

1965

A Production of Color Slides and Accompanying Tape-Recorded Script of the Student Teaching Program of Central Washington State College as Depicted Through the Experiences of a Student Teacher in the Yakima Student Teaching Center

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A PRODUCTION OF COLOR SLIDES AND ACCOMPANYING TAPE-
RECORDED SCRIPT OF THE STUDENT TEACHING PROGRAM
OF CENTRAL WASHINGTON STATE COLLEGE AS DEPICTED THROUGH
THE EXPERIENCES OF A STUDENT TEACHER IN THE
YAKIMA STUDENT TEACHING CENTER

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

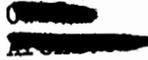
In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Elizabeth Moore

June 1965

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SPECIAL
COLLECTION



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ACKNOWLEDGMENTS

To those in the Yakima Student Teaching Center who willingly cooperated and actively took part in the production of this educational slide series.

To co-workers and student teachers who made themselves available as subjects in setting selected by the producer.

To Mrs. Anne Johnson, who so graciously gave her interest, guidance, time, suggestions and constructive criticism; to Mr. Leo Durkee, who photographed the series and to Mr. James Fletcher who narrated the script.

To my husband, whose wholehearted cooperation and assistance made this project a reality.

Dedication

It is with a feeling of deep humility and unending gratitude that I humbly dedicate this to the memory of my father, Lester V. Smith. To all who sought him he gave generously of his wisdom and knowledge, willingly sharing his understanding. He offered a guiding hand to those who might profit from his philosophy.

"Educators ought to know better than their pupils what education is. If educators do not, they have wasted their lives. The art of teaching consists in large part of interesting people in things that ought to interest them, but do not. The task of educators is to discover what an education is and then to invent the methods of interesting their students in it."

Robert M. Hutchins

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement Of The Problem	2
Importance Of The Study	3
Limitations Of The Study	4
Organization Of The Thesis	5
Methods And Procedures	5
Definition Of Terms	6
II. SLIDES AND SCRIPT	9
Introduction	9
Introductory Slides in Series	10
Setting and Script of Slide Series	12
III. SUMMARY AND CONCLUSIONS	44
BIBLIOGRAPHY	45

CHAPTER I

INTRODUCTION

The primary purpose of this production is to provide a means of communication to promote understanding of the Central Washington State College student-teaching program in an off-campus student-teaching laboratory experience. It is the intent of the producer to create an audio-visual aid which would provide a common frame of reference and enable viewers to gain general concepts and perceptions of the activities and responsibilities of the student teacher while enrolled in an off-campus laboratory student-teaching center.

The primary purposes of the student teaching program are to learn to teach through active participation, to be alert to what constitutes a good program, and to develop skills in planning, organizing, executing learning activities, all of which provide good learning experiences for the student. This production illustrates and explains settings of this nature.

The slide series is not intended to focus on specific curricular areas or instructional programs; rather it is organized to help interested persons become aware of how the student teacher assumes his role in the public school and the community during the student-teaching experience. Emphasis is placed on the importance of planning, participating,

evaluating, and generalizing from those experiences which promote growth and development of the student-teacher and have a realistic and lasting significance.

Further, the slide series is organized in a sequence intended to present an overview of the student teaching laboratory experiences. It is not intended to set a stereotype pattern for guiding all student teachers. It is, however, intended: to stimulate others in teacher education; to develop original and creative supervisory techniques; to provide a broad and deep perception of experiences which can be made available to student-teachers in the teacher training program; and to provide a common activity from which the viewer will learn new meaning and gain broad and clear concepts of the student teaching program of Central Washington State College.

I. STATEMENT OF THE PROBLEM

Persons directly or indirectly involved in the student-teaching program do not always have a clear concept of the student teacher's personal and professional opportunities and obligations in the public school and in the community of an off-campus student-teaching center.

The student-teaching program should be developmental in sequence, set learning through its continuity, and show relationships through its integration of experiences. These experiences should have both a longitudinal effect, long range and enriching, and a horizontal effect, short term, varied, and related.

Prospective student-teachers need to be aware of the responsibilities to be assumed. A variety of activities should be made available to the student teachers and the student teacher should be aware of and take advantage of the activities available to him. Administrators, supervising teachers, and college supervisors should provide broad and varied experiences within the cooperating school, the cooperating student-teaching center, and within the community. Lay persons should fully understand the student-teaching program in their community.

A description of the types of student-teaching experiences necessary in answering these needs has not heretofore been compiled. It is the purpose of this thesis to provide such a description.

II. IMPORTANCE OF THE STUDY

Research reveals no production as provided by this project and indicates a lack of criteria for the organization of a student-teacher's total experience. In view of these facts, this slide series is designed to:

- assist student teachers in their orientation to this formal laboratory experience.
- provide a means of promoting good public relations and an understanding of the student teachers role in the public schools to lay persons.
- assist in introducing student teachers to their prospective activities and responsibilities.

- provide an interpretation of the intellectual and cultural worth of the Central Washington State College student-teaching program to school personnel in establishing prospective off-campus student-teaching centers.
- facilitate the teaching process during student-teaching.
- assist classroom supervising-teachers in providing broad and varied laboratory experiences for the student teacher.
- assist cooperating school administrators, supervising teachers, college supervisors, and student teachers in identifying their role when assuming responsibilities in the student-teaching program.
- depict the important roles of those involved in the program and their relationship to one another.
- provide discussion media for the viewer.

III. LIMITATIONS OF THE STUDY

Central Washington State College has developed ten off-campus student-teaching centers located throughout the state of Washington. These are established at Bellevue, Cashmere, Eastmont, Kirkland, Kittitas, Wenatchee, West Valley, Vancouver, Highline, and Yakima. This production is limited to the student-teaching center established in Yakima.

For purposes of continuity, clarity, and interest the study relates the experience of one student with one supervising teacher, one college supervisor, and one institution thereby illustrating a total student-teaching experience.

IV. ORGANIZATION OF THE THESIS

The remainder of Chapter One includes methods and procedures used in compiling the thesis and a definition of terms used. Chapter Two is devoted to a description of the setting of the slides and a script of the narration of the tape recording. A summary with conclusions comprises Chapter Three.

V. METHODS AND PROCEDURES

Verbal arrangements were made with the Yakima Public School District administrators granting permission for the use of the physical settings and school personnel in the slide series.

A student-teacher activities calendar was developed, prior to student-teacher registration, listing the professional meetings, school activities, and community events available to the student teacher.

The limitations of the study indicate the basis for the selection of experiences to be depicted in the slides. These experiences were sequentially organized and used as a guide for the taking of pictures. The pictures were taken in settings selected by the Central Washington State College Supervisor in the Yakima Student-Teaching Center.

A script was written explaining activities illustrated in the slide series.

A tape recorded narration was coordinated with the slide series for audio-visual use.

VI. DEFINITION OF TERMS

Because of the differences in terminology used in teacher education, terms that are used extensively in this production will be defined. Several terms may be used interchangeably in that the usage varies with the locality.

The definitions and explanations given below are in accordance with those agreed upon by the Association for Student Teaching and listed in the Thirty-Eighth Yearbook of the Association (2).

Supervising Teacher. One who teaches children or youth and who also supervises student teaching and/or other professional experiences.

- a. Cooperating school supervising teacher: One who performs the responsibilities of a supervising teacher in a cooperating school.

Student-Teaching Center. A public school district which has entered into a contract with the college indicating that they will make available their facilities and share responsibility in providing direct experiences for the pre-service education of teachers.

Cooperating School. A school which is not controlled or supported by the college but which does provide facilities for professional laboratory experiences in a teacher-education program.

Student-Teaching Program. The program of professional laboratory experiences provided in connection with the course which is commonly called, "Student-Teaching." This program includes all observation, participation and actual teaching involved in such a course. (Education 442, Central Washington State College)

Off-Campus School. (see definition of cooperating school.)

Student-Teaching. The period of guided teaching during which the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks.

Professional Laboratory Experiences. All those contacts with children, youth, and adults in the school and community (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.

Participation. Those experiences of the college student in which he is assisted and working with the regular classroom teacher in teaching activities. This is a part of pre-student teaching and student teaching.

Directed Observation. All professional observations which have been planned, supervised, and evaluated (referred to as "observation" in this production).

College Supervisor.

- a. College or university supervisor of student teaching; the college representative who is responsible for supervising a student teacher and/or a group of student teachers.
- b. Off-campus supervisor of student teaching: The college representative who is responsible for supervising student teachers in off-campus student teaching centers.
- c. Resident supervisor of student teaching: The college representative, who like the student teachers, is assigned to live in the community in which the student teaching center is located and is responsible to the college for supervising the student teaching experiences in that center. (referred to as "College Supervisor" in this production)

Student Teaching Experiences. All of the professional laboratory experiences provided for the prospective teacher in connection with the student teaching program (1:6).

Student-Teacher. Hereafter referred to as student. The individual who is assigned to a certain school to carry on the work of student teaching under the direction of a master teacher who is employed by the school system (1:6).

Student-Teaching Seminar. Education 445, a course which will be taken in conjunction with Education 442, Student Teaching, for the purpose of analyzing methods and materials for immediate use in the student-teaching situation. The class meets once a week for a period of two hours (Student-Teaching Seminar will be referred to as Seminar in this production) (3:183) Central Washington State College Catalog.

Pupils. Children in the classroom.

CHAPTER II

SLIDES AND SCRIPT

INTRODUCTION

For purposes of continuity, clarity and interest, the following description of the slide series and script of the accompanying tape recording relates to the experiences of one student, one supervising teacher, one college supervisor, and one institution. It illustrates and explains a total student-teaching experience for this individual.

The experiences selected are in sequence as they occurred during one college quarter. Experiences were not limited to classroom activities but include extracurricular and community activities that enable the student-teacher to assume her professional role within the framework of the community.

INTRODUCTORY SLIDES
IN
SERIES

Slide

1. STUDENT TEACHING
EXPERIENCES
AND
RESPONSIBILITIES
-

2. PRESENTED BY
CENTRAL WASHINGTON STATE COLLEGE
DEPARTMENT OF EDUCATION
1965

3.

ACKNOWLEDGMENTS
TO THE YAKIMA PUBLIC SCHOOL ADMINISTRATORS
TEACHERS AND PUPILS

4.

NARRATION BY
JAMES G. FLETCHER

5.

SCRIPT AND DIRECTION BY
ELIZABETH MOORE

6.

PHOTOGRAPHY BY
LEO DURKEE

7.

SETTING
THE YAKIMA STUDENT TEACHING CENTER
MAINLY
WASHINGTON JUNIOR HIGH SCHOOL

SETTING AND SCRIPT OF SLIDE SERIES

Setting

8.- (Statement purpose of filmstrip) A close up picture of the student to familiarize and introduce the student to the viewers.

9.- Students looking up information in the college library about the student teaching center in which they have been assigned for student-teaching laboratory experience.

Script

For purposes of continuity, clarity, and interest this slide series depicts experiences related to this student, her supervising teacher, her college supervisor, one institution, and her cooperating school, thereby, illustrating and explaining a total student teaching experience.

Enthusiastic prospective students are obtaining knowledge of the community in which they have been assigned for off-campus student teaching.

Prior to registration this information enables the students to make professional and favorable impressions upon their first contact in the community and to establish a favorable rapport, hence providing insight, confidence and poise.

- 10.- Students sitting around a table in the college library reading the history of the Yakima Valley. Students who evidence an interest in the community soon become a part of its activities. The student can play a major role in promoting good school - community - college relationships.
- 11.- Introductions are being made at student-teacher registration in the board room of the Yakima Student Teaching Center. A friendly informal atmosphere is provided for the students during their first contact with the college supervisors in the Yakima Student Teaching Center.
- 12.- Student-teachers' registration in the board room of the Yakima Student Teaching Center. College supervisors are working with the students. During this registration meeting the college supervisors enhance the student's awareness of the purpose and nature of the student teaching program.
- 13.- Student teachers registration in the board room of the Yakima Student Teaching Center. College supervisors are working with the students. Through this personal contact an understanding of the experiences they are about to encounter relieves the student of many anxieties that

13.- (Continued)

are typical of the beginning student teacher and encourages them to become active participants in the program.

14.- An orientation to the center is provided by the Yakima School Administrative staff.

Following a coffee break, the Yakima Public School Administrative staff, special service personnel, and the students are introduced. Through this orientation the students are encouraged to utilize all of the services provided by the school district.

15.- Students meeting the cooperating school's principal at student teacher orientation meeting.

Before reporting to the cooperating schools, the students are introduced to their respective principals by their supervisor. Through this meeting an atmosphere of acceptance is created.

16.- Cooperating school principal provides the students with an orientation of school regulations. Principal and students standing at counter in the cooperating schools office.

Once at the cooperating school, the students are quick to recognize that they are considered members of the faculty, and their

16.- (Continued)

relationship with the school and community must conform to that of the professional staff.

An orientation to school regulations and policies followed by a tour of plant facilities enable the students to work freely and effectively in their new environment.

17.- The principal introduces student teacher to her supervising teacher. Introduction is made at the classroom door.

The carefully selected supervising teacher gives much time, energy, and patience in guiding the growth and development of the student by creating an environment which provides quality experiences. A warm, friendly welcome puts the student at ease.

18.- The supervising teacher takes her student to lunch as a guest where she is introduced to other faculty members

Being identified with the faculty of the cooperating school carries rewarding privileges and responsibilities.

18.- (Continued)

To the student, acceptance is evident as introductions are continued during lunch.

19.- The supervising teacher shows her student the desk that has been provided for her in the assigned classroom.

Organization is important in the student-teaching experience. A desk is provided in this classroom, a place of her own, where the student may keep her materials and work independently.

She has assumed the role of a teacher.

20.- The student being introduced to the pupils in her assigned classroom by her supervising teacher.

The student is introduced. There is no doubt that she is, indeed, a teacher.

A climate has been established by the supervising teacher and the pupils are quick to accept the student.

Privileged are the pupils in any classroom who are under the guidance of two competent people.

21.- The student observing the supervising teacher in the classroom.

The student, during a period of observing an experienced teacher, maintains her individuality. These observations are designed to aid the student in analyzing the experienced teacher's approach to classroom instruction and management, and to aid the student in obtaining an overall view of the entire classroom atmosphere.

22.- The student teachers being introduced by the principal at a faculty meeting.

As they are introduced by their principal, the student teachers are given a cordial welcome at the cooperating school's faculty meeting.

23.- The supervising teacher and college supervisor in a two-way conference.

Frequent two and three way conferences facilitate communication and understanding.

The college supervisor and supervising teacher take a personal interest in the student's needs and long range growth.

23.- (Continued)

Both the supervising teacher and the student recognize that the college supervisor's concerns enhance the efforts of the student.

24.- A three way conference including the student, the supervising teacher and the college supervisor in an informal setting.

This three way conference consists of; the student, the supervising teacher and the college supervisor, who cooperatively discuss every facet of the student's program. It is essential that this program be highly individualized while remaining flexible, for it should change, it will change, and it does change as the needs of this student become evident.

25.- The student making detailed observation in assigned classrooms.

In her assigned classroom, the student begins with intensive observations.

Through these observations, she soon realizes the challenge and responsibilities of teaching.

25.- (Continued)

Guidelines include, but are not limited to:

- 1) teaching methods and materials
- 2) classroom procedures and management
- 3) teacher - pupil rapport
- 4) teacher - pupil planning, and,
- 5) identifying pupils and developing an awareness of their particular needs and interests

26.- Student and supervising teacher at desk cooperatively checking pupils work.

Through cooperative efforts the student and her supervising teacher evaluate their pupils written work. From this the student familiarizes herself with the grading system, learns how data is recorded, and discusses how this information may be used in subsequent assignments and in parent communications.

Careful analysis of the pupil's work can be interesting and revealing. The supervising teacher is discussing pupil's needs, interests and abilities with her student.

27.- The student observing and assisting in the classroom.

Fears, doubts, and uncertainties tend to be lessened as the student assists the supervising teacher in directed study.

28.- Informal conference of student and supervising teacher going over observations made in class

Observations without follow up conferences are limited in utility. Optimum value is obtained through discussion and clarification of all phases of every day's events.

29.- The supervising teacher explaining to the student what materials and curriculum has been covered to this point.

A prerequisite to the development of any unit is a basic understanding of the curriculum.

Explanations concerning areas covered to date and the total curriculum facilitates cooperative planning and continuity. Insofar as feasible, the student selects areas of her choice; thus the supervising teacher provides every possible advantage in promoting teaching competency.

30.- The student assisting the supervising teacher with attendance in the classroom.

Routine classroom activities for the student provide a gradual introduction to teaching responsibilities.

The alert student anticipates opportunities to assist with these routine procedures.

31.- The student assisting the supervising teacher with attendance in the classroom.

Taking role familiarizes the student with pupil identification; it provides the student with an opportunity to appear before her classes for the first time.

32.- Supervising teacher and student getting in the car anticipating a tour of the community.

An effective student teaching program is both developmental and exploratory.

Knowledge of the school and its community is necessary to provide insight and understanding of the needs and interests of the pupils.

A tour of the community, provided by the supervising teacher, acquaints the student with some of this basic information.

33.- Student and pupils in the assigned classroom arrange a bulletin board.

The classroom is a pleasant place where the student and the pupils work together constructing a bulletin board.

The value of initiative and resourcefulness cannot be over-emphasized.

34.- The student assisting individuals in her assigned classroom.

Student must become actively engaged with pupils in problem solving, recreation, planning, working, and evaluating. The involvement for the beginner may be instigated through such responsibilities as individual assistance before, during, and after school.

35.- The student working with pupils in her assigned classroom.

Teaching responsibilities are gradually assumed.

By being absent from the classroom for a short period of time, the supervising teacher creates a situation that gives the student an opportunity to be alone with a

35.- (Continued)

class, and, continue an activity already established by the supervising teacher.

The brief encounter with teacher responsibilities helps the student to establish herself.

36.- The student and supervising teacher working with ninth grade class officers in planning a social activity.

The student experiences include part, and/or all, of the supervising teacher's curricular and extra curricular activities.

This student is given ample opportunity to adjust to an informal pupil-teacher freshman class executive board meeting. As plans progress she is given additional responsibilities in the organization and preparation that are vitally necessary to the success of extra curricular pupil activities.

37.- The student teacher assumes "bit" teaching activities.

Before assuming the responsibility of teaching for a full class period, the student is given the opportunity to assume "bit" teaching activities; giving an assignment, introducing a phase of the lesson, giving a short demonstration and beginning and/or closing the class.

38.- The student teacher assumes "bit" teaching activities.

Fears are alleviated as this student assumes the responsibility for a short introduction to the supervising teacher's lesson.

Through coordination, the student smoothly transfers the leadership of the class back to the supervising teacher.

39.- The student and her supervising teacher going over detailed lesson plans in their classrooms.

Insight into successful teaching is obtained through the ability to plan and guide worthwhile learning experiences. Every

39.- (Continued)

hour a teacher is in the classroom things happen that are not anticipated. Through careful planning and organization, the student gains self confidence.

The student and her supervising teacher carefully analyze every detail in the student's first lesson plan.

40.- Student teacher and supervising teacher in classroom going over lesson-plan charts.

The formulation of objectives and purposes is an integral part of this planning process.

Together, the student and her supervising teacher review content to be covered in the lesson. They determine what the objectives are before deciding how their pupils will achieve them.

Enthusiastically going over her plans, the supervising teacher is reinforcing her student's ideas.

- 41.- The student teacher and her supervising teacher going over materials. How best to approach the content and objectives of this lesson is carefully discussed with the supervising teacher, as well as the college supervisor.
- 42.- The student teacher and her supervising teacher going over materials. Methods, procedures, and materials, in great variety, are considered before final plans are made.
- 43.- The student and her supervising teacher going over text in the classroom. Materials for supplementary work in the lesson. Anticipating needs and acquiring a variety of instructional materials provides supplementary learning experiences to meet individual needs and interests of her class.
- 44.- The student instructing the entire class. Full responsibility. This student has been given freedom to use her own ideas, freedom to choose, freedom to initiate, and freedom to follow through with her planning.
- Through this freedom, talent, and enthusiasm, her readiness to teach is developed.

44.- (Continued)

She is developing her own procedures, timing, plans, and methods.

The supervising teacher reinforces her student's ideas.

45.- Student teaching with supervising teacher observing.

Learning is taking place for both pupils and student as she executes another lesson. She has not overlooked the possibility that her students' needs and interests require flexible planning. Her supervising teacher remains in the classroom observing the procedures used, assisting and encouraging as the need may arise.

46.- The student teacher and her supervisor observing and visiting with students in the hall.

Informal contacts with pupils between classes and after school, give the student insight into pupil responsibilities and conduct outside of the classroom.

47.- College supervisor observing the student teacher in the assigned classroom.

Frequent observations are made by the college supervisor.

Through observation and analysis of the lesson the college supervisor is prepared to conduct a worthwhile conference with the student, discussing the learning experience.

48.- A two-way conference between the student and her college supervisor. And follow-up lesson.

Through council with her college supervisor the student is encouraged to evaluate critically her work in the classroom.

49.- A two-way conference between the student and her college supervisor. And follow-up lesson.

Suggestions and ideas are fully discussed and applied to the lesson following.

50.- Student teacher's first seminar held in the Washington Junior High faculty cafeteria. Seminar Special Services Center.

An integral and valuable experience accompanying student teaching is the weekly two-hour seminar.

These group conferences are planned with the students to ensure maximum benefit in supplementing,

50.- (Continued)

coordinating, and enriching the students classroom experiences.

51.- Student teachers first seminar held in the Washington Junior High faculty cafeteria. Seminar Special Services Center.

The purposes of these seminars are to encourage and stimulate critical thinking, to broaden concepts of teaching, to discuss materials and philosophy, to broaden the view of the total educational program, to analyze and evaluate student's school and community activities, and to make available to the students observations in the school and community special service centers.

52.- A panel discussion given by the executive board of the Y.E.A. in the Franklin Junior High Cafeteria to a combined elementary and secondary student teacher Seminar.

The Yakima Education Association executive board presents an interesting panel discussion explaining the purpose, goals, and benefits of the professional organization in a combined elementary and secondary student-teacher seminar.

52.- (Continued)

Students are given an opportunity to ask questions in buzz sessions following the panel discussion, utilizing panel members as resource persons.

53.- Student-teacher seminar and tour of the special education wing of Hoover school.

Tours and observations in areas of special education of the physically handicapped in the Yakima School District facilitate the students understanding of the well-rounded educational program maintained in the Yakima system.

54.- Seminar group observing a demonstration interview at Washington Junior High. Discussion follows.

Interviewing for a teaching position is pertinent to securing a teaching assignment.

A demonstration interview and an opportunity to discuss interview procedures is provided.

This demonstration will soon become a reality for these students.

55.- Seminar group tour the Yakima County Juvenile Home. Group discussion is held with probation officer following the tour.

A basic prerequisite to becoming a successful teacher is the understanding of children. A tour of the Yakima County Juvenile Home, followed with a group discussion, gave this group insight into some of the needs of pupils with whom they work. The school administrators and teachers work harmoniously with officials in rehabilitation programs for these youngsters.

56.- Diagram showing interaction of a seminar discussion group.

Seminars are student centered discussions. The key to a worthwhile seminar is DISCUSSION.

Topics of discussion in the weekly seminars may include:

- classroom management. . .
- interpretation of pupils personal data and cumulative files. . .
- principles of professional relationships. . .
- responsibilities during student teaching. . .

56.- (Continued)

- curriculum and its implications for planning learning experiences for children. . .
- instructional aids and learning activities. . .
- analyses of classroom teaching experiences of the students, and . . .
- pupil and teacher attitudes.

57.- The college supervisor observing the student teacher in the classroom.

Through a cooperative working relationship the student is at ease with her college supervisor observing her class.

58.- The student teaching entire group with both the college supervisor and her supervising teacher observing.

As this class is kept actively engaged in learning experiences, they reveal very quickly what they know and what they cannot understand. Through lesson analysis the student reorganizes, reteaches, and gears her planning to the individual needs of her pupils.

59.- The student teacher assuming a teaching role with small group of students in the assigned classroom. Supervising teacher working with remainder of the group.

Assuming the responsibility for small group instruction, the student is developing her teaching skill by incorporating inter-related learning activities for her pupils.

She realizes the necessity of relating their lessons to their every day living.

60.- The student alone at her desk.

Identifying and solving real problems related to planned goals are a challenge for this student. She is not expected to know all of the answers nor to solve all of the problems encountered in this situation, but she is expected to learn how to identify, analyze, and proceed toward this ultimate goal, for in future classroom situations, she will have neither a supervising teacher nor a college supervisor to guide her.

61.- Three way mid-term conference. Diagram showing interaction of student, supervising teacher and the college supervisor.

A three way mid-term evaluation conference determines the growth and development of this student at this point.

Cooperative agreements, constructive suggestions, and basic understandings prevail throughout this intercourse.

Criteria for these evaluations is provided by Central Washington State College.

62.- The student playing the piano for a vocal rehearsal in the music room.

The variety in the student's cultural background is an asset to both the community and the school.

63.- The student playing the piano for a vocal rehearsal in the music room.

This student is enjoying still another interesting experience by contributing her talent in accompanying a vocal group rehearsal for a public performance.

64.- The student teacher and her supervisor looking through community resource file in the classroom.

Each community is unique in the variety of resources available. Through the use of the Community Resource file this student knows what resource persons, business establishments, industrial firms, civic organizations, governing bodies, and cultural associations make themselves available for enrichment experiences for her pupils.

65.- The student teacher assisting U. S. Army first aid group with demonstration for combined physical education classes in Franklin Junior High School gym.

The United States Army is utilized as an educational community resource for these classes.

As the student becomes cognizant of the variety of resources within the community, and their potential values for instructional purposes, her concept of teaching is enriched. The student soon realizes the value of organizing and planning learning around the cultural orientation of the pupils.

- 66.- Accompanying her supervising teacher during a meeting with P.T.A. executive board in the library of Washington Junior High School.
- Observing a P.T.A. executive meeting gives the student an opportunity to see how closely the school administrators and classroom teachers work with parents.
- 67.- The student and her supervisor selling candied apples in a booth at the P.T.A. carnival.
- Enjoying and actively participating in a P.T.A. function, the supervising teacher and her student assist in a carnival booth at a fund raising project.
- 68.- A group of students, a teacher, and parents enjoy coffee at the P.T.A. fund raising event.
- Students, teachers, and parents enjoy getting acquainted during a coffee break at this P.T.A. function.
- 69.- The student, supervising teacher, and pupil at classroom door.
- A brief pause between classes provides a friendly welcome for the pupils. . .
- 70.- The student preparing for teaching.
- As the student's teaching load increases, additional time is spent in preparation.

71.- The student preparation for teaching and teaching.

Teaching, for the student, begins with one class and increases gradually as the student acquires teaching skill. During the last week she assumes full responsibility, if at all possible.

72.- Student teacher and class in the library. Student teacher assisting pupils with reference materials.

A vital part of the pupil's total school experience, as well as the student teaching experience, is familiarity with and utilization of the library.

Through careful planning and preparation the student makes this library experience for the pupils a profitable and enjoyable one.

73.- Student with small group instruction.

Reinforcement and enrichment for previous library activities are being provided through this group discussion.

74.- The student and her college supervisor conferring about the lesson just observed.

The student evaluation is a continuous and active process: a process to determine strengths and weaknesses in the student's teaching skills.

75.- Student going over instructions for a group standardized test with counselors.

The counselors provide an overview of the testing program used in this district.

76.- Student going over instructions for a group standardized test with counselors.

Utilization of this knowledge is twofold to the student; one, by acting as proctors during the administration of tests and, two, by utilizing test results in determining the needs and interests of the pupils.

77.- The student, the counselor, her supervising teacher conducting a parent conference in the counselor's office in the co-operating school.

Preparations for this parent conference have been previously made. The supervising teacher and her student reviewed their units, daily lesson plans, and pupil's

77.- (Continued)

records organized samples of the pupil's work, and are familiarizing this parent with his child's achievements and potential.

78.- The student, the counselor, and her supervising teacher conducting a parent conference in the counselor's office in the cooperating school.

Under the guidance of her supervising teacher, the student makes generalizations, in this as in other experiences.

Follow-up conferences assist the student in meeting similar situations which may be encountered during her teaching career.

79.- An all school English Department meeting held at an elementary school cafeteria which is attended by both students and faculty throughout the district.

Departmental meetings give the student a concept of how the Yakima Public School faculty cooperatively participate in planning for a continual improvement of curriculum.

A continuity of instruction is maintained for the pupil by the articulation of his curricular activities.

80.- Student setting up display for state wide Art Association workshop.

Special talents and hobbies may provide students with additional participation in school-community life. This student takes advantage of a State Art Association workshop by contributing his talent and effort in assisting his supervising teacher with a display.

81.- The student and her supervisor assisting ninth grade executive council meeting.

By assisting the freshman class advisor, the student enters into a variety of school activities and gains experience in working with pupils in organizing school functions. . .

82.- The student assisting supervising teacher with talent show rehearsal.

. . . assisting students with music for a talent show . . .

83.- The student and her supervising teacher at a faculty-varsity basketball game.

. . . a faculty-varsity basketball game . . .

84.- The student attending a ninth grade home economics luncheon.

. . . a student invited to ninth grade home economics luncheon . . .

85.- The student and her supervisor assisting at an award assembly.

. . . and observing and assisting with award assembly.

86.- An elementary student participating as a resource person during a junior high school ninth grade orientation day (program) in a classroom of the junior high school.

A ninth grade orientation Career Day program provides a student with an opportunity to discuss the Central Washington State College teacher education program with pupils interested in the teaching profession.

87.- Two way conference between supervising teacher and student.

With each new experience the student becomes more aware of her opportunities, privileges, increasing responsibilities, and developing competencies. She evaluates her experiences as she reflects upon wide and varied activities.

- 88.- The student teacher observing in an art class in her cooperating school, and . . .
- Intra-school observations enable the student to gain an insight into the behavioral pattern of her pupils in a variety of classroom environments.
- 89.- In industrial arts class.
- These observations broaden her perspective of applied teaching methods, techniques, and skills which are effective in establishing rapport with her pupils.
- 90.- The student teacher observing in the special education classroom at the student personnel building.
- The student is observing in the special education classroom of the student personnel building.
- 91.- A group of students in conference with the college supervisor in the lobby of the Student Personnel Service Building.
- This group of students is sharing their student-teaching experiences with the college supervisor.
- 92.- The student, the supervising teacher, and the college supervisor in the teachers lounge during a three-way final conference.
- A final three-way evaluation, depicting the student's competency, assists her in assuming responsibility for continuous growth in her teaching skills.

93.- In the principal's office during a three-way conference, the student, the college supervisor and the cooperating school principal.

The cooperating school principal works closely with the college supervisor, the student, and the supervising teacher in promoting the growth of the student.

94.- The student teacher telling her principal, supervising teacher goodbye at the close of her student teaching experience.

As this student prepares to leave her student teaching environment, she expresses gratitude and appreciation to the principal and her supervising teacher.

95.- The student walking down an empty hallway at the close of her student teaching experiences.

An air of pride, self assuredness, and sadness prevails as she leaves behind her her student teaching experience. It has helped her to know herself as well as those with whom she works. Never before have her goals been as clearly defined as they are now.

CHAPTER III

SUMMARY AND CONCLUSIONS

The major value of this production will be determined through its use and continuing evaluation.

The depth of its practical application will be measured as it relates to the following questions:

- Are prospective teachers aware of the responsibilities assumed by the student teacher?
- Are they aware of the activities provided?
- Are a variety of activities made available to the student teacher during their participation in the program?
- Do student teachers take advantage of the experiences made available to them?
- Do administrators, supervising teachers, and college supervisors provide broad and varied experiences within the cooperating school, cooperating student-teaching center, and the community?
- Do lay persons fully understand the student teaching program in their community?

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