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St. Cloud State Teachers College

BULLETIN

STUDENT TEACHING PROGRAM

of the

ST. CLOUD STATE TEACHERS COLLEGE

William Cotton



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Student teachers have the opportunity to use a wide variety of instructional materials.



Student teachers and a college supervisor confer with the superintendent and principal.

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William Cotton

FOREWORD

In this Bulletin Dr. William Cotton has set forth the outstanding features of our present student teaching program and indicated how the transition from the "old" to the "new" was made. This he is eminently fitted to do for he is presently the Chairman of the Division of Professional Laboratory Experiences at this institution. The author received his professional education in the State of New York. He has a B.Ed. degree from the State Teachers College, Fredonia, N.Y.; and the M.A. and Ed.D. degrees from Teachers College, Columbia University. During World War II he was a U.S. Navy pilot. Before coming to the St. Cloud State Teachers College he held the following positions in the field of education: teacher in the Elementary School at Elmont, N.Y.; supervisor in the Campus School, State Teachers College, Oneonta N.Y.; instructor, Teachers College, Columbia University.

Floyd E. Perkins

Director, Bureau of Special Services

AUTHOR'S NOTE

Among the limitations of this report is inadequate treatment of the on-campus phase of the program. One reason for this is the greater change that has occurred recently in the off-campus phase. This inadequacy will be rectified by a report now being planned that will describe fully the professional laboratory experiences provided on-campus.

The writer is indebted to the members of the Division of Professional Laboratory Experiences who have developed the ideas and practices reported here. Particular appreciation is expressed to those who gave helpful criticisms in the preparation of the report: Florence Bennett, George Budd, William Donnelly, Roy Edelfelt, Grace Nugent, William Nunn, Alvin Schelske. The photographs which appear here and in the Student Teaching Handbook are the contributions of Richard Mitchell.

William Cotton

SECTION ONE

Development of Present Program of Student Teaching

Student teaching has long held a significant place¹ in teacher-education at St. Cloud State Teachers College. This section will trace some of the developments that led to the present program of student teaching at this college.

Historical aspects

An examination of the student teaching records for the period 1921 through 1953 reveals several features still reflected in today's program. In 1925 the desire was felt to increase the off-campus student teaching facilities with adequate supervision. As a result, the college cooperated with the Little Falls Public School system to establish a center in the elementary school of that community. Eight elementary student teachers were sent each six weeks to live in Little Falls. The college assigned one of its staff members to live in the community and provide the supervision. This staff member also taught two courses to the student teachers in the late afternoon.

The Little Falls center did not extend beyond 1925-26, but the value of this arrangement was such as to encourage a somewhat similar arrangement in one of the elementary schools in the St. Cloud Public School system the following year.

During this period of the college history, student teaching was offered in the campus school, in the public schools of St. Cloud and Sauk Rapids, and in six-weeks assignments to rural schools.

The year 1941 saw another experience in extending the off-campus teaching program. Elementary and secondary majors were assigned on a full-time basis for six-weeks in six cooperating schools.² Approximately fifty student teachers participated in this program, which was terminated in 1943 because of government restrictions on travel.

Several features and underlying principles of that period are operative in today's program: the six-weeks full-time assignment is a basic feature of the present program; emphasis is still present on the gradual induction into student teaching; the program continues to try to prepare teachers "who strive for a growing mastery of principles of education rather than . . . teachers who closely imitate the supervisor's demonstration."³

1 Dudley S. Brainard and John C. Cochrane, *A History of the St. Cloud State Teachers College, 1869-1944*, St. Cloud STC Bulletin Volume 1, Number 1, October, 1944, p. 22.

2 Becker, Big Lake, Buffalo, Clear Lake, Monticello, Sauk Rapids.

3 St. Cloud Teachers College Catalogue, 1932.

Desire for change

No fundamental changes in the program were made in the post-war years, although a growing feeling that a change was necessary became evident. The desire for change focused particularly on two aspects of the old program: increasing the limited use of public schools for student teaching; eliminating the one-hour assignments for secondary and special area majors in favor of full-time assignments. The heavy enrollment between 1946-1950 was a contributing factor toward maintaining the status-quo.

In November of 1952 a provocative report on student teaching was made by a college committee.¹ The committee assumed that full-quarter teaching assignments were desirable. Among the committee's recommendations were the following:

1. "The campus school should be used for observation, orientation, and participation.
2. "Off-campus student teachers should live in the community in which they teach.
3. "For the initial program and under average conditions, each off-campus supervisor should have no more than ten student teachers."

The committee recommended that full-quarter, full-time student teaching be initiated with the elementary majors.

Survey of area schools

The proposal for full-time student teaching was studied and analyzed by certain members of the Professional Education Group during that year. However, it was not until the Fall of 1953 that direct action was taken. This action took the form of a survey of thirty schools in the central Minnesota area. The purpose of the survey was to determine the possibilities of providing for student teaching experiences in the public schools on a full-time basis.

The reception accorded the seven college representatives was, almost without exception, most cordial. No school was asked to make any commitments nor did the survey members make any commitments for the college. Two survey forms were used to aid in gathering basic data on the schools. Considerable emphasis was given to the following items: community background; educational point of view of the administration and faculty; willingness of school personnel to experiment with new ideas; attitude of the superintendent toward sharing with the college responsibility for teacher preparation.

Some of the findings listed in the report of the survey team² are the following:

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- ¹ Report of Committee on Full-Quarter Teaching Assignments, B. Williams, F. Menninga, M. Holmgren, C. Emery, Dittoed report, November 19, 1952.
 - ² Report on Preliminary Survey of Schools, G. Budd, W. Cotton, C. Curran, R. Edelfelt, C. Emery, F. Menninga, F. Perry. Dittoed, November 13, 1953.

1. "It is estimated that if twenty centers were selected from among the thirty schools visited, situations would be available for 125 elementary and 65 secondary and special area student teachers.
2. "Relatively few of the elementary school teachers, in some schools none at all, have the Bachelor's degree. A higher proportion of the secondary teachers had the Master's degree though by no means a majority.
3. "According to the superintendents, there would be no problem in finding housing for the student teachers.
4. "In general, the physical facilities of most of the schools were good, and in some cases excellent. In several situations, new buildings are now underway or planned.
5. "The superintendents were receptive to the idea of the college not providing token cash payments to the cooperating teachers but rather making as many of the college resources as possible available to the cooperating teachers and schools.
6. "The superintendents were anxious that a good job of supervision be done by the college; some did not look favorably upon the practice of dumping student teachers on the public schools."

Changes formulated

The positive reaction of the school administrators to the proposal of full-time student teaching brought quick action at the college. The Planning Committee of the Professional Education Group¹ appointed a committee to draw up possible plans for off-campus student teaching. The Committee reviewed the results of the previous committees, and examined the survey findings. In its report² the committee proposed three possible plans for full-time student teaching.

These three plans were discussed at the December, 1953 meeting of the Professional Education Group. The PEG was not satisfied with any of the three plans and, in total group discussion, developed another plan which was submitted to the faculty and approved in January, 1954.

The nature of the program, described more fully in Section 4, finally agreed upon provided for the following:

1. Students preparing for secondary school teaching will fulfill their student teaching requirements in one full-quarter, full-time student teaching assignment in an off-campus center.

¹ The Professional Education Group is composed of all members of the college faculty who have any direct responsibility for professional education courses and laboratory experiences. At least one member of each department or division of the college is included in the group; the group includes about sixty-five percent of the college faculty.

² Possible Plans for Off-Campus Student Teaching, H. Clugston, W. Cotton, C. Croxton, F. Gilbert, F. Menninga, A. Schelske. Dittoed, November 18, 1953.

2. Students preparing to teach in the elementary schools shall fulfill their student teaching requirements by two assignments; the first assignment for one-half day for 12 weeks in the campus school, followed by a second assignment full-time for six weeks in an off-campus center.
3. Students preparing in the areas of music, industrial arts, fine arts, and physical education will complete their student teaching requirement by a pattern similar to the elementary students.
4. Selected students in the elementary and special areas may, with the consent of their advisers, have all their student teaching in one quarter full-time off-campus.

The acceptance of the above program, which received general though by no means unanimous support of the faculty, was one thing. Translating the paper program to practice was something else again. The next section deals with the implementation of the changed program.

SECTION TWO

Implementation of Changes

Putting the changes into action took a year and a half. This section deals with some of the factors involved in the implementation.

Initial problems

It is interesting, and probably to be expected, that most of the problems of implementation occurred at the college rather than in the cooperating public schools centers. The public schools seemed ready to move as fast as the college, if not faster.

One of the major problems focused on communication. Many of the faculty members, including some advisers, did not have a clear understanding of either the program or its implication for the total college program. This was quite natural; not even the faculty members in the student teaching program were entirely clear on all of the problems that were to arise at that time and later. Therefore, a continuous effort was made through the college and local newspapers, through written communications, and through meetings to bring about a clearer understanding.

Another early difficulty was in relation to extra-curricular activities. The new program took the student away from the campus for a period of a half a quarter or a full quarter. It was felt that this would produce considerable hardship on certain accustomed ways of operation. In parti-

cular, the directors of musical and athletic organizations predicted problems in maintaining their organizations at full strength. It is interesting to note that, after a year and a half of the new program, these predictions have not been borne out. Students have been rather skillful in arranging their student teaching off-campus in harmony with their major outside interests.

Perhaps a more important problem encountered initially was that of adjusting the scheduling of required subjects in the various areas so that the student could fulfill both the major and minor requirements and the student teaching requirements. For the special area and the secondary fields, the changed program more than doubled the time and nearly doubled the credit for student teaching. This resulted in a tight program for many of the students in secondary and special areas. It made necessary careful, long-range planning between the student and his adviser to insure that all requirements for graduation would be met in the expected time. Under-classmen were urged¹ to select their majors and minors during their sophomore year in order to avoid a last minute jam in their two upper-class years. It should be noted, in retrospect, that much progress was made in solving this particular problem.

One expected difficulty did not materialize. It was predicted that the students would react negatively to leaving the campus for an extended period. For the most part, the students adopted a "wait-and-see" attitude. It was true that most of the married students were reluctant to accept the idea; they felt the security of their home was threatened. When arrangements were made for married students with children to teach near the campus and live at home, enthusiasm for the changed program increased.

Another initial difficulty rested with those faculty members directly responsible for off-campus student teaching. They were forced to learn techniques and procedures appropriate to the changed program, while at the same time maintaining a satisfactory quality in the old program. The subsequent rapid development of the changed program indicates that the supervisory personnel were adequate to the challenge.

Trial run in selected schools

As suggested earlier, the changed program was adopted in practice on a gradual basis. In the Spring Quarter of 1954, the Little Falls Public School system participated in the trial run of the changed program. Three student teachers were placed in the Little Falls Schools for a full-quarter. The program was watched very carefully by the administrative officers of both the college and the public school. From a late Spring evaluation meeting involving both groups a report² emerged which reflected the general satisfaction with the trial run. Both groups felt that

¹ Handbook for Junior College Counselors.

² Summary Notes of Luncheon Meeting at the Pine Edge Inn, Little Falls, dittoed report, May 12, 1954.

the value of the program had been sufficiently proved and that the problems which arose either had been or could be solved. The results of the trial run were such as to justify going ahead with the changed program. In the Fall quarter of 1954, three more schools¹ were added to the program.

During the first year of operation the high school principals of Elk River, Little Falls, Melrose, and Monticello analyzed and reported their reactions to the program. Their thoughtful and discriminating analyses high-lighted several points²:

1. "The success of this program depends to a large extent on the calibre of students sent out.
2. "The serious minded student who makes a genuine effort to improve can be an asset, rather than a burden, to the cooperating teacher.
3. "Critically analyzing a student teacher, the cooperating teacher sees himself in a new perspective.
4. "Associating with a prospective teacher is enriching; conferring with college supervisors and co-ordinators is enlightening.
5. "The nervous strain is much greater than an ordinary classroom situation presents. Pupils don't always react to the presence of student teachers and college supervisors as we expect them to.
6. "The pupils are presented with the problem of adjusting to two teacher personalities and two methods of presentation, testing, etc.
7. "There was some skepticism by the teachers about having student teachers start at the beginning of a school year, but it was unwarranted.
8. "Our pupils reacted in various ways. In some cases the novelty of having a second teacher had a definite appeal. In other cases there seemed to be unconcerned acceptance of the student teacher as a more or less regular staff member.
9. "We feel that our community has accepted the program very well. It would not be true to say that we did not have some adverse criticism in the early stages of the program from a few parents. We feel, however, that such criticism was based to a great degree upon a lack of understanding of the program on the part of those who criticized it, and further, that such a feeling was not any more widespread than any school system might receive towards some members of its regular staff."

¹ Elk River, Monticello, and Melrose.

² "The Program of Full-Time Student Teaching for Minnesota Schools, F. Menninga, E. R. VandenBerge, E. O'Rourke, N. Weiss, L. Sennes, *The Bulletin of the Minnesota Association of Secondary-School Principals*, Vol. 19, Number 2, April, 1955, pp. 18-25.

The general reaction of the principals to the program was one of identification and satisfaction:

1. "While this is our first participation in the program, we are convinced that the initial experience has been good and we would be in favor of its continuation.
2. "We . . . have been very pleased . . . it took some time to become adjusted to this program, but we feel each week that the program becomes more and more successful.
3. "We are very much interested in having practice teachers with us for the second and third quarters this year, which is the best recommendation I can give.
4. "Our board of education has shown a willingness to cooperate in making this program possible. Of course they are fully aware of the additional responsibilities the program places on our teaching staff. Nevertheless, they realize that students from the college need this teaching experience. Therefore, in view of the pressing need for well-trained teachers, the board and the staff members of our school are willing to do their part in rendering this extra service."

New features incorporated

The positive reaction expressed by the administrators and teachers of the first four schools cooperating in the program encouraged its expansion. Cooperative arrangements were made with additional schools during the year. In the Fall of 1955 there were twelve public schools actively involved in the program, with two more schools on a stand-by basis.¹

Meanwhile, the old program was continued until its termination at the close of the school year in 1955. This was necessary in order to avoid hardship for advanced students whose programs had been developed without accounting for full-time student teaching.

Maintaining the old and changed programs concurrently, while necessary, was not without its problems. For example, cooperating teachers on the changed program willingly rendered service without compensation; cooperating teachers on the old program continued to receive their traditional compensation.² This double-standard was recognized as inequitable and undesirable. However, the college felt it was essential to follow-through on financial arrangements made earlier.

¹ Alexandria, Elk River, Foley, Glenwood, Hutchinson, Litchfield, Little Falls, Melrose, Monticello, Oak Park, Orono, Princeton, Rockville, Waite Park.

² See Section 12 — Finances and Statistics.

SECTION THREE

Student Teaching Facilities

While reference has already been made to some of the schools involved in the student teaching program, it seems appropriate here to summarize the total facilities.

On-Campus

The campus school is the primary facility for on-campus student teaching. It also provides the vital professional laboratory experiences of individual and group observations and of participation.¹ There is one class for each level from Kindergarten through Grade 9. In addition there are centers for fine arts, industrial arts, music, and physical education — with full or part-time staff members responsible in those areas.

The campus school is presently housed in a building, constructed in 1911, which is considered inadequate. When the college had the opportunity to construct a new building a decision had to be reached as to whether there was greater need for a campus school or facilities for other aspects of the college program. It was recognized that observation, participation, and student teaching could, conceivably, be provided for through arrangements with public schools. A frank appraisal of the question brought the conclusion that a good campus school at this college makes a unique and rich contribution to professional laboratory experiences. It was agreed that the combined contributions of a campus school and the public schools were needed for a well-rounded program. Therefore, the action of the State Legislature in 1955 authorizing an expenditure of \$940,000 for a new campus school was greeted with enthusiasm.

A small but important role in the student teaching program on-campus is played by the Psycho-Educational Clinic. The Clinic is housed in a building adjacent to the campus school. Present plans call for it to be in the new campus school building.

The basic purpose of the Clinic is other than that of providing for professional laboratory experiences.² However, elective student teaching in the reading and speech clinics is a significant part of the program.

Off-Campus

Considerable emphasis has already been given to the role of the public schools in the student teaching program.

The sizes of these schools varies considerably. The smallest is a

¹ R. Edelfelt, *An Action-Research Study in Participation*. Mimeographed report on participation at St. Cloud Teachers College, September, 1955.

² *The Educational Clinic*, V. Lohmann, R. Bodoh, W. Brown, T. Abbott, St. Cloud State Teachers College Bulletin, Vol. 6, Number 1, January, 1950.

two-room rural school; the largest system now used has a total school population of about twenty-five hundred, housed in three buildings. The average size of a cooperating school is about twelve-hundred students in two buildings. The trend in the program in the last year has been in the direction of the larger school system. Perhaps the desired size would be that which would permit assignment of six student teachers at a given time, without over-use during the year of any cooperating teacher. It is considered desirable that the student teachers be in such ratio to the regular staff that their presence will not draw unusual attention, either in the school or the community. Some note is also given to the principle that the student teacher be placed in a school similar to that in which he will accept his first teaching position. Most St. Cloud graduates go first to medium-size school systems.

In distance the closest cooperating school is three miles from the campus; the farthest at this time is sixty-five miles. The average distance is forty miles. This average seems about right. It is far enough away to help the student make a complete break from his usual college living patterns; it is close enough to enable the college supervisor to use efficiently his full-day at the center. When there are two school systems in the same general vicinity at the sixty-mile distance, the supervisor stays overnight to permit visitation in two consecutive days.

The invitation to a cooperating school to participate in the student teaching program comes from the college. While the basic policy of the college is to accept and respect the unique quality of each school, it does not necessarily follow that all schools are appropriate for the student teaching program. Some of the criteria developed for the selection of cooperating schools are the following:

1. The school is resilient. It has the ability to absorb unusual pressures, sometimes negative, without impairment of its function as a force in a democratic society.
2. The school is not regularly involved in a pattern of high tension, either internally or as a part of its community tension pattern.
3. The school has a positive attitude toward appropriate change. The teachers and administrative personnel are sufficiently flexible, secure, and open-minded to have the desire to improve educational practice.
4. The school assigns a reasonable class load for cooperating teachers, with resultant available time for conferencing with student teachers and for general professional advancement.
5. The school is receptive to community studies by student teachers.
6. There is adequate housing available for student teachers.
7. The school is willing to select cooperating teachers on a cooperative basis with the college.
8. The school agrees to the principle that no teacher should be designated as a cooperating teacher without his full consent.

9. The school fosters a classroom climate characterized by creativity and mutual respect.
10. The school fosters methods of instruction in harmony with presently accepted principles of teaching and learning.

These criteria, formulated on a tentative basis, have served to guide the college in selecting cooperating schools. Lengthy conferences with administrative personnel, associations with teachers in summer and evening courses, general information through newspaper reports or more informal media — all serve to provide relevant data. However, application of these criteria is a difficult process. In one case a school, which otherwise met the criteria well, was not able to follow through on housing expectations and the student teachers had to resort to motel living. This school is temporarily on a stand-by basis until the housing situation improves in that community.

If the initial decision to invite a school to participate proves unwise, or the school situation changes radically in terms of the criteria, there is freedom for either the college or the school to withdraw. However, because of the heavy investment of time and effort for both the college and the school required to open up a student teaching center, a decision to terminate the working relationship is made only after careful consideration.

No written contract between a cooperating school and the college has seemed necessary or is contemplated. However, basic policy decisions are available in writing for the information of all concerned.

The college is fortunate in having both on-campus and off-campus facilities adequate for its student teaching program.

SECTION FOUR

Nature of the Program

While this entire report deals with the nature of the student teaching program, the purpose of this section is to describe briefly the basic objectives, design and policies of the program not otherwise treated specifically in other sections.

Objectives

Student teaching is one aspect of the undergraduate program of professional preparation of teachers. As such it attempts to develop, in

concert with other phases of that total program, teachers who are competent to provide professional guidance for children and youth of the public schools of Minnesota and the nation.

The unique objective of student teaching is to provide the student teacher an opportunity, under guidance, to apply, test, and revise his skills and understanding of the teaching-learning process. This application, testing, and revision is made in situations characterized by reality.

A further objective of the program is to help the student teacher understand and operate effectively in the total configuration of a teacher's role as a professional worker and citizen of a community.

It is the accepted philosophy of student teaching that one learns most effectively by doing, under guidance. In the guidance of the "doing", proper regard should be given to teaching-learning principles and respect for the integrity of the "doing" situation must be maintained.

It is not and could not be the objective of student teaching to develop teachers fully matured in professional skills and understandings. Student teaching can do no more than assist in helping young professionals gain the minimum essentials. It remains for in-service teacher education to build on the foundations provided by pre-service teacher education.

Design

Mention has already been made in Section 1 of the design¹ of the program. To this may be added points on the time, duration and place of the assignments and the credits involved.

Student teaching is scheduled in the Junior or Senior years. For degree elementary, junior high, and special area students the first assignment in the campus school usually comes in the Junior year; the second assignment, usually in the Senior year, is to an off-campus center. Secondary majors usually have their full-quarter off-campus assignment in the Senior year. It is recommended that no student teaching be done in the last quarter of the student's college career; it is felt that the student needs at least one quarter to digest and consolidate his student teaching experience. Among other things, this means developing further his areas of competence and strengthening his areas of weakness revealed in student teaching.

The pattern for provisional elementary students² is similar to that of degree elementary except that the assignments come in the Sophomore and Junior years.

There are exceptions to the patterns indicated above. Because the campus school is not large it is necessary that some elementary, junior

¹ A more detailed statement of the program design may be found in the "Student Teaching Handbook," F. Bennett, F. Perry, A. Schelske, May, 1955, St. Cloud State Teachers College.

² The three-year provisional elementary program is scheduled for termination in 1960.

high, and special area students do all their student teaching off-campus. Students in those majors may, with the consent of their advisers and the Office of Student Teaching, apply for full-quarter off-campus teaching in place of the normal pattern. Consideration of such application is in terms of the student's maturity and achievement and the facilities available.

Fifteen quarter hours is the minimum student teaching requirement for any student preparing for teaching at this college. Seven credits are given for the half-day, twelve-week assignment on-campus; eight credits for the six-weeks, full-time off-campus assignment; fifteen credits for the twelve-week, full-time off-campus assignment.

The student teacher in the off-campus assignment lives in the community in which he is teaching. He is not permitted to take any courses or engage as a regular participant in any college activities. In more positive terms, the student teacher is expected to devote his full time and energy to the challenge of student teaching. This includes not only the full range of activities normal for a regular teacher but also the additional requirements of the community study. Meeting these requirements normally calls for the student teacher to remain in the community on weekends.¹

Students are not assigned to their home towns. It is felt desirable that a student do his student teaching in a school where he has not been a pupil and in a community that is relatively new to him.

Policies

Certain general policies, some of which have been or will be later stated, are basic to the program. Other policies not mentioned elsewhere warranting attention are listed below:

1. An elementary major² shall have one assignment at the primary level and another at the intermediate level.
2. Secondary and special area majors will student teach in all major and minor fields.
3. Student teachers will follow the calendar of the cooperating school rather than the college calendar during the assignment. However, the college calendar will be followed on the opening and closing of the academic year.
4. The student teacher or college supervisor will engage in no activities in the cooperating schools that do not meet with the full knowledge and consent of the administration concerned.

¹ See Section 6 for details on community living.

² Without a Kindergarten or Junior High endorsement. Refer to the **Student Teaching Handbook** for variations.

5. If, during student teaching, a student teacher becomes unacceptable to a cooperating school he will be withdrawn forthwith.
6. If it is apparent that a student teacher can be benefitted, without harm to the situation, by a change in classroom or school assignment during student teaching, such a change may be made.
7. The number of students assigned to any cooperating school shall have the prior approval of the administration concerned.
8. Student teachers will, with the consent of the cooperating schools, be encouraged to attend pre-school workshops and orientation activities.
9. No student teacher is used as a replacement for a qualified teacher.
10. No student teacher may accept compensation.
11. Students planning to fulfill their student teaching requirements by one full-quarter assignment off-campus must have the prior experience of participation in the campus school.
12. Summer school student teaching is restricted to experienced teachers.

All policies affecting a particular school or the schools collectively are developed cooperatively with those schools. Where it is possible, without violating the intent of general policy, variations are made to suit particular needs of particular situations.

Further clarification of the nature of the program will be presented in the remaining sections.

SECTION FIVE

Readiness for Student Teaching

The value derived from a learning activity is dependent, in part, on the degree of readiness of the learner. This section lists some of the readiness factors related to the student teaching program.

Acceptance into Senior College

A student must be accepted into Senior College¹ before he can apply for student teaching. He may apply after he has completed sixty-

¹ For majors in the provisional elementary program Acceptance into the Second Year is the parallel requirement.

four quarter hours. The following factors are involved in his application for admission:

1. Counsellor's Personality evaluation.
2. General personality evaluations by Dean of Men or Women.
3. Test records: American Psychological Test;
Iowa Silent Reading Test;
Cooperative English Test;
High School Rank
4. Speech effectiveness.
5. Health status.
6. Scholarship: Average "C" or higher.
7. Interview by major adviser.

When a student is accepted into Senior College a notification card is sent to the Office of Student Teaching and filed for use when the student applies for student teaching.

Scholarship

A student must have a "C" average or higher in the professional education course as well as in his majors and minors before he is accepted for student teaching.

Health

Considerable stress is placed upon the importance of physical health. The college feels an obligation to protect not only the student teacher, but also the youngsters whom he will teach. Therefore, a health examination is required, which involves blood pressure, hemoglobin, and the Mantoux test. The college nurse certifies that she has examined and conferred with the applicant and has checked his health record; she then either recommends that he be admitted to student teaching on the basis of his physical condition or that he be referred to a physician.

Stability

Equally as important as physical health is mental health and general stability. Considerable attention is given to the student's living record at college when he applies for student teaching. A list of the applicants is sent to the Bureau of Student Personnel. The staff of the Bureau checks the record of each applicant and makes a brief note of any problem or condition that might affect adversely his student teaching experience. If the staff of the Bureau prefer to make the comments orally rather than in writing, the opportunity is provided. If a student has had counselling at the Psycho-Educational Clinic that fact is noted. The director of student teaching then communicates with the member of the Clinic staff who did the counselling and asks if there is any information that

the director need be aware of. Information obtained is shared with the college supervisor, when appropriate, on a confidential basis.

The college is responsible for the student teachers in their work with children and youth and must be reasonably assured of the students' emotional health.

Role of advisers

Advisers to students play an important role in relation to the student teaching program as well as to the total college program. The adviser, watching the general progress of the student, determines when his advisee is ready to apply for student teaching. Operating within the basic policy pattern of the program, the adviser makes appropriate adjustments to suit the needs of the student. Therefore every effort is made to acquaint advisers with developing trends in the program.

A specific responsibility of the adviser, working with the student, is to plan the student's overall program. It rests with him to see that the student has the necessary courses in the major and minor fields prerequisite to student teaching.

Assignment process

In applying for student teaching, the student is given the opportunity to indicate preferences regarding his assignment. This is done either orally or through the Personal Data Form. When a specific request is in harmony with general policy, every effort is made to satisfy the student's desires.

The process of assignment has varied. Sometimes an assignment committee, composed of supervisors, has assumed the responsibility. At other times the director of student teaching, working with the principal of the campus school, has done the major work of assigning. Whatever mechanics are used, the important objective is to harmonize the needs and desires of the student teaching facilities with the needs and desires of the student teacher. If this is to be achieved, the assignment process must take into account the readiness of the individual student teacher as well as a thorough understanding of all the schools involved in the program.

A study is now underway to determine the factors that have significance in terms of readiness for student teaching at this college.

SECTION SIX

Community Living

The communities in which the cooperating schools are located are quite varied. The smallest is a country village of a few score people; the largest is a city of about ten thousand. Some communities are centered in poor farming regions, others in regions of prosperous agriculture. Some have mixed manufacturing and agriculture; others are primarily suburban. The communities vary also in religious and social backgrounds.

Community study

Understanding the dynamics that permeate community life is an important aspect of student teaching. The college believes that an effective teacher must have the ability to recognize those dynamics and to make an adequate adjustment to them. Therefore an integral part of the student teaching program is a study of the community.

The approaches to community study have been varied. Each supervisor has had the freedom to try out different techniques with students in his centers. One approach has been an interview technique in which people representing various institutions, establishments, organizations and agencies are consulted by student teachers. The purpose of the students is to understand and appreciate some of the facts, opinions and personalities which contribute to community life. Such study has usually been concentrated in a three-day period at an appropriate time during the assignment.¹ Other approaches involve the entire assignment period.

It is believed at least three factors are essential to an effective community study:

1. there must be willingness on the part of the community to be studied.
2. there must be time for study available to the student teachers.
3. the students and supervisors must have the skills necessary for community study.

No community study is undertaken without the express knowledge and consent of the administrator of the school system. The relationship of the school to its community is particularly involved in this activity of the student teacher.

The full-time nature of the off-campus program, including weekends, provides the necessary time.

It is in the matter of the skills of community study that the program needs strengthening. The supervisors have recognized that any study

¹ Community Study of Little Falls, Minnesota, Robert Dalzell and Sandra Jenson, (student teachers), dittoed report, October 27, 1954.

worthy of the time involved necessitates a grasp of sociology and the ability to apply sociological techniques to a real situation. The Division of Professional Laboratory Experiences is now working with the Division of Social Studies to bring about a firmer grasp of those understandings and techniques. Both Divisions recognize the importance of this area of professional growth and the need for improvement in the guidance given by the college.

Participation in community life

In addition to the community study, emphasis is given to effective participation by the student teacher in community living. The student is encouraged to select from among the social, religious, or recreational activities normal to the community and participate in them as fully as possible.

The possibilities, of course, are limited by the fact that the student teaching assignment is for the relatively short period of six or twelve weeks. Yet some cooperating schools have succeeded in establishing a climate in the community conducive to such participation. Much depends upon the social skill of the student teacher. One phase of his evaluation¹ deals with his relations with the community. It is interesting that the on-campus supervisors have often indicated on the evaluation forms that the student teacher had no opportunity to participate in community life during his on-campus assignment. It may be that this phase of the student teacher's experiences is particularly appropriate to the off-campus assignment.

The whole area of community study and community living as part of student teaching warrants the attention of teacher educators. The action-research approach would seem particularly fitting to discover the techniques and values possible.

SECTION SEVEN

Cooperating Personnel

The administrators and teachers of the cooperating schools are key people in the student teaching program. The success or failure of the off-campus phase of the program depends to a very large degree on the cooperating personnel. That the St. Cloud program has operated with considerable success is indicative of the high quality of guidance provided by those persons.

¹ See *Student Teacher Handbook*, Chapter IV on Evaluation.

Administrators

The Office of Student Teaching looks to the administrator for the leadership necessary to initiate and maintain an effective off-campus program. With his knowledge of the faculty, the student body, and the community, the administrator is able to provide the information and understandings necessary to the program.

Every effort is made by the college to keep the administrators informed of developments. Written reports of the general program and of the specific program in a particular school are sent to the administrators. He is invited to participate in conferences related to the program.

After initiation of the program, the superintendent may wish to designate the principals to represent him in the program. This procedure has proved effective in many instances.

It is the responsibility of the college personnel to be sensitive to the philosophy, the desires, and the method of operation of the administrator and to develop a working relationship in harmony with those factors.

Cooperating teachers

Just as the administrator is the key person in the overall development of the program in a school, the cooperating teacher has a most vital effect on the quality of experience a student teacher has. One commentator has stated that the quality of off-campus teaching depends entirely on the cooperating teacher. While this conclusion overlooks the important roles played by the administrator of the school and the college supervisor, the general significance of the statement is accepted in the St. Cloud program.

The student teacher will receive his day-by-day guidance from the cooperating teacher. Working as a three-person team, the student teacher, the cooperating teacher, and the college supervisor together move toward the best possible student teaching experience.

The administrator and college supervisor cooperate in the selection of cooperating teachers. The first criterion is that the teacher must want to serve in this role. The second is that the teacher should be effective in working with pupils. The third criterion is that the teacher should be effective in working with college students. Application of these criteria naturally eliminates many quite capable public school teachers. However, it is encouraging that there has been no lack of cooperating teachers in the changed program. It is significant that this has been true even though the college gave no cash compensation to the cooperating teachers. This is a tribute to the professional attitude of those teachers.

Tuition allowances

However, money that had been used to pay cooperating teachers on the old program was still available. The opportunity was seen by the

college to utilize this fund to strengthen the quality of supervision and at the same time provide tangible recognition to the cooperating teachers. A plan was developed to award tuition allowances to cooperating teachers. Following are the features of the plan:

1. Each cooperating teacher assuming major responsibilities for the guidance of St. Cloud S. T. C. student teachers for one quarter will receive a tuition allowance for four credits of graduate or undergraduate courses at this college at summer school rates. In the secondary school, even though the student teacher works with several cooperating teachers, there shall be designated one major cooperating teacher who will receive the tuition allowances.
2. Cooperating teachers having less than a Bachelor's degree shall be awarded tuition at undergraduate rates; those with Bachelor's degrees will be awarded tuition at the graduate rate.
3. The first course for which this tuition allowance will be applicable will be Education 478-578, SUPERVISION OF STUDENT TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS. The second course for which this tuition allowance will be applicable will be Education 476-576, SUPERVISION AND IMPROVEMENT OF INSTRUCTION. Additional tuition allowance may be applied in courses selected by the cooperating teacher.
4. Tuition allowances shall be awarded at the end of each quarter.
5. A statement of those eligible for the tuition allowance shall be agreed upon by the superintendent of the cooperating public school and the director of student teaching at the end of each quarter. A sum of money equivalent to the tuition allowance shall be sent to the superintendent of the cooperating school for disbursement to the cooperating teacher concerned when the teacher indicates his desire to make use of the allowance.
6. If a cooperating teacher does not use the tuition allowance within two years, the superintendent may designate another staff member of that public school system to utilize the tuition allowance in the manner described in paragraph three.
7. Each superintendent is requested on June 1 of each year to inform the director of student teaching of the use made of the tuition allowances.

The first course, Supervision of Student Teaching in the Elementary and Secondary Schools, is particularly designed to improve the quality of supervision provided by cooperating teachers. It may also indirectly serve to improve classroom instruction. This course will involve a study of the principles and techniques of supervision of student teaching. Attention will be given to the nature and purpose of student teaching in the professional curriculum. Consideration will be given to procedures for guiding the student in planning and evaluating learning activities.

This course carries four quarter hours credit and is applicable as an elective on either the graduate or undergraduate programs at this college. The course will be offered every summer and occasionally as an evening course during the year at one of the cooperating schools.

It is hoped through the means of the tuition allowance, in addition to other means cited in Section 9, that the guidance provided by cooperating personnel can become increasingly effective.

SECTION EIGHT

College Personnel

The college faculty members whose major responsibilities deal with observation, participation and student teaching are in the Division of Professional Laboratory Experiences. There are two units in the Division: Off-campus and On-campus. The principal of the campus school is head of the On-campus department. The division chairman, in relation to the student teaching program, has the responsibility and authority usually associated with a director of student teaching.

On-campus

The members of the On-campus department, with a few exceptions, staff the campus school. Nearly all have direct responsibility for teaching children as well as guiding observation, participation, and student teaching experiences. Theirs is a most challenging and demanding role. Too much commendation cannot be given to these on-campus supervisors who are able to fulfill this vigorous challenge.

The principal of the campus school carries on the function normal to any school principal. He has the full responsibility and authority necessary for the operation of a good school. In addition, he works with the chairman of the division in coordinating those professional laboratory experiences on-campus.

All members of the On-campus department are full members of the college faculty in every sense. These members may be found on all college committees; their place on the salary schedule is determined on the same basis as any other faculty member.

Off-campus

Members in the Off-campus unit focus mainly on the supervision of off-campus student teaching. Each member has, within the general policies, the responsibility and authority to develop and maintain the

student-teaching program in the centers to which he is assigned. At the present time there are four full-time supervisors and two part-time supervisors.

To carry out his responsibility, the off-campus supervisor must have a sound background in teacher education, good judgment, broad classroom experience, and flexibility. He must be particularly effective in human relations.

Off-campus supervision at this college is on the general rather than the special basis. Because elementary, special area and secondary student teachers may be assigned to a given cooperating school, the supervisor must be flexible enough to work with any student teacher, regardless of major.

The college accepts the theory that any teaching-learning situation may be analyzed in terms of fundamental principles of teaching and learning. It believes that it is in the understanding of and the ability to apply those principles that the student teacher builds the solid foundation for professional growth. This point of view is the main justification for general supervision.

Another reason is economic. It would not be feasible to have a large number of special supervisors journey to the widely scattered centers.

A third reason for general supervision is the desire to have one supervisor develop a given center. It is felt that the understanding necessary can come best when one supervisor operates in a school.

The college selects personnel for off-campus supervision with extreme care. Too much is at stake to condone mediocre performance by off-campus supervisors.

Student teaching consultants

The recognized weakness of general supervision is that the supervisor may not be acquainted with the methods and materials of instruction in all areas in which student teaching is done.

To overcome this weakness and still retain the essentials of general supervision, the Division of Professional Laboratory Experiences invites the other divisions and departments of the college to name representatives who will serve as student teaching consultants.

The consultant is the particular person in the department to whom the supervisor goes for help on questions of methods and materials. The consultant is also available for conferences with a student teacher. As the consultant's time permits, he occasionally accompanies the supervisor on visits to cooperating schools.

The consultant is not burdened with paper work or direct responsibility for supervision. These remain in the hands of the supervisor.

In addition to the help given to the student teaching program, there is a concomitant benefit for the various departments. The consultant

is able, through direct observation, to note the strengths and weaknesses of the product of his particular department. He is thus in a position to acquaint his colleagues with areas of needed improvement in the department's program.

Supervisory procedures

It is probably neither possible nor desirable to attempt to prescribe detailed procedures for supervision. Each supervisor naturally differs in his approach. It is considered desirable that supervisors experiment with varying procedures and share the results with their colleagues.

There are, of course, basic considerations that underlie supervision in this program:

1. The student teacher is accepted as an adult. He is accorded the respect due an adult and is held responsible for behavior on an adult level.
2. Student teaching is a teaching-learning situation and supervisory procedures shall be in accordance with accepted principles of teaching and learning.
3. Each student teacher in the off-campus program will be observed and conferred with by the supervisor at the minimum of once in two weeks. When possible, these observations shall be once a week.

The success of a program of student teaching depends heavily upon the quality of college personnel responsible. This college has been fortunate in obtaining the services of staff members well-qualified in the area of professional laboratory experiences.

SECTION NINE

Communication

Communication is crucial in the St. Cloud student teaching program. The nature and philosophy of the program demands the most serious effort to maintain and improve communication among all concerned.

Need

In terms of numbers alone, there is a large group of persons depending upon adequate communication. At any given time there are over one-hundred student teachers, one-hundred cooperating personnel, and twenty-

five college personnel directly and immediately involved in the student teaching program. Most of these people are miles from the college. For them to direct their efforts in harmony with a developing program requires their having basic and specific understandings of that changing program.

Achieving those understandings calls for more than effective use of mechanical devices: the telephone, correspondence, written reports, meetings, printed bulletins. Those are necessary, of course, and adequate provisions for the necessary clerical help, travel, and publication are essential.

More important, and much more difficult to achieve, is the degree of human understanding that must be present before any real communication can take place. A student teacher cannot communicate with a supervisor who does not respect him as a person, who is not aware of the complex of desires and experiences he brings with him to the classroom. A supervisor cannot communicate with another supervisor if there are blocks caused by unacceptable differences in philosophy of living. Being sensitive to the needs of others, knowing oneself, having the ability to establish a feeling of common purpose with others — all these characteristics must be present, at least to a minimum degree, if adequate communication is to result.

The remainder of this section deals briefly with some of the means used in the program to promote communication.

Face-to-face

Probably more effective communication has occurred in the program through face-to-face associations than through written and other means. However, it is recognized that simply bringing people together physically does not necessarily result in communication.

On the college level the regular meeting has proved a useful device. Both the On-campus and Off-campus units have regular weekly meetings. Much of the content of these meetings deals with policy as well as implementation matters.

There is also a monthly Divisional meeting which brings both units together on matters of overall concern. In addition there are meetings with other college-wide groups, such as the Professional Education Group.

The physical location of the work areas is important in facilitating daily associations. The campus school is a natural physical focus; the off-campus supervisors are located in a suite of offices. Much understanding is brought about and much misunderstanding avoided by having people work in close proximity.

Associations on the social level have had beneficial results. The informal parties, fishing and hunting excursions have done much to help people in the Division to know each other better.

The problem of physical distance limits the possibilities for face-to-face associations among and with the cooperating personnel. However, there are natural opportunities for becoming acquainted: many cooperating personnel are either former graduates or are currently enrolled in advanced courses at the college; others are members of such professional organizations as Phi Delta Kappa, the Elementary or Secondary Principals Association, Association for Childhood Education, and Minnesota Education Association — whose activities bring together personnel from the cooperating schools and the college. The off-campus supervisors occasionally teach an extension course in or near a cooperating school in which cooperating personnel enroll.

The greatest opportunity for personal understanding occurs in the off-campus supervisor's regular visits to the schools. The supervisor makes every effort to know the cooperating personnel with whom he is working. These relationships represent one of the strongest forces that hold the off-campus program together.

However, these natural opportunities are not sufficient. A deliberate effort is made to supplement them with a variety of group meetings. Illustrative are the meetings held in the last year and a half:

1. Towards the close of the initial trial run the superintendent and principals of the cooperating school met in a long luncheon meeting with the President of the college, the director of student teaching and two supervisors to evaluate problems and progress.
2. All the administrative personnel of two neighboring cooperating schools met with the Dean of the college and all the college off-campus personnel in a luncheon work session to discuss common problems.
3. The cooperating personnel of the same two schools were guests of the college supervisory group in a film showing and social hour.
4. The cooperating personnel of all schools in the program were invited to luncheon with the college supervisors, followed by an afternoon of sharing ideas and problems in small and large groups.
5. All the cooperating personnel of a school have met as a group with college supervisors in the centers to discuss overall aspects of the program.
6. The director of student teaching has responded to every invitation to meet with cooperating faculties during pre-school orientation sessions to outline the program.
7. The college supervisors have accepted similar requests for contributing to the pre-school sessions, as well as on other occasions during the year.

Such meetings, if they are to be successful, require careful planning. The effort has been worthwhile not only for fostering personal understanding but also in developing sound policies upon which to base the program.

Written

Considerable reliance is placed in the program on the written forms of communication. Summary notes are sent to participants in meetings, policies and procedures are put on paper, supervisory notes are sent to cooperating teachers as well as student teachers as a follow-up to observations and conferences; memoranda and letters are sent whenever personal contact is impossible or inefficient.

Written communication has proved most useful. One principal wrote in his evaluation, "The Statement of Policies for Student Teaching, drawn up in cooperation with the department of education at the college, has been a decided help."

One principle of communication has become apparent in the program: written communication can reach desired levels of effectiveness and efficiency only after there has been established adequate personal relationships among those engaging in communication. Therefore, much time and effort are invested by the college personnel in face-to-face associations in order that the written forms of communication may later be effective.

SECTION TEN

Evaluation

Continuous evaluation is a necessity in a growing program. Provisions for evaluation should be made at all stages of a program's life. This section will summarize briefly some of the provisions made in the St. Cloud program.

Evaluation with student teachers

The experience of student teaching would be quite limited if careful, thorough and continuous evaluation were not one of its primary features. Probably at no other time in his professional career will the prospective teacher have the opportunity to receive painstaking, intimate help in the analysis of his effectiveness in teaching.

The student teacher is encouraged to analyze with great care his methods of teaching and use of instruction materials as well as other aspects of his professional role. He has a copy of the evaluative instrument in the Handbook and therefore is aware of the criteria considered important by the college. The complete instrument is too lengthy for presentation here, but its main headings will be suggestive:

- I. Relations with Pupils
 - A. Degree of friendliness in classroom relations
 - B. Ability to meet pupils' basic needs
 - C. Provisions for democratic living
 - D. Provision for individual differences
 - E. Attitude of pupils toward the teacher
- II. Relations with the Profession
 - A. Willingness to cooperate
 - B. Evidences of professional interest
 - C. Attitude toward criticism
 - D. Interest in continuous self-development
- III. Relations with the Community
 - A. Use of community resources to enrich learning
 - B. Extension of class-wide activities to school-wide levels
 - C. Relating school work to community problems
 - D. Cooperation with parents
 - E. Participation in community activities
- IV. Effectiveness in Self-Adjustment
 - A. Self-evaluation
 - B. Emotional maturity
 - C. Communication skills
 - D. Physical stamina
 - E. Appearance
 - F. Resourcefulness
 - G. Consideration for others
 - H. Initiative
 - I. Balance of social and professional activities
 - J. Voice
- V. Effectiveness in Developing Learning Activities
 - A. Breadth and clarity of educational objectives
 - B. Control of subject matter
 - C. Motivation of activities
 - D. Effectiveness in planning
 - E. Provision for quality and variety in learning activities
 - F. Variety of instructional materials
 - G. Attention to physical environment
 - H. Acceptable classroom routine
 - I. Sequential development of learning activities
 - J. Integration of learning activities
 - K. Evaluation of outcomes

Each of the above headings is developed in detail and in terms of behavior so that the student teacher will have little difficulty in applying them to his own teaching. Provision is made for the student teacher and his supervisor to use this instrument in evaluation conferences at the mid-point and at the end of his assignment period. The instrument is also useful to the student teacher throughout his student teaching for self-evaluation.

Another indirect but valuable purpose served by the instrument is that of acquainting cooperating personnel in specific and concrete ways with the concept of teaching considered desirable by the college.

Student teachers participate in other forms of evaluation as well. Whenever possible, usually at the close of an assignment period, the student teachers meet as a total group with their supervisors to evaluate the program as a whole. Questions such as the following are proposed to the student teachers as points of departure:

1. Did you have sufficient opportunity to teach?
2. How could the supervision provided by the cooperating teacher and the college supervisor have been improved?
3. What were the best features about the supervision provided?
4. What problems, if any, arose regarding community living?
5. What changes in the patterns and procedures of the student teaching program would you recommend?

These general conferences have been most valuable to the supervisors. The student teachers are encouraged to be quite frank, and they respond with many suggestions that have been utilized to improve the program.

It seems appropriate to note at this point that the overall reaction of student teachers at this college to the student teaching program has been one of appreciation. The program gives them a serious professional challenge and they seem to find, despite the inevitable frustrations, considerable satisfaction in responding to that challenge.

Evaluation with cooperating personnel

In addition to the informal, day-by-day evaluations that occur naturally when the supervisors are in the cooperating schools, there is considerable emphasis given to cooperative evaluation of a formal nature with the cooperating personnel. Mention has already been made in Section 9 of the meetings held at the college and at the schools for evaluative purposes. Whenever a problem arises or a new policy is being shaped, the first thought of the supervisors is to go to the cooperating personnel concerned for their reactions.

It scarcely seems necessary to state that provisions must always be made for continuous cooperative evaluation between the college and the cooperating personnel if the program is to continue to improve.

Evaluation at the college

In the weekly meetings by the two departments constant attention is devoted to evaluative matters. The regular meeting is particularly necessary, for evaluation as well as for other purposes, for the off-campus supervisors. The nature of their work in scattered centers tends

to result in variations of procedures. This is quite healthy providing there is opportunity for maintaining the integrity of the program.

The college personnel concerned with student teaching make an effort to obtain the reactions of the faculty as a whole to the program. All supervisors have enough free time to keep up with the latest points of discussion in the faculty lounge. In addition, there are opportunities in the Professional Education Group to evaluate systematically various phases of the program.

Evaluation of any phase of the program by all those concerned, directly or indirectly, is considered appropriate and necessary.

SECTION ELEVEN

Finances and Statistics

Additional perspective on the developing program is gained by examining pertinent figures. This section presents figures on the numbers of student teachers, credits earned in student teaching, costs of the program. Figures on the above points are presented for the year 1952-53, which was a year in which the old program of student teaching operated exclusively. Figures are also given for 1953-54 and 1954-55, which were transitional years. At publication date the only figures available for 1955-56, the first year of exclusive operation of the present program, are for the Fall Quarter. These are included.

Students and credits

Table I gives the numbers of students registered for student teaching. For the sake of brevity the breakdown by curriculum on students is omitted; those figures usually are in the relationship of: elementary 13; secondary 7; special area 2.

Table I — Number of Student Teachers

Year	Fall	Winter	Spring	Total
52-53	186	220	214	620
53-54	169	204	177	550
54-55	161	172	184	517
55-56	118	—	—	—

The steadily decreasing numbers of student teachers in the last four years reflects a period of decreased college enrollment from 1950 to 1952. The reversal of that trend in 1953 will also be reflected in the number of student teachers, probably beginning late in 1955-56. How-

ever, it should be remembered that many student teachers, particularly secondary, have only one student teaching assignment rather than two as under the old program. Therefore the numbers will increase more slowly than they decreased.

Table II on the credits earned in student teaching reflects, particularly when contrasted to Table I, the increased amount of credit in the new student teaching program.

Table II — Credits * Earned in Student Teaching				
Year	Fall	Winter	Spring	Total
52-53	956	1122	1063	3141
53-54	872	1033	1023	2928
54-55	947	1159	1169	3275
55-56	1115	—	—	—

* Quarter hours

Travel

The figures to follow will apply only to the off-campus phase of the program. The finances of the on-campus program have been generally unchanged in contrast to the shifting costs of the off-campus phase of the developing program.

Off-campus supervisors are re-imbursed at the rate of seven and one-half cents a mile for the necessary use of their personal cars in supervision. When possible, which is not very often, they use college vehicles and no mileage is involved. The changed program, which requires the supervisor to spend a full day in a school, involves re-imbursement for meals to a much greater extent than did the old program. Beginning with 1955-56 there will also be hotel expenses for supervisors having centers at considerable distance from the college.

Table III — Travel Expenses

Year	Amount
1952-53	\$252.
1953-54	346.
1954-55	1236.
1955-56*	3700.

* estimated

Tuition allowances

The sharp increase in travel cost of supervision would seem to make the new program of student teaching much more expensive than the old program. Such is not the case, as Table IV indicates.

Table IV — Payments to Cooperating Teachers

1952-53	\$8480
1953-54	7847
1954-55	6298
1955-56*	2921

* Estimated cost of tuition allowances

By adding the figures of travel and payments to cooperating teachers, it can be seen that the last full year of the old program, 1952-53, cost about \$8700 in contrast to an estimated \$6600 for 1955-56. Furthermore, it is the belief of the college that it is getting greater value for the lower cost. If the figures for the credits for the Fall quarter are an indication of the entire year, student teachers will be earning more credits in 1955-56 than in 1952-53, and earning them in a program providing opportunity for a wider range of teaching experience.

SECTION TWELVE

Areas of Future Development

It has already been stated a number of times that the present program of student teaching at this college is not a static one. This description has been simply a picture of the program in its present stage of development. It is expected that there will be constant changes incorporated as they seem desirable. Some areas of improvement are already recognizable. This section suggests some possible points at which change may be desirable.

Services to cooperating schools

In a real sense, each time a cooperating school joins the off-campus phase of the program the college has added a million dollar plant to the campus and fifty to a hundred qualified members to its faculty. While these units will always be completely independent of the college in terms of control, it is a fact that they are directly joined with the college in the business of preparing teachers at the pre-service level.

The college has a responsibility to make available to these cooperating schools whatever resources it can, just as those schools are making available their resources to the college.

Of course, the college has always provided some services to its area schools: resource persons for workshops; commencement speakers; school surveys. However there is the feeling at the college that it might be much more active in terms of services.

One of the work groups of the Professional Education Group addressed itself in 1953-54 to the matter of services.¹ It surveyed the faculty to determine its attitude and to solicit ideas on areas where services might

¹ **Tabulated Report Made on Servicing the Area Schools**, Mimeographed report of Group Six of PEG, J. W. Yates, Chairman, April, 1954.

be appropriate. To the question, "Do you favor providing services to these area schools?", the largest number responded "definitely", almost as many for "to a reasonable extent" and none responded to the items of "rarely" or "not at all".

The respondents to the survey listed two full pages of activities in which the college could possibly be of service. The general tenor of the report was that the college, within the limitations imposed by the heavy faculty load and the limited budget it has for operating expenses, ought to establish closer, down-to-earth working relationships with its area schools.

Relation to curriculum development

The off-campus supervisors and student teaching consultants, in their work with the cooperating schools, carefully restrict themselves to the matter of supervising student teachers. Particular pains are taken to avoid any suggestion of being involved in a cooperating school's internal arrangements for curriculum development and instructional improvement. Only by special invitation by the responsible administrator do the college personnel step beyond this self-imposed restriction.

However, it does seem apparent that potentially there is a natural relationship between supervision of student teachers and participation in cooperative curriculum development. If the proper conditions were set up, the supervisor's work in the area of curriculum in a cooperating school would have a definite positive effect on the student teaching experience.

The college has no plans along this line at the present time. If and when the cooperating schools show interest it may be possible to do something. If anything is ventured, very careful consideration will have to be given to the move

Emphasis on quality

In the early stages of development of the present program of student teaching there was necessarily a considerable stress on quantity of student teaching. Programs had to be planned and facilities arranged for with heavy, though by no means primary, attention to the matter of quantity.

That stage has been passed and now full attention can be given to the much more difficult area of quality of the student teaching experience. The matter of quality covers a wide range of emphases; some have already been referred to in previous sections: improving the community study, developing more effective means to determine readiness, experimenting with supervisory procedures, improving communication. These areas of needed improvement are already recognized by the college personnel. Others will be identified as the program moves ahead.

The college accepts for itself the challenge that has been made for student teaching on a national level, that of improving the quality of the student teaching experience.

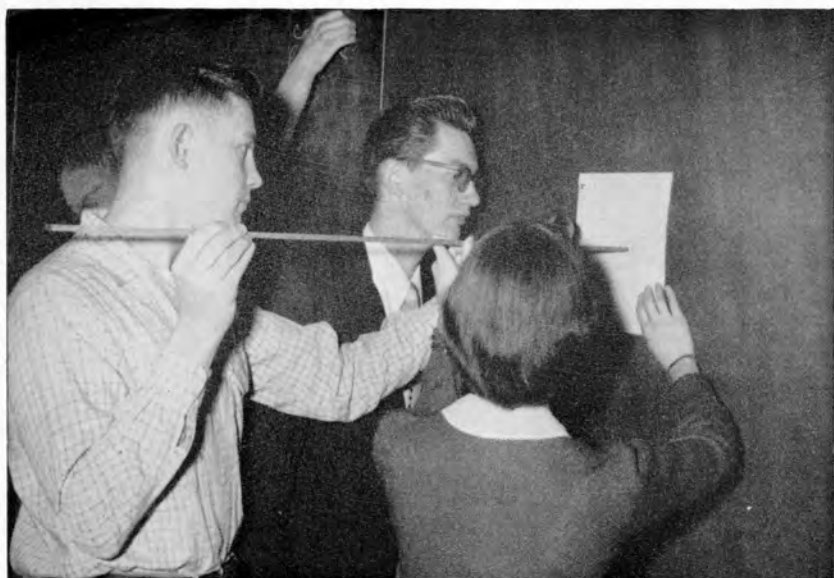
CONCLUSION

The college personnel responsible for student teaching have the privilege of working with young professionals in a vital experience. They see some students who habitually sit through courses without any discernible spark suddenly come to life during student teaching. They see other students who bubble through the social side of college life, with an occasional nod at academic requirements, overnight assume aspects of professional maturity when they are faced with the responsibility of teaching children and youth. The supervisors also have the opportunity of working with students who have already demonstrated their serious desire to learn the art of teaching.

Maintaining and fostering this sense of vitality in the student teaching experience is the challenge faced by those responsible for guiding the program. To do so will require the combined imagination, dedication and effort of all the college and public school personnel involved.

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A student teacher in a high school has opportunities for guiding youth in small groups.



Adequate housing is an important aspect of the off-campus phase of the program.

