,OC5,	903
(t1214)	cause students to feel comfortable enough to speak openly about their concerns in a classroom. **TP4,TP29,TB31,CH2,IA2,CA24,PL6,SC2,OC5,	904
(t1215)	feel comfortable enough to speak openly about her concerns in a classroom. **TP4,TP29,TP36,TB61,CH1,IA1,CA24,PL6,SC3,OC5,	905
(t1216)	engage students in a collaborative effort to find more potent strategies for learning within the classroom context. **TP21,TP29,TB25,CH4,CH5,IA1,IA3,CA24,PL6,SC3,	906

(t1217) respond openly to criticism,
**TP15,TP36,TB63,CH1,IA1,CA24,PL6,SC3,OC2,OC5, 907

(t1218) involve students more directly in creating
curriculum,
**TP25,TP29,TB25,CH2,CH4,IA1,IA2,CA24,PL6,SC2, 908

(t1219) relate to children who are "different,"
**TP29,TB66,CH1,CH4,IA1,IA2,CA24,PL6,SC2, 909

(t1220) cause young people to participate in a new and
healthier level of mutual understanding and
respect among all groups in society,
**TP15,TB72,TB75,CH2,IA2,CA24,PL6,SC2, 910

(t1221) cause students to develop a humanistic attitude
toward others,
**TP2,TP15,TB72,TB75,CH2,IA2,CA24,PL6,SC2,OC5, 911

(t1222) comprehend the realities of social stratification
in our society and begin to evaluate its effects
on her own behavior,
**TP36,TB62,CH1,IA1,CA24,PL6,SC2, 912

(t1223) set realistic goals for self, based on a clear
perception of his limitations and capabilities
and the reality of his situation,
**TP36,TB63,CH1,IA1,IA2,CA24,PL6,SC2,OC2, 913

(t1224) identify his own stereotypes about ethnic groups
and the impact these attitudes have had on him as
an individual and as an educator,
**TP15,TP27,TP36,TB62,CH1,IA1,IA2,CA24,PL6,SC2,OC
5, 914

(t1225) identify and evaluate alternative approaches to
the achievement of his goals,
**TP21,TP25,TB22,CH5,IA3,CA24,PL6,SC4, 915

(t1226) evaluate his perceptions of and expectations for
student's academic performance based on their
group membership and family structure,
**TP29,TP36,TB62,CH5,IA3,CA24,PL6,SC3, 916

(t1227) evaluate the effects of social class and
ethnicity on intellectual functioning, learning
environment for the individual students in their
classroom, **TP8,TB14,TB17,CH5,IA3,CA24,PL6,SC3, 917

- (t1228) use various structural models most conducive to a positive learning environment for the individual students in their classroom,
**TP4, TP23, TB31, CH4, IA1, CA24, PL6, SC2, 918
- (t1229) select and organize a variety of materials which enable young children to pose and solve their own mathematical problems,
**TP17, TP21, TP23, TB24, CH5, IA3, CA15, CA24, PL6, SC2, OC1, OC2, 919
- (t1230) develop skills in interpersonal relationships so that all members of the team feel that they are an important part of the team,
**TP15, TP37, TB55, CH1, IA2, CA24, PL6, SC2, 920
- (t1231) design learning sequences in mathematics in which learners move from the concrete to the abstract,
**TP21, TP25, TB24, CH5, IA3, CA15, PL6, SC2, OC1, OC2, 921
- (t1232) cause her students to be more self-directed instead of teacher-directed,
**TP29, TP34, TB74, CH2, IA1, IA2, CA24, PL6, SC3, OC5, 922
- (t1233) plan and direct effective learning activities based on the learning styles of individual students,
**TP21, TP25, TB24, TB30, CH4, CH5, IA1, IA3, CA24, PL6, SC3, 923
- (t1234) Understand the individual pupil, demonstrated by her ability to meet individual needs and develop individual talents,
**TP16, TP29, TB34, CH4, IA1, CA24, PL6, SC1, 924
- (t1235) determine the effectiveness of activities in achieving desired outcomes,
**TP21, TB14, TB22, CH5, IA1, CA24, PL6, SC3, 925
- (t1236) establish appropriate relationships with pupils, both individually and in groups,
**TP29, TB52, CH4, IA1, IA2, CA24, PL6, SC1, OC5, 926
- (t1237) collect accurate, pertinent information about pupils and use it effectively,
**TP8, TB13, CH5, IA3, CA24, PL6, SC3, 927
- (t1238) achieve effective relationships with the pupil's family,
**TP24, TB51, TB54, CH3, CH4, IA1, IA2, CA24, PL6, SC4, 928

Teacher Behaviors

(t1239)	define his objectives to include values important to the culture. **TP14, TB21, CH5, IA3, CA24, PL6, SC3, OC5,	929
(t1240)	develop the appreciations, attitudes required for effective participation in a democratic society, **TP2, TP39, TB75, CH2, IA2, CA24, PL6, SC1, OC5,	930
(t1241)	recognize and deal with each pupil according to his needs. **TP16, TP29, TB34, CH4, IA1, CA24, PL6, SC1,	931
(t1242)	cause individuals to acquire the skills of effective group membership. **TP15, TB72, CH2, IA2, CA24, PL6, SC2,	932
(t1243)	provide abundant and varied opportunities for individual and group expression in appropriate creative field. **TP21, TB30, CH4, IA1, CA24, PL6, SC3,	933
(t1244)	analyze his effect on others and their effect on him. **TP15, TP36, TB62, CH1, CH5, IA1, IA3, CA24, PL6, SC1,	934
(t1245)	maintain an effective balance of freedom and security in the classroom. **TP4, TP29, TB31, CH4, IA1, CA24, PL6, SC2, OC5,	935
(t1246)	show an honest liking and sincere regard for boys and girls. **TP2, TP10, TP29, TB66, CH1, IA1, CA24, PL6, SC1, OC5,	936
(t1247)	emphasize responsible group living with standards of conduct comparatively determined. **TP4, TP5, TP10, TP23, TB43, TB74, CH4, IA1, CA24, PL6, SC3,	937
(t1248)	develop relations among pupils that are cooperative and natural. **TP30, TB72, CH2, IA2, CA24, PL6, SC2,	938
(t1249)	help students learn to respond physically to meter and rhythm in music. **TP21, TB30, CH2, IA2, CA16, PL6, SC2,	939
(t1250)	plan the management of classroom routines as a worthwhile learning experience for pupils. **TP26, TB26, CH4, IA3, CA24, PL6, SC2, SC3,	940

Teacher Behaviors

- (t1251) cause his students to acquire the values realized as ideals of democracy, such as: mutual respect, willingness and ability to cooperate in the solution of problems, willingness and ability to use intelligence in problem solving, goals and standards for effective living in our culture, **TP2, TP39, TB75, CH2, IA2, CA24, PL6, SC1, OC5, 941
- (t1252) dwell on the feelings of the child in regard to social situations, not on the details of the incident. **TP5, TP15, TP29, TB32, TB72, TB75, CH2, CH4, IA1, IA2, CA24, PL6, SC3, 942
- (t1253) accept a child regardless of what he says. **TP29, TB66, CH1, IA1, CA24, PL6, SC2, OC5, 943
- (t1254) ascertain reading interests and degrees of motivation for reading by conducting informal interviews with pupils. **TP12, TP32, TB17, CH5, IA1, IA3, CA18, CA24, PL6, SC3, 944
- (t1255) react appropriately to the mood and content of another person's communications == verbal and non-verbal. **TP15, TB50, CH4, IA1, CA24, PL6, SC2, OC5, 945
- (t1256) provide constructive criticism, meaningful feedback, support, and encouragement to students. **TP13, TP22, TP29, TB32, CH2, CH4, IA1, IA2, CA24, PL6, SC3, OC5, 946
- (t1257) select teaching materials for a developmental reading program. **TP21, TP25, TB24, CH5, IA3, CA18, CA24, PL6, SC4, 947
- (t1258) absorb hostility without becoming hostile in return or rejecting the other person. **TP15, TB60, CH1, IA1, CA24, PL6, SC3, OC2, OC5, 948
- (t1259) identify incompatibilities in his own values with those of children, general society, and specific social groups. **TP12, TP39, TB62, CH5, IA3, CA24, PL6, SC2, 949
- (t1260) accept the reality of a "black power" stance of segments of society and recognize situations in which that stance is important to consider. **TP15, TB66, CH1, IA1, CA24, PL6, SC3, OC5, 950

(t1261)	spontaneously acknowledge legitimacy of others' decisions, and treat them as legitimate. **TP15, TB66, CH4, IA1, CA24, PL6, SC2, DC5,	951
(t1262)	accurately assess the affective growth and development of students. **TP8, TB17, CH5, IA3, CA24, PL6, SC3, DC5,	952
(t1263)	respect the basic worth of every individual. **TP2, TP15, TB66, CH1, IA1, CA24, PL6, SC1, DC5,	953
(t1264)	demonstrate a sensitivity to the rights, needs, feelings, and problems of every ethnic, racial and religious group. **TP15, TB66, CH1, IA1, CA24, PL6, SC2, DC5,	954
(t1265)	demonstrate respect for the democratic ideal of equal justice under the law by reflecting it within classroom situations. **TP4, TP29, TP39, TB31, TB43, CH4, IA1, CA24, PL6, SC2, DC5,	955
(t1266)	recognize that no characteristic trait is typical of every individual of any one group. **TP2, TP15, TP36, TB66, CH1, IA1, CA24, PL6, SC2, DC5,	956
(t1267)	recognize that mental ability and talents vary among individuals of every ethnic, racial and religious group. **TP15, TB66, CH1, IA1, CA24, PL6, SC2, DC5,	957
(t1268)	think and verbalize rationally and objectively about all groups. **TP36, TB66, CH1, IA1, CA24, PL6, SC2, DC5,	958
(t1269)	avoid stereotyping, scapegoating, and over-generalizing about groups and individuals. **TP15, TB66, CH1, IA1, CA24, PL6, SC2, DC5,	959
(t1270)	recognize that each person has a contribution to make to the group. **TP15, TB66, CH1, IA1, CA24, PL6, SC3, DC5,	960
(t1271)	work cooperatively with others. **TP15, TB50, CH4, IA1, CA24, PL6, SC1,	961
(t1272)	practice consideration and respect for everyone. **TP15, TB50, TB66, TB70, CH1, CH4, IA1, CA24, PL6, SC1,	962
(t1273)	respect people's differences. **TP15, TB66, CH1, IA1, CA24, PL6, SC2, DC5,	963

(t1274)	recognize the worth of each individual and evaluate him on his own merits, **TP15, TB66, CH1, IA1, CA24, PL6, SC1, OC5,	964
(t1275)	measure student behavior and characteristics with respect to given affective objectives, **TP8, TB17, CH5, IA3, CA24, PL6, SC3, OC5,	965
(t1276)	discuss and interpret the problems created by prejudice and discrimination, **TP15, TB75, CH2, IA2, IA1, CA24, PL6, SC2, OC5,	966
(t1277)	approach new people, customs, and ideas without prejudice. **TP15, TB66, CH1, IA1, CA24, PL6, SC3, OC5,	967
(t1278)	help class, through group interaction, arrive at a common goal. **TP14, TP15, TP18, TB72, TB74, CH2, IA4, CA24, PL6, SC3,	968
(t1279)	help students become active, responsible learners. **TP22, TB73, CH2, IA2, CA24, PL6, SC3, OC5,	969
(t1280)	support students in their learning efforts, TP22, TP29, TB32, CH1, CH2, IA2, IA4, CA24, PL6, SC1, OC1, OC2, OC3, OC5,	970
(t1281)	work effectively in teamwork relationships. **TP15, TP37, TB55, CH4, IA1, CA24, PL6, SC2,	971
(t1282)	individualize learning in terms of readiness to contribute to human worth. **TP16, TB34, CH4, IA1, CA24, PL6, SC2, OC5, **TP16, TB34, CH4, IA1, CA24, PL6, SC2, OC5,	972
(t1283)	personalize learning in terms of relevance for self-evaluation and human dignity. **TP12, TP16, TB34, CH4, IA1, CA24, PL6, SC1, OC5,	973
(t1284)	help students learn to apply modes of inquiry of the Social Sciences to the study of significant social phenomena. **TP17, TB36, TB73, CH2, IA2, CA24, PL6, SC2, OC2, OC5,	974
(t1285)	use resources to maximize learning alternatives that contribute to human freedom. **TP16, TB34, CH4, IA1, IA2, CA24, PL6, SC1, OC5,	975
(t1286)	train students to be effective tutors for each other. **TP30, TB74, CH2, IA2, CA24, PL6, SC3,	976

(t1287)	integrate musical, artistic, and poetic experiences with cognitive learning, **TP21, TB21, TB22, TB24, CH5, IA1, CA24, PL6, SC3,	977
(t1288)	construct his own measures for assessing affective growth and development, **TP8, TB17, CH5, IA3, CA24, PL6, SC4, OC5,	978
(t1289)	develop group knowledge and cohesion, **TP18, TB31, CH4, IA1, CA24, PL6, SC2, OC5,	979
(t1290)	evaluate a school curriculum plan according to criteria derived from an analysis of the expectations and requirements of the immediate and larger communities, **TP12, TP21, TB20, CH5, IA3, CA24, PL6, SC3,	980
(t1291)	utilize appropriate personnel in planning for change. **TP25, TP27, TB25, CH4, IA1, CA24, PL6, SC3,	981
(t1292)	give all students the opportunity to exercise informal leadership, **TP15, TB74, CH4, IA1, CA24, PL6, SC3, OC2, OC5,	982
(t1293)	utilize decision making processes appropriate to class operation in a given situation, **TP5, TP10, TP23, TB31, CH4, IA1, CA24, PL6, SC3,	983
(t1294)	demonstrate a general understanding of the concepts of human relations, **TP15, TB50, CH1, IA1, CA24, PL6, SC2,	984
(t1295)	comprehend conversation, lectures, and news broadcasts in a specified foreign language, **TP36, TB65, CH1, IA3, CA8, PL6, SC4,	985
(t1296)	anticipate and weigh the consequences of alternative decisions, **TP27, TB67, CH1, IA1, IA3, CA24, PL6, SC2,	986
(t1297)	identify and mobilize the resources available to him in the achievement of goals, **TP21, TB38, CH4, IA1, CA24, PL6, SC3,	987
(t1298)	develop evaluative criteria with which to determine effectiveness of specific classroom (social studies) instructional goals, experiences, materials, methodology, and evaluation procedures, **TP1, TB12, CH5, IA3, CA24, PL6, SC4,	988

Teacher Behaviors

- (t1299) analyze his personal philosophy of life,
**Tp36,TB62,CH1,IA1,IA2,CA24,PL6,SC2, 989
- (t1301) evaluate the effectiveness with which affective
programs are carried out,
**Tp12,TB17,CH5,IA3,CA24,PL6,SC3,OC5, 990
- (end) 991

Teacher Behaviors

DAP 25-FEB-75 04:09 31903
Master List

(J31903) 25-FEB-75 04:09;;; Title: Author(s): David A. Potter/DAP;
Distribution: /DAP([ACTION]); Sub=Collections: NIC; Clerk: DAP;
Origin: < POTTER, T/B/LIST,NLS;15, >, 25-FEB-75 04:01 DAP
;;;(origin) #####

locator for teacher behavior descriptors

Teacher Behavior (TB)
< :xb>

(tb10)Assessing and Evaluating Student Behavior	1a
(tb11)Selecting assessment instruments <t/b/list,1: iynD;["TB11"];>	1a1
(tb12)Designing and developing assessment instruments <t/b/list,1: iynD;["TB12"];>	1a2
(tb13)Collecting and quantifying data <t/b/list,1: iynD;["TB13"];>	1a3
(tb14)Diagnosing student difficulties or abilities <t/b/list,1: iynD;["TB14"];>	1a4
(tb15)Summarizing and interpreting data <t/b/list,1: iynD;["TB15"];>	1a5
(tb16)Involving students in self-evaluation <t/b/list,1: iynD;["TB16"];>	1a6
(tb17)Diagnosing student affective characteristics <t/b/list,1: iynD;["TB17"];>	1a7
(tb19)Not assignable to specific category <t/b/list,1: iynD;["TB10"];>	1a8
(tb20)Planning Instruction	1b
(tb21)Selecting and specifying goals, aims, and objectives <t/b/list,1: iynD;["TB21"];>	1b1
(tb22)Selecting instructional strategies <t/b/list,1: iynD;["TB22"];>	1b2
(tb23)Organizing students <t/b/list,1: iynD;["TB23"];>	1b3
(tb24)Selecting or developing materials and activities <t/b/list,1: iynD;["TB24"];>	1b4
(tb25)Collaborating with others in planning <t/b/list,1: iynD;["TB25"];>	1b5
(tb26)Developing procedures and routines <t/b/list,1: iynD;["TB26"];>	1b6

locator for teacher behavior descriptors

(tb27)Evaluating instruction/instructional design <t/b/list,1: 1ynD;["TB27"];>	1b7
(tb29)Not assignable to specific category <t/b/list,1: 1ynD;["TB20"];>	1b8
(tb30)Conducting and Implementing Instruction	1c
(tb31)Structuring/establishing rapport/providing atmosphere <t/b/list,1: 1ynD;["TB31"];>	1c1
(tb32)Motivating/reinforcing students; providing for feedback <t/b/list,1: 1ynD;["TB32"];>	1c2
(tb33)Conducting discussion/small group activities <t/b/list,1: 1ynD;["TB33"];>	1c3
(tb34)Individualizing instruction/conducting individual activities <t/b/list,1: 1ynD;["TB34"];>	1c4
(tb35)Presenting information/giving directions <t/b/list,1: 1ynD;["TB35"];>	1c5
(tb36)Utilizing deductive, inductive thinking or problem solving <t/b/list,1: 1ynD;["TB36"];>	1c6
(tb37)Questioning and responding <t/b/list,1: 1ynD;["TB37"];>	1c7
(tb38)Utilizing audio-visual equipment and aids (resources) <t/b/list,1: 1ynD;["TB38"];>	1c8
(tb39)Not assignable to specific category <t/b/list,1: 1ynD;["TB39"];>	1c9
(tb40)performing administrative duties	1d
(tb41)Supervising aides, tutors, etc. <t/b/list,1: 1ynD;["TB41"];>	1d1
(tb42)Arranging physical environment <t/b/list,1: 1ynD;["TB42"];>	1d2
(tb43)Establishing/maintaining procedures/routines <t/b/list,1: 1ynD;["TB43"];>	1d3

locator for teacher behavior descriptors

(tb44)Maintaining records <t/b/list,1: iynD;["TB44"];>	1d4
(tb45)Organizing materials <t/b/list,1: iynD;["TB45"];>	1d5
(tb49)Not assignable to specific category <t/b/list,1: iynD;["TB40"];>	1d6
(tb50)Communicating and Interacting	1e
(tb51)Conferring with parents <t/b/list,1: iynD;["TB51"];>	1e1
(tb52)Counseling students <t/b/list,1: iynD;["TB52"];>	1e2
(tb53)Representing school/school program <t/b/list,1: iynD;["TB53"];>	1e3
(tb54)Involving others in the school program <t/b/list,1: iynD;["TB54"];>	1e4
(tb55)Establishing/maintaining professional relationships <t/b/list,1: iynD;["TB55"];>tb59 +e	1e5
(tb59)Not assignable to specific category <t/b/list,1: iynD;["TB50"];>	1e6
(tb60)Developing personal skills	1f
(tb61)Accepting self <t/b/list,1: iynD;["TB61"];>	1f1
(tb62)Evaluating self <t/b/list,1: iynD;["TB62"];>	1f2
(tb63)Planning for self-improvement/improving self <t/b/list,1: iynD;["TB63"];>	1f3
(tb64)Accepting responsibility <t/b/list,1: iynD;["TB64"];>	1f4
(tb65)Developing subject-related skills <t/b/list,1: iynD;["TB65"];>	1f5
(tb66)Accepting others <t/b/list,1: iynD;["TB66"];>	1f6

locator for teacher behavior descriptors

(tb67)Solving problems <t/b/list,1: iynD;["TB67"];>	1f7
(tb69)Not assignable to specific category <t/b/list,1: iynD;["TB60"];>	1f8
(tb70)Developing pupil self	1g
(tb71)Developing pupil self-concept <t/b/list,1: iynD;["TB71"];>	1g1
(tb72)Developing pupil social interaction skills <t/b/list,1: iynD;["TB72"];>	1g2
(tb73)Developing pupil learning to learn skills <t/b/list,1: iynD;["TB73"];>	1g3
(tb74)Developing pupil acceptance of responsibility <t/b/list,1: iynD;["TB74"];>	1g4
(tb75)Developing pupil attitudes and values <t/b/list,1: iynD;["TB75"];>	1g5
(tb79)Not assignable to specific category <t/b/list,1: iynD;["TB70"];>	1g6
Topics (TP) < :xb>	2
(tp01)Assessment Procedures <t/b/list,1: iynD;["TP1,"];>	2a
(tp02)Attitude Formation <t/b/list,1: iynD;["TP2,"];>	2b
(tp03)Audio-Visual Aids <t/b/list,1: iynD;["TP3,"];>	2c
(tp04)Classroom environment <t/b/list,1: iynD;["TP4,"];>	2d
(tp05)Classroom Management <t/b/list,1: iynD;["TP5,"];>	2e
(tp06)Concept Development <t/b/list,1: iynD;["TP6,"];>	2f
(tp07)Community Resources <t/b/list,1: iynD;["TP7,"];>	2g

locator for teacher behavior descriptors

(tp08)Diagnosis <t/b/list,1: inyD;["TP8,"];>	2h
(tp09)Directions <t/b/list,1: inyD;["TP9,"];>	2i
(tp10)Discipline <t/b/list,1: inyD;["TP10"];>	2j
(tp11)Discussions <t/b/list,1: inyD;["TP11"];>	2k
(tp12)Evaluation <t/b/list,1: inyD;["TP12"];>	2l
(tp13)Reinforcement <t/b/list,1: inyD;["Tp13"];>	2m
(tp14)Goals, Aims, and Objectives <t/b/list,1: inyD;["TP14"];>	2n
(tp15)Human Relations <t/b/list,1: inyD;["TP15"];>	2o
(tp16)Individualized Instruction <t/b/list,1: inyD;["TP16"];>	2p
(tp17)Inductive Teaching/Problem Solving <t/b/list,1: inyD;["Tp17"];>	2q
(tp18)Large Group <t/b/list,1: inyD;["TP18"];>	2r
(tp19)Learning Centers <t/b/list,1: inyD;["TP19"];>	2s
(tp20)Lecture/Presentation of information <t/b/list,1: inyD;["TP20"];>	2t
(tp21)Materials, Activities, Lessons <t/b/list,1: inyD;["TP21"];>	2u
(tp22)Motivation <t/b/list,1: inyD;["TP22"];>	2v
(tp23)Organization <t/b/list,1: inyD;["TP23"];>	2w

locator for teacher behavior descriptors

(tp24)Parent-teacher Relations <t/b/list,1: inyD;["TP24"];>	2x
(tp25)Planning <t/b/list,1: inyD;["TP25"];>	2y
(tp26)Procedures/Routines <t/b/list,1: inyD;["TP26"];>	2z
(tp27)Professionalism <t/b/list,1: inyD;["TP27"];>	2ae
(tp28)Programmed instruction/Computer-assisted instruction <t/b/list,1: inyD;["TP28"];>	2aa
(tp29)Pupil-Teacher Relations <t/b/list,1: inyD;["TP29"];>	2ab
(tp30)Pupil-Pupil Relations <t/b/list,1: inyD;["TP30"];>	2ac
(tp31)Questioning/Responding <t/b/list,1: inyD;["TP31"];>	2ad
(tp32)Records/Reports/Conferences <t/b/list,1: inyD;["TP32"];>	2ae
(tp33)Review/Summary <t/b/list,1: inyD;["TP33"];>	2af
(tp34)Self-concept <t/b/list,1: inyD;["TP34"];>	2ag
(tp35)Small Group <t/b/list,1: inyD;["TP35"];>	2ah
(tp36)Teacher Self-Improvement <t/b/list,1: inyD;["TP36"];>	2ai
(tp37)Teacher-Teacher Relations <t/b/list,1: inyD;["TP37"];>	2aj
(tp38)Test Construction <t/b/list,1: inyD;["TP38"];>	2ak
(tp39)Valuing <t/b/list,1: inyD;["TP39"];>	2al

locator for teacher behavior descriptors

Content Area (CA)	
< :xb>	3
(ca01)Agriculture <t/b/list,1: inyD; ["CA1"];>	3a
(ca02)Art <t/b/list,1: inyD; ["CA2"];>	3b
(ca03)Business Education <t/b/list,1: inyD; ["CA3"];>	3c
(ca04)Distributive Education <t/b/list,1: inyD; ["CA4"];>	3d
(ca05)Diversified Programs <t/b/list,1: inyD; ["CA5"];>	3e
(ca06)Driver Education <t/b/list,1: inyD; ["CA6"];>	3f
(ca07)Exceptional Child Education <t/b/list,1: inyD; ["CA7"];>	3g
(ca08)Foreign Languages <t/b/list,1: inyD; ["CA8"];>	3h
(ca09)Health and Safety <t/b/list,1: inyD; ["CA9"];>	3i
(ca10)Home Economics <t/b/list,1: inyD; ["CA10"];>	3j
(ca11)Industrial Arts <t/b/list,1: inyD; ["CA11"];>	3k
(ca12)Industrial Education <t/b/list,1: inyD; ["CA12"];>	3l
(ca13)Junior High or Middle School Work Experience <t/b/list,1: inyD; ["CA13"];>	3m
(ca14)Language Arts or English Language Arts <t/b/list,1: inyD; ["CA14"];>	3n
(ca15)Mathematics <t/b/list,1: inyD; ["CA15"];>	3o

locator for teacher behavior descriptors

(ca16)Music	
<t/b/list,1: inyD; ["CA16"];>	3p
(ca17)Physical Education	
<t/b/list,1: inyD; ["CA17"];>	3q
(ca18)Reading	
<t/b/list,1: inyD; ["CA18"];>	3r
(ca19)Science	
<t/b/list,1: inyD; ["CA19"];>	3s
(ca20)Social Studies	
<t/b/list,1: inyD; ["CA20"];>	3t
(ca21)Technical Education	
<t/b/list,1: inyD; ["CA21"];>	3u
(ca22)Adult General Education	
<t/b/list,1: inyD; ["CA22"];>	3v
(ca24)Generic Teaching Skills	
<t/b/list,1: inyD; ["CA24"];>	3w
(ca27)Drama	
<t/b/list,1: inyD; ["CA27"];>	3x
(ca28)Early Childhood	
<t/b/list,1: inyD; ["CA28"];>	3y
(ca29)Guidance	
<t/b/list,1: inyD; ["CA29"];>	3z
(ca30)Media	
<t/b/list,1: inyD; ["CA30"];>	3ae
(ca31)Speech	
<t/b/list,1: inyD; ["CA31"];>	3aa
Pupil Level (PL)	
< :xb>	4
(pl1)Early Childhood	
<t/b/list,1: inyD; ["PL1"];>	4a
(pl2)Elementary	
<t/b/list,1: inyD; ["PL2"];>	4b

locator for teacher behavior descriptors

(p13)Middle School <t/b/list,1: inyD; ["PL3"];>	4c
(p14)Secondary <t/b/list,1: inyD; ["PL4"];>	4d
(p15)Adult <t/b/list,1: inyD; ["PL5"];>	4e
(p16)All Levels <t/b/list,1: inyD; ["PL6"];>	4f
Scope (SC) < ;xb>	5
(sc1)Broad Goal Statement <t/b/list,1: iYnD; ["SC1"];>	5a
(sc2)Limited Goal Statement <t/b/list,1: iYnD; ["SC2"];>	5b
(sc3)Specific Competency <t/b/list,1: iYnD; ["SC3"];>	5c
(sc4)Enabling Skill <t/b/list,1: iYnD; ["SC4"];>	5d
Outcome (OC) < ;xb>	6
(oc1)Intellectual Skill <t/b/list,1: inyD; ["OC1"];>	6a
(oc2)Cognitive Strategy <t/b/list,1: inyD; ["OC2"];>	6b
(oc3)Verbal Information <t/b/list,1: inyD; ["OC3"];>	6c
(oc4)Motor Skill <t/b/list,1: inyD; ["OC4"];>	6d
(oc5)Attitude <t/b/list,1: inyD; ["OC5"];>	6e
Object of Change (CH) < ;xb>	7

locator for teacher behavior descriptors

(ch1)Self (teacher) <t/b/list,1: inyD; ["CH1"];>	7a
(ch2)Pupil <t/b/list,1: inyD; ["CH2"];>	7b
(ch3)Other Human <t/b/list,1: inyD; ["CH3"];>	7c
(ch4)Situation <t/b/list,1: inyD; ["CH4"];>	7d
(ch5)Resources <t/b/list,1: inyD; ["CH5"];>	7e
Implied Teacher Performance Assessment (IA) < ;xb>	8
(ia1)Process Criterion <t/b/list,1: inyD; ["IA1"];>	8a
(ia2)Human Consequence Criterion <t/b/list,1: inyD; ["IA2"];>	8b
(ia3)Product Consequence Criterion <t/b/list,1: inyD; ["IA3"];>	8c
(ia4)Both Process and Consequence Criteria <t/b/list,1: inyD; ["IA4"];>	8d

locator for teacher behavior descriptors

(J31904) 26-FEB-75 15:29;;; Title: Author(s): David A. Potter/DAP;
Distribution: /DAP([ACTION]) ; Sub=Collections: NIC; Clerk: DAP;
Origin: < POTTER, KEY/T/B/LIST,NLS;1, >, 26-FEB-75 15:27 DAP
;;;###;

DEC meeting to discuss new hardware

On 12 February, 1975 I met with representatives of the Digital Equipment Corporation, DEC, to discuss the PDP 11 system we envision using for NALCON. 1

Present at the meeting were Fritz Aumann and John Welsh of DECcomm in Maynard Mass. (617)897-5111, James Graves, Branch Manager Data Communications in the Washington area (301)459-7900 and Sam Lofthouse local DEC sales rep for NSRDC. 2

I presented our plans for NALCON and asked them for information on host interfaces for Univac, Burroughs, IBM and CDC equipment. I expressed interest in a cheaper CDC interface than we heard of before. They said there was a European made Univac interface, on which they will get me information. 3

I requested information on whether the DG interface could be used for the VDH interface to the IMP rather than Bryans. They will check and get back to me. In the very near future DEC will be announcing the DV11 Synchronous Multiplexor. This will allow 8 or 16 lines with a total 16 line throughput of 38,400 characters per second. This has NPR input and output. There is a possibility that one of these could be configured for 50Kb transmission (normally up to 9600 bps per line) by combining lines and still have sufficient capability for our synchronous requirements. 4

The highlights of the DV11 are 5

8- or 16-line synchronous multiplexor for use with PDP-11 family computers 5a

NPR Data Transfers on transmission and reception 5b

Total 16-line throughput of 38,400 characters per second 5c

Control table scheme provides considerable programming flexibility, particularly for special character and protocol handling 5d

Open ended, flexible design hardware not committed to any specific protocol 5e

128-character first-in, first-out receiver buffer 5f

program selectable block checks (LRC-8, CRC-16, CRC/CCITT) 5g

Modem Control 5h

One or two synch characters for each line 5i

DEC meeting to discuss new hardware

As a matter of passing DEC will be announcing the 11/70 today (2-13-75) which is a 32 bit member of the 11 family. This is intended as a high bandwidth system where fast disk access and throughput are required.

6

ILA 27-FEB-75 04:44 31905

DEC meeting to discuss new hardware

(J31905) 27-FEB-75 04:44;;; Title: Author(s): I. Larry Avrunin/ILA;
Distribution: /NAVIMP([ACTION]) ; Sub-Collections: NIC NAVIMP;
Clerk: ILA;

Request

Mil - I have lost the references to the SPS-41 and, unfortunately, I still do not have the appropriate RFC's. Could I impose to have you input the references when it might be convenient.

Incidentally, I sent Steve Walker a request to follow up on the SU-AI stuff - he is now Network Manager for the ARPANet - and, swamped under with phone calls. In any case, it's sorta poetic, he's managing a network after all. See 'ya tonight, or whenever...Jean

1

Request

(J31906) 27-FEB-75 04:59;;; Title: Author(s): Jean Iseli/JI;
Distribution: /MEJ([ACTION]) ; Sub=Collections: NIC; Clerk: JI;

Journal mail problems - insert character at beginning of statement,

Bill, I like to help you solve these things. If you can find the time I'd like some feedback on how successful the fixes are,

Journal mail problems - insert character at beginning of statement.

I have gone into your initials file and found two branches named Journal. I created a new branch named haveread and I moved the mail from the two Journal branches. I deleted one of the two hoping that this would solve your problem. It didn't. So I deleted the other Journal branch. Normally the Journal branch is created by the system and has some mystical qualities that I am not fully conversant with. Hopefully, any journal mail you get - such as this - will create a proper Journal branch for you and your troubles will be over. Because of the nature of the NLS beast all insertions are made AFTER SOMETHING. Since the beginning of a statement is the earliest place where you can put something after, the only place what you insert can go is after the first character. If you have left out the first character or want to put something else ie, a word in the first slot, your best choice is to use the command replace character. Doing this you can type in anything you want followed by the first character itself to restore it. Try it and see what happens. If you read this as Journal mail your problems are over.

Journal mail problems = insert character at beginning of statement.

(J31908) 27-FEB-75 08:44;;; Title: Author(s): Edmund J. Kennedy/EJK; Distribution: /WWP2([ACTION]) DLS([INFO-ONLY]) JLM([INFO-ONLY]) FEED([INFO-ONLY] info only unless I did something wrong) ; Sub-Collections: RADC; Clerk: EJK;

USER SERVICES REPORT: COURSE FOR USERS OF SRI SLOT: AT SRI-WASHINGTON

USER SERVICES REPORT: COURSE FOR USERS OF SRI SLOT: AT
SRI-Washington

- | | |
|---|------|
| | 1 |
| 1, Class given by JMB (with RJ's help) on Thursday 6-FEB-75 [1 person-day] | 1a |
| 2, Users in class: | 1b |
| Maria SCOTT | 1b1 |
| Hal BERTRAND | 1b2 |
| 3, COURSE: | 1c |
| TNLS Basic course: completed first day's runthrough, plus these marked #2: | 1c1 |
| CTRL=C & CONTINUE==FOR Tenex | 1c1a |
| SHOW Directory; what a directory is | 1c1b |
| Load File | 1c1c |
| CTRL=E | 1c1d |
| Easy Print \ | 1c1e |
| Move, Delete, Copy Statements | 1c1f |
| Feedback | 1c1g |
| CTRL=T | 1c1h |
| NOTE that the major exception to the material covered is Sendmail message sending | 1c1i |
| DISCUSSION of Development of Users: | 1d |
| BERTRAND got into viewspecs a little and was quite curious about other capabilities we didn't cover along the way, so I gave him a cue card the next week for his practice and exploration, | 1d1 |
| SCOTT showed good comprehension of the basic material, | 1d2 |

USER SERVICES REPORT: COURSE FOR USERS OF SRI SLOT: AT SRI-WASHINGTON

(J31909) 27-FEB-75 11:42;;; Title: Author(s): Jeanne M. Beck/JMB;
Distribution: /JMB([INFO-ONLY]) RJ([INFO-ONLY]) SGR([INFO-ONLY
]) SLJ([INFO-ONLY]) JCN([INFO-ONLY]) RLL([INFO-ONLY]) DCE(
[INFO-ONLY]) ; Sub-Collections: SRI-ARC; Clerk: JMB; Origin:
< BECK, SRI,NLS;5, >, 27-FEB-75 09:24 JMB ;;;
JMB,RJ,SGR,SLJ,JCN,RLL,DCE####;

sentence

Al, here's your sentence.

sentence

The following software must be provided:

1

A program or system of programs to facilitate the interactive preparation of documents from a body of source text (e.g., formatting, editing, page numbering, etc.). The system must accept input from diverse sources (e.g., interactive terminals, cassette tapes, etc.) and provide for output to a number of sources (e.g., microfilm, etc.) in greater variety than possible with fixed font typewriter like devices. In addition, the ability to modify the interface of the individual user to the system is desired. The software must be well human-engineered and oriented towards the non-programming terminal user (e.g., technical editors, secretaries, etc.).

1a

sentence

(J31911) 27-FEB-75 13:31;;; Title: Author(s): Frank G,
Brignoli/FGB; Distribution: /AH([ACTION]); Sub-Collections: NIC;
Clerk: FGB;

xrated

Father Murphy was a very poor Priest in a small Parish. He asked his Parishioners for suggestions on how to raise money for the church. He was told that a Horse Owner always has money, so he went to a horse auction, but unfortunately he made a poor buy. The horse turned out to be a donkey.

1

However, Father Murphy thought he might as well enter the the donkey in a race. The donkey came in third and the next morning the headlines in the local paper read - "FATHER MURPHY'S ASS SHOWS." The Archbishop read the paper, and was very displeased,

1a

Entered in the next day's race, the donkey came in first. The headlines in the local paper read - "FATHER MURPHY'S ASS IS OUT IN FRONT." The Archbishop was up in arms, and figured something had to be done,

1b

Father Murphy entered the donkey in a race the third day and it came in second. Now the headlines in the local paper read - "FATHER MURPHY'S ASS BACK IN PLACE." The Archbishop thought this was too much, so he forbade Father Murphy to enter the donkey in any more races. This inspired the editor of the local paper to headline - "ARCHBISHOP SCRATCHES FATHER MURPHY'S ASS."

1c

When the Archbishop read this, he ordered Father Murphy to get rid of the donkey, so he gave it to Sister O'Brien for a pet. Now the headlines read - "NUN OWNS THE BEST ASS IN TOWN."

1d

When the Archbishop saw this headline, he ordered Sister O'Brien to dispose of the donkey at once. She sold it for ten dollars. The next day the headlines read - "SISTER O'BRIEN PEDDLES HER ASS FOR TEN DOLLARS (\$10.00)

1e

They buried the Archbishop three days later

1f

xrated

(J31912) 27-FEB-75 14:57;;; Title: Author(s): Edmund J. Kennedy/EJK; Distribution: /DLS([ACTION]) RFI([INFO-ONLY]) FJT([INFO-ONLY]) ; Sub-Collections: RADC; Clerk: EJK;

anytitle

this may be a message,

anytitle

(J31913) 27-FEB-75 15:36;;; Title: Author(s): Paul C. Bishop/PCB;
Distribution: /FGB([ACTION]) ILA([INFO=ONLY]) PCB([INFO=ONLY]
); Sub=Collections: NIC; Clerk: PCB;

MARDIS & MERDC

Sam McCutchen called me to discuss Mardis. Sam wanted to support the idea of a single processing center for MARDIS but with one proviso, He feels that it is essential to give each individual R&D installation the capability to extract info from the files for it's own management use. I agreed with him.

1

Sam want's to throw his "hat" into the ring, and asked that we consider using the 6600 at MERDC rather than lock in on the NECC.

2

Sam hasn't examined in detail what the impact might be, but thinks that MARDIS MIGHT mix well with the scientific workload. He asked that we keep our options open and allow him to examine this. Sam says that software for "business" applications on the CDC 6600 has greatly improved in the last few years.

3

My "gut" feeling is "nervous" about this. I'm concerned about using a scientific computer in this way, but I'm willing to explore the possibility of using the 6600 as an alternative to the NECC. Any comments?

4

MARDIS & MERDC

(J31918) 28-FEB-75 08:26;;; Title: Author(s): Ronald P. Uhlig/RPU;
Distribution: /JCG([ACTION]) JAA([ACTION]) JCF([ACTION]) ;
Sub-Collections: NIC; Clerk: RPU; Origin: < UHLIG,
MARDIS,NLS;1, >, 28-FEB-75 07:57 RPU ;;;;####;

Info on project file format

< O'KEEFE, TEMP,NLS;1, >, 28-FEB-75 09:13 PWO ;;;;

1

Dave the first two following branches are samples of the initial branch and a data branch for the proposal file, and the subsequent two are similar samples from the project file - let me know any comments you have,

1a

(aa001-org)agency

1b

client
title

1b1

org cd
author
propos1 no

1b2

propos1 date
expir date

1b2a

fund cd
status

1b2b

(ns001-org)NSF

1c

OSIS
EPC

1c1

710
Humphrey
782-8SF

1c2

75-15-12
75-15-03

1c2a

c
a

1c2b

(aa01-org)agency

1d

client
title

1d1

org cd
proj ldr
proj no

1d2

start date
end date
fund cd

1d2a

Info on project file format

(ni01-org)NIH

1e

NIOSH

Evaluation of Development of Criteria Document

1e1

260

John L. Doe

3268

1e2

74-01-04

75-07-15

b

1e2a

Info on project file format

(J31921) 28-FEB-75 09:30;;; Title: Author(s): Pat Whiting
D*Keefe/PWO; Distribution: /DSM([ACTION]); Sub=Collections: NIC;
Clerk: PWO;

memo on MIS trsfr

MEMO

To: Bob Ross 1a

From: Pat Whiting-O'Keefe 1b

cc: Dave Maynard, Hal Bertrand, Ernie Moore 1c

Subject: Transfer of information from MIS system to NLS system 1d

Attached is a copy of a memo that is signed by Ernie Moore approving the approach of transferring information from the B6700 MIS system to the NLS PDG Marketing Information System. This memo describes the data that we would like transferred and the formats that would facilitate the transfer. We are interested in implementing this procedure as soon as possible. 1e

We would like to develop a small utility program to run on the B6700 to extract the following data items from the MIS system to be output to tape in the format specified below. 1f

From the Project File: 1g

(07)	A=PSR=PRIME	x(5)	1g1
(07)	A=PSR=SUB	xxx	1g2
(03)	A=ORG=CD	x(4)	1g3
(03)	A=CLIENT=NAME	x(25)	1g4
(03)	A=TITLE=1	x(51)	1g5
(03)	A=LEADER	x(20)	1g6
(05)	A=START(=DATE)	x(6)	1g7
(07)	A=TERM,DATE=MO	xx	1g8
(07)	A=TERM,DATE=DA	xx	1g9
(07)	A=TERM,DATE=YR	xx	1g10
(05)	A=FUND=TOTAL<coded>	x (from S9(8)V99,)	1g11

memo on MIS trsfr

(05) A-AGENCY(CLIENT CODE)	xx	1912
From Proposal File:		1h
(05) B-PROPOSAL=NO,-PREFIX	x(4)	1h1
(05) B-PROPOSAL=NO,-PRIME=NO,x(5)		1h2
(05) B-PROPOSAL=NO,-SUB=NO,	xxx	1h3
(03) B-PROPOSAL=ORG=CODE	x(4)	1h4
(05) B=CLIENT1	x(51)	1h5
(03) B=AGENCY=CD	xx	1h6
(05) B=PROP=TITLE=1	x(51)	1h7
(03) B=AUTHOR	x(40)	1h8
(05) B=PROP=EST=TOTAL<coded>	x (from s9(8))	1h9
(05) B=DATE=OF=PROP	x(6)	1h10
(05) B=EXPIRE=DATE	x(6)	1h11

The files will be entered into the NLS system at the office-1 PDP-10 run by Tymshare Inc. for SRI-ARC. They will be assigned limited access status so that only those people having PDG=Project directories will be able to read the data. No funding data need be put on the tape; we would like assignment of a small number of alphanumeric codes to represent ranges of funding.

11

Only selected agency codes (client codes) would be transferred initially. These would be client codes:
LA, LB, LZ, NA, OA, OZ, QA, QB, QE, QZ, RZ,

1j

The information would be ordered as follows sorted by an agency code, and within agency by year of start of project and within year by dollar. Each data record for both Project and Proposal Files should be ordered as:

1k

Agency code

1k1

Client Name

1k2

memo on MIS trsr

Title(Author)	1k3
Org	1k4
Leader	1k5
PSR/(Proposal #)	1k6
Begin Date (Date of Prop)	1k7
Term Date (Expir Date)	1k8
Fund Code	1k9
The tape generated would have the following characteristics:	11
(1) Written from an intermediate 'CANDE' File	111
(2) 7-track tape	112
(3) Odd parity	113
(4) Unlabeled	114
(5) BCL Character Code	115
(6) Unblocked	116
(7) 80 characters per record with a carriage return inserted at the end of each visible character string	117
A representative funding code scheme is that used by Engineering Science Group and other areas at the Institute, namely:	118
A under \$50K	118a
B \$50K to \$250K	118b
C over \$250K	118c
Indefinite - Indef,	118d

Since the data files would need to be updated periodically, we would like to suggest that a weekly update would be satisfactory and that this tape could consist of updates to the relevant portions of the MIS file that were made during the week. This would include additions and deletions. If this is inconvenient,

memo on MIS trsfr

it would be possible to make use of a new copy of the files, but since we desire to retain older data than is retained in the active MIS files, this would add a burden to our processing.

1m

memo on MIS trsfr

(J31922) 28-FEB-75 13:36;;; Title: Author(s): Pat Whiting
O'Keefe/PWO; Distribution: /GAS2([INFO-ONLY]); Sub-Collections:
NIC; Clerk: PWO; Origin: < O'KEEFE, MEMO,NLS,2, >, 27-FEB-75
15:10 PWO ;;;;###;

missing page 3

tto print page 3 use Print Journal

missing page 3

(J31923) 28-FEB-75 16:20;;; Title: Author(s): John J. Zenor/JJZ;
Distribution: /PCB([ACTION]) ; Sub-Collections: NIC; Clerk: JJZ;

THE missing Page THREE

COMMANDS

(note that all commands may be sent by either the FE or the host,)

1: BEGIN INDEX HOST SOCKET TRANSLATION=TYPE CONNECTION=TYPE

The BEGIN command establishes a connection between the Host and the FE, regardless of internal representation, the duplex data stream the connection represents will be referred to by the value specified in the next (INDEX) field; that is, for example, the FE will send input from and receive output for a given TELNET connection "on" a given INDEX, even though it is actually managing two NCP "sockets" for the purpose in its dealings with the Network,

a) INDEX is a two-byte field. Both the Host and the FE may choose arbitrary values for it when opening connection with a BEGIN command (H==FP implementations will probably simply increment INDEX by 1 whenever they need a new connection); however, the value of 0 is reserved to apply to the "global" connection between the Host and the FE -- thus, when either machine "comes up" the first thing it does is send a BEGIN for INDEX=0. (The END and ACKNOWLEDGE commands also follow this convention; for that matter, there is no reason why the MESSAGE command could not also, should it be desired to extend the FE's functions in the future. At present, however, this is merely a potential extension.) Note that all other fields should be set to

THE missing Page THREE

- 0 for INDEX 0 BEGINS. 4l
4m
4n
- b) HOST, is a two--byte field. It specifies the Host number 5
associated with the socket in the next field. On FE to Host 5a
BEGINS this is purely informational. However, on Host to FE 5b
BEGINS it is necessary to enable the FE to identify the foreign 5c
Host with which to communicate at the NCP level. 5d
5e
- c) SOCKET is a four--byte field. If SOCKET=1, a telnet connection 6
is to be established. If SOCKET=3, an FTP connection is to be 6a
established. If SOCKET=5, an ARPANET RJE Protocol connection is 6b
to be established (no known current utility). If SOCKET=77, a 6c
Host-specific connection is to be established for RJE/batch. All 6d
other values are for connections for unspecified purposes, to be 6e
opened at the NCP level according to the CONNECTION=TYPE field. 6f
Note that sockets 1, 3, 5, and 77 are "known about" and 6g
special-cased by the FE. 6h
6i
- d) TRANSLATION=TYPE is a one-byte field. From FE to Host, it is 7
informational. From Host to FE, it specifies character set 7a
mapping if desired, or characterizes the data to be transmitted 7b
over the connection. Requests/specifies ASCII data; 1, binary 7c
data (note that this value will not be sent from FE to Host under 7d

THE missing Page THREE

current assumptions, and that word size is to be a 7e

per-installation parameter); 2, mapping of ASCII to/from local 7f

THE missing Page THREE

(J31924) 28-FEB-75 16:21;;; Title: Author(S): John J. Zencr/JJZ;
Distribution: /PCB([ACTION]); Sub-Collections: NIC; Clerk: JJZ;
Origin: < NAVIMP, JJZ,NLS;3, >, 28-FEB-75 16:16 JJZ ;;;;###;

Informal documentation report for week e7ding 2/21

Pooh	1
After chopping down cherry trees to celebrate GW's unbirthday, I spent most of the week in and out of the KWAC meetings. Kirk ran a link test on the glossary and we corrected the errors. I also worked on the TNL5 examples.	1a
Business cards arrived and were distributed.	1b
DVN	2
NSW Documentation	2a
Added to (documentation,dpcshelp,).	2a1
Final Report	2b
Dick and Did a little editing. Charles and Harvey still owe writing. I have begun integration work.	2b1
Small Trailing NLS-8 Documents	2c
Preface to NLS: Waiting for Application's Review	2c1
TNL5 Addressing: It is on me to repond to RWW's review.	2c2
COM:	2d
The revised command summary awaits my attention for COM printing.	2d1
The TNL5-8 Primer awaits my attention for COM printing.	2d2
Marin Hardy's paper Microprocessing Technology awaits my attention for small revisions befor final COM run.	2d3
DDSI claims that the proofs of the Resource Notebook and the Format Library were mailed to us Wednesday morning. As of Friday Afternoon, they had not appeared. A pity the Archtitecs will miss them.	2d4
KIRK	3
Test Links command	
> Got it to working and used on help. Helped POOH fix those links that didn't work.	3a
Format Help command	

Informal documentation report for week e7ding 2/21

> I spent most of the week getting this to work and deciding on conventions and running a test file. 3b

Nsw stuff & nothing new % 3c

Getting into the NSW & nothing written %
 > A general introduction to NSW which will take the intelligent user to a point where he/she can continue to learn on her/his on with a tutorial on how to log in and call up the Editor tool. This will include such things as tip information and how to use Help. 3c1

The NSW FE Help description file & nothing written % 3c2

The NLS umbrella help description file, & nothing written % 3c3

Letter tool (may be a sendmail command) 3c4

Help description <kelley,task=areas,letter> 3c4a

Discursive Introduction & not written % to online US postal letter generation. 3c4b

Tutorial on writing and sending a U.S. postal letter. < hjournal, 25289, sending> 3c4c

Sendmail tool & nothing written % 3c5

Help description 3c5a

Discursive Introduction to sending online mail. 3c5b

Tutorial on sending mail to a person in the IDENT file. 3c5c

Readmail tool & nothing written % 3c6

Help description 3c6a

Discursive Introduction to reading mail online. 3c6b

Tutorial on reading your mail online. 3c6c

Tutorial on writing, editing, and viewing a document online. 3c7

very sketchy scenario at < hjournal, 25289, in> 3c7a

Programs tool & nothing written % 3c8

Help description file 3c8a

Informal documentation report for week e7ding 2/21

Discursive Introduction for Cobol users,	3c8b
Tutorial for [writing and] compiling Cobol programs,	3c8c
Discursive Introduction for L-10 user programming,	3c8d
Tutorial for writing, compiling and loading L-10 and CML programs,	3c8e

Informal documentation report for week e7ding 2/21

(J31925) 1-MAR-75 00:51;;; Title: Author(s): Dirk H. Van Nouhuys,
Ann Weinberg, Kirk E. Kelley/DVN POOH KIRK; Distribution: /DIRT([
INFO-ONLY]) ; Sub-Collections: SRI-ARC DIRT; Clerk: KIRK;

wklyrep

this is for two weeks ago, dvn had not written his thing for last
week

wklyrep

I sent it from 01, hope it makes it. Note the version at BBN will not be up-to-date, I made changes at 01. Must remember to copy it to bbn.

1

wklyrep

(J31926) 1-MAR-75 00:57;;; Title: Author(s): Kirk E. Kelley/KIRK;
Distribution: /DVN([INFO-ONLY]) POOH([INFO-ONLY]);
Sub-Collections: SRI-ARC; Clerk: KIRK;

update of computer conferencing chapter

I am changing some sections of the computer conferencing draft I gave you before you left. The linked journal citation I am sending you will give you my latest draft. You may wish to have Kate incorporate some of the changes into her master draft. From now on, to see the latest version at any time, load file Panko,Conference-Rem.

update of computer conferencing chapter

computer conferencing

A. INTRODUCTION

2

While audio and television conferencing have roots in the 1960's and earlier, computer conferencing did not begin until 1970. Despite its late appearance, however, computer conferencing is rapidly evolving as a working medium. Conferencing packages are already commercially available on national time-sharing computer networks in both the United States and Canada. Overall, however, computer conferencing packages are still rather limited in what they can do, in how they interact with users, and in their underlying conceptual structure of how computers can be used in human communications. Although the government support that gave computer conferencing its impetus in the early 1970's has been substantially reduced, development should continue in the future at a reasonable rate, on the basis of commercial support,

2a

Computer conferencing differs from audio and visual teleconferencing in one fundamental respect: in computer conferencing, it is unnecessary for everybody to be "online" simultaneously. A searchable record of all contributions is kept, so participants can come and go as they please, responding to earlier comments at their leisure.

2b

Given this freedom from time constraints, there is even some question whether computer conferences can really be termed conferences. Normally, a conference is an episode in an

computer conferencing

organization or community's ongoing communication processes. Yet computer conferences, lasting for months and ranging over many topics, blur the distinction between episodic conferencing and normal communications. Recognizing such difficulties, the developers of FORUM, which is discussed below, refer to conference sessions as "activities," rather than conferences

2c

In time, computer conferencing systems may merge with other computer programs designed for general organizational communication needs. In any case, computer conferencing's historical development cannot be separated from the evolution of computer communications in general. Today's computer conferencing systems evolved from earlier work on teletype linking and "mail box" functions on time-sharing computer systems, and the development of national time-sharing networks gave impetus to teleconferencing. We will describe computer conferencing in the context of earlier developments, and also in terms of other programs designed for general organizational communications,

2d

B. EARLY COMPUTER DEVELOPMENTS

3

Computers were originally used exclusively as arithmetic machines. Until time-sharing developed, batch processing made computers unsuitable as communication devices. Even after time sharing developed, economics slowed the development of communication services. Communication software is generally much

computer conferencing

more complex and expensive than numerical software. In addition, while computers increased a human's ability to do mathematical computation by several orders of magnitude, they increased a human's text processing powers only moderately. Consequently, it was not until computing costs dropped substantially that communication oriented services appeared. A favorable economic picture began to develop about 1970, and the pending development of national time-sharing computer systems gave further impetus to communication programs.

3a

C MAIL BOX SERVICES

4

Even early time-sharing systems offered rudimentary communication facilities. Most allowed the linking of two teletypes, so that people could converse for short periods of time while sitting at their terminals. Linking, however, was only as efficient as the users' typing skills, and was generally used only for brief conversations, usually among system operators.

4a

Some systems allowed messages to be sent to users who were not online. A message would be stored in the receiver's "mail box." The next time the receiver logged in, the message would be delivered, or the receiver would be notified that there was a message ready to be read. In time, these mail boxes became quite sophisticated. The receiver could search his messages by date, author, or character string imbedded in the text. Originally

computer conferencing

these communications services were designed for computer operators, but users soon learned how to use the services and this created a demand for further development.

4b

There is little hard data on the use of mail box systems. Most were developed as peripheral services for uses, as supplements to core programs. As a consequence, there has been little systematic attempt to answer such basic questions as whether mail box usage makes up a large portion of total system usage. One informal study was recently done by S. Lukasic, the director of the Advanced Research Projects Agency. Lukasic analyzed the use of message sending within ARPA, an agency with many terminals and high access to computing services. He found that messages tended to be informal, of the type that would normally be handled by memoranda within organizations and by telephone calls between distant organizations. Unfortunately, Lukasic's sample was small, so his conclusions were only suggestive. This informal nature of message transfer was also noted in a study by Conrath and Bair (the study was conducted on the Augmented Knowledge Workshop, described below). That study also had a small sample size.

4c

Although most time-sharing systems now realize that message transfer is a significant, perhaps large, portion of their total usage, this realization is very new, and accounting systems traditionally set up to handle arithmetic work have not been

computer conferencing

reworked systematically to handle mail box systems. This is a situation that is likely to change substantially in the near future,

4d

Mail box systems are evolving rapidly. Some early computer conferencing systems, which will be discussed below, are already less sophisticated than the mail box services on their host computers. In the future, mail box services on time sharing networks seem likely to merge with teleconferencing and even general text processing systems; many networks now offer all three separately,

4e

D> TELECONFERENCING SYSTEMS

5

1. Introduction

5a

2. Conference and its Successors

5b

a. Conference

5b1

b. General Conferencing System

5b2

c. Other Successors

5b3

3. FORUM

5c

a. History

5c1

b. Cost

5c2

computer conferencing

c. Research

5c3

4. ORACLE and CONFER

5d

We conclude the discussion of active teleconferencing systems with ORACLE and CONFER. ORACLE was created in conjunction with the NUCLEUS computer assisted instruction program at Northwestern University, while CONFER was developed under the PLATO IV computer assisted instruction program at the University of Illinois. In addition to their mutual CAI background, both ORACLE and CONFER were programmed in the TUTOR language. These systems, although less sophisticated than FORUM, have had significant use, and they are noteworthy for their emphasis on ease of use.

5d1

a. ORACLE

5d2

The name ORACLE has been applied to three consecutive conferencing programs at Northwestern. The first program was developed in 1970 by James Schuyler and Robert Johansen (who is now with the Institute for the Future). ORACLE was designed to be an adjunct of the NUCLEUS CAI system. Specifically, the first version was a delphi conferencing system to allow curriculum development. By using the same computer system designed for instruction and program creation, Schuyler and Johansen hoped to broaden the role of the computer in CAI.

5d2a

computer conferencing

In 1973, ORACLE was modified to allow freer-form conferencing as well as voting, questionnaire taking and Delphi responses. The user was, however, led through the system item-by-item, as in a questionnaire. In practice, this discipline did not prove to be a great problem because comments could be of varying length, however version two did not allow the free form discussion available in systems such as FORUM, CONFERENCE or the General Conference System. A third version is now under development. It will allow freer form conferencing

5d2b

A noteworthy feature of ORACLE is its ease of use. Although the computer languages in which ORACLE was programmed (first LINGO, then TUTOR) could not do full text processing, they were highly forgiving, thanks to their ability to respond to many synonyms in a given context. For example, if a yes or no answer were called for, the system would respond properly to "nope," "sure thing" or "yes, please. ORACLE has another nice features for the novice participant or conference chairman. It asks questions sequentially, leading the user through required steps. Most questions require either yes or no or other unambiguous responses. Where there are choices, a list of options is presented.

5d2c

ORACLE has not achieved heavy use. There have

computer conferencing

been ten conferences, some lasting five to ten weeks. The largest, in terms of volume, however, had a seventeen-page record. Nevertheless, ORACLE is a promising tool for use in its community of researchers.

5d2d

b. CONFER

5d3

CONFER was developed in 1973 by George Carter and Stuart Umpleby at the University of Illinois. Carter and Umpleby viewed the PLATO IV computer assisted instruction system at the university as a backbone computer communication system that could be used to solicit community participation as well as to give instruction. The system development was supported by a student grant from the National Science Foundation.

5d3a

Using the same TUTOR language as ORACLE (TUTOR was developed for PLATO IV), CONFER offered a relatively forgiving environment for users. The system could respond to a fairly wide variety of functionally synonymous expressions in any situation; the limit is the willingness of the program writer to think of synonymous expressions when creating the conference. CONFER also takes the user through a relatively set pattern of steps, thus reducing confusion.

5d3b

There have been nine significant conferences

computer conferencing

using the system. The largest, dealing with the impeachment of President Nixon, had about 180 messages. Other substantial conferences dealt with the computer as a communications medium (120 messages), policies for the use of PLATO IV (120 messages), and the future of Champaign-Urbana, Illinois (60 messages). Use of the system has been temporarily suspended because of heavy loads on the PLATO IV system.

5d3c

The PLATO IV system also has a message transmission system called NOTES, which can be used with CONFER to build fuller computer-based communication processes.

5d3d

- | | | |
|----|---------------------------------|-----|
| 5. | A Composite Picture | 5e |
| a. | Subsystems | 5e1 |
| b. | Entering the System | 5e2 |
| c. | Reviewing the Conference Record | 5e3 |
| d. | Sending a Comment | 5e4 |
| e. | Selective Attention | 5e5 |
| f. | Personalizing the File | 5e6 |
| g. | Associations in the Transcripts | 5e7 |

computer conferencing

h. Online Assistance

5e8

Either a system must be so simple to use that the novice conferee will never get lost, or some sort of assistance must be provided. The simplest form of online assistance is a narrative description of the system that the user can access immediately upon using the system. This may be sufficient for systems up to a certain level of complexity, but if the system is highly complex, the necessary description would become rather long. To supplement or even replace the online narrative, it is also possible to list a series of choices the user may follow at each step. Complexity causes problems here too. In powerful and complex systems, there may be many choices and there may be subtle distinctions among commands. Lists of choices short enough not to be tedious might not be sufficiently informative.

5e8a

The user normally has the hardest time when he or she is in the middle of some process and becomes lost. In such cases, it is necessary to provide rather assistance that is immediate and pertinent to the problem at hand. The most flexible form of assistance, of course, is expert human help. If a trainer is not at hand, it may be possible to reach one by telephone or through the computer system. This is generally expensive, so most systems have limited

computer conferencing

the use of live help to difficult and nonroutine problems. In addition, unless online assistance is available at all hours, the ability of the computer conferencing system to remove the time constraints of normal conferencing will be compromised.

5e8b

Although online initial descriptions and human help are likely to be a part of any successful system, online help data bases that respond to the context of the user's actions are likely to be staples of online assistance in most systems. One online help data base will be described, the one employed by NLS (which is discussed below).

5e8c

There are three types of online help. First, if the user types a question mark, a menu of possible commands appears. Second, if the user cannot decide between two or more commands, he may see descriptions of them by typing Help, then the command. The help command is actually more general than this use would indicate. The command help may be followed by a natural language of the process the user is trying to accomplish, for example "send a message." Common processes are described in the help data base, which acts like an online manual for the system.

5e8d

Third, if the user types control-Q, the system will provide a description of what he or she was just doing.

computer conferencing

This contextual information is often useful because it gives the user an understanding of the process he or she was engaged in. If the user was accessing a file, for instance, the system will give a brief description of what is entailed in accessing a file.

5e8e

We have described a few techniques for providing initial and online assistance to conference participants. Successful systems will probably use these and other tools in combination to provide needed help to users. If the combination is successful in reducing user frustration, adoption of teleconferencing will take place much more readily than if the system is frustrating to use. Looked at another way, more complex systems can be designed without frustrating potential users.

5e8f

5e8g

computer conferencing

E. GENERAL ORGANIZATIONAL COMMUNICATION SYSTEMS

6

1. NLS

6a

a. History

6a1

The development of NLS began in 1962 and is continuing at the present. Originally conceived as a tool to connect individual knowledge workers with text and data bases, NLS evolved into a tool for linking groups of knowledge workers, 6a1a

Beginning in January 1974, NLS was offered beyond the Stanford Research Community, in order to create a community of users on which to test the system. Collectively, the community is called the Augmented Knowledge Workshop. Each user organization pays revenues sufficient to cover the costs of serving it. There are now 12 client organizations, including SRI itself, the Business Planning Group of Bell Canada, the Educational Testing Service, the Hudson Institute and various defense agencies. About 200 people in these organizations use the system. BY July of 1975, the numbers of client organizations and users should approximately double as a second client computer is installed; sustained growth in the size of the workshop is expected beyond 1975. Currently, all customers except Bell Canada use the ARPA computer network, but as other national

computer conferencing

time-sharing networks capable of handling 4800 bps terminals develop, they will be used.

6a1b

b. The System

6a2

NLS is a general system for "knowledge workers." It has facilities for composing, publishing, distributing and viewing documents and files. We are concerned primarily with its communication capabilities.

6a2a

Although publication can continue to computer output microfilm (COM) printing, normal document and file distribution is online. Each user has a directory, to which "mail" is sent several times each day. Two types of messages tend to dominate use of the system. On one hand, it is possible to send brief messages, and these are used for announcements and general coordination. On the other hand, the system is used to inform members of a community about documents that are produced within the community or which have been input to the system.

6a2b

The alerting function is handled by sending citations to documents and files. To send a citation, the creator of the text points to it and gives the name of recipients. Titles and comments can be appended to the citation. The system creates a citation format, distributes the citations to mailboxes and files the text for retrieval. When the

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receiver reads his or her mail, a citation and brief explanation appear in the mail box. By pointing to the citation, the receiver causes the item to be brought into his or her directory. Once a citation is sent, the document or file is permanently stored in a Journal system for later access. The journal keeps a copy of the entire document or file, and anybody else in the community can retrieve the full text, barring privacy stipulations by the sender.

6a2c

The journal system at ARC is especially noteworthy, while many communications systems allow messages to be sent, few store messages in any convenient form for retrospective searches. All teleconferencing systems do that, of course, but generally only within conferences. The ARC Journal system stores and catalogues all messages and files that are sent through the system and does this for computers in different locations.

6a2d

Overall, communication in NLS tends to come primarily through active dissemination, despite the presence of a searchable journal system. In real organizations, such active information processing also seems to dominate ordinary communication processes. OCS's in the future will probably include large active communication components of a general nature, perhaps coupled with both teleconferencing and management information system functions.

6a2e

computer conferencing

hold

7

update of computer conferencing chapter

(J31927) 1-MAR-75 09:33;;; Title: Author(s): Raymond R. Panko/RA3Y;
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RA3Y; Origin: < PANKO, CONFERENCE-REM,NLS;2, >, 28-FEB-75 16:13
RA3Y ;;;####;

bug in calculator

When I add 512 or 514 etc. to a freshly cleared accumulator, it
always echoes 510. Very disconcerting.

1

bug in calculator

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Distribution: /EXM([ACTION]) FDBK([ACTION]) ; Sub-Collections:
SRI-ARC FDBK; Clerk: KIRK;

abstract...try one more time!!!

Hough Abstract

1

International Teleconferencing

1a

Roger Hough

1b

Teleconferencing is a topic that is often talked or written about in generalities. At the opposite end of the spectrum, the technical or operational aspects of particular systems are discussed or promoted. However, most of us do not have an awareness of the scope of teleconferencing as it is practiced today around the world. This paper reviews the results of a recent study sponsored by the National Science Foundation that attempted to determine the status of teleconferencing in the "real world". The study examines voice, visual, and computer teleconferencing on an international scale as it is practiced in business, government, and educational institutions. This paper will present a sampling of the usual and unusual applications and experiences with the various forms of teleconferencing in the above institutions.

1c

abstract...try one more time!!!

(J31929) 2-MAR-75 13:37;;; Title: Author(s): Lawrence H. Day/LHD;
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