

1965

Student Teaching: Single Concept Films

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STUDENT TEACHING:
SINGLE CONCEPT FILMS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Della M. Jordan
August 1965

LD
5771.3



SPECIAL
COLLECTION

5771.3

APPROVED FOR THE GRADUATE FACULTY

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ACKNOWLEDGMENTS

Grateful acknowledgment is made to Dr. Donald J. Murphy whose enthusiasm sparked the idea that student teaching might benefit from the new media of concept films. His interest and guidance have been greatly appreciated. Sincere thanks go to Dr. Clifford Erickson and Dr. Gerald Moulton for their help in serving on the thesis committee. Appreciation is extended to the boys and girls and their teachers who allowed me the privilege to photograph the natural sequences of their classroom and lessons.

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CHAPTER I

INTRODUCTION

It is stimulating to have young, eager, enthusiastic student teachers sharing in the teaching responsibilities of the schools. School personnel all have a key role in the most dynamic, interesting, and rewarding phase of professional preparations--Student Teaching!

It is a challenging experience to help the student teacher become sensitized to his needs and then guide him in attaining a gradual solution to those needs. When the student teacher feels a sense of security, understanding, and challenge in the situation in which he is to work, he is more likely to put forth every effort to find satisfaction in his work and to be pleased with, and proud of, his achievements. During the induction, observation, and evaluation of the student teacher, many share in the responsibilities of providing worthwhile experiences for the student teacher. Efforts are being made to provide opportunities for cooperating personnel to examine the purposes of student teaching and principles and practices that promise to help students achieve those purposes. Conferences, workshops, and graduate courses in the supervision of student teaching are now common. Literature in the field of teacher education and about student teaching grows

in volume and content every year. However, resource materials for use in such activities are limited in number and type.

What other means could be provided that would encourage discussion covering a wide range of problems and situations encountered by classroom teachers, or the student teachers who are working with them? What media would provide a form that would prove valuable when college and school people get together for the discussion of the program?

With the revived interest in the 8mm film and the new instant motion picture projectors there developed the possibility to produce one answer to these questions through the use of this medium. This study uses 8mm film in taking pictures of student teaching situations. This film footage, which has been placed in a plastic cartridge, can be quickly inserted into the special projector for instant viewing.

I. THE PROBLEM

Statement of the problem. The purposes of this study are to (1) identify, through an examination of the literature, topics which in the opinion of authorities, are vital to success in student teaching, and (2) to produce a series of single-concept 8mm motion picture films designed to provide a media to clarify, review, and reinforce such understandings.

Importance of the study. Each of these single films will serve to stimulate discussion of important program concepts by cooperating personnel such as the principal, the supervising teacher, and college supervisor. This project was designed to furnish some additional resource material for discussion in orientation and in-training sessions. The effectiveness of these single-concept film presentations is made possible by the instant projector which requires no threading or rewinding. The short films may be run as many times as needed to reinforce or clarify the subject.

Limitations. At the outset of this study, certain limitations are identified. It is anticipated that other limitations might appear as the thesis-project develops. A discussion of these unforeseen limitations will be covered in the summary chapter.

One of the major limitations of the study centered around the selection of pertinent topics. The writer's list was comprised of those topics which appeared with frequency in the literature. It is entirely possible that other topics, appearing less frequently, might prove to be as vital to success in student teaching as the ones identified in this study.

The design of the thesis-project will call for the filming of classroom situations without the benefit of

"staging." Hence, it is probable that the situations the writer may obtain may not be the most appropriate to illustrate the selected topics. Cost estimates and time limitations make it mandatory that once a decision is made to film, the footage obtained, at least for purposes of this thesis project, will be used to illustrate a given topic.

The utilization of the films produced in this project will be limited to those college classrooms with equipment to utilize this media. Because the finished product will be placed in a plastic cartridge designed for the 8mm single-concept projector, the user must have access to the 8mm instant projector.

A final but most important limitation concerns the ability of the writer to operate the 8mm film camera and accessories. This effort will be the first attempt of the writer to use such equipment. Eventual utilization of the films will depend upon the securing of acceptable film footage.

CHAPTER II

PROCEDURE

Part I. Selection of Topics

A complete review of the literature published by the Association for Student Teaching including yearbooks, bulletins, and newsletters was made. Other authorities consulted are listed in the bibliography. From this review of literature, the topics that seemed most pertinent because they appeared most frequently, are shown in Chart A, below.

CHART A

<u>TOPIC</u>	<u>REFERENCE</u>
1. The opportunities and the responsibilities of a student teacher.	1:3-10; 10:28-29; 32:69; 35:12-12, 62-63, 80-84, 323-256; 38:4-8, 37-40; 39:1-4.
2. Learning about available personnel resources in the schools.	9:107-124, 127-149; 20:1-35; 30:25-34, 36-40; 31:1-35; 36:31-36, 208-210; 40:284-298; 41:157-169.
3. Solving school problems with other student teachers and/or staff members.	1:19-20; 10:1-17, 82-120; 11:18-24; 23:1-30; 32:1-2, 7-8, 9-10; 35:65-93, 232-256; 36:79-97; 37:17-19, 59-60, 64-66; 40:39-58.
4. Participation in the whole school program.	9:99-124; 35:7-9, 65-92; 36:57-75; 40:1-14, 27-54.
5. Learning about the community.	21:1-35; 35:63-64, 137-161, 232-256; 36:213-218; 39:256-280; 40:119-139, 140-162; 41:141-156.

6. Evaluation of teacher growth. 1:25-27, 93-106; 9:39-96; 29:1-43; 32:4-5, 52, 56-47, 65-66, 74-75; 35:286-317, 363-368; 36:143-187, 189-201, 234-237; 37:83-90.
7. Creating an environment for good pupil control. 1:107-113; 3:160-168; 9:22-24; 23:1-30; 35:49-64, 208-212; 38:160-208; 39:9-21; 40:109-139.
8. Assuming responsibilities. 35:162-193; 37:70-72; 39:22-26.
9. Allowing for special interests and abilities. 9:127-149; 16:1-38; 30:55-76; 35:163-193.
10. Housekeeping duties. 35:42-45; 37:79-82.
11. Understanding individual children. 35:194-213; 36:137-162; 37:79-82; 39:55-80; 40:15-37, 78-101.
12. Daily and unit planning. 35:137-161; 36:121-135; 37:122-132; 38:82-149; 39:27-31; 40:300-320; 42:104-118.
13. Audio-visual experience. 35:55-62; 38:282-342; 39:186-204; 40:186-204.
14. Library facilities and opportunities. 11:22-23.
15. Learning the recording system of the school. 19:1-28; 38:344-376; 39:35-37.
16. Motivation and discipline. 1:1-30; 27:1-27; 30:41-52; 35:114-136; 38:150-169; 42:93-103.
17. Growth in student teaching. 2:98-110; 9:15-149; 10:28-39; 11:18-20, 48-50, 54-56; 20:1-35; 35:259-285, 363-368; 36:99-118, 166-178, 226-233, 253-258; 37:20-32, 76-78; 38:378-411; 39:22-26; 42:41-56, 58-92, 119-140.

18. A sense of humor 9:15-27, 34, 101; 40:163-185.
19. Learning about the community. 31:1-35; 35:32-33, 63.
20. Meeting individual differences. 8:87-103; 38:210-253; 55-81, 39:1-3.
21. Appearance and health. 11:1-17; 37:50-53; 41:1-12.

Part II: Procedure

1. A number of factors, to be used in determining the score of the filming, were identified. These were: (1) The expense of each cartridge which would present two to four minutes of material had to include the original film purchase, the film development, the loading of the cartridge, plus the mailing fees for the two processes. (2) Time of both the student teacher and the pupils was involved and the possibility of distraction from the class work limited the filming. (3) There was difficulty in locating the class situation that would depict the sequence for the filming of the topics. (4) The selection of at least ten or more of the topic situations was necessary to check on the feasibility of this media for utilization.
2. The list of pertinent topics (See Chart A) was prepared from a review of the literature. A selection from this list was made by the supervising teacher and the student teacher when the proper situation was available in the classroom. On receiving an invitation to do the filming, the necessary equipment was set up and the filming was taken in the natural sequence of the lesson. The children were not coached so all

reactions to the classroom situation and to the filming were natural.

3. Those films taken in the classroom necessarily followed the procedure which the student teacher had planned for the lesson. The heat of the lights on the bar sometimes caused some unnatural responses by some pupils, but most of them entered into the spirit of picture taking. Since a single-concept film may be identified as a "still picture that moves," it was challenging to determine the possible value of the filming at the time it was taken.
4. Kodachrome II, type "A" indoor color film was used. Pre-paid mailers were used for faster service. The developed film was viewed on an Eastman projector and edited from the viewpoint of appropriateness to the planned purpose of the film. When the films had been edited and spliced, they were mailed to be loaded automatically in the cartridges. The cartridges were viewed in the special projector that allows for continuous running of the film.

CHAPTER III

GROUP I

ORIENTATION

The whole student teaching experience is an orientation and an induction into teaching. The principal, the supervising teacher, other personnel in the building assigned to the student teacher, and the children all have a contribution to make to the beginning experiences of the student teacher. Cooperative planning of ways in which the student teacher can be helped to know the pupils, the school, the community, and the on-going school activities is thorough orientation.

The student teachers need to see how books, supplies, audio-visual equipment, periodicals, and other aids are constant sources of information and enrichment. Student teachers know that learning takes place in many ways, and that they can get help from many sources in meeting their problems. Therefore, the school provides such facilities as specially trained personnel, libraries, audio-visual equipment and materials, and such specially equipped rooms as art, music, television, and multi-purpose room. Each can contribute to the well-rounded development of every child, and the student teacher needs to see when and how they can be utilized to the greatest advantage in a specific school situation.

FILM I. Getting Acquainted

Pertinent information. A beginning student teacher makes it her responsibility to become acquainted with the school personnel in the elementary school building to which she is assigned.

Synopsis. A student teacher meets the school secretary, the principal, the kitchen staff, the custodian, the music instructor, an elementary counselor, and the school nurse.

Script. The student teacher is involved in working with many others who have designated responsibilities in the instructional program and the operation of the school. When all personnel so willingly assist the student teacher and offer pertinent suggestions and information, the student teacher can begin the experience with confidence that those concerned are ready to give her all possible help.

Discussion. How can the student teacher be helped to clarify responsibilities and privileges in his teaching situation? How much initiative should the student teacher exercise in seeking out resource people? Is the supervising teacher responsible for the student teacher's participation in activities of the school? Should the pupils help the student teacher become acquainted in the school and classroom? How?

FILM II. Specialized Personnel

Pertinent information. The student teacher increases her experiences by observing special personnel as they perform their functions in the elementary school.

Synopsis. A student teacher observes the physical education director, the art supervisor, an assistant speech therapist as he works with two pupils, and receives information from the speech specialist and the school librarian.

Script. To become a part of the total school situation, the student teacher needs to be familiar with specialized personnel and their resources. The development of understandings in the use of consultants and special area supervisors, leads the student teacher to acceptance of this function as part of a successful classroom program.

Discussion. How can the student teacher be made aware of her opportunities as well as responsibilities in meeting and utilizing the services of these resource people? How can the supervising teacher help the student teacher get the most out of the professional help of these resource people? How does the student teacher determine how much initiative to take in asking for help from school district consultants?

FILM III. Key Person--The Supervising Teacher!

Pertinent information. The supervising teacher and the student teacher sit with daily plans and materials to check the day's progress and/or the plans for the next day.

Synopsis. The supervising teacher and the student teacher allow time in the daily schedule for a discussion of ideas, plans and materials.

Script. The supervising teacher is probably the most important single influence on the student teacher. In preparing her lessons the student will, to a great extent, copy the methods and type of resource material used by the supervising teacher. It is extremely important, therefore, that the supervising teacher and the student teacher jointly plan the materials to be used, and the methods to be used in presenting the materials. Planning is the greatest single factor in giving confidence and security to the beginning teacher. The greatest contribution a supervising teacher can make is to help the student teacher in careful planning.

Discussion. Why is it important that the supervising teacher and the student teacher sit and plan

cooperatively? How much freedom can be allowed the student teacher to plan her work? How much initiative should be given the student teacher in the planning of both units and daily lessons? How frequent should planning sessions of student teacher and supervising teacher be?

GROUP II

LEARNING ABOUT THE PUPILS AND THE SCHOOL

Getting to know the children in a classroom is one of the first tasks in student teaching. Children differ enormously in height and weight and also in ability to learn, in social adjustment, in emotional stability, in home background, and in many other ways. These are real live children; smiling, quiet, sullen, shy, active, boisterous, troubled. Student teachers know that a real test of skill is the extent to which they can meet the needs of the individual pupils in the group.

A student teacher needs to become familiar with the total school program. To participate in some of the activities with the regular staff members, to show an interest in all school affairs, to assist where special talents or skills can be utilized, will give an opportunity to learn something of the school's organization, it's philosophy, and tradition.

Films IV through VII attempt to show situations in which the student teacher may learn about the pupils and the school.

FILM IV. "Cal."

Pertinent information. A student teacher in a fifth grade finds "Cal" to be a most interesting child to observe.

Synopsis. A lively boy like Cal is challenging to the supervising teacher as well as to the student teacher. The student teacher observes his quick responses to the teacher's questions and suggestions. Cal goes to the library with a research group and is then called out for his noon patrol duty.

Script. A student teacher is anxious to get along well with the children. Important traits for the student teacher include sincerity, geniality, friendliness, courtesy, tact, tolerance, appreciation, and optimism. An individual's ability to work effectively with children depends largely on a genuine interest in them and on an understanding of them and their problems.

Discussion. What is your immediate reaction to Cal? Did the student teacher or supervising teacher show any special reaction to Cal? His desk was located next to the teacher's desk. Why do you think Cal's desk is located next to the teacher's desk? How would you explain Cal's behavior in the library?

Was there anything in the film to indicate that Cal was a responsible individual? How was he accepted by his peers? What background in understanding child growth and development should a student teacher have in order to understand and encourage acceptable behavior of the children?

FILM V. Eating and Meeting

Pertinent information. A group of student teachers meet in a seminar with the principal and supervising teachers.

Synopsis. Student teachers gather for a snack, share ideas and materials with each other, as well as with visiting supervising teachers and the principal.

Script. Each student teacher enters student teaching with differing attitudes and feelings about their professional role. Some students are eager to assume teaching duties almost immediately, some may be apprehensive, vague or uncertain about student teaching. Others may develop confidence and leadership gradually. They need a time to exchange ideas and experiences with experienced teachers as well as with each other.

The building principal deserves attention for his active interest and participation in teacher education. He will visit the student teachers, offer suggestions, interpret school policies, and promote desirable attitudes on the part of student teachers by including them in school functions and participating in some of their seminars.

Discussion. How can good rapport between student teacher and staff be established and stimulated? What can a supervising teacher do to promote the participation in personal and professional relationship of a student teacher with the staff? How may the leadership qualities of some students be used to advantage by the principal? How can supervising teachers be encouraged to participate in a seminar with the student teachers?

FILM VI. Everyone Helps

Pertinent information. Student teachers prepare for an "Open House" for the parents in their school.

Synopsis. A bulletin board, a showcase, an exhibit, and a typed report are prepared for a building meeting.

Script. Student teachers generally enter promptly into the life of the school. The student needs to feel that he has an important part to play. Skill in a special area will put his services in immediate demand. Previous experience in many of these extra chores in the school's activities are often lacking, but it is an opportunity for the student teachers to join forces with the regular staff and become part of the team.

Discussion. What is the danger of student teachers becoming too involved with helping? How does the supervising teacher determine when extra-curricular activities become chores rather than meaningful experiences? In what ways can the supervising teacher encourage the student teacher to contribute to, and participate in, the extra activities of the school?

FILM VII. Enrichment and Motivation

Pertinent information. A unit of Mexico culminated in many learnings and activities for the children and student teacher.

Synopsis. VIVA ESPANOL on the bulletin board, a pinata on the ceiling, rhythmic music, and a supply of enrichment materials bring gay smiles and lively action to a sixth grade group and their student teacher.

Script. Activities that involve the pupils cause them to dip into every area of the curriculum for information. This interest may be the pace-setter for the student teacher. She catches the enthusiasm of the class and joins with the group in the use of varied and exciting materials that are available. A student teacher may bring some special skill into the classroom which will supplement the skills of the supervising teacher. She may have the time and skill to help some individual and provide him with a security that will motivate his efforts.

Discussion. Step by step, how can a student teacher work into the classroom activities? How does the supervising teacher and college supervisor determine

just when a student is ready to participate in classroom activities? Should the student teacher be involved in this decision? What cautions must be exercised with these extra activities in a classroom? Did these children indicate creativity in their efforts?

GROUP III

GROWTH IN STUDENT TEACHING

Supervising teachers learn not to expect a finished, polished student teacher but a growing person who needs their help. They enjoy finding new ways of working with each new student teacher. A student teacher must move through a progression of experiences, each requiring more planning, more skill in motivation and direction of experiences, and more awareness to the needs of the pupils. Careful planning of experiences is necessary so growth in student teaching is consistent.

When student teachers feel ready or adequate, they may be drawn into teaching responsibilities effectively through their own feelings of confidence and desire to participate. How fast or how deeply they will become involved will depend on their readiness. The background of understanding, the ability to grasp the significance of the situation and to know the children, sensitivity to purposeful meanings, and increasing self-confidence will be among the determining factors. Guidance is needed if each student teacher is to develop and refine needed teaching competencies.

The following films attempt to depict areas in the growth of the student teacher from the first experience of reading to the children to planning and guiding worthwhile learning experiences.

FILM VIII. The First Experience

Pertinent information. This is a situation in a first grade classroom the first week of student teaching.

Synopsis. While the teacher is busy at her desk, the student teacher reads the story and shows the pictures to the class.

Script. Serving as a "reader" for a short period is a good start for a student teacher. This will let the class become familiar with her appearance, voice, and mannerisms. A brief experience like this makes the student teacher feel more competent. She has many adjustments to make in this first period of being with the children.

Discussion. How many ways can the supervising teacher find to help the student teacher be accepted by the children? In what other situations may the student teacher be placed to give her experience but not too much responsibility? How long should these first experiences be? How often? What related activities can the student teacher investigate at this time to learn more about the children as she gets acquainted with them? Should the student teacher have access to the individual records of these children? If so,

how does this increase her knowledge and understanding of the pupils in her class?

FILM IX. Assuming the Teacher Role

Pertinent information. This film was taken of a social studies class in sixth grade, early in the student teaching experience.

Synopsis. The classroom teacher and the student teacher function as a team during the teaching of this lesson. The faces of the pupils often register their reactions to comments of the student teacher.

Script. The supervising teacher observes and evaluates the student teacher's ability to plan, to follow the plans, to develop good working relationships with pupils, to motivate pupil interest, to meet spontaneous situations effectively, to sense individual problems in learning, and to relate learning to experience. By assessing the student teacher's ability and growth carefully, she may move him into new areas with the assurance of success, and allow him to assume increasing responsibility for the instructional program.

Discussion. How can the idea of working as partners be established? Should the supervising teacher ever enter into the student teacher's classwork? When? Did this supervising teacher enter into an active

part of the lesson conducted by the student teacher?
Was there any evidence that the children's interest
was withdrawn from the student teacher? How can a
student teacher possibly achieve better results
with the assistance of the supervising teacher if
they work as a team?

FILM X. Giving the Student Teacher Complete Authority

Pertinent information. A fourth grade class study the proper procedure for telephone usage and then demonstrate their learnings by using a classroom telephone system.

Synopsis. A resourceful student teacher uses the language lesson for lively discussion of TELEPHONE MANNERS. Resource material is made available for actual experiences in telephone conversations in various situations and for different purposes.

Script. A student teacher progresses gradually through participation, assisting, bit teaching, and initial major responsibilities. Some student teachers are able to move rapidly from one responsibility to another and may assume effectively the major responsibilities of the teachers to whom they are assigned. Other activities may be planned for added experience and growth. Each experience must be judged on its merit for a particular student, his interests, needs abilities and future plans.

Discussion. Did the whole class become involved in both the lesson and the related activity? Was interest apparent? Did the teacher function with sensitivity to the needs or requirements of the situation

at the moment? Did she exhibit a sensitivity of the role of the teacher in the classroom? What was your impression of this procedure as a learning situation? Did the children exhibit enough response to the use of the resource material to warrant its use in the future?

FILM XI. Adding Variety and Depth in Experience

Pertinent information. The art supervisor visits a student teacher and sixth grade pupils to stimulate interest in wood carving.

Synopsis. The art supervisor, the classroom teacher, the student teacher, and the boys and girls participate in an art experience.

Script. Student teachers work along with supervising teachers in all their duties. All student teachers will not be able to have the same experiences. Their individual needs and their own competencies help decide how much, how broad, and how deep the experience of each student teacher needs to be so that he has a balance of activities. As a student teacher has well-planned experiences that fit his needs, he will achieve more of a feeling of security, develop more enthusiasm and understanding, and thereby inspire his pupils.

Discussion. What attitudes may be developed or stimulated by this experience in cooperative effort? What did the response on the part of the children indicate? Could you identify certain pupils to whom the supervisor attempted to appeal? Did the

student teacher seem to make the most of this opportunity to participate with the pupils? What effect may this experience have on future class activities? How do pupils benefit in working cooperatively with both student teacher and classroom teacher?

FILM XII. Creativity

Pertinent information. This film shows a student teacher and second grade pupils as they complete several activities that were stimulated by their interest in social studies, specialities, citizenship, and the Christmas season.

Synopsis. A student teacher enjoys and participates with the children in the culmination of many creative play activities and art expressions.

Script. Student teaching is a learning process that provides experiences for development toward good teaching; therefore, the encouragement of creativity should be a basic objective of a good student teaching program. Creativeness, once engaged in successfully, will quicken the student to utilize this quality in every endeavor with children.

Discussion. What are the opportunities for creativity in student teaching? Is planning for creative learning possible? How? How can the supervising teacher and the student teacher work together and realize their desire to be creative? In this film did the creativity engaged in seem to release these children

to better participation in the final group activity?
What resource materials can be used to extend the
opportunity for creativeness on the part of the
children?

GROUP IV

EVALUATION

Evaluation of the work of the student teacher must be continuous throughout the student teaching period. Good evaluation is developmental and endeavors to appraise growth throughout the entire period of teaching. All the people with whom the student teacher works should have this viewpoint. Nearly all programs of student teaching use a rating form or a similar type of evaluation sheet. Such evaluation can be the basis of cooperative evaluation in which the supervising teacher and the student teacher together give critical reactions to the student teacher's work. Such action will help the student teacher establish a habit of self-evaluation. This self-evaluation, with competent guidance, helps the student to discover strengths and weaknesses which motivate him to work out plans for improvement. Self-evaluation causes the student to have increasing respect for student teaching and the processes of evaluation.

The student teacher should participate in a maximum of activity and seek guidance and help if he feels the need. The student teacher's background, his level of development insofar as teaching competence is concerned, special skills which he possesses, and the readiness he shows for various types of teaching should be considered in the process of evaluation. The entire program of evaluation should contribute

to the student teacher sensing his own growth in skills, abilities, and attitudes and developing confidence in his own ability.

FILM XIII. A Cooperative Procedure

Pertinent information. The rating form, or the evaluation sheet, is filled in by the student teacher, the supervising teacher, and the college supervisor.

Synopsis. The supervising teacher and student teacher each evaluate and rate the performance of the student teacher. They compare and discuss their evaluations with the college supervisor's observations and evaluation in a three-way conference.

Script. Evaluation becomes an inseparable part of the on-going work of the student teacher. It should be in terms of clearly defined and cooperatively understood goals. This improves the quality of the student teaching experience by giving the student teacher constant guidance and the student teacher is at all times aware of weaknesses and strengths and can make adjustments in the area of needed improvement. This cooperative and continuous process of evaluation by the student teacher, the

supervising teacher, and the college supervisor will add validity and objectivity to the final evaluation and recommendation and the prognosis for teaching success.

Discussion. How can the supervising teacher help the student teacher become objective in her own self-analysis? Will the use of daily conferences be advisable? Should every weakness be covered in each conference period? Will the use of daily written notes by the supervising teacher be helpful? Does the student teacher have a clear picture of what she is able to do, and what efforts to put forth to help the children make better progress? What suggestions for improvement of the evaluative process can you make?

CHAPTER IV

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

Summary

Through an examination of the literature on student teaching topics were identified, which in the opinion of authorities, are vital to success in student teaching. A list of these topics was made and from this list situations were filmed to produce approximately ten single-concept 8mm motion picture films designed to provide a media to clarify, review, and reinforce such understandings. Each film footage was edited, spliced, and automatically loaded in a plastic cartridge designed for the 8mm single cartridge projector. The user must, therefore, have access to this type of projector. Script and discussion questions have been prepared for each film.

Implications

1. Films without sound may not carry the idea or the script. We expect to hear sound with films. Without it, the film may not carry the concept to each viewer.
2. Additional questions or script may be indicated depending on the purpose and use of the film. For example, FILM IX, Assuming the Teacher Role may be shown by a supervising teacher to

illustrate procedure to a student teacher who is not at ease before a class. An entirely different purpose is served by showing a film such as FILM XI, Adding Variety and Depth to Experience to a group to stimulate interest in utilizing resource personnel.

3. Students may find individual use of the films valuable. Since growth in student teaching varies with each student, some films may supply a source of direction for a student at a time when other student teachers might not need it.
4. Brevity of the film, and the use of the smaller projector, indicate that the films might be more effectively used in a small group situation. A group of student teachers may discuss their own problems and efforts more openly after viewing a film that relates to their discussion and repeats and identifies the situation quickly.
5. Since there were unforeseen limitations on the availability of situations for certain topics, the implication seems to be that future filming might be more successful if there were closer liaison between supervising teachers, student teachers, and photographer. Regular class scheduling and each of the above individual's

obligation to adhere to the schedule make it difficult to do the filming without intrusion on the time of teachers and pupils.

Recommendations

1. Use of the single-concept films may be made by an individual, small groups, or a seminar. Individual films may serve a purpose of stimulating discussion and developing interest in a particular area.
2. With the use of the films there should be a continued evaluation of the concept-film media as a vehicle to promote discussion.
3. Future effort in this area involving similar productions may be made using short video-tapes. A comparison of films and tapes could then be made.
4. Video tape of student-taught lessons could prove to be extremely valuable to all parties in the student teaching arrangement.
5. Valuable learnings are possible through the use of this type of media which enable the student teacher, supervising teachers, and the college supervisor to jointly view and discuss mutual interests and undertakings.

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