

DOCUMENT RESUME

ED 104 892

SP 009 139

AUTHOR Ciampa, Bartholomew J.
TITLE Working with Student Teachers.
PUB DATE 75
NOTE 54p.

EDRS PRICE MF-\$0.76 HC-\$3.32 PLUS POSTAGE
DESCRIPTORS Classroom Observation Techniques; *Cooperating Teachers; Cooperative Planning; Curriculum Planning; Ethics; Evaluation Criteria; *Performance Based Teacher Education; *Preservice Education; *Student Teachers; *Teacher Evaluation; Teacher Responsibility; Teaching Skills
IDENTIFIERS Code of Ethics of the Education Profession

ABSTRACT

The purpose of this six-part document is to assist cooperating teachers in training student teachers. Chapter one examines the goals of student teaching. Considerations for the cooperating teacher to keep in mind while working toward the development of competent teachers are presented. Chapter two discusses the cooperating teacher's responsibilities, including a) preparing for the student teacher; b) familiarizing the student teacher with the school, procedures, resources, etc.; c) answering commonly asked questions; and d) maintaining student teacher morale. Chapter three discusses various aspects of observation and planning techniques and how the cooperating teacher and student teacher can collaborate on these techniques. Chapter four examines competency-based teacher education and lists competencies for student teachers. Chapter five discusses evaluation of the student teacher and lists important items to consider. Chapter six deals with encouraging professional ideals in the student teacher and includes the text of the "Code of Ethics of the Education Profession," adopted in 1963 by the National Education Association. (PB)

WORKING WITH STUDENT TEACHERS

by

Bartholomew J. Ciampa, Ph. D.

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCEO EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

*PERMISSION TO REPRODUCE THIS COPY-
RIGHTED MATERIAL HAS BEEN GRANTED BY

B. J. Ciampa

TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE NATIONAL IN-
STITUTE OF EDUCATION. FURTHER REPRO-
DUCTION OUTSIDE THE ERIC SYSTEM RE-
QUIRES PERMISSION OF THE COPYRIGHT
OWNER

Copyright 1975

J. Weston Walch, Publisher

Portland, Maine 04104

SP029 139

WORKING WITH STUDENT TEACHERS

by

Bartholomew J. Ciampa, Ph. D.

Contents

	Introduction	iii
Chapter I	THE GOALS OF STUDENT TEACHING	1
Chapter II	IMMEDIATE RESPONSIBILITIES OF COOPERATING TEACHERS	9
Chapter III	OBSERVATION AND PLANNING TECHNIQUES: A JOINT VENTURE	16
Chapter IV	COMPETENCY-BASED TEACHER EDUCATION: WHAT'S IT ALL ABOUT?	22
Chapter V	THE EVALUATION OF STUDENT TEACHING	34
Chapter VI	ENCOURAGING PROFESSIONAL IDEALS IN THE STUDENT TEACHER	43

Introduction

The most crucial moment in the training of any professional is the moment when theory becomes practice. At that moment the budding doctor picks up a scalpel, the young lawyer stands before a judge, and the student teacher walks into a classroom.

For the student teacher, this is an exciting, demanding, fun time, the culmination of several semesters' work, the introduction to a lifetime of dedication and effort. At least it is if all goes well -- something which depends on the cooperating teacher. For him or her the student teacher's arrival may be a blessing, a challenge, or a discouraging problem. Unfortunately, some teachers who agreed enthusiastically in September to work with student teachers find later in the year that there are just too many demands, that the school's own students have so many needs that it seems unfair to turn away in order to work with a college student.

But most experienced cooperating teachers know that this is not a case of either/or. Investing time, interest, and effort in the work of a student teacher may pay off several times over for classroom students as well as for cooperating and student teachers. Whether this will be the case or not depends a lot on how well and how easily the cooperating teacher handles his or her new charge.

This book is designed to assist in the process. It was written by Dr. Bartholomew J. Ciampa, Director of Teacher Training and Associate Professor of Education at Nason College in Springvale, Maine. Dr. Ciampa has worked for years at making the student teaching process productive and useful for all concerned. His ideas and suggestions should assist every teacher concerned with training student teachers.

Among the practical materials contained in this book are questionnaires and forms. Authority to reproduce these forms is granted to classroom teachers.

J. Weston Walch, Publisher

Chapter I

THE GOALS OF STUDENT TEACHING

"How can I, as a cooperating teacher, contribute to the development of my student teacher into a really competent teacher?"

The complexity of this question is obvious. Equally apparent is the fact that, in the student teaching experience, no two sets of variables are identical. People are unique entities with their own combination of strengths, weaknesses, and idiosyncrasies. Professional settings vary and each has its own array of assets and liabilities. The number and intensity of professional pressures coupled with the increasing demands made upon the teacher's time serve to add another dimension to the initial question.

The question, it seems, takes on a special meaning whether we are anticipating working with our first or our fiftieth student teacher.

This guide is not offered as a panacea. There is no "cookbook recipe" that could begin to take into account the myriad situations, each with its own special considerations and characteristics. There are, however, problems that are common to many, if not most, student teaching situations. These pitfalls, in many cases, can be avoided by simply making oneself aware of what factors to be sensitive toward; of what is expected of us; and of what we should ask of ourselves. Hopefully, this guide will help to serve as a benchmark toward framing a positive attitude and a successful course of action. It can also act as a springboard toward improving the instructional process through a better understanding of the relationship between cooperating teacher, student teacher, and pupils.

The student teaching experience is, in many ways, analogous to the internship experience required of the aspiring physician. It is seen as a transition period; as a bridge between the college classroom and the real professional world. It is designed to synthesize the elements of the academic and professional course-work of the campus and combine them with the pragmatic elements of an in-service field experience.

The overriding goal of teacher training programs, of which student teaching is the keystone, appears to be deceptively simplistic at first glance. It is: The development of teachers who will function at the highest possible level of competency in institutions which are devoted to the education of our children.

All attitudes, perceptions, understandings, and behaviors of the cooperating teacher should focus upon achieving this goal.

The following objectives should serve to contribute toward a view of some of the considerations which should be kept in mind while working toward the realization of the primary goal.

1. The cooperating teacher should work toward developing, in the student teacher, a more comprehensive understanding of the underlying theories of successful teaching and learning.

Translating the various theories of learning into "plain English" will be of great benefit to the student teacher as he tries to convert his course-work experiences into successful approaches to teaching.

"She still isn't comfortable in the classroom and her insecurity and lack of detailed class preparation and shortcomings in subject matter are reflected in poor classroom presentations and excessive use of verbal crutches. She is more successful in working with youngsters in situations where she doesn't feel pressured to play a traditional teacher's role."
 (comments of a cooperating teacher)

Everyday examples or anecdotes utilizing and clarifying such theories as Thorndike's connectionism, Skinner's operant conditioning, and Snygg and Comb's phenomenological approach, as they apply to factors of pupil readiness, motivation, creativity, transfer, retention, and self-concept are some that might be worthy of consideration.

2. The cooperating teacher should provide opportunities for the student teacher to observe and to experience the results of the successful application of theory to teaching and learning.

Learning theory as studied in the college classroom is far more obvious than when it is applied in the subtle context of real learning situations. For this reason it is suggested that the cooperating teacher take the time to explain to the student teacher such applications that seem readily apparent but that are being, in actuality, overlooked. Many times the significance of observable classroom phenomena goes undetected by the student teacher because of the teaching skill of the cooperating teacher.

Student teachers should also have an opportunity early in the experience to participate directly in the teaching experience by assuming responsibility for discussing homework assignments, working with small groups, or any other routine that is tangential to, but nonetheless important to teaching effectiveness.

3. The cooperating teacher should help the student teacher to gain insights into the diverse ways in which the development of the pupil is affected by the classroom teacher.

The student teacher should be helped to realize the importance of the classroom teacher in the capacity of a significant adult model. The teacher is, in large part, responsible for the development of a child's concept of himself as a learner. Once the child has developed a negative concept of himself as a learner, the classroom teacher's job becomes more complex.

It is important, therefore, for the student teacher to understand that the prevention of negative self-concepts is one of the most important initial steps of successful teaching.

"The curriculum seems very far away from the actual needs of the students. When the kids one works with seem so far behind it becomes an exercise in futility to work with them."
 (Journal entry of a student teacher)

Another consideration of the cooperating teacher should be to make the student teacher sensitive to research findings that indicate the dangers involved in categorizing students on the basis of information acquired either informally (teacher's lounge talk) or formally (cumulative records). (An example of research which documents the "self-fulfilling prophecy" concept is Rosenthal and Jacobson's Pygmalion in the Classroom.)

4. The cooperating teacher should encourage the student teacher to develop the skills necessary to evaluate effectively the teaching and learning processes.

The cooperating teacher should counsel the student teacher in the construction and application of tests and the translation of their results. The student teacher should understand that the use of good teacher-made tests can help to initiate, maintain, and further pupil motivation.

Another classroom learning function served by effective testing is that it requires the pupils to recall information which has been taught, and, as learning theorists maintain, recall enhances a retention.

The accurate interpretation of classroom feedback is essential to the evaluation of teaching effectiveness.

5. The cooperating teacher should help to nurture in the student teacher a never-ending professional growth pattern.

As a prospective member of the largest group of professional workers in the United States, the student teacher should understand the professional ideals and obligations to which he should subscribe. He should be aware of the demands of a profession upon its members and the subsequent responsibility of the members to further its principles. Such topics as graduate coursework, in-service workshops, educational travel, association membership and attendance at conventions and professional meetings should be discussed at length.

6. The cooperating teacher should assist the student teacher in understanding the processes by which each of the various school personnel and services contributes to the total development of each pupil.

What is the relationship of the classroom teacher to the central administration, the office staff, the guidance counselors, support personnel, etc.?

The cooperating teacher should help the student teacher to realize the impact each adult has upon pupil development. He should understand personnel role functions and responsibilities so that they might be used to enhance his teaching effectiveness.

7. Student teachers should be encouraged to employ self-evaluation techniques to insure growth through awareness of personal strengths and weaknesses.

Teaching effectiveness can improve only if one capitalizes upon his strengths and works to minimize, or better still, eliminate his weaknesses. Cooperating teachers should encourage student teachers to be critical of themselves and to acknowledge areas of personality or professional training that are inhibiting effectiveness. Classroom examples of interaction analysis techniques might be used to further this goal.

8. The cooperating teacher should emphasize to the student teacher the importance of human relations as they relate to the pupil, faculty, administration, and community.

In order to work effectively together, school personnel must constantly endeavor to understand and appreciate one another. The cooperating teacher can aid the student teacher by encouraging the use of effective communications skills. The value of a positive approach in dealing with colleagues, pupils, parents, and the general population cannot be overstated.

The Importance of Effective Communication

Consider, if you will, the classical communication model in which a sender encodes a message which is decoded by a receiver. The receiver, in turn, encodes feedback which is then decoded by the sender, thus completing a communication cycle.

The successful classroom teacher should be perceptive enough in his relationships with colleagues and pupils to be able to "read" people to such an extent that both verbal and non-verbal messages are encoded with minimal possibility of distortion of meaning. On the other hand, he should also be perceptive enough to decode feedback, again both verbal and non-verbal, in order to determine the extent to which the original message was received, for it may need to be modified, restated, or repeated.

The question that arises is: "How can a teacher utilize the cues and signals that people, namely colleagues and pupils, transmit?" But even more important and basic is the question: "How can he perceive the cues and signals; what should he look for?"

If it is true, as communications researchers state, that 7 percent of a message is verbal; 38 percent of a message is vocal; and 55 percent of a message is facial, then the communications model takes on a more complex three-dimensional cast.

"This will give you an idea of how much rapport she has with students. I attempted to help a student with a problem in sentence construction and was informed that he would rather wait for Miss _____ (the student teacher) to help him. What a jolt to my ego!"
 (comments of a cooperating teacher)

Along with the questions: "What do I see, feel, and hear?", one might ask himself: "Am I seeing, feeling and hearing what I want to perceive or am I aware of the actual meaning of the messages that are being transmitted?"

In other words, "What's really happening in my classroom?"

In order to be effective, the teacher must be a skilled communicator. In the face of situational pressures and time limitations, he must not only concentrate on the meaning of words, but also upon the meaning of behavior. He must be able to translate body language; he must be able to "read" emotional tones; he must watch for eye contacts, hesitations, and pauses; he must be able to perceive relaxed, tense, or threatened behavior in his relationships with people.

From Campus to Classroom

It's very difficult for a cooperating teacher to frame a course of action in the training of a student teacher without first knowing about the foundation to be built upon. Of constant concern to the cooperating teacher is the question: "What information, experience, or skills can I assume a student teacher possesses?"

Once again, when dealing with unique individuals and circumstances, it is safe to assume no prerequisite skills. However, the safest path may not be the most expedient or, more important, the most effective one. Consequently, even though most teachers are graduates of teacher training programs, enough diversity exists to warrant an overview of the teacher training curriculum.

Another consideration arises in the differentiation of secondary and elementary teacher preparation programs because of the various certification requirements imposed by each state's department of education.

For the most part, teachers certified to teach on the elementary level (K-6) are expected to be graduates of programs which offer a curricular major (30 semester hours minimum) in elementary education.

Secondary teachers, on the other hand, are usually expected to be graduates of programs including major and minor (18 semester hours minimum) concentrations in "commonly taught" (depending upon specific state requirements) subject matter areas.

Secondary teachers are also likely to include many liberal arts and technical college graduates who completed certification requirements through a "professional semester" or an educational sequence or "block" of coursework.

"Although I'm developing mixed emotions concerning the teaching profession, I will not let my disenchantment discourage me from continuing to benefit from my student teaching experience. I wonder if the benefits I do find will outweigh the disappointments I've encountered thus far?"

(journal entry of a student teacher)

Common ground does, indeed, exist to the extent that certain "core" courses are included in nearly every secondary teacher training program.

These professional courses are usually in the areas of:

- (a) Knowledge of the learner and the learning process (which might include such courses as Educational Psychology, Child and/or Adolescent Psychology, Developmental Psychology, The Child and the School, to name just a few).
- (b) Knowledge of the educational context or system (which might include The History of Educational Thought, Philosophy of Education, The American School, etc.).
- (c) Knowledge of the methods and techniques of teaching (which might include Secondary School Teaching Methods, General Methods of Teaching, or Methods of Teaching in the various subject matter areas).
- (d) A supervised laboratory or field experience in teaching. (Student Teaching, Teacher Internship, Practicum in Teaching, etc.).

Perhaps the easiest and most effective way to obtain the necessary preliminary information about the student teacher is simply to ask him to complete a questionnaire designed for that purpose.

On the next two pages is a form that might be used to obtain academic and personal background information.

The importance of the cooperating teacher cannot be overstressed in the role he plays in nurturing and strengthening the characteristics of clear purpose, sensitivity, and resourcefulness in the student teacher. For, the student teacher cannot be without direction; his in-depth sensitivity should enhance his respect for individual differences among his students; and his resourcefulness can provide the satisfaction received for a truly creative and appropriate effort.

STUDENT TEACHER BACKGROUND INFORMATION

Major _____

Surname _____ First name _____ Initial _____ Date of Birth _____

Permanent Address _____ Phone _____

College Address _____ Phone _____

Marital Status: _____
Married _____ Single _____

Transfer Student _____
Yes _____ No _____ From _____

1. What outside commitments do you feel you must continue while student teaching? _____

2. Educational Experiences with youth: (Tutorial, Small Group, Large Group, C.C.D., Playground, Teacher Aid, Camps, Other). Indicate the types of experience in which you have already been involved and those you are planning on for the Spring and Summer:

<u>Description of Experience</u>	<u>Number of Hours Completed</u>
_____	_____
_____	_____
_____	_____
_____	_____



3. Positions of leadership held with classmates or adult groups:

4. What job experiences have you had?

<u>Employer</u>	<u>Type of Work</u>	<u>Time</u>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

5. College Activities or Memberships:

6. General Average- (Circle One): A A- B+ B B- C+ C

7. Academic Honors: _____

8. Number of courses in your major teaching field: _____

9. Number of courses in your minor teaching field: _____

10. Please list all professional (education) courses below:

11. In approximately 100 words, please tell why you have chosen the teaching profession. (If necessary, use other side)

The burden upon the shoulders of the cooperating teacher is a weighty one. As Donald Barnes states in "Paradoxes in Student Teacher Supervision," his task is ". . .to recognize the paradoxes of supervision and to help the student teacher to develop the qualities which he needs to find his own answers and his own patterns."

Chapter II

IMMEDIATE RESPONSIBILITIES OF COOPERATING TEACHERS

In order to provide for the smooth adaptation of the student teacher to the classroom, the cooperating teacher might keep several suggestions in mind.

Prior to the Arrival of the Student Teacher

-If background information concerning the student teacher is available, or if preliminary introductory meetings between him and the cooperating teacher have already taken place, it might be wise to arrange for favorable publicity in the school newspaper and faculty bulletin. A positive introduction and first impression can go a long way toward getting the student teacher "off on the right foot."

-Administrative staff, faculty, and students should receive the student teacher cordially and endeavor to cooperate with him. If academic specialties, personal interest, hobbies, special talents, geographic origin, and other positive characteristics are made known prior to the student teacher's arrival, he might not be faced with the possible challenge of having to "prove himself." The burden of beginning as an unknown entity has caused more than one student teacher to overreact and to "come on" in such a way as to alienate staff members. Such negative first impressions can inhibit cooperation to the extent of actually causing the student teacher to become withdrawn and subsequently to "turn sour" on the teaching profession.

-A desk or other working space should be provided for the student teacher. The student might feel he is imposing upon the privacy of the cooperating teacher if he is asked to share working space. However, if no other arrangements are possible, an effective alternative is to earmark special drawers, file and cabinet space, or other "cubbyholes" for his personal use. If the student teacher is to achieve his own self-actualization within the classroom he must not be led to feel that he is usurping the authority of the cooperating teacher or is, in any way, inhibiting the established routines of the classroom with respect to teaching effectiveness.

After the Student Teacher Arrives

-The cooperating teacher should seek, above all else, to establish a positive working relationship with the student teacher as early as possible. From the student teacher's perspective, during the training period, no one is more important to him than his cooperating teacher.

-The cooperating teacher should explain the routine procedures of the school to the student teacher as early as possible. Points to be covered, among others, are: (a) the time schedule of the school (e.g., the time of opening and closing, the time at which the student teacher is expected to arrive, the time schedule of the classes, special bell or activity schedules, recess and cafeteria schedules, etc.); (b) fire drill procedures; (c) homeroom duties; (d) care of ill pupils; (e) attendance, absence, dismissal, and tardiness policies.

-The student teacher should be helped to become familiar with the school's facilities. The physical plan of the school should be discussed along with the locations of special areas such as the health suite, art and music areas, audio-visual services, curricular materials, science supplies, physical education area, guidance suite, teachers' lounge and workroom, custodial area, general supply room, cafeteria and recess facilities.

-The cooperating teacher should familiarize the student teacher with the general organizational structure of the school. The roles of such people as the principal, assistant principal, guidance counselors, department chairman, clerical staff, and paraprofessionals should be discussed along with the responsibilities of the faculty in general. An explanation of the use of the various forms should be made (e.g., report cards, supply requisitions, registration cards, health cards, cumulative or anecdotal records, parental excuse forms and accident report forms).

"I have encouraged him to develop as many techniques of being involved with students as he can find or create. This is his strongest asset and he should make a great effort to exploit this talent."
(comments of a cooperating teacher)

-If files are kept for individual students, allow the student teacher to use them as a source of information about students. CAUTION: The confidentiality of I.Q. and standardized test results, reports of emotional stability, family background information, etc., should be emphasized. Also, the dangers of pre-judging a student or developing an expectation of performance based upon anecdotal records and previous grades should be verbally emphasized.

-The student teacher should be provided with opportunities which will help him to understand and to feel more at home within the community. It would be wise to provide the student teacher with information regarding the

socio-economic status of the community; the degree to which cultural deprivation, underprivileged or overprivileged situations exist; general sources of employment; specific ethnic considerations and availability of churches, libraries and recreational facilities.

In the Classroom

-The cooperating teacher should demonstrate good teaching techniques so that they might be used as a guide for the student teacher. Since the cooperating teacher is viewed as the most significant professional model, a demonstration of the positive effects of good instruction will help the student teacher to aspire to greater professional growth.

-The cooperating teacher should be sure that the student teacher knows how to contact him in the event that he (the cooperating teacher) has to leave the classroom. During the beginning stages of the experience, the student teacher's sense of security is psychologically attached to the availability of the cooperating teacher. The student teacher should feel that he can call upon the cooperating teacher for help at any time. Consequently, before leaving the classroom, the cooperating teacher should specify where and how he should be contacted, and that the student teacher should not hesitate to send for him if the need arises.

-If at all possible, the student teacher should be supported in matters of discipline. The exercise of authority sometimes, of course, necessitates disciplinary action. But the action should be reasonably prudent and fair, and the student teacher should understand that pupil behavior is directly related to teacher behavior. If the student teacher tends to overreact in situations requiring disciplinary action, he should be made aware of the handicap such behavior imposes upon teaching effectiveness.

-In every teaching situation there are often several "right" ways to complete a given task. Consequently, the cooperating teacher should place the emphasis upon desired goals and learning outcomes. The proverbial "more than one way to skin a cat" concept applies here.

Many times a student teacher will try to imitate the methods and techniques of the cooperating teacher rather than developing effective unique teaching methods of his own. Consistent with the goals of student teaching which were enumerated earlier, the cooperating teacher should encourage the development of a personal teaching style as it relates to clearly defined classroom learning objectives.

An effective teacher is comfortable in a particular teaching/learning situation. If a teacher's style of teaching is contrived or causes him to be ill-at-ease, this projection could possibly be reflected by his students.

-The student teacher should be assisted in such a way as to insure that there is continuity in meeting the needs of individual pupils under his guidance. As the student teacher is assigned responsibility, his understanding of the students he comes into contact with is reinforced and broadened. Care

should be taken to allow the student teacher to build upon the initial relationships he establishes with students so that the experience is summative rather than fragmented. If the student teacher is constantly being reassigned from class to class and from group to group, his experiences might not add up to a realistic view of effective teaching.

"These kids are very adept at tuning out criticism. Chances are, most of them get the same treatment at home. How can I get them to realize that I'm just trying to help them?"
(journal entry of a student teacher)

-As early as possible during the field experience the student teacher should be given specific responsibilities. Examples of such responsibilities might be, among others: attendance and record keeping; bulletin board or display area duties; discussion of homework assignments; correction of written work; departmental assistance; attending and helping at faculty or parent-teacher meetings; monitoring in the cafeteria, playground, corridors, and study halls. The student teacher will gain confidence through contributing to the smooth operation of the school. These responsibilities will also provide an opportunity for him to come into direct contact with students on a personal and qualitative basis.

Student Teaching Schedule

The schedule to be followed by the student teacher (number of classes to be taught, length of time in each, and the rate of assuming responsibility for more classes) is the general responsibility of the cooperating teacher. The cooperating teacher is the best judge of timing as far as ascertaining when the student teacher has obtained the prerequisite skills which will enable him to function effectively with added responsibilities. Care should be exercised to avoid overwhelming the student teacher with duties before he has become oriented to the teaching regime.

In some cases, student teachers will be working with more than one cooperating teacher. If such is the case, it is essential that one cooperating teacher be designated as the person responsible for coordinating the schedule and the evaluation of the student teacher. This procedure minimizes the possibility of each cooperating teacher assuming that another cooperating teacher is "taking care" of the responsibilities of the student teaching program.

If possible, student teachers should be encouraged to build up a full-time teaching schedule by the end of the student teaching experience. Thus, each student teacher will get the feel of what it takes to assume the complete role of the teacher. Many times cooperating teachers feel that they are helping student teachers by not requiring the assumption of certain routine duties. This, in fact, amounts to a disservice to the student teacher, who may make a false generalization about regular teaching positions based upon his experience of a "light load" while student teaching.

If school policy permits, student teachers should be encouraged (upon invitation) to observe classroom and subject matter specialists not included in their regular schedule. This experience will aid them in gaining a more comprehensive understanding of the school as it relates to the development of the total child.

Cooperating Teacher/Student Teacher Conferences

Frequent conferences between the cooperating teacher and the student teacher are extremely important. Therefore, it is suggested that whenever possible daily conferences be held until the student teacher becomes adjusted to the school routine and to his new role as a member of the faculty. Also, it is beneficial to plan the early conferences carefully in order to cover topics which are deemed important by both the cooperating teacher and the student teacher.

After the student teacher has succeeded in making the transition from the campus to the school at least two conferences per week should be held.

The following points should be kept in mind with regard to all cooperating teacher/student teacher conferences.

-Each conference should reflect a clearly established purpose. The time earmarked for conferences will be counterproductive unless an understanding is established whereby conference time is spent enhancing the student teacher's effectiveness. Needless to say, the teacher's schedule is a crowded one; therefore, conference time which degenerates into an exchange of pleasantries serves only to make the situation worse.

-An atmosphere should be fostered which encourages the frank discussion of all problems. The relationship between the cooperating teacher and the student teacher should be such that all problems which influence or may potentially influence teaching effectiveness can be discussed with candor. A seemingly insignificant personal question that goes unanswered may take on ominous proportions when viewed out of context by the cooperating teacher or the student teacher. Effective communications can be achieved only through an honest give and take effort.

-During conference periods, clearly defined decisions concerning the role, duties, and activities of the student teacher should be made. Student teachers function most effectively when they are made aware of specific responsibilities they are to assume. The cooperating teacher is responsible for defining the parameters of student teaching duties along with providing the student teacher with the prerequisite experiences and attitudes which will insure successful role performance.

-Specific subjects upon which conference periods might focus are: the checking and discussion of lesson plans which have been previously submitted; the outlining of general plans and objectives for future teaching; the examination of such materials as texts, review exercises, duplicated materials, tests, and audio-visual supplies; the consideration of special techniques to be used with certain groups or individuals; the discussion of general teaching methods to be used with the various classes.

Initial Questions Often Asked by Student Teachers

Most of the following questions which appear in the New York City teacher orientation guide are of immediate concern to the student teacher and should be anticipated by the cooperating teacher. If the items appear in an existing school publication it should be given to the student teacher in advance of his arrival.

"I especially note her general enthusiasm, creative ability, and sympathetic understanding of students and people in general. She has been a most welcome addition to the department and to the school."
 (comments of a cooperating teacher)

If no orientation manual is available, it might be wise to jot down the answers to the anticipated questions on a duplicating master in the form of a "Student Teaching Information Guide" to be used for future student teachers.

- Is there a school handbook with information for new teachers or student teachers? Where can I obtain a copy?
- Who is my immediate supervisor? Who are the others to whom I will be responsible?
- What do I do in case of a fire or other emergency?
- What stairways and exits are to be used by my classes for regular or rapid dismissals?
- What do the different bell signals mean?
- What procedures are followed for pupils to enter and leave the building, enter and leave the classroom, and to assemble for various purposes?
- What are the regulations concerning visitors to the classroom?
- What are the policies regarding pupils being dismissed from the classroom or building?
- What provisions should I make to cover my class if I must leave the classroom or building?
- What procedures should I follow when I am going to be absent? Who do I call? At what time?
- How do I report and record pupils' attendance?

- What provisions are made for lunch at my school?
- How can I secure the services of the doctor, nurse, clerk, attendance officials, custodians, and others?
- What help is available for working with non-English speaking pupils and parents?
- What are my responsibilities during recess and lunchroom duty assignments?
- Am I expected to keep a planbook? Is there a special format? Are the planbooks provided?
- What is the procedure for obtaining textbooks, general supplies, audio-visual aids, duplication and typing services?
- Are there rooms set aside for special activities such as science, library, media-center, crafts, audio-visual aids and industrial arts?
- What are my responsibilities concerning room care and decoration?
- May I visit other classes?

Maintaining Student Teacher Morale

Maintaining the morale of the student teacher during the critical beginning stages of the training experience should be a special concern of the cooperating teacher. The extra effort spent during the first few weeks of student teaching will pay off in the long run by instilling a never-ending professional attitude in the student teacher.

"Jane has not utilized her creative potential. I think she finds teaching boring and consequently is boring her students. I'm trying to get her excited about the subject matter and various ways of presenting it hoping that it will catch on with her students. She's beginning to realize that motivation is a two-way street."
 (comment of a cooperating teacher)

Toward this end, the cooperating teacher should try to make all associations with the student teacher as pleasant and as congenial as possible. From the beginning, a display of friendliness and a willingness to lend a helping hand will help the student teacher to perceive the training experience to be a joint cooperative venture between members of a professional team.

If the cooperating teacher remembers to express sincere congratulations for the beginning successes of the student teacher, to compliment him for a job well done, to thank him for his help, express pleasure in working with him, and to work at the common courtesies which provide a good working relationship between people, the cause of perpetuating good morale will be served.

Cooperation, a give-and-take attitude, and a sharing of assigned duties during the initial period of student teaching will also be manifested by good morale.

It should be remembered that relationships will be strengthened if ethical principles are maintained. We should refrain from the criticism of one staff member to another or of a teacher in the presence of students. Unless requested to do so, it is not advisable for a teacher to interfere in any matter between another teacher and pupil. In short, we should try to display loyalty and good judgment to our co-workers whenever possible. Good morale is contagious.

Try to keep in mind that the student teacher's college education has only introduced him to teaching and that his professional experience is just beginning.

Good morale is essential to his growing and learning on the job.

Chapter III

OBSERVATION AND PLANNING TECHNIQUES: A JOINT VENTURE

Even though the student teacher has already experienced a minimum of sixteen years of direct classroom involvement from a pupil's perspective, care must be taken to emphasize the importance of viewing education from "the other side of the desk." In most instances student teachers will spend considerable time observing classes in action before they will be given the opportunity to teach. Consequently, much will be gained from the careful and objective observation of the subtleties of classroom routine.

Some considerations which should be emphasized by the cooperating teacher are:

Seating Arrangement and Room Layout: Is there a definite seating arrangement designed according to a purpose or theme? Does the central office require that

official seating plans be kept? If such a seating arrangement does exist, are students seated alphabetically, according to ability, according to disciplinary considerations? How are special considerations accommodated (hearing or sight deficiencies, physical size, lighting)? Is the room pleasing to the eye and have all of the assets of the room been used?

Distribution of Supplies: Are specific procedures followed to distribute supplies and to collect assignments? Do students have access to supplies? Would a systematic plan for the distribution of supplies enhance effectiveness?

Beginning and Ending the Class Period: What techniques are used by the cooperating teacher to begin the classwork promptly, to get the pupils involved, to get down to the business of the day? Are the last few minutes of the class period used to greatest advantage? Is class time allotted for supervised study of homework, special projects? How is the class dismissed?

Appearance and Speech of the Teacher: Does the teacher dress appropriately, is there an unwritten dress code for teachers? Is the teacher's voice pleasant to listen to, monotonous, shrill, loud enough, too loud? Does the teacher use correct English and proper pronunciation? Is the teacher's vocabulary within the range of understanding of the pupils, does he speak "above" them, is his speech patronizing?

Use of Textbook and Supplementary Materials: Is there a specific procedure for the use of the text during the class period? Is the text used as a discussion tool? Are supplementary texts or other materials encouraged for use as resources? Do the pupils share the responsibility for securing supplementary materials, research assignments, project reports?

Use of the Chalkboard and Audio-Visual Devices: How extensively is the chalkboard used? Can the material on the board be seen easily by all pupils? Does the use of the board fit logically into the lesson? Are films, slides, filmstrips, tapes, maps, overhead transparencies, or other audio-visual devices used to the greatest possible advantage?

"Jean did a good job once she became comfortable and developed self-confidence in the classroom. She had to work in slowly, sitting in with the class and taking part in class discussions before she felt able to assume the teacher's role."

(comments of a cooperating teacher)

The Assignment: Is the assignment given at a specific time during the class period? Is it given orally, written on the chalkboard, given in advance by duplicated materials? When the assignment is presented, how is student interest aroused? Are specific instructions given so that pupils know what to look for? Are special allowances made to provide for individual differ-

ences? What techniques are used to direct pupils to helpful reference sources and materials? Does the teacher give the pupils a carefully planned study-guide or unit outline to assist them in completing the assignment?

Written Work: Are specific procedures followed in giving written lessons or tests? When tests or quizzes are given, are pupils asked to clear not-needed books and papers from the tops of their desks? Are test items given to the pupils orally, on the board, in duplicated or printed form? Are provisions made for preview, review, or special help sessions preceding tests? When tests are returned to pupils, is a follow-up discussion encouraged?

Grading and Returning Papers: Is a specific procedure used to collect and return papers? How soon are homework or test papers returned to students? What role does written work play in the overall evaluation of student work? Is there a special procedure to account for papers that are submitted late? What system is used for grading individual homework papers, quizzes, tests, report cards, etc.?

Record Keeping: What records must be kept by the teacher? What procedures and formats are used in keeping attendance records, records of grades, and records of daily lesson plans?

Class Motivation: Are specific procedures used to motivate students? How is the class made interesting? Is care taken to allow for a variety of class activities? Is the teacher able to change activities without loss of time or effectiveness?

Questioning Techniques: What is the nature of good questioning? Are specific procedures used to motivate the greatest number of students to think through an answer to a question? What types of questions are used? Do all pupils participate in discussions? Are class questions confined to the materials in the textbook, or does the teacher relate the subject being discussed to the students' previous experiences or with current affairs? Does the teacher follow a definite order when calling upon pupils to answer questions? If a specific question is not understood, what is done to make it clearer? How are the more timid pupils encouraged to take an active part in classroom discussion? Are any provisions made to prevent eager pupils from monopolizing discussions?

"Children must have limits in order to perform tasks that they may not find to their liking. Being as lenient as she (the cooperating teacher) is has probably cost her and the students the chance of getting anything out of this class."

(journal entry of a student teacher)

Classroom Discipline: What is the general temperament of the class? How does the teacher maintain effective discipline? Is emphasis placed upon encouraging

and developing self-discipline? Would you handle disciplinary problems in the same manner?

Teacher-Student Relationships: Does the teacher reflect a feeling of enjoyment in working with his students? Is he interested in student activities? Does he seem to be sympathetic toward adolescent problems? Does he try to help students to develop socially? Is the teacher willing to give help to individual pupils outside of regular class hours? Is there an obvious respect between teacher and student?

Lesson Planning

The cooperating teacher should continually emphasize the fact that the foundations for effective teaching are built upon effective planning.

In order to plan effectively the student teacher should be encouraged to gear the presentation of the subject matter to satisfy the needs of the group. In order to accomplish this task, he must fit the material to the nature of the particular group or individual being taught. As such, during the course of a given day, the same material may need to be altered a number of times in relation to the context of the class temperament.

Every student teacher should be expected to construct a functional lesson plan for every lesson he is to teach. This plan should be formal enough to be followed in logical sequence but flexible enough to provide for any eventuality which may arise. The student teacher should understand that there are significant differences in preference of lesson plan format and that the nature of the subject matter may tend to influence effective planning techniques.

The following example incorporates the important elements of a lesson plan and presents them in an efficient format. Once again, this is only one of many possibilities.

<u>Date:</u>	<u>Subject:</u>	<u>Teacher:</u>	<u>Unit:</u>
<u>Objectives for Today:</u>			<u>Notes:</u>
<u>Content to be considered:</u>			
<u>Procedures to be used:</u>			
<u>Evaluation techniques:</u>			
<u>Assignments:</u>	<u>Group:</u>	<u>Individuals:</u>	
<u>Students to see, Things to do:</u>			

Format of Plan: There exists no standard acceptable form for a daily lesson plan. As stated earlier, infinite variations arise out of differences in personal preference, differences in the subject matter, and differences between classes in light of these and other considerations. Consequently, the cooperating teacher should direct the attention of the student teacher to three aspects of a lesson which ought to be considered by anyone engaged in a teaching experience. The three characteristics in question are objectives, procedures, and evaluation.

"He takes constructive criticism well and is not afraid to initiate programs on his own. He is mature and has the rare ability of accepting himself as he is. It's been a real pleasure having him as a student teacher. The kids will miss him."

(comments of a cooperating teacher)

1. Objectives: Objectives should be stated in behavioral terms. As such, the questions, "What am I trying to accomplish?" and "Why am I trying to accomplish it?" must be considered.

A "behavioral objective" is actually a performance objective which has a clearly defined goal and which implies some type of behavioral change in the pupil that can be readily evaluated in light of the stated goal.

A well-written behavioral objective should answer three questions: (a) What is it that a pupil who has mastered the objective will be able to do? (b) Under what conditions will he be able to do it? (c) To what extent will he be able to do it?

2. Procedures: The question, "How am I going to achieve my stated objectives?" should be answered. We might begin by identifying a number of components that could comprise the procedure of a hypothetical lesson.
 - (a) Introduction or motivation: Here the teacher should tell how he will present his lesson so that the class will feel a need for it, become interested in it, and develop the proper attitude toward it.
 - (b) Leading Questions: In this case the teacher should list the main questions which will stimulate discussion. Such discussion should provide the teacher with an opportunity to follow up with clarifying questions.
 - (c) Activities: Some activities might be the use of a film, tape, filmstrip, simulation game, or panel discussion. The teacher should also specify how he plans to lead into this activity.

- (d) Materials: Whatever materials that are needed to help accomplish the lesson's goals should be specified here.
- (e) Assignment: Here the teacher prepares the students for the work that will be discussed on the following day. The assignment should be given at a time deemed appropriate during the course of the lesson.

The cooperating teacher should suggest to the student teacher that the following considerations be kept in mind during the preparation of the lesson plan.

- What is the purpose of this lesson?
- With what statement, question, or activity am I going to begin the class period?
- What are the different responses I can expect to my lesson beginning?
- How should I deal with each response? Which response should I emphasize?
- Where do I want the responses to lead us?
- If I decide to permit digression, how far should I let it go? How do I work back into the lesson?
- How will I make the transition from one activity of the lesson to the next?
- What will I do if the materials I need are not available or do not function properly?
- At what point should I end the lesson? Will I have reached a point where I can go on tomorrow?

Interrogating himself in this fashion after the plan is written will guarantee that the student teacher will enter the class with clear purposes in mind, and an ability to permit digressions and to make transitions. Of course, it is impossible to anticipate every eventuality, but flexibility can be better achieved if planning is approached in this manner.

It should also be pointed out that relying too heavily upon written notes while in front of a class might tend to reflect a feeling of insecurity to the pupils.

3. Evaluation: The extent to which goals have been achieved should be considered here.

In order to make this assessment three elements must be considered. First, appropriate evaluation activities must be selected. These might include standardized or teacher-made tests, writing or research assignments, or other easily recognized demonstrations of the desired performance. Second, standards which establish the criterion of success must be determined so that student performance can be gauged. Third, a technique must be devised so that the desired data may be gathered without affecting the results.

Often overlooked in the evaluation of a lesson is the basic question, "What did the students learn today?" If the cooperating teacher encourages the student teacher to approach this question honestly and in light of the lesson's objectives, a realistic evaluation of effectiveness will be made.

"One of her strong points has been her ability to 'play the moment' when children's enthusiasm tended to change the direction of a planned activity. Her endless energy never ceases to amaze me."

(comment of a cooperating teacher)

Chapter IV

COMPETENCY-BASED TEACHER EDUCATION: WHAT'S IT ALL ABOUT?

The competency-based (or performance-based) teacher education movement so much in evidence today has rapidly swept through teacher training programs because of the promise it holds for revitalizing the foundations upon which our system of education is based. In competency-based programs, performance goals are delineated and agreed upon before the actual instruction begins. The student preparing to become a teacher should be able to demonstrate his ability to promote desirable learning through his teaching behavior. He is, therefore, responsible for attaining a given level of competency in performing the essential tasks of teaching. Ostensibly, the emphasis is placed upon a demonstrated product or output.

Within the framework described above, then, the first order of business is arriving at a working definition of competency-based teacher education.

Competency-based teacher education, as defined by the North Carolina Department of Education, for example, is an approach to teacher education which specifies that teachers must be able to demonstrate their ability to promote desirable learning among pupils and to exhibit those behaviors assumed to promote pupil learning in classroom situations. The teacher behaviors assumed to promote learning are called teacher competencies. Thus, teacher competencies are performances that the teacher is expected to demonstrate.

There is a special focus on evaluation and assessment with the objective of assisting students and curricular programs to achieve maximum educational effectiveness. This means that the curriculum must be conceptualized on the basis of predetermined goals, objectives, or competencies. It further means that whatever the curriculum for a particular program is determined to be, it must be flexible enough to accommodate students on an individual basis as determined through assessment procedures.

Actually, the most promising advantages to such programs are their attention to individual abilities and needs; their focus on goals and objectives; their efficiency enhanced by the use of feedback; their emphasis upon a "field-centered" approach; and their features of program accountability.

"He has faith in himself and is not afraid to try new methods and techniques. He is not afraid to face the fact that what he tries sometimes does not succeed, that it is unworkable, and that a new approach must be worked out. He is quick to recognize both his successes and failures, and to profit from them."

(comments of a cooperating teacher)

Competencies in these programs should include the preparation necessary for developing a well-educated person who is knowledgeable in the subject area to be certified and who can work with pupils in ways that will promote learning. In other words, the programs mandate three components of preparation for the teacher as follows: general education, subject specialization and professional education.

For our purposes, the remainder of this chapter will concern itself with the latter of the three components. In a section to follow, specific subject matter competency sources will be listed.

PERSONAL COMPETENCIES IMPORTANT TO STUDENT TEACHERS¹

Many aspects of personality important to student teachers may be mentioned. However, there are six areas of competency which seem to have great importance in affecting the success or failure of students in student teaching. These may be described as follows:

Interest in Teaching

An individual's interest involves the nature of his purpose in life, the clarity of his plans for the future, his concern for educational problems, the relative emphasis he places upon professional obligations and personal affairs, and the attitude he exhibits toward teaching.

An individual who is genuinely interested in teaching will possess such personal traits as unselfishness, willingness to assume responsibility, interest in working with youth, and enthusiasm for his profession. He will be characterized by such behaviors as are stated below:

- He regularly looks for and seizes opportunities to learn about teaching and the varied activities of teachers.
- He rates personal satisfaction above financial gain.
- He has a deep-seated altruistic purpose in life.
- He regards teaching as a professional challenge, not merely as a means to a livelihood.
- He shows increasing ability to identify and analyze teaching problems.
- He continually offers to carry higher levels of responsibility.
- He seeks to broaden the scope of his professional experiences.
- He is anxious to help with activities outside of the regular school day.
- He already has clearly defined plans for a career in teaching.

Emotional Balance

The concept of emotional balance involves the mental health and general maturity of the individual. This includes a consideration of the presence or absence of psychoneurotic tendencies, the level of stability, and the way in which new or problematic situations are approached and handled. The presence or absence of such personal traits as poise, dependability, cooperativeness, open-mindedness, self-confidence, loyalty, self-control, stability, and sense of humor are involved. The following behavioral competencies indicate positive evidence of emotional balance:

- He adjusts well to new or unusual situations.
- He meets obligations promptly and efficiently.
- He exhibits maturity of thought and action.

¹ Adapted from unpublished materials produced at The Ohio State University and also from The Experience of Student Teaching by John W. Devor, (New York): The Macmillan Co., 1964, pp. 10-15.

- He exhibits no psychoneurotic tendencies or mannerisms.
- He meets problematic situations with independently planned courses of action.
- He acts with judgment appropriate to his level of maturity.
- He accepts criticisms without resentment, is willing to learn.
- He is able to see humor in situations involving himself as well as others.
- He assumes responsibility for the results of his own actions.

Ability to Attract, Interest, and Get Along with Others

An individual's ability to work effectively with students depends upon his genuine interest in them and his understanding of adolescents and their problems. He must be able to speak their language. Some skill in working with groups is important. Getting along with young people will be facilitated if the individual has such traits as personal magnetism, animation, resourcefulness, patience, fairness or impartiality, cheerfulness, and kindness.

"It seems apparent that she (the cooperating teacher) has too many things going on at once to keep it all going smoothly, even with the two of us working. When she screams for order I cringe and I feel embarrassed and sorry for the kids. For an experienced teacher I'm surprised that she'd let herself get into this situation."
 (journal entry of a student teacher)

One's skill in getting along with others will be evidenced by such behavior as:

- Conversing freely with students, promoting a friendly atmosphere.
- Securing the confidence, respect, and cooperation of the group.
- Adjusting readily to the age, grade, and ability level of the students.
- Being resourceful in helping a group or individuals plan and carry out regular work and creative activities.
- Having a generally neat and attractive appearance.
- Exhibiting no objectionable voice, speech, sight, or hearing deficiencies.
- Demonstrating acceptable patterns of speech and action.
- Showing leadership by contagious enthusiasm for the task at hand.
- Being consistent in dealing with problems of management and discipline, generally refraining from snap judgments, particularly in situations of emotional stress.

Skill in Human Relations with Peers and other Adults

An individual's skill in getting along with peers and other adults involves his ability to meet people graciously and enter easily into conversation

with them, a genuine interest in other people, respect for their opinions, willingness to compromise differences, and faith in the sincerity of one's fellow man. Significant personal traits are friendliness, politeness, courtesy, geniality, tact, sincerity, appreciativeness, and optimism.

Some suggested evidences of skill in relations with peers and adults are the following behavioral competencies:

- He looks for and expects to find good in other people.
- He tries to cooperate even under difficult circumstances.
- He appreciates assistance and suggestions from others.
- He demonstrates an ability to follow directions.
- He receives satisfaction from playing any role well, even though secondary in nature.
- He meets everyone easily and graciously.
- He respects opinions differing from his own and makes a genuine effort to compromise whenever possible, without violating personal convictions or beliefs.
- He gives appropriate credit to others when credit is due.
- He generally refrains from harsh or undue criticism of others.

Intellectual and Professional Energy

This concept involves the individual's vigor, the creativity of his imagination, his performance under pressure, his general level of accomplishment, and his ambition. Such personal traits as initiative, forcefulness, originality, perseverance, purposefulness, and zealously are involved here.

Some behavioral competencies of this concept are suggested below:

- He is able to stand up well under pressure.
- He is ambitious without being personally aggressive.
- He is challenged to extra effort by problems which are difficult or seem impossible of solution.
- He exhibits facility in proposing ideas or solutions.
- He shows ability to initiate and carry out proposed courses of action to solve problems.
- He is stimulated by everyday experiences and environment to independent investigation, study, and skill development.
- He sustains consistent effort to reach long-range objectives.
- He practices good health habits, is mentally and physically vigorous.

Breadth of Interests

An evaluation of an individual's breadth of interests involves a consideration of the scope of his school activities, community activities, work experiences, and leisure-time pursuits. The extent of the individual's participation, the level of leadership responsibility successfully undertaken, and the quality of judgment development are emphasized.

The individual with great breadth of interests will generally become more tolerant, observant, and sociable, and more understanding, resourceful, and sensitive to the needs and problems of individuals and society.

"Carol has shown a great deal of improvement since her first day of teaching. Being serious and reserved by nature, she finds it a bit difficult to relax and be at ease with her students on an individual basis. We're working together on this problem and I'm confident that it will be overcome shortly."

(comment of a cooperating teacher)

The following competencies indicate positive evidence of breadth of interests:

- He has occupied positions of leadership in several different groups or organizations.
- He receives genuine satisfaction from working with people.
- He shows interest in many different community activities and projects for social betterment.
- He seeks experience in all phases of the school and with a wide range of types of students.
- He is willing to try new activities and to accept challenging responsibilities.
- He enjoys the role of both participant and spectator in a wide variety of indoor and outdoor activities.
- He tends to reflect on the deeper significance and meaning of various experiences.
- He respects and attempts to understand people of other races, creeds, and colors.

"I never really 'hit it off' with my cooperating teacher. She never offers me any suggestions or constructive criticism. How can I open up a channel of communication with her?"

(journal entry of a student teacher)

Personal Appearance

Perhaps the best rule for student teachers to remember, with reference to personal appearance, is that they should consider themselves in the same light as if they were regular teachers in the school. Thus, they will wish to dress in a manner similar to the regular teachers.

GENERAL INSTRUCTIONAL COMPETENCIES: INSTRUCTIONAL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT¹

The effective student teacher:

1. Employs self-evaluation procedures to provide for individual feedback.
2. Perceives relationships between teacher behavior, pupil behavior, and learning.
3. Is aware of dependent and independent variables of the instructional setting.
4. Is aware of dependent and independent variables which influence the instructional performance and the professionalism of the teacher.
5. Is aware of dependent and independent variables which may influence the non-instructional behavior of the teacher.
6. Understands the concepts of role differentiation and the variety of staff utilization possibilities.
7. Exhibits the ability to contribute as a group member in cooperative planning and provides leadership in group situations whenever necessary.
8. Displays the ability to derive testable hypotheses from actual classroom events, problems, or issues.
9. Displays an ability to find and utilize resources, persons, and materials in instructional improvement and professional development.
10. Is able to communicate effectively with other staff members, administrators, consultants, resource people, parents, and laymen.
11. Is aware of professional organizations and the role of these in instructional improvement and development of the profession.
12. Utilizes observational techniques for assessment of program effects, achievement, pupil behavior, etc.

¹ Adapted from U.S.O.E. Teacher Education Models; Columbia University, Florida State University, University of Georgia, University of Massachusetts, Michigan State University, Northwest Regional Educational Laboratory, University of Pittsburgh, Syracuse University, and University of Toledo.

13. Has facility in computational and statistical skills necessary for organizing and analyzing data at the classroom level.
14. Displays control of instructional behavior (timing, showing enthusiasm, etc.).
15. Is able to write evaluative criteria and instructional objectives in accurate and specific terms.
16. Exhibits an ability to select appropriate evaluative techniques and instruments.
17. Displays a positive commitment toward life-long learning and systematic improvement as primary requirements for optimum teacher effectiveness and professional development.
18. Has a positive attitude toward self-evaluation, self-understanding, and the subsequent modification of instructional behavior.
19. Assumes a responsibility to the development of education as a profession outside of classroom or instructional duties.
20. Accepts evaluation and analysis of instructional performance by others.
21. Displays an openness to suggested alternate instructional behaviors from others.
22. Exhibits enthusiasm for new and innovative instructional methods and materials.
23. Inquires into the individual learning problems of children and the multiple problems of the classroom and instructional setting.
24. Experiments with the variables of instruction.

General Instructional Competencies: Psychological

The effective student teacher:

1. Is aware of the importance of the individuality of development.
2. Understands the use of norms in the interpretation of development.
3. Has at least a minimal understanding of the relationship of psychoanalytic theory and cognitive development.
4. Has at least a minimal understanding of the relationship of behavioristic theory and cognitive development.

5. Has at least a minimal understanding of the relationship between cognitive-field theory and cognitive development.
6. Has at least a minimal understanding of the relationship between social-personal theory and cognitive development.
7. Is aware of the importance in achieving a positive sense of self.
8. Is attuned to the effects of learning and behavior.
9. Is attuned to the relationships of language patterns and behavior.
10. Is attuned to the relationship between socio-economic influence and behavior.
11. Is attuned to the relationship between family influence and behavior.
12. Is attuned to the relationship between peer influence and behavior.
13. Is aware of the factors resulting in individual differences (e.g., sex, age, race, physical, intelligence and experience).
14. Has examined various approaches for studying human development.
15. Is aware of needs, motivations, experience, and view of self as determinants of behavior.
16. Is aware of the effects of reward and punishment, success and failure, praise and reproof, competition and cooperation, and individual goal-setting as factors in discipline and motivation.
17. Is aware of the effects of retention and transfer of training (remembering, forgetting, overlearning).
18. Is aware of the importance of problem-solving, meaning, and creativity and their development in the classroom.
19. Is constantly concerning himself with the implications of growth, development, and learning within the learning context.

General Instructional Competencies: Pedagogical

The effective student teacher:

1. Is cognizant of the effect of heredity and environment upon pupil achievement.
2. Employs techniques for developing pupil self-evaluation.
3. Employs methods for developing students as independent learners.

4. Is aware of the influence of communications media upon individuals and society.
5. Displays expertise in planning instructional programs.
6. Employs techniques for teacher-pupil planning.
7. Is able to organize and implement instructional sequences.
8. Is aware of the importance of early intellectual stimulation.
9. Keeps abreast of research on pupil interests.
10. Explores various methods for individualizing instruction.
11. Evaluates students on an individual basis.
12. Is aware of the group dynamics of the classroom.
13. Gives attention to developing positive classroom climates.
14. Displays an ability to direct group discussion.
15. Is skilled at employing problem-solving techniques.
16. Is aware of the social responsibility of the individual within society.
17. Concerns himself with proper pupil motivation.
18. Employs sociometric techniques.
19. Understands the decision-making process as it relates to teaching.
20. Employs techniques for providing learning experiences that will allow each pupil to meet with more success than failure.
21. Is aware of social norms vis-à-vis social behavior.
22. Uses techniques for incorporating current happenings into the instructional sequence.
23. Has established criteria for the selection of instructional material.
24. Promotes democratic living in the classroom.
25. Provides learning experiences that promote divergent as well as convergent thinking.
26. Recognizes social change and its relationship to the school program.

27. Understands classroom grouping procedures and techniques.
28. Comprehends the entire scope and sequence of the total instructional program.
29. Is able to prepare behavioral classroom objectives.
30. Establishes overall program objectives.
31. Is aware of and understands the role and nature of teacher's organizations.
32. Knows the rights and legal status of teachers.
33. Understands public school organization and line and staff relationships.
34. Understands the nature of teacher contracts, benefits, and tenure.
35. Is aware of and understands the grading and promotion practices of the specific school and the overall school district.
36. Knows the various community services that are available to students and schools.
37. Understands and satisfies attendance procedures, record keeping, inventories, and other reporting responsibilities.
38. Is aware of the theoretical and practical aspects of positive classroom management.
39. Is aware of the theoretical and practical aspects of maintaining proper pupil discipline under specified conditions.
40. Displays competency in parent-teacher and parent-teacher-pupil conference techniques.

General Instructional Competencies: Relative to Local Conditions

The effective student teacher:

1. Is aware of local factors which influence educational conditions in the school, local school district, community, county, and state.
2. Is conscious of cause-effect relationships between local factors and school conditions.
3. Searches for ways in which other teachers have approached and solved problems and issues related to local conditions.
4. Looks for alternative solutions to problems arising from local conditions.

5. Uses instructional materials designed for special applications.
6. Employs evaluative techniques for assessing the extent of influence which local factors have on school conditions.
7. Examines strategies for effecting change in local factors and conditions which influence school conditions.
8. Examines patterns of action research as a means of local solutions to problems.
9. Understands social and philosophical factors as they influence local conditions.
10. Seeks out community resources which apply toward the solution of problems related to local conditions.
11. Is able to adapt general instructional methods and materials to fit unique local conditions.
12. Uses locally prepared curriculum guides and materials.
13. Uses research findings which may bear on local school problems and conditions.
14. Is aware of unique local and state school policies, procedures and regulations.
15. Understands the local school and district educational philosophies and objectives.
16. Understands the importance of maintaining good public relations.
17. Displays an openness and accepts alternative solutions to problems arising from local conditions.
18. Displays a positive attitude toward change where improvement is likely to result.
19. Exhibits a positive attitude toward individual responsibility and initiative.

Chapter V

THE EVALUATION OF STUDENT TEACHING

How do we go about evaluating the effectiveness of a student teacher's performance? Perhaps we should begin by examining the meaning of the word "effective" within the context of the teaching field.

It seems that when we try to define an "effective" teacher -- from the perspectives of personal characteristics, teaching methods and interaction styles, and self and other concepts -- we encounter a number of generalizations based upon research studies.

Don Hamachek,¹ for example, synthesized a number of studies which included:

- Hart's study based upon the opinions of 3,725 high school seniors concerning best-liked and least-liked teachers.
- Witty and Bousfield's research dealing with high school and college level student opinion.
- Cogan and Reed's findings dealing with teacher characteristics vis-à-vis student creativity and scientific interest.
- Heil, Powell, and Fieffer's work dealing with the relationship between teacher and pupil personality combinations.
- Spaulding's findings regarding the self-concepts of elementary school children.
- Flander's findings dealing with classroom achievement and attitudes.
- Barr's discoveries relating teaching competencies with "unyielding" daily procedures.
- Stern's review of 34 studies which deal with aspects of non-directive instruction.
- Ryan's findings relating teacher competency with high and low emotional stability.
- Comb's citing of studies which reveal findings regarding the way good teachers see themselves.
- Ryan's reports of several studies which seem to be in agreement when it comes to sorting out the differences between how "good" and "poor" teachers view others.

¹ Don Hamachek, "Characteristics of Good Teachers and Implications for Teacher Education," The Phi Delta Kappan, Feb. 1969, pp. 341-5.

The studies just cited by Hart, Witty, and Cogan seem to emphasize the importance of a positive display of warmth, consideration, helpfulness, and humor. Thus, it appears that the combined commitment of the total personality of the teacher to the institution and student was of great significance in determining his effectiveness. It seemed that effective teachers appeared to be those who were "human" in the most positive sense of the term.

"I feel he expects too much of himself; he 'takes teaching too seriously'. If he can't take the minor embarrassments and disappointments more philosophically, he'll be old before his time."
 (comments of a cooperating teacher)

Research concerning teaching methods and interaction styles seem to reinforce the findings above, and also introduce a new dimension. According to Flander's research, the more successful teachers were better able to range along a continuum of various methods and styles as opposed to those who used a more rigid technique. This leads one to assume that this type of teacher has a more qualitative and comprehensive understanding of the true goals of education. Consequently, if the goals are properly viewed by the teacher and the interaction of the teacher with his pupils is positive and flexible, the teacher seems to function effectively.

Research describing self-perception (Combs) cites several studies which generally support one's feelings that good teachers perceive themselves to be good people. It appears essential that in order to perceive oneself as a good person, one must fully understand his series of roles and fulfill the demands placed upon him by these explicitly and implicitly defined responsibilities. In other words, role expectations are comprehensively understood and fulfilled by the more effective teacher.

Ryans reports a number of studies dealing with teacher effectiveness related to perceptions of others. His research implies that a positive view of the relationship of various personnel roles seems to have direct bearing upon a positive self-perception which, in combination with the other factors, indicates an effective teacher.

In answering the question, "What is an effective teacher?" a number of assessments must be made. When one tries to be too specific in outlining the characteristics of a good teacher, he runs the risk of having to categorize innumerable qualities. Therefore, it seems more beneficial to generalize in view of the research presented.

The effective teacher should try to be "himself" or "human" in the truest sense of the word. By doing so, he contributes the positive nature of his totality to the institution through his students. He should have a valid understanding of the goals of education and of the motivating factors operating within his students. He should interact qualitatively with his

colleagues and his students in achieving the goals of the institution. He must understand and fulfill his role and take on a positive view of the relationship of all roles operating within the school setting while attempting to achieve the objectives of education as the end result.

Evaluation

The student teacher should understand that the evaluation process is a continuous one and is usually based upon the following considerations:

1. Individual observation reports by the college supervisor.
2. Evaluation of the total experience by cooperating school personnel.
3. Evaluation of the total experience by the college supervisor.

"Whatever I do in the future I know it's going to have to involve children. They can really frustrate the hell out of me . . . yet, I want to come back for more. I really feel that I'm doing something to make their lives a bit better and they're doing the same for me."
 (journal entry of a student teacher)

The consideration of professional growth during the student teaching experience is extremely important and the cooperating teacher should encourage the student to strive for improvement during each day of his experience.

For illustrative purposes, a number of comments of cooperating teachers regarding their student teachers follow and they were gathered over a period of years by college supervisor Paul D. Leedy, writing in unpublished material.¹ They typify the diversity of favorable comments and indicated weaknesses common to the student teaching experience (not in any particular order) and should be of particular interest to cooperating teachers who have had relatively few student teachers.

Favorable Comments

- Excellent lesson plan and lesson preparation.
- Good discipline, class well-in-hand.
- Achieving good rapport with students.
- Details of lesson plan are good.
- Good evaluation of pupils' work.
- Regularly invites questions from students.
- Helps students to formulate problems that will challenge them beyond the scope of the lesson being taught.
- Regularly provides supplementary reading assignments.

¹ Adapted from John W. Devor, The Experience of Student Teaching (New York: The Macmillan Co., 1964), pp. 202-204.

- Inspires students to learn.
- Shows special interest in individual students.
- Constructs effective, thought-provoking questions and tests.
- Voice is forceful without being overpowering.
- Expresses thoughts forcefully and well.
- Is punctual, meets appointments on time.
- Is dependable, fulfills all obligations satisfactorily.
- Is cooperative, easy to work with.
- Excellent use of chalkboard, A.V. materials.
- Superb motivation of students.
- Takes criticism and suggestions well.
- Is well groomed, neat in appearance.
- Excellent speech habits and patterns.
- Spends much time in planning work.
- Gives extra time to students although it involves self-sacrifice on his part.
- Explanations are explicit and definite.
- Encourages constructive comments from students.
- Conducts well-ordered discussions.
- Time awareness is not apparent but always ends the class period exactly on time.

Weaknesses

- Difficulty in responding to questions and in giving clear and explicit answers to students.
- Weak in conducting discussions where all participate.
- Lesson planning is not mastered.
- Timing of the lesson is a problem; does not fit the lesson to the class time. Leaves loose ends.
- Amenities of written and spoken language need strengthening.
- Eye contact poor; continually looks at the ceiling or floor.
- Needs to be made aware of nervous mannerisms.
- Should try to bring all students into discussion.
- The class is not challenged to its fullest capacity.
- Irrelevant material interrupts the attention span of class.
- Stronger discipline needed at times.
- Needs to learn to adjust pace of teaching to the learning pace of the class.
- Corrects papers with too much haste, misses some errors. Needs to learn thoroughness.
- Assumes that all pupils understand when only a few understand.
- Uses an insufficient amount of drill material.
- Must strive to keep all interested while answering individual questions.
- Feels insecure because he does not know his subject matter thoroughly. His students sense this.
- Needs to be more forceful in handling less mature students.
- Needs to see that students take notes and do so neatly.
- Needs to refrain from using pet phrases.
- No enthusiasm, takes teaching as a chore.

- Needs to give more explicit instructions for assignments and homework; students do not know what to do or what is expected of them.
- Does not use the chalkboard or A.V. materials effectively.
- Does not enlist the students' cooperation; tells rather than teaches.
- Fails to show the grace, courtesy, and consideration which should be the mark of an educated person.
- Is absent without letting cooperating teacher know about the emergency.
- Is not open and "above board."
- Sits on desk, dangles feet, slumps and shows no zest for teaching.

Important considerations to be considered in the overall evaluation of a student teacher might be:

ADAPTABILITY--adjusts to new situations, feels at ease, responds to change of environment.

PUNCTUALITY--anticipates planning and organizational needs well in advance, thus needs not be confronted by deadlines; professional and businesslike in meeting conferences and appointments; responsible and self-reliant.

EMOTIONAL MATURITY--is stable, no apparent problems; achieves; knows self well; maintains equilibrium in face of difficult situations; at ease with pupils, colleagues and the public.

INITIATIVE--undertakes and completes task on own, self-starter, willing to try, extends self.

RESPONSE TO SUGGESTION--accepts and acts when given suggestions, wants to improve.

SPEECH--expresses ideas clearly and fluently; uses acceptable vocabulary; speaks with well-modulated voice, adequate volume, distinct enunciation.

RAPPORT WITH PUPILS--regards pupils as important individuals; earns respect through intellectual integrity and academic competence; responds to pupils with warmth, friendliness and humor.

UNDERSTANDING OF PUPIL NEEDS--sensitive to and anticipates needs of pupils; adapts methods to meet needed change; understands child growth and development; gives attention to individual differences.

DISCIPLINE--fair and kind; maintains standards of pupil conduct; develops the feeling of the individual's responsibility for his behavior.

CLASSROOM MANAGEMENT--is accurate, cares for routine matters, prepares reports, good administration in the classroom.

KNOWLEDGE OF SUBJECT MATTER--understands basic principles and concepts, understands content preceding and following particular level, has knowledge of resources and enrichment materials.

DAILY PLANNING--organizes to meet individual and group needs, follows a procedure in planning, well-organized and thorough, prepares materials and activities that give the pupil experience in applying principles and facts in new relationships.

LONG-RANGE PLANNING--understands goals of education, has appropriate goals for unit or subject area, relates specific aims to overall goals.

USE OF VARIED, EFFECTIVE TEACHING TECHNIQUES--understands how to use a number of teaching techniques, uses appropriate technique for the situation.

SKILL IN ASSIGNING AND MOTIVATING WORK--stimulates pupils to approach work enthusiastically, states directions clearly, has ability to select experiences which add interests, presents lessons in well-ordered sequence in which assignment fits naturally, prepares pupils to complete assignment successfully.

SKILL IN STIMULATING THOUGHT--thinks clearly and with depth, is receptive and flexible in recognizing sound thinking in pupils, asks penetrating, relevant, thought-provoking questions, holds standards appropriate to ability of individual learner; guides learning and provides necessary direction.

ABILITY TO EVALUATE PUPIL GROWTH--uses effective and efficient testing procedures to determine the learning taking place, uses information gained accurately.

SELF-EVALUATION--recognizes own successes and failures and the reasons for them, shows continuous pattern of personal growth, is concerned with quality of teaching, is objective about self-improvement.

An evaluation format that has both an objective and a subjective section might be helpful in the final determination of student teaching effectiveness. The objective portion, in the form of a checklist, uses the previously mentioned considerations in addition to providing space for the cooperating teacher to express a longer, more personalized and subjective evaluation. On the following pages is one of many possibilities you might consider using.

The cooperating teacher should view the experience of supervising a student teacher as a valid device for ensuring professional growth. The evaluation process, then, when being viewed as a learning experience on the part of the cooperating teacher, is a two-way street.

"As a disciplinarian, he has developed the skill of recognizing classroom activity and classroom disturbance. His classes are always controlled."
(comment of a cooperating teacher)

CHECKLIST

Student _____ Class _____ Degree _____

Assignment _____
 School System Major Grade(s) taught

	Ex.	Above Av.	Av.	Below Av.	Fail
Adaptability.					
Punctuality					
Emotional Maturity.					
Initiative.					
Response to Suggestions					
Speech.					
Rapport with Pupils					
Understanding of Pupil Needs.					
Discipline.					
Classroom Management.					
Knowledge of Subject Matter					
Daily Planning.					
Long-Range Planning					
Use of Varied, Effective Teaching Techniques.					
Skill in Assigning and Motivating Work.					
Skill in Stimulating Thought.					
Ability to Evaluate Pupil Growth.					
Self-Evaluation					
Overall Success as a Student Teacher.					

Written Recommendation

This space to be used for in-depth discussion of items on checklist and for personal observations that aptly describe the student teacher's potential as a prospective teacher.

By: _____

Title: _____

School: _____

Date: _____

As a device for gauging student teacher feedback, the cooperating teacher might wish to use the following series of questions at the completion of the student teaching exercise. Thus, the cooperating teacher will gain maximum benefit both as a supervisor and as a learner so that he might improve himself in any future role as a cooperating teacher.

Follow-up Questions

Please answer the following questions to the best of your ability. Be assured that your candid answers will be greatly appreciated and that I hope to improve myself in the role of a cooperating teacher as a result of your responses.

1. What was your concept of the student teaching experience before you had actually undertaken it yourself?
2. What are some of your feelings regarding student teaching now?
3. Has your concept of the teacher-pupil relationship changed since you began to student teach? If so, in what way(s)?
4. What has been the greatest surprise of a positive nature that has occurred since you began student teaching?
5. What were the conditions of the greatest setback that you have encountered since you began to student teach?
6. What kind of relationship did you have with your cooperating teacher?
7. Do you feel you were accorded the full stature of a teacher in your student teaching situation? If not, why?
8. Did your ideas regarding your ability to communicate with students warrant a change after you began student teaching?
9. What are some pitfalls, as you see them, with respect to a teacher-pupil relationship being too informal?
10. What are your feelings about modes of dress for student teachers? Should there be regulations in this regard?
11. What feelings do you have regarding the grooming of student teachers? (e.g., hair length, beards, side-burns, moustaches, etc.)
12. Did your prerequisite coursework in education prepare you for your student teaching experience? Explain.
13. What changes would you suggest be made to the present education program?
14. What are your feelings regarding the full-time student teaching program?

15. What is the average amount of time you spend in preparing a lesson?
16. How do you perceive yourself in the role of a teacher?
17. How do your students perceive you in the role of their teacher? Have they accepted you?
18. Is your authority as the teacher sometimes usurped (consciously or unconsciously) by your cooperating teacher?
19. Have you had any discipline problems? If so, how did you cope with them? What were their causes?
20. Have you had an opportunity to meet the school principal, vice-principal, or guidance counselors? What were your impressions?
21. Are you getting meaningful evaluations and suggestions from your cooperating teacher?
22. Do you consider your cooperating teacher to be a good teacher?

"Don encountered many self-imposed difficulties dealing primarily with his felt uncertainty and his questionable attitude about the teaching profession as his future career. We've had many long and candid discussions about improving his performance and we're really beginning to make headway. I can see a marked improvement in the attitude of his classes. This is the key to our success as a team."
(comment of a cooperating teacher)

Chapter VI

ENCOURAGING PROFESSIONAL IDEALS IN THE STUDENT TEACHER

Most colleges include in their teacher training programs a policy statement to the effect that the privilege of participating in the student teaching program is made possible by the courtesy and cooperation of many school officials and teachers in the public and private schools. It is arranged for the student who has demonstrated his eligibility according to the requirements of an approved,

prescribed curriculum. In return for this opportunity, the college and the public schools expect him to put forth his best efforts to the end that the pupils with whom he works may have the best possible learning experiences. It is only as the student teacher realizes his responsibility to the cooperating school and the importance of his being a favorable representative of his college that he can receive the greatest benefit from his student teaching experience. The following will serve to reinforce this feeling.

A Teacher's Creed

We have chosen to teach. We have, of our own free will, assumed the responsibility of nurturing and bringing to fruition our most precious commodity. . .our children. Regardless of the focus of our endeavors, whether pre-primary or graduate school, we have tacitly accepted the charge of promulgating the democratic ideal; insuring the maintenance of scholarly integrity; fostering the pursuit of academic truth and justice; and humanistically applying knowledge through technology.

As a result of getting too close to our work we sometimes find ourselves bogged down in the minutiae of an ongoing enterprise. At such times our goals become displaced by brushfire crises and our energies are sapped by the details inherent to our profession.

In an attempt to provide something of an instant renewal of purpose during these periods I have tried to present a number of points which will, hopefully, foster introspection in a qualitative manner.

Here are some thoughts to keep in mind on those "less than enjoyable" days.

- I must remember to be consistent. If I am not, my students will become confused. This confusion will give rise to anxieties and subsequent hostilities. We all like to know what's expected of us. . .my students are no exception.
- I must try to avoid being provoked. Sometimes, people say or do things merely to test the limits of acceptable behaviors. My students are people too.
- I must not perform tasks which my students are able to do for themselves. They need the confidence of self-reliance and become insecure when overly dependent upon me.
- Sometimes it's better to avoid my students' bad habits. Over-emphasis on such problems may be an attention-getting device which I may not want to encourage.

- I should always try to be aware of the peer-group norms operating within my classes. Many times I can get more "mileage" by talking privately with a student than by trying to change his behavior while the rest of the class is listening or watching.
- As a teacher I may be prone to preaching and may tend to belabor moral points. I should remember that my students know the difference between right and wrong most of the time and that my preaching only turns them off.
- I must be careful to avoid leading my students to feel that their mistakes are sins. We all have a right to be wrong and the difference between non-success and failure can mean the difference between dignity and hopelessness.
- There seems to be a direct relationship between my nagging and my students' hearing. As my nagging increases, so do my students' hearing deficiencies.
- My students learn best by doing. Even though their experiments try my patience I must remember to nurture their curiosity rather than stifle it.

"I think he is prone to teach 'over the heads' of the students. It would be very hard not to, I might add! He is aware of this and has made conspicuous efforts to remedy it. The grim reality of trying to interest and motivate such an apathetic collection of non-students has to be actually experienced to be believed. It's been an eye-opener for him."

(comments of a cooperating teacher)

- If I want my students to experiment, I must not try to protect them from the consequences of their actions.
- It's easy to put off a question I can't answer. 'Too easy. It's better to admit my ignorance; for, seeking knowledge together establishes a bond between a teacher and his students. If I put down a question by using a sarcastic answer, soon no one will be asking any questions.
- If I am treated unjustly I expect an apology. My students do, too. It is not beneath my dignity to admit my mistakes and it can, in fact, strengthen the bond between us.
- I should not try to be infallible in the eyes of my students. It makes it more difficult for them to live up to my expectations, and it makes it more difficult for them to live with their own self-concepts.

Students are people. As such they are subject to the same needs, drives, emotions, fears, and frustrations as we are.

It wasn't so long ago that we were students, and it's surprisingly easy to remember how we felt when our teachers seemed omnipotent and expected us to live up to their models.

We should try to remember more often how we felt. . .

"I can't tell you how much I love these children. Part of it is an ego thing; they make me feel needed. But part of it is because I have a lot inside me that I want to share and they're always there open-handed. Through them I've learned a lot about myself."
 (journal entry of a student teacher)

Professional Ethics for a Teacher

The National Education Association Commission on Teacher Education and Professional Standards has made the following observation which should be discussed by the cooperating teacher and the student teacher.

"Ethical conduct is an earmark of a profession. A professional teacher does not apply for a position already filled, offer to work for a salary less than that which is scheduled, or ask that he be made an exception to the salary schedule. Neither does an ethical employing official offer to make an exception in order to hire a desired candidate.

Ethical behavior involves more than an automatic adherence to a list of "do's" and "don'ts." It demands constant self-evaluation of one's conduct with some frame of reference in mind."

At the N.E.A. Representative Assembly in Detroit, Michigan, July, 1963, the following Code of Ethics of the Education Profession was adopted. Since that time, the various State Associations, all of whom have been affiliated with the N.E.A., have endeavored to accept this national code in place of separate state codes. The code is worthy of review by anybody working with student teachers and by the student teachers themselves.

Code of Ethics for the Teaching Profession

Preamble

We, professional educators of the United States of America, affirm our belief in the worth and dignity of man. We recognize the supreme importance of the pursuit of truth, the encouragement of scholarship,

and the promotion of democratic citizenship. We regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. We affirm and accept our responsibility to practice our profession according to the highest ethical standards.

We acknowledge the magnitude of the profession we have chosen, and engage ourselves, individually and collectively, to judge our colleagues and to be judged by them in accordance with the applicable provisions of this Code.

Principle I

Commitment to the Student

We measure success by the progress of each student toward achievement of his maximum potential. We therefore work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions especially the home.

1. Deal justly and considerately with each student.
2. Encourage the student to study varying points of view and respect his right to form his own judgement.
3. Withhold confidential information about a student or his home unless we deem that its release serves professional purposes, benefits the student, or is required by law.
4. Make discreet use of available information about the student.
5. Conduct conferences with or concerning students in appropriate place and manner.
6. Refrain from commenting unprofessionally about a student or his home.
7. Avoid exploiting our professional relationship with any student.
8. Tutor only in accordance with officially approved policies.
9. Inform appropriate individuals and agencies of the student's educational needs and assist in providing an understanding of his educational experiences.
10. Seek constantly to improve learning facilities and opportunities.

Principle II

Commitment to the Community

We believe that patriotism in its highest form requires dedication to the principles of our democratic heritage. We share with all other citizens the responsibility for the development of sound public policy. As educators, we are now particularly accountable for participating in the development of educational programs and policies and for interpreting them to the public.

In fulfilling our obligations to the community, we. . .

1. Share the responsibility of the improving of the educational opportunities for all.
2. Recognize that each educational institution may have a person authorized to interpret its official policies.
3. Acknowledge the right and responsibility of the public to participate in the formulation of educational policy.
4. Evaluate through appropriate professional procedures conditions within a district or institution of learning, make known serious deficiencies, and take any action deemed necessary and proper.
5. Use educational facilities for intended purposes consistent with applicable policy, law, and regulation.
6. Assume full political citizenship responsibilities, but refrain from exploiting the institutional privileges of our professional positions to promote political candidates or partisan activities.
7. Protect the educational program against undesirable infringement.

Principle III

Commitment to the Profession

We believe that the quality of the services of the education profession directly influences the future of the nation and its citizens. We therefore exert every effort to raise educational standards, to improve our service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, we contribute actively to the support, planning, and programs of our professional organizations.

In fulfilling our obligations to the profession, we. . .

1. Recognize that a profession must accept responsibility for the conduct of its members and understand that our own conduct may be regarded as representative.
2. Participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education.
3. Cooperate in the selective recruitment of prospective teachers and in the orientation of student teachers, interns, and those colleagues new to their positions.
4. Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities, and support them when unjustly accused or mistreated.
5. Refrain from assigning professional duties to nonprofessional personnel when such assignment is not in best interest of the student.
6. Provide, upon request, a statement of specific reason for administrative recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

7. Refrain from exerting undue influences based on the authority of our positions in the determination of professional decisions by colleagues.
8. Keep the trust under which confidential information is exchanged.
9. Make appropriate use of time granted for professional purposes.
10. Interpret and use the writings of others and the findings of educational research with intellectual honesty.
11. Maintain our integrity when dissenting by basing our public criticism of education on valid assumptions as established by careful evaluation of facts or hypotheses.
12. Represent honestly our professional qualifications and identify ourselves only with reputable educational institutions.
13. Respond accurately to requests for evaluations of colleagues seeking professional positions.
14. Provide applicants seeking information about a position with an honest description of the assignment, the conditions of work, and related matter.

Principle IV

Commitment to Professional Employment Practices

We regard the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. Sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfilling our obligations to professional employment practices, we . . .

1. Apply for or offer a position on the basis of professional and legal qualifications.
2. Apply for a specific position only when it is known to be vacant and refrain from such practices as underbidding or commenting adversely about other candidates.
3. Fill no vacancy except where the terms, conditions, policies, and practices permit the exercise of our professional judgment and skill, and where a climate conducive to professional service exists.
4. Adhere to the conditions of a contract or to the terms of an appointment until either has been terminated legally or by mutual consent.
5. Give prompt notice of any change in availability of service, in status of applications, or in change of position.
6. Conduct professional business through the recognized educational and professional channels.
7. Accept no gratuities or gifts of significance that might influence our judgment in the exercise of our professional duties.
8. Engage in no outside employment that will impair the effectiveness of our professional service and permit no commercial exploitation of our professional position.

The overriding task of the cooperating teacher at first glance is deceptively simplistic. It is seen as the development of teachers who will function at the highest possible level of competency in institutions which are devoted to the education of our children.

The obvious scope of this goal and the accountability which the beginning teacher assumes when he accepts the responsibility for the development of our most precious commodity only serve to emphasize the importance of each person involved in the student teachers' self-actualization.

Therefore, those of us who have chosen to take part in this task are morally obliged to pursue this goal with the utmost expediency and principle.