

Student teaching in home economics: A team approach

By Eleanore Vaines

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Research has indicated that the relationships among the student-teacher, the sponsor-teacher and the university faculty advisor may be the most influential forces in the preparation of the neophyte teacher. In this paper I should like to present some general guidelines for this professional team. The student teaching experience can be the most positive and exciting opportunity in which the student participates during the whole of her five years of undergraduate preparation. Most are eager for it, yet are frightened by the prospects. Establishing a sound basis for a team approach is important for the student's development. These relationships can affect not only the students' success in their fifth year education program but also can have lasting effects on their attitudes toward the profession of teaching home economics.

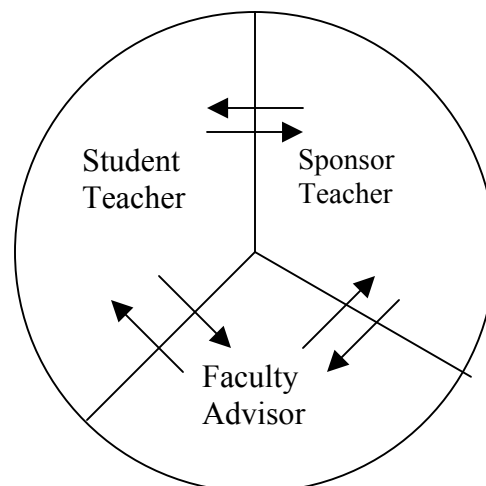
Mutual respect is the first key to a growing dynamic professional relationship. This cannot be stressed enough, I feel. If mutual respect is lacking, no matter how 'perfect' the situation, the student-teaching experience tends to be less meaningful for *all* the persons involved. This means that the team members are both giving to and receiving from each other and valuing each other's contributions. It is important that the dignity and worth of each person in this professional endeavor be recognized.

The second key to promoting sound working relationships is that the team members learn to talk to one another openly and honestly as well as actively *listen* to each other.

The student-teaching experience could open doors to opportunities for professional growth. Encouragement, praise, sharing ideas, problems and concerns, for instance, could be a source of inspiration and stimulation for all.

Honest mutual respect and taking the time and opportunities to keep the channels of communication open are primary for any human relationship. This is especially important for a beneficial and satisfying professional team relationship. One way that the relationships might be illustrated is as follows:

RESPECT = R →
COMMUNICATION = C →



1. THE DIVISION OF STUDENT-TEACHING

The Division of Student Teaching in the Faculty of Education publishes a booklet you have received if you had the privilege of having a student-teacher. It is entitled *To the Sponsor Teacher*, and I quote briefly from page 2:

'The students in this program are entering their professional year in the Faculty. This means that:

- a) their course work during the coming year is almost exclusively in Education, including methodology

in the various subject fields;

b) upon completion of this year, they are eligible for a teaching certificate;

c) they have had, almost without exception, at least four years of University work before this year, and many have had more.

'In general, these students should be somewhat more mature than students in earlier years; also, they should have a somewhat wider background of academic knowledge upon which to draw. However, experience leads us to suggest that even in this group of students you will find particularly at first, marked differences in poise and confidence, in their acceptance of responsibility, and in their initiative.'

II. THE FACULTY ADVISOR

The basic reason for having such a position as Faculty Advisor would imply that what is being 'supervised' can be more effective and/or better implemented if there is an objective observer. The general aim of such an observer is to offer systematic and continuous effort to encourage and direct self-activated growth so that the student-teacher is increasingly effective in contributing to the achievement of the recognized objectives of education. It is a means to an on-going end: To improve instruction and thereby help children to develop techniques for learning, a spirit of inquiry and some standards of excellence. 'Supervision' aims at the development of the professional worker who, free from the control of tradition and actuated by a spirit of enquiry, attacks her problems scientifically in an environment in which men and women of high professional ideals may live a vigorous, intelligent, creative life.

Competent supervision does not merely aid persons to solve their unique problems; "it provides the conditions under which all may participate as 'free agents' in the solution of common problems. So, then, the primary function of supervisors of all types is creative, helpful leadership, plus encouragement and recognition of leadership in any other person either on the professional staff or among the community participants. Supervision and supervisors should stimulate, encourage, give aid and set up conditions wherein all may study and learn with security.

III. THE SPONSOR TEACHER

The Sponsor-Teacher Evaluates Herself

Have I:	Yes	No
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1. Accepted the student teacher as a co-worker?
 2. Helped the pupils in accepting her as their teacher?
 3. Accepted her where she is in her particular stage of development?
 4. Been specific as to what I expect of her?
 5. Helped her recognize ways individual pupils differ?
 6. Helped her to see the place of home economics in the total school program?
 7. Planned sufficient experiences for her to become acquainted with the school and community?
 8. Planned her program with her?
 9. Been willing to make necessary changes in her program?
 10. Allowed enough time for conferences and guidance?
 11. Provided opportunity for her to try out ideas?
 12. Provided the necessary opportunities for her to develop her leadership abilities?
 13. Given her sufficient constructive criticism?
 14. Given sincere praise when deserved?

15. Helped her to see her strengths and weaknesses?
16. Set a good example as a teacher? (for example 'a good teacher remains a good student')
17. Been accepted by her?
18. Gained some new ideas from her?
19. Helped her to see the satisfactions that come from teaching?
20. Participated in periodic and final evaluation of her progress and effectiveness as a teacher?
21. Encouraged the development of professional ethics, attitudes and responsibilities
22. Done my part. to maintain some coordination between work done in the university and in the teaching center?
23. Provided opportunity for the minimum number of required hours in the four kinds of teaching experiences, i.e., observation, assisting, directed teaching and independent teaching?
24. Called her attention to professional meetings?

The sponsor-teacher is a vital member of the team. She is the link between the concepts taught in the university setting and the “realities” and action of the classroom environment. The student-teacher has the opportunity to bring together all of her previous experiences through the sponsor-teacher's encouragement and direction. Providing the atmosphere and guidance for the student to change, and to become a professional teacher is the major goal of the role of the sponsor-teacher.

IV. THE STUDENT-TEACHER

The student-teacher has many responsibilities as the guest in a school, as a beginning teacher, and as a student. The pressures and expectations from all sides are many. It is, however, a time that can offer growth, excitement and professional opportunities as never before.

The Lesson Plan

The student-teacher is required to prepare lesson plans for the classes she will teach during her practicum* These should be handed to the sponsor teacher in *advance* of the lesson that is to be taught. How long in advance is up to the two team members most directly involved -- the sponsor-teacher and the student teacher. All lesson plans should be kept in separate class folders, with the most recent lesson on top.

These should be available for the faculty advisor when she visits.

Routines of the Classroom

Every school and every home economics teacher has developed some routines that must be adhered to by the student-teacher. The sponsor teacher and the student teacher need to discuss these expectations thoroughly during the observation - orientation period. Foods laboratory coverings, approximate, time of arrival in the morning and departure in the afternoon, management of routines in clean-up, and so forth, should be made very explicit at the beginning of the student-teaching experience.

The student-teacher should become acquainted with:

- the classroom, its plan, and why it is set up in a particular way (storage, for instance);
- the methods of making and keeping year, unit and lesson plans;
- the methods of taking attendance, keeping pupils up-to-date;
- methods of evaluation in practical areas and in the knowledge sections of each course, grading and reports;

- some examples of specific learning experiences,
- methods of keeping inventory;
- class textbooks and the teacher's reference materials;
- methods of ordering food supplies, cleaning and storing and the records that are kept;
- methods of pattern selection and ordering;
- methods of requisitioning repairs, equipment, supplies;
- methods of budgeting department funds, keeping petty cash, etc.;
- extent of teacher-pupil planning and teacher-pupil evaluation;
- examples of resources, visual aids and pamphlets that might be helpful.

These are some of the many things with which the student-teacher should become familiar during her practicum experiences. Teaching is more than just presenting some material to pupils. Each member of the team must help the student teacher become aware of the many details as well as of the total responsibilities and organization required of a professional, teacher.

V. TEAM GOALS FOR THE STUDENT TEACHER

It is important that the team members keep a realistic perspective of the student-teaching experience. In a week's practicum it is difficult to have the time to cope with all the possibilities of the situation. It might be constructive for the student-teacher to evaluate, with her sponsor-teacher and faculty advisor, what has been accomplished and to set up goals to work toward on the next practicum experience.

The overall objective of the student teaching experience is to present opportunities whereby an individual student-teacher's unique human Potential in a particular role can be encouraged. Each student will develop her own 'style' of teaching. The student's teaching experiences -- supervision, discussion, development, expectations -- should be considered on an *individual* basis at all times.

The students with whom we work today are our colleagues tomorrow. A relationship built on mutual respect and honest communication (both giving and receiving) is important groundwork from which a growing, concerned, imaginative profession evolves.

Some Suggested Readings

1. *40 Ways to Teach in Groups*, by Martha Leypoldt. Valley Forge, Pa.: The Judson Press, 1967.
2. *Classroom Questions: What Kinds*, Norris M. Sanders. New York: Harper and Row, 1966.
3. *Concepts and Generalizations: Their Place in the High School Home Economics Curriculum*. The American Home Economic Association, 1600 - 20th Street, N. W., Washington, D. C. 20009. (\$2.00)
4. *Education and Ecstasy*, by George B. Leonard. New York: Delacorete Press. 1968.
5. *Improving the Teaching of Home Economics*, by Henrietta Fleck. New York: Macmillan, 1968. (Text for Home Economics Curriculum and Instruction at the University of British Columbia.)
6. *New Horizons for the Teaching Profession*, by Alex Perrodin. Chicago: Rand-McNally, 1966.
7. *Planning Functional Facilities for Home Economics Education*. U.S. Department of Health, Education and Welfare. Office of Education OE 83015, Special Publications #12, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.(45¢)
8. *Problem Solving in the Classroom*, by Bryce Hudgins. Toronto: Collier-Macmillan, 1967.

9. *Suggestions for Beginning Home Economics Teachers*. A five-part series. Home Economics Council, The Alberta Teachers' Association., Barnett Housel 11010 - 142nd Street, Edmonton, Alberta. September 1967.
10. *Teacher Self-Evaluation*, by Ray Simpson. Toronto: Collier Macmillan, 1966.
11. Hyman, Ronald, ed. *Teaching: Vantage Points for Study*. New York: J. B. Lippincott, 1968.
12. *Teaching Without Tears*, by Jenny Gray. Palo Alto, California: Fearon Publishers, 1968.
13. *Techniques for Effective Teaching*. Department of Home Economics, National Education Association, 1201-16th Street, N.W., Washington, D.C., 20036 (80¢)
14. *The Authentic Teacher*, by Clark Moustakas. Cambridge, Massachusetts: Howard A. Doyle Publishing Company, 1966.
15. *The Changing Mission of Home Economics*, by Earl McGrath and J4 T. Johnson. Institute of Higher Education. Teachers College Press, Teachers College, Columbia University, New York, 1968.
16. *The Professional Education of Teachers*, by Arthur W. Combs. Boston: Allyn and Bacon, 1965.
17. *One Role of the Teacher in the Classroom*, by Edmund Amidon and Ned A. Flanders. Minneapolis: Amidon and Association, 1963.
18. *The Student Teacher Reader*, by Alex Perrodin. Chicago: Rand McNally, 1966.
19. 'Who's In Charge Here? Fixing Responsibilities for Student Teachers. A discussion paper. One copy free. National Commission on Teacher Education and Professional Standards, 1201-16th Street N.W., Washington, D.C. 20036 (Stock no. 521-15740)