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ABSTRACT

The Teacher Assisting Program in NUSTEP has three major purposes: (a) blending theory and practice so that a prospective teacher can become acquainted with and instructed in a variety of important principles of learning and teaching and at the same time experience those same principles in learning/teaching situations; (b) providing prospective teachers with adequate pre-student teaching experiences so that the student may start at a suitable competency level; and (c) providing personnel trained in certain basic teaching skills that can assist cooperating teachers to individualize instruction. The program consists of three Spirals which contain skills that the assistants are expected to learn and exhibit in teacher assisting. (The assistants are in class for the equivalent of one day per week.) In Spiral 1 the assistants are sensitized to and given initial practice in these skills. Spiral 2 builds on these skills and adds specialized subject area skills. Spiral 3 assists in building these skills into a broad teaching style. (The Spirals and a Teaching Assisting Proficiency Checklist for each one are provided.) (PB)

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NO \*

TEACHER ASSISTING

SPRING 1972

DEPARTMENTS OF

• • • SECONDARY EDUCATION

AND EDUCATIONAL

PSYCHOLOGY & MEASUREMENTS

UNIVERSITY OF NEBRASKA-LINCOLN, NEBRASKA

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## NUSTEP

### Staff Members\*

Dr. Edgar Kelley, 118A Henzlik Hall, 472-3151	Project Director
Dr. Larry Andrews, 114A Henzlik Hall, 472-3151	*English Education
Dr. Roger Bruning, 15 Teachers College, 472-2225	Educational Psychology
Dr. Allan Dittmer, 114B Henzlik Hall, 472-3151	English Education
Dr. Robert Filbeck, 21 Teachers College, 472-3280	Educational Psychology
Dr. Robert Gades, 302 Teachers College, 472-2222	*Business Teacher Education
Dr. George Hughes, 216A Henzlik Hall, 472-3151	*Modern Language Education
Dr. Vaughn Jaenike, 216E Henzlik Hall, 472-3151	*Music Education
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Dr. John Lux, 114E Henzlik Hall, 472-3151	*Social Studies Education
Dr. Donald McCurdy, 211D Henzlik Hall, 472-3151	*Science Education
Dr. Willis Moreland, 104 Henzlik Hall, 472-3151	Social Studies Education
Dr. Lee Witters, 114D Henzlik Hall, 472-3151	Social Studies Education
Dr. Fred Wood, 104 Henzlik Hall, 472-3151	General Secondary Education

\* Only permanent staff members have been listed above. A more complete listing can be obtained upon request from Ed Kelley. Names with asterisks preceding the area of responsibility indicate the staff members with primary responsibilities for team leadership within the subject matter disciplines.

### School Contact Persons

Each school has a NUSTEP Staff Member assigned to be of help in any way requested by the building administration or teachers. An administrator for each building is also identified; all NUSTEP materials and requests are routed through the building administrator identified.

<u>Building</u>	<u>NUSTEP Contact Person</u>	<u>Building Contact Person</u>
East High School	Fred Wood	Frank Masek
Lincoln High School	Don McCurdy	Harry Kuklin
Northeast High School	Al Dittmer	Barry Moore
Southeast High School	George Hughes	Dave Myers
Pius X	Ron Joekel	John Rotter
Culler	Lee Witters	Ron Powers
Dawes	John Lux	Jerry Sandy
Everett	Fred Wood	George Nutt
Goodrich	Willis Moreland	Lyle Bargman
Irving	Larry Andrews	Don Grassmeyer
Lefler	Ed Kelley	Bob Knaub
Mickle	Vaughn Jaenike	Jack Peterson
Pound	Roger Bruning	Betty Pauly
Whittier	Bob Filbeck	Corwin Enevoldsen
All Omaha Schools	Ed Kelley	Monty Allgood*
All Other Locations Used for Teacher Assisting	Ed Kelley**	

\* All Omaha placements are made through the central administrative offices. In the buildings, the building principal is used as direct contact.

\*\* When other locations are used, the subject matter specialist(s) who assign students share responsibility for their supervision.

## **NUSTEP--Teacher Assisting Program**

### **Purposes of Teacher Assisting in NUSTEP**

NUSTEP has as one of its primary purposes the blending of theory and practice so that a prospective teacher might become acquainted with and instructed in a variety of important principles of learning and teaching and at the same time experience those same principles in learning/teaching situations, thus strengthening the learning process. While micro-teaching and other simulated experiences are valuable, the regular classroom experiences are viewed by NUSTEP students as the "real" world of teaching. The teacher assisting aspect of NUSTEP, therefore, is considered a vital and increasingly significant part of the total teacher education process.

A second purpose of the Teacher Assisting aspect of NUSTEP is to provide prospective teachers with adequate pre-student teaching experiences so that the student teacher may start at a level of competency suitable for the schools. Hopefully, the experiences as a Teacher Assistant will enable the student teacher to begin at a higher level and be of greater service to the cooperating teacher and to students in the schools.

The third major purpose of Teacher Assisting is to provide personnel trained in certain basic teaching skills (questioning, feedback, small group leadership, etc.) that can assist cooperating teachers to individualize their instruction more than is possible without such assistance. These personnel are available at specified times as team members on the teacher's instructional staff and assist with those activities in which they are qualified.

### **General Guidelines for Teacher Assisting Program**

1. The Teacher Assistants will follow the Teacher Assisting Calendar for second semester, 1971-1972. A copy is enclosed.
2. The Teacher Assistant is responsible to a specific cooperating teacher in the school and to a proctor on the campus for completing all assignments connected with Teacher Assisting. If, for any reason, the Teacher Assistant is unable to be present, he is to notify the cooperating teacher as early as possible and make arrangements to make up the time missed.
3. The Teacher Assistant should initiate requests to do specific activities associated with NUSTEP learning tasks. If it is not possible to arrange for these specific experiences in the school, the Teacher Assistant should arrange with his proctor to do the activity in simulated situations.
4. The Cooperating Teacher may initiate any activities which will assist in the planning, conducting, and evaluating of his/her classes. It is hoped that a "team" approach to these activities might be utilized to enhance the learning of both the students in the classes and the Teacher Assistant, rather than a "substitute" approach where the activities are done separately and without much discussion or feedback.

# TEACHER ASSISTING CALENDAR

Spring, 1972

1. Students are placed for either one full day or for two half-days per week.
2. Students should end all teacher assisting duties by Friday, April 28.

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MONTH	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
February	14	15	16	17	18
	21	22	23	24	25
	28	29	MARCH 1	2	3
March	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	[The University is on Spring Vacation during the week of March 27-31 and students will not be in attendance for teacher assisting.]				
April	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

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5. At any time that problems arise, the cooperating teacher is requested to call 472-3151 and ask for the subject area specialist or Dr. Kelley, NUSTEP Project Director. Such problems as absenteeism, lack of professionalism, personality conflicts, and subject area deficiencies are examples of problems which we hope to face realistically as soon as they arise.

6. Periodic checks with the Cooperating Teacher on the progress of the Teacher Assistant will be made by the subject area supervisor and/or proctor, and a formal evaluating sheet will be requested from the Cooperating Teacher at the end of the semester. A copy of this form is enclosed for your information.

### Instructions for Use of Teacher Assisting Booklet

This list is provided to help identify possible teacher assisting experiences possible during the semester. No specific experience is required, but at least ten different skills in Spiral I and five different skills in Spiral II must be exhibited at satisfactory proficiency levels in order to successfully complete teacher assisting.

While the learning tasks are presented on-campus at given times and it is desirable that practical experiences coincide whenever possible with the on-campus experiences, it is recognized that a flexible schedule of activities is necessary in the schools. This booklet is a guide, not a rigid taskmaster, and schedules jointly arranged by the Teacher Assistant and his cooperating teacher to experience various learning/teaching principles are welcome. Teacher Assistants may move ahead or return to various suggested experiences as they seem appropriate.

### Evaluation

If the cooperating teacher wishes (not required) to indicate the quality of work done on a given activity, he/she may so indicate by circling the rating scale (1=not present, 2=unsatisfactory, 3=satisfactory, 4=good, and 5=exemplary) or by writing a comment on the feedback form.

The Teacher Assistant must successfully complete the Teacher Assisting part of NUSTEP in order to receive a passing grade in NUSTEP and a recommendation to move into student teaching, the following semester. The evaluation form included earlier plus the assessment of the proctor as to objectives achieved will serve as data upon which these decisions will be made.

## NUSTEP

### Areas Where Teacher Assisting Activities are Encouraged

During the semester NUSTEP students will be expected to learn and be expected to exhibit in teacher assisting the following skills: In Spiral I, TEPs will be sensitized to and given initial practice in these skills; Spiral II will build on these skills and add specialized subject area skills; Spiral III will assist in building these skills into a broad teaching style.

#### On-Campus Learning Task

#### Instructional Skills

##### Ability to:

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. Identifying Student and Teacher Behaviors</li><br/><li>2. Selecting and stating Goals and Objectives</li><br/><li>3. Cueing</li><br/><br/><li>4. Set and Closure</li><br/><br/><li>5. Feedback</li><br/><br/><li>6. Collecting Data on Student Performance</li></ol> | <ol style="list-style-type: none"><li>1. Observe student and teacher behaviors in various learning situations.</li><br/><li>2. Observe cues, behaviors, and consequence sequences in various learning situations.</li><br/><li>3. Identify course goals</li><br/><li>4. Identify objectives for a given lesson or learning activity.</li><br/><li>5. Prepare and ask different levels and types of questions</li><br/><li>6. Identify and use various non-verbal cues.</li><br/><li>7. Classify different types and levels of cues and responses.</li><br/><li>8. Plan and exhibit behaviors which establish set for a learning activity.</li><br/><li>9. Analyze student behaviors in response to set.</li><br/><li>10. Achieve closure on learning activities.</li><br/><li>11. Analyze student behaviors in achieving closure.</li><br/><li>12. Exhibit positive reinforcement behaviors.</li><br/><li>13. Build on student ideas.</li><br/><li>14. Probe for greater depth in ideas.</li><br/><li>15. Systematically collect student performance data.</li><br/><li>16. Analyze data collected.</li></ol> |
|---|---|

**7. Assessing Entering Behaviors**

**17. Establish behavioral objective for classroom goal.**

**18. Conduct a task analysis on achievement of objective.**

**19. Assess entering behaviors of students on objective.**

**8. Teacher Self-Evaluation**

**20. Establish goals for self as a Teacher Assistant.**

**21. Develop and use a feedback system to gather data on proficiency in achieving goals as Teacher Assistant.**

**9. Use of Media**

**22. Operate various media available in classroom.**

**23. Prepare and use transparencies and other audio-visual aids.**

**10. Tutoring**

**24. Conduct success-based tutoring session.**

**11. Small Group Leadership**

**25. Conduct small group student centered discussion.**

**26. Analyze small group roles and behaviors.**

**Note to Teacher Assistant:** In conference with your cooperating teacher, select at least ten of these skills which you agree to demonstrate in your teacher assisting during the semester. Report your "contract" to your proctor and provide him with feedback data on your progress in achieving these goals.



Spiral II--Only the titles of the learning tasks are given here. The specific skills included in these tasks include some gained in Spiral I plus specialized skills in planning, conducting, and evaluating particular aspects of teaching.

### Learning Task

- 21--Subject Area Skills (Each subject area specialist will provide a list of these skills at the beginning of Spiral II)
- 22--Subject Area Skills
- 23--Subject Area Skills
- 24--Subject Area Skills
- 25--Subject Area Skills
- 26--Subject Area Skills
- 27--Subject Area Skills
- 28--Subject Area Skills
- 29--Subject Area Skills
  
- 31--Contingency Contracting
- 32--Behavioral Modification
- 33--Concept and Principle Learning
- 34--Problem Solving Learning
- 35--Skill Learning
- 36--Evaluation
  
- 40--Investment Counseling
- 41--Reality Therapy
- 42--Human Relations
  
- 50--Feedback Measures
- 51--Interaction Analysis
- 52--Interaction Analysis--Matrix System
- 53--Instructional Analysis System
- 54--Inquiry Observational System

Note to Teacher Assistant: In conference with your cooperating teacher, select at least five of the skills associated with these tasks to demonstrate in your teacher assisting. Report your "contract" to your proctor and provide him with feedback data on your progress in achieving these goals.

Spiral III--Only the titles of the learning tasks are given here. The specific skills included in these tasks include those already developed in Spirals I and II plus specialized skills in planning, conducting, and evaluating learning activities in the particular areas identified.

<u>Learning Task</u>	<u>Title</u>
----------------------	--------------

- |       |   |
|-------|---|
| 100-- | Programs Designed to Assure Student Success         |
| 101-- | Using Contracts in the Classroom                    |
| 102-- | Helping Students Help Each Other                    |
| 103-- | Recognizing and Providing for Ability Differences   |
| 104-- | Independent Study                                   |
| 105-- | Depth Study on Previous Task                        |
| 106-- | Cultural Awareness                                  |
| 107-- | The Junior High School                              |
| 108-- | Programmed Instruction                              |
| 109-- | Special Project in Teacher Assisting                |
| 110-- | Independent Project in Developing Subject Materials |
| 111-- | Purposes of Education                               |
| 112-- | Individualized Instruction                          |
| 113-- | Advanced Skills Through Micro-Teaching              |
| 114-- | Working in a School Setting: Problems and Issues    |
| 115-- | Preparation for Student Teaching                    |
| 116-- | Teaching Specific Competencies to Other TEPs        |
| 117-- | Drug Education for Secondary School Teachers        |

Note to Teacher Assistant: These tasks are elective in nature and may be incorporated into teacher assisting when approved by your cooperating teacher.

Teacher Assisting Proficiency Checklist

To successfully complete the teacher assisting phase of NUSTEP, the TEP should demonstrate acceptable or higher ratings on at least ten (10) skills in Spiral I. Spiral II and III skills will be specified and minimum performance criteria established by each subject area instructional team.

The competencies checked below have been satisfactorily demonstrated:

On-Campus (Experiences  
Micro-teaching)

On-Campus (Experiences Micro-teaching)		Competency	Teacher-Assisting (Rater: Cooperating Teacher or Supervisor)						
Date _____	Proctor _____	1. Observe Student and Teacher...	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	2. Observe cues, behaviors, and..	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	3. Identify course goals	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	4. Identify obj. for a given lesson or...	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	5. Prepare and ask different levels and types...	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	6. Identify and Use various non-verbal cues.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	7. Classify diff. types types and levels of cues..	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	8. Plan and exhibit behaviors which establish set..	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	9. Analyze student behaviors in response to set.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	10. Achieve closure on learning activities.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	11. Analyze student behaviors in achieving ...	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	12. Exhibit positive reinforcement behaviors.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	13. Build on Student Ideas.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	14. Probe for greater depth in Ideas.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	15. Systematically Collect Student Performance Data	Date _____	Rater _____	1	2	3	4	5

Spiral I (Continued)

<u>On-Campus Instruction</u>		<u>Competency</u>	<u>Teacher Assisting</u>						
Date _____	Proctor _____	16. Analyze Data Collected.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	17. Establish Behavioral Objective for..	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	18. Conduct a task Analysis on Achievement of..	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	19. Assess Entering Behaviors of Students on...	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	20. Establish Goals for self as a Teacher ...	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	21. Develop and use Feedback system to gather...	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	22. Operate various Media Available in Classroom.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	23. Prepare and Use Transparencies and Other ...	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	24. Conduct success-based tutoring session.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	25. Conduct small group student-centered ....	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	26. Analyze small group roles and Behaviors.	Date _____	Rater _____	1	2	3	4	5

Spiral II

On-Campus Instruction		Competency	Teacher Assisting						
Date _____	Proctor _____	1.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	2.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	3.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	4.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	5.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	6.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	7.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	8.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	9.	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	10. Contingency Contracting	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	11. Behavioral Objectives	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	12. Concept and Principle Learning	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	13. Problem Solving Learning	Date _____	Rater _____	1	2	3	4	5



Spiral II (Continued)

On-Campus Instruction		Competency	Teacher Assisting						
Date _____	Proctor _____	14. Skill Learning	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	15. Evaluation	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	16. Investment Counseling	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	17. Reality Therapy	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	18. Feedback Measures	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	19. Interaction Analysis	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	20. Interaction Analysis: Matrix Interpretation	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	21. Instructional Analysis System	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	22. Inquiry Observational System	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	23. Human Relations	Date _____	Rater _____	1	2	3	4	5



Spiral III

On-Campus Instruction		Competency	Teacher Assisting						
Date _____	Proctor _____	1. Programs Designed to Assure Student Success	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	2. Using Contracts in the Classroom	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	3. Helping Students Help Each Other	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	4. Recognizing and Providing for Ability Differences	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	5. Independent Study	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	6. Depth Study on Previous Task	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	7. Cultural Awareness	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	8. The Junior High School	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	9. Programmed Instruction	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	10. Special Project in Teacher Assisting	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	11. Independent Project in Developing Subject Materials	Date _____	Rater _____	1	2	3	4	5

Spiral III (Continued)

On-Campus Instruction		Competency	Teacher Assisting						
Date _____	Proctor _____	12. Purposes of Education	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	13. Individualized Instruction	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	14. Advanced Skills Through Micro-Teaching	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	15. Working in a School Setting: Problems and Issues	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	16. Preparation for Student Teaching	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	17. Teaching Specific Competencies to Other TEPs	Date _____	Rater _____	1	2	3	4	5
Date _____	Proctor _____	18. Drug Education For Secondary School Teachers	Date _____	Rater _____	1	2	3	4	5