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A STUDY OF STUDENT TEACHING
PROGRAMS IN ENGLAND

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ABSTRACT

A STUDY OF STUDENT TEACHING PROGRAMS IN ENGLAND

By Albert Pugh

This is a descriptive study of student teaching in England.

The data for this study were obtained from the information gained through a three month stay in England. Several methods were employed in collecting the data for this study: (1) personal interviews with faculty members and students; (2) observation of student teaching programs; and (3) the use of related literature.

There are two main routes into the teaching profession in England; one is a three year non-degree course offered by the training colleges to educate men and women for elementary and secondary positions. The other is a three or four year degree course offered by the university departments of education in educating men and women mostly for secondary school positions. The majority of teachers in England receive their education from the training colleges. The focus of attention in this study is on student teaching programs in the training colleges.

Student teaching plays an important role in the total teacher education program in England. In the training colleges the student teaching experience generally consists of thirteen weeks of block practice which is divided over the three year teacher education course. This involves a gradual process where periods of classroom observation precede the block practice and helps introduce the student teacher to the complexities of teaching.

The majority of teaching assignments are within commuting distance of the college which allows the student to return to campus each evening.

The English institutions of higher education operate under a supervisory system called tutorial system. In this arrangement the college student receives close supervision and guidance in all phases of his college program. Every faculty member must accept the personal development of every student as his primary concern. Regardless of subject taught or department represented it is general practice for each faculty member to take an active part in the supervision and evaluation of student teachers.

The letter grades of A through E and a written report are used in evaluating the student teacher's performance. This evaluation is made by the cooperating teacher, principal, and college supervisor working as a team in assessing the student teacher's work, however, the college supervisor

has the responsibility of giving the final grade in student teaching.

The cooperating teachers are not paid for their work in the student teaching program nor are their teaching loads reduced. Generally they look upon their role as a worthwhile service to the teaching profession and are honored to serve.

The university departments of education student teaching programs operate in much the same manner as the training college. However, because the university department of education course is for a one year period and offered to the university degree student, there are some major differences.

One difference is in the concentration of twelve weeks of student teaching over a nine month period. These twelve weeks are divided into two block practice periods. The first is a three week period coming in the fall term and the second is for a nine week period in the spring term.

Another difference between the university department of education student and the training college student is that the university student is regarded as being more mature and capable of handling more responsibility. Because of this he is expected to assume greater responsibility and at a much faster rate.

The entire system of teacher education in England is

undergoing changes brought about by the needed expansion of the teaching force and by new emphasis placed on teacher education. Educators see a need for improvement in the existing teacher education programs and are striving for the best program that is possible.

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A STUDY OF STUDENT TEACHERS
TEACHING IN ENGLISH

By

Albert Pugh

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CHAPTER I

INTRODUCTION

Much has been written in the professional journals and books about student teaching in the United States. A number of state and national organizations represent student teaching in this country. These organizations help promote the important role student teaching plays in our total teacher education scene.

The college student normally accepts his student teaching experience as a very important part, if not the most important part, of the college program. He is eager to get into the classroom to try out the theories learned in the professional courses. Student teaching is an integral part of the teacher education program; it is a central focus of the program and not just a culminating activity. Intended teachers must have opportunities to meet children and teachers in the environment of a school if they are to understand the complexities of teaching.

The investigator has been associated with student teaching programs in this country for the past five years. His deep interest in student teaching stimulated his desire to know how student teaching programs were handled in other countries.

This interest was stimulated further by attempting

to find answers to the following questions: Do all countries operating a teacher education program use student teaching as a part of their program? If student teaching is used, do their programs function in the same manner as ours? What are some of the important differences between our student teaching programs and those of other countries?

The country the investigator was particularly interested in was England. He had been there for a short time during World War II, had friends living there, and for the practical reason, there would be less difficulty with the language barrier.

At the same time his interest was gradually mounting to attempt such a study, he met an Englishman enrolled with him in the 1961 Michigan State University Summer Session. In England this person was on the teaching faculty of a college and was here for the summer. The investigator had an opportunity to talk to the English educator several times that summer in an attempt to find the answers to some of the questions he had to ask about the English educational system. It was pointed out that student teaching exists as a part of the teacher preparatory program in the English institutions of higher education much in the same way as it does in the United States.

During this same summer session the investigator attempted to find out what the literature and research had

to say about student teaching in England. He could find nothing that indicated student teaching was a part of the teacher preparatory program in England.

In need of more certainty that student teaching existed in the educational program of England, he wrote to an English friend employed at a college near London. Within two weeks the reply to this letter informed him that student teaching plays an important role in the teacher education program and the greatest number of participants of this program would be found in the training colleges and not the universities. This was found to be true as the researcher progressed with the study.

Since there seemed to be no literature available that dealt specifically with the topic of student teaching in England, the investigator thought it would be a wonderful opportunity and challenge if he could investigate this topic where it is taking place, in England. Such a study would afford the investigator an excellent chance to see student teaching and the entire English educational system in operation.

A leave of absence was given to the investigator for the fall semester of 1962 from his position at Central Michigan University. This meant he had a year in which to get the ground work set up before leaving for England.

STATEMENT OF THE PROBLEM

This is a descriptive study of student teaching in England.

REVIEW OF THE LITERATURE

A survey of the literature revealed a number of publications which were concerned with teacher education in England but very little attention was given to the specific area of student teaching. This literature did help to clarify the setting in which the teacher education program operates. It should be recognized, however, that any attempt to present a simplified description of the development of teacher education in such a complex educational system leaves much to be desired.

In England the first systematic attempt to train teachers started at the beginning of the nineteenth century in the Monitorial Schools of Lancaster and Bell. These two men, Dr. Andrew Bell and Joseph Lancaster, devised a system where-by older pupils were employed as teaching monitors under the supervision of a single teacher. With the use of this technique it was believed that a school of a thousand pupils needed only one adult teacher.¹

¹H. C. Dent, The Training of Teachers in the United Kingdom (London: Longmans, Green & Co. Ltd., 1962), pp. 1-2.

The Monitorial system soon became very popular and in 1810 Lancaster established in Borough Road in south London a large "Model" school for the purpose of training teachers.²

Improvement in the monitorial system was later brought about by Sir James Kay-Shuttleworth. Jeffreys reported that:

The development of training colleges in this country is mainly due to Dr. J. P. Day (Sir James Kay-Shuttleworth). He was first responsible for the pupil-teacher system, which was an improvement on the monitorial system but lent itself to the typical practice, about the 1850s, of staffing a school with one teacher and a number of pupil teachers or "assistant teachers" (i.e. those who had just completed their apprenticeship). It was Kay-Shuttleworth who first pictured the weight of public education resting fairly on the shoulders of adult teachers, not on those of older children. The education of teachers might still begin at a young age; but there must be a sufficiently long apprenticeship before they became fully qualified.³

The pattern for the modern training college had been laid down. Jeffreys goes on to say:

There was a gradual tendency to shorten the pupil-teacher's apprenticeship, and to postpone each step in the teacher's training, until it became normal for the intending teacher to remain at a secondary school until the age of seventeen, and then proceed to a training institution with or without a year's interval of practice teaching. The first college to be provided by a local education authority was established in 1904.⁴

In the early years of this century university depart-

²Asher Tropp, The School Teachers (London: William Heinemann Ltd., 1959), p. 7.

³M. V. C. Jeffreys, Revolution In Teacher-Training (London: Sir Isaac Pitman & Sons, Ltd., 1961), p. 5.

⁴Ibid., p. 6.

ments of education were established in the new universities coming into existence. After three years of undergraduate work at the university, the degree student could receive an additional year of professional training in the university department of education.

Many changes have taken place in the English educational system since the establishment of the first training college in 1904. Probably the most important single document in English educational history to affect the training of teachers is the McNair Report of 1944. This is sometimes referred to as the Educational Act of 1944.⁵

Besides making recommendations concerning the recruitment and remuneration of teachers which has profoundly affected subsequent policy, the McNair Report lengthened the teacher education programs from two years to three years in an effort to improve teacher education in the training college for elementary and secondary teachers. This went into effect with the beginning of the 1960-61 academic year. With the additional year added to the program a new three year curriculum had to be devised.

The majority of teachers in England receive their training from one of several types of institutions. During the academic year of 1961-62 the enrollment and the number

⁵Ministry of Education, Education in Britain (London: Her Majesty's Stationery Office, 1963), p. 9.

(placed in parentheses after the enrollment) of these institutions were as follows:⁶

1. University Departments of Education 3,298 (24)
2. General Training Colleges 31,867 (119)
3. Specialist Colleges
 - A. Housecraft 2,114 (15)
 - B. Physical Education 1,244 (7)
4. Art Training Centres 551 (16)
5. Technical Teacher Training Colleges 525 (4)

This review of literature gives an indication of the setting in which the present student teaching program functions in England.

NEED AND SIGNIFICANCE OF THE STUDY

There is a definite need for this type of study. It will show how student teaching is practiced in England and its place in the educational scene. It will give us an opportunity to examine student teaching in another culture and encourage educators to take another look at our own programs. It will provide a basis for understanding our own student teaching programs better.

The value of this type of investigation lies not only

⁶Ministry of Education, Statistics of Education, Part II: 1961, (London: Her Majesty's Stationery Office, 1962), p. 63.

in the dissemination and exchange of information regarding student teaching in England, but it also gives impetus to further research into the English student teaching programs which up to this time has been seriously neglected.

DELIMITATIONS OF THE STUDY

In this study certain limitations are inherent in the investigator, the situation, and method used. The following delimitations are recognized:

1. The study was limited to the information gained from a three month stay in England observing and studying student teaching.
2. The study was limited since there was very little literature available dealing specifically with the topic under investigation.
3. This study involved the use of the interview and observation technique. Like any other research technique, the use of these techniques is subject to criticism. For example, interpretation of the response, condition of the interview, and skill of the interviewer must be considered. It is also possible that with the employment of observation techniques the investigator would not deal with the data in a completely objective manner. This might be due to his working with student

teaching programs in his own country.

DEFINITION OF TERMS

There are certain terms to which frequent reference will be made throughout this study. As there is considerable confusion among educators of England and the United States over the meaning of some terms related to the area of teaching, it seems necessary to clarify their meaning and usage with respect to this study.

For purpose of clarity all persons in this study will be referred to as males with the exception of the cooperating teacher. However, when direct quotes are used the gender will remain unchanged.

Terms that are a part of the educational system in the United States will be used throughout this study.

Teacher Education: The process of preparing young people to enter teaching. In England this is called teacher training.

Student Teaching: The period or periods of supervised teaching when the student assumes responsibility for the work with a given group of learners for a given length of time. This is generally referred to in England as teaching practice.

Block Practice: A number of uninterrupted weeks of student teaching. At this time the student is generally

free from all other college course work.

Student Teacher: This is any college student engaged in the specific experience defined as student teaching.

Cooperating Teacher: The classroom teacher in a public or private school who has the primary responsibility of guiding the student teacher in his student teaching experience.

College Supervisor: Any member of the college staff who supervises the student in his student teaching experience. In the English education system this person is generally referred to as the education tutor, education lecturer, or subject matter specialist.

Principal: The person who is in charge of an elementary or secondary school. In England this person is referred to as Headmaster.

Lesson Plans: A systematic plan prepared by the student teacher before teaching a specific lesson which aids him in his teaching. This is called lesson notes in the English education system.

Student: This is the college student.

Children: These are the boys and girls in the elementary or secondary schools.

Evaluation: The process of appraising the student teacher's work. This is referred to as assessment by English educators.

ORGANIZATION OF THE STUDY

This presentation has been divided into five chapters. Chapter I deals with the general nature of the problem, review of the pertinent literature, the need for the study, the delimitations of the study, and the definition of the terms used in this study. Chapter II describes the procedure used in setting up the study before leaving for England and also the procedure used to carry out the investigation while in England. Chapter III covers the presentation and interpretation of the data on the student teaching program under study. The future pattern of student teaching programs in England is dealt with in Chapter IV. Chapter V consists of a summary, implications, and suggestions for possible future research.

CHAPTER II

PROCEDURE

Setting up the study. In January of 1962 a letter was sent to the Association of Teachers in Colleges and Departments of Education in England.¹ It informed them of the investigator's desire to spend three months in England during the autumn of 1962 to visit some of their colleges and universities for the purpose of studying their teacher education programs and specifically the area of student teaching. At this time he requested a list of their institutions involved in teacher education.

Two weeks later a letter and a booklet were received from them.² They welcomed his visit to their country and offered to help in any way they could with the study. They mentioned at this time that the majority of teachers in England were educated in the training college and only a very small per cent received their education in the university departments of education.

¹Association of Teachers in Colleges and Departments of Education, 151 Gower Street, London, W.C. 1, England.

²Association of Teachers in Colleges and Departments of Education, Association of Teachers in Colleges and Departments of Education, (Bristol: General Publishing Syndicate, 1962)

The booklet they sent contained a complete list of institutions in England that are taking part in the teacher education program. Listed under the title of each institution is the name of each faculty member and the subjects he teaches, the location of the institution, and the President or Dean's name. It was also evident from the course offerings whether the institution was classified as a specialist or a general training college. Also from the number of faculty members listed under an institution, one received an indication of its size.

The process used in selecting the institutions to be visited involved several steps. The following factors were considered: size, geographic location, and type of institution. Representation of different sizes was desired. It was also important that a good geographic cross-section of England was employed in this study and it was essential that the majority of the institutions elected for this study were classified as general training colleges, since the bulk of the teachers receive their education in this type, and only a few university departments of education were to be included.

During the first part of February 1962 Heads of thirty selected training colleges were contacted by letter, as were the Department Heads of six university departments of education. Permission was sought to visit their institu-

tion for a two or three day period in the autumn of 1962, and the specific interest in student teaching was mentioned. It was hoped that a sufficient number of replies to these letters would allow for the final selection of sixteen training colleges and three university departments of education to be used for the study.

By April of 1962 replies had been received from all thirty-six institutions. The majority of the letters mentioned their interest in the study and welcomed the investigator to their college or university. The letters stated in general that the investigator would be able to observe student teaching programs in operation, be free to visit classes on campus, and arrangements would be made for him to visit with staff members and students. Three training colleges mentioned conflicts in their programs at the time of the intended visit, so they preferred not to be included in the study. Also, one other training college informed the researcher that they would be in the process of moving to new quarters at the time of the planned visitation and any visit at that time might not be too beneficial. One training college wanted a definite date set several months in advance of the visit while all others required only a week's advance notice.

From these thirty-six replies the researcher selected sixteen training colleges and three universities that he

thought could best fit into a three month visitation schedule and also present a clear picture of the English student teaching program.

Definite dates were made two months in advance for visits to the first two institutions in the schedule; there would not be time to contact them in advance after arrival in England.

A list of questions and topics dealing with student teaching was prepared for the investigation. Since there had been no literature available on the specific area of student teaching practices in England, it was necessary for the investigator to plot the questions so they would include all phases of student teaching as related to his own experiences in working with student teaching programs.

This list included such topics and questions as the following:

1. In terms of days and weeks, what is the length of student teaching assignments?
2. Are student teaching experiences divided into a number of parts or phases?
3. How are the student teachers supervised?
4. Are lesson plans used by student teachers?
5. How many student teachers would a cooperating teacher work with each year?
6. Does the cooperating teacher receive a payment

- for her services in the student teaching program?
7. Is the cooperating teacher's load reduced when working with a student teacher?
 8. What degree of responsibility is assumed by the student teacher in the classroom?
 9. What is the cooperating teacher's role in the student teaching program?
 10. What people are involved in the evaluation? What methods and techniques are employed?
 11. What effect does the student teaching program have on the teacher, pupil, school administrator, and the community?
 12. Is student teaching an on- or off-campus operation? If off-campus are there transportation problems?
 13. Are conferences used between student teacher, cooperating teacher, and college supervisor?
 14. What is the significance of student teaching to the total teacher education program?

The investigator arranged all the questions and topics on one sheet of paper allowing space for recording the data collected during the investigation. Information from each institution visited was recorded on a separate sheet.

Procedure used in England. A rented car was used for the three month period spent in England so the visitations

to the institutions would be free from schedules of trains and buses.

The following is the general procedure used for the investigation:

1. The institution was contacted by phone a week in advance of the visitation.
2. Upon arrival at the institution at 9:00 A.M., the investigator met with the Head of the training college or the Dean of the university department of education. This meeting generally lasted for an hour. The investigation was discussed and a brief history of their teacher education program was given.
3. During the next hour a staff member associated with the student teaching program took the investigator on a tour of the institution. At this time the investigator was free to ask questions and receive printed materials on various phases of the teacher education program.
4. At 11:00 A.M. the investigator met in the faculty lounge with the staff. At this time questions were directed to him about teacher education in the United States; he also had an opportunity to discuss their programs.
5. The investigator had lunch with the staff

at 12:45 P.M. in their dining room.

6. In the afternoon of the first day and for the most part of the entire second and third days the investigator's time was taken up with one or more of the following: (1) attending lectures, (2) observing student teachers in the local schools, (3) discussing teacher training with faculty or groups of students.
7. Occasionally the investigator accepted invitations to visit with faculty members in their homes.
8. At the end of each day the data were recorded in the prepared notebook. This notebook was not used during the interviews since the list of questions and topics had been memorized. When necessary, however, notes were made on pocket cards during the day.
9. Approximately ten hours each week were spent in college and university libraries in search of related literature.
10. Frequent visits were made to campus and city bookstores in search of related literature.

It was necessary to spend two or three days at many of the institutions during the early weeks of visitation. However, as an acquaintance with their programs developed,

it was found that one or two days at an institution would furnish the information sought. During the later visitations the investigator became more orientated and felt a much better job of questioning and evaluating took place.

SUMMARY

The data for this study were obtained by several methods. The greatest portion was collected through the researcher's personal contacts and interviews with college and university faculty members associated with student teaching. The many opportunities the researcher had to observe and talk to student teachers during their student teaching experience proved to be most valuable. A number of times it was possible for the investigator to discuss student teaching with small groups of college students in the college lounge. A limited amount of data were obtained from brochures. The college prospectus generally gave a description of the college, course offerings, and entrance requirements, but in most cases nothing specifically on student teaching.

The analysis of data will be presented in Chapter III.

CHAPTER III

DATA ANALYSIS

Introduction

There are two main routes into the teaching profession in England; one is a three year non-degree course offered by the training colleges to educate men and women for the infant (age 5-7), junior (age 7-11), and secondary (age 11-15 and beyond) schools. The other is a three or four year degree course offered by the university departments of education in educating men and women mostly for secondary school positions.¹ It has been pointed out in Chapter I of this study that the majority of teachers in England are products of the training college. It is the training college student teaching program this study is concerned with at this time. A brief account of the university teacher education program will be dealt with later in this chapter.

The sixteen training colleges visited by the researcher in England had an average enrollment of 492 students; the largest enrollment was 689 while the smallest

¹Albert Fugh, "Teacher Preparation in England," Improving College and University Teaching, Vol. XII, No. 2 (Spring 1964), 121-122.

was 250. One college was for men, three were for women, and twelve were co-educational.

THE TRAINING COLLEGE CURRICULUM

The purpose of the training college curriculum has been stated by the Association of Teachers in Colleges and Departments of Education:

A Training College has a twofold character. It offers the student an opportunity to continue his own education, whether in subjects taken at school or in others not hitherto taken by him. It also provides a professional training for him as a prospective teacher; this aspect of his work includes the study and practice of education. The term 'concurrent course' has been adopted to describe this unified conception which includes both personal and professional education.

.....
It gives opportunity for the full development of skills and gifts, and it enables the student to explore the principles and attitudes underlying the art of teaching. Membership of the community is also an important factor in the Training College life; most Colleges have a Students' Union which organizes games, cultural societies and other activities, all of which contribute to the liberal nature of the education given.⁵

The elements of a training college course vary in amount according to the age range the student is preparing to teach. The following is an example of a three year training college course:

(1) The principles and practice of education:

Psychology, philosophy, and sociology of educa-

⁵Association of Teachers in Colleges and Departments of Education, Handbook on Training for Teaching, (London: Methuen & Co. Ltd., 1964), pp. xii-xiii.

tion.

- (2) Subject courses available: Arts and Crafts, Biology, Chemistry, Dramatic Arts, English, History, Geography, General and Natural Science, Mathematics, Music, Physics, Physical Education, Religious Knowledge. Each student will select one subject from the above for his major and one for his minor area of concentration. There are exceptions when a student majors in two subjects.
- (3) Professional courses: Health, Spoken and Written English, and Elementary Mathematics are compulsory. In addition to his major and minor subjects, the student selects other subjects from the list above to meet his needs as a teacher.
- (4) Student Teaching: Periods of observation, working with small groups of children, and at least two periods of block practice.

Hours or units of credit for course work is never used in the English educational system. There are certain required subjects the student takes along with a group of electives; these are taken at definite periods in his program. All students in the same year of the three year course will be taking the same required subjects along with their electives. It also follows that his student teaching will be carried on at the same time for all students in the same

year of training. The student automatically qualified for any particular phase of the student teaching program by having followed and passed a prescribed curriculum.

Course work is a required part of a student teacher's load when he is in the schools for short periods of observation. When the student is doing block periods of student teaching, however, it is a general practice for him to be free of all course work. It is believed that student teaching is a full time job and requires the full attention of the student; it also frees the college supervisor of many of his teaching duties in order to spend more time in his capacity of supervising student teachers.

Besides giving the student a chance to become equipped to teach the usual school subjects for a specific age group, the training college gives him a chance to extend his general education by allowing opportunities for pursuing one or more subjects of his own choice to as high a level as possible. This follows the pattern of the English university where it is believed a study in depth of a selected subject is the surest means of forming a cultivated mind.

The training college curriculum has been faced with certain restrictions in order to control the supply of teachers in specific subject matter or grade level. In 1960 the Ministry of Education made the ruling that for the next few years the training college would be restricted in their

educating of secondary school teachers to fifteen per cent of their capacity, while devoting eighty-five per cent of their capacity to the primary level (ages 5-11). In the secondary area where training was limited, there was a second restriction; those seeking secondary training would only be considered if they made their first main field of study one of the following: Mathematics, Physics with Chemistry, Physical Education, and Divinity or Commerce.

THE LENGTH AND DESIGN OF STUDENT TEACHING

The length and design of student teaching periods vary from training college to training college. Student teaching involves a gradual process in which the student teacher accepts increased classroom responsibilities as he moves forward in his student teaching experiences. The majority of training colleges had a total of thirteen weeks of block practice of student teaching spread over their three year course; each of the three years was divided into three terms. Generally, the student teaching consists of two definite stages of development within this design.

The first stage is called observation. This begins during the first term of the student's first year in the training college. Here the student works closely with a cooperating teacher one day a week for three or four weeks

in observing lessons and working intimately with individual and small groups of children in a particular classroom activity or skill. The aim of this phase of the student teaching is to have student teachers discover how children learn and see some of the difficulties children encounter in the process. The student teacher is required to keep a daily diary where the emphasis is on observing the learning process of children. The type of information the student should enter in his diary has been outlined for him by the college.²

In most cases the student teacher has a second period of observation during the second term of this first year. This experience operates in much the same manner as the first but not necessarily in the same grade level, school, or school system. At this time, in addition to keeping a diary, he is required to do a case study on a particular child in the class he is observing.³ This would give the student teacher an opportunity for acquiring an understanding in child growth and development.

The second stage of development in the student teaching program is called block practice and grows out of the student teacher's two previous observation experiences in

²See Appendix A for Information on Suggested Diary Entries.

³See Appendix B for Information on Case Study Outline.

the classroom. During the third term of the first year the student teacher is engaged in his first experience of block practice. At this time he will spend a three or four week period of full time student teaching. He will begin to take charge of the class for some subjects and activities while continuing observation in others. He will be asked to make detailed lesson plans with the help of his cooperating teacher and college supervisor. In addition he will keep detailed notes of this experience.

The aim of this block practice is to give the student teacher experience in planning work, in classroom management, and in the development of teaching skills.

The remaining two year period of this three year course makes use of the block practice a number of times and with each adding more depth and intensity than the previous time. During the second year there is an observation period of two full days each week for a duration of four weeks. This observation period is followed directly by a block practice of four weeks in the same classroom where observation took place.

In addition to keeping a diary of this student teaching experience, the student is required to write an essay. The purpose of this is to have the student teacher consider the many variables that must be taken into account when planning a school curriculum. The content of the essay has

been definitely structured by the college.⁴

In this second block practice the student teacher gains greater confidence in himself and is more imaginative in his teaching. The student has an opportunity to stand back from his teaching long enough to give it careful evaluation. Like the previous student teaching experiences, the student works closely with his cooperating teacher and college supervisor; they are ready to offer their assistance if it is necessary.

In the three year training college curriculum the final student teaching experience generally takes place in the last term of the third year. This block practice experience extends over a six or seven week period. Here the student teacher is given more freedom to teach than he has had in any previous student teaching experience. He is deeply concerned with the development of his skills and personal attributes which he has observed in successful teachers. He accepts full responsibility for the teaching and knows that in this final practice he is using materials and teaching methods of his own choice.

During this final experience the student teacher receives guidance through the close cooperation of his cooperating teacher and the college supervisor, each have an

⁴See Appendix C for Information on the Content of the Essay.

important role to play in developing the student to his fullest potential as a teacher. The cooperating teacher knows her class, their strengths and weaknesses in the capacity for learning; the college supervisor knows the student teacher's desires and fears.

SELECTING A COOPERATING TEACHER AND HER ROLE IN THE STUDENT TEACHING PROGRAM

The practice of using laboratory or training schools on the campus of the training college for the purpose of training teachers is no longer in existence. This has gradually been removed from the teacher education program during the past forty years. The majority of training colleges assign their student teachers to schools within commuting distance of the college which allows for their return each evening. Under this arrangement the college provides the student teacher with transportation for his assignment and also pays for his noon meal.

In order to place student teachers in local schools the training college must receive permission from the local town authorities. This group of local people is called the Local Education Authorities and is made up of inspectors from the Ministry of Education, local council members, and persons experienced in education and acquainted with the

educational conditions of the area. The Local Education Authorities supervise the effective administration of national educational policies at the local level.⁶

The Local Education Authorities realize the importance of student teaching programs and are very cooperative in helping the training colleges find schools for the placement of their student teachers.

After receiving permission from the Local Education Authorities the training college's next move is to contact the principal of the particular school under the jurisdiction of the Local Education Authorities. At this time the training college will be informed as to what teachers they would be able to use as cooperating teachers in their student teaching program.

The cooperating teacher is informed of the student teacher she will be working with several weeks in advance of his arrival. It is the practice of many training colleges at this time to give the school and cooperating teacher background information on the student teacher they will be having. Also, they receive necessary particulars on the student teaching program.

The training colleges that have been operating for a number of years keep using the same group of local schools

⁶Tropp, op. cit., pp. 182-190.

for placement of student teachers; then the formalities of receiving permission from the Local Education Authorities and principal are not required.

Not every teacher in a school will function as a cooperating teacher in the student teaching program. The training college wants only teachers that possess certain qualities. The cooperating teacher must have a knowledge of teaching techniques and methods, good preparation in subject matter, interest in education, have an understanding of child growth and development, have at least three years of teaching experience, the ability to work well in a supervisory capacity, and be the type of teacher that will help the student teacher develop to his fullest potential as a teacher.

The teachers who are called upon to work as cooperating teachers do so without receiving any form of monetary reward. This is a practice observed throughout the English student teaching programs. The teacher accepts her role as a cooperating teacher in good faith. She knew from the first day she stepped into the classroom as a teacher that some day she might be called upon to serve in this capacity. The classroom teacher looks upon the role of a cooperating teacher as a valuable service she can render to the teaching profession.

It is general practice for a cooperating teacher to

receive no more than one student teacher a year. At this time her regular teaching load is not reduced.

If the student teacher has come to the phase of his student teaching where he can accept the full responsibility of the classroom, he will, if it is necessary, act in the capacity of a substitute teacher for his cooperating teacher. At this time he will be left in charge of the class, knowing that the principal or other teachers within the building will be near to give assistance if it is needed.

It is the cooperating teacher's responsibility to see that the student teacher receives the best experience possible for his development as a student teacher. She keeps this in mind when the student teacher is observing her as well as when she is observing him. She must be continuously evaluating her own teaching as well as the student teacher's. She gives freely of her time for periodic conferences with the student teacher and the college supervisor. The closer she is to the student teaching situation the easier it is for her to assist the training college in the final evaluation of the student teacher's total performance. The role of the cooperating teacher in this final evaluation will be explained later in this chapter under the heading of Evaluating Student Teacher's Performance.

SUPERVISION OF STUDENT TEACHERS

The training colleges in England operate under a

supervisory system called tutorial. In this arrangement the college student receives close supervision and guidance in all phases of his college program. Every faculty member must accept the personal development of every student as his primary concern.

Regardless of the subject taught or department represented, it is a general practice that each faculty member take part in the supervision of student teachers. This might be handled in several ways. In some colleges a faculty member is assigned a specific school and is responsible for the supervision and evaluation of the student teachers placed in the school. In other instances the faculty member is in charge of ten to twenty student teachers who are placed in a number of schools. In either case it is possible that these students represent classrooms in all age groups, infant through secondary, and the college faculty member might be trained in a particular subject and/or in one of the basic age groups. Under this arrangement it would be possible for a subject specialist in history, for example, to be supervising student teachers in a classroom of seven year olds, or an education lecturer trained in the primary area to be supervising in the secondary level. The college staff member would be supervising all age groups regardless of his area of specialization.

The most common practice found in the supervision of

student teachers is where the education lecturer is in charge of supervising a specific group of student teachers in all phases of their student teaching throughout their three year program. He will also have these same students in his education course. However, the education lecturer will be assisted in the supervisory process by the subject matter specialist and at times call on other members of the educational staff for assistance. The entire college faculty works together as a team in the supervision of student teachers.

The student teacher is usually visited twice a week by a member of this team; it may not be the same faculty member each time. There are cases when two faculty members would be in the classroom at the same time. This is especially true if there is a question on the type of work the student teacher is doing and there is a need for the judgment of more than one person.

A written criticism on the student teacher's teaching is made out by the college supervisor at the time of his observation and a carbon copy is left with the student teacher. It is a general practice for the student teacher to meet with the college supervisor in his office that evening to discuss his teaching performance. In addition, many training colleges have only a half day of student teaching on Fridays; the purpose of this is to allow his

return to campus for consultation with his college supervisor.

To help complete this supervisor team, the college relies on the cooperating teacher and the principal of the school. It is the cooperating teacher's responsibility to supervise the student teacher during his teaching experience; she is with him in the classroom for longer periods of time and under more varying circumstances than anyone else. She is ready to aid him in developing teaching skills and techniques, understanding the various phases of child growth and development, and, in general, developing into the best teacher possible.

The cooperating teacher spends less and less time in the classroom supervising as the student teacher demonstrates his ability to accept more responsibility. Through classroom observation and periodic conferences with the student teacher and college supervisor, the cooperating teacher is able to give a great deal of assistance to the student teaching program.

The principal is not as close to the student teaching situation as the cooperating teacher, but it is his responsibility to see that the student teaching program is operating successfully in his building. He makes occasional observations of the student teacher and has conferences with the cooperating teacher and college supervisor. The prin-

cipal is ready to help in any way possible to make the student teaching program a success.

LESSON PLANS

Student teachers are required to make out and use lesson plans for every lesson they teach. They are given assistance in this matter from the cooperating teacher and college supervisor. The final approval is given by the college supervisor. In the early stages of their student teaching experience they spend short periods in charge of classrooms, therefore, their lesson planning experience is limited. As the student teacher moves forward in the various phases of the student teaching program, lesson plans grow in detail and depth.

It is a general practice in the training college to free students one week prior to their block practice in student teaching from all course responsibilities in order to give them time to work on lesson planning. At this time the student will work closely with his subject matter specialist, education lecturer, and cooperating teacher, in order to make specific plans for the teaching that is to follow.

During the block practice experience the student teacher is required to keep a lesson plan book which is composed of two parts. In the first part, the student

records specific information concerned with the particular student teaching assignment; the second part contains the daily lesson plans. The following is an example of the contents of a lesson plan book:

Lesson Plan Book

Part I

Preface. The front page of the lesson plan book should show:

1. The name and address of the school.
2. The name of the Headmaster or Headmistress.
3. The name of the class to which you are attached and the Class Teacher's name.
4. The dates of the practice period.
5. The age range of the class.
6. The district - geographical features - rivers, canals, roads etc., Industries - famous local people - historical buildings, etc.

The following pages should show:

1. A plan of the school followed by a description of the organization of the school - school routine, Assembly, milk distribution, meals, school bank, playground duty, etc.
2. The school program. Festivals celebrated in School, School Activities, Clubs, Societies, Journeys, Library facilities.
3. Your daily schedule.
4. A plan of the classroom.
5. A register of the pupils to be checked daily.
6. The part of the scheme of work for which you will be responsible.
7. Tests. Types used. Uses made of them.
8. Plan of your project, center of interest, exploration or theme.

Part II

Then follow lesson notes:

Date:

Duration of lesson:

Subject or topic:

Aim or purpose of lesson: Plain straightforward statement giving the particular purpose of the lesson.

Comments reference: To show what use is to be made of your experience in previous lesson or lessons.

Knowledge assumed: Any relevant knowledge which you think children may already possess.

Materials required: (a) by the teacher (b) by the children.

Introduction. How you propose to secure the children's interest and create appropriate atmosphere.

Development. This section should show clearly:

- (a) The main facts which you teach, and the children learn. The facts which you wish them to remember.
- (b) The method in detail of teaching these facts. If the lesson is given in stages, each stage should be shown, and the teaching method clearly stated.
- (c) The exact stage in the lesson when activity such as repetition, recapitulation, dramatization, writing, etc. will be introduced, and details of method used.

Organization. (a) The distribution of materials used.
(b) The clearing away of materials etc.

Comments. (a) On what the children did and learned.
(b) On what the student learned.⁷

The student teacher evaluates his teaching at the end of each day's teaching. One or two lessons are evaluated in more detail than the others and comments are written in red

⁷Padgate Training College, Outline for Lesson Plan Book (Warrington: Padgate Training College, 1962), (mimeographed sheet).

ink after the lesson. The student considers certain questions when evaluating his own teaching: (1) What went well and why?, (2) What went wrong and how might this be avoided next time?, (3) Was too much or too little attempted?, (4) Was the work appropriate to the need of the children? This evaluation is reviewed with the college supervisors and assistance is given when necessary.

EVALUATING STUDENT TEACHER'S PERFORMANCE

It has been pointed out earlier in this chapter that the supervision of the student teacher is through the combined efforts of the college supervisors, cooperating teacher, and principal.

Throughout the student teacher's three year education course the training college keeps an evaluation record of the student's teaching experience. This record is composed of reports made by the cooperating teacher, principal, and college supervisors. A letter grade is used along with written comments. It is common practice in the English teacher education program to use the letter grade A through F in evaluating the student teacher's performance. The grades are interpreted as meaning: (1) A--very good, (2) B--above average, (3) C--average, (4) D--below average, and (5) E--well below average--failure.

It would be difficult to find two training colleges

that use the same form for the written evaluation on the student teacher's performance. In the beginning stages of the student teaching program the training college might use a form that would not be exactly the same as the one used in the final experience. Some forms ask for general comments while others are looking for more specific ones. There are as many different evaluation forms in use as there are training colleges.⁸

In the final student teaching experience during the third year, an additional person is added to the evaluation team; this is the outside examiner. He is a staff member from another training college or university department of education and is a guest of the college during their final semester. Every training college will be visited by an outside examiner during the time students are doing their final student teaching experience. College Y may have an examiner who is a regular staff member of college Z, and college Z may have an examiner who is a member of college W. Generally, the examiner will not be the same each year at a particular college. The interchange of college staff each year makes up this group of outside examiners.

The outside examiner's job is to inspect the total work of a representative sample of students; this includes

⁸See Appendix D for Examples of Evaluation Forms.

written work, such as essays and tests, as well as the student teaching experience. It is primarily his function to see that the standards of the training college are generally adequate and to keep the colleges all over the country in touch with developments outside their own immediate area.

After the completion of the final student teaching period and when the outside examiner, college supervisors, cooperating teacher, and principal have turned their evaluation forms into the training college, there is a final group evaluation meeting. The entire college staff and outside examiner are the members of this group. At this time each student teacher's name will be brought before the group in order to evaluate his student teaching performance during the past three years. Reports from all persons who had a part in assessing the student's teaching performance are used in this group evaluation. The college staff members who have worked with the student will speak of his work as a student teacher. After some debate and, in some cases, challenge from the outside examiner and other staff members, a final letter grade is given by the college supervisor who has been in charge of the student during his student teaching program.

The student is never told the grade he received for his student teaching nor does he see the completed evaluation forms on his teaching. He is informed by the college

only of his passing or failing. He has, however, received during his three years of student teaching continuous progress reports from his college supervisor.

The majority of the students receive a final grade of C for their student teaching; there are approximately two to three per cent A's, and two per cent failures. This pattern holds rather consistently throughout the English student teaching programs. There are a few students each year in any college who never finish the three year course. They are advised to end their studies because they are found to be unsuitable for teaching.

The English educators have found that complete accuracy of evaluating student teaching performance is impossible; different evaluators look for different things. Also, environmental factors such as the school, class, and the teacher have an effect on the evaluation process.

ACCEPTANCE OF THE STUDENT TEACHING PROGRAM

Student teaching programs are usually well accepted throughout England. The teacher realizes the important role she plays in the training of teachers, and feels it is an honor to be selected as a cooperating teacher. The pupils enjoy having a student teacher in the classrooms because they are usually young and in many cases bring with them

new and different teaching techniques. The administration looks upon student teaching as an important job that must be done and they are glad to serve the colleges in whatever capacity they can. The community looks upon student teaching as a regular part of a college program that has a specific purpose. Community members are willing to assist the student teacher whenever it is possible. However, there are a few instances where some reluctance to the program has been shown.

One example of this reluctance is when the principal and the cooperating teacher feel that the presence of a student teacher in the school brings too much interference in the daily classroom schedule. This interference is brought about by the routine observation visits of the college supervisors. The school recognizes the need for these visits, but nevertheless, some look upon them as a disturbing element.

Another example would be where the teachers are not in favor of having a student teacher. These teachers feel they lose contact with their classes and are being left out of the teaching picture by turning over so much class time to the student teacher.

There are instances when the principal requests not to have student teachers in his building at a particular time because of a reorganization of his staff and/or curric-

ulum. There are no ill feelings toward the student teaching program but the principal feels his school cannot offer the student teacher the type of training necessary for his development. At some later date the school will reopen its doors to the student teaching program.

UNIVERSITY DEPARTMENTS OF EDUCATION

A university student is granted a bachelor's degree after he completes three years of study in depth in a chosen subject. At this time he is permitted to teach but does not hold a teaching certificate. He must complete a fourth year of professional education in a university department of education to obtain a teaching certificate. The Ministry of Education regards this one year of graduate work as desirable professional training for the university degree student wishing to enter the teaching field. The financial reward of being moved one or two steps forward on a pay schedule in a school does not seem to be reward enough to encourage a large number of teachers to enter this fourth year of education.

In England there are twenty-four university departments of education that offer this fourth year of professional education. During 1961-62 the combined enrollment for the training colleges and university departments of education was 37,578; of this number approximately nine

per cent were attending the one year post graduate course.⁹

The University department of education one year graduate course has the following elements: (1) Principles of Education, (2) Educational Psychology, (3) Health of the School Child, (4) History of English Education, (5) General Method Course, (6) Special Method Course (deals with the teaching of individual subjects), (7) Student Teaching (generally covers a ten to twelve week period and is divided into two stages).

There are no two university departments of education that operate in exactly the same manner but for the most part their student teaching programs are the same. Also, the university department of education and the training college student teaching programs have much in common, particularly in the areas of supervision and evaluation. However, because the university department of education course is for a one year period and offered to degree students, there are some major differences.

One major difference is in the concentration of twelve weeks of student teaching over a nine month period. The student teaching is divided into two periods. The first is a three week period in the fall term when the student is

⁹Ministry of Education, Statistics of Education for 1961, Part II, Table 30 (London: Her Majesty's Stationery Office, 1962), p. 64.

assigned to teach subjects other than his major subject in schools within commuting distance of the university. The second practice period is for nine weeks in the spring term teaching in his major subject. At this time the majority of students do their student teaching in grammar schools since this is where most of them will obtain teaching positions after graduation. The schools where the students teach in this nine week period are located in communities away from the university; the student lives here until completion of his teaching assignment.

Another difference between the university department of education student and the training college student is the fact that the university student is regarded as being more mature and capable of handling more responsibility. Because of this he is expected to assume greater responsibility and at a much faster rate. This is pointed out by one of the university departments of education:

Each student is placed under a Tutor who is responsible for his theoretical studies and for the supervision of his practical work. At the same time students are urged to regard themselves as having the status of junior assistants under the Head of their practising school and to be prepared to undertake responsibilities both in and out of school hours.

.....

As a general guide it is suggested that a student should spend his first two days in a school in observation, and that he should then, where practicable, teach three or four periods each day. Periods not devoted to teaching should be given to observation, to the marking of written exercises, to helping the staff in administrative and supervisory duties and to

games and other activities. It is not intended that they should be used for the preparation of lessons or for private reading. It is hoped rather that students will function as additional members of the staffs of the schools to which they are attached and it is expected that they will give every help to the members of the staff with whom they work, realising that the commitments of the latter are inevitably increased by their presence. There is particular scope for a student to be of very material assistance in the laboratory subjects and at the same time to gain additional practical experience.¹⁰

The university departments of education recognize that their one year professional course cannot produce a skilled and fully competent teacher but it is hoped it will help the student get started on the right road. The following statement is illustrative of the purpose underlying student teaching at the university level:

The experience of teaching and of school life which a student can gain during the limited time which he spends in school during his training course is not sufficient to turn him into a skilled and fully competent teacher, but it is hoped that it will put him on the road to becoming a good classroom practitioner. Its value is further increased if it gives the student some understanding of the social and personal implications of the school situation, if he has the opportunity of observing experienced teachers at work and if it allows adequate time and opportunity to assess and discuss each step in the development of teaching skill.¹¹

For years the university has looked upon the training college as an inferior institution. Now with new develop-

¹⁰University of London Institute of Education, Notes on Teaching Practice (London: University of London Press, 1961), pp. 2-3.

¹¹Ibid., p. 1.

ments and increased enrollment in the training college there have been more opportunities for contacts between members of both staffs. They have occasion to meet together in research projects, seminars, and study groups; there is also an exchange of lecturers. With these new contacts it is hoped there might develop a better understanding between them and the university will come to recognize the training college as a worthy institution of higher education.

CHAPTER IV

THE FUTURE PATTERN OF STUDENT TEACHING IN COLLEGES IN ENGLAND

Many changes are taking place in the area of teacher education. Among the most common are the expansion in the training college population, the recent establishment of the three year training college course for teacher certification, the establishing of new colleges and universities, and the increase in the proportion of training college students who will teach in the primary schools. Besides these present changes there are other developments taking shape that, if put into practice, will have an important effect on the future pattern of student teaching programs in England.

The direction in which some of these developments are heading includes the following:

1. There is talk among English educators in developing a central planning system which would help regulate the placement of student teachers in the various schools; at the same time it would provide the teacher education institution with a sense of security and still preserve the present contacts between the Local Education Authorities, colleges, and local schools.

Under the present system there is an overlapping of the use of the local schools for the placement of student teachers; each college acts on its own regulations as to how the schools in its area should be used. There is frequent confusion in the placement of student teachers. With the increase in college enrollments a better method of placement is needed.

2. There is the present trend of moving the block practice experience away from the campus area and into off-campus centers. Under this arrangement the student teaching assignment will be in a town that is not within commuting distance of the campus. The student teacher will be required to live in this off-campus center until the completion of his teaching assignment. Besides being further away from the campus which leaves him more on his own, the student teacher will have the additional experience of being a member of the community in which he is teaching. The need for this change has been brought about by the increased enrollments of teacher education institutions. There are not enough classrooms available for the placement of student teachers in the schools near campus.

3. In the future the cooperating teacher will be called upon to contribute more to the student teaching program. She will play an even more important role in the student teaching program than she has in the past. It will be her job to work closer with the student teacher in areas of supervision and evaluation since the already busy college supervisor will be unable to make as frequent a visit to the classroom as the case is now.

This new role of the cooperating teacher is being brought about by the development of off-campus student teaching centers in widely spread areas.

4. The training colleges and the university departments of education are having greater opportunities to increase their contacts with one another; staff members from both institutions are meeting together in research projects, study groups, and seminars. There is an exchange of lecturers between the two institutions. This is opening new areas of interest for the university student as well as the training college student; both will be able to profit from this new development.
5. There is a move in the direction of forming new kinds of degrees and getting away from the highly

specialized honors degree of the English University. This could mean that the training college graduate would be in a position to receive a bachelor's degree after completion of three years of work.

6. Educators are entertaining the idea of redesigning their training colleges in order to follow the pattern of the liberal arts college; their doors would then be open not only to intending teachers but also to students with other vocational aims.
7. Under the present arrangement the training colleges are left idle during the summer months. It is felt that the buildings and staff are not being used to the best of their advantage. There is the possibility that these institutions will soon be used during the summer months to furnish opportunities for additional educational programs.
8. It is the ultimate objective of the English teacher education system to require four years of college training in order to become a qualified teacher.
9. In the developmental stages of some universities is the idea of creating a fifth year program for the university degree student. This would give

him two additional years of professional training after receiving his degree. It is felt that such a program would add strength to the university teacher education program.

10. The administrators of the training colleges are attempting to develop a program that would give supervision and in-service training to teachers during their first two years of teaching. Besides assisting their beginning teacher, it would permit a follow-up program on their graduates which could bring about improvements in their present student teaching program.
11. There is the present trend where the older, mature male student is entering the training college. Many of these students are in their thirties and forties; they leave a job they have been working at for a number of years in order to pursue a teacher education course.
12. Until recently the majority of training colleges were for women students; now the trend is for the co-educational institution. This change is being brought about by the increased interest of the male student to enter the teacher education program of the training college.

Many of the traditional practices in the English

teacher education program are under constant study and challenge. Persons in position of leadership, competent and dedicated individuals, are directing successful campaigns for improvements in the educational programs.

CHAPTER V

SUMMARY, IMPLICATIONS, AND NEED FOR FURTHER RESEARCH

SUMMARY

Student teaching plays an important role in the total teacher education program in England. Generally, the student teaching experience consists of thirteen weeks of block practice which is divided over the three year teacher education course. This involves a gradual process where periods of classroom observation precede the block practice and helps introduce the student teacher to the complexities of teaching.

The English institutions of higher education operate under a supervisory system called tutorial system. In this arrangement the college student receives close supervision and guidance in all phases of his college program. Every faculty member must accept the personal development of every student as his primary concern. Regardless of subject taught or department represented it is general practice for each faculty member to take an active part in the supervision and evaluation of student teachers.

The majority of teaching assignments are within commuting distance of the college which allows the student to return to campus each evening.

The letter grades of A through E and a written report are used in evaluating the student teacher's performance. This evaluation is made by the cooperating teacher, principal, and college supervisor working as a team in assessing the student teacher's work, however, the college supervisor has the responsibility of giving the final grade in student teaching. In the final block practice of the third year an additional member, the outside examiner, is added to the evaluation team.

The outside examiner is a staff member from a neighboring college. Every college will be visited by an outside examiner during the time students are doing their final student teaching. College A may have an examiner who is a regular staff member of college E, and college E may have an examiner who is a staff member of college C. Generally, the examiner will not be the same each year at a particular college. It is the outside examiner's job to inspect the total work of a representative sample of students; this includes written work, such as essays and tests, as well as the student teaching performance. It is his job to see that the standards of the college are adequate and to keep the colleges all over the country in touch with developments outside their own immediate area.

The cooperating teachers are not paid for their work in the student teaching program nor are their teaching loads

reduced. Generally they look upon their role as a worthwhile service to the teaching profession and are honored to serve.

The majority of student teaching programs in England are found in the training colleges; a very small per cent is located in the universities.

After completion of three years of study in depth in a chosen subject at the university the student is granted a bachelor's degree. He is then permitted to teach but does not hold a teaching certificate. He must complete a fourth year of professional training at the university department of education to receive this certificate. The person completing this additional year is generally rewarded financially by being moved one or two steps upward on a pay schedule in the school where he will teach. At present, this does not seem to be reward enough to encourage a large number of degree students to enter this fourth year of education.

The university departments of education student teaching programs over this one year period operate in much the same manner as the training college. However, because the university department of education course is for a one year period and offered to degree students, there are some major differences.

One difference is in the concentration of twelve weeks of student teaching over a nine month period. These

twelve weeks are divided into two periods. The first is a three week period coming in the fall term and the second is for a nine week period in the spring term.

Another difference between the university department of education student and the training college student is that the university student is regarded as being more mature and capable of handling more responsibility. Because of this he is expected to assume greater responsibility and at a much faster rate.

The university departments of education recognize that their one year professional course cannot produce a skilled and fully competent teacher but it is hoped it will help the student get started on the right road.

The entire system of teacher education in England is undergoing changes brought about by the needed expansion of the teaching force and by new emphasis placed on teacher education. Educators see a need for improvement in the existing teacher education programs and are striving for the best program that is possible.

IMPLICATIONS

There are many areas of similarity between the student teaching programs in England and those in the United States. Examples of this can be found in almost every phase of the student teaching programs.

1. Both countries regard student teaching as a process that gradually introduces the student to the complexities of teaching. It contains periods of observation followed by periods of block practice.
2. Local school systems grant the colleges permission to use their schools and faculty for placement of the student teachers.
3. During short periods of observation in the local schools the student teacher is required to continue on with course work at the college.
4. Student teachers are evaluated on their performance in the classroom. This becomes a part of the student teacher's official record at the college.
5. Colleges rely on the cooperating teacher in giving the student teacher guidance through his student teaching experience. The cooperating teacher will observe more of the student teacher's teaching performance than any other person.
6. During the block practice periods the student teacher is observed by members of the college staff in addition to the cooperating teacher.
7. Student teaching programs are usually well accepted by the classroom teacher, pupils, and

the community.

There were, however, certain aspects of the English student teaching program that teacher education institutions in the United States might consider for implementation in their own institutions. It is realized that the task of removing a part of a program in one culture to that of another without difficulties would not always be easy.

The process of supervising and evaluating the student teacher's progress is an area where programs in the United States might benefit from examining the system used in England. Unlike so many of the student teaching programs in the United States, the entire teaching staff of a college is involved in this process. The supervision and evaluation is not left up to one or two people. The English system gets the subject matter specialist of the college as well as the education staff into the schools to assist in the student teaching programs. All members of the college teaching staff know what is taking place in the classrooms where the student teachers are assigned. They are in a better position to understand the student teacher's problems; their teaching becomes more meaningful when preparing the student for his position as a teacher.

In connection with the area of evaluation the English student teaching programs employ the services of staff members from neighboring colleges to assist in evaluating the

final student teaching experience. This helps keep the colleges all over the country in touch with developments outside their own immediate area and keeps their standards up-graded.

It has been pointed out in this study that no two teacher education institutions operate exactly in the same manner. There is, however, the element of consistency that has threads running through the English student teaching programs which adds strength to its operation. An example of this can be found in the position of the cooperating teacher. She receives no pay for her services nor is her teaching load reduced. She knew when she entered the teaching profession that some day she may be called upon to serve as a cooperating teacher. This was expected of her and she considers it a privilege and an honor to serve the student teaching program. Under this arrangement the teacher education institutions are not faced with the problem of convincing teachers their services are needed for the training of teachers, nor with the problem of competing with other institutions of higher education in paying more money for the services of a cooperating teacher.

Another area where consistency is evident is in grading the student teacher's performance in the classroom. All colleges use the letter grades A through F. The grades are interpreted as meaning: (1) A--very good, (2) B--above

average, (3) C--average, (4) D--below average, and (5) F--well below average--failure. Under this grading system the majority of student teachers receives a final grade of C for their student teaching. There are approximately two to three per cent A's and two per cent failures.

It is also common practice in the English teacher education programs for the college staff members and the cooperating teachers to give the student teacher guidance and assistance in lesson planning. This is done prior to the student teaching experience as well as during the experience. In most situations the student will be free from all class responsibilities several days before the final block practice in order to work on lesson planning. At this time the student will work with the subject matter specialist, education lecturer, and cooperating teacher, in order to make specific lesson plans for the teaching that is to follow.

The researcher believes both countries could profit from investigating the other's teacher education programs. The programs contain enough similarities to create interest and enough differences to make an investigation worthwhile.

NEED FOR FURTHER RESEARCH

The results of this study, as well as those reported in the survey of literature related to this study, indicate

that further research is needed in the field of student teaching in England. The following statements represent some of the issues and questions that should be resolved through further research in this area.

1. There is a need for another study such as this one in which the investigator should have an opportunity to spend at least a year investigating student teaching. In this way all phases of the program could be seen in operation.
2. What portion of the three year training college course should be spent in student teaching? Should everyone be required to have the same length of time for his student teaching experience or is it possible some students might profit from more or less time spent in student teaching than prescribed by the existing program? Do such factors as age, past job experiences, grade or subject preparing to teach, or marital status have a bearing on this?
3. Evaluating the student teacher's performance is a complex area and needs more investigation. What factors affect the grade the student teacher receives for his teaching performance? How objective are these grades? What is being evaluated when a grade is given for student

teaching? How accurate are the assessments in forecasting the kind of teacher the student will be?

4. There is a need for investigating the effectiveness of the off-campus student teaching experience as compared to the student teaching within commuting distance of the campus. Which offers the student the better experience?
5. There is a need for a study to determine the effectiveness of the fourth year of professional training in the university departments of education. Is it doing the job it proposes to do?
6. In 1960 the teacher education program changed from a two to a three year program. This additional year was added to give depth to the existing program. Has this depth been obtained or has this third year only meant adding more course work to the program?

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APPENDIX A

INFORMATION ON SUGGESTED DIAFY ENTRIES

INFORMATION ON STUDENT TEACHING

The following is particularly intended as a guide for your observation. Collect your observations in the form of notes which can be subsequently written up fully in college.

Lesson forms.

Are all lessons taken in the same way? Regardless of subject or age of children can it be said that there is a general shape and procedure to which all lessons more or less conform, or do such factors as are mentioned above appear to result in widely differing lesson constructions? In either case comment fully and give well defined examples.

In what ways does the individuality of the teacher appear to influence the lesson?

In how many ways are:

(a) books, (b) pictures, charts, film/film strips, models, the blackboard made use of?

What pride of place is accorded to them in:

- (a) lessons on differing subjects,
- (b) lessons with children of various ages,
- (c) lessons with children of various abilities.

In what ways are the children participants in the lesson?

To what extent does the manner of participation differ from subject to subject, age to age, teacher to teacher?

Children.

With what factors leading to distraction of attention does the teacher find himself faced? Give examples and note how these factors are discounted or removed.

In any one class take notes and give examples of:

- (a) differences in rate of working from child to child,
- (b) differences in quality of work done from child to child.

Do the two inevitables go together? For example, slow worker; poor standard of attainment. Does the child who is slow/swift in work in one subject necessarily prove to be the same in other subjects?

(If you are able to do so it would be valuable to bring samples of work done by children back to college.)

Again for any one class, note:

- (a) in the classroom (b) in school but not in class
- (c) on the playground.

What indications of patterns of leadership can be observed and how are they evidenced? Is there evidence of a continuance of groupings from one situation into another? For example, from (c) to (b), or from (a) to (b) to (c).

Can you distinguish sorts of groups? For example, groups based on attainment, as opposed to groups of friends. If so, when do the different groups become more effective?

APPENDIX F

INFORMATION ON CASE STUDY OUTLINE

INFORMATION ON CASE STUDY COURSE

CHILD STUDY SCHEDULE

The purpose of this study is to show how a child behaves in many different situations, what he himself thinks and feels in these, and how the people who surround him react. It should present as complete a picture as possible of a child showing an understanding of his background, opportunities and problems. The sections below are inter-related if you attempt to see the development of the child as a whole. Reference should be made from one section to the next to see whether the findings in one challenge or explain the findings in another. There is also a close connection between this and other education essays if you show how far a child's behavior is characteristic of his age group, the opportunities offered by the school and the community etc.

A. Diary of Observations and Contact with the Child.

Dated records of conversations, visits to home and school, observations of play with other children, etc.

If contact has been too frequent to record all occasions, select those which are significant in understanding for the child. This section should provide much of the evidence for the conclusions drawn in the later sections.

E. Intellectual Characteristics.

- (a) Intelligence (verbal, non-verbal and performance tests).
- (b) Special aptitudes and defects (verbal, musical, mechanical).
- (c) Acquired knowledge; for example, level of school attainments and general knowledge through:
 - (1) Standardized tests in Arithmetic, English, etc.
 - (2) Comparison of work with others in the same class at school. Include also History, Geography, Art, Nature Study, etc.
- (d) Record of any teaching you do to improve school attainment.

C. Interests and Attitudes.

Attitude towards:

- (1) teachers, children, school work.
- (2) family and home.
- (3) himself.

Ability to cooperate with, to lead, or to follow others.

Outstanding personality qualities:

Persistence, self-confidence, cheerfulness, inferiority, aggressiveness, etc.

Interests; for example, theater, gardening, collect-

ing, reading, etc. Are these linked with favorite subjects in school?

Any unusual experience or disability which has markedly influenced a child's emotional life might be included in this section; for example, loss of parents, stammer, squint, etc.

D. Physical Development.

General appearance and posture.

Height, weight, past illnesses, etc.

Medical Officer's Report.

Quality of movements, muscular control.

E. Environmental Influences.

(a) Within the school:

Attitude of the teachers and other children towards the child.

Record of school career, especially successes and failures.

Reference to curriculum, methods and school buildings where such information would further your understanding of the child.

Cooperation of the home with the school.

(b) Within the home:

Position in the family.

Family relationships, especially attitude of parents and other members of the family towards

the child.

Economic condition; financial difficulties or any other special problem, for example, overcrowding.

Cultural background; facilities for play, parents' interests, opportunities for travel, etc.

(c) Within the neighborhood:

General characteristics, slum, urban, rural, etc.

Facilities for open-air and club activities, parks, etc.

F. General Conclusions.

What is your main impression of the child?

Is he developing satisfactorily on all sides?

What recommendations would you make about his future in home and school?

APPENDIX C

INFORMATION ON THE CONTENT OF THE ESSAY

INFORMATION ON THE CONTENT OF THE ESSAY

In the first part of this essay you should describe, with the use of tables and diagrams, the organization and setting of the school from data you have collected during your student teaching experience. The purpose of the essay is to give you some objective basis for considering the many variables to be borne in mind in thinking of a school and in planning its curriculum.

The second part gives you the opportunity to develop your own ideas in relation to one aspect of the curriculum and its application.

I. The School and Its Setting

1. The type of neighborhood: urban, suburban, industrial, etc., and amenities in the area.
2. The Children.
 - (a) Number of pupils
 - (b) Socio-economic background
 - (c) Size of family
 - (d) Range of ability
3. School Organization, the curriculum, and time schedule.
 - (a) Range of subjects offered
 - (b) Time allocation for each subject for one class

- (c) Points which were considered in planning the time schedule
- (d) School organization; for example, setting, streaming, mixed ability groups, etc.
- (e) Methods of delegation of responsibility to children; for example, monitors, form captains, prefects, school council, etc.
- (f) Staffing ratio and size of classes
- 4. Extra-curricula activities.
 - (a) Societies and Sports
 - (b) Contact with parents, P.T.A.
 - (c) School functions
- 5. The Building.
 - (a) Approximate date
 - (b) Type (with sketch plan)
 - (c) Advantages and difficulties arising from this type of building
- 6. School objectives.

II. Choose one aspect of the curriculum; for example, English, Mathematics, Art and Craft, Geography, etc. Plan a year's syllabus of your own for ONE of the age groups you taught, imagining a school in a similar setting.

Suggest alternative methods of teaching the material in this syllabus to the children and discuss the

advantages and disadvantages of these varying approaches.

APPENDIX E

EXAMPLES OF EVALUATION FORMS

STUDENT TEACHING REPORT

Name of Student.....

TRAINING COLLEGE

Student Teaching

 School

Class

Date

Subject

Preparation and Notes

Manner and Speech

Teaching Matter and Method

Suggested Teaching Mark	
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 Signed.....
 College Supervisor

CONFIDENTIAL. Please return to.....
 College Supervisor

REPORT ON STUDENTS' CLASS TEACHING

NAME..... DATE.....

Comments on the following lines would be useful:

Contact with and interest in children. General
 manner and voice. Class control. Preparation and presen-
 tation and questioning. Timing and organization. Use of
 blackboard and illustrations.

Signed.....
 Cooperating Teacher

School.....

STUDENT TEACHING PRACTICE

Class Teacher's Report to Headmaster on the work
of.....(name of student)

Remarks

1. Preparation
2. Speech
3. Knowledge of Subject
4. Use of Teaching Aids
5. Relations with Children
6. Cooperativeness
7. Promise as a Teacher

Signature.....

STUDENT TEACHING PRACTICE REPORT

Student..... Grade*.....
 School..... Department.....
 Dates of teaching practice, from.....to.....
 Number of sessions absent... Class and age-range taught...

GENERAL REPORTSummary

Date..... Signed.....
 Headmaster

*A - Very Good	C - Average	E - Very weak
B - Above Average	D - Below Average	

STUDENT TEACHING PRACTICE REPORT

Student..... Assessment.....
 School..... Department.....
 Dates of teaching practice, from.....to.....
 Number of sessions absent... Class and age-range.....

Preparation

Voice and Hearing

Contact with class
 & individuals

Children's work

Teaching ability

Signed.....
 College Supervisor

REPORT ON STUDENT TEACHER

Name of School

Name of Headmaster

Name of Classroom Teacher

Name of Student

The headmaster is asked to assess on a 5 point scale, and to add comments if necessary.

A	B	C	D	E
Well above average - outstanding	Above average	Average	Below average	Well below average - poor

If a headmaster has more than 1 student he might for the sake of comparison write about or rate all the students under one heading before going on to the next heading.

1. Preparation (a) Schemes, lesson notes
(b) Apparatus, aids, etc.
2. Power of stimulating pupil interest.
3. Development of lesson, power of explanation in more formal type lessons.
4. Questioning, and ability to secure cooperation of children in more formal type lessons.
5. Ability to indicate the lines of approach and to get children actively finding out or doing for themselves in more informal lessons; for example, drama, library period.
6. Ability to supervise and help children to develop individually in skills and in productive work in laboratory, work room, craft-room, gymnasium, etc.

7. Facility shown in incidental revision, consolidation, summarizing.
8. Sensible use of teaching aids, blackboard, film strip or movie projector, tape recorder, prepared diagrams, models, etc.
9. Knowledge of, and skills in, subject matter shown in the fields he professes to teach.
10. Speech (a) articulation, sentence structure
(b) narrative power
11. Quality of pupil-teacher relationships
12. Cooperation with Headmaster and staff
13. Reliability
14. Special points of strength and weakness.

HEADMASTER'S REPORT ON STUDENT TEACHING

Date of Practice	Name of School	Name of Student
<u>Report on Contact with Children</u>		
<u>Report on Methods of Teaching</u>		
<u>General Comments</u>		

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