



photos by Gail Folda

Cooperating teacher Mary Gilliland lends a hand in

problem situations.

STUDENT-TEACHER

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teach. There are from one to 14 practice teachers at each school.

Alfrey said secondary education is working to centralize its program to the Lincoln-Omaha area only; students now go as far as Beatrice. He added that with jobs becoming scarcer, he encourages students to investgate inner-city student teaching. Statistics indicate this is where the jobs are.

Student teaching is a training process. But before the student can try teaching, he first must be trained.

Preparatory instruction for elementary education majors include nine "methods" classes on the subjects of mathematics, language arts, science, social studies and others. In some methods classes, students "mini-teach" a unit for about a week.

According to May, "There is an increased emphasis in Teachers College on more and earlier contact with the

In secondary education, the student teacher's performance. preparatory classes are quite different. within Teachers College (el ed majors grade. take 35-40 hours) and only one course, besides student teaching within the secondary education department.

"teacher assisting."

Sintek said she was satisfied with her training. Talking with other student teachers reveals differing opinions.

Anne Beer, who student taught sixth graders last semester, said she saw a lot of incongruity between the methods classes and the actual teaching experience. She said she would rather see all methods classes concentrated into the semester preceding student teaching and broken into three-week segments in each subject

Mary Ann Seuss, also a first semester elementary education student teacher, said there wasn't enough practical experience in her classes. Only one of her "mini-teaching" idea.

At the semester's end, both elementary and secondary student teachers are evaluated jointly by their cooperating teacher (the regular instructor) and a University representative. A student's University representative visits regular teacher or correcting papers. the classroom periodically to observe the

Based on their report, Teachers in Sintek's case, however. The student takes only 23 total hours College assigns the student a numerical

According to Alfrey, however, me out and I help her out." evaluation in secondary education is This is a methods course in his major, this he means a cooperating teacher. It should be one of "mutual confidence" with each other and act toward you." which is taken the semester before decides in the beginning on certain basic and respect to the point that they can student teaching. The course includes 60 skills a student teacher should be able to reason together on their approaches to seem to agree on this one point: hours of actual classroom work called master during the semester and the teaching . . . It is the cooperating experience is the best teacher. Or, in this

fulfillment of these objectives.

He still is given a grade, but Alfrey said: "As we move toward a more objective evaluation, we have less of a need for something like a grade. What laboratory school, Sintek has come to does a grade actually say?"

May said they try to determine by midsemester if a student is doing well or six of 180 students either don't pass or drop out of elementary student teaching each semester. In secondary education, the figure is eight per cent.

Percentages and statistics and objective teaching. As Sintek said, looking communicate it verbally on their level." around room 209 at McPhee, "This is where you learn it."

emphasizes "student"—a class visitor who spends most of his time observing the

"We think of it as a team effort," she

According to May, a good relationship becoming more "performance based." By with the cooperating teacher is essential. student teacher is evaluated on successful teacher's responsibility to keep the case, experience makes the best teachers.

student challenged at all times, gradually assuming more and more responsibilities without becoming frustrated."

From McPhee, the University reject the grading system. "Grades don't tell you a thing," she said.

Then there are those things that can enough to continue teaching. About five only be learned from trial and error. Those things which are, as Sintek says, "So simple . . . things you've always known, but just never tought about before.

"Knowing something and doing it are evaluations form a framework, but in the two different things," she added. "You end, only the student can measure the can understand math, but to get it across methods instructors used the value of his semester of student to students, you have to be able to

> One problem the student teacher faces is discipline. The students in the The usual image of a student teacher classroom are aware of the "student" part of student teaching.

This is what Beer said she disliked about student teaching, "No matter how Perhaps most prospective students much freedom a teacher gives you, you expect this treatment themselves. Not so know you're not really a teacher," she

"You can't possibly learn from a book said. "She (the cooperating teacher) helps how to approach a student with a special problem," Beer said. "Or how to handle a class with real little people and problems, and the complicated ways they interact

Both Teachers College and students

