

**PRACTICE TEACHING PROGRAMS  
IN CANADIAN COLLEGES AND UNIVERSITIES**

Thesis written in partial  
fulfillment of the requirements for  
the degree of Master of Arts.

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## INTRODUCTION

### Limits of the Study

This study has been undertaken to provide, under one cover, a description of practice teaching throughout Canada as well as to express an informed opinion concerning the essentials of a suitable practice teaching program. To prevent the work from becoming unwieldy, it was necessary to set limits concerning the sources from which the necessary information should be drawn. It was determined that only those institutions whose primary language of instruction was English and which grant the Bachelor of Education degree or its equivalent should be dealt with. Twenty-one such institutions presently fall within these limits.<sup>1</sup> Unfortunately, the necessary information has not been obtained from two of these.<sup>2</sup> A third less strict line was drawn between practice teaching programs devoted to training secondary school teachers and those concerned with elementary education. For the most part, the programs described are those dealing with students aspiring to secondary school teaching. Where it was necessary to write of practice teaching in elementary schools, explicit reference is made to this fact.

In addition, not all the aspects of programs at these institutions are dealt with. However, an attempt is made concerning the essential elements of each. The intention is to deal with the following aspects of a practice teaching program: (1) time spent in both observation and practice teaching, (2) supervision of student teachers by university staff, (3) reports of cooperating teachers, (4) evaluation of student teachers, and (5) classes and texts relating to the practice teaching program. In every case, information covering these five points was not always available. In others, much more than this is readily obtainable and has been presented in respect of its importance.

### Terminology

An attempt is made to write in the terminology used at the college or university being discussed. This should not present any great difficulty to the reader. The cooperating teacher is most frequently referred to in different terminology. In this study assisting teacher, critic teacher, receiving teacher, sponsor teacher, sponsoring teacher, supervising teacher, and teacher counsellor are used synonymously with cooperating teacher, which is simply defined as a teacher who admits student teachers into his classroom for observation and practice.<sup>3</sup>

## Appendix

The appendix is a collection of forms used in the observation and evaluation of student teachers.

### Appreciation

Without the cooperation of those who are in charge of the practice teaching programs described, such a study would not have been possible. The correspondence received in this connection is greatly appreciated and indicated in the Bibliography along with other correspondence which was not used directly but proved very useful.

### FOOTNOTES

<sup>1</sup>Canadian Universities Foundation, First-Degree Courses at Canadian Universities and Colleges 1963-64 (Ottawa: The Foundation, June, 1963).

<sup>2</sup>Mount Allison University, Sackville, New Brunswick and Notre Dame University of Nelson, Nelson, British Columbia.

<sup>3</sup>The Alberta Teachers' Association, Handbook on Internship, Part I: General Concepts (Edmonton: The Association, March, 1963), p. 13.

**PART I**

**A DESCRIPTION OF PRACTICE TEACHING PROGRAMS  
AT SOME CANADIAN COLLEGES AND UNIVERSITIES**

## CHAPTER I

### BRITISH COLUMBIA

#### University of British Columbia

The University of British Columbia offers two programs of study leading to a Bachelor of Education degree--an elementary program consisting of four years of study and a secondary program requiring five years.<sup>1</sup> A single year of professional courses for graduates leading to a Bachelor of Education has been discontinued.<sup>2</sup> Candidates who are already registered for this degree are allowed to complete their program, but must do so before October, 1964.<sup>3</sup>

In general, student teaching requirements for both the elementary and secondary programs are divided into three cycles annually, one each of eight weeks in the fall and spring terms and a post-sessional three week block.<sup>4</sup> The fall and spring cycles are carried out at schools in the metropolitan area of Vancouver, while the latter three week period may be undertaken at any school of the student's choice throughout British Columbia, usually excluding the metropolitan areas.<sup>5</sup> These cycles are not required in every year of the two



programs.<sup>6</sup>

Specifically, the elementary program requires the following: First year--one-half day a week for eight weeks in each of the fall and spring terms. Second year--one full day a week for seven weeks followed by one full week in the fall and one full day a week for six weeks followed by two complete weeks in the spring, as well as a post-sessional period consisting of at least three weeks. Third and fourth years--field trips and special studies associated with major courses are undertaken and post-sessional teaching practice may be arranged.<sup>7</sup>

The secondary program requirements are: First year--none. Second year--one-half day a week for eight weeks in each of the fall and spring terms. Third year--none. Fourth year--a post-sessional period consisting of two complete weeks. Fifth year--one full day a week for seven weeks followed by one full week in the fall and one full day a week for six weeks followed by two complete weeks in the spring, as well as a post-sessional period consisting of a minimum of three complete weeks.<sup>8</sup>

The student teachers are gradually worked into the sponsoring teacher's schedule. Observation of the

This group meets with a Faculty member, who is termed an Advisor, for one hour each week to discuss the school experiences of the group. He is then required to follow the students into the schools in order to assist in every way possible.<sup>13</sup> To this end, informed Faculty Advisor--Sponsor Teacher conferences are held as they can be conveniently arranged.<sup>14</sup> A minimum of two visits are made by the Advisor while the student is teaching.<sup>15</sup>

The Faculty Advisor's reports are summarized on a provided form<sup>16</sup> and are given to the Director of Student Teaching. These reports along with those received from Sponsor Teachers are brought before the complete Faculty for final adjudication. In coming to a decision, the Faculty members tend to place some emphasis on the report of the Faculty Advisor.<sup>17</sup> The granting of a degree is dependent upon a satisfactory performance in practice teaching.<sup>18</sup>

Each student teacher is required to purchase and use a Laboratory Work Book for Student Teachers. This work book has been designed by the staff of the Faculty and College of Education at the University of British Columbia and serves as a point of departure for discussions at seminars.<sup>19</sup> Besides providing the students with information and directives regarding

their practice teaching, the work book is used as a binder for the insertion of the following material on a regular basis: (1) plans of all lessons taught, (2) preview of the work to be covered in a block period, (3) an up-to-date record of accomplishments, (4) self-evaluations for each cycle, (5) brief accounts of each demonstration lesson<sup>20</sup> observed, (6) suggestions for future use as a teacher, and (7) a log of lessons taught.<sup>21</sup>

#### University of Victoria

There are two Bachelor of Education programs offered at the University of Victoria. The first is a four-year program in the elementary teaching field and the second is a five-year program in the field of secondary education.<sup>22</sup> The practice teaching requirements<sup>23</sup> are practically identical with those of the University of British Columbia.<sup>24</sup>

During the regular session students are usually observed by a Faculty member every third day the student teachers. In the two and three-week periods each student is visited at least twice. Weak students are observed on a more frequent basis.<sup>25</sup>

Cooperating teachers report to the University at stated intervals on the progress of student

teachers.<sup>26</sup> A particular form<sup>27</sup> is issued for this purpose. These forms are not shown to students nor are any of the ratings thereon divulged. Rather, the general nature of the student's work is discussed with him.<sup>28</sup>

Student teachers attend a weekly seminar in groups of between fifteen and twenty. At these meetings all aspects of teaching are discussed. In addition, the results of practice teaching as indicated by the analysis form are discussed privately by Faculty members with each student of his group.<sup>29</sup>

There is no prescribed text for the practice teaching program. Pertinent mimeographed materials are issued from time to time<sup>30</sup> and laboratory work books are required.<sup>31</sup>

The granting of a degree is dependent upon satisfactory performance in practice teaching.<sup>32</sup>

#### FOOTNOTES

<sup>1</sup>The Faculty of Education of the University of British Columbia, 1963-1964, p. 355.

<sup>2</sup>Ibid., p. 364.

<sup>3</sup>As this program is being phased out no information concerning it will be offered in this description.

<sup>4</sup>Letter from C. W. Truax, Director of Student Teaching, Faculty and College of Education, The University of British Columbia, September 16, 1963.

<sup>5</sup>Laboratory Work Book for Student Teachers,  
Faculty and College of Education, University of  
British Columbia, September, 1959, p. 2.

<sup>6</sup>The Faculty of Education of the University  
of British Columbia, 1963-1964, p. 359

<sup>7</sup>Ibid.

<sup>8</sup>Ibid.

<sup>9</sup>To the Sponsor Teacher, Division of Student  
Teaching, Faculty and College of Education, The  
University of British Columbia, "n.d.", p. 3.  
(Miscographed.)

<sup>10</sup>Appendix, pp. 86-89.

<sup>11</sup>Appendix, pp. 90-93.

<sup>12</sup>To the Sponsor Teacher, p. 3.

<sup>13</sup>Letter from G. W. Truax.

<sup>14</sup>To the Sponsor Teacher, p. 4.

<sup>15</sup>Letter from G. W. Truax.

<sup>16</sup>Appendix, p. 94.

<sup>17</sup>Letter from G. W. Truax.

<sup>18</sup>The Faculty of Education of the University  
of British Columbia, 1963-1964, p. 359

<sup>19</sup>Letter from G. W. Truax.

<sup>20</sup>Demonstration lessons by closed circuit  
television are arranged during the year. (Student  
Teaching Programme - 1963-1964, Division of Student  
Teaching, Faculty and College of Education, The  
University of British Columbia, p. 1.)

<sup>21</sup>Laboratory Work Book for Student Teachers,  
pp. 8-15.

<sup>22</sup>The University of Victoria, Calendar 1963-64,  
Victoria, British Columbia, pp. 86-89.

<sup>23</sup>Ibid., p. 87.

<sup>24</sup>Supra, pp. 5-9.

<sup>25</sup>Letter from George A. Brand, Supervisor of Practice Teaching, Faculty of Education, University of Victoria, October 1, 1963.

<sup>26</sup>Ibid.

<sup>27</sup>Appendix, pp. 95-97.

<sup>28</sup>Notes on the Use of Our Analysis Form, Faculty of Education, University of Victoria, "n. d.", p. 3. (Mimeographed.)

<sup>29</sup>Letter from George A. Brand.

<sup>30</sup>Ibid.

<sup>31</sup>The University of Victoria, Calendar 1963-64, p. 87.

<sup>32</sup>Ibid.

## CHAPTER II

### ALBERTA

#### University of Alberta

The University of Alberta offers four years of undergraduated courses and one year of courses, for holders of approved degrees, leading to the Bachelor of Education degree. Various programs suited to the interests of the students are provided within this framework.<sup>1</sup> All candidates are supposed to spend one hundred hours in observation and practice teaching. However, the exact amount done differs slightly from program to program.<sup>2</sup> Such requirements are met by the undergraduates in the second of their four years.<sup>3</sup> These one hundred hours are into three separate weeks and the students attend public or separate schools for one-half of each day during the week. An attempt is made to give practice teachers one week at the upper elementary grade level (grades 4-6), one week at the junior high level (grades 7-9), and one week at the senior high level (grades 10-12). Furthermore, opportunity is afforded for these students to teach in their chosen subjects.<sup>4</sup>

A great deal of responsibility is placed on the cooperating teacher to determine the amount of time the student should spend in actual teaching. However, the University encourages cooperating teachers to make it possible for each student teacher to teach a total of twenty to twenty-five hours.<sup>5</sup>

Each student teacher is assigned to a faculty consultant who is responsible for observing the student twice per week of practice teaching or approximately five to six times during the year. Many faculty consultants render this service conscientiously, others find it difficult to devote this much time to supervision of student teachers.<sup>6</sup>

After each week of student teaching an evaluation of the student's work is made by both the cooperating teacher and the faculty consultant. This means that by the end of the third week there is a minimum of six separate evaluations on a student's file.<sup>7</sup> Evaluation forms are provided by the University. Those used by the cooperating teacher are comprehensive and deal for the most part with a specific lesson. They also attempt to reach a high degree of objectivity.<sup>8</sup> Evaluation cards, which are of a briefer nature but are also pointed specifically to the matter



of classroom teaching are used by the faculty consultants.<sup>9</sup> Percentage gradings are assigned by the student teaching committee at the end of the university year.<sup>10</sup>

Each student must keep a record of his practice teaching experiences. There are a number of things required to complete this record. The first is the "observation of cooperating teacher". This may be organized under a number of separate headings, e.g., teaching techniques, planning, discipline, materials, etc. It is meant to provide the student teacher with a useful set of notes which he may take with him to his own classroom teaching. Secondly, all lessons taught must be accompanied with carefully prepared lesson plans. These are to be assembled here along with plans for extended units of work organized and carried out by the student teacher. Thirdly, a section must be devoted to self-evaluation. Fourthly, log sheets are provided for insertion in this record and include lessons observed, lessons taught, other activities, individual and/or group conferences, along with a personal data sheet covering information concerning and the experience of the student teacher. Finally space is provided for written comment by the

cooperating teacher and the faculty consultant.

These remarks should relate directly to the lessons taught by the student and should be a supplement to conferences held with these two "supervisors".<sup>11</sup>

No formal classes are held in conjunction with student teaching. Faculty consultants are encouraged to hold frequent individual and group conferences with their consultees.<sup>12</sup>

No texts are used as guides. Each student is provided with a bibliography of books on practice teaching and a handbook prepared for student teachers by the Faculty of Education.<sup>13</sup>

In Alberta, all pre-service education of teachers is the responsibility of the University of Alberta and student teaching is required of all persons for certification purposes. To facilitate the requirements cooperating teachers are paid a small honorarium by the University.<sup>14</sup>

#### FOOTNOTES

<sup>1</sup>University of Alberta, Calendar 1963-64, Edmonton, Alberta, pp. 258-274.

<sup>2</sup>Letter from S. A. Earl, Supervisor of Student Teaching, Faculty of Education, University of Alberta, January 25, 1963.

<sup>3</sup>University of Alberta, Calendar 1963-64, pp. 258-270.

<sup>4</sup>S. A. Earl, Student Teaching B. Ed. Program  
Secondary Route 1962-63: Prepared for Student Teachers  
(Edmonton: Faculty of Education, University of Alberta,  
1962), p. 1. (Mimeographed.)

<sup>5</sup>Letter from S. A. Earl.

<sup>6</sup>Ibid.

<sup>7</sup>S. A. Earl, op. cit., p. 11.

<sup>8</sup>Appendix, pp. 98-105.

<sup>9</sup>Appendix, pp. 106-107.

<sup>10</sup>S. A. Earl, op. cit., p. 11.

<sup>11</sup>Ibid., p. 8.

<sup>12</sup>Letter from S. A. Earl.

<sup>13</sup>Ibid.

<sup>14</sup>Ibid.

## CHAPTER III

### SASKATCHEWAN

#### University of Saskatchewan

The University of Saskatchewan offers a four-year course leading to a Bachelor of Education degree with various programs suited to the interests of the students.<sup>1</sup> In the program for secondary school teachers practice teaching requirements are as follows:

As in the case of students following the Elementary School or General Bachelor of Education programs, a minimum of six weeks of practice teaching is required. Full time practice teaching will, however, be scheduled only for a two-week period after the close of sessional examinations in year III, and a two-week period following sessional examinations in year IV. The remainder of the requirement will be met by scheduled half days of teaching in years III and IV.<sup>2</sup>

Students observe and teach each day instead of observing for several days and then teaching the remaining time. Observation takes up about twenty per cent of the time each day; the rest of the time is devoted to teaching, supervising students, checking seatwork, assisting, etc.<sup>3</sup>

Cooperating teachers report to the University

on student teachers. This rating is taken into account by the supervisor from the College of Education, who assigns a definite mark.<sup>4</sup>

The methodology classes are so arranged as to prepare the students for their practice teaching. Students working in the program for elementary school teachers use R. A. Oliver's Effective Teaching<sup>5</sup> as a guide.<sup>6</sup>

There is no government regulation requiring any stated time for practice teaching. Each teacher training institution sets its own policy.<sup>7</sup>

#### FOOTNOTES

<sup>1</sup>University of Saskatchewan, General Calendar 1963-1964, Saskatoon, Saskatchewan, pp. 282-290.

<sup>2</sup>Ibid., p. 286.

<sup>3</sup>Letter from A. A. Cameron, Assistant Professor of Education, College of Education, University of Saskatchewan, January 11, 1963.

<sup>4</sup>Ibid.

<sup>5</sup>Robert A. Oliver, Effective Teaching (Toronto: J. M. Dent and Sons (Canada) Limited, 1962).

<sup>6</sup>Letter from A. A. Cameron.

<sup>7</sup>Ibid.

## CHAPTER IV

### MANITOBA

#### The University of Manitoba

The Faculty of Education of the University of Manitoba does not require students to do practice teaching for successful completion of their Bachelor of Education and Bachelor of Pedagogy degrees. Admission requirements to these programs include an interim or permanent teaching certificate which assures that the candidate has successfully completed a practice teaching program or has some experience as a teacher.<sup>1</sup> There is offered a full year of intramural training leading to a Certificate in Education awarded by the University. The minimum academic requirement for admission is complete third year in Arts or Science, or equivalent standing in other Faculties.<sup>2</sup> Students enrolled in this program must complete eight full weeks of practice teaching, divided into four two-week periods. Of these eight weeks, it is estimated that about fifty percent of the time is spent in observation and fifty percent in teaching. Staff members of the Faculty of Education observe each student

twice during a two-week period.<sup>3</sup>

The cooperating teachers report on the student teachers, using a provided form. This form was recently revised. The previous one was a rather comprehensive three-page report<sup>4</sup> which was replaced by a much simpler single sheet.<sup>5</sup> The revised form of a simpler nature has been found to be more effective in obtaining useful evaluations. These reports along with those of the Education staff are gone over carefully at staff meetings following each practice teaching period. A "subjective" estimate is arrived at for each student and they are graded over a range from forty-five percent to eighty percent.<sup>6</sup>

Student teachers are required to keep a formal log book which is kept in three sections: (1) Observations, (2) Lesson Plans, (3) Ideas on Classroom Management and Teaching Methods. This record is submitted following each two-week period and evaluated as part of the practice teaching mark.<sup>7</sup>

There are no specifically authorized texts for this program but the preparation of a manual is being considered.<sup>8</sup>

The provincial government of Manitoba accepts the University's program for the certification of teachers.<sup>9</sup>

### Brandon College

Brandon College is affiliated with the University of Manitoba.<sup>10</sup> For practical purposes their student teaching program may be considered identical with that of the University.<sup>11</sup> However, there are some minor points worthy of consideration.

Firstly, the students have at least one (as opposed to two<sup>12</sup>) visits from a college supervisor during each practice teaching session.<sup>13</sup> Secondly, supervising teachers report on a provided form that is somewhat different from the one used by the University. Thirdly, students are not required to keep a formal log book<sup>14</sup> but rather are requested to retain their lesson plans for possible examination by the College staff.<sup>15</sup> Finally, a copy of Effective Teaching<sup>16</sup> is expected to be in the possession of all student teachers.<sup>17</sup>

There are undoubtedly many more distinctions that could be made. These are presented as being perhaps more relevant than others and as a means of showing that differences do exist.

### FOOTNOTES

<sup>1</sup>The University of Manitoba, General Calendar 1963-1964, Winnipeg, Manitoba, pp. 315-316.

<sup>2</sup>Ibid., p. 312



<sup>3</sup>Letter from J. M. Brown, Dean, Faculty of Education, The University of Manitoba, January 11, 1963.

<sup>4</sup>Appendix, pp. 108-110.

<sup>5</sup>Appendix, p. 111.

<sup>6</sup>Letter from J. M. Brown.

<sup>7</sup>Practice Teaching Secondary Programme, Faculty of Education, University of Manitoba, "n. d.", pp. 1-4. (Mimeographed.)

<sup>8</sup>Letter from J. M. Brown.

<sup>9</sup>Ibid.

<sup>10</sup>Brandon College, Annual Calendar 1963-1964, Brandon, Manitoba, p. 1

<sup>11</sup>Ibid., pp. 72-76.

<sup>12</sup>Supra, p. 20.

<sup>13</sup>Letter from Wm. Peters, Assistant Professor, Faculty of Education, Brandon College, October 22, 1963.

<sup>14</sup>Supra, p. 21.

<sup>15</sup>Letter to all receiving teachers from W. W. McOutcheon, Dean, Faculty of Education, Brandon College, "n. d." (Mimeographed.)

<sup>16</sup>Robert A. Oliver, Effective Teaching (Toronto: J. M. Dent and Sons (Canada) Limited, 1962).

<sup>17</sup>Letter from Wm. Peters.

## CHAPTER V

### ONTARIO

#### University of Toronto

The Ontario College of Education of the University of Toronto trains candidates for certificates as teachers and in particular for Provincial certificates as teachers in secondary schools.<sup>1</sup> The Bachelor of Education is considered a graduate degree.<sup>2</sup> Nine weeks of practice teaching are required of students to successfully complete their training leading to high school certificates. This program is undertaken a single week at a time -- three during the fall term and six during the spring term. Student teachers are excused from the regular College exercises during the assigned periods of practice teaching. Students are assigned to schools by the supervisor of practice teaching and to critic teachers, singly or in pairs, by the principals of these schools. Students are assigned to one school for three weeks and to a different critic teacher each week. This means that during the program a student teacher will work in three different schools with nine different teachers. So far as

possible, students are given the opportunity to do some practice teaching in each of their selected subjects.<sup>3</sup>

Students are responsible to their critic at all times during the teaching day. They are not asked to teach on the first day, Monday, and during the rest of the week will teach at least six lessons. In addition to teaching lessons, students are expected to assist with such classroom duties as supervising seatwork, checking attendance, marking, etc., and in general to make themselves as helpful as possible to the critic. As his or her time permits, the critic will discuss the student's work with him, pointing out his merits and weaknesses and recommending steps for improvement.<sup>4</sup>

Members of the College staff observe as many student lessons as they can, and as a rule see at least one lesson by each of their students during the year. Students are expected to make an appointment to discuss their progress with the professors who have observed their teaching.<sup>5</sup>

At the end of a teaching week, the critic teacher submits a confidential<sup>6</sup> report on each of his students. The report includes a record of lessons

taught, a mark, and comments on achievement. The reports are read by the members of the staff concerned and also by the supervisor of practice teaching, who will make appointments for interviews with students who should be counselled about their progress for one reason or another.<sup>7</sup> The College values highly the reports made by the critic teachers, as along with the results of the College examinations, these reports provide the evidence on which the Department of Education must rely for awarding or withholding a student's certification to teach.<sup>8</sup> A mark below sixty percent is considered unsatisfactory.<sup>9</sup>

A student teacher is required to make six Observation Reports of a length between five hundred and one thousand words during the nine weeks of practice teaching, two based on observations made in each of the three assigned schools. A maximum of two of these reports may deal with school management but all six may deal with some aspect of classroom teaching. The reasons for these reports are: (1) making one's own record of careful, on-the-spot observations of school and classroom procedures is an excellent way to gain understanding of a teacher's work; (2) the reports will serve the student as a useful reference, especially during his first years of teaching; (3) the

reports provide the College and the critic teachers with evidence of the student's ability to observe, analyze, and evaluate procedures, to organize data and ideas, and to write clear, correct English; (4) the reports constitute part of the term work in School Management and Law. No one particular type of subject matter and organization is prescribed or suggested for the report. It is assumed that from his reading and from his college courses a student should be equipped to write an original report on a significant topic without the help of a detailed guide. A student will hand the report to the critic teacher or a school administrator if it concerns school management, who will mark it, checking mechanical errors and bad composition and making general comments, and send it to the College. It is felt that a student will benefit greatly from a discussion of his report with his critic teacher or person correcting it, and if this can be arranged without making undue demands, it is highly desirable.<sup>10</sup>

No specific classes are held as a follow-up to student teaching although individual interviews are arranged as already mentioned<sup>11</sup> and no specific text is used for practice teaching.<sup>12</sup>

The requirements of the Ontario College of Education regarding practice teaching may be considered as those of the Provincial Government. In addition, the Ontario Department of Education Act states that the Minister may make use of any school or class for student teaching and determine the rate of remuneration, if any, for the critic teacher. At present the critics are paid five dollars per student per day.<sup>13</sup> This makes it possible for a teacher who could conceivably have two students a day for nine weeks to earn an additional four hundred and fifty dollars per year.

#### University of Ottawa

One of the requirements laid down by the School of Psychology and Education for the successful completion of the degree of Bachelor in Education awarded by the University of Ottawa is a period of practice teaching under supervision.<sup>14</sup> The present minimum student teaching requirements comprise observation of actual classes given by two or three professors and at least a full week, usually more, of teaching in the fall and spring with discussions and appraisals by a supervisor from the University. The cooperation of the school principals involved regulates the possibility

of exceeding this minimum.<sup>15</sup>

FOOTNOTES

<sup>1</sup>Ontario College of Education, Calendar 1962-1963, University of Toronto, Toronto, Ontario, p. 10.

<sup>2</sup>Ibid., p. 61.

<sup>3</sup>Practice Teaching Requirements, 1962-63: For the Information of Critic Teachers and Students, Ontario College of Education, University of Toronto, p. 1. (Mimeographed.)

<sup>4</sup>Ibid.

<sup>5</sup>Ibid., p. 2.

<sup>6</sup>The student concerned does not see the report, although matters in it may be discussed with him or her by members of the school staff. (Memorandum to Principals and Critic Teachers re Critic Teacher's Reports from D. F. Dadson, Supervisor of Practice Teaching, Ontario College of Education, University of Toronto, "n.d.", p. 1.)

<sup>7</sup>Practice Teaching Requirements, 1962-63: For the Information of Critic Teachers and Students, p. 2.

<sup>8</sup>Memorandum to Principals and Critic Teachers re Critic Teacher's Reports from D. F. Dadson, p. 1.

<sup>9</sup>Ibid., p. 3.

<sup>10</sup>Memorandum for Critic Teachers and Students re Observation Reports from D. F. Dadson, Supervisor of Practice Teaching, Ontario College of Education, University of Toronto, September 8, 1961, pp. 1-2. (Mimeographed.)

<sup>11</sup>SUPRA, p. 25.

<sup>12</sup>Letter received from D. F. Dadson, Professor of Education, Ontario College of Education, University of Toronto, January 14, 1963.

<sup>13</sup>Ibid.

<sup>14</sup> School of Psychology and Education, Calendar  
1963-1964, University of Ottawa, Ottawa 2, Ontario, p. 49.

<sup>15</sup> Letter from Rev. R. H. Shevenell, Head, School  
of Psychology and Education, University of Ottawa,  
November 26, 1963.



## CHAPTER VI

### QUEBEC

#### McGill University

The program leading to the Bachelor of Education degree from the Institute of Education of Macdonald College, McGill University is a four-year undergraduate offering and is a part of the Faculty of Arts and Science of McGill University.<sup>1</sup> This four-year course actually covers five years' work. This is accomplished in part by beginning in early September and finishing long after academic courses are completed for the year at the University.<sup>2</sup>

Practice teaching involves a total of fifteen weeks over the four-year program.<sup>3</sup> Three weeks are spent in the classroom during the freshman year, a single week in January followed by two weeks in May.<sup>4</sup> The students involved are provided with a guide to aid them in the proper observation of Assisting Teachers and student reactions during their first week in the schools. It also provides material for self-evaluation and when completed is used as a basis for discussion in advisory groups<sup>5</sup> and methods classes.<sup>6</sup>

Four weeks of observation and practice teaching are required in the second year. The first two are done in September and the student teacher is chiefly concerned with school opening procedures. The second two weeks occur in May and the student deals with methods of review.<sup>7</sup> During the third year practice teaching is primarily devoted to testing and remedial teaching. The first two-week period in September is spent observing and learning diagnostic and remedial teaching methods. What is learned in September is practised in May during two weeks of classroom teaching. Class test construction, standardized testing and other projects are carried out on a half-day per week basis.<sup>8</sup> A testing and measurement assignment covers a three month period (January to March) and involves the preparation, administration and analysis of an achievement test. This is a very comprehensive task and students are assigned to work with teachers in Macdonald High School, to whose students the test will be administered.<sup>9</sup>

School internship is undertaken in the first term of the final year. It involves one full week in September followed by a half-day (afternoon) per week for six weeks in selected schools.<sup>10</sup> This is an exercise related to administrative procedures. The

mornings of the first three days during the week in September are taken up with lectures by prominent school administrators and the corresponding afternoons are spent in field trips covering school administration. For the remaining two days and six afternoons pairs of students are placed with school principals. The purpose of this internship is to provide for the student a first hand experience of administration with a view to his intelligent grasp of the philosophy and principles of educational leadership and the problems of school organization and procedures. Student teachers must keep a record, in log form, of explanations, observations and work done. This record is to be submitted periodically to the school principal for his examination as well as being available to the supervisor from Macdonald College at the time of his visit and is to be turned in to him at the end of the first term.<sup>11</sup>

The second term of the final year calls for two weeks of practice teaching in May devoted to internship in general and specialized teaching.<sup>12</sup>

Another program for potential teachers requires an undergraduate degree from an approved university for admission. It is a one year offering of advanced

courses in education and qualifies the student for a Class I Diploma granted by the Central Board of Examiners, Department of Education, Quebec.<sup>13</sup> The practice teaching requirements for this program involve spending six weeks and three days in the classroom.<sup>14</sup> First of all, three days of observation are done in October. The student is provided with a guide which directs him to see teaching from the point of view of the teacher and provides a basis for discussion during daily interviews with the Assisting Teacher. This experience should make his study and discussions of methods in his college course more objective and concrete. In addition, the student should make every effort to become acquainted with the school as a whole, by discussion with the principal and by accompanying pupils to gymnasium, music and other special classes and activities.<sup>15</sup> It is also suggested that he assist the teacher with classroom routine and outside class activities. Actual teaching is limited to one lesson on the third day.<sup>16</sup>

The remaining six weeks are divided into three periods of two weeks each. The first of these falls at the end of November and the beginning of December, the second in February and the final two weeks in May.<sup>17</sup> All students spend the initial two weeks in an

elementary school. In the remaining two periods, the student selects either high school or elementary school according to his special interest.<sup>18</sup>

An advisory group organisation has been set up as a counselling and guidance technique. It provides an opportunity for each student to have continuing personal contact with a member of the Institute's staff. Each group meets once a week for a fifty minute period. Staff advisors attempt to know the members of their groups well enough to assist them with their problems and to guide other staff members in their appraisal of a student. Consequently, advisory groups aim at an informal and relaxed atmosphere and should not become additional lectures. Meetings are chaired by students as frequently as possible and discussions are led by members of the group. The role of the advisor becomes increasingly less important as the term progresses. Following a few set topics for discussion at the beginning of a term, groups determine what subsequent subjects would be of interest to them.<sup>19</sup> In addition to their advisory function these groups offer the capacity for social, administrative and student government functions.<sup>20</sup>

All groups of students do not do practice

teaching simultaneously. As a result, staff members lecture according to schedule and supervise student teachers in time made available by the absence of the groups that are practice teaching.<sup>21</sup> Supervisors visit the classrooms while the student is teaching one or more subjects. This is followed by an interview in which the supervisor tries to teach the student with reference to the lesson observed. In order to promote learning on the part of the student teacher, schedules are arranged so that the student will generally have only one supervisor for a single period of practice teaching. Naturally, time tables do not always permit this and in such cases a second supervisor is employed.<sup>22</sup>

All evaluation reports are given to the respective group advisors. The advisor compiles each student's reports and makes a tentative rating for the period involved. He then submits these reports to a chief evaluator, a member of the Institute's staff appointed for this purpose. It is the chief evaluator's task to act as a standardizing agent. He holds interviews with advisors and supervisors and then submits a final report to a staff meeting. Anyone on the staff may recommend modification of a particular mark. When passed by the staff the marks are final.<sup>23</sup>

The Director of the Institute of Education

interviews all students who have failed Student Teaching. Doubtful students are often interviewed by the Chairman of Practice Teaching. Advisors interview all students in their group individually.<sup>24</sup> Students who have failed Practice Teaching are generally advised to withdraw from the Institute. If this advice is not heeded they are recorded as failures. At the end of each year doubtful students are either passed or failed after individual consideration.<sup>25</sup>

Since supervisors are called on to evaluate any subject that a student teacher may be teaching a Handbook of Lesson Procedures has been mimeographed. It is a compilation of jottings evolving from frequent staff meetings in which the various specialists lead a discussion on methods in his field. This handbook is revised from time to time and has become a very effective tool for evaluating student teachers.<sup>26</sup>

One of the student teachers for each five in a school is appointed Secretary of Schedules. Each student hands his teaching schedule to this Secretary, who in turn compiles a complete schedule, pertinent to his group, in duplicate--a copy each for the principal and supervisor. He has the added responsibility of acting as liaison officer between the student teachers

and the principal or supervisor.<sup>27</sup>

Introduction forms are provided to student teachers who must fill them out, in duplicate, and present one each to the principal and Assisting Teacher on the first day of each practice teaching period.<sup>28</sup>

A set of instructions appropriate to a given group is sent out to the corresponding Assistant Teachers. Each set is revised and reissued prior to each period. Assisting Teachers report on the students by means of provided forms.<sup>29</sup> In addition to the written instructions a meeting of the teachers is held whenever possible. The huge numbers involved in this particular institution have made meetings of the whole group impractical and regional meetings are now being considered.<sup>30</sup>

For many years a guide book<sup>31</sup> compiled by a committee of the staff at the Institute and Assisting Teachers was in use. It was finally discarded in favor of a few mimeographed sheets tailored to suit the particular groups of students involved.<sup>32</sup>

#### Bishop's University

The Department of Education at Bishop's University offers a one year program leading to a Class I Certificate valid for Protestant Schools in the Province of Quebec.<sup>33</sup> Up to 1961 the enrollment had been



extremely small. In fact between 1944 and 1961 it averaged nine students per year. However, recent years have seen a rapid increase in numbers and twenty-four students are registered for the current (1963-1964) academic year. If this trend continues, the program as outlined below will probably be revised.<sup>34</sup>

Fifty half-days are required for certification but the University attempts to do one hundred. A half-day means that a student spends half a day in the school and teaches at least one lesson. During non-teaching periods the student observes the cooperating teacher or assists him in the regular classroom routines.<sup>35</sup>

Students do their practice teaching every afternoon between Thanksgiving Day and mid-December, in the first term, and between mid-January and the end of April, in the second. In addition to this, lectures are cancelled for one week in February and the students are assigned to schools at a considerable distance from the University.<sup>36</sup>

Students are assigned to a regular teacher to teach a specific subject for a period of two to three weeks. Due to the small number of schools in the immediate area of the University, students are frequently assigned to the same school but to teach a different subject with another teacher. Students may also be assigned

to rural schools surrounding the area when suitable transportation can be arranged. Student teachers at Bishop's University also provide a source of substitute teachers for these rural schools.<sup>37</sup>

Cooperating teachers are generally not asked to rate the students. The University considers this too great a chore to demand of these teachers. An exception to this is the case of the rural schools. The teachers involved with student teachers at these schools are asked to fill in a simple rating sheet. Unfortunately this sheet does not provide very much information.<sup>38</sup>

The staff spends each afternoon observing student teachers. Observed lessons are discussed in lectures the following day as well as unobserved lessons and experiences which have occurred on the previous day. Students whose teaching is not considered satisfactory are not recommended for certificates.<sup>39</sup>

#### FOOTNOTES

<sup>1</sup>McGill University, Institute of Education 1963-1964, Montreal, Quebec, p. 7.

<sup>2</sup>Arthur M. Henry, "The Training of Protestant Teachers in the Province of Quebec", Paper read before a meeting of the Montreal Chapter of the Canadian College of Teachers, Montreal, Quebec, p. 7.

<sup>3</sup>Ibid.

<sup>4</sup>McGill University, Institute of Education 1963-1964, p. 24.

<sup>5</sup>Infra, p. 35.

<sup>6</sup>Student Guide to Observation (Freshman)  
Institute of Education, Macdonald College, "n. d.",  
p. 1. (Mimeographed.)

<sup>7</sup>McGill University, Institute of Education 1963-1964, p. 24

<sup>8</sup>Ibid.

<sup>9</sup>Education 310 - 320, Testing and Measurement Assignment, Institute of Education, Macdonald College, "n. d.", p. 1. (Mimeographed.)

<sup>10</sup>McGill University, Institute of Education, 1963-1964, p. 24.

<sup>11</sup>Internship of 4th Yr. B. Ed. Students, Institute of Education, Macdonald College, "n. d." (Mimeographed.)

<sup>12</sup>McGill University, Institute of Education 1963-1964, p. 24.

<sup>13</sup>Ibid., p. 9.

<sup>14</sup>Ibid., p. 24.

<sup>15</sup>Observation of Teaching by Student Teachers of the Graduate Class, The Institute of Education, Macdonald College, October, 1962, p. 1. (Mimeographed.)

<sup>16</sup>Ibid., p. 7

<sup>17</sup>McGill University, Institute of Education 1963-1964, p. 24.

<sup>18</sup>Ibid., p. 9

<sup>19</sup>Advisory Groups Programme, Institute of Education, Macdonald College, "n. d.", p. 1. (Mimeographed.)

<sup>20</sup>Letter from Arthur M. Henry, Chairman, Practice Teaching, Macdonald College, McGill University, February 20, 1963.

<sup>21</sup>Ibid.

<sup>22</sup>Supervision of Practice Teaching, The Institute of Education, Macdonald College, January, 1963. (Mimeographed.)

<sup>23</sup>Letter from Arthur M. Henry.

<sup>24</sup>Ibid.

<sup>25</sup>Notes written by Arthur M. Henry on sheet entitled Rating and Interviewing Student: Practice Teaching Supervision, Institute of Education, Macdonald College, "n. d." (Mimeographed.)

<sup>26</sup>Notes written by Arthur M. Henry on the cover of Handbook of Lesson Procedures, Institute of Education, Macdonald College, McGill University, "n. d." (Mimeographed)

<sup>27</sup>Secretary of Schedules, Division of Practice Teaching, Institute of Education, Macdonald College, "n. d.", (Mimeographed.)

<sup>28</sup>Introduction of the Student Teacher, Institute of Education, Macdonald College, "n. d.", (Mimeographed.)

<sup>29</sup>Two examples are shown in the Appendix, pp. 112-114.

<sup>30</sup>Letter from Arthur M. Henry.

<sup>31</sup>Guidebook for Observation and Practice Teaching (Montreal: The School for Teachers, Macdonald College, McGill University, 1952). (Mimeographed.)

<sup>32</sup>Letter from Arthur M. Henry.

<sup>33</sup>Bishop's University, The Calendar 1964-65, Lennoxville, Quebec, p. 58.

<sup>34</sup>Letter from J. D. Jefferis, Department of Education, Bishop's University, Lennoxville, Quebec, September 18, 1963.

<sup>35</sup>Ibid.

36 Ibid.

37 Ibid.

38 Ibid.

39 Ibid.

## CHAPTER VII

### NEW BRUNSWICK

#### University of New Brunswick

The University of New Brunswick offers a complete year of training in Education, in advance of undergraduate work. Successful completion of this year's work leads to the degree of Bachelor of Education.<sup>1</sup> Practice teaching must be done by all students enrolled for this degree. Those taking this course must also take Survey of Education and General Methods of Teaching. All student teachers must complete a minimum of ten observation periods and at least thirty practice teaching periods.<sup>2</sup> This is the minimum, and practically all students do more. The ratio of time spent observing to time teaching is not strictly adhered to and differs with the individual needs of the student and in some cases with the teaching program of the teaching counsellor. Part of the requirements for practice teaching are fulfilled by a full week spend in the public schools.<sup>3</sup>

Each student is assigned initially to one teacher counsellor. It is the student's responsibility to

keep in contact with the teacher and to carry out arrangements made with him. Normally a student will be required to do practice teaching in at least two high school subjects or to follow the program of his counsellor. In addition to actual teaching practice, students may be asked to do a limited amount of preparation and marking of tests. Students must keep a record of lessons which they have observed and taught.<sup>4</sup>

Student teachers are observed by the University staff particularly when the students are in the schools for a full week. Teacher counsellors, using provided forms,<sup>5</sup> report to the University regularly on the student teachers.<sup>6</sup>

#### St. Thomas University

St. Thomas University offers a complete year of training in Education leading to a Bachelor of Education degree to students holding a Bachelor of Arts or Science degree from a recognised college or university.<sup>7</sup> Twenty-five hours of practice teaching are part of the requirements of a course entitled "Principles, Practices and Techniques" and designated Education 530<sup>8</sup>. This course does not run a complete academic year and is ended in mid-March.<sup>9</sup>

The actual practice teaching program extends

beyond the twenty-five hours required for Education 530. Student teachers spend from twelve to fifteen hours in observation during the first part of the fall term. This observation is usually done over a period of four or five weeks and the student is given the opportunity to observe all grades. A full week is spent in the school during the late fall and the student teacher uses no more than fifty percent of this time for actual teaching. The student returns to the same school in early March for another week. During this time the student spends most of the time in actual teaching.<sup>10</sup>

The student teaching program is carried out with the cooperation of the County Superintendent of Schools. The student teachers are supervised by him, the cooperating teacher and a representative of the Faculty of Education from the University. Each cooperating teacher is provided with a set of mimeographed instructions and reports are made to the University on assessment<sup>11</sup> and rating<sup>12</sup> forms. Cooperating teachers receive no remuneration for their efforts. The County Superintendent of Schools also sends a report of his supervision to the University.<sup>13</sup>

The final mark for Education 530 is based on a written examination, the cooperating teacher's and



Superintendent's rating, and a project.<sup>14</sup>

FOOTNOTES

<sup>1</sup>University of New Brunswick, Calendar 1963-1964, Fredericton, New Brunswick, p. 132.

<sup>2</sup>R. J. Love, Head, Department of Education, Education 5900: Practice Teaching, University of New Brunswick (Form I), "n. d." ( mimeographed.)

<sup>3</sup>Letter from C. William Biden, Assistant Professor, Faculty of Education, The University of New Brunswick, September 13, 1963.

<sup>4</sup>R. J. Love, op. cit.

<sup>5</sup>Examples of the two used are shown in the Appendix, pp. 115-117.

<sup>6</sup>Letter from C. William Biden.

<sup>7</sup>St. Thomas University, Calendar 1963-64, Chatham, New Brunswick, p. 25.

<sup>8</sup>Ibid., p. 33.

<sup>9</sup>Letter from K. Anne Bradley, Faculty of Education, St. Thomas University, February 19, 1964.

<sup>10</sup>Ibid.

<sup>11</sup>Appendix, p. 118.

<sup>12</sup>Appendix, pp. 119-120.

<sup>13</sup>Letter from K. Anne Bradley,

<sup>14</sup>Ibid.

## CHAPTER VIII

### NOVA SCOTIA

#### Acadia University

Acadia University offers a program leading to the Bachelor of Education degree, which consists of a full year of studies following the successful completion of an undergraduate degree (B.A., B.Sc., B.E., and B.Comm.) from an approved university. General Methods of Teaching and Practice Teaching is a required course in this program.<sup>1</sup> Students must complete at least one hundred hours of observation and practice teaching but do considerably more.<sup>2</sup>

During the first half year, observation is correlated with the course in General Methods of Teaching and a text<sup>3</sup> is used. In the second half year a member of the University staff observes each student teaching a lesson on two definite occasions. Communication between this staff member and the supervising teachers is frequent and close. Upon the basis of his observations, conferences with supervising teachers and student teachers, and with the help of a rating scale<sup>4</sup> the University representative makes his final evaluation

and gives a grade.<sup>5</sup>

### Dalhousie University

Dalhousie University requires that candidates for admission to the program leading to the degree of Bachelor of Education must have received the B.A., B.Sc., or B.Comm. degree from a college or university recognized by the Senate of the University. The program involves a complete academic year and one of the compulsory courses is Education 7 (Practical Teaching).<sup>6</sup> Satisfactory work in this course is required of all candidates for the degree. No written examinations are set but marks are awarded with regard to teaching ability and general suitability for the profession. Approximately one hundred hours of practice teaching must be done and every student undertakes a period (normally one week) of field work in some selected area of the Province of Nova Scotia.<sup>7</sup>

During the first term student teachers work each Tuesday morning from September to December in a public school located in the Halifax-Dartmouth Metropolitan area. The week of field work is carried out in the fall term as well, during the third week of November. This assignment calls for the student to reside in a rural community and do a week of practice teaching in

the local school. The second term requires a full day each Tuesday from January to April spend in a school in the Metropolitan area.<sup>8</sup>

Student teachers indicate their preference regarding three levels of education (elementary, junior high, or senior high) at the beginning of the academic year. In the first term their Tuesday morning assignment is at one of the two levels not preferred and their choice is the basis of the level of teaching done in the second term. The first day in the school is spent in observation and as much teaching as possible is done following this.<sup>9</sup>

Three different staff members observe each student once during the year. In cases where the ability of the student is in doubt a fourth member makes an observational visit. These staff members record their observations on a lesson evaluation form.<sup>10</sup> Cooperating teachers are asked to report on student teachers using a provided form.<sup>11</sup> A percentage mark is assigned each student at the end of the academic year. Fifty percent is considered passing. The mark is based on evaluations made by the University staff members. The cooperating teachers report is considered only when there is a major discrepancy among the staff evaluations.<sup>12</sup>

Classes are held in connection with practice teaching during the first term. Each Tuesday afternoon, following a morning of teaching in the schools, small groups meet with each staff member to discuss their experiences.<sup>13</sup>

Some thought is being given to the possibility of increasing the time spent by the students in practice teaching. The most likely change would involve a full two-week period spent in the schools of the Metropolitan area. This would be in addition to the present program and would probably occur late in the second term.<sup>14</sup>

#### Mount Saint Vincent College

Mount Saint Vincent College requires that students admitted to the Bachelor of Education degree must hold a Bachelor's degree from a recognized college or university and must possess the qualifications necessary for the teaching profession.<sup>15</sup> One of the required courses in this program is Observation and Practice Teaching, which involves one hundred hours of directed observation.<sup>16</sup> The time spent in the schools is divided into two full weeks in each of the fall and spring semesters.<sup>17</sup>

As much as possible, student teachers are given

the opportunity to practice teaching according to their interest and qualifications regarding subject matter and grade level. There are some limitations regarding this placement. In the fall semester all students are placed between the first and sixth grades. During this period a specific amount of actual teaching is done. The first two days are spent in observation only. Following this, one lesson is taught on Wednesday, two on Thursday, and three on Friday. Also, certain specified types of lessons must be taught during this first week, e.g., religion, mathematics and language. The student teacher is expected to teach all of the second week. In the spring semester the first day is limited to observation and is followed by as much teaching as possible for the remainder of the two weeks. How much is actually done depends to a large extent on the cooperation and judgment of the sponsor teacher. Student teachers are responsible for passing in to the College four lesson plans for lessons taught in pre-specified subject areas in each two week period. A plan covering the total work for the second pair of weeks must also be submitted.<sup>18</sup>

A seminar class in practice teaching, distinct from methods courses, is held each week. This class

deals with the content of the curriculum for the schools of Nova Scotia and discussions of classroom situations. Examinations are written prior to practice teaching periods on the content of the English language and Mathematics courses, prescribed by Nova Scotia's Department of Education, pertinent to the grade level to be taught during each period. Texts for this work are primarily those prescribed by the Department of Education for the Nova Scotia schools.<sup>19</sup>

Staff members from the College observe lessons taught by student teachers twice each period of practice teaching and sponsor teachers are asked to report on the students assigned to them, using provided forms.<sup>20</sup> A percentage grade is given for this program. It is based on the results of the written examination dealing with the content of the public school curriculum, the evaluation of the College staff and the sponsor teacher, and the quality of the lesson plans and the weekly plans submitted by the student to the College.<sup>21</sup>

#### Saint Francis Xavier University

Saint Francis Xavier University requires graduation from a recognized university in Arts, Science or Commerce, with at least one year in residence, along with evidence of aptitude for and interest in the teaching

profession, for admission to one year of training leading to the Bachelor of Education degree.<sup>22</sup> Approximately one hundred hours of actual teaching experience under special supervision and guidance are required of all candidates for this degree.<sup>23</sup>

The practice teaching program is divided into two semesters. The first requires that one day a week, for ten weeks, starting in late September and ending in December be spent in a junior or senior high school. The days assigned for the first four weeks are spent in observation. Transportation is provided by the University for all student teachers to a different school each week. These schools are located a considerable distance from Antigonish. At the school, students are assigned to a particular class rather than a teacher. Since teaching at these schools is departmentalised, each student teacher has the opportunity to observe from around twelve to twenty-five different classroom teachers in action over the four-week period.<sup>24</sup>

The remaining six days (one full day per week) are spent in actual teaching. Three such days are spent in Antigonish High School and the other three at Saint Andrew's Rural High School. These are the only two secondary schools in the immediate area of the University. Teachers of the school involved provide the



University staff with their timetable for the day that practice teaching is to be done, along with specific directions as to what lessons are to be taught by the student teachers. These assignments are given to the students at a regular weekly class called for this purpose. Students are divided into teams of three and when possible the academic background (undergraduate work) of each is different from the other two. These teams remain intact for the rest of the first semester. Each team receives a full day's teaching load, which they divide among themselves according to interest and qualifications. During the actual teaching periods one of the team teaches while the others observe.<sup>25</sup>

The cooperating teachers are asked to give an evaluation on a provided form<sup>26</sup> of each lesson taught by students. The members of the University's staff also make observational visits while the students are teaching. In the beginning these visits are of a brief nature and an attempt is made to see all of the student teachers in action by the end of the second day. From that time on their visits are reduced to those experiencing difficulties and observations by the staff members gradually reduce in number as the semester advances.<sup>27</sup>

Between the time that the student teachers are

given their assignment (particular lessons to be taught) and the day when the practice teaching is to be done, they must prepare the necessary lesson plans and have them approved by one of the University's staff members. At the time of this conference the previous week's lessons are discussed in the light of the cooperating teachers' reports and the observations (if any) of the staff member. This weekly meeting is an extremely important part of this particular program. It is here that the student learns of his errors and how to improve as well as the progress he is making. It is necessary to point out, too, that the members of a team provide each other with much information in the form of criticism and suggestions.<sup>28</sup>

The second semester requires two weeks of continuous practice teaching in schools throughout Nova Scotia. Student teachers are appointed by the University to a junior high school or sometimes to a senior high school, generally near their home. Students who reside outside Nova Scotia are appointed to schools in the Antigonish area. The principal of the school involved assigns the student to a cooperating teacher, who is provided with instructions<sup>29</sup> regarding the student and what is expected in connection with this

aspect of the practice teaching program. The first day is usually taken up with orientation but the work schedule should be full for the balance of the two-week period. The University insists that the student be supervised throughout this time and a great deal of weight is placed on the report from the cooperating teacher. University personnel travel to those schools and generally manage to observe one or two lessons taught by each student during the two weeks.<sup>30</sup>

Student teachers are required to purchase a special Log Book for Practice Teaching, which they must keep up to date. Space is provided for the student to include all significant aspects of his practice teaching experience, including observations, lesson plans, etc. This log book is called in for inspection from time to time throughout the year and is passed in when practice teaching has been completed.<sup>31</sup>

At the end of the first semester each student teacher is given a written evaluation on a form entitled Practice Teaching Summary.<sup>32</sup> Those whose evaluation is unsatisfactory are asked to leave. At the end of the academic year a final evaluation is given as a percentage mark based on the year's work, cooperating teachers' reports, and the University staffs' evaluations.<sup>33</sup>

**Saint Mary's University<sup>34</sup>**

Saint Mary's University requires that candidates for the degree of Bachelor of Education must hold the degree of Bachelor of Arts, Science, or Commerce with second class honors or the equivalent. They must further satisfy the professional aptitude requirements of the Committee on Admissions.<sup>35</sup> These candidates must take a complete year of course work including one hundred hours of observation and practice teaching in the public school system.<sup>36</sup> This is accomplished in four weeks spent at the schools, which are broken into two continuous weeks in each of the fall and spring terms.

Students are assigned, for the most part, to the Halifax Public Schools by an official of the Halifax School Board with the approval of the Director of Practice Teaching of the University. Students are given the opportunity to express their preference for the grade level and subject matter they wish to teach. These preferences are satisfied to the extent possible. During the two weeks of practice teaching done in the fall term, the first day is spent in observation, actual teaching should begin on the second and gradually increase each day to the point where the student takes

over completely the cooperating teacher's schedule for the final two days of the period. In the spring term, as much actual teaching on the part of the student as can reasonably be expected is requested by the University. Student teachers may or may not be assigned to the same school or cooperating teacher in the second term. This depends largely on the needs of the student teacher and the judgment of the Director of Practice Teaching. The students are required to keep a diary of their impressions and activities during their time in the schools. This must be kept up-to-date and available to the Director at any time.

Cooperating teachers and school principals are invited to the University early in the academic year to meet informally with the University staff and the student teachers. This provides an opportunity for the schools and the University to come closer together through personal contact and for the student teachers to approach their assignment with some familiarity of the personnel involved.

Cooperating teachers are requested to complete a report<sup>37</sup> on student teachers for each two week period. The students are observed teaching at least one lesson, once each week by the University staff members. The observation done in the first week is not totally for

the purpose of observation but rather to provide the professor with information which he may use to help the student teacher improve. The observation in the second week provides part of the basis for assessing a grade and an evaluation form<sup>38</sup> is used.

Classes for student teachers are called mostly at the discretion of the Director of Practice Teaching. During the first term these classes are held rather infrequently and primarily for the purpose of providing the students with information regarding practice teaching and receiving necessary information from them. In the second term these classes are generally more common. They are of the seminar variety and afford the students an opportunity to discuss their experiences during the first term's practice. Also, when possible, experienced teachers are brought to these classes to lead the discussion, which enables the students to be aware of their opinions and to share in their background. There are two class sessions which are mandatory in this program. They are held on the Friday evening occurring at the end of the first week of each period. At this class the University staff presents the student teachers with their impressions concerning the lessons taught while they observed during the week. This is a discussion

period and provides the students with information regarding their performance and ways of improving prior to the observation on which they will be evaluated. Points brought out here will be particularly noted at this next observational visit.

Student teachers receive a percentage mark at the end of each two-week period. This is based on the Cooperating teachers' reports, the University staff member's evaluation, and any assignments that are pertinent to the program.

#### FOOTNOTES

<sup>1</sup>Acadia University, Annual Calendar 1963-1964, Wolfville, Nova Scotia, pp. 145-146.

<sup>2</sup>Letter from M. V. Marshall, Dean of Education, Acadia University, September 26, 1963.

<sup>3</sup>Raleigh Schorling and Howard T. Batchelder, Student Teaching in Secondary Schools (New York: McGraw-Hill Book Company, Inc., 1956).

<sup>4</sup>Appendix, p. 121.

<sup>5</sup>Letter from M. V. Marshall.

<sup>6</sup>Dalhousie University, Calendar 1963-1964, Halifax, Nova Scotia, p. 60.

<sup>7</sup>Ibid., p. 105.

<sup>8</sup>Interview with R. D. H. Black, Assistant Professor, Department of Education, Dalhousie University, February 12, 1964.

<sup>9</sup>Ibid.

<sup>10</sup>Appendix, p. 122.

<sup>11</sup> Appendix, p. 123.

<sup>12</sup> Interview with R. D. H. Black.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> Mount Saint Vincent College, Announcements 1963-1964, Halifax, Nova Scotia, p. 24.

<sup>16</sup> Ibid., p. 48.

<sup>17</sup> Interview with Reverend Sister Mary James, Professor of Education, Mount Saint Vincent College, February 12, 1964.

<sup>18</sup> Ibid.

<sup>19</sup> Ibid.

<sup>20</sup> Appendix, pp. 124-126.

<sup>21</sup> Interview with Reverend Sister Mary James.

<sup>22</sup> Saint Francis Xavier University, General Calendar 1963-1964, Antigonish Nova Scotia, p. 56.

<sup>23</sup> Ibid., p. 70

<sup>24</sup> Interview with Joseph D. Campbell, Assistant Professor of Education, Saint Francis Xavier University, February 20, 1964.

<sup>25</sup> Ibid.

<sup>26</sup> Appendix, p. 127.

<sup>27</sup> Interview with Joseph D. Campbell.

<sup>28</sup> Ibid.

<sup>29</sup> Rev. M. MacLean and J. D. Campbell, Directors of Practice Teaching, Instructions concerning Student Teachers, Department of Education, Saint Francis Xavier University, "n. d." (Mimeographed.)



<sup>30</sup> Interview with Joseph D. Campbell.

<sup>31</sup> Ibid.

<sup>32</sup> Appendix, p. 128.

<sup>33</sup> Interview with Joseph D. Campbell.

<sup>34</sup> Except where indicated the source of the information concerning Saint Mary's University will be myself, the Director of Practice Teaching.

<sup>35</sup> Saint Mary's University, Calendar 1963-1964, Halifax, Nova Scotia, p. 55.

<sup>36</sup> Ibid., p. 68.

<sup>37</sup> Appendix, pp. 129-131.

<sup>38</sup> Appendix, p. 132.

## CHAPTER IX

### PRINCE EDWARD ISLAND

#### Saint Dunstan's University

Saint Dunstan's University provides a full year of training, for those holding a Bachelor's degree in Arts, Science or Commerce, which leads to a Bachelor of Education.<sup>1</sup> This training includes practice teaching which is done in conjunction with either of two methods courses provided: (1) Methods of Teaching in Elementary and Junior High Schools and (2) Methods of Teaching in Junior and Senior High Schools.<sup>2</sup> Both levels must put in about thirty hours of practice teaching and observation during the academic year and two full weeks in May following the completion of academic work. The ratio of time spent in actual teaching as compared with observation is about three to one.<sup>3</sup>

The University staff members do not supervise practice teaching. An evaluation form is provided the supervising teacher for the purpose of reporting to the University on each student's teaching experience. In the past a more detailed form<sup>4</sup> has been used but this has been abandoned in favor of a simpler type<sup>5</sup> which

tends to be more informative concerning the student teacher's capabilities.<sup>6</sup>

## FOOTNOTES

<sup>1</sup> Saint Dunstan's University, Calendar 1963-1964, Charlottetown, Prince Edward Island, p. 29.

<sup>2</sup> Ibid., p. 35

<sup>3</sup> Letter from Sister Mary Ida, C.S.M., Saint Dunstan's University, October 25, 1963.

<sup>4</sup> Appendix, p. 133.

<sup>5</sup> Appendix, p. 134.

<sup>6</sup> Letter from Sister Mary Ida, C.S.M.

## CHAPTER I

### NEWFOUNDLAND

#### Memorial University of Newfoundland

Memorial University offers two programs for prospective teachers: (1) a four-year program leading to the degree of Bachelor of Arts (Education) and (2) a five-year program leading to the conjoint degrees of Bachelor of Education and Bachelor of Arts or Bachelor of Science.<sup>1</sup>

In the four-year program students do their practice teaching in the first year only. It consists of two periods in the second term. The first lasts one week and the second two weeks. The emphasis in the first two or three days of the first week is on study and observation of classroom procedures. For the remainder of the first week and all of the second period, the emphasis is on teaching, under the guidance of the cooperating teachers.<sup>2</sup> These two periods of student teaching are usually undertaken with the same cooperating teacher, although visits to other classrooms may be arranged.<sup>3</sup>

Every student teacher is supervised by a Faculty

member as well as the cooperating teacher. These latter two meet a number of times to discuss the problems the student is facing. Both give, at the end of the second period, an appraisal of the student teacher's performance. The cooperating teacher is provided with a form<sup>4</sup> for this purpose and the Faculty member also uses an evaluation form<sup>5</sup> when making a supervisory visit. In addition each student is seen in private by his faculty supervisor and his work in the classroom is examined and criticized. These personal contacts are very useful to the student teachers as well as helping the supervisor to know his students better.<sup>6</sup>

When student teaching is in progress, students' classes at the University are suspended. For some academic courses, special classes are held later so that education students may recover the loss experienced during the practice teaching period. For other courses, instructors provide optional questions in examinations in order to eliminate the disadvantage that absence from class may have produced.<sup>7</sup>

No special texts are used by student teachers. However, they and the cooperating teachers are provided with a handbook,<sup>8</sup> which is presently being revised.<sup>9</sup>

Students are required to keep a special notebook

as a complete record of all their student teaching activities. Entries are made daily and should cover the following points: (a) lessons observed, (b) activities undertaken, (c) assistance given to cooperating teacher, (d) special interests, (e) problems, and (f) observation of organization and administration. These notebooks must be available at all conferences and are collected by supervisors for examination as well.<sup>10</sup>

Recently, the number of classrooms in Saint John's with high school grades has been inadequate to accommodate the large number of students preparing for positions in secondary schools. Despite the realization that no substitute can be made for the direct experience of teaching children in the regular classroom, an alternate program has been required. It consists of providing these students with practice teaching in the regular periods of the methods course and has been supplemented by additional activities, including demonstration lessons by local teachers, film showings and special speakers.<sup>11</sup>

In the cojoint five-year program, students do practice teaching and take a methods course in their specialization during the fourth year. These two, done concurrently, tend to reinforce each other. The

Student teaching consists of regular visits to the high schools for an hour or two each week. The actual length of time is somewhat determined by the University time tables. Some instructors supplement this practice teaching by having each student teach a lesson to his colleagues, who in turn offer comments, suggestions and criticisms under the instructor's guidance.<sup>12</sup>

## FOOTNOTES

<sup>1</sup>Memorial University of Newfoundland, Calendar 1963-1964, St. John's, Newfoundland, pp. 114-121.

<sup>2</sup>Letter from W. G. Rowe, Professor of Education, Memorial University of Newfoundland, November 4, 1963.

<sup>3</sup>G. A. Hickman, Handbook of Student Teaching (St. John's, Newfoundland: Memorial University of Newfoundland, "n. d."), p. 2.

<sup>4</sup>Appendix, p. 135.

<sup>5</sup>Appendix, p. 136.

<sup>6</sup>Letter from W. G. Rowe.

<sup>7</sup>Ibid.

<sup>8</sup>G. A. Hickman, op. cit.

<sup>9</sup>Letter from W. G. Rowe.

<sup>10</sup>G. A. Hickman, op. cit., pp. 9-10.

<sup>11</sup>Letter from W. G. Rowe.

<sup>12</sup>Ibid.

**PART II**  
**PROPOSALS**



## CHAPTER XI

### BRIEF PROPOSALS FOR A PRACTICE TEACHING PROGRAM

#### Extent and Aims

These suggestions are intended for application in a one-year program dealing with the education of candidates for the teaching profession, following their successful completion of an acceptable undergraduate degree. The aim of this program is to afford student teachers an opportunity to learn by experience some practical aspects of teaching through the observation of successful teachers in action as well as the proper operation of a school; actual teaching; and ample opportunity for evaluating the student as a future teacher.

#### Time Devoted to Practice Teaching

An ideal with regard to the amount of time devoted to the practice of teaching, leading to a truly qualified applicant for a teaching position, might well be expressed in terms of one complete year of on the job experience following successful completion of the required theory of education. However, to make such a suggestion would have little value in the light

of the here and now teacher training situation. Nevertheless, it is an ideal to keep in view as teacher training improves.

On the other hand, it is unreasonable to expect that a single academic year of professional training be reduced by more than one month for the purpose of practice teaching. This leaves the necessity of adding to this month at times preceeding and following the regular academic year and of making the most of the time available.

What purpose would there be in spending time in a school prior to the opening of university classes? Without some preparation it is conceivable that such time would be largely wasted and unprofitable. However, with even a minimum of instruction, a short period in a school before university classes begin could fulfill the obvious necessity of spending some time in orientation and observation prior to the business of actual teaching. It would also give the student teacher an opportunity to bring to his theoretical classes some notion of the practical aspects of education at the very outset of his training.

It would then be advisable to schedule a day at the university which would be devoted to preparation for efficient observation. This would be followed by a

maximum of three days of orientation and observation in a school. This maximum is suggested to intensify this aspect of the program and to forestall as much as possible the boredom which generally accompanies extended periods of observation. The student teacher may, toward the end of this time, be permitted to teach one or two lessons for the purpose of coming to some understanding of the problems entailed in communicating with a class of students. Observation of student teachers by university staff would not be an essential part of this three day period.

The month devoted to practice teaching during the academic year should be divided into two sections of two continuous weeks in each of the fall and spring terms. As a satisfactory amount of observation has already been undertaken, no more than the first day in each of these periods should be specifically designated for this purpose. The balance of the time would be almost entirely devoted to actual teaching and performing regular teacher activities. Student teachers should be given every opportunity to operate on the level and in the subject area they are preparing to teach. Certainly one of these two-week periods must be directly related to the students' proposed field. If one of these

is not so directly related, it should be only slightly removed; e.g., a person intending to teach in a senior high school should not be required to spend two weeks in an elementary grade, and vice versa.

The possibility of continued practice in teaching, following the completion of the academic year, must now be considered. The two months that schools remain open after university closing can be extremely valuable for pre-service training and should be utilised. This is by no means a new concept and is in operation in various areas.<sup>1</sup> Many problems arise, e.g., should the degree (if one is involved) be granted prior or following this period of practice teaching or should this time be required for certification, but generally speaking, these problems are rather superficial and not really obstructive to the notion that such a valuable occasion should be used. Certainly, cooperation between school boards, provincial Departments of Education, and the university is an essential factor in such an undertaking.

The maximum time available in suitable school systems, following the completion of theoretical courses in education, should be made available for student teachers. These students should be paid at least a sub-

sistence allowance for this period. They should be responsible, as teachers, to whatever authorities govern the system in which they are working. This holds particularly true for the school principal. Whether university personnel supervise this on the job training depends on particular circumstances but is not essential to this aspect of the program.

This would be a suitable practice teaching program in terms of time spent in the schools. It is not meant that additional time could not be assigned to classroom experience. If other programs undertaken in the year of professional training, e.g., testing and measurement, sociological aspects of education, or educational guidance, called for some time devoted to the schools on the part of the education students, then perhaps half or full days on a weekly basis over a specified period of time could be arranged. It should be clear, though, that time for such projects should not impinge on the practice teaching program.

In summary then, a student teaching program existing within the limits already expressed<sup>2</sup> should include, in terms of time spent in the schools, three days of observation prior to the beginning of university classes; two weeks of continuous practice teaching in

each of the fall and spring terms; and six weeks of paid, on the job training during May and June.

### Selection of Cooperating Teachers, and Placement of Student Teachers

The method of selecting cooperating teachers should have a firm basis. There are four aspects concerning a teacher which should be taken into consideration. The first is classroom competence. Student teachers should observe and emulate only top quality teaching. The second is teaching experience. Students assigned to a particular teaching situation should work with a teacher who has had wide experience concerning such a situation. In this way, suggestions given to the practice teacher are fully validated by experience. The third is professional preparation. A rich academic background in educational philosophy, psychology, methodology, and subject matter, when combined with successful experience, is the best assurance of an effective cooperating teacher. The final aspect is professional attitude, which will make the student aware of professional responsibilities.

Any teacher who fulfills these conditions must be given the right to decide whether he will accept a student into his class. The stated qualities give him the right, as a professional, to determine whether he

will be helpful concerning such an assignment. Such a decision should be respected without prejudice to his position. This attitude toward a proposed cooperating teacher makes sound sense if merely from the point of view that forcing any teacher to assume the responsibility of a student teacher, will almost certainly not prove fruitful for the student, thus thwarting the primary objective of the program. All cooperating teachers should be paid a satisfactory honorarium in respect of their position of responsibility.

Just as the cooperating teacher must be carefully chosen, so must the school to which student teachers are assigned. Almost always the best schools are those that are enhanced by the outstanding leadership and administration of a good principal. This is generally reflected by two characteristics necessary in schools to which practice teachers are appointed. The first is that there be sufficient teachers on staff that meet the qualifications for cooperating teachers, so that the student will receive the proper kind and quality of experience. Even if one student teacher were assigned to a given school, that school should have a number of so qualified teachers, simply because more than the teacher directly concerned are going to

have a significant impact on this practicing observer. The other quality needed in a chosen school is good staff relations. This is particularly infectious and most frequently will produce a desirable effect on the person about to enter the profession.

To procure high quality teachers and schools to assist in the training of teachers a university must depend heavily on the good judgment of supervisory personnel serving the school system involved, in making their choices and placements. Cooperation then becomes extremely important and beneficial to all concerned. The school system can help produce good fledgling teachers and itself benefit by having such people available for appointment as the needs dictate.

#### Evaluation of Student Teachers

Because a cooperating teacher is the person most closely involved with the student teacher, if only from the point of view of the time spent in each others presence, they must be required to offer some evaluation of the student. For the most part, this evaluation will be offered directly to the student during their day to day conversation, by way of suggestions for improving and praise given to desirable points exhibited. However, the university must, because of the one-to-one ratio as compared to the rather standard twenty-to-one ratio



between students and university staff, depend on an informative evaluation of the student teacher. In fact, because of this close relationship, the university must put a good deal of emphasis on such an evaluation.

It remains to be suggested what form this report should take. It most certainly should be written and if the actual statement is not made available to the student its nature can be made known to him. It should not be in the form of a rating scale or checklist. These tend to be of little value in estimating the student teacher's potential. Very often many points on these devices do not apply to particular situations and those that do need further qualifications and explanation. It is the additional comments that are made to these rating scales, etc., that prove most helpful. The report should be made on a form provided by the university, which must offer some guidance regarding the type of information sought. Generally speaking, the cooperating teacher should be left free to write in paragraph form concerning specific strengths and weaknesses exhibited by the student teacher along with any other points that are considered significant.

The university staff, from the point of view of observational visits to student teachers, should be chiefly concerned with the month of practice teaching

done during the academic year. Because of the number of students generally assigned to these staff members (the maximum should be twenty) every effort should be made to permit frequent and close observation. One way to help overcome this problem, or make the best of a bad situation, is to concentrate as many student teachers as possible, without violating principles already suggested, into one school. This cuts down the amount of travelling generally required to see students. The barest minimum that university personnel should spend in observation of their practice teachers is one lesson for each week of teaching done during this time.

Another point to be considered is self-evaluation by the student teacher. If the student is going to be a successful teacher he is going to be continually evaluating himself in the light of his objectives and his ability to reach them. This is not so much evaluation concerning the student's success in the program, although it may even be related to this, but rather using this opportunity to teach the means and importance of self-evaluation.

Success in the practice teaching program must be demanded for graduation from the professional year of teaching. The question arises, what does success entail?

It must be interpreted in terms of attitude as well as ability. No one expects a completely competent teacher to evolve from one year of training. One can expect that the student will show his potential during this year, however. The actualization of this potential depends largely on the attitudes developed and expressed by the student. Practice teaching provides an opportunity to examine attitudes as well as aptitude. Rating success in these terms is not easily expressed through a percentage. It is because percentages have been demanded for official records that checklist and rating scales are used so widely in evaluating student-teachers. The statement of evaluation of a student's practice teaching should be made in a concise paragraph indicating the student's strengths and weaknesses and additional pertinent comments. The data for this statement should come from the reports of cooperating teachers and the observations of the university staff. Such a statement should be clearly understood by the student and should appear on his official academic record.

#### Classes, Texts, and Course Material

Regular classes should be held throughout the academic year in conjunction with the practice teaching program. These should be distinct from the methods

courses. Lengthy classes are not desirable nor need they be held more frequently than weekly. Such meetings should be as informal as possible and provide opportunity for discussing anticipated problems and later for situations encountered while actually teaching or performing the duties of a teacher. They should provide a forum for the exchange of ideas and can be the opportunity for staff members to promote student progress in the practical areas of professional education.

A text is not an essential part of the practice teaching program. There are, however, a number of books<sup>4</sup> concerned with student teaching and it would be of value to have the students read, report on, and discuss one or two of these throughout the year. Further, the students should be provided with material describing the whole program, its aims, and the means of attaining these objectives. Since student teachers should be required to keep a written record of their practice teaching experiences, this material may be combined with a type of log book designed in terms of the particular program.

Cooperating teachers should be provided with material concerning the program with which they are connected. This too should outline the program, its aims,

and methods along with what is expected of the co-operators. This would be the teachers' terms of reference and as such should be revised annually with regard to dates, student assignments, and improvements in the program. Such material is in no way intended to be a substitute for the personal contact, necessary for a successful operation, between cooperating teachers and the university. It is the university's responsibility to provide the facilities for close ties with the classroom teacher. The form that this contact takes is not significant. What is important, is the attitude of the university. It must be one of pleased recognition of the services rendered to the institution by cooperating teachers in terms of the contribution they make in producing qualified graduates in education.

#### In Closing

The above suggestions are not offered as answers to all aspects of all practice teaching programs falling within the previously expressed limits of application.<sup>5</sup> Rather they express personal opinions concerning essential aspects of a satisfactory one-year practice teaching program. As such, they are open to criticism and revision. Such criticism will be most welcome and revisions will undoubtedly occur as additional experience and maturation ensue.

## FOOTNOTES

<sup>1</sup>The Alberta Teachers' Association, Handbook on Internship, Part I: General Concepts (Edmonton: The Association, March, 1963). (Mimeographed.)

<sup>2</sup>Supra, p. 71.

<sup>3</sup>Most of the ideas presented in this section are derived from The Alberta Teachers' Association, op. cit., pp. 19-25.

<sup>4</sup>See Bibliography, pp. 146-147.

<sup>5</sup>Supra, p. 71.

**APPENDIX**

THE UNIVERSITY  
of  
BRITISH COLUMBIA  
COLLEGE OF EDUCATION

Sponsoring Teacher's Report  
on Practice Teaching

Please return this report *promptly* to:

The Director of Student Teaching,  
College of Education,  
The University of British Columbia

Student's Name

Faculty Adviser

School.....

Grade or Grades taught.....

Dates.....

Sponsoring Teacher.....

(Confidential) OVERALL EVALUATION  
(Please check one)

- Outstanding
- Good
- Average
- Below Average
- Unsuitable



The sponsoring teacher is asked to comment freely beside as many of the following items as are appropriate. Further notes may be written on the back.

Faculty Advisors value your comments very much, since they, with you, are interested in offering a maximum of help to the student.

### PERSONAL QUALITIES

Appearance.....

Poise.....

Personality.....

Responsibility.....

### ATTITUDE TOWARD TEACHING

Enthusiasm.....

Initiative and resourcefulness.....

Acceptance of criticism.....

### VOICE

.....

### USE OF ENGLISH

Written and spoken.....

**PREPARATION FOR TEACHING**

Knowledge of  
subject.....

Ability to  
organize.....

Planning.....

**PRESENTATION**

Clarity of  
objectives.....

Questioning.....

Use of blackboard,  
materials & equipment.....

**CONTACT WITH PUPILS**

Sensitivity  
to pupils.....

Adjustment to  
grade level.....

Ability to control.....

**PUPIL REACTION**

Pupil interest.....

Pupil Participation.....

Pupil Achievement.....

**ATTENDANCE**

.....

(OVER)

**SUMMARY**

Strengths at this time:

Before further practice, attention should be directed to:

---

THE UNIVERSITY  
of  
BRITISH COLUMBIA  
COLLEGE OF EDUCATION

Sponsoring Teacher's Report  
on Practice Teaching

Please return this report promptly to:  
The Director of Student Teaching,  
College of Education,  
University of British Columbia.

Student's Name

Faculty Advisor

School.....

Grade or Grades taught.....

Dates.....

Sponsoring Teacher.....

(Confidential) OVERALL GRADE out of 10.....  
(See back)



The sponsoring teacher is asked to comment fully beside as many of the following items as are appropriate.

Further notes may be written on the back.

Faculty advisers value your comments very much, since they, with you, are interested in offering a maximum of the student.

#### PERSONAL QUALITIES

Appearance.....

Poise.....

Manner.....

Initiative.....

Dependability.....

#### ATTITUDE TOWARD TEACHING

Enthusiasm.....

Responsibility.....

Acceptance  
of Criticism.....

#### VOICE

Enunciation.....

Delivery.....

Fluency.....

#### USE OF ENGLISH

Spoken.....

Written.....

#### PREPARATION FOR TEACHING

Knowledge of Subject.....

Planning and  
Organization of Work.....

Suitability of  
Lesson materials.....

#### PRESENTATION OF LESSONS

Clarity of Objectives.....

Adequacy of Methods.....  
 Resourcefulness.....  
 Questioning Techniques.....  
 Use of Black Board.....  
 Profitable use of Aids.....  
 Balance between Teacher  
 and Pupil activity.....  
 Ability to anticipate.....

#### CLASSROOM MANAGEMENT

Control of Class.....  
 Giving directions.....  
 Making and supervising  
 Assignments.....  
 Individual Assistance.....

#### CONTACT WITH PUPILS

Adjustment to  
 Grade Level.....  
 Sensitivity to  
 Pupil Difficulty.....  
 Pupil Interest  
 and Participation.....  
 Thought provoking  
 Discussion.....

#### DIRECTION OF WORK

Adequacy of  
 Pre-Plan.....  
 Summarization.....  
 Review, Drills, Tests.....

#### USE AND CARE OF FACILITIES

Accepts responsibility  
 for heating, lighting,  
 ventilation.....  
 Good housekeeping.....

(OVHA)

**GENERAL COMMENTS — (Outstanding Abilities, Most Significant Weaknesses, Evidence of Promise, Advice offered, etc.)**

**FOR YOUR GUIDANCE IN REPORTING**

10. Outstanding *Student*
9. First Class
8. Strong Second Class
7. Bare Second Class
6. Pass
5. Bare Pass
4. Supplemental: Recommend Additional Practice Teaching
3. Doubtful: Further evidence required
2. Failure
1. Unsuitd for Profession

(To equate the above roughly to letter grades, we suggest: 10=A; 9=A- or B+; 8=B; 7=C+; 6=C; 5=C-; 4=D+ or D; 3=D-; 2=F.)

---

THE UNIVERSITY OF BRITISH COLUMBIA

COLLEGE OF EDUCATION — REPORT ON TEACHING PRACTICE

SCHOOL \_\_\_\_\_ GRADE (S) \_\_\_\_\_

SUBJECT (S) \_\_\_\_\_ DATE \_\_\_\_\_

TO SUPERVISORS:—PLEASE COMMENT FREELY BESIDE AS MANY OF THE FOLLOWING ITEMS AS ARE APPROPRIATE.

OVERALL RATING SHOULD BE OUT OF 10 ON THE BASIS SUGGESTED.

APPEARANCE, POISE, PERSONALITY.	
VOICE.	
QUALITY OF ENGLISH (WRITTEN AND SPOKEN).	
KNOWLEDGE OF THE SUBJECT AREA.	
ORGANIZATION, PLANNING OF WORK.	
QUESTIONING AND CLEAR EXPLANATION.	
USE OF BLACKBOARD, MATERIALS & EQUIPT.	
RECAPITULATION, DRILL, REVIEW, TESTS.	
ASSIGNMENTS, SUPERVISION, INDIV. ASSISTANCE.	
CONTROL AND CLASS MANAGEMENT.	
RELATIONSHIPS WITH PUPILS.	
RELATIONSHIPS WITH OTHERS.	

BEST FEATURES—

CHIEF WEAKNESSES—

STUDENT'S NAME

FACULTY ADVISER

OVERALL RATING



UNIVERSITY OF VICTORIA  
~~VICTORIA COLLEGE~~  
COLLEGE OF EDUCATION  
VICTORIA, B.C.

# ANALYSIS OF TEACHING PRACTICE

.....  
Date teaching was done

For Victoria College use

Student-teacher: ..... Section: .....

School: ..... Grades: .....

Supervising Teacher: .....

Analysis by: .....

.....  
.....

Dates of absence: .....

Best features of Student-teacher's work:

Chief weaknesses:

OVERALL RATING: (10, 9; 8, 7; 6, 5; 4, 3; 2, 1) .....

<b>KEY:</b>	10 or 9.....	Outstanding.
	8 or 7.....	Good.
	6 or 5.....	Satisfactory.
	4 or 3.....	Not satisfactory.
	2 or 1.....	Very poor.

Using the above key, please give a numerical estimate for each of the following groups wherever possible. Need of improvement may be indicated by underlining the specific item concerned.

Appearance — posture, dress, neatness .....

Voice — clarity, modulation, pleasantness.

Language — enunciation, correctness, suitability .....

Manner — enthusiasm, forcefulness, attractiveness .....

Attitude toward Teaching — responsibility, initiative, energy,  
sincerity, acceptance of criticism, tact .....

Preparation for Teaching — general knowledge, knowledge of this unit or  
lesson, adequacy of planning, organization of materials .....

#### THE LESSON (or LESSONS):

General Development — getting attention, motivation; organization, develop-  
ment of significant points, making sure that pupils have understood;  
balance between teacher and pupil activity, provision for individual  
differences; pace, division of time .....

Questioning — sufficient questioning, form, challenge, distribution; develop-  
ment of answers .....

Explanation — clarity, plentiful use of examples .....

Chalkboard — sufficient use, clarity, neatness, good pattern;  
maps, sketches, diagrams .....

Other Visual Aids — objects, pictures, charts, wall maps .....

Thoroughness — emphasis, drill, summary; reviews, accomplishment .....

Seatwork — quality, quantity; holding attention during instructions, clarity of  
instructions, making doubly sure instructions are understood; supervision  
of seatwork, effective circulation .....

**Routine**—well-managed movement in and about the classroom, well-managed movement to and from auditorium or playground; distribution and collection of materials .....

**Control**—getting and holding attention, awareness of inattention, prompt checking of inattention; well-managed change of periods; control of irrelevant noise .....

**Tone**— interest, response, co-operation, warmth, courtesy; evidence of mutual respect or liking between pupils and teacher .....

**Housekeeping**— attractiveness of room, pictures, display of pupils' work, use of tackboards; floors, desks; ventilation, lighting .....

**OVERALL RATING** (Numerical, using the key) .....

It is not necessary that this rating should be the average of the other scores.

### WRITTEN COMMENT

(Please continue over-leaf)

**DEPARTMENT OF STUDENT TEACHING  
FACULTY OF EDUCATION  
UNIVERSITY OF ALBERTA  
STUDENT TEACHING EVALUATION FORM**

**STUDENT TEACHER** \_\_\_\_\_

**DATE** \_\_\_\_\_ **TIME** \_\_\_\_\_

**SCHOOL** \_\_\_\_\_ **GRADE** \_\_\_\_\_ **ROOM** \_\_\_\_\_

**CO-OPERATING TEACHER** \_\_\_\_\_

**SUGGESTIONS TO RATERS**

The purpose of this appraisal is to assist the student teacher in his development towards competency as a professional teacher. It is hoped that this kind of evaluation form will enable a more objective approach to the measuring of student teacher growth in the practical and profession teaching situation.

This form will achieve its purpose only if the rating represents a fair and unbiased opinion, and personal feelings are not allowed to govern the rating. The definitions of each characteristic should be studied carefully so that the ratings given can be explained satisfactorily to the student teacher during the interview. It is important that this appraisal provide suggestions for ways to correct weakness and improve the student teacher's effectiveness.

Subject: \_\_\_\_\_ Enrollment: \_\_\_\_\_ Length of Period \_\_\_\_\_

Lesson Topic: \_\_\_\_\_

**Particulars:**

( i. e. Details of Types of Activities )

a) Lectures ( list topics )

b) Related Information ( list topics )

c) Demonstrations ( describe )

d) Other Classroom Activities

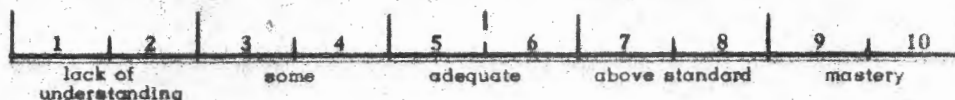
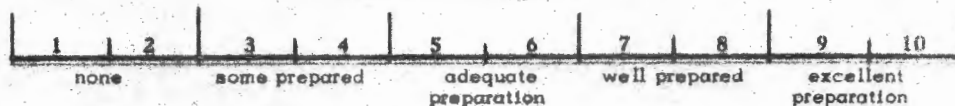
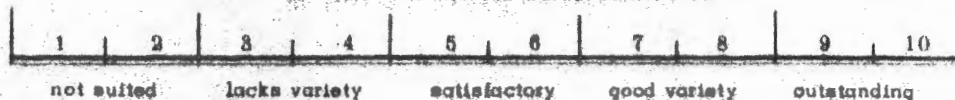
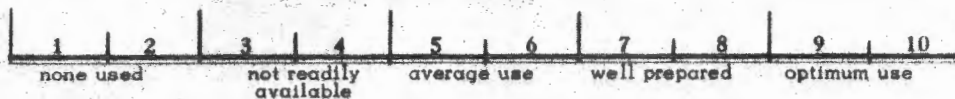
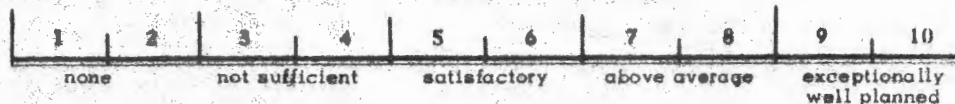
( e. g. equipment maintenance, student counselling )

e) School Activities

( e. g. meetings, conferences, intramural program, school clubs )

**I. PREPARATION**

This factor appraises the student teacher's thoroughness in preparing for the lesson. The following six characteristics should be rated from a study of the student's lesson plan.

**1. KNOWLEDGE OF THE SUBJECT AREA:****2. LESSON MATERIALS:****3. AIM STATED:****4. APPROPRIATE METHODOLOGY:****5. TEACHING AIDS:****6. EVALUATIVE TECHNIQUES:**

## II. PRESENTATION

This factor appraises the student teacher's effectiveness in the actual presentation of the lesson to the student. It is possible that some of these characteristics may be rated very low and still have the purpose of the lesson clearly met.

### 1. OBJECTIVES

1	2	3	4	5	6	7	8	9	10
not understood		some confusion		satisfactory understanding		well understood		clearly understood by all	

### 2. MOVEMENT TOWARDS OBJECTIVES

1	2	3	4	5	6	7	8	9	10
no progress		not definite		good progress		systematically		systematically & cooperatively	

### 3. QUESTIONING

1	2	3	4	5	6	7	8	9	10
lacking		some		adequate		clear & concise		very stimulating	

### 4. EXPLANATIONS

1	2	3	4	5	6	7	8	9	10
lacking		some		adequate		clear & concise		very stimulating	

### 5. ENTHUSIASM

1	2	3	4	5	6	7	8	9	10
none shown		spasmodic		satisfactory		highly enthusiastic		infectious	

### 6. ADAPTABILITY

1	2	3	4	5	6	7	8	9	10
no attempts made		few attempts		sufficient		well adaptable		complete adaptability	

### 7. RECAPITULATION

1	2	3	4	5	6	7	8	9	10
lacking		not satisfactory		adequate		well received		points clinched	

### 8. PURPOSE OF LESSON

1	2	3	4	5	6	7	8	9	10
no understanding		understood by some		satisfactory		above average understanding		clearly met	

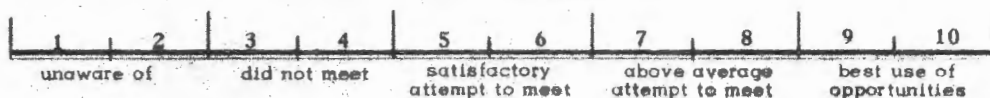
### III. CONTACT WITH PUPILS

This factor appraises the relationship that exists between the student teacher and the students during the lesson. Is he sympathetic towards the student's needs and interests or is he concerned mainly with himself and his planned lesson?

#### 1. LESSON ADJUSTED TO GRADE LEVEL



#### 2. INDIVIDUAL DIFFERENCES



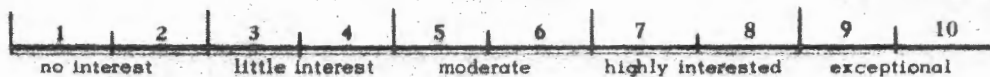
#### 3. PARTICIPATION OF PUPILS



#### 4. COOPERATION OF PUPILS



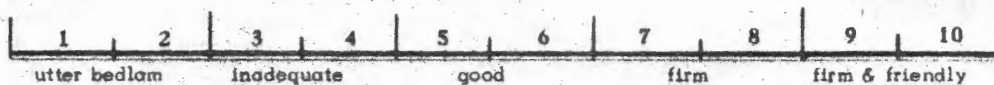
#### 5. STUDENT INTEREST



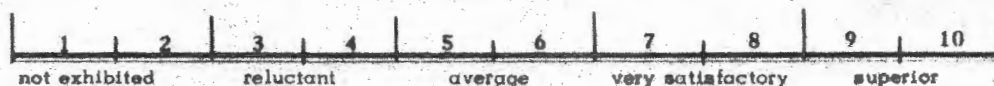
### IV. CLASSROOM MANAGEMENT

This factor appraises the student teacher's ability to assume a leadership role in the classroom.

#### 1. CONTROL OF CLASS



#### 2. RESPONSIBILITY

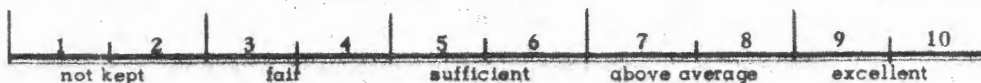


#### 3. SUPERVISION OF WORK

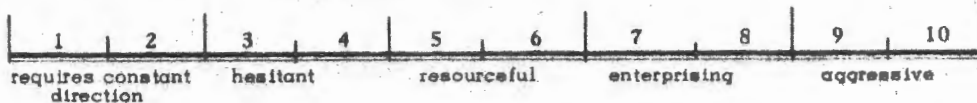




## 4. RECORDS



## 5. INITIATIVE

V. PERSONAL QUALITIES

This factor appraises the student teacher's exhibited personality and attitude in and out of the classroom. These characteristics are not a measure of his potential qualities but of those which he is displaying.

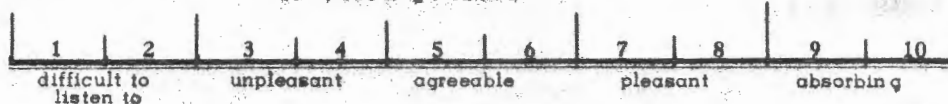
## 1. CONFIDENCE



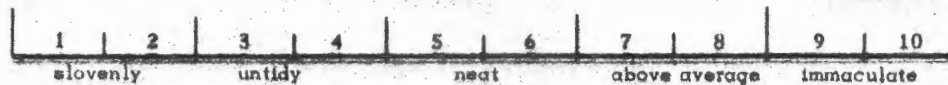
## 2. COMMAND OF ENGLISH



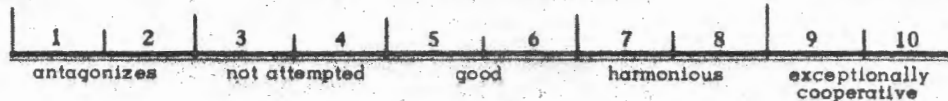
## 3. VOICE QUALITY



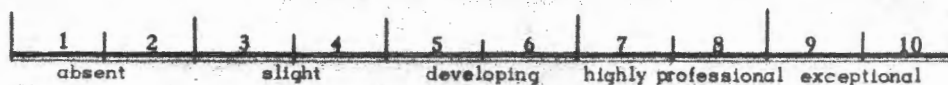
## 4. APPEARANCE



## 5. COOPERATIVE ATTITUDE



## 6. PROFESSIONAL ATTITUDE



**INTERVIEW:**

a) Strengths noted;

b) Weaknesses noted;

c) What does the student teacher believe are his best abilities?  
( i.e., which of the 5 major areas )

d) What does the student teacher consider to be his major weakness?

e) What recommendations do you consider necessary for his improvement?  
( Be specific )

Discussion held on \_\_\_\_\_ by \_\_\_\_\_  
Date Signature



**DEPARTMENT OF STUDENT TEACHING**  
**University of Alberta, Faculty of Education**  
**CONFIDENTIAL REPORT ON STUDENT TEACHING**

Teacher ..... Faculty Consultant .....  
 (Surname) (Christian names)

**PREPARATION** (academic knowledge, planning, suitability of lesson materials, log book)

hs .....  
 sses .....

**PRESENTATION** (command of English, effectiveness of methods, adaptability)

hs .....  
 sses .....

**CONTACT WITH PUPILS** (pupil reaction, adjustment to grade level, attention to individual differences)

hs .....  
 sses .....

**CLASSROOM MANAGEMENT** (control of class, handling routines, giving directions, keeping records)

hs .....  
 sses .....

**PERSONAL QUALITIES** (appearance, poise, voice, manner)

hs .....  
 sses .....

(SEE OVER)

1. Exceptional; demonstrates professional skill at high level .....
2. Proficient; knows what to do and how to do it .....
3. Doing satisfactory work; average .....
4. Experiencing difficulty; some major weaknesses .....
5. Has not yet demonstrated suitability for teaching in this round .....

Check (✓) ONE only of above categories.

Name(s) ..... Subject(s) taught .....

Characteristics of class(es) .....

Personal conduct and/or attitude .....

Final Assessment .....

Total hours student has devoted to actual teaching ..... ; to observations .....

(School)

(Date)

(Round)

(Cooperating Teacher)

# FACULTY of EDUCATION

University of Manitoba

## CONFIDENTIAL REPORT ON PRACTICE TEACHING

Student .....

School ..... Date .....

Supervising Teacher .....

### Lessons Taught

Subject and Lesson Topic	Grade
Lesson I .....	.....
Lesson II .....	.....
Lesson III .....	.....
Lesson IV .....	.....

The supervising teacher is requested to record here the subject, specific lesson topic, and grade of pupils for each of four lessons taught by the student. The evaluation of the student's teaching performance (p. 2) should be based chiefly upon these four lessons. Evaluation of personal qualities (p. 3) should be based essentially upon the over-all attitude and conduct displayed by the student.

### SUGGESTED GUIDE FOR RATING STUDENT TEACHERS

**A**

Only the most unusual and most outstanding display of the personal quality or teaching skill being rated should merit this grade. This grade should be given only after very careful consideration and should be used sparingly so that its significance may be maintained.

**B**

This grade should be applied only where there is a well above average display of the personal quality or teaching skill being rated.

**C**

This grade should be used to indicate good average display of the quality or skill being assessed. This letter grade signifies an acceptable standard for entrance into the profession and is not an indication of mediocrity.

**D**

This grade should be used where there is a somewhat below average display of the personal quality or teaching skill being considered. This grade indicates that there is some weakness to be overcome and considerable improvement to be made before the student achieves a really acceptable standard.

**E**

This grade indicates a more serious lack of the personal quality or teaching skill being evaluated. Do not hesitate to apply this grade. Such indication of a student's weaknesses will help the Faculty staff to counsel and to work with the student to better advantage.

### PLEASE MAKE USE OF THE SPACES PROVIDED FOR COMMENTS

Comments pointing out and explaining particular strengths and weaknesses displayed by the student will add much to the value of this report.

TEACHING PERFORMANCE

I LESSONS II III IV

- 1. Knowledge of subject matter .....
- 2. Adequacy of preparation for lesson .....
- 3. Introduction of lesson
  - a. Interesting—showed imagination .....
  - b. Provided background for lesson .....
  - c. Made purpose of lesson clear to pupils .....
- 4. Development of lesson
  - a. Logical sequence followed .....
  - b. Purpose of lesson followed—~~not sidetracked~~ .....
  - c. Suitability of method .....
  - d. Important points clinched .....
- 5. Conclusion of lesson
  - a. Review (if not required, mark X) .....
  - b. Assignment (if not required, mark X) .....
  - c. Purpose of lesson achieved .....
- 6. Illustrative materials (if not required, mark X)
  - a. Suitability .....
  - b. Effectiveness of use .....
- 7. Use of chalkboard .....
- 8. Questioning
  - a. Quality of questions .....
  - b. Distribution of questions .....
  - c. Effectiveness of questions .....
  - d. Treatment of answers .....
- 9. Management and control of class .....
- 10. Responsiveness and participation of pupils .....

	I	II	III	IV
1. Knowledge of subject matter				
2. Adequacy of preparation for lesson				
3. Introduction of lesson				
a. Interesting—showed imagination				
b. Provided background for lesson				
c. Made purpose of lesson clear to pupils				
4. Development of lesson				
a. Logical sequence followed				
b. Purpose of lesson followed— <del>not sidetracked</del>				
c. Suitability of method				
d. Important points clinched				
5. Conclusion of lesson				
a. Review (if not required, mark X)				
b. Assignment (if not required, mark X)				
c. Purpose of lesson achieved				
6. Illustrative materials (if not required, mark X)				
a. Suitability				
b. Effectiveness of use				
7. Use of chalkboard				
8. Questioning				
a. Quality of questions				
b. Distribution of questions				
c. Effectiveness of questions				
d. Treatment of answers				
9. Management and control of class				
10. Responsiveness and participation of pupils				

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## PERSONAL QUALITIES

Please record your estimate of each of these personal qualities in the square provided, using the letter scale: A, B, C, D, E.

1. Appearance (dress and personal grooming)

Comment:

2. Poise and self-confidence

Comment:

3. Voice quality (clarity and effectiveness)

Comment:

4. Use of oral English

Comment:

5. Initiative (sees things to be done—a "self-starter")

Comment:

6. Sense of responsibility

Comment:

7. Courtesy (to pupils and teachers)

Comment:

8. Response to criticism (willingness to learn)

Comment:

9. Professional attitude (enthusiasm for teaching)

Comment:

10. Personal acceptance by pupils

Comment:

Please comment upon the student's competence in the basic skills, e.g.—handwriting, spelling, and reading:

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## UNIVERSITY OF MANITOBA

## FACULTY OF EDUCATION

## CONFIDENTIAL REPORT ON PRACTICE TEACHING

Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Supervising Teacher \_\_\_\_\_

Lesson Topic \_\_\_\_\_ Grade \_\_\_\_\_

The supervising teacher is asked to evaluate in the space below the performance of the student teacher bearing in mind the following:

Personal Qualities: vitality and enthusiasm; sense of responsibility; relations with staff and pupils.

Teaching Performance: voice quality; quality of developmental questioning; the motivation and maintenance of class interest; the handling of class response, of drill and of review; the extent and the nature of use of the chalkboard; the nature and the relevance of assignments; adequacy of lesson preparation; general impressions.

INSTITUTE OF EDUCATION - MACDONALD COLLEGE

Ed. 420B: Fourth Year, B. Ed., Internship.  
MASTER TEACHER'S REPORT.

STUDENT TEACHER \_\_\_\_\_ Date \_\_\_\_\_ 19 \_\_\_\_\_

SCHOOL \_\_\_\_\_ GR \_\_\_\_\_ SUBJECTS \_\_\_\_\_  
 (If High Sch.)

ATTENDANCE \_\_\_\_\_ days absent. Punctuality \_\_\_\_\_

GENERAL EVALUATION OF THE STUDENT (circle one):

Outstanding    Superior    Average    below average    weak

Suggested criteria for evaluation:

- I Professional attitude - ardour, zeal, sincerity.
- II Teaching Skill - ability to impart knowledge,  
 ability to stimulate pupils' initiative and critical thinking.
- III Insight - into the deeper principles of subject matter  
 - into how the pupil is thinking
- IV Leadership - ability to create morale in the class  
 - ability to lead pupils to work individually and as a group.

VERBAL REPORT:

Signed \_\_\_\_\_  
 Master Teacher

(Please use reverse side if more space is required.)

INSTITUTE OF EDUCATION - MACDONALD COLLEGE

ADV. GP. NO. \_\_\_\_\_

ASSISTING TEACHER'S REPORT

ADVISOR \_\_\_\_\_

TEACHER \_\_\_\_\_  
Surname \_\_\_\_\_ Given name \_\_\_\_\_

TEACHING TEACHER \_\_\_\_\_ SCHOOL \_\_\_\_\_ GR. \_\_\_\_\_

ABSENCE \_\_\_\_\_ days absent PUNCTUALITY \_\_\_\_\_

Assisting teacher is asked to complete this form, basing opinions on the work of the student during the entire period rather than on individual lessons. The report should be sent to the Institute of Education on the last day of the practice teaching period.

Lessons taught by student teacher

Number of lessons	Monday	Tuesday	Wednesday	Thursday	Friday
1st week	_____	_____	_____	_____	_____
2nd week	_____	_____	_____	_____	_____
Lessons taught (Indicate number of lessons for entire period.)					
Reading	_____	Geography	_____	French	_____
Science	_____	Arithmetic	_____	History	_____
Music	_____	Art	_____		

Other (specify) \_\_\_\_\_

and community relations \_\_\_\_\_

School duties \_\_\_\_\_

School activities \_\_\_\_\_

Interest shown in school and community \_\_\_\_\_

Remarks (Please complete the other side of the sheet before filling in this section.)

Suggestions for improvement \_\_\_\_\_

Teacher's comment \_\_\_\_\_

For each of the following items, circle one of the numbers at the left. Qualifying remarks should be written in the space provided at the right or on a separate sheet to amplify those items marked superior or inadequate.

weak	adequate	superior	outstanding
------	----------	----------	-------------

- |   |   |   |   |  |
|---|---|---|---|--|
| 2 | 3 | 4 | 5 | <u>Preparation and planning</u>          |
| 2 | 3 | 4 | 5 | Knowledge of subject matter _____        |
| 2 | 3 | 4 | 5 | Effort in planning _____                 |
| 2 | 3 | 4 | 5 | Quality of plans _____                   |
| 2 | 3 | 4 | 5 | <u>Class management</u>                  |
| 2 | 3 | 4 | 5 | Rapport with class _____                 |
| 2 | 3 | 4 | 5 | Handling of routines _____               |
| 2 | 3 | 4 | 5 | Control _____                            |
| 2 | 3 | 4 | 5 | <u>Presentation</u>                      |
| 2 | 3 | 4 | 5 | Voice _____                              |
| 2 | 3 | 4 | 5 | Use of English _____                     |
| 2 | 3 | 4 | 5 | Methods _____                            |
| 2 | 3 | 4 | 5 | Questioning _____                        |
| 2 | 3 | 4 | 5 | Use of blackboard _____                  |
| 2 | 3 | 4 | 5 | Pupil activity _____                     |
| 2 | 3 | 4 | 5 | Handling of individual differences _____ |
| 2 | 3 | 4 | 5 | Assignments _____                        |
| 2 | 3 | 4 | 5 | Pupil Accomplishment _____               |
| 2 | 3 | 4 | 5 | Interest of pupils _____                 |
| 2 | 3 | 4 | 5 | <u>Personality</u>                       |
| 2 | 3 | 4 | 5 | <u>Appearance</u> _____                  |
| 2 | 3 | 4 | 5 | Enthusiasm _____                         |
| 2 | 3 | 4 | 5 | Initiative _____                         |
| 2 | 3 | 4 | 5 | Industry _____                           |
| 2 | 3 | 4 | 5 | Self-confidence _____                    |
| 2 | 3 | 4 | 5 | Co-operation _____                       |
| 2 | 3 | 4 | 5 | Reaction to criticism _____              |

Overall performance of this student can be described as (circle one):

WEAK

SUPERIOR

COMPETENT

BARELY ADEQUATE

VERY WEAK

EDUCATION 590

TEACHER APPRAISAL SHEET

Name .....

	10	9	8	7	6	5	4	3	2	1	0	( )
1. PERSONALITY (BEFORE CLASS)	:	:	:	:	:	:	:	:	:	:	:	:
	Strong initiative; tactful, self-confident; excellent judgment.			Sometimes lacks self-confidence; able to handle routine but weak in crises.			Hesitant; timid, uncertain, poor judgment.					
2. APPEARANCE & VOICE	:	:	:	:	:	:	:	:	:	:	:	:
	Well groomed; good posture; voice clear and firm, but pleasant.			Appearance and posture acceptable. Voice clear but not impressive.			Untidy; sloppy; slouching. Voice badly pitched; mumbles.					
3. MASTERY OF SUBJECT (INCLUDING INTEREST)	:	:	:	:	:	:	:	:	:	:	:	:
	Knows work thoroughly. Looks for new values in subject.			Knows actual lesson; weak in background; develops mechanical skills rather than insight.			Does not know subject; unaware of subject possibilities.					
4. COOPERATION & TACT	:	:	:	:	:	:	:	:	:	:	:	:
	Appreciative; wins cooperation rapidly; ready to accept criticism.			Accepts criticism without comment; reasonably cooperative.			Resents criticism; makes little effort to cooperate.					
5. ABILITY TO AROUSE INTEREST IN STUDENTS	:	:	:	:	:	:	:	:	:	:	:	:
	Students enthusiastic; interest usually high.			Interest average or variable.			Little or no interest shown by students.					
6. DISCIPLINE & CLASS MANAGEMENT	:	:	:	:	:	:	:	:	:	:	:	:
	Students give their best; work progresses smoothly.			Serious trouble infrequent; some confusion and minor irritation.			Much disorder and waste of time; discipline inconsistent.					
7. THINKING & ACTIVITY DEMANDED OF STUDENTS	:	:	:	:	:	:	:	:	:	:	:	:
	Much thought and activity on part of students.			Teacher does some of the thinking that students should do.			Little or nothing demanded from students.					
8. QUESTIONS	:	:	:	:	:	:	:	:	:	:	:	:
	Questions well worded, relevant, given to right students.			Questions sound, but rather artificial; not all questions useful.			No questions asked, or poorly phrased, or irrelevant, only certain pupils asked.					

TEACHER APPRAISAL SHEET

Page Two

EDUCATION 590

Name .....

	10	9	8	7	6	5	4	3	2	1	0
9. HANDLING OF ANSWERS OR CONTRIBUTIONS FROM PUPILS	:	:	:	:	:	:	:	:	:	:	:
	Answers or suggestions utilized and developed; wrong answers followed up.			Answers acknowledged but not all followed up.			Any answer ( ) accepted; no indication of correctness of answer; no follow up; suggestions ignored.				
10. METHOD AND ORGANIZATION	:	:	:	:	:	:	:	:	:	:	( : )
	Lessons well-planned but flexible. Time well distributed.			Some plan in lessons, but too rigid or too vague at times.			Lack of plan and organization. Time used badly.				

CONFIDENTIALFORM 5

## UNIVERSITY OF NEW BRUNSWICK

## STUDENT TEACHING

A general report on teaching in

\_\_\_\_\_  
Name of School\_\_\_\_\_  
Name of Student

1. Number of lessons taught \_\_\_\_\_ Subjects \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Number of lessons observed \_\_\_\_\_

2. General activities in which the student participated:

3. Performance of any assigned duties:

4. Assessment of the student as a prospective teacher: (Personal appearance, voice, manner with young people, language, mannerisms, preparations, knowledge of subject matter).

5. Final assessment. An estimate of what you think a student is capable of doing as a high school teacher, and as a principal of a small school.

6. Any general comments. Please use reverse side for general comments if necessary.

7. Recommended as suitable candidate for license \_\_\_\_\_  
 Yes No\_\_\_\_\_  
Teacher Counsellor

Date \_\_\_\_\_

ST. THOMAS UNIVERSITY  
PRACTICE TEACHING ASSESSMENT FORM

Student \_\_\_\_\_ Assessor \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Subject \_\_\_\_\_ Time \_\_\_\_\_

PLANNING

Score =

Logical organization 0 1 2 3 4 5 6 7 8 9 10

Method of presentation \_\_\_\_\_

Distribution of time \_\_\_\_\_

Provision for student activity \_\_\_\_\_

Summary, conclusion, time \_\_\_\_\_

COMMUNICATION

Score =

Explanations 0 1 2 3 4 5 6 7 8 9 10

Use of verbal aids \_\_\_\_\_

Emphasis \_\_\_\_\_

Choice of words-language \_\_\_\_\_

Use of aids to impart \_\_\_\_\_

and reinforce learning \_\_\_\_\_

APPLICATION

Score =

Effectiveness of checkup 0 1 2 3 4 5 6 7 8 9 10

Remarks \_\_\_\_\_

TEACHING PERSONALITY

Score =

Enthusiasm, authority, 0 1 2 3 4 5 6 7 8 9 10

voice, appearance, rapport \_\_\_\_\_

Remarks \_\_\_\_\_

ACHIEVEMENT OF OBJECTIVES

Score =

0 1 2 3 4 5 6 7 8 9 10

Remarks \_\_\_\_\_

LESSON PLAN

Score =

Content 0 1 2 3 4 5 6 7 8 9 10

Clear objectives \_\_\_\_\_

Layout \_\_\_\_\_

DEDUCTIONS

Score =

Room management 0 1 2 3 4 5 6 7 8 9 10

Mastery of subjects \_\_\_\_\_

Distraction \_\_\_\_\_

Adaptability \_\_\_\_\_

Sincerity \_\_\_\_\_

It is not necessary to remark on every item. Please look for specific deficiencies in practice teaching. Additional remark may be made on back of sheet.



ST. THOMAS UNIVERSITY  
CO-OPERATING TEACHER'S SCALE FOR RATING STUDENT TEACHERS

To be completed by supervising teacher at the end of practice teaching.

NAME (Teacher) \_\_\_\_\_

CO-OPERATING SCHOOL \_\_\_\_\_

GRADE \_\_\_\_\_

NAME OF CO-OPERATING TEACHER \_\_\_\_\_

A B C D

I. PERSONALITY

1. Physical qualities: Poise, appropriate dress, good grooming, general appearance.
2. Speech: Shows an effective command of English or French; quiet, well-modulated voice, and vocabulary within grasp of pupils.
3. Social qualities: Enthusiasm: (whole-hearted interest in any activity for which he is responsible).  
Cheerfulness: Good sense of humour.  
Reaction to criticism: ability to accept suggestion and make adjustments.  
Reliability: prompt, trustworthy, co-operative, responsible, willing, to assume leadership.

II. PREPARATION

1. Ability to Plan: Shows initiative in organizing and preparing lesson plans, seatwork, tests, projects, etc. Senses needs of pupils and sees that these are met. Makes sure that the normal routine of the class is not disrupted.
2. Ability to Utilize: Texts, blackboards, reference books, community resources and adapting these to the needs and abilities of the pupils.
3. Ability to Follow: Daily timetable; daily work sheet, knows grade placement of subject matter and grouping as suggested in the programme of studies.

III. PRESENTATION

1. Motivation--Ability to arouse and sustain interest on the part of the pupils.
2. Presentation--by means of demonstrations, examples, additional discussions, comparisons, and other devices and techniques used at the appropriate time; allows pupil participation.
3. Questioning--Satisfactory as to form, THOUGHT-PROVOKING, logically arranged, understandable by the pupils, skill in developing answers.
4. Application--Assigning seat work and home work. Definite, stimulating, adapted to the ability of the children.
5. Class atmosphere: Secures complete quiet and attention when desirable; obtains a courteous pupil-teacher relationship. Encourages freedom when pupils are ready to use freedom wisely.

A B C D

NOTEBOOK: The student teacher's notebook is a record of practical teaching experiences. It should include general information (name, address, etc.); seating chart, timetable, activities, lesson observations, conference notes, lesson plans, and evaluations.

In your opinion, will this student develop into a teacher who will be:

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

Was the student-teacher absent during the assigned period? If so, state why and length of absence.

Was the school closed during the assigned period? If so, state reason.

Remarks:

Please add any suggestions which will be of assistance in making this student a better teacher.

Acadia University  
PRACTICE TEACHING

<u>Characteristic of Teaching</u>	<u>High</u>	<u>Av.</u>	<u>Low</u>	<u>Comment</u>
Actuality .....				
Appearance .....				
Poise and Speech Habits .....				
Command of English .....				
Courtesy .....				
Force and Energy .....				
Self-confidence .....				
Spirit in all work .....				
Profits from Suggestions .....				
Mod-Form-writing, manners, bearing .....				
Grading Papers-conscientious, good standards.....				
Board Work-adequate, neat, helpful .....				
Use of illustrative Material .....				
Stern when sternness is necessary .....				
Business-like management, prompt, alert .....				
Holds interest of class .....				
Secures participation of class .....				
Attitude-sympathetic, reserved, maintains standards .....				
Holds attention to work, no fooling or waste .....				
Wokes a great deal of effort .....				
General command of the subject .....				
Mastery of the lesson subject matter .....				
Makes use of related experience and knowledge .....				
Emphasizes essentials, differentiates .....				
Clear explanations - by self .....				
Clear explanation required of pupil .....				
Amount of use of questioning technique.....				
Skill in questioning-form of question .....				
Skill-follow through, use of children's answers .....				
Skill-adapting question to pupil .....				
Skill-distribution of question .....				
Variation of approach or routine .....				
Meeting of the unexpected-resourcefulness .....				
Variety in ways of explaining or conducting lesson .....				
Adaptibility-gauge ability of class .....				
Challenges bright, helps dull pupils .....				
Requires participation of all members of group .....				
Repetition, supplementary explanations, sees need for .....				
Summarizing, conclusiveness .....				
Insists on good form and having work done .....				
Works toward definite objective in lesson .....				
Planning-appropriate selection of material .....				
Planning-organization of material .....				
Efficiency and economy in handling work .....				
Assignments-motivated, clear, definite .....				
.....				
.....				

PLEASE PLACE AN "X" IN ONE OF THE COLUMNS. AV. MEANS THE USUAL PERFORMANCE OF THE USUAL STUDENT TAKING PRACTICE TEACHING. SUPPLEMENTARY COMMENTS MAY BE MADE FOR CLEARNESS.

DALHOUSIE UNIVERSITY

Department of Education

LESSON EVALUATION FORM

Student ..... Observer ..... Date .....

School and Regular Teacher .....

Grade level and Lesson Subject .....

U	P	G	E	Characteristic	Comments
				Appearance -grooming, taste, mannerisms	
				Classroom Manner -naturalness, vitality, courtesy	
				Subject Matter -adequacy, relevance, accuracy	
				Organization -clarity, logic, emphasis, timing	
				Voice -pitch, pace, clarity, audibility	
				Rapport -co-operation, control, interest	
				Questioning -sequence, distribution, appropriateness	
				Explaining -clarity, relevance, accuracy	
				Use of English -diction, grammar, pronunciation, fluency	
				Use of Aids -chalkboard, apparatus, effectiveness	
				Pupil Participation -attention, response, contribution	
				Initiative -resourcefulness, originality	
				Room Management -routines, efficiency, supervision	
				Lesson Planning -introduction, presentation, application	

Grade

Evaluation

DALHOUSIE UNIVERSITY  
Department of Education

Teaching Practice  
Fall 1961

CONFIDENTIAL REPORT

Name of Student: .....

1. Attendance:-  
Has this student been punctual and regular in attendance?  
If not, please give details.
  
2. Are lessons taught by this student well prepared? Please comment in detail if you wish.
  
3. Can you suggest any ways in which this student's teaching may be improved?
  
4. Has the student shown a willingness to assist in the routine duties of school life (e.g. marking exercise books, school yard supervision, etc.)

Please return this Report as soon as the student's period of practice has been completed.

**Mount Saint Vincent College**  
**Education Department**

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**Sponsoring Teacher's Report**  
**on**  
**Practice Teaching**

---

Name of Student.....

School.....

Grade Taught.....

Dates.....

Sponsoring Teacher.....

---

The sponsoring Teacher is asked to place a check mark (✓) at the appropriate place on the scale beside each item in the following list. Please feel free to write in explanatory comments beside an item as you see fit. Further notes may be written in the space at the end. Faculty Advisors value your comments very much, since they, with you, are interested in offering a maximum of help to the student.

**I PERSONAL QUALITIES**

1	2	3	4	5	6	7	8	9	10

(Appearance, Health, Poise, Voice, Manner.)

**II ATTITUDE TOWARD TEACHING**

1	2	3	4	5	6	7	8	9	10

(Enthusiasm, Initiative, Sense of Professional Responsibility, Acceptance of Criticism.)

**III USE OF ENGLISH**

1	2	3	4	5	6	7	8	9	10

(Grammar, Vocabulary, Enunciation, Delivery, Fluency.)

**IV PREPARATION FOR TEACHING**

1	2	3	4	5	6	7	8	9	10

(Knowledge of Subject, Organization of work, Suitability of Lesson Materials.)

**V PRESENTATION OF LESSONS**

1	2	3	4	5	6	7	8	9	10

(Adequacy of Methods, Resourcefulness, Balance between Teacher and Pupil activity, Provision for Individual Differences, Profitable use of Aids.)

**VI CONTACT WITH PUPILS**

1	2	3	4	5	6	7	8	9	10

(Adjustment to Grade level, Sensitivity to Pupil Difficulty, Questioning, Class Discussion.)

**VII PUPILS' REACTION**

1	2	3	4	5	6	7	8	9	10

(Pupil interest and Attention, Pupil Participation, Courtesy and Respect.)

**VIII CLASSROOM MANAGEMENT**

1	2	3	4	5	6	7	8	9	10

(Control of Class, Giving Directions, Making and Supervising Assignments, Handling Routine Matters.)

**IX USE AND CARE OF PHYSICAL AMENITIES**

1	2	3	4	5	6	7	8	9	10

(Conscious of Heating, Lighting, Ventilation, Good Housekeeping.)

**X DIRECTION OF WORK**

1	2	3	4	5	6	7	8	9	10

(Adequacy of Preplan, Daily Lesson Plans, Culmination, Evaluation.)

Punctuality (Number of Times Late)

**GENERAL COMMENTS** — (Outstanding Abilities, Most Significant Weaknesses, Evidence of Promise, Advice offered, etc.)

Please return this report to:  
Director of Student Teaching  
Mount Saint Vincent College

**For your Guidance in Rating**

A grade of 9 - 10—Outstanding

7 - 8—Good

5 - 6—Average

3 - 4—Fair

1 - 2—Poor

---



St. Francis Xavier University

REPORT OF ORIENTATION TEACHING

Name of Student Teacher, ..... Date.....  
 School ..... Grade Taught .....  
 Subject ..... Topic .....

Assessment of Teaching Ability

	METHODOLOGY				TEACHING PERSONALITY			
	H.S.	S.	F.	Un.	H.S.	S.	F.	Un.
Knowledge					Enthusiasm			
Organization					Voice			
Language					Poise			
Questioning					Rapport with Class			
Blackboard					Grooming			
Illustrative Material					Manners			
Textwork					Reception of Criticism			
Management					Teaching Ethics			

GENERAL REMARKS

Elaborate on the 4 strongest and the 4 weakest of the sixteen points noted above. Use reverse side, if needed.

<u>STRONG POINTS</u>	<u>WEAK POINTS</u>
	1.
	2.
	3.
	4.

General Rating: ..... Supervising Teacher .....

H.S. indicates highly satisfactory performance, S satisfactory, F fair, and Un. unsatisfactory performance.

St. Francis Xavier University  
FIRST SEMESTER

PRACTICE TEACHING SUMMARY

Name of Student.....

Licence category.....

Dress and general appearance.....Satisfactory.....

Unsatisfactory.....

Attitude towards responsibilities of teaching. General comments.

.....

.....

.....

.....

Attendance at assignments.      Satisfactory.....

Unsatisfactory.....

Preparation of lessons.....Highly satisfactory.....

Satisfactory.....

Fair.....

Unsatisfactory.....

Teaching.

	H.S.	S	F	Un
a) <u>Organization</u> .....				
b) <u>Attitude towards students</u> .....				
c) <u>Handling of questions</u> .....				
d) <u>Voice</u> .....				
e) <u>Materials</u> .....				
f) <u>Class order</u> .....				
g) <u>Vitality</u> .....				

Summary of Evaluations:

- a) Exceptional, demonstrates professional skill at high level.....
- b) Very proficient, knows what to do and how to do it.....
- c) Average, doing satisfactory job.....
- d) Experiencing some difficulty.....



*Saint Mary's University*

HALIFAX - CANADA

CONFIDENTIAL

SCHOOL OF EDUCATION

STUDENT TEACHER EVALUATION FORM

STUDENT TEACHER.....SUBJECT (s).....  
 COOPERATING TEACHER.....GRADE (s).....  
 SCHOOL.....DATE.....

This checklist is a means to determine the student teacher's development and to help in arriving at a final grade. It is hoped that the evaluations recorded here will be discussed between the cooperating teacher and the student teacher.

Directions: Check the criteria listed below with an (x) in the appropriate column. The values of the columns are: A- excellent, B- Very good, C- good, D- fair, E- poor.

<u>STUDENT TEACHER AS A PERSON</u>	A	B	C	D	E
Voice and Speech	-----	-----	-----	-----	-----
Enthusiasm	-----	-----	-----	-----	-----
Dependability	-----	-----	-----	-----	-----
Receptiveness toward criticism	-----	-----	-----	-----	-----
View of job as extending beyond classroom	-----	-----	-----	-----	-----
Professional attitude	-----	-----	-----	-----	-----
Poise and appearance	-----	-----	-----	-----	-----

STUDENT TEACHER AS A CLASSROOM TEACHER

Command of subject matter	-----	-----	-----	-----	-----
Understanding of boys and girls	-----	-----	-----	-----	-----
Economical use of class time	-----	-----	-----	-----	-----
Sensitive to needs and interests of pupils	-----	-----	-----	-----	-----
Ability to develop a cooperative attitude in pupils	-----	-----	-----	-----	-----
Ability to plan and organize a lesson	-----	-----	-----	-----	-----
Ability to hold interest of class	-----	-----	-----	-----	-----
Utilization of teaching aids (audiovisual, maps, blackboards)	-----	-----	-----	-----	-----
Discipline or class control	-----	-----	-----	-----	-----
Ability to integrate learnings	-----	-----	-----	-----	-----
Exhibits specific objective for each lesson	-----	-----	-----	-----	-----
Assigns homework in keeping with lesson	-----	-----	-----	-----	-----
Ability to communicate clearly with boys and girls	-----	-----	-----	-----	-----
Ability to adjust to unexpected situations	-----	-----	-----	-----	-----
Ability to question frequently and with skill	-----	-----	-----	-----	-----
Determines effectiveness of lesson taught	-----	-----	-----	-----	-----
Ability to maintain boys and girls attention	-----	-----	-----	-----	-----
Encourages class participation and controlled discussion	-----	-----	-----	-----	-----
Neglects no members of a class	-----	-----	-----	-----	-----
Allows for individual differences	-----	-----	-----	-----	-----

STUDENT TEACHER'S AREAS OF STRENGTH

STUDENT TEACHER'S AREA OF WEAKNESS

ADDITIONAL COMMENTS

Saint Mary's University School of Education  
Single Lesson Student Teacher Evaluation Form

Student Teacher ----- Grade -----  
 Observer ----- Subject -----  
 School ----- Date -----

Rating: A - Excellent, B - Very Good, C - Good, D - Fair  
 E - Poor

Student Teacher as a Person

Rating

Voice	-----
Speech	-----
Enthusiasm	-----
Patience	-----
Poise	-----
Appearance	-----

Student Teacher as a Classroom Teacher

Command of subject matter.	-----
Economical use of class time.	-----
Plan and organization of a lesson.	-----
Ability to hold interest and attention of the class.	-----
Utilization of teaching aids.	-----
Discipline or class control.	-----
Ability to integrate learning.	-----
Exhibits specific purpose.	-----
Lesson taught as one in a series.	-----
Communicates clearly.	-----
Adapts to unexpected situations.	-----
Checks success of lesson.	-----
Gives appropriate assignment.	-----
Physical environment of classroom.	-----
Participation of students.	-----
Acquires students' co-operation.	-----
Neglects no students.	-----
Allows for individual differences.	-----

Additional comments on the back of this form.

ST. DUNSTAN'S UNIVERSITY  
TEACHER-TRAINING DEPARTMENT

EVALUATION OF A STUDENT TEACHER

Name of Student Teacher .....

Subject taught .....

PROVIDES ATMOSPHERE CONDUCTIVE TO SOCIAL AND EMOTIONAL GROWTH

- 1. Functions with vitality .....
- 2. Displays a wholesome sense of humor .....
- 3. Works in a manner which shows confidence, poise and relaxation .....
- 4. Uses voice effectively .....
- 5. Is courteous to teachers and pupils .....
- 6. Uses good taste in grooming .....
- 7. Promotes relaxation and ease in pupils .....

MAINTAINS A WHOLESOME LEARNING ATMOSPHERE

- 1. Work prepared with clearness and purpose .....
- 2. Subject matter well organized .....
- 3. Gives adequate explanation of new work .....
- 4. Uses knowledge and skills essential to successful teaching .....
- 5. Learning materials and activities suited to pupils .....
- 6. Reviewed previous work .....
- 7. Stimulates interest of pupils .....
- 8. Asks questions provocative of thought .....
- 9. Questions distributed among all the pupils .....

REMARKS .....

DATE .....

Signature of Supervising Teacher

KEY TO MARKING

- A - indicates student is outstanding
- B - indicates student is superior, above average
- C - indicates student is adequate, average, satisfactory
- D - indicates student is undeveloped, below average, inadequate
- E - indicates student is definitely not qualified to assume position in the teaching profession.

ST. DUNSTAN'S UNIVERSITY  
TEACHER-TRAINING DEPARTMENT

EVALUATION OF A STUDENT-TEACHER

Name of Student-Teacher . . . . .

Subject(s) taught . . . . .

Grade . . . . .

The Supervising Teacher is asked to give a reasonably detailed evaluation of the student-Teacher's efforts, with special emphasis on predominant weaknesses or faults, and an estimate of possible later success in the profession.

. . . . .  
School

. . . . .  
Signature of Supervising Teacher

Date . . . . .



MEMORIAL UNIVERSITY OF NEWFOUNDLANDDEPARTMENT OF EDUCATIONSTUDENT TEACHING RECORD

Grading A - Excellent; B - Good; C - Fair; D - Poor; F - Fail.

Year ..... School .....

Name of Student .....

Please answer Yes or No.

1. Did the student bring problems to the co-operating teacher? \_\_\_\_\_
2. Did he talk about the work with apparent knowledge and confidence? \_\_\_\_\_
3. Did he endeavour to get to know the pupils? \_\_\_\_\_
4. Did he ask about teaching aids, lesson plans, time tables, report cards, etc? \_\_\_\_\_
5. Did he make the best use of the two periods of Student Teaching? \_\_\_\_\_

Please give a letter grade:

1. Manner before class ..... \_\_\_\_\_
2. Voice ..... \_\_\_\_\_
3. Speech ..... \_\_\_\_\_
4. Use of English ..... \_\_\_\_\_
5. Preparation of lessons ..... \_\_\_\_\_
6. Method of Presentation ..... \_\_\_\_\_
7. Pupil participation ..... \_\_\_\_\_
8. Use of blackboard, maps, etc. .... \_\_\_\_\_
9. Aim achieved ..... \_\_\_\_\_
10. Assignment (clear, definite study suggestions). \_\_\_\_\_
11. Control of class ..... \_\_\_\_\_

General standing \_\_\_\_\_

Remarks which co-operating teacher thinks will be valuable to College instructors.

.....  
Co-operating Teacher

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Department of Education

Record of Supervisory Visit.

Name of Student . . . . . General Estimate . . . . .  
Year . . . . . School . . . . .  
Grade . . . . . Lesson . . . . .

SPEECH	5	REMARKS
1. Posture & Breathing		
2. Tempo		
3. Enunciation		
4. Variety in Tone		
5. Pronunciation		
6. Articulation		
7. Language		
8. Grammar		

Type of Lesson

Procedure:

Good Points:

Weak Points:

Supplementary Notes:

CHAPTER IV

CONCLUSION

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