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ABSTRACT

The objectives of this program were: (a) to allow classroom teachers to spend some time in a position in the Austin College Education Department, and (b) to involve teacher education faculty in public schools. Although generalizations concerning this program's contributions to the improvement of teacher education are difficult to assess, some projected contributions may be mentioned. First of all, the program puts faculty back in contact with the real world of public education. Second, the presence of a classroom teacher in a department of education provides students and faculty with the opportunity to interact with someone recently involved in an actual classroom or administrative position. Third, interaction on common problems will hopefully achieve a new level of communication among all involved. Finally, those involved have the opportunity to act as change agents by bringing new skills and perspectives on education to their regular positions. (The appendixes include an orientation for the program, a chart on how the Texoma Cooperative Teacher Center is organized, the Center's objectives, and a plan for internship.) (PB)

THE AUSTIN TEACHER PROGRAM
A COOPERATIVE ADVENTURE

1975 DISTINGUISHED ACHIEVEMENT
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THE AUSTIN TEACHER PROGRAM
A COOPERATIVE ADVENTURE

- SUMMARY -

THE AUSTIN TEACHER PROGRAM: A COOPERATIVE ADVENTURE

The Austin Teacher Program has been a leader in competency based education, stressing a curriculum based upon patterns of behavior characteristic of effective teaching rather than formal courses, and is now launching a cooperative effort between colleges, education departments, and public schools.

The Texoma Co-operative Teacher Center was established by Austin College and a number of school districts, and has developed a plan whereby teacher education faculty may return to the public school classroom as teachers or administrators as part of their professional growth. Furthermore, this plan provides opportunity for public school teachers to become adjunct professors (for a one-year period) in the Austin College education department; these teachers are replaced in the public schools by Austin College interns. During the 1974-75 school year a classroom teacher has been assigned to the Austin College education department and during the Spring 1975 semester, an Austin College education faculty member will join a public school staff. Both Austin College and the cooperating public school system will share the cost of this exchange.

The main benefits expected from this exchange include faculty renewal (re-assessment of curriculum), public school involvement (in curriculum and evaluation), improved communication among those involved, cooperative growth and development of new skills and new perspectives on education.

Formal evaluation is continuous at Austin College and specifically, this program is evaluated during weekly student/faculty meetings, at mid-semester,

and at a three day workshop at semester end. A final evaluation during 1975 will include education department faculty, selected students, administrators from co-operating schools, and a number of outside evaluations from various schools of education.

**THE AUSTIN TEACHER PROGRAM
A COOPERATIVE ADVENTURE**

- A CASE STUDY -

THE AUSTIN TEACHER PROGRAM: A COOPERATIVE ADVENTURE

DESCRIPTION AND DEVELOPMENT

In 1966, Austin College received permission from the Texas Education Agency to implement a Teacher Education Program based on teaching competencies (instead of a sequence of education courses). The Austin Teacher Program (Appendix I) has since been a leader in this area of competency-based education as well as in other innovative approaches to teacher education.

In order to develop the Austin Teacher Program the teacher education faculty formulated a statement of positions underlying the program. These positions are as follows:

1. The Austin Teacher Program is developmental and flexible in nature.
2. The Austin Teacher Program is based on a liberal arts education.
3. The Austin Teacher Program is designed to include a professional year which terminates in the Master of Arts Degree.
4. The Austin Teacher curriculum is based upon patterns of behavior characteristic of effective teaching rather than formal courses.
5. The Austin Teacher Program is designed to permit each student to develop a teaching style congruent with his own life style.
6. The Austin Teacher Program is individualized for each participant.
7. The student must take an active role in the total learning process.
8. The role of the faculty is that of a facilitator of learning and a coordinator who works with the student and enables him to utilize the total resources of the program.
9. Evaluation is continuous and encompasses each aspect of the program from the first laboratory experience to the professional experience in the graduate year.
10. The Austin Teacher Program is a cooperative effort between colleges, education departments, and public schools

During the past eight years the Austin Teacher Program has continuously evolved and development has been an on-going process. One aspect of this development has been the establishment of the Texoma Cooperative Teaching Center which grew out

of Austin College's involvement with Texas Christian University. In the fall of 1970, Austin College designated one staff member to participate in T.C.U.'s Trainer of Teacher Trainers program (currently known as Teacher Center Project). The purpose of the program (one of four funded for 1970-71) was to assist education departments in developing cooperative performance-based teacher education programs.

In order to carry out its responsibilities as a component of this Texas Teacher Center Project, Austin College invited a select number of school districts to join in the establishment of the Texoma Cooperative Teacher Center, (Appendix 2), the major function of which is to improve the quality of teaching by strengthening both pre-service and in-service education.

One of the objectives of the TCTC (Appendix 3) was the development of a plan whereby teacher education faculty may return to the public school classroom as teachers or administrators as part of their professional growth. During the spring of 1974 the education department re-examined this objective and extended it to include the involvement of public school personnel in the Austin Teacher Program.

These policies were deemed necessary if the Austin Teacher Program is to remain developmental in nature and relevant for the teachers of the 80's and 90's. The department fully believes and is committed to the idea of teacher education being a cooperative adventure between colleges, education departments, and the public school. In an attempt to bring these groups together, the Austin Teacher Program initiated the following program objectives during the 1974-75 school year:

OBJECTIVES OF THE PROGRAM

1. The Texoma Cooperative Teacher Center and Austin College share in the staffing of the teacher education department. Austin College will assist in bringing this about by entering in to a contract with independent school districts who are members of the Center, whereby a classroom teacher will be assigned to the Austin College Education Department for a one year period. This teacher will be replaced in the public school by two interns, one in the spring, the other during the fall semester (Appendix 4). In addition, Austin College will furnish two other interns (spring and fall) who will be subject to placement by the director of personnel of the school system. (It is proposed that the classroom teacher will retain his position with the school system in order to keep his benefits under his public school contract; Austin College in turn will pay the interns assigned to the school system in exchange for this teacher). The appointment of the teacher will be made jointly by the director of personnel and the chairman of the Teacher Education Department.

2. Provisions should be made for all teacher education faculty to have an opportunity for full-time involvement in a public school, one semester every five years at the minimum. It is hoped that this experience could be in a variety of settings and that the individual faculty member share acquired experiences with both public school faculty and the staff of the teacher education department.

PERSONNEL INVOLVED

Objective One:

During the 1974-75 school year, a 5th grade team leader from Barron Elementary School, Plano, Texas, joined the Austin Teacher Program staff as an adjunct instructor. Her duties include teaching developmental reading, coordinating various laboratory experiences, and supervising student teachers and interns. She was replaced at Barron Elementary School by an Austin College intern. As outlined by the objectives of this program, an additional intern has been sent to the Plano Independent School District for placement by their personnel director.

Objective Two:

During the spring of 1975, an Austin College professor of education will become a 6th grade team member in the Sheppard Elementary School in Plano, Texas. This professor will replace a regular staff member from Sheppard who in turn will spend the spring semester in the education department as an adjunct instructor.

BUDGET

The cost of maintaining an adjunct professor (Objective 1) for one year in the Austin Teacher Program was jointly shared by the Education Department and the Plano Independent School District. Whereby the school district continued to reimburse their faculty member and maintain full benefit under her public school contract; Austin College payed two interns each semester at approximately \$3,000 for a total of \$6,000 for the 1974-75 school year.

The cost of the faculty exchange (Objective 2) will be absorbed by each respective school; that is, each participant will maintain salary benefits from his home institution.

An additional cost of \$1,000 has been allocated for a proposed final evaluation seminar to be held during May of 1975. This cost includes off-campus facilities as well as travel and fees for professional consultants.

CONTRIBUTIONS

Generalizations concerning the specific contributions of this program in relation to the improvement of teacher education are difficult to assess at this juncture; however, some projected contributions might be outlined:

1. Faculty renewal - First of all it is natural for regular faculty members employed by a college or university to lose contact with the real world of public education. This program enables a faculty member an occasion to renew his union with the public school environment, re-evaluate his personal philosophy of education, and re-assess his college curriculum based on this renewed view of the public educational system.
2. Public school involvement - The presence of a classroom teacher in a department of education offers an opening for teacher education students and college faculty to interact with a public school employee who was recently involved in an actual classroom or administrative position. This person may make significant contributions in the area of curriculum change, program evaluation, current issues and problems in education, and selection of supervising teachers for the field experiences of pre-service teacher education students.
3. Improved communication - The interaction on common problems developed by public school and education faculty, students, and administrators from all phases of the education community will hopefully achieve a new level of communication among all involved.
4. Cooperative growth - The faculty member returning to the education department and the classroom teacher returning to the public school have the opportunity to act as change agents in their respective institutions. Each bringing new skills and perspectives on education and better understandings of the needs and capabilities of their sister institutions.

EVALUATION

Evaluation is a continuous and multi-dimensional aspect of the Austin Teacher Program. During the 1974-75 school year special emphasis is being placed on the evaluation of this new dimension to the program.

Formal evaluation takes place during weekly student/faculty meetings, at mid-semester, and during finals week as well as at a three day seminar for faculty and staff during the semester break. Evaluation techniques range from informal discussion to the use of college wide normative based instruments.

This process will be continued during the second semester and expanded to include feedback from the interns and education faculty members who are in the public schools.

A final program evaluation seminar is planned for the spring of 1975 to evaluate the total program. This seminar will include the Education Department faculty, selected students from the teacher program, administrators from the cooperating schools, participating interns, and a number of outside evaluators from various colleges of education throughout the United States. An additional one year follow-up will be undertaken to assess the long range effects of participants in this new program.

APPENDIX I

THE AUSTIN TEACHER PROGRAM

- ORIENTATION -

0.0 ORIENTATION

0.1 Background: In the fall of 1956 the faculty of the Education and Psychology Department recommended the adoption of the Austin Teacher Program to replace the undergraduate teacher education program. This recommendation received immediate approval of the Teacher Education Committee, the Faculty Council, the Faculty, and the Board of Trustees. This new program was a radical departure from the traditional pattern of preparing teachers in that it abandoned the "education courses" approach and relied on a series of planned laboratory experiences and accompanying seminars beginning in the student's freshman year and extending through one year of graduate education.

The original projection for the Austin Teacher Program planned the full initiation of the Graduate segment in the fall of 1972. Earlier experimentation with this segment has been made possible by two Title V, Prospective Teacher (Elementary) grants. The 1966-68 fellows participated in a two-year graduate program which integrated the laboratory experiences and psychological foundations of the Austin Teacher Program and the traditional professional education courses. The 1968-70 grant provided for six fellows each year who utilized one summer session to compensate for the undergraduate laboratory seminars, and who participated in the graduate segment of the Austin Teacher Program during one academic year.

0.2 Project Definition: The Austin Teacher Program is designed to improve Teacher Education at Austin College, to use the liberal arts program of the college as its base, and to terminate in the Master of Arts degree. Professional activities are placed in the graduate year. The student participates in an educational laboratory each of his undergraduate years.

0.3 Assumptions: In seeking a new design for teacher preparation, the faculty proposes to build the Austin Teacher Program on the following hypotheses:

- 0.3.1 The traditional education courses have not adequately met the needs of the prospective teachers for today; therefore, a new direction in teacher education must be taken.
- 0.3.2 It is possible for the student to acquire the psychological, philosophical, and sociological foundations needed by the prospective teacher from courses and/or independent study in those disciplines.
- 0.3.3 When the prospective teacher is assisted in identifying and analyzing his past and his on-going educational experiences, he comes to realize that he has a rich background on which to base further preparation for teaching.
- 0.3.4 Through laboratory experiences accompanied by seminars prior to the fifth year of professional education, it is possible to assist the prospective teacher in learning to relate to children and youth, in increasing his understanding of the teaching process, and in finding models appropriate for the Austin Teacher.

- 0.3.5 The prospective teacher must be prepared to select wisely from the on-going experimentation and research in teaching in order to assume his role as director or facilitator of the learning process.
- 0.3.6 It should be possible to identify patterns, concepts, and skills involved in the teaching process and for the prospective teacher to acquire these through intensive laboratory experiences with their accompanying seminar studies.
- 0.3.7 Since teachers tend to teach as they were taught, the Austin Teacher Program must exemplify the best of teaching practices.
- 0.3.8 It is possible for the graduate of an innovative teacher education program to emerge as a Master Teacher during his initial years of service and thus meet the needs of the new decade.
- 0.3.9 It is possible to develop a teacher education program that capitalizes rather than duplicates the teaching-related experiences students have had prior to enrolling at Austin College.

0.4 General Objectives and Approach The faculty of the Education Department recognizes the dangers inherent in developing a program in teacher education which 1) attempts to communicate patterns and concepts and develop skills involved in the teaching process before such patterns, concepts and skills are identified and 2) abandons the traditionally structured education courses prior to finding more effective ways of preparing teachers. It is believed, however, that it is possible to seek effective methods of preparing teachers and to proceed with the program research simultaneously. In light of this conviction the staff seeks a basis for continuous refinement of the Austin Teacher Program.

0.4.1 Positions agreed upon by faculty which serve as bases for planning and operating Austin Teacher Program.

0.4.1.1 The Austin Teacher Program is Developmental and Flexible in Nature. In order to meet the changing demands of a changing society, a teacher education program must be so designed that it, too, can change as needs arise. Therefore, the Austin Teacher Program is both developmental and flexible in its own structure.

0.4.1.2 The Austin Teacher Program is Based on a Liberal Arts Education. The liberal arts education is essential to teacher education, and provides general and specific contributions. Therefore, the Austin Teacher is a serious student of the liberal arts.

- 0.4.1.3 The Austin Teacher Program is Designed for Five Academic Years and Terminates in the Master of Arts Degree. The Austin Teacher Program necessitates five years of study. The Austin Teacher is recognized for his achievements by being granted the Master of Arts degree. It is important to note that that this is a five year rather than a fifth year program.
- 0.4.1.4 The Austin Teacher Curriculum is Based Upon Patterns of Behavior Characteristic of Good Teaching. The faculty in teacher education have faced the fact that the department's previously organized pattern of courses has not adequately served the purposes for which it was designated. Therefore, the focal point of the curriculum is behavior patterns characteristic of the good teacher as perceived by individual and groups of students and faculty. A behavior pattern is a repetitive action on the part of a particular teacher which characterizes that teacher's approach to teaching.
- 0.4.1.5 The Austin Teacher Program is Designed to Permit Each Student to Develop a Teaching Style Congruent With His Own Life Style. The Austin Teacher Program does not seek to prepare prospective teachers who fit any one mold or model. The faculty has faith that each student is capable of developing a teaching style that will make him an effective teacher.
- 0.4.1.6 The Austin Teacher Program is Individualized for Each Participant. Each student enters the Austin Teacher Program with prior experiences, different backgrounds, needs, and abilities. It is these factors which determine each student's participation in the program from his freshman year through his graduate year. It is recognized that much learning takes place in nonsequential patterns. Each student should be able to proceed through the program selecting those experiences which to him form the proper sequence.
- 0.4.1.7 The Student Must Take an Active Role in the Total Learning Process. The Austin Teacher Program operates on the belief that the student must be actively involved in analyzing his own needs and in planning the learning experiences which will promote his growth. The faculty has faith that the student is capable of directing his own learning experiences and can be trusted to seek assistance from the faculty and other resources as needed.

0.4.1.8 The Role of the Faculty is Ever Changing. The role of the faculty in the Austin Teacher Program is one of facilitator--facilitator of learning. It is also that of coordinator: one who works with the student to enable him to utilize the total resources of the program and to identify and implement his individual style of teaching.

0.4.1.9 Qualitative Evaluation Must be a Part of the Austin Teacher Program. Evaluation is continuous and encompasses each aspect of the program from the first laboratory experience to the professional experiences in the graduate year.

0.4.2 The overall program objectives are to develop a teacher education program that:

- 0.4.2.1 Is developmental in nature.
- 0.4.2.2 Allows the curriculum in a five year period to be more substantive, flexible, and innovative than is possible in four academic years.
- 0.4.2.3 Enables the student to identify behavior patterns that are appropriate in making him an effective teacher.
- 0.4.2.4 Uses the needs of each student to form the base of his individualized program.
- 0.4.2.5 Assists the student to be actively involved in the total learning process.
- 0.4.2.6 Encourages the faculty members to function as facilitator, enabler, and coordinator for the individual student.
- 0.4.2.7 Maintains continuous, qualitative, and developmental evaluation.
- 0.4.2.8 Produces a teacher who acquires a teaching style congruent with his life style.

1.0 PROGRAM OPERATIONS AND PROCEDURES

1.1 Admission and Retention

1.1.1 Purposes

- 1.1.1.1 To identify and contact prospective Austin Teachers prior to the freshman year.

- 1.1.1.2 To seek admission of those students who demonstrate interest, concern, and personal and academic characteristics needed for the development of the Austin Teacher.
- 1.1.1.3 To provide the machinery by which the student is identified early enough in his college career to enable him to participate in four undergraduate laboratory experiences.
- 1.1.1.4 To provide procedures for admission to the program for students who transfer late in the college sequence, yet not lower the standards.
- 1.1.1.5 To provide means by which the student is aware of his qualifications as a prospective Austin Teacher by the conclusion of his junior year.
- 1.1.1.6 To provide means by which each student's progress in achieving his performance objectives is evaluated at the end of each laboratory experience as well as at other strategic stages in the five year program.

1.2 Coordination of Responsibilities

1.2.1 Internal

1.2.1.1 Purposes

- 1.2.1.1.1 To involve the department faculty in program development and clearly state their functions.
- 1.2.1.1.2 To provide the coordination necessary for a supportive program during the fifth year that enhances the student's grasp of his academic field, including appropriate content for classroom teaching, involving faculty in other departments.
- 1.2.1.1.3 To establish and maintain appropriate communication with department heads concerning academic courses needed for the fifth year, as well as in the undergraduate program.
- 1.2.1.1.4 To keep the Austin Teacher Advisory Committee informed of their responsibilities.
- 1.2.1.1.5 To organize a cooperative teacher center.

1.2.2 External

1.2.2.1 Purposes

- 1.2.2.1.1** To coordinate resources used in the public school and in laboratory stations through the The Teacher Center.
- 1.2.2.1.2** To seek the best locations for laboratory experiences, freshman through fifth year, through the Teacher Center.
- 1.2.2.1.3** To cooperate with the schools in developing an understanding of the various roles, responsibilities, and purposes in the preparation of teachers.

2.0 INSTRUCTIONAL PROGRAM DEVELOPMENT

2.1.1 Purposes

- 2.1.1.1** To design a teacher education program which is appropriate for Austin College.
- 2.1.1.2** To depend on the appropriate disciplines to provide the prospective teacher with the psychological, sociological, and philosophical foundations necessary for teaching.
- 2.1.1.3** To use the prospective teacher's identification and analysis of his past and on-going educational experiences as a basis for further preparation to teach.
- 2.1.1.4** To provide laboratory experiences accompanied by seminars for each of the four undergraduate years.
- 2.1.1.5** To prepare teachers who are effective facilitators of the learning process.
- 2.1.1.6** To provide the prospective teacher with experiences and information which allow him to select wisely from on-going experimentation and research in teaching in order to assume his role as facilitator of learning.
- 2.1.1.7** To utilize behavior patterns characteristic of good teaching and their accompanying concepts and skills as the basis for curriculum development.
- 2.1.1.8** To demonstrate exemplary teaching practices.

- 2.1.1.9 To maximize the contribution of the liberal arts to the preparation of teachers.
- 2.1.1.1.0 To permit the student to set his own performance objectives based on his choice of behavior patterns and to progress at his own speed.
- 2.1.1.1.1 To provide experiences which allow the student to acquire concepts and competencies related to the teaching process concurrently.
- 2.1.1.1.2 To permit the prospective teacher to develop a teaching style congruent with his life style.

2.2 Student Involvement

2.2.1 Purposes

- 2.2.1.1 To make maximum use of student's individual objectives stated in performance terms.
- 2.2.1.2 To assist the student to use his liberal arts education as a basis for teaching.
- 2.2.1.3 To evaluate the student's achievement of his objectives.
- 2.2.1.4 To permit the student to achieve his objectives in light of his priorities and own pace.
- 2.2.1.5 To place a great deal of responsibility for learning on the student.

2.3 Instructional Program

2.3.1 Purposes

- 2.3.1.1 To make maximum use of a liberal arts education.
- 2.3.1.2 To utilize five years of laboratory experience in which the student integrates theory and practice (or learns theory and skills concurrently).
- 2.3.1.3 To base program upon behavior patterns characteristic of good teaching.
- 2.3.1.4 To individualize instruction.
- 2.3.1.5 To involve the student actively in the total learning process.

2.3.1.6 To be flexible and open to change and reflect current innovative practices.

2.3.1.7 To constantly evaluate the program.

2.4 Materials Acquisition and Development

2.4.1 Purposes

2.4.1.1 To purchase or develop instructional materials which will enable the program to be individualized so the student can acquire competencies at his own rate.

2.4.1.2 To purchase or develop materials that develop both educational theory and practical competencies.

2.4.1.3 To prepare suggested activities and materials that will relate to the student's objectives.

2.4.1.4 To make materials available for students and to integrate the Materials Learning Center with the seminar activities so that students will acquire concept of the need for a variety of uses of media.

3.0 STAFF DEVELOPMENT

3.1 Purposes

3.1.1 To grow as individuals and as members of a team.

3.1.2 To learn to be more open and flexible.

3.1.3 To learn to serve as coordinators and facilitators of learning.

3.1.4 To increase competencies in using a wide variety of teaching methods.

3.1.5 To increase competencies in interviewing and confronting students.

3.1.6 To understand implications of a student-centered program.

4.0 EVALUATION

4.1 Purposes

- 4.1.1 To evaluate each step in the program as well as the total program.
- 4.1.2 To set up a means of continual feedback from supervising teachers and other public school personnel on the Teacher Center.
- 4.1.3 To seek evaluation of Austin College graduates by principals and supervisors.
- 4.1.4 To develop evaluation procedures that utilize the feedback from former students who are currently teaching in schools.
- 4.1.5 To maintain appropriate standards for accreditation by state, regional and national groups.

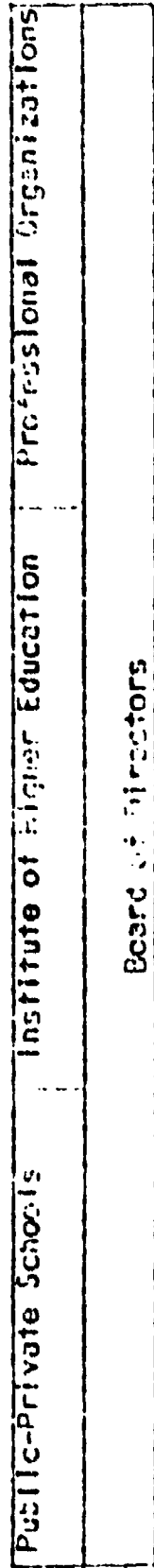
APPENDIX 2

TEXOMA COOPERATIVE TEACHER CENTER

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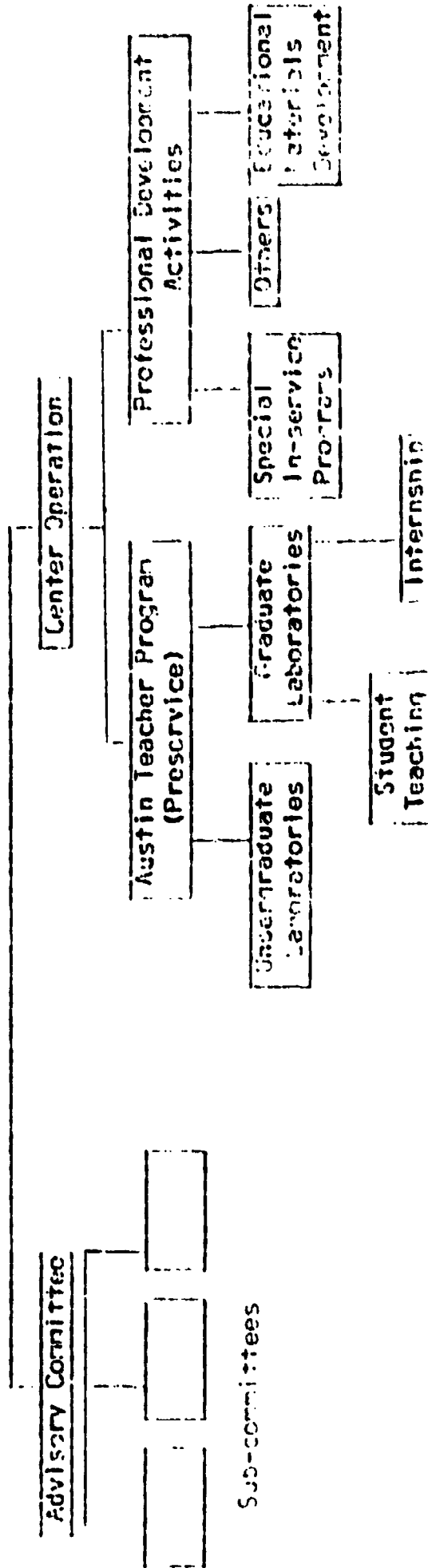
Texas Teacher Center Project - Austin College Component

TEXOMA COOPERATIVE TEACHER CENTER



Director of
Texas

Program Steering Committee



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APPENDIX 3

TEXOMA COOPERATIVE TEACHER CENTER

- OBJECTIVES -

TEXOMA COOPERATIVE TEACHER CENTER

OBJECTIVES:

1. Development of suggested performance criteria or competencies to serve as a basis for recommendation of Austin Teachers for certification. A teacher education program or a certification program based on teacher performance must be a cooperative effort.
2. Provision of in-service of those teachers working directly with Austin Teacher Program participants (Senate Bill 8).
3. More effective involvement of selected teachers in the undergraduate and graduate laboratory experiences of Austin Teachers.
4. Assistance in arranging for special in-service programs needed by individual schools or groups of schools. For example, a school interested in affective educational programs might be interested in training key teachers in Glasser's Class Session Process. The cost of such training done directly by Glasser's staff is \$50.00 per teacher. The school districts interested and the Teacher Center might apply for grants to cover the cost per teacher and for substitutes for those teachers involved.
5. Development of a change agent center for public schools interested in innovation. For example, schools considering a non-graded primary might free a teacher for a semester to work with others interested in bringing about the same change. These teachers might be released to do intensive study of the suggested change and develop ways of implementation within the school.
6. Development of a plan whereby teacher education faculty may return to the public school classroom as teachers or administrators as a part of their professional growth.

APPENDIX 4

**PLAN FOR INTERNSHIP
AUSTIN TEACHER PROGRAM**

**PLAN FOR INTERNSHIP
AUSTIN TEACHER PROGRAM
Austin College**

Approximately 90 per cent of the Austin Teachers demonstrate their ability to teach effectively during their four undergraduate years. These students have had teaching experience in each of the four undergraduate experiences and are quite competent to take responsibility for a class. Each student eligible for an internship has completed his B.A. degree and the internship is a part of his work for the Master of Arts degree.

These students are recommended for internships. The individual being recommended for this experience is available to start school at whatever time the public school employing him wishes. He has no responsibilities on campus that interfere with his being employed a full day for one semester. The student being employed for the fall semester may be paired with a student available for teaching in the spring. It is possible where desirable for both students serving the internship to be available during the month of January to ease the transition from one teacher to another. This is thought to be especially helpful if the intern is employed in an elementary school.

The Austin College faculty works cooperatively with the principal and supervising staff of the employing school systems to assist the intern in whatever ways necessary. Experience has indicated

that these students require about the same degree of supervision that a first year teacher needs.

The team leader to whom the intern is assigned is eligible for the salary benefits provided for in Senate Bill 8. The recommended pay for an intern is \$300.00 per month.

We request that schools employ interns only in instances where a certified teacher is not available or when class size does not qualify the district for another teacher.

In cases where the school desires to offer the prospective regular teacher a position, the intern may be employed on a grade five pay level if necessary. We do not recommend this except in instances where the school is unable to pay the \$300.00 per month out of local funds.

2/22/74
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