

INTERNSHIP IN TEACHING

INSTRUCTIONAL MATERIAL SERIES • 1 •



NATIONAL COUNCIL OF
EDUCATIONAL RESEARCH AND TRAINING

INTERNSHIP IN TEACHING

*Reader in Technology,
Regional College of Education,
AJMER (Rajasthan).*

INSTRUCTIONAL MATERIALS SERIES • 1 •



**Regional Colleges Unit
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FOREWORD

The art of teaching is developed by direct personal involvement in the process. The internship programme described in this booklet provides opportunity for the teacher under training to become completely identified in the teaching process. He is given a chance to test the theoretical understandings he has acquired in his college pedagogy classes. He learns from his failures as well as from his successes. He is given a chance to develop a style of teaching which is satisfying and a source of confidence. As a full time teacher assigned to a school, he gets a realistic understanding of the full and varied responsibilities of a teacher.

As he is thus involved in teaching, he profits from and learns to welcome the counsel given to him by the supervising teacher, headmaster and college supervisor. These teachers of teachers are in an excellent position to evaluate his growing competence as a teacher—to point out to him what weaknesses he needs to correct, what strengths he should build upon.

The elements of the internship programme discussed and illustrated in the following pages describe an approach to teacher education still comparatively new in Indian education. We hope that others who are engaged in this important task will find the material useful.

RAJA ROY SINGH
Joint Director

National Council of
Educational Research
and Training

NEW DELHI
September 15, 1964

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—*Editor*

I

PURPOSE AND SCOPE

I

PURPOSE AND SCOPE

The National Council of Educational Research and Training established the four Regional Colleges of Education (at Ajmer, Bhopal, Bhubaneswar and Mysore) as part of a broad programme for improving secondary education in general and multi-purpose schools in particular. The major objective of these colleges is to prepare competent teachers of Agriculture, Commerce, Crafts, Fine Arts, Home Science, Science and Technology for the multipurpose secondary schools in the country.

The Regional colleges envisaged a sound and comprehensive programme of Internship in Teaching as one of the best ways to prepare competent teachers. Most teacher educators regard field experience (usually called student teaching), as the most important single experience in the education of a teacher. In the basic guide for the Regional Colleges,¹ Internship in Teaching has been designed to provide each student teacher with a broad and comprehensive experience for the development of teaching competence far beyond the usual practice-teaching assignment. Internship places the student teacher in the school situation as a full-time apprentice trying to learn all the arts of the profession and all the know-how of classroom teaching.

The duties and responsibilities of the teacher of today extend beyond the boundaries of the classroom. A teacher today, besides being effective in the teaching of his subject, must participate more fully in the total school environment with all its activities. In addition to training for classroom teaching, the teacher needs training and experience to participate in co-curricular activities, to utilize library services, to organize physical games and sports, to guide in the choice of courses and careers, to report student progress to parents, to select instructional materials and equipment as well as to maintain records and registers, and to take part in many other experimental activities. Internship in Teaching provides the prospective teacher with the opportunity to acquire the necessary appreciations, understandings and skills in a realistic school situation. In the internship scheme, the student teacher stays in the cooperating school for an extended period, working full-time and participating in all the activities of the school.

The importance of the internship programme cannot be over-emphasized. In a large measure it contributes to the success of the total educational programme in

¹ *Regional Colleges of Education, Plan and Programme*. National Council of Educational Research and Training, 1963. pp. 274.

the colleges. The concept of a close relationship between the college and the cooperating school that is implicit in the programme, results in many benefits to both institutions. The lessons learnt from the experiences of the student teachers in the schools are fed back to the college to modify and enrich its programme. The staff of the cooperating schools also profit from the professional partnership with the college personnel.

The crucial test of a teacher's competence is how he performs in the total school environment, for the school is the actual setting in which the student teacher will function after his training has been completed. All the theory he learns in educational philosophy, psychology, and methods or techniques of teaching, needs to be used and applied in the school situation. The internship programme provides him with just this situation in the cooperating school. The student learns to test and refine techniques and methods, and acquires the practical skills of teaching and of solving diverse problems which face the teacher from day to day. It is here that proper attitudes, understandings and skills can be more fully developed.

Internship provides the student teacher with a continuous teaching experience over an extended period of time. He follows through on a topic or unit of learning from the planning stage through the teaching, evaluation, remedial teaching and re-evaluation phases. In addition, the student teacher also has an opportunity to see the total effect of all school instructional programmes and activities on individual pupils. Internship provides a natural setting in which the student teacher can evaluate himself and be evaluated by others as a prospective teacher functioning in the modern school.

Since this broad and comprehensive experience in Internship in Teaching is essential to the success of the college programme, the Regional Colleges have co-operated in the preparation of this handbook to assure the maximum contribution of headmasters and teachers of the cooperating schools, the faculty of the colleges, and teachers under training.

II

OBJECTIVES AND RESPONSIBILITIES

II

OBJECTIVES AND RESPONSIBILITIES

A successful programme of internship involves the active cooperation of the college faculty and cooperating school personnel working for the benefit of the prospective teacher. In order to organize the internship experience effectively, the specific outcomes to be achieved as a result of this programme must be clearly defined. The responsibilities of all the participants must then be stated and carried out, if these objectives are to be realized.

A. SPECIFIC OBJECTIVES OF INTERNSHIP

The student teacher develops through observation and practice the ability to:

1. organize and manage a class for effective teaching and learning.
2. select and define clearly the objectives to be achieved in instructional work.
3. plan carefully for teaching in accordance with these objectives.
4. select and organize the subject matter to be taught.
5. adapt and relate the instructional material to the ability, interests, and needs of every individual pupil in the class.
6. develop interest and desire to learn.
7. obtain and utilize full participation by all pupils.
8. select and utilize a variety of appropriate teaching methods and techniques to meet individual and group needs, such as,
 - a. preparation and use of a variety of teaching aids
 - b. effective use of the blackboard
 - c. utilization of instructional equipment, apparatus and materials
 - d. utilization of community resources
9. convey ideas and concepts in a clear, concise, consistent and logical manner.
10. present instructional materials so that pupils learn effectively.
11. prepare and use assignments effectively.

12. evaluate pupil learning and organize necessary remedial work to overcome pupil difficulties.
13. develop in the individual pupil the ability to think and work independently.
14. guide and counsel pupils.
15. plan and organize cocurricular activities.
16. participate in the total school situation and cooperate with other teachers and administrators.
17. participate in the total community situation.
18. keep systematic records of all important aspects of work.
19. participate actively in educational experimentation.
20. develop a high degree of self-confidence to teach effectively.
21. develop a high sense of professional responsibility to the cooperating school, its teachers and pupils, the college, and the profession.

B. RESPONSIBILITIES OF THE COLLEGE

Professional Preparation

The college has the major responsibility for preparing the prospective teacher to be ready to profit from his internship experience. The pre-internship professional preparation will be achieved through the specific responsibilities assigned to the college staff and students as listed below :

STAFF OF THE DEPARTMENT OF EDUCATION

1. Discuss and explain the Internship in Teaching programme to the college students.
2. Demonstrate to students the techniques of teaching effectively.
3. Arrange for students to visit and observe classes in the Demonstration School and to confer with the school staff.
4. Arrange for students to visit and observe classes in neighbouring schools.
5. Teach students how to prepare lesson plans and how to prepare for teaching.
6. Teach students how to apply the principles of education to classroom management.
7. Teach students the various techniques of teaching and the devices to be used.

8. In cooperation with the subject departments, give students opportunities to practise the use of specific teaching techniques, devices, or special subject matter through class demonstrations.
9. Help the students to develop and prepare instructional materials for use in their internship classes.
10. Teach students how to evaluate their pupils.
11. Prepare students to handle group games, recreational and athletic activities.
12. Prepare students for participation in guidance, health and total school and community activities during internship.

SOCIOLOGY-PSYCHOLOGY-EDUCATION STAFF

1. Prepare students to be constantly alert to the socio-psychological factors which affect teaching-learning situations and how to handle them in the classroom.
2. Prepare students to construct, administer, and interpret new type achievement tests in their special subjects.
3. Acquaint students with guidance techniques:
 - Systematic observation of groups
 - Interview techniques
 - Location of problem children
 - Role playing and socio-drama
 - Preparation of a few case studies involving socio-economic backgrounds, academic and other developmental history of selected pupils.
4. Acquaint students with cumulative record cards.
5. If possible, also introduce students to:
 - Intelligence Tests
 - Personality Study Tools and Tests
 - Group Dynamics
 - Action Research

DEPARTMENTAL STAFF (Agriculture, Commerce, Science, etc.)

1. Discuss the Internship in Teaching programme as soon as possible in the methods class and in the subject content classes.
2. Familiarize the students with the syllabi and subject matter requirements in the region.
3. Help the students to master the subject matter requirements and the new developments in the field.

4. Demonstrate as often as possible the techniques of teaching in the subject matter field.
5. Arrange for periodic visits, observation and conferences with the Demonstration School staff.
6. Arrange for student visits to the respective subject classes in neighbouring schools.
7. Teach students to prepare lesson plans in their subjects and to prepare for teaching these subjects.
8. Teach students good classroom and laboratory management practices in their respective subjects.
9. Teach students the various techniques and devices to be used in teaching each subject.
10. Teach students the specific techniques to be used in evaluating the pupils in each subject.
11. Prepare students for participating in all the related school and community activities.
12. Cooperate with the coordinator of Internship in Teaching in the pre-internship conferences for student teachers.
13. Cooperate in the pre-internship arrangements and conferences for cooperating teachers.
14. See that each student is ready to start on internship before he is sent to the school.
15. Inform each cooperating school the exact nature of the subject matter background and preparation of each student.

STUDENT TEACHERS

1. Master subject matter content.
2. Read extensively the professional literature related to teaching the special subjects.
3. Observe and evaluate special classes in the Demonstration School and confer with the school and college staff members concerned.
4. Prepare lesson plans for the special subject classes in the Demonstration School.
5. Participate in some aspects of the Demonstration School programme,

6. Visit schools in the area and observe classes in the special subjects.
7. Collect and organize available instructional materials to be used during internship.
8. Prepare visual aids to be used in classes in the Demonstration School and during internship.
9. Evaluate carefully the 'demonstration' lessons taught by professors, school staff, and other students.
10. Teach a few lessons in the college methods class and in the Demonstration School.
11. Prepare, administer and interpret tests in the special subject.
12. Obtain advance information about the cooperating school, the cooperating teacher and the special subject assignment in the school.
13. Be prepared to adjust rapidly to the internship situation.
14. Be prepared to ask many questions about the school and the community, on reaching the school.
15. Be prepared to participate actively in the total school and community situation.
16. Be prepared to confer with the headmaster and other administrators.
17. Be prepared to work closely with the college supervisor.
18. Be prepared to acknowledge graciously the help received from all the internship participants.
19. Be prepared for continuous self-evaluation.

Pre-Internship Arrangements

In addition to providing professional preparation for the prospective teachers, the college must plan in advance and organize the Internship in Teaching programme. This experience will be conducted for a continuous period of about eight weeks in cooperating schools located in the region served by the college.

SELECTION OF COOPERATING SCHOOLS

The cooperating schools will be selected on the basis of the following criteria:

1. Reputation of the school and its willingness to use new and improved teaching techniques. This will be based on the recommendations by the state departments of education, extension service centres, inspectors, headmasters, college staff members and professional organizations,

2. The training, experience and competence of the teachers in the special departments selected.
3. The availability of adequate physical facilities in the special departments.
4. High degree of interest, enthusiasm and ability to participate in the programme on the part of the school management, headmaster and the staff.
5. Breadth and quality of the total programme of the school and of the special departments selected for internship.
6. Location of the school in order to meet the needs of student teachers who come from a wide geographic area.
7. Medium of instruction in the school.
8. The provision of suitable housing arrangements for student teachers.

The college will prepare the student teacher to participate in the following major areas of internship:

1. Observation of classes taught by experienced teachers.
2. Planning of lessons under the direction of experienced teachers and supervisors.
3. Teaching under the supervision of an experienced teacher.
4. Observation of total school activities.
5. Participation in total school activities.
6. Observation and participation in community activities.
7. Continuous self-evaluation with the assistance of experienced teachers and supervisors.

The specific duties of the various college staff members in making the arrangements for internship during the pre-internship period are illustrated in the responsibilities assigned to them. One member of the staff should be designated as the Coordinator to be in charge of the internship programme.

Functions of the Coordinator of Internship in Relation to Cooperating Schools

1. Determine as soon as possible after the college year starts
 - a. Number of student teachers
 - (1) in each department
 - (2) from each state or territory of the region
 - (3) in each regional language

- b. Number of cooperating schools needed
 - (1) for each department
 - (2) in each area of the region
 - (3) in each regional language
2. Correspond with the prospective schools to determine by means of proforma:
 - a. how many student teachers they can accommodate in each department.
 - b. facilities available in each department.
 - c. trained staff available in each department.
 - d. special staff (not trained) available in each department.
 - e. housing facilities available in the area.
 - f. willingness to serve as a cooperating school.
 - g. number of suitable teachers in each department willing to serve as cooperating teachers.
 - h. media of instruction.
3. Make the necessary arrangements with the cooperating schools as soon as possible:
 - a. Obtain approval from the state department of education and/or the management.
 - b. Arrange with the headmaster the number of student teachers in each department and the nature of the specific preparation the student has had in his subject field.
 - c. Locate the teacher responsible in the cooperating school in each department.
 - d. Ascertain the subject matter to be covered in each department during the internship, and the textbooks used.
4. Send a copy of the handbook on Internship in Teaching and other necessary information for the benefit of each cooperating teacher.
5. Arrange pre-internship conferences for cooperating headmasters and teachers.
6. Make arrangements for housing and transportation of student teachers in consultation with the cooperating headmasters.
7. Provide the cooperating school with the necessary forms required during the internship period including evaluation.
8. Provide the cooperating school with information about each student.
9. Arrange for final evaluation conferences with cooperating headmasters, cooperating teachers and college supervisors.
10. Make arrangements for the suitable recognition of all schools, headmasters and cooperating teachers at the end of the internship period.

Functions of the Coordinator of Internship in Relation to the College Staff

1. Organize an in-service training conference on internship for all college and demonstration school staff members. Discuss the field experiences and pre-orientation to be given before the internship period.
2. Confer with and coordinate the work of the department of education in the pre-internship preparation of all student teachers.
3. Confer with and coordinate the work of each department in the pre-internship preparation of the student teachers in the subject methods and content courses.
4. Select the college supervisors and arrange for their assignment in advance of internship.
5. Conduct an in-service training conference for all college supervisors in advance of internship.
6. Confer with the librarian, audio-visual department, and heads of departments on the textbooks, reference materials, aids and supplementary materials to be sent to each internship centre i.e., cooperating school.
7. Confer with each student and the methods teachers on the assignment to the cooperating school.
8. Supply the college supervisor with information about each student.

Functions of the Coordinator of Internship in Relation to Student Teachers

1. Arrange conferences with the head of each department to confer with students on their internship arrangements.
2. Arrange conferences through the department heads to inform students of their assignments, subjects to be taught, textbooks, housing and other details.
3. Arrange periodic conferences of all student teachers, education department staff, and all methods teachers on specific preparation for internship.
4. Arrange a pre-internship conference of all student teachers and staff members on the final arrangements and directions for internship.
5. Plan conferences for student teachers and college supervisors during internship.

6. Plan post-internship conferences to evaluate the experience and make recommendations for improvement in the programme.
7. Plan for the post-internship review of internship experiences.

Functions of the College Supervisor

1. Confer with the coordinator on the supervisor's internship programme.
2. Obtain as much information as possible about each student allotted to him.
3. Confer in advance with each student under his charge about plans and materials to be taken to the cooperating school.
4. Obtain as much information as possible about the cooperating schools, headmasters, and teachers.
5. Make sure that the orientation programmes for the first day in each co-operating school have been planned and become acquainted with his role in the orientation schedule.
6. Make sure that suitable housing arrangements have been made for the students.
7. Be prepared to visit the headmaster, other administrators, and cooperating teachers on reaching each school.
8. Be prepared to consult all the cooperating teachers frequently.
9. Be prepared to confer frequently with the student teachers, in groups, and individually.
10. Be prepared to evaluate the student teachers under his supervision.
11. Be prepared to suggest post-internship remedial work or additional experiences needed by individual students.

C. RESPONSIBILITIES OF THE HEADMASTER IN THE COOPERATING SCHOOL

The headmaster in the cooperating school plays an important role in organizing and guiding the internship experiences for the student teachers. The college will indicate its expectations on how the programme should be organized. The concrete steps that will fulfil these expectations, however, have to be worked out by the co-operating school and its staff. In guiding classroom teaching, the college will suggest a broad framework or policy and occasionally make suggestions and recommendations, through the college supervisors, about its implementation. The actual day-to-day

work of guiding, however, has to be done in a large measure by the staff in the cooperating school under the direction of the headmaster.

In addition to the routine matters like preparing necessary time-tables, the following are some of the major responsibilities of the headmaster of the cooperating school:

1. The headmaster is responsible for choosing a cooperating teacher to work with the student teacher. This teacher will make the greatest contribution to the professional growth of the student teacher.
2. He should discuss with the cooperating teacher and the student teacher the classes to be taught and the responsibilities of the cooperating teacher to the student teacher, the class, and the school.
3. The cooperating school should create faculty enthusiasm for the student teachers. It is important that the student teachers get a feeling of being wanted, of being useful, and professionally accepted. The cooperating teacher may be very friendly, but this is not enough. The faculty as a whole should show some warmth to the student teachers.
4. The school should promote acceptance of the student teachers by the student community. The student teachers should be accepted on a par with their regular teachers. The new-comers should be welcomed into the ranks of the school community.
5. He should provide opportunities for the student teacher to become familiar with the working of the school as a whole.
6. He should acquaint the student teacher with the rules of the school and with what is expected of him in general.
7. He should make it possible for the student teacher to have access to those school facilities which are needed for the fulfilment of his responsibilities.
8. He should make it possible for the student teacher to share the duties, responsibilities, and privileges of a regular teacher to the extent feasible.
9. He should follow-up on student teaching progress periodically and should assist in the supervision and evaluation of student teachers in those areas in which he has participated.

D. RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher is the key figure in the internship programme. The close association between the cooperating teacher and the student teacher

gives the cooperating teacher the opportunity to exercise considerable influence in the development of professional competencies. He is the main representative of the school in planning and organizing the teaching programme. To the student teacher he is a methods and content consultant. He is the liaison officer between the school management and the student teacher.

The following are some of the things he can do to play this difficult role effectively:

Introduction

A few preparatory steps should be undertaken by the cooperating teacher for making a systematic start in the internship programme.

1. The cooperating teacher should start thinking and planning for the internship assignment even before the arrival of the student teacher.
2. On the arrival of the student teacher, he should become acquainted with him so as to put him at ease and help develop confidence for his work. He should introduce the newcomer to the other staff members and the pupils.
3. The cooperating teacher should appraise the student teacher of his areas of responsibility and should clarify his relationship to the administration, other teachers, and parents.
4. He should acquaint the student teacher with the materials of instruction, teaching aids, equipment, library, teachers' room, special rooms and other facilities available in the school.

Planning for Teaching

The cooperating teacher must play a key role in helping the student teacher plan effectively for his teaching experience.

1. He should discuss the course of study with the student teacher and help him to take over appropriate units for teaching, taking into account the time available and the best interest of the pupils in the class.
2. He should help the student teacher to prepare an overall plan for developing the unit comprehensively so as to indicate clearly the number of lessons needed, the activities involved and the resources required for the lessons.
3. During the first few weeks, the cooperating teacher should discuss each lesson plan in advance with the student teacher and suggest modifications as needed. The need for this advance consultation should decrease gradually as the student teacher develops mastery of the total teaching situation,

4. He should help the student teacher locate relevant sources and materials for his lessons, assignments and projects. The extent of this assistance should also decrease gradually.
5. He should suggest supplementary reading materials and other sources to help the student teacher overcome deficiencies in subject matter content, if any.
6. In order to help the student teacher make an appropriate and effective use of teaching techniques, the cooperating teacher should demonstrate the techniques and materials he uses in teaching the class.

Classroom Teaching

In order to assist the student teacher in developing his teaching competency, the cooperating teacher should help him in many ways in actual classroom situations, informal as well as formal.

1. As far as possible, he should observe each lesson given by the student teacher at the early stages of student teaching.
2. At the beginning, the cooperating teacher should make sure that the pupils in the class give their best cooperation to the student teacher.
3. He should encourage initiative on the part of the student teacher when he has established control over the class by helping him to try out new techniques and varied procedures whenever possible.
4. He should assist him in setting reasonable standards of performance for his pupils.

Evaluating Learning

During internship, the student teacher should develop competency to evaluate the learning that has taken place. In order to help him achieve this, the cooperating teacher should :

1. confer with the student teacher as frequently as possible after the lessons are over.
2. assist him to evaluate learning by the use of oral and written tests as well as other testing devices.
3. help the college supervisor in assessing the weak and strong points of the student teacher so as to help improve his class performance.
4. exhibit enthusiastic loyalty towards his work and the profession in order to help the student teacher attain maximum efficiency and proper attitude to the profession.

E. RESPONSIBILITIES OF THE STUDENT TEACHER

The Internship in Teaching programme is designed for the benefit of the student teacher. This is his opportunity to move from the college classroom where he is a student to the secondary school where he is to assume the role of a teacher. In addition to all the work he has done at the college he has specific responsibilities to carry out in the internship programme.

Before going to the cooperating school, the student teacher should become familiar with all aspects of internship. He should prepare and collect materials which will be useful to him during his internship.

When he arrives at the cooperating school he should become well acquainted with the organization of the school, the facilities, the programme in his special field, the staff, and the pupils.

He should contribute to the welfare of the cooperating school through his active participation in the total school programme.

The student teacher should assume responsibility for accomplishing all the activities considered essential in the total programme of internship such as, observation, preparation for teaching, teaching, evaluation of pupils, participation in school and community activities, and self-evaluation.

The other student responsibilities have been indicated in the section on Participation in School and Community Activities in Section III on pages 26 to 29.

F. RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

The college supervisor is the official representative of the college in all phases of the internship programme. His responsibility is to coordinate the activities of the student teacher with the cooperating teacher and other personnel of the school where the student teacher is working.

The supervisor should visit the cooperating school as frequently as possible to supervise the work of the student teacher. He should confer with the student teacher and the cooperating teacher to discuss with them suggestions for improvement.

It is the primary function of the college supervisor to help the student teacher and not to rate or grade him. Evaluation of the student teacher is only one phase of supervision by the college. There should be a free exchange of constructive ideas and suggestions among the student teacher, the cooperating teacher and the college supervisor.

Specifically the college supervisor has the following responsibilities:

1. He should maintain excellent working relationships among the college, the cooperating school, the cooperating teacher and the student teacher.
2. He should assist the college authorities to select the schools best equipped with personnel and facilities for the internship programme.
3. He should assume a leading role in promoting acceptance among the headmasters of schools of the importance of the internship programme in the total scheme for teacher education,
4. He should help to prepare the cooperating teachers for their role in the internship programme through workshops conducted by the college, individual conferences, and guiding the cooperating teacher in the day-to-day work of the student teacher.
5. He should assist the cooperating teacher in assessing the progress of the student teacher in day-to-day planning, teaching, and participation in school and community activities.
6. He should become well acquainted with the student teacher as an individual from his records and from personal discussion with him and with his other teachers. He should know the following about the student teacher:
 - a. home background
 - b. family relationship
 - c. childhood and adolescence
 - d. secondary education
 - e. college preparation
 - f. work experiences
 - g. social and community activities
 - h. hobbies and special interests
 - i. ambitions and long range goals
 - j. cultural interests
 - k. breadth of knowledge—general education
 - l. depth of knowledge—specialization
 - m. knowledge of current events
7. He should assist in the preparation of the student teacher in the pre-internship period for immediate and successful adjustment to the total cooperating school situation.
8. He should assist the student teacher in assessing his progress in day-to-day planning, teaching, and participation in school and community activities.
9. He should assess the lessons taught by the student teacher and point out how they can be improved,

10. He should identify subject matter weaknesses of the student teacher and suggest remedial programme for them. For this he should determine:
 - mastery in subject matter content of the special field
 - areas of limited competence in the special field
 - remedial programme needed by the student teacher
 - the techniques for constant student teacher self-evaluation and assessment of the mastery of subject matter content.
11. He should help the student teacher to profit from his observation and participation in school and community activities, by relating them to the principles of education learnt at the college.
12. He should keep a continuous record of the assessment of progress of the student teacher to be used in the final evaluation.
13. He should help in the evaluation of the internship experience and should not fail to express the appreciation of the college to the cooperating school staff.
14. He should recommend post-internship remedial work needed by the student teacher.

III

*INVENTORY OF PROFESSIONAL EXPERIENCES
AS GUIDE TO THE STUDENT TEACHER*

III

INVENTORY OF PROFESSIONAL EXPERIENCES AS GUIDE TO THE STUDENT TEACHER

To be prepared adequately for effective teaching, the student teacher must have many varied professional experiences. Some of them are indicated in this check list:

A. OBSERVATION

1. Observe the cooperating teacher.
2. Observe other teachers.
3. Discuss the lessons observed with the teachers involved, if it is possible to do so.
4. Observe other student teachers.
5. Evaluate the lessons taught by other student teachers and discuss them with the student teacher, cooperating teachers and other college personnel.
6. Summarize all the lessons observed in terms of good practices and those which could have been improved.

B. PLAN AND PREPARATION FOR TEACHING

1. Select an appropriate topic to be taught in a lesson.
2. Select the specific objectives and desired outcomes.
3. Select the learning experiences and activities to be included.
4. Select the instructional materials to be used.
5. Select the teaching methods, techniques and devices to be used—motivation, introduction and presentation, application and evaluation.

C. TEACHING

Teach lessons in which the major emphasis is on one of the following:

1. Development of appreciation and understanding.

2. Development of skills.
3. Comprehensive presentation of content material.
4. Mastery of the techniques of questioning.
5. Provision for active pupil participation, handling individual differences, identifying and overcoming pupil difficulties, and helping pupils to develop initiative.
6. Development of good teacher-pupil relationship by sustaining pupil interest, patience and understanding of pupil problems, sympathetic and special attention to slow-learners or gifted pupils.
7. Experiments, excursions and other forms of pupil observation.
8. A review lesson.
9. A post-test teaching lesson to clarify misunderstandings.
10. Prepare and use a variety of teaching aids—blackboard, charts, maps, models, films, film-strips, slides and other aids.

D. EVALUATION OF TEACHING

1. Develop quizzes and examinations including a variety of questions such as essay, objective, and problem-solving.
2. Administer quizzes and examinations to students following a lesson or a unit.
3. Diagnose and analyse pupil difficulties.
4. Conduct follow-up discussions with students on the results of tests and examinations to identify remedial work needed.
5. Assign grades to students based upon quiz and examinations results.

E. PARTICIPATION IN SCHOOL ACTIVITIES

School Organization

The student teacher should investigate some of the following aspects of school organization:

1. Functions of a multipurpose school.
2. Physical plant and facilities—location, size, plan of buildings, recreational facilities.

3. Staff personnel.
4. Pupil personnel.
5. Curricula offered.
6. Staff relationships and staff meetings (composition, qualifications and experience).
7. Administrative aspects—budget, finances, equipment and records.
8. School services—library, canteen, hostel, health programme, medical service and transportation.
9. Office—information, time-table, records, organization and control.
10. Mid-day meal arrangements.

Departmental Programme

Student teachers should investigate the following aspects of their special department:

1. Plan for instructional programme.
2. Physical facilities.
3. Care and maintenance of equipment.
4. Staffing pattern.
5. Guidance and counselling services.
6. Evaluation of departmental programme on the basis of recognized criteria.
7. Plan for continued development.

Guidance and Counselling Services

The student teachers should investigate the following aspects of the total school guidance programme:

1. Scope.
2. Tests administered.
3. Maintenance of pupil records.
4. Progress reports to parents.
5. Conferences with pupils and parents,

6. Educational guidance.
7. Occupational counselling.
8. Case studies.
9. Counselling for middle school pupils.
10. Interviews with pupils who drop out before completing programme.
11. Placement and follow-up of pupils (Both those who have dropped out and those who have completed the programme).
12. Participation of all staff members.

Co-curricular Activities

Student teachers should investigate some of the following aspects of the total school activity programme:

1. Nature and function of clubs and associations:

Literary—debates, essay competitions, school bulletins, magazines

Cultural—music, folk dances, drama, national and cultural events, fancy dress, mono-acting

Clubs—science, commerce, farmers, scouting, cooperative store, home guards, hobby clubs, sports, exhibitions, field trips.

2. Extent of pupil participation.
3. Types of programmes.
4. Relationship to curricular programme.
5. Assemblies:

Planning—administration and staff, pupil planning, pupil participation, organization, pupil evaluation, relationship to curricular programme.

F. PARTICIPATION IN COMMUNITY ACTIVITIES

There are so many different activities in this area that only a few are listed as suggestions.

Observe, study and participate in some of the following community activities:

1. Examine the relationship of the school, the home and the community.
2. Examine and evaluate the relationship of your subject department to the home and the community.

3. Meet and interview community leaders, businessmen, farmers, professional people and labourers.
4. Attend social, religious and cultural community functions.
5. Attend parent-teacher meetings.
6. Visit pupils' homes to determine present conditions, problems and future prospects.
7. Investigate the possibilities for field trips to various organizations, names of possible speakers for classes and other community resource personnel.
8. Visit a progressive farmer to learn his problems and how the school can help him.
9. Visit a local business firm to learn how it operates and how the school can cooperate with it.
10. Visit some youth clubs and study their operation.
11. Explore the possibilities of starting a pupil farm or business project at home.
12. Confer with community leaders about the placement of secondary school leavers.
13. Conduct community surveys in the field of agricultural, economic, commercial, scientific or technological activities.
14. Visit community shopping areas, museums, and places of historical interest and importance.

IV

EVALUATION OF INTERNSHIP IN TEACHING

IV

EVALUATION OF INTERNSHIP IN TEACHING

One of the most important aspects of the internship programme is the evaluation of the progress of the student teacher towards the objectives which have been set up to be achieved. Evaluation serves a two-fold purpose. First, it helps to find out how far the student teacher has progressed in the various phases of his work. Secondly, evaluation helps to decide how far the guidance and help given to the student teacher by all personnel have been effective and at what points he needs further help and guidance. In order to be effective, evaluation should be informal and not mechanical, so that it brings about better rapport between the supervisor and the student teacher.

A. EVALUATION FOR PROGRESS

The following five principles should serve as guides in the evaluation programme:

1. The evaluation programme in student teaching should be informal and cooperative in nature. The viewpoints of the college supervisor, the headmaster, the cooperating teacher and the student teacher should be taken into consideration in getting a clear picture of the overall progress of the student.
2. Evaluation should be continuous so that the student teacher can be properly guided throughout the internship period.
3. Student evaluation should be specific. Specific suggestions will contribute to the growth of the student teacher.
4. Self-evaluation by the student teacher himself should occupy an important place in the total evaluation programme.
5. The evaluation programme should make provision for the maintenance of adequate records to show the extent of growth.

Evaluation of the internship programme has many facets. The students' progress in class teaching, his success with class discipline, his ability to help pupils with their problems, his work in the laboratory or workshop, his participation in co-curricular activities, his participation in community activities and other related aspects of teaching, should all be considered in assessing his overall progress.

To help the student teacher grow in achieving the specific objectives in internship, self-evaluation procedures should also be introduced through check-lists, inventories and frequent conferences with all the supervising personnel. The core of constructive evaluation is the conference held after the teaching of a class. It should help the student teacher to develop competence, skills and self-confidence. This cannot be achieved through the one-way process of listening to the supervisor's comments on the lesson observed. A systematic discussion of the different viewpoints relating to classroom procedures is a more useful way of evaluating the student's performance. In such a conference the student teacher can obtain ideas and suggestions from all persons who observed him teach.

B. EVALUATION FOR GRADING AND CERTIFICATION

Individual judgements of all those who are associated with the internship programme should be taken into consideration. In addition, all the areas of work during internship should be considered and a suitable scheme of giving weightage to all the different areas should be evolved. While the progress that the student teacher has shown throughout the period of internship should be taken into account, the final status or grade should be based on the level of performance shown consistently towards the end of the internship period.

To help effective evaluation, a variety of proformas are needed. Some are intended to help the student teacher to observe more pointedly the lessons in the school or to evaluate his own lessons. Others are needed to help the college supervisor, cooperating teacher or headmaster to evaluate lessons taught or participation in other phases of the school and community programme. A few proformas are included here to indicate the type of evaluation recommended:

- Proforma 1. Lesson Observation Evaluation Form.
- Proforma 2. Evaluation Sheet.—Daily Lesson.
- Proforma 3. Observation and Evaluation of Classroom Teaching.
- Proforma 4. Student Teacher Self-Evaluation Sheet.
- Proforma 5. Evaluation of Student Teacher Performance.
- Proforma 6. Final Evaluation Report.

These proformas are only samples and can be modified according to the needs and discretion of the college staff and the participants in the programme. In some of the proformas, a 5-point rating scale has been used. In cases where the supervisors find this impracticable for use, an alternative 3-point scale can be adopted.

PROFORMA I

LESSON OBSERVATION EVALUATION FORM

Name _____ Class _____

Date _____ Topic _____

School _____

I LESSON PLANNING

1. Is the lesson well planned?
2. What are the significant teaching points emphasized?
3. Is the sequence logical?
4. Are pupil-activities emphasized?

II INTRODUCTION

1. How quickly does the teacher take control of the class?
2. How is the lesson introduced?
3. Are pupils motivated effectively?
4. Are physical conditions conducive to good learning?

III TEACHING

1. Are the objectives clear?
2. Is the lesson presented in a systematic manner?
3. Is sufficient and suitable pupil participation provided?

4. Is provision made for handling individual differences?
5. Are pupils given opportunity to show initiative?
6. Are pupil difficulties determined and solved?
7. Is the lesson summarized?
8. Are visual aids (blackboard and others) used effectively in teaching?
9. Are demonstrations, experiments and equipment used properly to stimulate pupil observation and learning?
10. Is the assignment appropriate?
11. Are pupils evaluated properly?

IV GENERAL

1. Are speech and manner of delivery effective?
2. Are language and style appropriate to level?
3. Is class control good?
4. Is the teacher resourceful, pleasant, understanding and tactful?
5. Is there a good pupil-teacher relationship?

V SUMMARY

1. What are the strong points of the lesson?
2. What suggestions would you give to the teacher?

VI FINAL EVALUATION

How successful is the lesson in your opinion?

Use 'A' for excellent

'B' for good

'C' for average

'D' if it needs much improvement

'E' for very poor

PROFORMA 2

EVALUATION SHEET—DAILY LESSON

Name of student teacher _____

Date _____

School _____

Class _____ Topic _____

Observer/Supervisor _____

	A	B	C	D	E
1. Class management					
2. Clarity of objectives					
3. Extent to which interest is created and pupils are involved					
4. Teacher's preparation for the lesson					
5. Teacher's mastery of subject matter					
6. Range of activities provided and their productivity					
7. Use of blackboard and other teaching aids					
8. Techniques of pupil evaluation					
9. Teacher's attitude towards pupils					
10. Clarity, consistency and logical nature of thought and language					
11. Overall evaluation of the lesson					

PROFORMA 3

OBSERVATION AND EVALUATION OF CLASSROOM TEACHING

Name of student teacher _____

School _____

Class _____ Date of observation _____

Observer/Supervisor _____

Topic _____

	A	B	C	D	E	Remarks
A PREPARATION OF THE LESSON						
1. Appropriateness of subject matter to class level						
2. Adequacy of subject matter for the lesson						
3. Relatedness of subject matter to objectives						
4. Provision for teaching aids						
5. Organization of subject matter						
B TEACHING OF THE LESSON						
6. Classroom motivation						
7. Communicability of the teacher						
8. Methods and procedures used						
9. Technique of questioning						
10. Classroom use of teaching aids						
11. Experiments and demonstrations						

	A	B	C	D	E	Remarks
12. Pupil participation						
13. Class supervision						
14. Blackboard work						
15. Class order						
16. Mastery of subject matter						
17. Class study and assignment						
C. PERSONALITY OF THE TEACHER						
18. Speech						
19. Appearance						
20. Classroom manners						
21. Attitude to pupils						

This can be used on a five-point or three-point scale.

A, Excellent

B, Good

C, Average

D, Fair

E, Poor

PROFORMA 4

STUDENT TEACHER SELF-EVALUATION SHEET

Name _____

School _____

Date _____

1. To what extent is your planning adequate for the class period?

2. How often have you revised a lesson plan after discussion with the cooperating teacher?

Frequently _____

Occasionally _____

Never _____

3. List the teaching aids you prepared during student teaching:

4. Mention any aids other than charts or maps which you used:

5. How many of these did you prepare yourself?

6. What resource books did you find helpful in planning for the units you taught?

7. Did you supplement the textbook material? If so, by what means?

8. What is the extent of student response to home assignments?

9. Is the nature of assignments you give to students varied from time to time?
If so, how do you make provision for this?

10. How frequently do you have to reword a question in the class?

Frequently _____

Occasionally _____

Never _____

11. In how many lessons have you utilized the following techniques?

1. Teacher-pupil planning _____

2. Group assignments _____

3. Supervised study _____

4. Demonstration _____

5. Problem approach _____

6. Other _____

12. How many discipline cases did you handle? _____

In how many were you successful? _____

(Give the specific nature of the cases handled)

PROFORMA 5

EVALUATION OF STUDENT TEACHER PERFORMANCE

Student Teacher _____ Date _____

Cooperating Teacher _____ College Supervisor _____

Rate the student teacher by checking the appropriate column:

1, Very superior 2, Strong 3, Good 4, Fair 5, Unsatisfactory

	1	2	3	4	5
A. INSTRUCTIONAL PLANNING					
1. Mastery of subject matter					
2. Selection and organization of materials					
3. Preparation of equipment and teaching aids					
B. TEACHER PRESENTATION					
4. Utilizing prepared plan					
5. Skill in teaching procedure					
6. Holding pupil interest					
7. Skill in questioning					
8. Clarifying assignments					
9. Maintaining class control					
C. TECHNICAL SKILL AND KNOWLEDGE					
10. Handling tools and machines					

11. Promoting safe practices				
12. Possessing appropriate technical knowledge				
				?
D. HOUSEKEEPING				
13. Maintenance of tools and equipment				
14. Cleanliness of classroom or laboratory				
E. PERSONAL FACTORS				
15. Personal appearance				
16. Voice				
17. Physical fitness				
18. Courtesy				
F. PROFESSIONAL FACTORS				
19. Loyalty and cooperation				
20. Punctuality				
21. Maturity				
22. Self-confidence				
23. Initiative				
24. Tactfulness				
25. Persistency				

G. TEACHER-PUPIL RELATIONSHIPS					
26. Respect of students					
27. Adjustment to pupil differences					
28. Inspiring pupil improvement					
H. PROFESSIONAL RELATIONSHIPS					
29. Relationships with the public					
30. Relationships with colleagues					
I. GENERAL					
31. Evidence of improvement					
32. Prediction of success					
33. General appraisal of student's work					

COMMENTS

1. What are the major strengths of the student teacher?

2. What major deficiencies should be corrected before the student graduates?

3. Your estimate of the future success of the student teacher as a teacher

PROFORMA 6
FINAL EVALUATION REPORT

Name of student teacher _____ 2
 School _____
 Date _____
 Supervisor _____

Note: Indicate your evaluation of student's performance by encircling the appropriate letter of each scale. While rating, consider the strengths and weaknesses of the student and give specific remarks supporting your rating.

	Scale
I Personal characteristics	A B C D E
II Observation of teaching	A B C D E
III Class teaching	A B C D E
IV Help in laboratory and or farm work	A B C D E
V Participation in cocurricular activities	A B C D E
VI Ability as an adviser or counsellor of students	A B C D E
VII Participation in social service and community activities	A B C D E
VIII Relationship with administration, departments, teachers, parents	A B C D E
IX Professional interest	A B C D E
X Probable success as a teacher	A B C D E

Note: In rating on a 5-point scale, the supervisor should decide for himself what these grades mean. This is illustrated below with reference to item V-Participation in cocurricular activities:

- A Shows initiative and participates actively even when all facilities are not provided.
- B Participates effectively when facilities are provided.
- C Participates when expected or asked.
- D Participates occasionally.
- E Seldom participates; shows disinclination to participate.

V

*SAMPLE INTERNSHIP ASSIGNMENT SHEETS
AND
PROFORMAS*

DIRECTIONS

Part One—Observation

As an important part of the internship programme you will be expected to visit all the classrooms, laboratories and related activities of the school for the purpose of observing physical facilities as well as instructional procedures. In order to keep an accurate record of your observations, you are to use the Observation Record form given on page 53. This form is to be submitted to your college supervisor.

You will also be expected to spend considerable time observing the facilities and instruction of a specific course which represents the subject that you plan to teach. After you have observed a given feature of the course, you are to complete the assignment sheet relating to this feature, submit it *upon completion* to your college supervisor. These assignments need not necessarily be accomplished in the order of their presentation in this brochure. Do not hold the individual sheets until all are completed. If additional space is required for your answers, use the back of the assignment sheet or second sheet. Number your responses to conform to the number of the question being answered.

Following is an outline of the assignment sheet numbers and titles:

- I Equipment and Physical Facilities
- II Records and Reports
- III Classroom Teaching
- IV Techniques of Guidance and Counselling
- V Relationship of School and Community
- VI Cocurricular Activities
- VII Professional Improvement

Roll _____

Student Teacher _____ Subject _____

Name of School _____

Cooperating Teacher _____

Local Address of Student Teacher _____

ASSIGNMENT I EQUIPMENT AND PHYSICAL FACILITIES

A. EQUIPMENT AND SUPPLIES

Student _____

1. Note the major items of equipment and comment on the following:

a. Adequacy of equipment for the purpose of the course _____

b. Age and condition of the equipment _____

c. Safety devices employed on the equipment where needed _____

2. How is the equipment arranged and stored? Comment on the following aspects:

- a. to allow freedom of movement to students.
 - b. within easy reach of students who need them.
 - c. students have to move too much to get them.
 - d. systematically arranged in relation to each other.
 - e. properly entered in stock register so as to find them easily.
-
-

3. What provision is made for storage of equipment for the individual student?

a. Equipment which is regularly used _____

b. Equipment which is occasionally used _____

B. MAINTENANCE OF EQUIPMENT

Student _____

1. What evidence did you observe of planning for the protection of equipment from damage, loss and abuse? _____

2. What precautions are used to avoid loss of equipment? _____

3. What means or methods of reducing waste of materials did you observe? _____

4. Note the provisions for the storage of supplies. Mention some of the strong and weak points of the provision for storage of supplies _____

5. What improvements would you suggest in the provisions for storage of supplies? _____

6. Observations regarding the condition in which equipment and supplies are left at the end of the class session _____

C. SAFETY MEASURES

Student _____

1. Note the guards or protective devices used on equipment with particular reference to the manner of their installation, use and effectiveness of operation, and condition. If guards or protective devices were ineffective, indicate in what way. _____

What improvements would you make? _____

2. What evidence did you observe that the instructor regularly inspects the equipment with a view to prevention of damage to the equipment or injury to the students? _____

3. What evidence did you observe that safety rules and regulations have been adopted? _____

What steps have been taken to ensure that these rules are observed by the pupils? _____

4. Note the presence or absence of first-aid equipment _____

5. What system is employed to determine whether a student is or is not permitted to use a given piece of hazardous equipment? _____

6. What procedure is employed in case a student is injured? _____

D. PHYSICAL CONDITIONS

Student _____

1. Prepare a statement regarding the adequacy and suitability of physical conditions:

(a) Temperature _____
_____(b) Ventilation _____
_____(c) Lighting _____

2. Prepare a statement regarding the equipment:

(a) Furniture (its adequacy and appropriateness)

(b) Specialized equipment

_____3. Indicate how you think the equipment and physical conditions could be improved?

ASSIGNMENT 2. RECORDS AND REPORTS

Student _____

1. Does the instructor maintain a system of records for keeping account of student assignments and their completion? _____

What are the essential features of these records? _____

2. How does the instructor keep himself informed of the status of unfinished assignments? _____

3. What records are kept of the time, quantity, and cost of materials involved in the products of students' assignments, if any? _____

4. Are stock registers maintained showing the kinds, amount, and cost of equipment on hand? Describe the system. _____

5. What is the system of obtaining supplies and other essentials by the instructor for the farm, laboratory and workshops? Mention any forms which are used.

6. Note the system of record keeping and report the most effective features.

Mention any registers that are maintained in the farm, laboratory or workshops in relation to consumption of materials, product sales or annual audit.

What improvements would you suggest?

7. What forms are in use to record accidents, damage to equipment, loss of supplies, etc.?

Note: Secure, if possible, copies of all record cards and forms used and file in your notebook.

ASSIGNMENT 3. CLASSROOM TEACHING

A. CLASS ROUTINE AND DISCIPLINE

Student _____

1. What evidence did you note of planning to conserve the time of the instructor and students? _____

2. What were the most effective features of the procedure in conducting the class?

Indicate what improvements might be made. _____

3. Note the general bearing of the instructor and his attitude toward his students. Was his bearing dignified, firm and confident? Was he courteous and business-like in dealing with students? _____

4. What did you observe as to the attitude and response of the students towards the instructor and towards their work? _____

Account for the conditions observed. _____

5. Did the instructor have occasion to take any disciplinary action for student misconduct? _____

What did you think of the methods of the instructor in dealing with disciplinary problems? _____

B. SELECTION AND ORGANIZATION OF SUBJECT MATTER

Student _____

1. Ascertain from the instructor the objectives of the course. List these objectives and suggest any modification you think should be made. _____

2. Were the units of instruction as indicated in the instructor's course of study or course outline adapted to the ability and understanding of the students?

If not, indicate what modifications you would make? _____

3. Did the instructor show proper appreciation of the relative importance of the various aspects of the topic? Explain _____

5. What factors are taken into account in rating or grading the manipulative skills of students? _____

6. What factors are taken into account in rating or grading the grasp of subject matter by the students? _____

7. What procedure or procedures are used in selecting assignments, jobs, or experiments? (Please check.)

- a. Assigned by the instructor
- b. Free choice of the student
- c. Guided choice of instructor and student
- d. Limited choice (student selects one job from a group of jobs)
- e. Any other

Explain. _____

D. TECHNIQUES OF INSTRUCTION (PRESENTATION)

Student _____

Note: The following questions are to be answered after observing your co-operating teacher or other instructor teach a skill or information lesson.

1. Did the instructor make clear the purpose of the lesson to the students? _____

If so, how? _____

2. What method of teaching was employed—lecture, demonstration, discussion or a combination of these? _____

Comment on its suitability. _____

3. Did the instructor use a lesson plan or teaching guide? _____

If so, what were some of the features of the plan? _____

4. What attention did the instructor give to students who encountered difficulties in mastering the lesson? _____

Cite evidence to show that the objectives of the lesson were or were not accomplished. _____

What could the instructor have done to make his presentation of the lesson more effective? _____

E. TECHNIQUES OF INSTRUCTION (QUESTIONING)

Student _____

Note: The following questions are to be answered after observing your cooperating teacher or other instructor teach a skill or information lesson.

1. Were the instructor's questions (check those that apply)
 - a. definite and clear
 - b. vague
 - c. broad and general
 - d. answerable by 'yes' or 'no'
 - e. stimulating and thought-provoking
 - f. based on information only?
2. Did the instructor direct his questions to a few students, or were his questions well distributed? _____

3. Did the instructor answer the questions presented by students, or did he direct them to other students for answer? _____

4. Did the instructor create opportunities for student participation in the development of the lesson? _____

5. How could the techniques of questioning have been improved? _____

6. How did the instructor handle the answers to questions? _____

F. TECHNIQUES OF INSTRUCTION (TEACHING AIDS)

Student _____

Note: The following questions are to be answered after observing your cooperating teacher or other instructor teach a skill or information lesson.

What teaching aids were employed by the instructor? _____

Comment on their suitability for the purpose used. _____

2. State why you approve or disapprove of the teaching aids that the instructor used? _____

3. In what ways were the techniques of using the teaching aids effective or ineffective? _____

4. What improvement in the instructor's techniques of using teaching aids would you suggest? _____

5. Name other teaching aids that you would have used if you had been the instructor and why. _____

G. TECHNIQUES OF INSTRUCTION (INCENTIVES AND HELPS IN LEARNING)

Student _____

Note: The following questions will apply either to the presentation stage or to the application stage of instruction conducted by the cooperating teacher or some other instructor.

1. What techniques did the instructor use to get the interest of his students at various stages?

Through an appeal to the utilitarian objectives _____

Through an appeal to natural human curiosity _____

Any other _____

2. Comment upon the effectiveness or otherwise of the incentives used.

3. Was there a variety in the incentives used? (Comment on the following aspects.)

Individual pride in accomplishment _____

The spirit of competition. _____

The desire to please. _____

Fear of ridicule or punishment. _____

Individual curiosity to probe into or explore a situation. _____

4. What learning difficulties did the students encounter? _____

5. What did the instructor do to help the students overcome their difficulties? _____

ASSIGNMENT 4. TECHNIQUES OF GUIDANCE AND COUNSELLING

Student _____

r. What evidence did you observe in your cooperating school of :

a. an effective programme for the selection and admission of students for the school? _____

b. an effective programme for counselling students as to choice of occupation? _____

c. an effective programme for the placement and follow-up of students who have either dropped out or have completed the programme? _____

If there is not an adequate programme of guidance in the school, what steps is the school considering in this direction? _____

3. Are adequate guidance records maintained for students? Briefly describe the records used. _____

4. Comment on the extent of participation in the guidance programme of the school by all members of the teaching staff. _____

5. Comment on the provisions for interviews with students who 'drop out' of the programme before completing it. _____

6. What suggestions would you make to improve the guidance service in any of its aspects? _____

ASSIGNMENT 5. RELATIONSHIP OF SCHOOL AND COMMUNITY

Student _____

1. Is there any relationship between the programme of the school and the educational needs of the community? _____

2. What are the major employment opportunities in the community for which special training is provided in the school? _____

3. List any major groups of employment opportunities which you observed in the community for which no training is provided in the school. _____

4. What are the areas where mutual cooperation between the school and the community would be beneficial? _____

5. What evidence did you observe that the staff of the school has established and maintained cooperative working relationship with community organizations such as parent-teacher association, and community service groups? _____

6. What evidence did you observe that the people of the community are eager to assist in improving the school programme? _____

7. Do the instructors take the students on field trips to visit industries and business establishments in the community? Give details. _____

8. Did you observe any specific criticism about the school by members of the community? _____

ASSIGNMENT 6. COCURRICULAR ACTIVITIES

Student _____

1. What evidence did you observe that the administration of the school recognizes the importance of cocurricular activities in the total school programme? _____

2. List the major cocurricular activities which you observed in operation in the school. Identify activities which you think ought to be added to the programme.

3. To what extent do all the students participate in some phase of the programme of cocurricular activities? _____

4. What are the measures adopted to provide cocurricular activities for all students by the school? _____

5. What are the particular values of the cocurricular activities programme of the school? _____

6. What use does the school make of community resources in order to carry out its cocurricular programme? _____

ASSIGNMENT 7. PROFESSIONAL IMPROVEMENT

Student _____

1. List the in-service activities in which members of the teaching staff of the school were engaged. _____

2. What evidence did you observe that members of the teaching staff keep abreast of current educational developments through reading professional journals, official journals of professional associations and recently published books?

3. What provisions are made in the regular programme of the school to enable teachers to take advantage of professional journals? _____

4. What evidence did you observe of membership and participation of members of the teaching staff in their respective professional associations? _____

5. What activities in the school promote participation of staff members in programmes that lead to professional improvement?

6. Give your suggestions for increasing the effectiveness of individual and group programmes to achieve professional improvement of the school staff. _____

D I R E C T I O N S

Part Two—Participation and Teaching

During the practice teaching phase of this course, you will be expected to assume partial teaching responsibilities as may be assigned by your cooperating teacher. In order to keep an accurate record of your teaching experience, you are to use the Practice Teaching Schedule Form given on page 83. This form is to be submitted to your college supervisor on completion of this phase of your work.

You will also be expected to assume several specific assignments which, with the assistance of the cooperating teacher, you will plan in full detail. Submit the completed Practice Teaching Schedule Form with any accompanying material to your college supervisor as soon as possible after completion of the indicated task.

Finally, you will be expected to assume full responsibility as the sole teacher in charge of the class.

INSTRUCTION SHEET No. 1

Notebook—Scrapbook

Student _____

1. Prepare a notebook or scrapbook of helpful teaching materials which you should collect during your 'Observation and Practice Teaching' assignment. This notebook should be loose-leaf and should contain items such as:
 - a. Syllabus
 - b. Lesson plans
 - c. Job sheets*
 - d. Operation sheets*
 - e. Information sheets
 - f. Assignment sheets*
 - g. Shop layouts*
 - h. Instructional aids
 - i. Class and shop control plans
 - j. Blank school report and record forms
 - k. Quizzes and examinations
 - l. Grading devices and systems
 - m. Blue prints of shop projects*
 - n. Addresses of textbook companies
 - o. Photographs of teaching aids
 - p. Progress charts*
2. Organize all the above materials carefully under appropriate headings in your notebook. This assignment sheet is to be used as page 1 of the book.
3. Submit the book to your college supervisor. He will return it to you at an early date following your completion of the course.

*Refers to technology and other practical subjects.

