

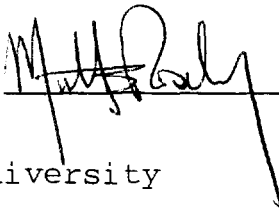

A Critique of Ball State's Teacher Training Program

An Honors Thesis (ID 499)

by

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INTRODUCTION

To the Reader:

Before you delve into the contents of this thesis project, please take a moment to recognize a few factors which may make your interpretation more accurate.

The project was intended to be a working paper, something that would aid the administration in its attempt to improve the quality of the Teacher's College. There was no formal study conducted to acquire the information; it is rather a "recording" of some of what has been said, but not heard by the right ears. The paper was definitely not designed as a final condemnation of the College, which does, after all, produce some quality educators.

Although the very nature of the paper forces it to focus on the negative, this does not mean there is no positive to be found. I acquired a great amount of knowledge in the Teacher's College, and my education will hopefully stand me in good stead in the profession. While I recognize the good, however, I am also realistic enough to see where improvements can be made. I hope that, through this project, I can return something to the College, to have some small voice and hopefully offer some useful information in its betterment.

PREFACE

On May 24, 1986, a chosen administrator will call the name of Kelly Baker. She will walk up to receive her diploma, and will thus be graduated from the Teacher's College, Ball State University. She will be one of hundreds from this institution entering the work force to take up educating young people. She will have some effect, whether great or small, on the lives of at least 20 children every year until she retires. A part of Ball State will stick with her throughout that time and will essentially determine what she does and the methods she chooses to use in her classroom; therefore, her college experience will, in part, touch those children who pass by her and, in the same way, will affect those who pass by all the other teachers who graduate from here.

It is for this very reason that Ball State's Teacher's College must maintain high standards of excellence for itself as well as for its students. The thesis project which follows is an attempt to suggest areas for improvement within the College. It is most definitely not, as it may seem to those who do not know me, a vindictive "gripe session" in which I have taken the liberty to criticize without thought. I have instead tried to put together the results of five years of discussion with and eavesdroppings of other education majors and to turn this "raw" information

into plausible recommendations. Although my personal opinions are reflected, I have tried to be as objective as possible.

Each section of the thesis follows the same pattern: first, a problem is noted; second, the need for improvement is discussed; and third, specific recommendations are listed. None of these are impossible, but all will take some effort and may not be popular with some faculty members. Lastly, in an attempt at positive reinforcement (à la Educational Psychology 290), I have included names of professors who I feel should be applauded for their work and who set an example that others would do well to follow.

When I began this thesis, the overwhelming reaction was first a look of shock, second an admonishment that one so young and with so much to lose should not "rock the boat," and third a warning that I should not expect anything to change because of my project. I beg to differ on all accounts. First, the Teacher's College needs improvement; most people recognize that fact. And what better way to analyze needs than to have a participant in the College's program do it? Second, I find it more contemptible to shirk the responsibility of self-improvement than to offend a few people who feel I am overstepping my bounds. Third, I see no reason why my suggestions cannot be taken into consideration, and I have faith in the administration's desire to make the College the best it can be. If just one improvement is made, I will feel that my efforts have been

worthwhile.

If I had to sum up the causes of the problems in the Teacher's College, I would have to say that most stem from a lack of communication. It seems that many faculty members have complaints which they voice in the classroom but are unwilling to air to their peers. It seems that there is almost an overriding negative attitude among the faculty. One of the most startling revelations I had about the Teacher's College was that the right hand did not know who the left hand was, much less what it was doing. Worse, there was no attempt to find out. Faculty members seemed unaware of who taught related classes and what content they included, thus repeating content unknowingly. When students mentioned this, professors seemed only to complain about the "other" program and how it was not fulfilling its objectives. I could never decide whether this was apathy or ignorance, but whatever the cause, it needs to be rectified. Faculty members should be continually evaluating their approach, their information, and their objectives and should work together in an attempt to improve their collective product--a quality education. Communication, even in the form of an argument, can be a very positive, productive thing. Moreover, this practice of self-improvement and communication should be ongoing, not a once-a-decade practice.

What it boils down to is simple. Like many of Ball State's students, I am required to do my best every day.

Many--though not all--of the students in the Teacher's College are concerned with becoming the very best of educators. I see nothing wrong with expecting the same from the faculty members of the Teacher's College. If a faculty member is not sufficiently dedicated to demanding the best, the future teachers in that room will become mediocre. The children they teach then become less than their best, and soon we have a failing society.

In this light, I respectfully submit my thesis, and I hope that it will prove worthwhile reading for those who are interested in its contents. It is offered with simple good intentions.

HONORS IN EDUCATION

One of the problems plaguing the teaching profession is the current decline in highly qualified people entering the trade. The severe drought in math and middle school teachers advertises this fact. Two obvious causes for the problem are the low salaries for teachers and the lack of respect coming from the community. There is little that a university can do to alter these, but, at the same time, it is not helpless to improve the situation.

As a member of the Honors College throughout my time at Ball State, I was perhaps privy to more straightforward conversation on the subject with certain faculty members. During one such meeting, a professor and I were discussing the decline in enrollment of honors students in the Teacher's College. In frustration, he asked me why. Why are the better students not attracted to teaching? Many weeks later, I was involved in a Freshman Visitation Day and was asked by a parent about the Honors opportunities for education majors. I then realized the problem: there are no Honors classes in the Teacher's College. Granted, there is one colloquium and there are Honors sections of history, etc., but there are no Honors sections of strictly "education major" classes. I find this a great oversight and ultimately a chicken and egg puzzle. Did the lack of Honors classes detract from the appeal of the Teacher's College, or did the lack of Honor students in

education preclude development of an Honors education program? Whatever the cause, I feel strongly that the Teacher's College and the Honors College should immediately develop a more challenging curriculum for the advanced students. I am sure other Honors education majors would favor this as well because they often express feelings of frustration at having their intelligence insulted.

Many classes specific to the elementary education curriculum would easily adapt to Honors-level objectives. Among these might be Special Education 201, Elementary Education 380, English 310, Educational Psychology 250 and 290, the math series, Science Methods 391, Social Studies Methods 391, and Educational Reading 400. Among the general requirements, advanced students would be better challenged in Honors sections of the social science and health science courses. It goes without saying that the professors for these classes must be chosen carefully to insure that the Honors students receive the full attention and respect they deserve. This may seem pretentious, but one must remember the need for well-qualified educators. If Ball State graduates the best in the field, the reputation of the Teacher's College and, more importantly, of teachers in general will undoubtedly improve.

REFINEMENT OF THE ELEMENTARY EDUCATION CURRICULUM

If one listens to the whispers among students in an education class, one might often hear, "We covered this last quarter." or "This is the third time I've had this material." All too often, it is the truth. Material is repeated over and over again in different classes, wasting valuable time and money. Indeed, by the time a student graduates from the Teacher's College, he is "Bloom Taxonomied" until blue in the face. A major cause for this is that professors do not seem to know what is covered by other classes, nor do they have contact with the teachers of the other courses. If faculty members were to get together to plan their objectives and syllabi, each course would become much more valuable to the students and much more important to the curriculum. Not only would these meetings result in better organization, they could also become intellectually stimulating sessions giving professors new insight and a wider range of approaches. They might also ease tensions between faculty members. Although a certain amount of review and repetition can strengthen a student's learning of important concepts, spending a week on reading education in Social Studies Methods class is needless.

What follows is a list of most of the required courses for the Elementary Education degree (and a Reading Endorsement). With each class are suggestions for refinement or redesign. Taken as a whole, they would make the curriculum

much more valuable and would leave room for the addition of new material to some classes.

I. Development of Elementary Education 100 (EDEL 100):

Introduction to the Demands and Responsibilities of the Teaching Profession.

-required for all beginning education majors.

-In general, this class should help students decide if they want to put forth the necessary effort to become good teachers.

-The course should cover:

-social, emotional, and cognitive responsibilities of teachers,

-ordering and arranging classroom schedules (with discussion of time management),

-different arrangements of majors and minors/endorsements so students know the possibilities and can begin immediately,

-legal responsibilities of the teaching profession; could also familiarize students with union arrangements,

-necessities for teacher competence and dedication.

-should be structured with close communication between those who would teach this class and those who teach EDEL 410.

II. Elementary Education 101 (EDEL 101): should provide more instruction on writing good behavioral objectives and well-planned lessons. This suggestion comes in

light of expressed dissatisfaction by classroom teachers (at Burris) and by professors in higher-level courses. Students in this class should be provided with information about "their" students and the class in which they will teach before they enter the class. For instance, they should be informed about what the class has and has not covered.

III. Elementary Education 201 (EDEL 201): should discuss the use of voice and action by the teacher in the classroom, along with other teaching "devices." Students should also learn methods for discipline and classroom management. Furthermore, they should be made aware of different approaches to education: whole group, small group, individualized, discovery, convergent/divergent, etc.

IV. Elementary Education 360 (EDEL 360) - Participation: should be FIVE credit hours. Students need to be visited regularly and for at least a 15-minute period. Close communication should be maintained between student and professor. Supervisors should agree on a consistent set of assignments so that all students have the same requirements. Grades will thus become more standardized. A suggested work load could be the following: one learning center, two bulletin boards, four observations (of discipline, motivation, grading systems, management, etc.), one unit, five lessons in various subjects, and one case study on a discipline

problem, possible causes, actions taken, and effects.

V. A. Elementary Education 380 (EDEL 380): should be re-structured in cooperation with English 310 so they do not overlap. EDEL 380 should be a prerequisite for ENG 310. EDEL 380 should cover:

- early language acquisition patterns,
- positive experiences for early education,
- awareness and knowledge necessary to detect possible language disabilities.

B. ENG 310 should cover:

- English education--how to present grammar as well as promote creativity,
- activity suggestions for continued development,
- discussion of grading (especially of written communication),
- corrective measures for disabilities.

**ENG 310 and EDEL 380 should not spend time going into reading education indepth. This is covered in the Educational Reading courses.

VI. Elementary Education 410 (EDEL 410): should be re-structured in cooperation with EDEL 100. This class should concentrate more on the development of a teaching philosophy. It should be used also as a "summing up" of what has been learned in the previous four years, with further discussions on licensing, contracts, competence tests, and so on. The history of education currently covered in this course might be more profitable

at an earlier stage in the curriculum.

- VII. Elementary Education 444 (EDEL 444): should be required. In today's mixed society, a better understanding of different cultures can be of paramount importance in alleviating problems in the classroom as well as enhancing education. As of now, there is no multicultural requirement for elementary education.
- VIII. A class on "Parents in Education" should be added to the curriculum. This would give students insight into how to involve parents in their children's education with the hopes of making learning a 24-hour process. The course would also give students knowledge of how to handle problem parents and parent conferences.
- IX. Elementary Education 460 and 464 - Student Teaching: See special recommendations on Page 20.
- X. Art Education 100 (AED 100): Drawing and Painting. This course is geared toward future teachers but lacks the education "slant" necessary to make it a profitable course for education majors. While they need practice in drawing and painting, the students would also benefit from a discussion on the analysis of children's art, age-appropriate art activities, and the use of art across the curriculum.
- XI. Art Education 200 (AED 200): Printmaking and Sculpture. The same suggestions made for AED 100 can be applied to this course.
- XII. Note: Judging from the inclusion of art history and

design principles on the National Teachers Exam, education majors need to take a class in these areas to become "more competent" teachers. Perhaps the current AED 100 and 200 courses should be combined and an AED 150 should be developed as an overview in art history, design, and architectural styles.

XIII. Music Education 164 and 266 (MUSED): I praise the efforts of these courses to teach proficiency in a musical instrument to all education majors. I would like to suggest inclusion of voice instruction to the program since many teachers must be proficient singers. The major problem encountered in these classes is lack of consistency. The professors need to decide what will be taught in which class. Currently, there seems to be no set program, meaning that students who enroll in MUSED 266 have had very different experiences in MUSED 164. Some have already had instruction in piano, others in recorder, and others nothing at all. MUSED 164 should include recorder instruction, while MUSED 266 should concentrate on piano. Each course should also address music use in the classroom and development of music appreciation in children.

XIV. Music Education 368 (MUSED 368): As a final class, this course should offer voice instruction and should continue to address music in the classroom. Teachers should make arrangements with those students who have had prior music instruction to have them progress

from their point of achievement, not from the very beginning; this is a waste of time and a source of frustration for everyone. Marilyn Vincent sets a good example of music education instruction for others to follow. She leaves her students excited about music.

- XV. Educational Psychology 250 (EDPSY 250): should be a detailed description of child development from birth (or even pre-natal) through adolescence. Age/grade equivalences should be made so students can develop an understanding of what to expect in each grade. The class should be taken prior to or in conjunction with EDEL 101.
- XVI. Educational Psychology 290 (EDPSY 290): should concentrate on determining psychological causes of behavior and how to handle resulting problems. It should also cover test-writing, motivation, discipline, reinforcement, etc. I highly recommend using Teaching 1: Classroom Management, by Becker, Engelmann, and Thomas (1975) as a text. There are two other volumes which would be valuable as well. A personal note: I took this course and used this text when (instructor) Rosalie Rohm taught it. With her, EDPSY 290 became an extremely useful class--full of pertinent information. She taught extremely well. I believe she is now in Alabama, a real shame.
- XVII. Math 201, 202, 205, 206, and 391 - the math education series. These are all excellent classes, although it

is obvious that some of those who teach these courses do not believe in the methods they teach. Rebecca Nelson has developed a superb system of instruction, and she should recruit or train others to follow her example. I heard nothing but praise from students who had been through her class, even though she is a very tough grader.

XVIII. Health Science 350 (HSC 350): I had heard nothing good about this class, and thus put it off for as long as possible. Many education majors complained about it in the same voice they used to moan about HFN 240 (see below). None of these gloomy predictions came true for me, fortunately, and there is only one reason why: Molly Wantz. This woman came as close as I can imagine to being a perfect teacher. She had planned thoroughly, recognized the needs of her students and taught to fulfill those needs. She was enthusiastic and fun, yet expected much from her pupils. By the end of the quarter, I not only had a good understanding of general health principles, but also was well-prepared and sufficiently enthused to make health an integral part of my classroom. I knew my legal responsibilities concerning child safety and felt well-trained to respond to a health emergency in the classroom. If all HSC 350 courses were taught in the same manner as Mrs. Wantz conducted her class, it would set an enviable example.

- XIX. Foods and Nutrition 240 (HEN 240): Unlike HSC 350, this nutrition course lived up to all the negative comments I had heard about it. The major problem, I believe, is that the professors of this class forget that the students have had health and nutrition before--many times. At this point in time, those who enroll in the class are more interested in learning about health and how it relates to the classroom. This course, therefore, should cover diet's effects on cognitive performance, the effects of smoking and drinking on an unborn child and the resulting problems that might occur in school. The benefits and problems of having food in the classroom, the role of school lunches, and discussions of diet-controlled diseases such as diabetes, hypo-glycemia, and obesity would also add pertinent information.
- XX. Educational Reading 400 (EDRDG 400): This is an exceptionally good course. It is well-planned, well-executed, and well-controlled. It should continue to cover the necessary background information needed in reading education. The faculty involved in the reading instruction courses seem to have good communication practices, which keep their teaching full of new ideas.
- XXI. Educational Reading 430 (EDRDG 430): should also continue as it is. On top of the present set of objectives, this class should offer an overview of several approaches to reading education. It currently presents only one

rather basic approach, and students often leave the class believing this is the only plausible method.

XXII. Educational Reading 390 (EDRDG 390): should provide understanding of physical and psychological developments needed to successfully learn to read. It should also concentrate on fostering positive attitudes with appropriate experiences, and should make students aware of signs of reading disabilities. The current syllabus needs to be refined slightly to include this information.

XXIII. Educational Reading Middle School 421 (EDRDM 421): The idea of better preparing reading specialists by giving them experience with middle school students is definitely a positive aspect of the reading endorsement curriculum. EDRDM 421, however, does not fulfill the needs of the students enrolled in this program because the class is primarily used as an overview of reading education for middle school majors, thus having the same objectives as EDRDG 430. Therefore, for the reading minor, these two courses overlap completely. To better fulfill the objectives of offering a middle school course to reading minors, a class should be developed specifically for minors to directly address problem readers in the upper grades. This course should assume basic reading education knowledge, and should focus more on these children's special needs, interests, motivation, and so on.

XXIV. Special Education 201 (SPCED 201): This is another course of vital interest to elementary education majors. With increased mainstreaming, future teachers should have a good compendium of some of the special needs they might encounter in their classrooms. This course accomplishes just that. It is necessary that the person who teaches this course be well-organized, enthusiastic, and able to present the material in a variety of methods to best impart knowledge and understanding of exceptional children. These qualities are desirable in any professor but become even more important when dispensing large quantities of detailed information. One activity that would profit students in this class would be a research project designed to show the students how and where to find material on various disabilities so they will be able to continue to update their own knowledge once they are out of school.

XXV. Geography 111 (GEOG 111): should be planned in cooperation with SS 391 so they will complement each other without duplication. Currently, this course is a well-planned overview of climate and other earth-bound sciences. Young people's apparent ignorance when it comes to knowledge of the world and locating countries would suggest that GEOG 111 should include a review of these skills as well.

XXVI. Industrial Education 364 (IED 364): I question the

need for a course in the elementary education curriculum in which large, expensive machines are needed.

I fully recognize that teachers should be able to create and build, but I doubt that even the wealthiest school district owns classroom sets of jigsaws. This course would be much more valuable if it concentrated on building by hand in a variety of materials, not just wood. Experience on the saws and other large machines would be put to better use if students were allowed to make something (a small bookshelf, for example) that would be used in a classroom.

XXVII. Physics 101 (PHYCS 101): A thoroughly enjoyable class, this course offers explanations to questions children often ask. While presenting major principles of physics, the professor, Dr. Watson, kept in mind his audience and related everything to classroom use. In doing so, he also tried to instill in us a desire to investigate and the understanding that children should be allowed, even encouraged, to ask puzzling questions and to actively seek answers.

XXVIII. Science Education Methods 391 (SCI 391): Susan Johnson is another professor deserving praise for her method of instruction. She taught some very relevant concepts in science education, was well-organized, and gave her students an incredible amount of information in a short time. Since many future teachers do not like science, this course becomes extremely important, and

it is necessary that someone of Dr. Johnson's calibre continue to teach it.

XXIX. Physical Education, Professional 491 (PEP 491): This is another useful class. Geared to non physical education majors, though, it might be more beneficial with a heavier concentration on classroom games and recess activities. Teachers need to have a good supply of rainy-day games to fill those "tight spots."

Correction of the above inadequacies and inconsistencies could be handled fairly easily with one interdepartmental (perhaps even whole-group) meeting. If treated with a positive attitude by all, the experience could be one of the most exciting, educationally worthwhile events to take place at the Teacher's College. If such a meeting were to become an annual event, say at the start of each new year, it might even take on the air of a "pep session" workshop which would bring an exciting feeling of enthusiasm to the halls of the College.

Standardizing and Improving
the Quality of Faculty Observation Practices of Student Teachers

Minimum Requirements for Faculty

1. One one-hour segment of observation every other week. These segments of time must be no shorter than one hour (solid), but they may be longer. The time of day of the observation should vary each week to insure observation of the student teacher in different capacities.
2. A written anecdotal record of each observation period. The form is suggested below.
3. A minimum of five one-to-one contacts with each student teacher to discuss progress and to make any suggestions. These should not take place during the school day. Student teachers should be kept well-informed of their status.
4. A quarterly evaluation of the faculty member(s) by the student teacher(s), administered by an independent party.
5. Two to three scheduled meetings per quarter between faculty and the director of field experiences to review and discuss the written records. This director should be available throughout the quarter to assist the faculty in any way necessary.

Minimum Requirements for Administration

1. A quarterly review of all faculty participating in student teaching by the director of field experiences.

This report should include strengths as well as weaknesses and should be shared with the faculty as a means of their self-improvement. These reports should be kept on file for comparison purposes.

2. If a faculty member does not improve upon weak practices over a desired period of time, measures should be taken by the administration.
3. Designated members of the administration should make themselves available to students for questions or complaints with the understanding that students should first approach their faculty observer.

(Page 22 consists of a suggested form for the written record of observation.)

RECORD OF OBSERVATION

Name of Student:

Date of Observation:

Activities Directly Involving Student Teacher:

Apparent Attitude of Student Teacher:

Apparent Attitude of Students Involved with Student Teacher:

Specifics of Student Teacher Performance:

-Preparedness:

-Voice Tone and Loudness:

-Appropriateness of Activity:

-Knowledge of Students:

-Demonstration of Knowledge of Teaching Methods:

-Atmosphere Created by the Student Teacher:

-Demonstration of Self-Confidence:

-Other:

Comments and Record of Events:

LUNCH PROGRAM

A major thread tying the parts of this thesis together is the need for improved communications between those who run the Teacher's College and those who work their way through it. A giant step has already been taken toward alleviating this problem. In the spring of 1985, small groups of students met with selected faculty and administrators over lunch in the dormitory cafeteria. Here, the students felt comfortable enough (being on their "home turf") to air their views on many aspects of the College--both good and bad.

This, I believe, gave faculty much insight into the needs and wants of the education majors and the perceived shortcomings of the programs. It also positively influenced the students who participated by demonstrating to them that there are faculty members who are indeed interested in their opinions and who will treat them as reasonable, mature responses to the programs of the College.

The lunch program should most definitely be continued and should be carefully planned to involve as many students and faculty as possible. One administrator (and I recommend Dr. Weaver) should be present for all lunches to collect all the views presented over time by different students. This person should have a personal conference with one or more education majors from each residence hall at least one week prior to the lunch to explain the process and describe what he hopes to get from the meeting. The

student, then, can return to the hall, select a group of students to participate, and make necessary arrangements with the dining service workers (reserving tables, etc.). The lunch itself should be handled much as they have been in the past. Afterwards, the "student planner" should give a list of names of those who participated to the administrator, who should then send out notes of thanks which include his phone number and the offer that, if any further ideas arise, the students should call him.

Not less than two lunches should take place in each residence hall. They should be planned for different days of the week at different times, beginning either at 11:00, 12:00, or 1:00. This will provide for the greatest variety of students. Upper classmen should be sought in particular, for they have experienced more of the Teacher's College.

I realize that the lunch program will take much planning and will add more to the list of responsibilities of College administrators, but I believe very strongly that the positive effects will far outweigh the costs.

SCHEDULING ADVICE

Important in every education major's life while at college is the guidance received while planning the order in which to take the required classes. In my experience, it seemed that students obtained more accurate guidance about combinations of courses from their peers than from curricular advisors.

Because the requirements of the classes change over time, it would be helpful for advisors to seek out the opinions of students on scheduling ideas. Perhaps a survey would be a good form of acquiring this input. For what it is worth, here is a suggested four-year plan from my perspective:

AUTUMN	WINTER	SPRING
Edel 100 Hist 153 Eng 103 Bio 102	Soc 100/242 Edpsy 250 Eng 104 Math 201	Edel 101 Hist 203 Mused 164 Math 202
Edel 201 Spch 377 Pols 130/237 Math 205	Spced 201 Edpsy 290 Eng 205/206 Aed 100	Edel 380 Hfn 240 Math 206 Aed 150
Edrdg 400 Ied 364 Eng 310 Aed 300	Edel 360 Geog 111 Mused 368 Math 391	Edrdg 430 Hsc 350 Eng 331/Lib 461 Phycs 101
Sci 391 Pep 491 (Nr 105)	Ss 391 Edel 410	Edel 460 Edel 464 (student teaching)

CONCLUSION

As a form of conclusion, I would like to reproduce something that I have found to be helpful. Geared toward the elementary teacher, I believe these ideas are applicable to an educator at any level. Perhaps they will provide a worthy reminder to faculty members of the Teacher's College. What follows can be found in Learning to Teach, by Richard B. Dierenfield (1981), pp. 123-125.

Ten Commandments of Teaching

Commandment I. Thou shalt know thy subject. Thou canst not teach what thou knowest not. Thou canst not properly organize, structure, sequence or clearly explain ideas without knowledge.

Commandment II. Thou shalt know thy learners. Thy teaching shall consist of bringing knowledge and learners together and if thou knowest not the nature and background of thy learners what profit shall come from this?

Commandment III. Remember to plan carefully as it is the golden key to successful teaching. Without it there is likely to be weeping, moaning, and gnashing of teeth (mostly the teacher's).

Commandment IV. Thou shalt know the skills of teaching and practice them with insight all the days of thy teaching life. They are the means of translating potential into actuality.

Commandment V. It shall be thy pleasure (and duty) to teach thy learners the skills of acquiring knowledge and

wisdom. Remember that without the ability to engage in learning activities such as reading, discussing, thinking, etc., the door to appropriate achievement will remain closed to the students.

Commandment VI. Thou shalt keep always in thy view the aims to be achieved, for without such clear stars to guide thee thou art likely to wander in the desert.

Commandment VII. Remember that evaluation and feedback are to the teacher what the compass is to the mariner, keeping both on their appointed courses and indicating how close the goal is.

Commandment VIII. Thou shalt organize, structure and sequence what is to be learned in the most understandable and logical manner. In this way thou shalt provide a clear and coherent pathway to the desired prizes of learning and understanding.

Commandment IX. Thou art responsible for creating and maintaining an atmosphere in the classroom in which learning can take place. In this endeavor thou shall remember to be firm, fair, and friendly in all thy dealings with students.

Commandment X. Keep constantly in thy mind that the clear communication of ideas, so essential to learning, cannot take place when word meanings are unknown to learners. Suit thy language to the level of student understanding so that thy teaching will prosper.