

A STUDY OF TEACHER EDUCATION PROGRAMS IN
COSTA RICA WITH AN EMPHASIS ON STUDENT
TEACHING

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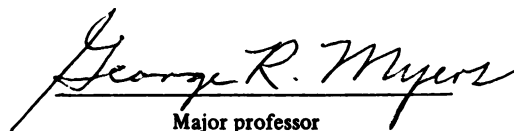
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ABSTRACT

A STUDY OF TEACHER EDUCATION PROGRAMS IN COSTA RICA WITH AN EMPHASIS ON STUDENT TEACHING

By

Doulattram Chattulani

This study attempts to inform the reader about the institutions and programs of teacher training which prepare elementary and secondary school teachers in Costa Rica. An emphasis is placed on the student teaching experience, and all three types of programs which are presently available are described.

Costa Rica is a small country in Central America with a population of about 2,000,000. Though the per capita income is only about \$500, Costa Rica has been able to establish an effective educational system. Spending only an annual average of \$100 per student in elementary and secondary schools, the country has been able to achieve a literacy rate of about 90 percent.

The schools are staffed by teachers who are trained in one of three types of teacher training institutions.

The most prestigious teacher training school is the College of Education of the University of Costa Rica,



which is a 4-year institution of higher education and trains teachers for all grade levels, pre-school through secondary school.

The patterns of study at the College of Education are very similar to those undertaken by education students in the United States, although in Costa Rica the programs for individual students are more rigid, not affording as many choices in the electives.

In 1949 Costa Rica began providing free secondary education for its people. Since then, there has been a tremendous increase in enrollment in the secondary schools, creating an acute shortage of qualified teachers because only the University of Costa Rica was capable of training teachers for the secondary levels. In 1968 the Ministry of Education began a 4-year institution called the Superior Normal School which would train secondary school teachers and gradually replace about 62 percent of the secondary school faculty members who do not have sufficient university training.

Students at the Superior Normal School have a choice of eight subject areas in which they can major. From the beginning of the first year all the students are grouped according to their major subject. All students in a given major subject stay in one classroom for the whole school day and take the same courses. The class

organization is similar to that used in the United States by most elementary schools. Each class stays as a group for the entire four years, and there are no choices of electives.

The plan of study for each year in every major subject is divided into three broad categories: 1. General cultural formation; 2. Pedagogic formation; 3. Specialization. In each of the eight semesters of work required, the students take one or more courses from each of the categories. In this system, then, students take education courses throughout their studies.

The majority of the elementary school teachers are trained in 2-year higher education institutions which are called Normal Schools. Presently there are four normal schools in Costa Rica with a combined enrollment of about 1,400 students. Though they are located in different areas of the country and vary tremendously in size and resources available to each, the over-all organization and programs of the schools are similar.

The normal school program is essentially divided into two units, each lasting for one school year. Throughout the two years, a continuous laboratory experience is built into the program. In the first year all students are grouped into classes which then stay together for the two year duration. All students in a class take the same courses at the same time and have no elective courses.

In the first year they take sixteen subjects which are taught "for teaching" (i.e. rather than learning mathematics on the college level, all students taking mathematics learn how to teach mathematics to elementary school students).

In the second year the number of subjects is reduced to about half that of the first year, the extra time being spent in student teaching and related work.

Student teaching is a very important, integral part of teacher training in Costa Rica. As one looks at the plans for student teaching in the teacher training institutions of that country, one factor stands out as common to all--this is the step that the future teacher takes from being a student to being a teacher. The step from the theoretical to the practical, from the "idealized" world to the "real" world of teaching is a gradual one which takes place over a period of one to two years. All student teaching programs allow the future teacher to become acquainted with the public schools and their students through: 1. Observation of teachers and classes; 2. Partial participation in teaching; and 3. Full participation in teaching.

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By

Doulatram Chattulani

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To my best friend, Donna.

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CHAPTER I

INTRODUCTION

Statement of the Problem

This study attempts to inform the reader about the institutions and programs of teacher training which prepare elementary and secondary school teachers in Costa Rica. An emphasis is placed on the student teaching experience, and all three types of programs which are presently in operation are described.

Need for the Study

James Reston once said, "Somehow the people of the United States will do anything for Latin America except read about it."¹ His statement may be correct, but the fact is that even if one wished to read about Latin America there is a very limited amount of literature available in our libraries concerning most Latin American countries. The literature is especially scarce when one wishes to go into specific areas, such as

¹John Gunther, Inside South America, (New York: Pocket Books, 1968), p. xiii.

Education. It becomes almost nonexistent when one looks at even more specific areas such as Teacher Education or Student Teaching in a certain country.

Somehow, in this modern age of moon landings and communication via satellites, there is a "knowledge gap" in certain fields of study concerning the countries so near to the United States.

In regard to most of the developed countries of the world such as England, France, Germany, and Japan, much of our knowledge comes through an abundant exchange of communication media such as movies, television, and books. However, for most of the less-developed countries in the areas of Latin America, Africa, and Asia where movies, television, and even radios are in the early developmental stages, our main source of knowledge comes from the printed pages of books and journals. Thus, if we are to gain more knowledge of many of the less-developed countries, we must have more research and literature available for interested parties.

Presently in the libraries of the United States, the only current literature on education in Costa Rica is a book (published during the writing of this paper) called Education in Central America.² Since the book

²George R. Waggoner and Barbara A. Waggoner, Education in Central America, (Lawrence: The University Press of Kansas, 1971).

deals with all the countries in Central America, it is general in nature, and does not go into much depth regarding education in Costa Rica.³ Aside from this book, not much more has been published in the last twenty years in the United States regarding education in Costa Rica. Regarding teacher education in Costa Rica, and more specifically student teaching in Costa Rica, there is absolutely nothing available in American libraries.

The writer was made acutely aware of the lack of available sources when the idea of doing some research into the teacher training process in Costa Rica first came to mind. In fact, available literature was so poor that the writer had no alternative but to place a long-distance call to the Costa Rican Embassy in Washington, D.C., in order to confirm that there is in fact a definite program of student teaching in the teacher training process in that country at present.

This "knowledge gap" is indeed unfortunate, especially in the case involving Costa Rica, the most developed and promising country in Central America. Whatever measurement of economic development is used, Costa Rica is far ahead of any other Central American country, and the trend seems to be towards continued

³In this book only 20 pages are devoted to education in Costa Rica.

development.⁴ The country is also a model of political stability in a region where coup d'etats are common, having had free democratic elections and smooth changes of government for a quarter of a century. Its literacy rate is around 90 percent,⁵ an impressive figure for any country, and almost unbelievable when one notes that only an average of \$100 per student per year is spent to provide free elementary and secondary education.⁶

As the chapter on the "History of Education in Costa Rica" will show, education has played a major role in the impressive development of the country. In Costa Rica, as in other less-developed countries especially, where school materials and teaching aids are so scarce, teachers are the key persons in the educational process. Therefore, we should investigate and learn how these teachers, who have so capably improved the general education of the country, are trained.

⁴Howard I. Blutstein, et al., Area Handbook for Costa Rica, (Washington, D.C.: U.S. Government Printing Office, 1970), p. 181.

⁵Felipe Calvo C., et al., Informe General Sobre las Condiciones de la Infancia, la Juventud, y la Familia en Costa Rica, (San Jose: Ciudad Universitaria, 1971), p. 104.

⁶Ministerio de Educacion Publica, Informe Estadistico del Sistema Educativo Costarricense, (San Jose: Ministerio de Educacion Publica, 1969), p. 103.

Procedure

In July, 1971, when the final decision was made to do a study of Teacher Education in Costa Rica, letters were sent to the directors of all the colleges of education in that country requesting an opportunity to visit the institutions and to interview the professors and the students. The teacher training institutions which were contacted were: (1) The University of Costa Rica; (2) The Superior Normal School; (3) The Normal School of Costa Rica; (4) The Normal School of Guanacaste; (5) The Normal School of San Ramon; and (6) The Normal School of Perez Zeledon.

All necessary arrangements were made, and in the middle of August the writer left for a six-week study of teacher education in Costa Rica. Because of the seasonal differences between the United States and Costa Rica, all schools in Costa Rica have their summer vacation in December and January. Thus the choice of going to do the study during the writer's vacation in August and September was considered to be the most beneficial.

During the period of study, all six of the teacher training institutions were visited. The writer spent from three to ten days in each city visiting with the directors and professors, and observing future teachers at work.

At every institution the writer was granted many hours of interview time with the director (at the University of Costa Rica, the Assistant Dean of the College of Education was interviewed), and was given a tour of the campus. At every institution the writer was generously provided with all necessary information and literature he sought. After the visit with the director, separate conferences with groups of professors and teachers were arranged, and permission to visit any class in session was granted. Whenever arrangements could be made, college supervisors of student teachers took the writer along on their observation visits.

During the interviews with the professors and the college students, the same types of questions were asked of both groups regarding the school curriculum, schedules, and student teaching experiences, so that different reactions to the same questions from both groups could be obtained. Quite often these interviews with professors and students lasted beyond the school hours, and many of the best interviews were done outside of the schools, in the professors' homes, restaurants and in coffee shops. These personal contacts proved to be of great value in completing the study, particularly since even in Costa Rica the literature is limited and difficult to locate.

At several institutions the writer was asked to give a talk on American education, and this offered opportunities for free exchanges of ideas. There were also two American exchange students and several Peace Corps Volunteers, working as instructors in normal schools, and these people gave many hours of interview time providing the writer with many important reactions and criticisms.

During the stay in the capital, San Jose, visits were made to the Ministry of Education and to the University of Costa Rica's research center to gather all pertinent literature available in Costa Rica. These visits were extremely productive since in Costa Rica most important data and statistics are mimeographed, rather than printed and published, and only a handful of copies are available to people directly working with the data. Thus, much material not available outside of Costa Rica was generously given to the writer.

Definition of Terms

In this study, many Spanish terms used in dealing with teacher education in Costa Rica had to be translated into English. These terms were not translated in the strictest literary manner; instead, similar terms commonly used in reference to American teacher education programs were chosen. Words with no similar meanings were translated literally.

Escuela Normal

Normal school or teacher training institutions. In most Central American countries these are on the secondary level. In Costa Rica normal schools are 2-year higher education institutions training elementary school teachers.

Escuela Normal Superior

Normal Superior School. This could be translated as Higher Normal School, but because there is a qualitative prestige attached to it, the writer will use the term "Superior." This is a 4-year institution of higher education training teachers for secondary schools.

Facultad de Educacion

College of Education in the University of Costa Rica. This is a 4-year institution which trains both elementary and secondary school teachers.

Practica docente

Student teaching.

Practica Intensiva

Intensive practice (in student teaching). This term is used in normal schools where they have periods of partial and full-time (intensive) student teaching.

Practicante

Student teacher. This term is used for any student in colleges of education who goes into public schools to observe or teach.

Supervisor

College student teaching supervisor or coordinator.

Colaborador or Profesor Colaborador

Cooperating teachers (teachers in schools who assist college supervisors in providing student teaching experiences).

Escuela primaria

Elementary school (six years duration).

Escuela secundaria

Secondary school (five years duration following six years of elementary school).

Delimitations of the Study

The following delimitations are recognized by the investigator:

(1) In a cross-cultural study such as this, it is perhaps inevitable that the values and beliefs of the writer may have affected the interpretations and conclusions.

(2) The on-site investigation was done over a period of six weeks at Costa Rica and the time was not enough to directly observe every phase of the teacher education programs.

(3) The literature was limited even in Costa Rica regarding some aspects of the study and much information was gained through interviews and observations of directors, professors, and students. These research techniques are subject to some criticisms since the conditions at the time of each interview and observation may be quite different and may affect the objectivity of the investigator.

Background Information to Education in Costa Rica

The educational system of Costa Rica is nationally centralized under the leadership of the Minister of Education who is the chief administrator of educational policies. These policies are set by a 10-member Higher Council of Education. The Minister of Education is a political appointee and his term of office is the same as that of the President of Costa Rica (4 years with no reelection possible). However, with the exception of the Minister and his chief assistant, Oficial mayor, all employees connected with the educational system, including administrators, teachers, and janitors, are civil servants.

The educational system of Costa Rica includes:

- (1) Pre-school--for children under age six.
- (2) Primary school--grades one through six.
- (3) Secondary school--grades one through five,
divided into two cycles. The first three

years constitute general cultural education, and the last two years are set aside for several diversified elective programs ("majors").

(4) Higher education--the following institutions are considered to be schools of higher education:

- (a) University of Costa Rica (4-8 years)
- (b) Superior Normal School (4 years)
- (c) Normal School (2 years)
- (d) School of Nursing (3 years)
- (e) Inter-American Institute of Agricultural Science (varied number of years)

A small number of private schools augment the above public institutions of learning.

All certified elementary and secondary teachers are trained in institutions of higher education. However, depending upon the level of school one teaches in, the salary and working conditions are radically different. Even titles used by the people in daily life are different for elementary school teachers and secondary school teachers. A teacher in an elementary school is a maestro; a teacher in a secondary school is a profesor. Of course a profesor has much more social prestige than a maestro.

CHAPTER II

THE HISTORY OF COSTA RICA

Introduction

This chapter presents the social, economic, and political developments in Costa Rica from the colonial period through the modern period. It traces, through the history of Costa Rica, the transformation of that country from a weak, unstable nation, to the most economically developed and politically stable nation in Central America.

The Colonial Period Through the 18th Century

Costa Rica was first discovered by Europeans in 1502 when Columbus took shelter from a storm in the present-day Caribbean port of Limon during his fourth visit to the Americas. In the areas where he explored after the storm, Columbus met the natives of the region who wore gold ornaments which led the Spaniards to believe that the coast was rich in gold. Thus, the name Costa Rica.

At the time when the Americas were discovered by the Europeans, the centers of Indian civilization were to the north, in Mexico and Guatemala, and to the south, in Ecuador and Peru. Therefore, Costa Rica was lightly populated and only about 30,000 Indians are thought to have lived in the area.¹ This small number of Indians was divided into small, disorganized tribes scattered throughout the country, and, with the exception of perennial tribal wars, there was very little intercourse between the different tribes. Most tribes existed by hunting and maintaining primitive farms. Each one was self-sufficient because the mountainous terrain made regular trading between the widely-scattered tribes almost impossible.

Soon after Columbus' return to Spain, news of the supposed wealth of the new area spread rapidly and convinced numerous conquistadores to seek gold there. Group after group of conquistadores came but only a few were successful in finding their treasure. The Spaniards suffered all types of sicknesses in the hot and humid lowlands; they experienced hunger and pain in the cold, almost unpassable high mountain ranges; everywhere they went, the conquistadores faced attacks by natives protecting their land.

¹John Biesanz and Mavis Biesanz, Costa Rican Life, (New York: Columbia University Press, 1945), p. 4.

Despite these hardships and failures, the Spaniards actively searched for mineral wealth in Costa Rica for about 50 years. However, after having only negligible success during that long period, the stories of fabulous wealth hidden in the "Rich Coast" were gradually forgotten. Thus it was that only small groups of hardy colonists came to settle in isolated farming lands. These settlers were isolated from European governments which were interested in gold and other minerals, and they learned to become independent and self-sufficient by farming corn, wheat, beans, sugar cane, and rice. Slowly these white settlers increased in number. By the end of the 18th century there were about 20,000 Spaniards in Costa Rica.²

Although many Spanish settlers did inter-marry with the Indian women, the population of Costa Rica mainly remained white as settlers brought their families along and gradually began to replace the Indians whose numbers began to diminish. The Indian population in Costa Rica was small to begin with; and when the Spaniards began to dominate the land and force the natives to work for them, the Indians could not stand the harsh treatment and so they suffered a very high death rate. As the Spanish population increased, they began to form settlements,

²Howard I. Blutstein, et al., Area Handbook for Costa Rica, (Washington, D.C.: U. S. Government Printing Office, 1970), p. 13.

especially in the central plateau known as the Meseta Central. The larger settlements around the present-day capital began to form into large towns such as Cartago, Heredia, and Alajuela.

Throughout most of the 18th century, Costa Rica remained physically, socially, politically and economically isolated from the other areas of the world. Due to the hostility of the Indians in the interior and the European pirates along the coast, even commercial trade, which was really necessary to bring in manufactured goods to predominantly agricultural Costa Rica, was kept at a bare minimum. Thus, Costa Rica was one of the most underdeveloped and neglected colonies of the Spanish Empire.

The 19th Century

In the early part of the 19th century things began to look better for the future of Costa Rica. Around 1800 coffee growing was introduced into the region and it quickly became a massive local enterprise, turning the poorest area in Central America into the richest. The rush for the "grains of gold" was started and the whole country devoted almost all its labor and necessary land to coffee growing. In the short period of seven years, from 1834 to 1841, the annual yield of coffee increased from 50,000 pounds to 9,000,000 pounds.³

³Biesanz, Costa Rican Life, p. 128.

Meanwhile, in politics, much change was taking place. In 1821 Costa Rica gained independence from Spain as a result of the mother colony losing in her struggles with other Latin American colonies. In the ensuing years, as the whole of Latin America tried to gain stability through unity or total independence, Costa Rica joined the other Central American nations in forming the United Provinces of Central America. During the next twelve years of the shaky Central American confederation, Costa Rica had to also contend with its own internal chaos and power struggles. The decades following the independence from Spain and the eventual split from the United Provinces of Central America were filled with corruption and power struggles among the wealthy few, while most of the Costa Ricans could exercise no rights and lived in constant poverty.

In 1848, Costa Rica truly became an independent nation with absolutely no ties to other countries. From that time until 1871 many families who had become rich on the coffee business struggled among each other for control of the new country. During this time several constitutions were promulgated and abandoned, and the leadership of the country went from one hand to another.

In 1871 a new constitution was put into effect by an army officer, Tomas Guardia, who took control of the government by a coup d'etat and tightly ran the country for about 12 years as a dictator. This constitution was to be different from the others as it was to remain in force for 75 years.

During Guardia's rule several noteworthy achievements occurred. He improved public education, increased trade through the greater production of sugar and coffee, and also built a railroad system which joined the populated Meseta Central with the Caribbean port of Limon. Besides improving transportation and thus increasing trade, the railroad contributed to the growth of the banana industry in Costa Rica, and bananas soon became one of the chief exports along with coffee and cacao. The banana industry was started by an American, Minor Keith, who built the railroad and then got a lease on hundreds of thousands of acres of land appropriate for banana growing, and which were located along the railroad system for easy transportation of the goods. This was the beginning of the United Fruit Company in Costa Rica.

The 20th Century

The decades following the building of the railroad saw a continual growth of the country in many areas. In economy the increase in production of the three main

exports brought about substantial expansion, though the biggest beneficiaries were the large landowners who controlled the plantations. In education the leaders pressed for compulsory education, and schools slowly began receiving students from non-elite families. In the area of politics the country still experienced much chaos and many power struggle every few years. However, both politicians and the public began to see the real need for free elections to choose the leaders, and the number of fair, open elections increased.

The world-wide depression of the 1930's affected Latin America tremendously. But, it was a blessing in disguise for the future of Costa Rica. The depression caused people on all social and economic levels to question the old order and to reflect on the future of their national existence. People who had stayed out of the political arena until then began to get involved and formed various factions. Even a Communist party was begun and actively participated in domestic politics trying to change the path of the Costa Rican government.

Much of the modern history of the country centers upon political struggles between the traditionally-oriented, wealthy minority, fighting to maintain the status quo, and the younger, more radical groups of men trying to bring about social welfare reforms to help the downtrodden majority.

The leaders who fought for social progress found support among the politically active masses who participated in rallies, elections, and job strikes to bring about their desired goals. On the whole, these men were quite successful in facilitating social justice, so that minimum wage laws were passed, national insurance coverage was made available, and several hundred thousand acres which were returned by the United Fruit Company were distributed to landless farmers in small plots. Also, by 1940, Costa Rica was on its way to instituting paid vacations, unemployment benefits, social security, and income tax measures which were all regarded as positive policies for social justice.

Although Costa Rica had experienced several peaceful elections, followed by smooth transitions of power, since the first such election in 1889, the democratic process had not been truly institutionalized in that country. Thus, in 1948, when a candidate who was supported by the army and the incumbent president refused to concede defeat to the candidate supported by the masses, who had won the election by 10,000 votes, a civil war broke out. This was to be the last armed struggle over the result of an election, but it was the bloodiest political upheaval in the history of the country.

Since the civil war of 1948, Costa Rica has been able to remain a cohesive, forward-looking country despite some natural disasters and economic set-backs. During the 50's there was an armed, international invasion by groups from several Latin American countries who felt that the Costa Rican government was turning communist. There were also destructive floods which threatened to starve the whole country until help came from the Red Cross. The prices of coffee and bananas fell drastically⁴ and the national debt was greatly increased. In spite of all these disasters, the leaders of the country have been able to keep the country united and progressing in all areas of life.

On the whole, the presidents of the '50's and '60's have overwhelmingly advocated reformist policies and have brought about social welfare reforms which have satisfied the majority to work with the government policies. And, because of the steady and peaceful progress of the country, other countries and international organizations have been willing to help Costa Rica through aid, loans, and heavy investments in times of need. These

⁴Coffee prices went down from \$72 per 100 lbs. in 1956 to \$43 per 100 lbs. in 1960; price of bananas went down about 18% from 1957 to 1960. A. Curtis Wilgus and Paul d'Eca, Latin American History, (New York: Barnes & Noble, Inc., 1963), p. 440.

aids, in turn, have steadily improved the infrastructure of the country, thus providing sufficient opportunities for the wealthy to venture into new, profitable markets and remain satisfied to go along with the social welfare policies.

In this way Costa Rica has been able to become today the most developed and the most peaceful country in Central America.

CHAPTER III

THE HISTORY OF EDUCATION IN COSTA RICA

Introduction

This chapter deals with the historical development of education in Costa Rica. It traces the development of education beginning with the establishment of exclusive, private schools during the colonial period, and leading up to the present system which provides free elementary and secondary education for all.

The Colonial Period

Formal education in Costa Rica under the control of Spain was almost non-existent. Only the extremely wealthy families could really concern themselves about education for their children since in agricultural Costa Rica each child was needed to work at home. Thus, the few families which could afford education for their children sent them to Church schools or sent them abroad.

The 19th Century

Until about 1800 when coffee-growing began in Costa Rica, the country was, for all practical purposes, on a subsistence economy with no extra funds to spend for education. However, by 1829, coffee had become the number one export of the country¹ and the revenues from the exports became available to be used for public benefit. At about the same time as the economic expansion took place, Costa Rica gained independence and the people became acutely aware of the necessity of a well-educated populace and leadership to assure progress for the country in the future. As the realization of the need for education and the availability of extra funds fortunately occurred simultaneously, the Costa Ricans began to think seriously of building schools for their children. By 1832 a decree was passed which obliged all parents to provide their children between the ages of 8 and 14 years with instruction in the "4 R's", reading, writing, arithmetic, and religion, and the government built schools to fulfill the demands. Even a secondary school for girls was established by 1847.² Two years later, under the national Rules of

¹Howard I. Blutstein, et al., Area Handbook for Costa Rica, (Washington, D.C.: U. S. Government Printing Office, 1970), p. 230.

²Jaime Fonseca-Mora, "Education in Costa Rica" (unpublished paper presented at Loyola College, 1962), p. 4.

Education of 1849, Costa Rica made elementary education compulsory and free for both boys and girls. In the 1869 Constitution the compulsory and free primary education was included.³

One of the most important educators of Costa Rica was Mauro Fernandez who was the Minister of Education in 1886. "Don" Mauro saw that the compulsory education provision of the Constitution of 1869 was not effective because only the concept of an educational system centralized and financed by the national government was realized, and no systematic plan of organization was put into force to unify and carry out a national program. By studying the educational systems of various western countries, Don Mauro began the institutionalization of a national school system on a large, orderly scale. Under his leadership the country organized regional boards of education, drafted necessary laws and rules of operation, and opened new schools. Costa Rican educators were sent abroad, and foreign professors from around the world were called in to reorganize and improve the whole realm of education from curriculum to teacher training.

³Blutstein, Area Handbook for Costa Rica, p. 151.

Mauro Fernandez saw that one of the most important components of any educational system is a well-trained corps of teachers. This, the country did not have at the time. He began the systematic training of future teachers by setting up a normal education section in some secondary schools, and established minimum requirements for teachers.

Don Mauro believed so strongly in the basic educational needs of the country that he closed down the one institution of higher education available in Costa Rica (Santo Tomas University) because he felt that the school was a luxury that the country could ill-afford. With the resources that would have been spent on the university, he opened up new secondary schools in the populated areas of the country. In these new schools and in others he introduced new subjects such as science and social studies in order to modernize the curriculum, and, for the first time, he introduced coeducation on all levels of school.

Although Mauro Fernandez and the Ministry of Education worked diligently to provide schools for all children in the country, the economic, social, and geographic constraints of Costa Rica made the task impossible to fulfill. However, the success of the programs which Don Mauro started can be seen in the literacy rate statistics. In 1864 the illiteracy rate was about 90

percent,⁴ and by 1945 the illiteracy rate had gone down to about 23 percent.⁵

The 20th Century

The latter part of the 19th century was the actual beginning of mass, compulsory education in Costa Rica, and steps for future changes and innovations were begun. The first several decades of the 20th century were therefore a time for growth in both quantitative expansion and qualitative increase. More schools were built in urban and rural areas of the country; curriculum changes were made so that schools could adapt to local differences and needs; teachers were given more rights and benefits.

In the 1949 Constitution, secondary education was declared free for all able students, and this began the expansion of secondary education throughout the country.

The first part of the 20th century was also a growth period for higher education. After Santo Tomas University was disbanded in 1888, various "facultades" (colleges) were begun but were operating independently with high wastage of funds due to the duplication of functions and efforts. In 1941 the country decided to incorporate all the colleges by creating a National University, and in

⁴Blutstein, Area Handbook for Costa Rica, p. 151.

⁵John H. Furbay, Education in Costa Rica, (Washington, D.C.: U. S. Government Printing Office, 1946), p. 8.

order to maintain a creative and independent institution the Constitution of 1949 guaranteed autonomy for the university.

With the civil war of 1948 which brought into power leaders who desired economic and social betterment of the masses came even more impetus for educational improvement and expansion. Thus, in the last 25 years, all types of reforms have taken place, and impressive records have been achieved in Costa Rica.

One of the recent educational trends in the world has been the development of pre-school education. Educators in Costa Rica have also seen the need for early schooling and they have begun pre-school institutions. In 1970 there were 106 public and private centers for pre-schoolers which served over 8,000 students.⁶

The demands for the expansion and improvement of elementary education have increased tremendously due to the economic and medical advances that have taken place in recent years. Both advances have tended to increase the population which has, in turn, increased the demand for basic education. Costa Rica has been relatively successful in coping with the demands. For an example, in one year

⁶Ministerio de Educacion Publica, Centros de Educacion de Costa Rica, (San Jose: Ministerio de Educacion Publica, 1970), p. II.

(between 1967 and 1968) the Ministry of Education was able to increase the elementary school enrollment by almost 10 percent.⁷ Currently there are over 2,500 public elementary schools serving about 350,000 students.⁸ The latest published data available on the percentage of children of ages 6 to 12 years who attend schools is for the year 1968. This shows that about 90 percent of the children in that category attend schools regularly, and this is an impressive figure for a country commonly considered "underdeveloped."⁹

The elementary schools have also been successful in improving the curriculum and methods of teaching so that the retention rates have dramatically increased over the past few years. In 1968, 50 percent of the students who had begun the first grade in 1963 successfully entered the 6th grade; in 1950 only 16 percent entered the 6th grade.¹⁰

⁷Blutstein, Area Handbook for Costa Rica, p. 156.

⁸Ministerio de Educacion Publica, Centros de Educacion de Costa Rica, p. III.

⁹Felipe Calvo C., Informe General Sobre las Condiciones de la Infancia, la Juventud, y la Familia en Costa Rica, (San Jose: Ciudad Universitaria, 1971) p. 549.

¹⁰Blutstein, Area Handbook for Costa Rica, p. 157.

In recent years the most dramatic changes have taken place on the secondary school level. The number of secondary school students has increased from 9,100 in 1953¹¹ to almost 72,000 in 1970.¹² This eight-fold increase has brought with it the problem of a lack of sufficiently trained teachers, but there is now a new campaign to train more secondary school teachers.

The most important event that has taken place in secondary education is probably in the area of curriculum. Until 1964 all secondary schools offered a rigid, classical education gearing the curriculum for university preparation. But, only a small minority of the secondary school graduates were entering college. Thus, in order to diversify the education so that graduates would be prepared for different careers after secondary school, the 5-year program was divided into a 3-2 cycle. The first 3 years are common for all students and prepare them in general education. During the last 2-year cycle, students take some common courses but all are given the opportunity to "major" in liberal arts, science, or vocational studies. This program is still in the developmental stage, but it is certain to be a positive move in the history of Costa Rican education.

¹¹Ibid., p. 158.

¹²Ministerio de Educacion Publica, Centros de Educacion de Costa Rica, p. VI.

In secondary education, the Ministry of Education has also begun many vocational and commercial schools which operate independently of the regular secondary schools.

Throughout Costa Rica's educational history, the people have been extremely willing to accept foreign ideas. In fact, they have sought and integrated many foreign innovations into their educational system.¹³

Costa Ricans have also been successful in their educational development because they have been willing to make many sacrifices to achieve their goals. In the past several years the country has always allocated the biggest portion of its budget to education, and has consistently allocated about 30 percent of its national budget for the education of its children.

¹³In a book (by Luis Felipe Gonzalez, Historia de la Influencia Extranjera en el Desarrollo Educativo y Científico de Costa Rica, (San Jose: Imprenta Nacional, 1921) written about the foreign influences in Costa Rican education, the author names and talks about the achievements of hundreds of American, German, English, Belgian, Italian, and Swiss professors who came to the country to work with educators and students.

CHAPTER IV
TEACHER TRAINING INSTITUTIONS
IN COSTA RICA

Introduction

In this chapter each teacher training institution in Costa Rica is described. Such topics as curricula, available facilities, and the role of student teaching in the training process are discussed.

There are essentially three types of teacher training institutions in Costa Rica: (1) The College of Education of The University of Costa Rica; (2) La Escuela Normal Superior (Superior Normal School); (3) La Escuela Normal (Normal School).

The University of Costa Rica

The University of Costa Rica with ten colleges is located in the capital but it has several regional centers situated in other cities throughout the country. It is mainly a 4-year undergraduate institution, although some departments do offer programs leading to advanced degrees such as the licenciatura (a pre-doctoral degree) and the doctorate.

This national university was founded in 1941 as an autonomous institution financially supported by the funds of the Ministry of Public Education. Currently the university is assured ten percent of the annual public education budget, but it can ask for extra funds through the Legislative Assembly for specific projects.

As the university was founded at a time of great social change and progress, it came to be associated with advancement and change in the minds of the people. Thus, it has been constantly at the head of educational reform and progress, and it has evolved into an institution quite different from most of the other Latin American universities. For an example, Latin American universities have traditionally been institutions where the majority of the students were concentrated in the study of such prestigious fields as law, medicine, and engineering.¹ However, as the following data will show, the distribution of students at the University of Costa Rica working towards various future occupations is quite different, and the number of students in the traditionally prestigious fields of study such as law, medicine, and engineering only make up about 10 percent of the total student body.

¹William S. Stokes, Latin American Politics, (New York: Thomas Y. Crowell Co., 1959), p. 73.



Distribution of Enrollment (1968).²

School	Students	Percent
Sciences & Letters	5,402	57.9
Agriculture	231	2.5
Fine Arts	219	2.4
Conservatory of Music	236	2.5
Economics	789	8.4
Law	497	5.3
Education	919	9.8
Pharmacy	73	0.8
Engineering	299	3.2
Medicine	215	2.3
Microbiology	105	1.1
Dentistry	52	0.6
Social Service	127	1.2
Regional Center of San Ramon	186	2.0

The University of Costa Rica has made great strides in many other areas such as the establishment of a unified campus, the use of more full-time professors, and the establishment of orientation and counseling services. Thus it has become a modern, well-organized institution of higher learning, well-respected throughout Central America and South America.

Within the country the university and its students also have great prestige. One factor which contributes to this is the difficulty in getting accepted to the institution. Competition is extremely keen, and the cost of a 4-year education is too prohibitive for most families.

²George R. Waggoner and Barbara A. Waggoner, Education in Central America, (Lawrence: The University Press of Kansas, 1971), p. 124.

This results in only a small number attending the university. In 1970 the population of Costa Rica was 1,750,000 while the total enrollment of the university was less than 13,000.³ Thus, not even 1 percent of the population attended the university.⁴ This minute ratio of university students to the total population will not likely increase in the near future despite the recent dramatic increases in the student enrollment⁵ because the physical capacity of the buildings and the training of qualified instructors cannot keep up with such fast rates of growth.

The training of teachers at the University of Costa Rica is done at the College of Education which has approximately 1300 students enrolled, and is the second largest college on the campus constituting about 10 percent of the total university population. The college offers

³Instituto de Investigaciones Escuela de Ciencias Economicas y Sociales, Algunos Datos Estadisticos Sobre la Universidad de Costa Rica, (San Jose: Ciudad Universitaria, 1970), p. 2.

⁴The projected 4-year college enrollment in the United States for 1972 constitutes about 4 percent of the total population. U. S. Department of Health, Education and Welfare, Projections of Educational Statistics to 1979-80, (Washington, D.C.: U. S. Government Printing Office, 1971), p. 22.

⁵The average annual increase of the enrollment at the University has been about 15 percent in the past years. In 1964 the enrollment was 5,560; in 1970 the enrollment went up to about 13,000. Felipe Calvo C., et al., Informe General Sobre las Condiciones de la Infancia, la Juventud, y la Familia en Costa Rica, (San Jose: Ciudad Universitaria, 1971), p. 520.

majors in every subject taught in public schools. It trains teachers for all grade levels, pre-school through secondary school. The college also offers graduate programs in school administration and counseling.

Currently the courses of study for future teachers of most subjects and grade levels require 4 years of full-time study. The patterns of study are very similar to those undertaken by education students in the United States, although in Costa Rica the programs for individual students are more rigid, not affording as many choices in the electives. The future teachers at the university usually spend the first year taking required courses which they refer to as "general studies." These consist of courses such as History, Philosophy, Mathematics, Science, Sports, and Language which are meant to give all university students a broad, cultural background. The second and third years are spent taking courses in the major areas of study plus general courses in education such as Educational Psychology, Philosophy, and History, and general methods courses. In the last year the students in the College of Education take student teaching and some seminars in their major areas for two semesters, from March to December.⁶

⁶Since the preceding description of the course of study of the students in the College of Education of the University of Costa Rica is a highly generalized description, more specific examples have been placed in the Appendix.

Currently the College of Education runs a small laboratory school for elementary school students. However, due to the confining physical size and the small enrollment, most college students do not have much contact with the school except for occasional observation visits. The College of Education has begun construction of a large, modern, more comprehensive laboratory school, and the completion of the building should bring about a closer relationship between the university students and the laboratory school.

La Escuela Normal Superior
(Superior Normal School)

In 1949 Costa Rica began to provide free secondary education for its people, and the number of students attending secondary schools has been increasing dramatically ever since. Between 1949 and 1959 there was a 300 percent increase in the secondary school enrollment.⁷ In the later years (1964-1968) an average yearly increase of about 12 percent was registered.⁸

Though the number of secondary school students has increased consistently, the country has not been able

⁷Jaime Fonseca-Mora, "Education in Costa Rica" (unpublished paper presented at Loyola College, 1962), p. 6, Ch. 7.

⁸Felipe Calvo C., et al., Informe General Sobre las Condiciones de la Infancia, la Juventud, y la Familia en Costa Rica, p. 552.

to train sufficient numbers of secondary school teachers to keep up with the demand. The reason for this discrepancy was that the only institution capable of training secondary school teachers was the University of Costa Rica, and alone, it has not been able to meet all the demands. In the ten years between 1956 and 1966, the university was able to graduate only 362 teachers for secondary schools. However, considering the growing number of students, the Ministry of Education predicted that the country would need 400 new secondary school teachers each year for the coming 5 years (1966-1971).⁹

In 1966 a study found that 62 percent of the secondary school teachers did not have sufficient university training.¹⁰ Most of the teaching positions were filled by older primary school teachers who themselves only had graduated from secondary schools or from the 2-year normal schools for elementary school teachers. Because of the tendency of well-educated Costa Ricans to live near large cities, secondary schools were mainly established in urban areas. Those few which were built in areas outside of the Central Plateau were almost completely staffed with teachers with no university degrees.

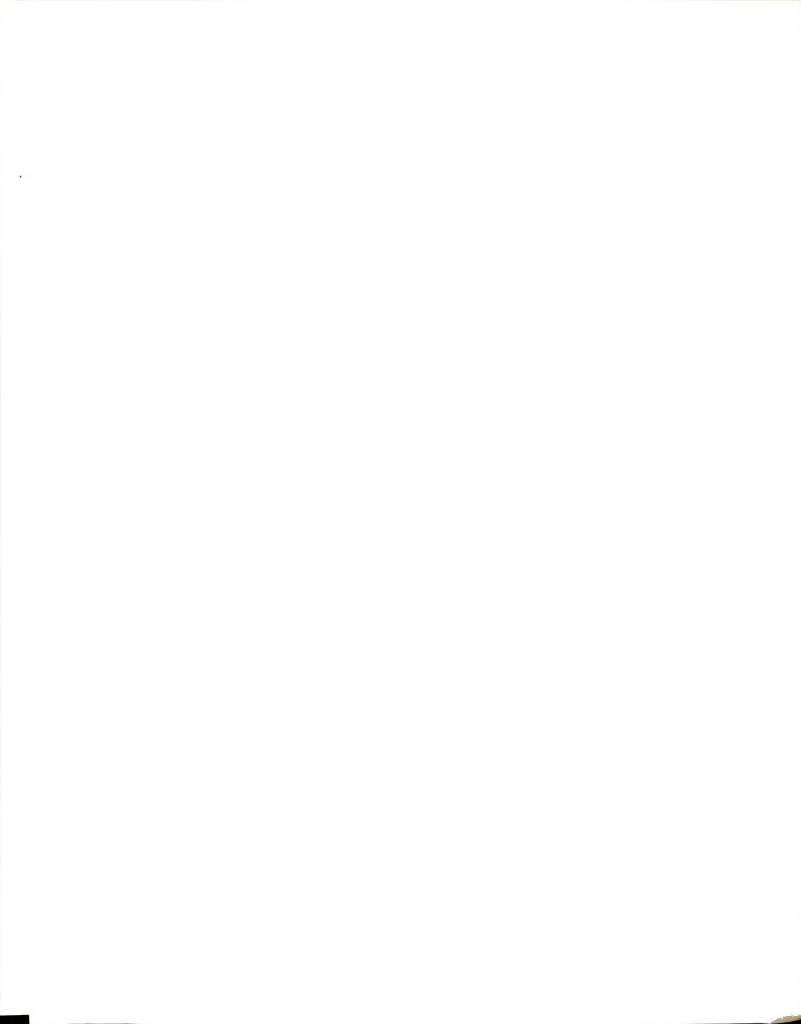
⁹George R. Waggoner and Barbara A. Waggoner, op. cit., p. 121.

¹⁰Ibid., p. 120.

With such deficiencies of trained personnel in secondary schools, the Ministry of Education decided in 1968 to establish a normal school which would train sufficient numbers of teachers for secondary schools. A series of "emergency plans" were set up to begin the Superior Normal School in Heredia.

Under Emergency Plan I, a 3-year course of study was begun which was to be a temporary solution and was to fill positions in secondary schools in the rural zones with young, trained teachers as soon as possible. Many scholarships were given with the stipulation that the recipients spend the first few years in schools outside of the urban centers.

Emergency Plan II was set up based on the realization that Costa Rica could not possibly fill all the secondary school positions with new graduates of the University and the Superior Normal School within the near future. Consequently, some means had to be found to give sufficient education and training to the teachers currently working in secondary schools with only secondary school diplomas or diplomas from the 2-year normal schools. Plan II, therefore, provided opportunities for non-degree teachers to study during four summer vacations in Heredia where they would receive "cram" courses to qualify officially for secondary school teaching.



Emergency Plan III is referred to as the Regular Plan. This is the final plan to be used in the future and is set up as a 4 year course of study for secondary school graduates.

At the beginning all three plans were run concurrently. By 1972 Plan I and Plan II had been terminated and only the Regular Plan is now in effect. The first graduating class of the 4-year Regular Plan will receive their diplomas in December of 1972.

Under the Regular Plan for the Superior Normal School, students study for the same length of time as in the university to receive the title of profesorado which certifies teachers for secondary school teaching. However, except for the number of years students study in both institutions, the programs have no similarity. Students at the Superior Normal School have a choice of eight subject areas they can major in. From the beginning of the first year all the students are grouped according to their major subject. Every student in a given major subject stays in one classroom for the whole school day and takes the same courses. The class organization is similar to that used in the United States by most elementary schools. Each class stays as a group for the entire four years, and there are no choices of electives at any time.

The plan of study for each year in every major subject is divided into three broad categories: 1. General cultural formation, 2. Pedagogic formation, 3. Specialization. In each of the eight semesters of work required, the students take one or more courses from each of the categories.¹¹ In this system, then, students take education courses throughout their studies, and what can be categorized as student teaching takes place in the fourth year, lasting two semesters.

At the time the writer did his investigation, the Superior Normal School had just finished the third year of the Regular Plan, and thus there were no fourth-year classes. The enrollment of the school with three grade levels was 1004. The teaching staff was made up of ten full-time professors and sixty part-time professors. Because of the shortage of physical and manpower resources the school is run in two, half-day shifts with first-year students attending in the morning and the second and third-year students attending in the afternoons for about four and a half hours.

The students are accepted to the Superior Normal School after the successful completion of secondary school and the passing of an examination given at the

¹¹For a more detailed description, see the two sample programs of study included in the Appendix.

school. Though the Superior Normal School does not have the prestige of the University of Costa Rica, and attracts mainly students who, for financial and/or academic reasons, could not go to the university, the competition for admission can be extremely keen in certain popular subjects. For example, in the 1971 examination 475 took the test for acceptance to the English department. Of this number only fifty students were accepted due to the lack of facilities.

There are no dormitory facilities at the Superior Normal School, so the great majority of the students come from the surrounding cities within commuting distance.

Las Escuelas Normales (The Normal Schools)

With the exception of a small number of teachers trained by the University of Costa Rica, all formally certified teachers in elementary schools are graduates of one of the normal schools. These schools are currently 2-year, post-secondary institutions, the first of which was established in 1915. Before that date, elementary school teachers were trained in normal school sections established as a part of certain secondary schools. Though the first normal school was established in 1915 as a separate unit, its course of study was still based on the former secondary level program which was taken by students after the completion of six years of elementary

school. In 1941 when the normal school was temporarily incorporated into the newly established University of Costa Rica, it came to be a 2-year post-secondary school.¹²

Presently there are four normal schools in Costa Rica with a combined enrollment of about 1,400 students. Though they are located in different areas of the country and vary tremendously in size and resources available to each, the over-all organization and programs of the schools are similar.

The normal school program is essentially divided into two units, each lasting for one school year. In the first year all students are grouped into classes which then stay together for the two year duration. All students in a class take the same courses at the same time and have no elective courses. The teacher training program consists of sixteen subjects, with each subject usually being offered once a week in one to three hour blocks. These subjects are taught "for teaching" (i.e. rather than learning mathematics on a college level, all students learn how to teach mathematics to elementary school students).

¹²John H. Furbay, Education in Costa Rica, (Washington, D.C.: U. S. Government Printing Office, 1946), pp. 30-31.

The courses in the first year are:

- | | |
|-----------------------------|---------------------------|
| (a) Agriculture | (i) Industrial Arts |
| (b) Music | (j) Student Teaching |
| (c) Philosophy of Education | (k) Children's Literature |
| (d) Mathematics | (l) Science |
| (e) Social Studies | (m) Home Economics |
| (f) Methodology | (n) Sociology |
| (g) Art | (o) Psychology |
| (h) Teaching aids | (p) Spanish |

In the second year the number of subjects is reduced to about half that of the first year and consists mainly of education courses such as educational administration and educational evaluation. Also, almost half of every week is set aside for what is known as "Professional Experience". This is the equivalent of student teaching in the United States.

Unlike the students of the University of Costa Rica and the Superior Normal School, the students of normal schools have to wear uniforms and attend classes for three full days and three half days every week. Though most students are young and come straight from high schools, one can spot many older students who have already had many years of teaching experience in rural schools and who have decided to become certified in order to qualify for better salaries and better schools.

Escuela Normal de Costa Rica
(Normal School of Costa Rica)

The oldest and largest normal school is the Normal School of Costa Rica which is located in Heredia approximately five miles from the capital. Here, about seven

hundred students study in an ample complex of one-storied buildings on a campus shared with the Superior Normal School. The school has an auditorium and a library with a few thousand books, and there is much land for expansion if the need arises. At one time when the elementary school enrollment was increasing rapidly in the late 1950's and the early '60's, and a similar increase had to be made in the training of teachers, the normal school enrollment went up over one thousand each year. In fact, in 1964 the number of students in the graduating class alone was 515.¹³ The current director of the Normal School of Costa Rica attributes the recent decline in enrollment to the leveling off of the elementary school enrollment. Also, there is no longer a teacher shortage in the urban schools, and most Costa Ricans do not want to teach in the rural areas where living conditions are still quite primitive. The Ministry of Education presently pays extra money as an incentive for teachers who teach in remote areas. In some areas teachers are paid 100 percent extra pay for the hardship they must incur. Yet, still, because these places are far from cities, have no roads, no doctors, no electricity nor even a store, certified teachers do not accept. These remote-area schools are therefore taught

¹³Escuela Normal de Costa Rica, Referencias Biograficas de Sus Fundadores y Directores Durante los Anos 1915-1965, (Heredia: Departamento de Publicaciones Escuela Normal de Costa Rica, 1965), p. 63.

by untrained people who may only have an elementary education.

The Normal School of Costa Rica runs a laboratory school which consists of grades 1 through 6. Though the laboratory school is organizationally a part of the normal school, it is very seldom used by the future teachers as a part of the training program. Rather, it functions more as a model elementary school for the country where specially appointed superior teachers can experiment with new programs and methods. In 1971 the innovation being most promoted in the laboratory school was the grouping of each class into three smaller groups according to reading levels and interests shown, and having each group work on different levels in every subject as an attempt to individualize the lessons as much as possible. There seems to be no attempt to incorporate the available future teachers into the daily work of the laboratory school, and students from the normal school only go once or twice to observe the new techniques being implemented by the laboratory school teachers.

Escuela Normal de Guanacaste
(Normal School of Guanacaste)

The second oldest normal school is located in the city of Liberia in the northernmost province of Costa Rica. This school was begun in 1946 as a part of a secondary school with students in the normal section taking an extra year of education courses. The normal school was

built in Guanacaste to attract future teachers from the rural areas and to train them for teaching in the isolated zones. Many changes took place through the early '60's by which time the school had become a separate two-year higher education institution with its own director and staff, all working on a small campus near the old secondary school.

The school currently enrolls 285 students in an adequate, but small, complex of buildings. One large room in one wing serves as a library-auditorium combination, but the library only has a few hundred outdated books.

The Normal School of Guanacaste has a laboratory elementary school within its building complex, but, here too, there seemed to be no real effort made to use the laboratory school as an integral part of the teacher-training program. Therefore, though the laboratory school and the normal school are physically integrated with both using the same resources and facilities, in reality they function independently without meaningful inter-relationship.

One unique fact in this normal school is the presence of a dormitory right on the campus which houses about fifty women. This is the only teacher-training institution in all of Costa Rica which has facilities to house and feed students coming from distant rural zones. In all the normal schools there are students from

areas where commuting to school daily is an impossible task. However, in these situations, each student must find his own accommodations in a private house or in a pension. This can be a difficult thing to do in Costa Rica, where houses are generally small while the families are large, and tends to discourage possible teacher candidates from going to school.

The dormitory has sufficient facilities to house at least eighty students, but only fifty are now housed there. There are male students who could make use of the unused areas of the dormitory, but no attempts have yet been made to serve students of both sexes.

Much of the land on which the normal school stands is unused, and there is great potential for expansion if ever the need arises.

Escuela Normal de San Ramon
(Normal School of San Ramon)

The third normal school in Costa Rica is the Normal School of San Ramon, located in a small city in the Central Plateau about fifty miles from San Jose. It was begun in 1954 as a section of a secondary school where students who wanted to be teachers took an extra year of work in education. By 1957 the Ministry of Education increased the required number of years of extra work beyond the secondary level to two years, but the normal section was still considered a part of the secondary school. In 1960 the first

director of the normal school was appointed and the school has since functioned as an institution of higher education.

The Normal School of San Ramon had approximately 290 students enrolled in 1971, and the teaching staff was made up of nine full-time and seven part-time professors.

This normal school also has a laboratory school attached to it. But, there is a big difference in the relationship of the two compared to the other normal schools which have laboratory schools. As stated previously, the other two normal schools with laboratory schools did not try to integrate the laboratory schools into the teacher-training programs, so that the laboratory schools were merely model schools located in the normal schools. However, in the Normal School of San Ramon the director made special efforts to take advantage of having an elementary school right on campus and integrated the activities of the two as much as possible. For instance, all assembly programs held at the normal school are attended by groups from both schools. Also, the future teachers are often asked to directly participate in the teaching of the laboratory school students. The director appreciates the value of having opportunities for the future teachers to come into contact with young children.

Escuela Normal de Perez Zeledon
(Normal School of Perez Zeledon)

The newest and the smallest normal school in Costa Rica is the Normal School of Perez Zeledon located

in San Isidro, a small city in the southern part of the country. This school was begun in 1968 and presently enrolls about eighty students with about fifty in the first year and the rest in the graduating class. There are three full-time and three part-time professors on the staff.

The normal school is located on the main square of the city of San Isidro. The building is a small wooden structure with only two classrooms, a small auditorium, two small offices, and a library with less than one hundred books. Compared to the other normal schools this school was the least adequate as far as physical facilities were concerned. In classrooms there were not enough chairs and desks so that when students moved from one room to another they had to take some chairs and desks with them. The students often complained of not having enough of anything.

The Normal School of Perez Zeledon has no laboratory school, and none can be constructed on the present site since other buildings completely surround the school.

Universidad Pedagogica
(Pedagogic University)

Currently there are plans being made in the Ministry of Education to create a new, 4-year higher education institution to train teachers for the secondary

and elementary schools. The new institution would eventually replace and/or incorporate all the teacher-training schools except for the College of Education of the University of Costa Rica. Thus, if the Pedagogic University is created, all teacher-training programs, including programs for elementary school teachers, would become 4-year programs.

Though the plans are strongly opposed by the faculty of the University of Costa Rica, because they feel that the creation of a 4-year institution would merely be duplicating its effort, the trend at the time of the investigation seemed to be moving quite definitely toward the creation of the new university. If the plan is carried out, the most likely location of the university would be in Heredia where the shared campus of the Superior Normal School and the Normal School of Costa Rica could offer sufficient space for the present and future plans of expansion.

CHAPTER V

STUDENT TEACHING PROGRAMS IN COSTA RICA

Introduction

The programs of student teaching in the different teacher training institutions are described in this chapter.

The descriptions include administrative aspects of student teaching, as well as the roles and duties of the college supervisor, the cooperating teacher, and the student teacher.

University of Costa Rica

At the College of Education the student teaching experience comes during the senior year, integrated into a 2-semester course called "Seminar and Practice Teaching," which is required of all future teachers.

At the University of Costa Rica there is no counterpart of Michigan State University's "Student Teaching Office", whose main purpose is to provide student teaching experience to all future teachers at the university, making sure that all student teachers have adequate supervision and aid. Rather, the college has a broad policy concerning



student teaching. This policy states that all student teaching programs should consist of (a) an orientation phase, (b) an observation phase, (c) a partial practice teaching phase, and (d) a complete practice teaching phase. It is then up to the faculty to carry out this policy. All activities and work connected with student teaching are handled by almost all professors who regularly teach major subject courses and other education courses, and do student teaching supervision on a part-time basis. These professors are organized into catedras for which there is really no counterpart in the organization of American colleges of education. The catedra is the subject area which a professor specializes in such as Science, Mathematics, Social Studies, English, and French. In each catedra there is a jefe (leader) de catedra, who, for all practical purposes, has the power of an American department chairman, setting up the courses of study within his subject area and hiring and firing his assistants. Therefore, the one-year senior-level course into which student teaching falls is under the direction of the jefe de catedra and his assistants. This type of organization which permits so much independence within each small unit allows for varied programs of student teaching even within one institution. But, since it is beyond the scope and intent of this paper to write about each program and point out every minor difference which exists among the

catedras, what follows is a description of the student teaching program in those subject areas where the writer had the best opportunity to observe and study each phase closely. The two catedras are English and Science.

The Student Teaching Program
for English Majors

During the first few months of the one-year course "Seminar and Practice Teaching" in which student teaching falls, a part of the time is spent on methods of teaching English. Problems such as organizing unit plans, making up tests, and preparing visual aids are discussed and studied at the seminars. The seminars are held once every week for four-hour periods. The rest of the time (5-6 hours per week) is devoted to activities more directly related to student teaching in the American sense, and much effort is made to gradually introduce the future teachers to the different aspects and problems of teaching. The steps in this orientation phase are as follows:

1. Discussion on the objectives of student teaching and the roles of student teachers.
2. Visits and observations of different communities and schools. School organization and routines are observed and noted utilizing detailed guides and check lists made up by the



professors.¹ Written reports and group discussions follow these visits.

3. Observations of different teachers. Written observation reports are made and turned into the professors who keep these reports in individual record folders.
4. Introduction to the principal and the cooperating teacher with whom the student teacher will work.
5. Two weeks of observation of the cooperating teacher and the class with whom the student teacher will begin actual student teaching. At this time the student teachers may participate in short activities such as taking attendance, reviewing, checking homework, etc.

When the actual student teaching experience begins around June, the student teachers become completely responsible for the instruction of one class over a period of time. In order to give every future teacher experiences in teaching different levels of the 5-year high school program, most student teachers in English take over classes in three different levels (ideally grades 1, 3, and 5) during the period from June to November. Efforts are also

¹A sample is included in the Appendix.



made to provide student teachers with experiences in different types of schools so that the student teachers whom the writer interviewed had experiences in working in co-educational schools and in all-girls or boys schools. Thus, the length of time a student teacher is in charge of one class in a particular grade is approximately four to six weeks. After the first experience the student teacher is placed in a higher grade level, and the third experience is usually with the senior class of a secondary school. Whenever the change of class assignments takes place, the student teacher is expected to observe and partially help the class and the cooperating teacher for one to two weeks. After this familiarization period, the student teacher takes over and teaches, evaluates, and grades the students for that period.

All through the actual student teaching period from June to the beginning of November, the student teachers meet once a week at the university as a large group to continue the seminars held during the first half of the school year. At these sessions many problems pertaining to methods and to the student teaching field experiences are pursued. Also, every student teacher is expected to make about eight additional observations of teachers who are considered to be among the best English teachers in all of Costa Rica. Some of these "stand-out" teachers, who are highly respected by professors, were teaching in



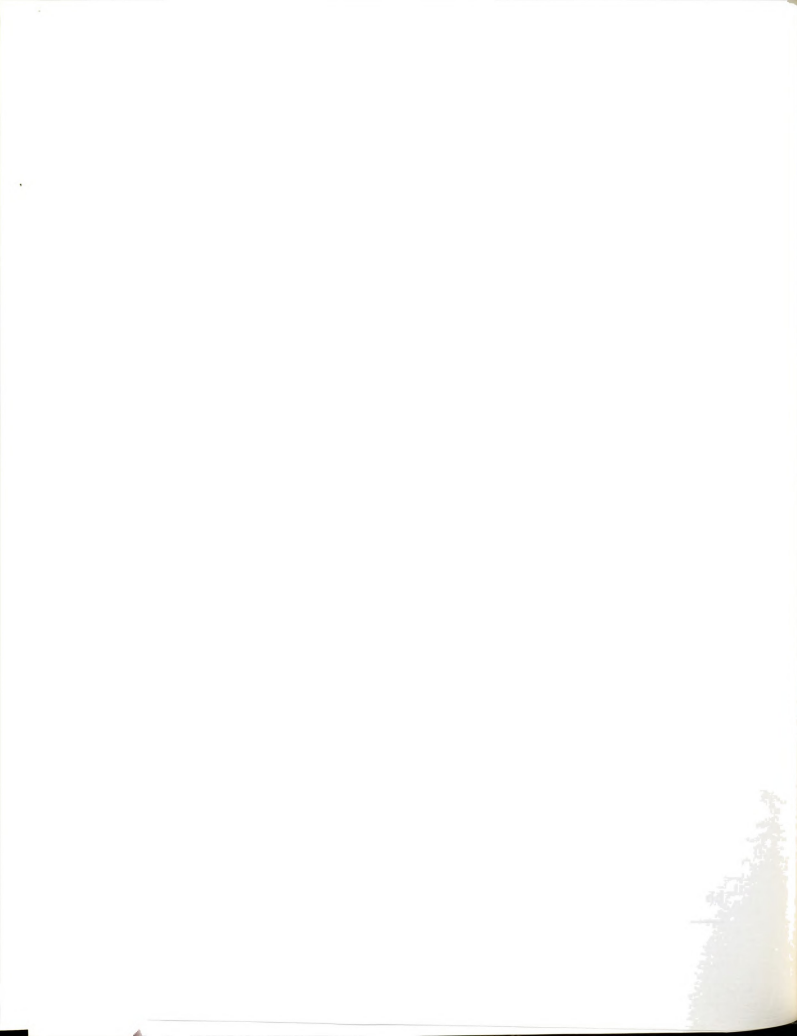
cities an hour away from the university. Nevertheless, student teachers were expected to make the visits at specified times and to write an observation report.

The Role of the College Supervisor

During the first half of the year the college professors function as teachers of methods and as logisticians for setting up visits and observations. During the second half of the year when the student teachers are in public schools, the main job of the college supervisor becomes that of an observer and evaluator. With few exceptions, the college supervisors in English visit their student teachers each time the student teachers teach a class. This averages out to about three times a week since English is offered two to four times a week in every secondary school depending upon the grade.

Before every observation, lesson plans are handed in for review by the professor. During each observation the supervisors use a printed form for writing up the observation and give the written comments to the student teachers.² After the observation the college supervisor and the student teacher have a short conference where weak and strong points of the lesson are discussed. At each observation the supervisor grades the student teacher's performance but does not inform the student teachers of the grade until the end of the term.

² A sample is included in the Appendix.



The Role of the Cooperating Teacher

The role of the cooperating teacher in the University of Costa Rica's student teaching program is relatively simple. Even though the professors of English specially choose only university alumni to work as cooperating teachers, these teachers are not given very much responsibility for the training and evaluating of the future teachers.

At the beginning the cooperating teachers are asked to make themselves available for observations by student teachers. In the latter part of the one-year student teaching program, the cooperating teachers are asked to allow student teachers to take over one of their classes (so that each cooperating teacher is assigned one student teacher to take over one class). However, at no time are the cooperating teachers asked to evaluate or formally observe the student teachers. Thus, except in cases when the college supervisor is ill or unable to come for observation, the cooperating teacher is actually an uninvolved third party who merely provides a setting necessary for the training of future teachers.³

³There is an exception to this statement. In 1971 the College of Education began an experimental program of paying a few select cooperating teachers some money to take more than three student teachers at one time. This was a trial-run to see if the time now spent by college professors in observing student teachers in different classes in various schools could be substantially reduced by putting more student teachers with one cooperating teacher. The cooperating teacher would then be more responsible for the supervision of student teachers. At the time of this study it was too early to determine the success of this new program of paying cooperating teachers. However, depending upon the catedra, strong opinions, both pro and con, were expressed.

The Role of the Student Teacher

Throughout the one-year course of student teaching and seminars, the student teachers are expected to have written reports of all activities in which they have participated. Every bit of written work is handed in and then returned with comments by the professors.

During the field experience period, student teachers are encouraged to continually use audio-visual aids, and since not many are available, student teachers are expected to make most of them at home.

When student teachers are put in charge of one class, they are completely responsible for the planning, teaching, and evaluating of the students in that class.

The Evaluation of Student Teachers

This is done solely by the college professors based on the grades which were given for the following activities:

- (A) Observations of lessons taught by student teachers (at least 40 observations are made of each student teacher).
- (B) Quizzes, mid-term test, and final examinations.
- (C) Written reports by student teachers of lessons taught by cooperating teachers.
- (D) Written reports by student teachers of lessons taught by teachers who are considered to be the finest in the country.

- (E) Written reports by student teachers of visits to schools and communities.

The evaluation of the student teaching experience is not as important in Costa Rica as it is in the United States because in Costa Rica teachers who are seeking employment are placed on the Civil Service list according to the grade point average the teacher has received over the four years of study.

The Student Teaching Program
for Science Majors

Several subjects come under the catedra of science including physics, chemistry, and biology. Due to the scarcity of resources and students in each subject, a separate catedra for each was not created.

This set-up of having students with several different majors under one administrative unit poses several unique problems which can only be solved by the flexibility of the professors. Since the number of students with majors in physics, chemistry or biology differs each term while the number of professors with specialties in the various subjects stay relatively stable, each professor must be in charge of a different number of student teachers each term. Thus, in one term a professor with a specialty in biology may have five students and in the following term fifteen students. In such situations the professor in the catedra of science cannot be as rigorous as the professor

in the catedra of English in regard to the requirements, and they do not ask for as many teacher observations as the English professors.

In Costa Rican schools, most science subjects are offered everyday of the week while English is only offered from two to four times. Therefore, the number of classes a student teacher in science teaches is more than the number of classes a student teacher in English teaches. This makes it impossible for science professors to observe their student teachers each time they teach, and in the past the number of classes the professors observed has been about 30-40 percent of the total number of classes taught by the student teachers. Thus, the actual number of classes observed by the science professors and English professors is about the same.

In order to make sure that student teachers have enough supervision throughout their teaching experience, the catedra of science has had its cooperating teachers observe and evaluate the student teachers using a form made and used by the professors. However, in the final evaluation only the observations by the professors are used to determine the grades of the student teachers.

La Escuela Normal Superior
(Superior Normal School)

The "Regular Plan" under which the Superior Normal School is currently operating, and plans to continue as of this writing, is now in the fourth year of operation. And, under this latest program, the aspect of teacher education which can be considered as student teaching takes place in the third and fourth years of school for all future teachers at the Superior Normal School.

Since, at the time of this research in 1971, the school was in the third year of its operation under the latest "plan," it was not possible for the writer to do a first-hand study of the entire student teaching program. However, in 1971 all plans for the next year had been made, and information, literature, forms, and arrangements were all ready to be put into motion for the fourth year. Also, because there had been different forms of student teaching incorporated in the previous "Emergency Plans," the director and the staff had definite objectives and formats in mind to be achieved in 1972.

At the Superior Normal School the whole student teaching program comes under the Coordinador del Area Didactica (person in charge of all Education courses), who is responsible for the over-all plans utilized in the student teaching program. However, all day-to-day operations are performed by the professors who teach the major subjects.

Thus, the design of the student teaching program for all subject areas was made by one person, but the program itself is carried out by the professors in each subject area who supervise student teachers as a part of their regular work load.

As one looks at the plans for student teaching in the teacher training institutions of Costa Rica, one factor stands out as common to them all. That is the step that the future teacher takes from being a student to being a teacher, the step from the theoretical to the practical, from the "idealized" world to the "real" world of teaching is a gradual one. At the Superior Normal School the gradual step is achieved for the future teacher by having him go through a student teaching program which allows him to become acquainted with the public schools and their students through: (1) Observation of teachers and classes; (2) Partial participation in teaching; (3) Full participation in teaching.

In the first semester of the third year, the students at the Superior Normal School study general educational theory and methodology. Such things as the organization and writing of unit plans and lesson plans, and the writing and evaluation of quizzes and examinations are taught. Then, in the beginning of the second semester of the third year, student teaching actually begins.

(1) The Observation phase. In the first two or three weeks students with the same majors are grouped into teams of five students. Each group observes at least three different classes a week and makes observation reports using forms provided by the teacher training institution.⁴ The observation form has in one section a check-off list of things the student teachers should be aware of, such as classroom management, motivation techniques, teacher's knowledge of subject, questioning techniques, use of audio-visual aids. On another section the student teachers are asked to write a one-page critique of the lesson and the teacher who has just been observed. These reports are handed in to the college supervisor, read by him, and returned to the student for use in a discussion session held back in class at the Superior Normal School.

(2) The Partial Participation Phase. During the rest of the semester, each student teacher in each team has opportunities to teach at least four lessons in his subject area.

After the observation phase, the groups choose, or are assigned, classes in public schools which they are to teach. When unit plans and daily topics have been discussed with the class teacher, a schedule is made of the

⁴A sample is included in the Appendix.

lessons and the days on which each student teacher in the team will teach. Then each student teacher, in cooperation with his team members, writes a lesson plan for the class he will teach. The lesson plan is turned in to the college supervisor for correction and approval. For the first or second teaching experience, student teachers are permitted to work as a team and take turns presenting certain parts of a lesson. Also, depending upon the team and the regular teacher, they may arrange to teach a class as teacher's aides.

At times when one student teacher teaches a whole lesson by himself, the other four members of the team sit in the back of the class and observe. The observers take notes and write reports at home. After each lesson taught, the college supervisor and the team members discuss the performance in order to improve the methods and techniques for the next experience.

During the four direct teaching experiences, efforts are made for each student teacher to utilize different teaching techniques (i.e. directed reading, discussions, lectures).

(3) The Full Participation Phase. At the beginning of the senior year, students at the Superior Normal School go through an experience of full participation which they refer to as "internship." This experience calls for each student teacher to teach one

class a day for two semesters at which time he will have complete control of responsibility over that class. During the two semesters, there will be attempts made to give the student teachers experiences in different levels and types of the 5-year secondary schools. Therefore, ideally speaking, each student teacher will have planned, taught, evaluated, and graded a first, third, and fifth year class during the one year experience. He will also have had close contacts with three cooperating teachers.

The Role of the College Supervisor

During the Observation Phase of the student teaching program in the third year, the main job of the supervisor is concerned with logistics. He must make sure that each team has teachers to observe. He also has to read observation reports and lead discussion groups at the Superior Normal School.

During the Partial Participation Phase the college supervisor must observe and write up observation reports on each student teacher. Before the student teachers teach, he must see their lesson plans. After the lesson has been taught, the supervisor must lead the discussion on the lesson.



The college supervisor's job during the fourth year Full Participation Phase is to regularly observe (unannounced) the progress of the student teachers and to maintain constant contact with the cooperating teachers. After each observation the supervisor makes, he must write up a report and evaluate the student teachers' performances. A post-observation conference is always held as soon as possible.

The Role of the Cooperating Teacher

The Superior Normal School tries to pick as cooperating teachers people who have been teaching for many years. Since the Superior Normal School is located within easy travelling distance from the capital and another large city (Alajuela), there are enough secondary schools and teachers to choose from.

The only compensation the cooperating teachers get is that they are relieved of teaching one class when the student teachers take over. There is absolutely no payment of money involved.

During the Observation and Partial Participation Phases, the cooperating teacher only has to make his classes available to student teachers, and there is very little instructional or supervising work involved during these phases. However, during the fourth year Full Participation Phase, the cooperating teacher is responsible for directing



and evaluating the student teachers. He is expected to maintain a regular record of the student teacher's progress using special forms provided by the Superior Normal School. These forms contain check-off lists rating the student teacher's performance in various aspects of teaching a lesson. Both numerical and descriptive (i.e. excellent, very good, good, average, and deficient) ratings are used.⁵

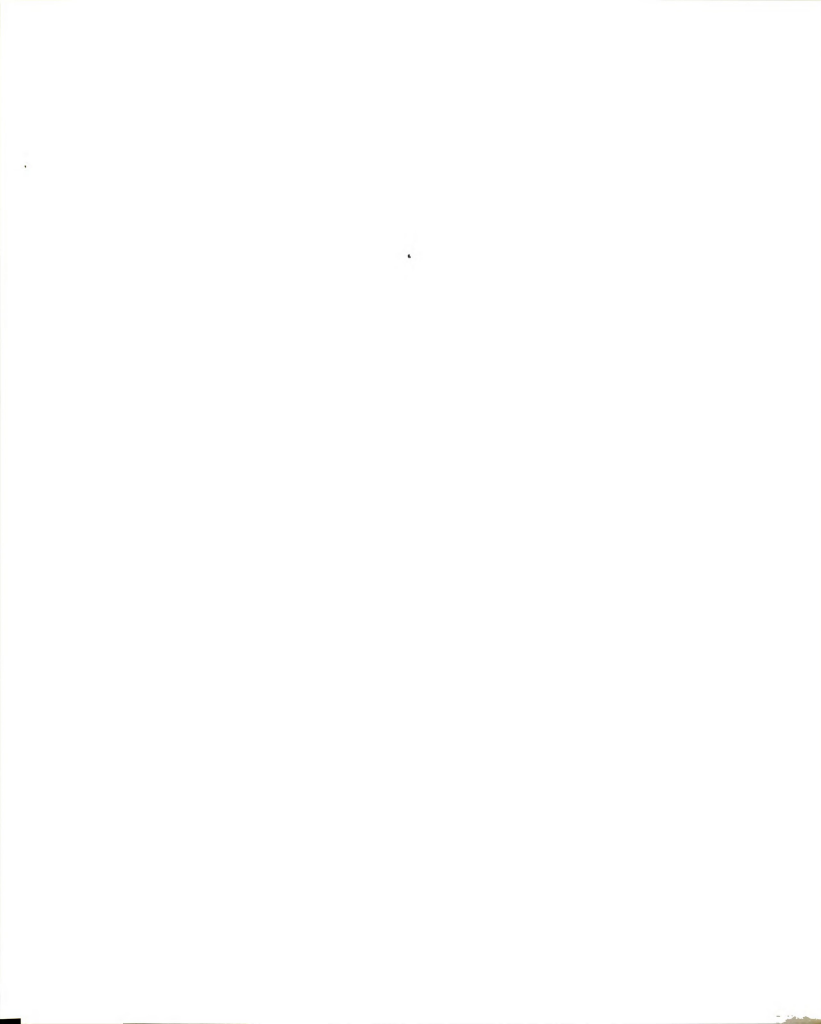
Throughout the last phase, cooperating teachers are expected to be directly involved in the training of the future teachers by demonstrating, explaining, and evaluating.

The Role of the Student Teacher

At all times the students are to be neat and well-dressed when entering public schools. Girls must wear dresses or skirts and blouses, while boys must be dressed in a suit with a neck-tie.

During the Observation and Partial Participation Phases, student teachers must be prepared for assigned classes with lesson plans and teaching aids. Since there are very few audio-visual aids in Costa Rican schools, student teachers are expected to make their own. Student

⁵A sample is included in the Appendix.



teachers must keep a record of all lessons observed and taught on a record card which is signed by the cooperating teachers after each activity.

During the Full Participation Phase, student teachers are entirely responsible for the classes they are assigned to. When there is a department meeting or other important activities taking place in the secondary schools, student teachers are expected to attend. Participation in extra-curricular activities is suggested though no one seems to check on these.

The Evaluation of Student Teachers

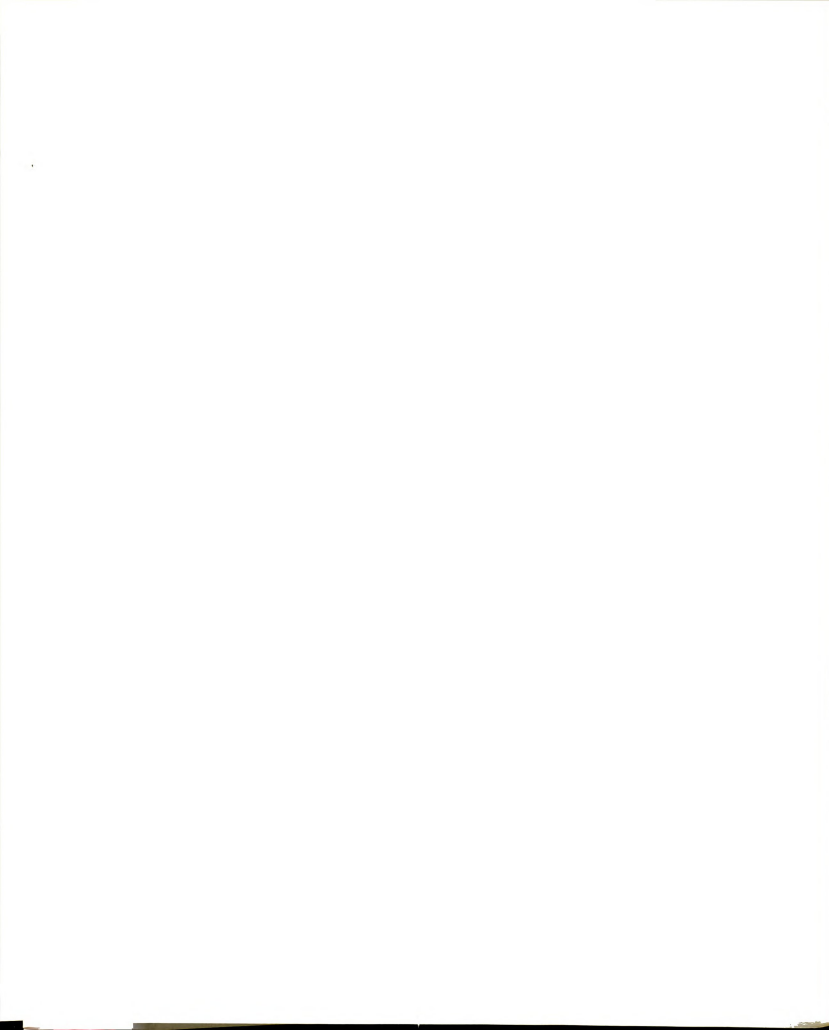
For the Observation and Partial Participation Phases the college supervisor grades the student teachers based on lesson plans, teaching ability, and classwork at the Superior Normal School. During the Full Participation Phase the college supervisor and the cooperating teacher evaluate the student teachers. However, because the classroom contact between the cooperating teacher and the student teacher will be far greater than the classroom contact between the supervisor and the student teacher, the evaluation of the student teacher will depend more heavily on the opinion of the cooperating teacher than on anything else.

La Escuela Normal (Normal School)

Although in the 2-year Normal Schools the main part of the student teaching experience comes in the second year, one should also include the activities students experience in the first year which serve as an introductory step into the "real" world of teaching. As mentioned previously, the teacher training institutions in Costa Rica take great pains to provide programs which allow the future teachers to gradually work their way up to full-time teaching. Thus, before doing the actual student teaching, Normal School students go through various phases which allow them to get involved in the public school classroom one step at a time throughout their two years of teacher training.

In the first year program, there is one morning or one afternoon set aside each week for "Professional experience" (experiencia profesional). For the first half of the year each student, utilizing the periods set aside for professional experience, must go through three phases which are as follows: (1) Familiarization, (2) Observation, (3) Participation.

(1) Familiarization Phase. During this phase, every class visits a school for half a day to become familiar with different types of schools, physical set-ups, teacher schedules, class organizations, etc. At the school



the building principal usually directs the tour and speaks to the class. After the tour there is an opportunity for students to meet with a group of teachers for a question and answer session.

Each class visits approximately two to three different types of schools. After each visit, the professor leads a discussion group back at the Normal School on what the students observed.

(2) Observation Phase. Over a period of about a month, each student teacher is expected to visit and observe three different teachers "in action." The observation is usually made in a group of 8 to 10 students. No specific observation reports are required, but student teachers are expected to take notes which are to be used in follow-up discussion sessions with the Normal School professors after each observation.

(3) Participation Phase. After the observation phase, each student must spend three mornings or afternoons in an elementary school as an aide to a teacher. At this time, the student teacher participates in classroom activities helping the teacher with routine classroom management (taking attendance, correcting papers, passing out materials, leading playtime activities) and teaching small groups of children.

This phase takes place over a 2-month period and each experience is followed by discussion sessions with fellow student teachers and their professor.

After these three phases in the first semester, future teachers in the Normal Schools go into a fourth phase during the second semester of the first year. They call this phase "Practice" (practica).

During the 4-month period, each student teacher is expected to have at least eight experiences in teaching a class. Each Normal School class is divided into teams of 3 to 4 students who spend half a day each week in an elementary school. Each member of the team teaches one period and observes the others teach for the rest of the morning.

Each week, before the teams are to teach, the students spend much of the time at the Normal School preparing for the practice teaching. For instance, during methods classes, the teams may write the lesson plans with the help of the professor of methods. In the art classes and industrial arts periods, audiovisual aids and other handouts may be made by each team for use in its practice teaching. Since the student teachers must try to teach a different subject each time, periods set aside for every subject in the Normal School are utilized practically to help the student teachers teach effectively.

This whole phase is an excellent way of combining theory and practice in the education courses offered at the Normal School.

During the Practice Phase, each student teacher is also required to observe eight periods in an elementary school, spending one class in each major subject offered in elementary schools (i.e. mathematics, science, social studies, language, etc.). In contrast to the Observation Phase previously described, this experience is designed for student teachers to observe classes, while the first observation experiences are planned to observe teachers.

After each observation and practice experience, discussions are held with the class and the professor back at the Normal School.

During the second year of the Normal School, almost half of the school time every week is set aside for "Professional Experience," which is the name the Normal Schools use for student teaching.

In the first semester, students are scheduled to teach every third week in a public elementary school. The teaching is done, as in the first year, as a team of 3 to 4 student teachers, each one teaching one period and observing the others for the rest of the morning.

After each teaching experience the teams find out what they will teach next. Knowing what subjects and topics they will teach, they then spend the classes at the Normal School preparing lessons and materials with the aid of the professors and the team members.

At the end of the first semester there are three days when each team is expected to teach full programs. For these days each member of the team must take turns independently doing all the functions expected of a teacher. However, the planning and preparing of materials is done as a team.

After each new experience, discussions are held in classes at the Normal School where each team shares its "triumphs and tribulations" with classmates and professors.

In the second semester, there are two or three days of full time teaching in the beginning. This is done in the same way as it is done in the 3-day full experience which they have at the end of the first semester.

Most of the work in the second semester is devoted to preparing for six to twelve days of "Intensive Practice" (Practica Intensiva). This phase allows student teachers to plan, prepare, teach, and evaluate alone in an elementary school. Before the intensive practice begins, everything from lesson plans to tests and materials that would be used by the student teachers must be reviewed and corrected by the professors. Thus, almost all of the lessons and experiences the student teachers learned previously must be put to a test. (It should be pointed out here again that due to the shortage of all types of teaching aids and materials, including almost a total lack of textbooks, all lesson preparations are time-consuming beyond the imagination of people who are only familiar with schools in industrialized nations.)

This full immersion into teaching for a week or two (depending upon the Normal School) is the culminating activity of the two years of gradual familiarization with all the different facets of being a teacher. Of course, long and detailed discussions are held in large and small groups at the Normal School after the experience.

During the intensive practice, all professors at the Normal School, including the director, go to the schools to observe the student teachers at work.

The Role of the College Supervisor

During the phases of Familiarization, Observation, and Participation in the first year, the most important job of the supervisor is that of logistician. In such remote areas as Liberia and San Isidro where schools are not closely located and transportation is not readily available, the problems of everyone getting experiences in different subjects and in different grade levels are complicated.

Another major task that college supervisors perform is the class observation of student teachers at work in public schools. Because each supervisor usually has a large number of students to observe, there is really no time for a thorough observation. The "observation" turns out to be a "visit" of 5-10 minutes at the most since supervisors may have to visit as many as twenty



student teachers in one morning. Very often the twenty student teachers may be in three different schools, thus requiring time-consuming travel for the supervisors. Although these short visits are obviously of little value in bringing about instructional improvement of student teachers, most supervisors felt they had to do this to make sure that everyone's work was going smoothly.

The reviewing of all lesson plans and materials of each student teacher is another major task of the college supervisor. Everything is checked and signed. Supervisors are expected to evaluate these assignments and also evaluate the actual classroom performance of student teachers.

The Role of the Cooperating Teacher

During the first phases of the program when student teachers are mainly observing, the cooperating teachers are only expected to open up their classes for the student teachers. When student teachers begin to participate fully, all cooperating teachers are given forms by the Normal School for evaluating and grading the work of the student teachers. Most of these forms are check-off lists with space provided for comments. Depending upon the Normal School, cooperating teachers are to use numerical points for grades or use the descriptive variety (e.g. excellent, very good, good, average, unsatisfactory).



Cooperating teachers are also expected to be very strict about the personal appearance of student teachers, and the wearing of uniforms is strictly enforced.

The Role of Student Teachers

During the initial phases of student teaching when future teachers mainly make observations, they are expected to complete a certain number of observations without exception. Each carries a record card, and the cooperating teacher signs it after each observation.

Throughout the two years of college, all work done by the student teachers for teaching, such as lesson plans and handouts, are to be kept neatly in a diary. Each student shows this diary to the cooperating teacher and the college supervisor, and the notebook is signed by them upon approval.

The Evaluation of Student Teachers

During the first year most of the evaluating is done by the college supervisor. In the second year when student teachers are fully participating in teaching, the cooperating teachers help evaluate their work. In some of the Normal Schools where their student teachers go into rural schools to complete the Intensive Practice Phase, only the cooperating teachers evaluate that portion of the work since supervisors are unable to make any observations.

The programs of all the Normal Schools in Costa Rica are to follow the program of the Normal School of Heredia, since it is the first Normal School and is the largest. However, due to obvious differences among the Normal Schools in respect to size, location, resources, and student body, minor differences in the programs, including the student teaching program, occur. Thus, the number of students in observation and participation teams, the number of observations and teaching sessions required, may differ from school to school. The important fact is that every Normal School utilizes the concept of gradual orientation to student teaching, and stresses "learning for teaching" (as opposed to learning for knowledge expansion).



CHAPTER VI

EVALUATION AND SUGGESTIONS FOR IMPROVEMENT

As one studies the teacher education programs of Costa Rica, three very important features appear which merit attention from American teacher education institutions. The first is the importance the teacher training institutions, especially the Normal Schools, place on the field experience aspect of their training. Throughout their professional courses, future teachers of Costa Rica are in constant contact with the "real" world of teaching so that at every point of the training process they are able to work directly with school children.

This practice is quite different from many American teacher education programs in which much of the training is done on a theoretical basis, and, except for student teaching, there is no appreciable contact between future teachers and children. In this situation, colleges have found that too often people in education find out in their senior year (during student teaching) that they cannot work with children in the usual school setting. By this time they find that they cannot switch to another field as the change of majors would incur a loss of at least one to two years.



Certainly a program which offers contact and inter-relationship between future teachers and school children right from the beginning of the professional training would reduce such a problem. The value of providing early field experiences for all future teachers, which has been a part of Costa Rican colleges of education for many years, is now beginning to be recognized in the United States. The idea of providing early field experiences for future teachers is being built into many programs of teacher education in America now. For example, Michigan State University is now experimenting with putting freshmen future teachers into local schools to give them early exposure to the teachers' world.¹ Both Michigan State University and the University of Virginia are currently planning to hire a "coordinator of early experience" who would be in charge of giving practical exposure to future teachers early in their college career before student teaching. Other schools are informally building into the existing courses some experience in working with children before the student teaching period. But, in many cases, the experiences do not have the depth, unity or extensiveness which the Costa Rican programs have.

The other feature which is so impressive is the Costa Rican system of providing field experiences in the teacher education program gradually. They see the gradual exposure to the role and duties of the teacher as being very

¹In conjunction with the TTT Project, Michigan State University began placing some freshmen in an elementary school for several hours each week to provide them with early clinical experience. This experimental program was begun in 1971.

important, and coordinate their programs carefully, and much in advance, in order to give the right "dosages" at the right time. This is especially so with the Normal Schools which graduate the largest number of teachers. Throughout his training period the Costa Rican education student experiences the roles of observer, teacher aide, team teacher, student teacher, and, finally, full-time teacher, so that during different stages he is exposed to more and more duties and facets of teaching.

The traditional American teacher-training institutions have not utilized these carefully planned steps of gradual exposure built into their programs, so that, most often, the future teachers are suddenly thrust into the position of a full-time teacher in one semester (or quarter) of student teaching. It is not difficult to see that this type of sudden role-change, from student one day to teacher a week later, can create many problems for all.

Another excellent feature in the teacher education programs of Costa Rica is the practice of the University of Costa Rica and the Superior Normal School of providing teaching experiences for future secondary teachers on different levels of the 5-year secondary schools. This is extremely valuable as the span of a few years within the secondary school age level makes a big difference, and, in order to be truly effective, the teacher must effect

a change in teaching style and methodology when teaching various levels of secondary schools. So, an early exposure to the different ages of children in secondary schools prepares future teachers to deal with all levels upon graduation.

In the United States, the common practice in the training of secondary school teachers is to provide student teaching experience only in junior high schools or only in senior high schools, and thus ignoring the big differences which exist between junior high school and senior high school students. A common complaint experienced by the writer in his work as a coordinator of student teachers is that new teachers, who have done student teaching in senior high schools, most often get placed in junior high schools (since most experienced teachers prefer to move up to the senior levels). In the junior high school, the new teachers often find some entirely different problems with which they cannot cope. This type of a problem would be minimized if American student teachers in secondary schools received field experiences with both junior high and senior high students.

There are many more commendable features in the Costa Rican teacher education programs. However, the following points may be characteristic only in the context

of Costa Rican education, and may not be at all adaptable to other educational systems.

One big problem which can occur in a teacher education program which emphasizes field experiences for its students is the placement of so many future teachers in schools within commuting distances of the teacher training institution; and the bigger the college of education, the bigger the problem.

In Costa Rica the problem of placing so many future teachers in nearby schools did not seem acute, and none of the directors of the colleges of education seemed particularly concerned about it. When questioned on this point, the directors answered that, aside from the obvious reasons of cooperating teachers accepting student teachers to be relieved of teaching one or two classes a day, all teachers who were asked to permit education students to observe or teach their classes saw this as a "duty" and "honor" to help in the training of future teachers of the country. When such terms are still used in reference to teaching, much is possible in Costa Rica which is not possible in other countries where teaching has become more unionized and is considered a "job."

The work-load of the teachers and professors in educational institutions in Costa Rica was at times staggering for someone who is used to the American standard.

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For example, all full-time professors at the College of Education of the University of Costa Rica are required to spend 40 hours at work regardless of the teaching load. Thus, it is common for professors to teach 3-5 sections of classes and to be a supervisor for 6-12 student teachers. Even with this heavy teaching load, the student teachers were observed by their supervisors many more times than the average student teacher in America. All the professors admitted that their work load was too heavy. They quickly added that they did not mind the work because "it had to be done."

Though the programs of teacher education in Costa Rica were interesting and well-planned, the writer was found several areas in which all the colleges of education could improve:

College of Education,
University of Costa Rica

(1) During the 2-semester period of student teaching, the student teachers teach only one period a day. Thus, these future teachers spend an inordinate amount of time preparing for one lesson and utilizing materials and aids that just could not be made had the student teachers been teaching more than one period a day. Thus, they get a very unrealistic view of teaching, and never experience the difficulty of teaching a full program day after day. In order to give a more realistic picture of the work involved in being a regular teacher day after day, the



University should provide at least a week or two of full-time teaching to all student teachers, and give them opportunities and advice for coping with the usual heavy work-load.

(2) The cooperating teachers who work with some of the catedras (such as English) are given no formal function or duty except to make their classes available to the future teachers. Therefore, with the exception of the few cooperating teachers who have recently begun to get compensated by the university, all cooperating teachers are practically uninvolved in the teacher training process. Since they are neither asked to supervise nor evaluate the student teachers' performances, many sit in the classroom detached from the activities going on in the class.

The university professors are very selective in choosing their cooperating teachers who will work with the college students, and so they are usually exceptional teachers with many years of teaching experience. Since this is the case, the university should take advantage of the cooperating teachers' abilities by giving them specific, formal roles in the training process, and also should encourage them to get involved and interested in the future teachers' work by asking them to give advice and share their expertise.

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(3) College supervisors tend to choose as cooperating teachers only those teachers who have graduated from the University of Costa Rica. This, of course, is the result of the educational hierarchy that has formed in Costa Rica which gives university graduates the most prestige and a reputation of being the best-trained. Although teachers with university training may be the best-trained, the practice of completely isolating the university's future teachers from teachers with different backgrounds and training may be too insulating and cause in-breeding. Thus, the university should try to place its students in classes of cooperating teachers with different training, even if only for a few weeks. In this way the future teachers from the university may become aware of different teaching styles and philosophies being employed in the elementary and secondary schools.

Superior Normal School

Because the writer was not able to directly observe the student teaching aspect of the Superior Normal School's training program (since it was not yet operating in full swing), it is difficult to make any meaningful suggestions. However, even in the planning stage, there were no provisions made for some type of orientation program for new cooperating teachers. As it will be explained in detail in the next section, the lack of an orientation program for cooperating teachers creates problems which tend to



negate the positive effects cooperating teachers are supposed to have on future teachers. Thus, some form of orientation program should be adopted as soon as possible in the form of a short workshop or a handbook to be provided for every cooperating teacher.

Normal Schools

(1) Although there are four normal schools located in various parts of the country, the majority of the students are from urban areas and are urban-oriented. However, the critical need for teachers in Costa Rica is not in the urban areas where these future teachers will want to teach, but in the rural areas where most future teachers tend to refuse to go. Even if they are willing to go into the rural zones, they are most often not effective in working with such communities as the well-educated in Costa Rica tend to look down on the farmers and cannot effectively meet their needs.

One solution to the problem of providing trained teachers for rural schools is to recruit future teachers from those areas. However, there has not been any concerted effort on the part of the normal schools to do this. If Costa Rica is to improve the quality of the teachers in the rural zones, then it must encourage students from

rural zones to attend the normal schools by providing sufficient housing and other necessities. This recruitment and training of rural people, along with the salary differential that the government gives to teachers willing to teach in rural zones, should provide enough trained teachers to replace the present faculty members who are often teaching with only a few years of elementary schooling.

(2) Although the four normal schools are located in different areas of the country with quite distinct geographic and economic characteristics, the curricula and training that each offers are essentially the same, all following the program set up by the largest normal school in Heredia. This "blind" following of one curriculum is unfortunate. Since teachers in different areas of Costa Rica will be teaching children with quite different economic and social orientations, there should be some attempts made to differentiate the curricula and the training to make the teacher education programs in every normal school relevant to the communities' needs.

A good example of this failure to "customize" the curricula to the needs of the different areas is the course content of the normal schools in the subject "Agricultural Education." Future teachers in both Heredia and Liberia have to study this, and the major portion of the time in both schools is spent studying about coffee-growing which is the most important

agricultural product in the area where Heredia is located. However, in Liberia no coffee is grown and it is of no economic importance since cattle-raising is the main business. But, future teachers will study about coffee-growing and teach it to students living in areas where they will probably never come upon a coffee tree. On the other hand, they will not learn very much about cattle-raising in the Normal School of Guanacaste (Liberia) because it is not in the curriculum of the main normal school in Heredia.

(3) Though there was a great deal of coordination and teamwork involved in following one normal school curriculum in all four normal schools, there was a lack of cooperation and coordination regarding other matters that involved all four schools. For instance, in all the normal schools there is an acute shortage of textbooks in every course. In fact, in most courses there are no textbooks available so that each professor in every normal school mimeographs all the necessary literature in the form of "handouts." Since all the normal schools have the same curriculum, it would be so much simpler for some of the professors teaching the same courses to form committees and produce their own texts by sharing ideas and "handouts" all have made in the past. This type of a meeting for mutual benefit should not be very difficult to arrange as all of the schools are within one day's travel from Heredia.

(4) The teacher-student ratio in all normal schools is quite high in all courses. The ratio between college supervisors and student teachers is almost unmanageable so that each supervisor very often has to be in charge of fifty to sixty student teachers each semester. Thus, every time student teachers go out to local schools to teach, the supervisor is extremely busy just dropping in to see that each student teacher is in the class where he should be. Usually, the supervisor has no more than five minutes to spend with each student teacher so that most often these visits are ineffective as far as giving student teachers meaningful post-observation feedback. In this situation, then, the normal schools must rely heavily on the cooperating teachers to supervise the experience of the student teachers and to evaluate their work. Despite this heavy reliance on the cooperating teachers to work with student teachers, the writer could not find any criteria set up by the normal schools to choose the appropriate cooperating teachers. Most often the student teachers were indiscriminately placed with any teacher who was willing to cooperate, and thus there were many cases reported to the writer in which the student teachers faced unfair and meaningless criticisms by cooperating teachers who may not have been a good choice to serve in that capacity.



Female student teachers reported cases where they failed the field experience because cooperating teachers brought out rulers and carefully measured the length of their skirt pleats or the length of the skirts and found they were not the "regulation length."

Some male student teachers complained that they received poor reports due to the appearance of their neck-ties and suits which are both required garb for all male student teachers.

Many complained that their cooperating teachers stayed in the classroom for five minutes and then left for their coffee, never to return until the end of the class when they rated the student teachers' work.

The work of the cooperating teachers who work with normal school students is very important and not everyone can be a good cooperating teacher. Thus, professors should be more careful about setting up criteria for choosing cooperating teachers.

(5) None of the four normal schools had orientation programs set up for cooperating teachers so that many cooperating teachers did not know what to do or how to carry out their supervisory role. Frequently student teachers complained that they were embarrassed in front of the children when cooperating teachers loudly criticized or scolded them for making certain mistakes.

During school visits the writer witnessed several occasions when the student teachers were in the class teaching while the cooperating teacher sat outside reading a book. Surely, their evaluation and rating of the student teachers' work can not be very accurate.

Thus, the normal schools badly need a workshop, or at least a handbook, for cooperating teachers telling them about the important roles of the cooperating teachers.

Though the writer has pointed out many apparent deficiencies of the teacher education programs in Costa Rica, the overwhelming fact is that all the positive things going on in the colleges of education were impressive. With what little budget and materials Costa Rican schools have, the educators and the students of that country have done much through their intelligence, enthusiasm, and hard work.

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APPENDICES



APPENDIX A
MAPS OF CENTRAL AMERICA AND COSTA RICA

MAP OF CENTRAL AMERICA



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MAP OF COSTA RICA



APPENDIX B

SAMPLE PROGRAMS OF STUDY AT THE COLLEGE
OF EDUCATION, UNIVERSITY OF COSTA RICA

COLLEGE OF EDUCATION, UNIVERSITY OF COSTA RICA

Required courses for future secondary school history and geography teachers.

First year-	Cultural Activity Physical Education Spanish Fundamentals of Philosophy Cultural History Principles of Sociology History of Costa Rica (Colonial Period) Ancient History Medieval History Human Geography Geography Cartography Introduction to Geography
Second year-	Repertory of Letters Repertory of Physics and Mathematics History of Institutions of Costa Rica Historical and Philosophical Fundamentals of Education I Historical and Philosophical Fundamentals of Education II Regional Geography History of Costa Rica (until 1882) History of Costa Rica (from 1882) Geography of Costa Rica Geography of Central America Modern History Contemporary History
Third year-	Repertory of Biologic Science General Economy I General Economy II Psychology of Education I Psychology of Education II Secondary School Education General and Specific Methods Regional Geography Introduction to Constitutional Law History of America (Colonial) History of America (Republican) Economic Geography
Fourth year-	Student Teaching and Seminar

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COLLEGE OF EDUCATION, UNIVERSITY OF COSTA RICA

Required courses for future secondary school science teachers
with a major in chemistry.

First year-	Cultural Activity Physical Education Spanish Fundamentals of Philosophy Cultural History Mathematics (Introductory) Introductory Physics Analytic Geometry and Calculus I General Biology General Botany Course in Philosophy
Second year-	Analytic Geometry and Calculus II General Chemistry I General Chemistry I (Laboratory) General Chemistry II General Chemistry II (Laboratory) Historical and Philosophical Fundamentals of Education I Historical and Philosophical Fundamentals of Education II
Third year-	General Zoology Natural History of Costa Rica Repertory of Social Science General Organic Chemistry I General Organic Chemistry II Psychology of Education I Psychology of Education II Secondary School Education General and Specific Methods
Fourth year-	Student Teaching and Seminar

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APPENDIX C

SAMPLE PROGRAMS OF STUDY AT THE SUPERIOR
NORMAL SCHOOL, HEREDIA, COSTA RICA



DEPARTMENT OF SOCIAL STUDIES, SUPERIOR NORMAL SCHOOL

Required courses for future secondary school social studies teachers.

First year-	Spanish Cultural History Fundamentals of Philosophy Methods History of Institutions of Costa Rica Ancient History Elements of Geography Geography of Costa Rica
Second year-	Philosophy of Education History of Education General Psychology Psychology of the Child Development of Costa Rican Education History of Costa Rica I Medieval History History of America Geography of America
Third year-	Biology Adolescent Psychology Psychology of Learning Educational Evaluation and Statistics Eurasian Geography History of Costa Rica II Modern History Economic Geography
Fourth year-	Student Teaching Contemporary History History of Costa Rica III Geography (Africa and Oceania) Human Geography Elements of Cosmography History of Art

DEPARTMENT OF SCIENCE, SUPERIOR NORMAL SCHOOL

Required courses for future secondary school science teachers.

First year-	Spanish Cultural History Fundamentals of Philosophy Methods General Biology Chemistry I
Second year-	Philosophy of Education History of Education General Psychology Psychology of the Child Development of Costa Rican Education Geology and Mineralogy Mathematics Botany
Third year-	Sociology Adolescent Psychology Psychology of Learning Educational evaluation and Statistics Physics Chemistry II Zoology
Fourth year-	Student Teaching Chemistry III Anatomy and Physiology Astronomy

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APPENDIX D
GUIDE AND CHECK LIST FOR FIELD TRIPS

Universidad de Costa Rica
Escuela de Educación

GUIDE FOR INTERVIEWS ON FIELD TRIP TO HIGH SCHOOL

School Organization

Staff, Students, and Community

Information to be gathered during interviews with administrative staff

PERSONNEL INTERVIEWED

Principal ____ Secretary ____ Librarian ____ Counselor ____ Others ____

ADMINISTRATION

Organization ____ Personnel duties ____ Administrative staff ____

Teaching staff ____ Qualifications of Teaching Staff ____

Departmental organization ____ Evaluation Committee ____

Other Committees ____

School by-laws and regulations ____

STUDENT BODY

Enrollment ____ Proportion of boys ____ girls ____

Levels: I ____ II ____ III ____ IV ____ V ____

Statistics on promotion ____ Drop out rates ____

Comparative study with previous years ____

Socio-economic level of student body ____

Student body comes from: (districts, cantons, provinces) ____

Student Government ____ How elected ____ Requisites for holding office ____ Duties ____ Efficiency ____

Clubs ____ Kinds ____

Worth and efficiency ____

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SERVICES

Student Welfare Department _____
 Health services: Medical care ____ dental care ____
 hospital service ____ health check-up ____
 Lunch ____ Uniform ____ Books ____
 Scholarships ____ Loans ____ Bus fares ____
 Guidance Program _____
 Staff _____
 Counseling Service _____
 Problems: disipline ____ personal ____ home ____ economic ____ social ____
 Cumulative record: scope and devices _____
 Homeroom period _____
 Time allotted to guidance activities _____
 Time allotted to classroom government and committees _____

THE COMMUNITY

School Board ____ Organization ____ Financial Sources ____
 Expenditures ____
 P.T.A. (Parent-Teacher Association) ____
 Organization ____ Meetings ____ Activities ____
 Fund-raising devices ____
 Relations between home and school ____
 School-community relations ____
 Socio-economic condition of the community ____
 School programs directed to the community ____

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Universidad de Costa Rica
Escuela de Educación

Checklist for Field Trip to High School

School grounds and facilities

This is a guide to help you write a report on field trip to high school.

1. BUILDING

a) Modern ☐ Old ☐ Converted home ☐ Originally used as an elementary school ☐

b) Shape of building or wings: H ☐ I ☐ T ☐ E ☐ U ☐ L ☐
or O ☐

c) Where located: Inside city limits ☐
Outside city limits ☐
In or near small town ☐

Possibilities for expansion: Yes ☐ No ☐

Neighborhood : Noisy ☐ Quiet ☐ In business zone ☐

In an industrial zone ☐ In a residential zone ☐

Roads: Many ☐ Few ☐ Good ☐ Fair ☐ Poor ☐
Inadequate ☐

2. OPEN SPACES AND SPORTS AREAS:

a) Yards: Large ☐ Small ☐ Inadequate ☐

Sports areas: Adequate ☐ Fair ☐ None ☐

Is the public square used ? Yes ☐ No ☐

Corridors: Open ☐ Closed ☐ Roomy ☐ Narrow ☐

Lawns: Nicely kept ☐ Neglected ☐ Large ☐ Small ☐

3. CLASSROOMS:

Roomy ☐ Small ☐ Enough light ☐ Not enough light ☐

Ventilation : Adequate ☐ Inadequate ☐

Show good taste : Yes ☐ No ☐ Neglected ☐ Painted: Yes ☐ No ☐

Adequate electric lighting ☐ Inadequate electric lighting ☐

Facilities to darken room: Yes ☐ No ☐



4. FURNISHINGS

- a) Kind: tables for students _____ Individual desks _____
 Desks for two _____ Desk with arm _____
 Teacher's desk on platform: Yes _____ No _____
- b) Blackboards: Small _____ Large _____ Several _____ Only one _____
 Color: Black _____ Green _____ Condition: Bad _____ Good _____
 Adequately located: Yes _____ No _____
- c) Teaching aids: Adequate _____ Inadequate _____ None _____
- d) Audio-visual aids: Film projector _____ Radio _____ Record player _____
 Slides and film strip projector _____ Tape recorder _____ Other _____
- e) Bulletin board: Yes _____ No _____ With materials: Related to
 subject matter _____ Of student interest _____ Community or
 national interest _____ With announcements _____

5. OTHER ROOMS

- Library: No _____ Yes _____ Small _____ Roomy _____
 Books: Many _____ Few _____ Good _____ Inadequate _____
 Laboratories: Zoology _____ Botany _____ Biology _____
 Chemistry _____ Physics _____ Anatomy _____
 Mathematics _____ Languages _____
 Small _____ Large _____ Adequate amount of material _____
 Well chosen material _____ Inadequately supplied _____
- Music Rooms: Adequate _____ Inadequate _____ Piano: Yes _____ No _____
 Record player _____ Record collection _____
- Auditorium: Yes _____ No _____ Small _____ Large _____
- Gymnasium: Yes _____ No _____ Roomy _____ Small _____
- Multi-purpose rooms or units: Yes _____ No _____ What kind _____

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Study hall for students: Yes _____ No _____

Room for teachers: Yes _____ No _____

Infirmary: Yes _____ No _____ Under the care of _____ Junior Red Cross
Nurse _____ Assistant Counselor _____ No one _____

Lunch room: Yes _____ No _____ Adequate _____ Inadequate _____

Cafeteria or snack bar: Yes _____ No _____ Administered by:
Parents _____ Students _____ Teachers _____ Parents and teachers _____
Teachers and students _____ Leased to others _____

Shops: Home crafts _____ Cabinet-making _____ Electromechanics _____
Book-binding _____ Mechanics _____ Home economics _____ Art _____

6. ADMINISTRATIVE SERVICES

Principal's office _____ Secretary's office _____ Assistant
counselor's offices: one _____ two _____ or more _____

Filing room: Yes _____ No _____

Rooms for storing material: Yes _____ No _____ Amount of material
stored _____ What kind _____

Room for mimeographing machine: Yes _____ No _____

Room for janitors: Yes _____ No _____

Well-conditioned rest rooms: Yes _____ No _____ Easy to get to.
Yes _____ No _____ Adequate number: Yes _____ No _____

Principal's house on school grounds: Yes _____ No _____

APPENDIX E
OBSERVATION AND EVALUATION SHEETS
(UNIVERSITY OF COSTA RICA)



Universidad de Costa Rica
Escuela de Educación Ed-439
Observation Sheet

Student teacher _____ Date _____

School _____ Section _____ Teacher _____ Supervisor _____

GOOD

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TRY

UNIVERSIDAD DE COSTA RICA
Escuela de Educación
ED-439

GUIDE TO EVALUATE STUDENT TEACHING

STUDENT TEACHER _____

Lessons graded: Nº _____ to _____ Dates: From _____ To _____

School _____ Group: _____ Classroom teacher: _____

Schedule _____

Dates of lessons not graded: _____

Dates of lessons missed: _____

DATA

I Personal Qualities (20 pts.)

1 Appearance, poise & language

2 Self-confidence and control

3 Voice

4 Punctuality & responsibility

5 Ability to establish rapport

Points

II Classroom Management (8 pts.)

1 Attention classroom conditions

2 Handling of classroom routines

Points

III Professional Qualifications

(12 pts.)

1 Command of subject matter

2 Command of English

3 Leadership, initiative, attitudes

Points

Subtotal points

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<u>DATES</u>	
IV Methods and Techniques (40 pts.)	
1 Lesson Plan	
2 Motivation	
3 Content presentation	
4 Promotion and guidance of observation, imitation	
5 Questioning: ability, quality, distribution, utilization of student experience	
6 Evaluation and study supervision	
7 Attention to individual differences	
8 Classroom control	
9 Teaching material and utilization	
10 Use of method	
Points	
V Results (20 pts.)	
1 General appreciation	
2 Group reaction	
3 Understanding	
4 Development of skills	
5 Cultivating of attitudes, ideals, appreciations and habits	
Points	
Subtotal	
Subtotal from page 1	
Total	
Grade	

GRADING SCALES

Above		Below		
Superior	Average	Average	Average	Poor
4	3	2	1	0
<u>Scales to convert points to grades</u>		<u>Points</u>		<u>Grade</u>
55 = 7	60 = 7.30	65 = 7.60	100 -	10
56 = 7.10	61 = 7.40	66 = 7.70	85 -	9
57 = 7.10	62 = 7.40	67 = 7.70	70 -	8
58 = 7.20	63 = 7.50	68 = 7.80	55 -	7
59 = 7.30	64 = 7.60	69 = 7.90	40 -	6
		70 = 8		
70 = 8	75 = 8.30	80 = 8.60		
71 = 8.10	76 = 8.40	81 = 8.70		
72 = 8.10	77 = 8.40	82 = 8.70		
73 = 8.20	78 = 8.50	83 = 8.90		
74 = 8.30	79 = 8.60	84 = 8.90		
		85 = 9		

APPENDIX F

A GUIDE FOR LESSON OBSERVATION BY

STUDENTS AT THE SUPERIOR NORMAL SCHOOL



SUPERIOR NORMAL SCHOOL

197 - 197

A GUIDE FOR LESSON OBSERVATION

SCHOOL _____

DATE _____

THEME _____ SECTION _____ TIME _____

NAME OF STUDENT TEACHER _____

NAME OF TEACHER OBSERVED _____

	EXCELLENT	GOOD	FAIR	NO OPINION
I. <u>ROUTINES.</u>				
a. Systematic entry and departure from classroom.				
b. Arrangement of desks according to activities taking place.				
c. System of giving out materials to be used in class.				
d. Taking attendance.				
II. OBSERVATION REGARDING PRINCIPAL EDUCATIONAL TECHNIQUES BEING USED.				
a. Use of motivation techniques (materials, aids, resources).				
b. Relates the experiences of the students with the learning situation.				



	EXCELLENT	GOOD	FAIR	NO OPINION
c. Presents situations and experiences which relate to the theme.				
d. Was teacher successful in creating motive for learning?				
III. MASTERY OF THEME.				
a. Selects activities which best contribute to the achievement of the objectives.				
b. Organizes activities in an effective manner.				
c. Manner of considering the individual differences.				
d. Utilization of auxiliary resources of teaching.				
IV. QUESTIONING TECHNIQUES				
1. Method.				
a. Directs questions to all the members of the class.				
b. After a sufficient pause, asks someone for the answer.				
2. Quality of the Questions.				
a. Questions reveal different levels of understanding among the class.				
b. Questions are fair.				
c. The meanings are clear and definite.				
V. SUMMARY				
a. Directs discussion.				
b. Is capable of being precise, and can summarize.				

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III. 1788

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OBSERVATIONS: Write about the aspects of teaching which were most interesting to you.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Signature of Student Teacher

Signature of Professor

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APPENDIX G

EVALUATION SHEET USED BY THE COOPERATING
TEACHERS FOR THE SUPERIOR NORMAL SCHOOL



SUPERIOR NORMAL SCHOOL

DEPARTMENT OF _____

STUDENT TEACHING EVALUATION

NAME OF STUDENT TEACHER _____

NAME OF COOPERATING TEACHER _____

NAME OF SCHOOL _____

SUBJECT _____

SECTION _____

A) COURTESY AND PUNCTUALITY		YES	NO			
1.	Took opportunity to talk to you before and after the lesson.					
2.	Made all necessary arrangements to ensure success.					
3.	Discussed and shared lesson plan and ideas before teaching.					
4.	Was punctual.					
B) PERSONAL AND CULTURAL QUALITIES		EXC.	V.G.	GOOD	FAIR	POOR
1.	Appearance					
2.	Confidence and control of self					
3.	Dealing with students (tact)					
4.	Use of language (written and oral)					
5.	Manner of speaking (voice quality and projection)					
6.	Reaction to criticisms					
C) PROFESSIONAL TECHNIQUES AND QUALITIES						
1.	Lesson plan notebook (Appearance, writing, wording)					
2.	Selection and development of content					
3.	Motivation and leadership					
4.	Attention to individual needs					
5.	Quality of questions utilized (awakens interest, elicits answers, others)					
6.	Use of teaching aids					
7.	Use of the blackboard (uses it to present and develop theme; to emphasize conclusions; systematic)					
D) 1. Knowledge of lesson material						
2. Knowledge of related material						

Signature of Cooperating Teacher _____

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