APPENDIX-10

TEACHING ANALYSIS GUIDE (T.A.G.)
(Concept Attainment Model)

This guide is designed to help you analyze the process of teaching as you practice the 'Reception Model' of Concept Attainment. The analysis focuses on aspects of teaching that are important to the syntax of the model, the teacher's role, and specific teaching skills.

The Guide consists of a series of questions and phrases. As you observe a practice session (whether peer-teaching or Microteaching), analyse the teaching using the rating scale that appears opposite each question and statement. This scale uses the following items:

Throughwily [T] : This item signifies that the teacher engaged in the behaviour to the point where students were responding comfortably and fluently. Appropriateness varies from situation to situation. For example, young children may need more assistance in describing the exemplars than older ones.

Partially [P] : This item signifies that the teacher engaged in appropriate behaviour, but not as thoroughly as possible. There is some doubt about whether the students are responding fully.

Missing [M] : The teacher did not engage in the behaviour; there appears to be a loss in student's response or probably will be one.
Not Needed [NN] : The teacher did not explicitly manifest the behaviour, but there is no loss. Whether the behaviour was included in others or the students began to respond appropriately without being led to.

For each question or statement in the Guide, encircle the term that best describes the teacher's behaviour.

**Phase One : Presentation of Data and Identification of Concept**

1. Did the teacher state the purpose of the game?

2. Did the teacher explain the procedures of the game (how the “yeses” and “no’s” function)?

3. Did the initial “yes” clearly contain the essential attributes?

4. Did the teacher ask questions that focused students’ thinking on the essential attributes?

5. Did the teacher ask the students to compare the “yes” exemplars?

6. Did the teacher ask the students to contrast the attributes of the “Yes” exemplars with those of the “No” exemplars?

7. Did the teacher ask the students to generate and test hypotheses about identifying the concept?

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Phase Two: Testing Attainment of the Concept

8. After the concept was agreed upon, did the teacher present additional exemplars and ask whether they contained the concept?

9. Did the teacher ask the students to justify their answers?

10. Did the teacher ask the students to name the concept?

11. Did the teacher ask the students to state the essential attributes of the concept?

Phase Three: Analysis of Thinking Strategies

12. Did the teacher ask the students to describe the thinking process they used in attaining the concept?