

A MODEL FOR PRIMARY SCHOOL  
STUDENT TEACHING  
IN NEPAL

By

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## ABSTRACT

Since the beginning of teacher training, the Institute of Education has been trying to meet the challenge of improving the quality of classroom instruction. However, the student teaching program needs to be looked at so that deficiencies can be removed and new empirically proved useful dimensions added.

The main objective of this present project is to design an improved student teaching program and to indicate how the program can be tested and evaluated at a campus in Nepal.

The model suggested is mainly concerned with the improvement of instructional behavior. A significant aspect of it lies in the development of a broad concept of the student teaching program, in which student teaching is viewed as a collaborative effort between different persons.

The model suggested contains three parts, each with its own objectives and rationale. The first part is a pre-student-teaching activity. This provides and develops necessary teaching skills and concepts in the student teachers in order to build their confidence before they actually begin teaching.

The second part provides classroom teaching experiences and helps student teachers develop their own productive teaching styles. In this part, supervision is provided by both school cooperating teachers as well as sponsoring campuses in order to provide immediate feedback based on clinical environment.

The last part of the model is the post-student-teaching. For this evaluation, data is collected from different sources, including student teachers and their reactions towards the program.

The project will be implemented and evaluated in Nepal. After evaluation, it will be modified and suggested to institutionalize in some campuses.

## ACKNOWLEDGMENTS

The writer of this proposed project has received a lot of useful suggestions and related materials to help put it in this shape. A great deal of valuable and thoughtful help from various experts in the field in one way or another helped the writer bring this project to completion. Thus, he would like to extend heartfelt gratitude to Dr. John Brubachar, a respectable professor of the School of Education at the University of Connecticut; Dr. Richard Winfield, Professor of Technical Education; Dr. Richard Pfau, Associate Extension Professor and participant advisor for the Education Skill Training Project (Nepal); and to Dr. Donald Protheroe and Dr. Rosa Quezada.

The writer is also thankful to Dr. Duaine C. Lang, a professor at Indiana State University; and to Dr. Jean Nicolson, Director of the Elementary Student Teaching Program at Indiana State University, whose advice and suggestions were also of great help to this writer in designing the project.

Last but not least, my thanks go to all the supervisors, cooperating teachers, and student teachers who shared with this writer their valuable experiences in this field.

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1.

CHAPTER I

## INTRODUCTION

A. Background Information

Student teaching is a clinical experience of professional education. It holds a significant position in most teacher preparation programs. With this experience, prospective teachers hopefully find themselves better able to use teaching behaviors associated with greater student learning. Thus, student teachers need ample opportunity during the training period to test and explore teaching styles that have causal relationship with student learning, and practice teaching provides such an opportunity. Reflecting such a view based on a Review of Research in Developing Countries, Avalos has written that:

Future teachers need to learn through closer contact with field, either by simulation or teaching practice, is an obvious but important finding. 1

It seems almost unanimously agreed that field experiences in teacher education programs are much more worthwhile values for student teachers than almost any other component within the program.<sup>2</sup> To the student of professional education, not only does it afford the opportunity to put into practice the processes and understandings learned in professional courses, but also provides an opportunity to plan, develop, and evaluate

learning experiences which are useable in his/her future job. However, enough practice teaching experiences are often not provided.

The need to incorporate more practice in teacher education programs is often expressed by students in the programs as well as teachers and administrators in the school. 3

With regard to this, effort has been made to improve teachers' behavior in the classroom since the beginning of the Institute of Education in Nepal. A student teaching program has always been included to provide a laboratory experience for future teachers in the teacher preparation program. Although modifications of the program have been made from time to time, there is need of considerable effort in this direction. As Dr. Kedar Nath Shrestha, Dean of the Institute of Education has written:

Practice teaching or student teaching is the soul of a teacher training program. But, very often, this part becomes just a ritual. 4

It seems that one of the reasons for ineffectiveness in the clinical experience of professional education is undue emphasis given to the theoretical matters. What seems to be needed to improve the quality of teaching is to provide students with enriched practical experiences during training.

Recently, the Institute of Education has developed a modified student teaching program for primary level

4.

school teachers.<sup>5</sup> This program has tried to enhance the clinical experience by introducing some pre-student-teaching activities, as little peer teaching by student teachers prior to actual teaching occurs. Even though it seems to be necessary to provide more opportunity to practice teaching skills in an environment that is similar to the actual field, what Nepal also needs is the close supervisory practices based on the clinical environment. Lack of this may not bring intended results. This program, then, is developed with the view that these things are necessary for successful student teaching.

## B. Student Teaching in Other Countries

Elementary teacher education programs generally consist of three components: a) general education, b) professional education; and c) student teaching. It is in common that the practical experience for the elementary teacher in training is centered around the student teaching program. The designer of this project, while he visited some Schools of Education in America, found that the clinical experience for the prospective elementary school teacher is being provided through student teaching. In doing so, almost all student teaching programs in the United States are conducted in phases. One of these is a preparatory phase, and it was found that more emphasis is focused on this phase than in Nepal. Observation and actual teaching are other phases of the program. Another remarkable observation was the close clinical supervision provided to student teachers by experienced teachers in the school in which the students were teaching.

Student teaching in some of the Asian countries the writer has learned about is also conducted in three consecutive, but somewhat different, phases. The first is an observation which is generally done in a selected cooperating school or in some cases, in a laboratory school attached to the teacher training college. In

the second phase, the practice teachers come back to campus and review their experience under the guidance of the campus supervisors. The third phase consists of off-campus student teaching in cooperating schools, where the student teachers are supposed to assume a larger responsibility for instructional planning and organizing teaching/learning situations, and to participate in other non-teaching tasks.<sup>6</sup>

In the case of Thailand, the student teaching program for elementary school teachers has two phases lasting three months. Generally, it is carried on in cooperating schools. The first phase is a preparatory phase, and continues for two weeks. This phase makes student teachers familiar with teaching in the classroom, students, and other out-of-class activities. The second phase consists of actual teaching for ten weeks. Student teachers are placed in the cooperating school under the supervision of classroom teachers and supervisors from the training campus. The major requirement for admission to the student teaching program is completion of all professional courses prescribed by the curriculum. Besides actual teaching, persons being trained engage in the study of the various records, help children in out-of-classroom activities, and supervise children before and after class.<sup>7</sup>

In Malaysia, the student of the teacher education program is required to complete ten to twelve weeks of

student teaching over a two-year period. Generally, this is done in government-assisted primary schools. Schools are selected with the consent of the college principal, chief education officer, and head of the building. Observation of classroom teaching by the student teachers is done first, and actual teaching follows.<sup>8</sup>

The student teaching program in the Philippines is organized by a Director of Student Teaching. The student teaching program for primary school teachers in the government institute contains two weeks orientation, eight weeks on-campus practice teaching, eight weeks practice teaching in selected cooperating schools, and two weeks of an evaluation seminar. In some other institutions, the situation varies slightly. In the orientation period, the student teachers receive guidance from supervisors of student teaching in the laboratory school.

In the second phase, the student teachers undertake on-campus teaching. The student teachers in the third phase go into off-campus teaching and take the responsibility of classroom teachers, under the guidance of a cooperating teacher. In some cases, additional supervision may be given by the district supervisor and the supervisor of the student teaching program, if a need is felt. The last phase is an evaluative phase. The student teachers come back to the laboratory school where group

and individual conferences are held.<sup>9</sup>

In Nepal, the student teaching program is now organized into two parts. The first orientation part provides student teachers with some knowledge of the student teaching program. During this part, student teachers also prepare some instructional plans for when they have to teach in cooperating schools.

The second part of the program consists of actual teaching in a cooperating school. The student teachers are required to observe two demonstration lessons and do five lessons in peer teaching before actual teaching takes place. They then stay six weeks in a cooperating school. While in the cooperating school, they observe regular teachers' classes, help the cooperating teacher, and actually teach, themselves. Each student teacher demonstrates a final lesson at the end of the student teaching period. For evaluation, a campus supervisor and a representative of the Dean's office sit and observe the final lesson.<sup>10</sup>

### C. Significance and Assumptions of the Project

This project is concerned with increasing the effectiveness of the Nepalis teacher training program by providing more supervised and better organized practical experiences. Thus, this proposed model seems significant for the following reasons:

#### 1. Provides advanced training.

The experiences in the United States and in some other countries clearly indicate that student teachers need to have ample opportunity of getting practical experience before they actually go out into the field. This project has included pre-student-teaching activities. These activities cover on-campus practice of major empirically proven, productive teaching skills and some other related activities. By doing so, the project has tried to minimize anxiety of the student teachers, which is considered to be one of the prominent problems of student teachers. As William Ray Heitzmann has stated, the anxiety of the student teacher is great at the beginning of his experience.<sup>11</sup> This project shows the way of imparting training in a systematic way. The writer has also assumed that these activities will bring some qualitative changes in the student teaching program in Nepal.

2. Provides close supervision.

This project intends to provide close supervision. This project has included experienced teachers of co-operating schools in the program in a supervisory role. The way cooperating teachers are included in this program will make it possible to establish a link with the actual needs of being in the field and will provide closer supervision than at present in Nepal.

3. Provides orientation to supervisor.

This project has introduced some systematic classroom observation forms which will be used by the program supervisor in order to provide immediate feedback to the student teacher based on the collected data in the classroom environment. An orientation is conducted for this supervisor, to make him/her able to use this form effectively. Supervision is done on the basis of agreement between the supervisor and a student teacher.

D. Objectives of this project.

The major objectives of this project on which this paper is based are:

1. To set up a workable model for conducting practice teaching at Institute of Education campuses.
2. To indicate how this model can be tested and evaluated at one campus.
3. Upon my return to Nepal, to implement and evaluate the model.

CHAPTER I I

## MODEL DEVELOPMENT

Introduction of Model

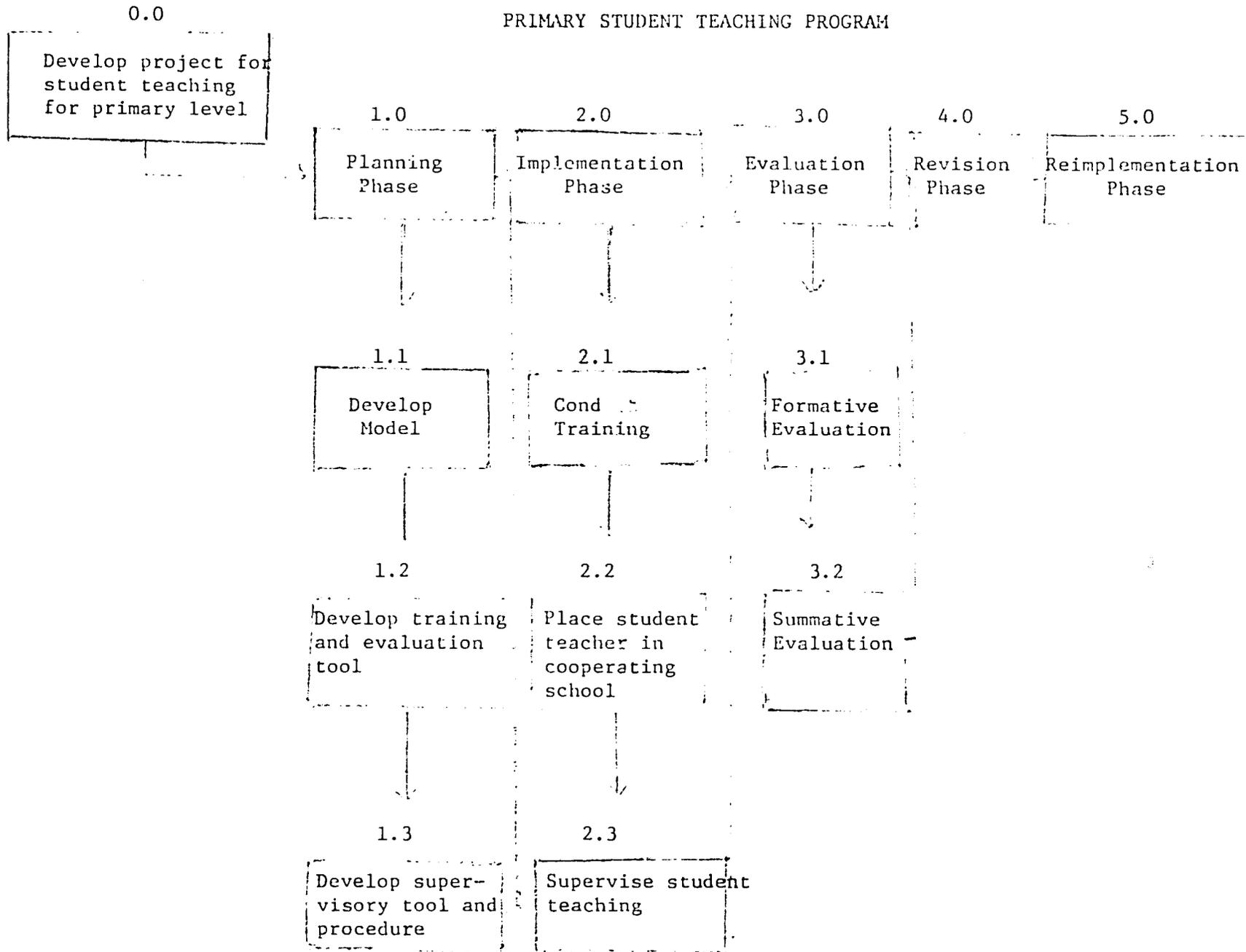
This present proposal is based on five phases of action. These are: a planning phase; an implementation phase; an evaluation phase; a revision phase; and lastly, a reimplementation phase. These phases have been divided into different sub-phases. For each phase and sub-phase, a flow chart has been done on Kaufman's planning model<sup>12</sup> (see Figure 1). Each of these phases is described in the following sections.

This paper is the result of the planning phase.

Figure 1

A MODEL FOR A

PRIMARY STUDENT TEACHING PROGRAM



## A. Planning Phase

The planning phase has been broken down into three major sub-phases (see Figure 2). The major sub-phases include: model development; preparation of training package; and finally, development of supervisory procedures and tools. The main activities for this phase are the following:

### 1. Model Development

In order to develop a model of practice teaching, the following activities were carried out during my studies at the University of Connecticut.

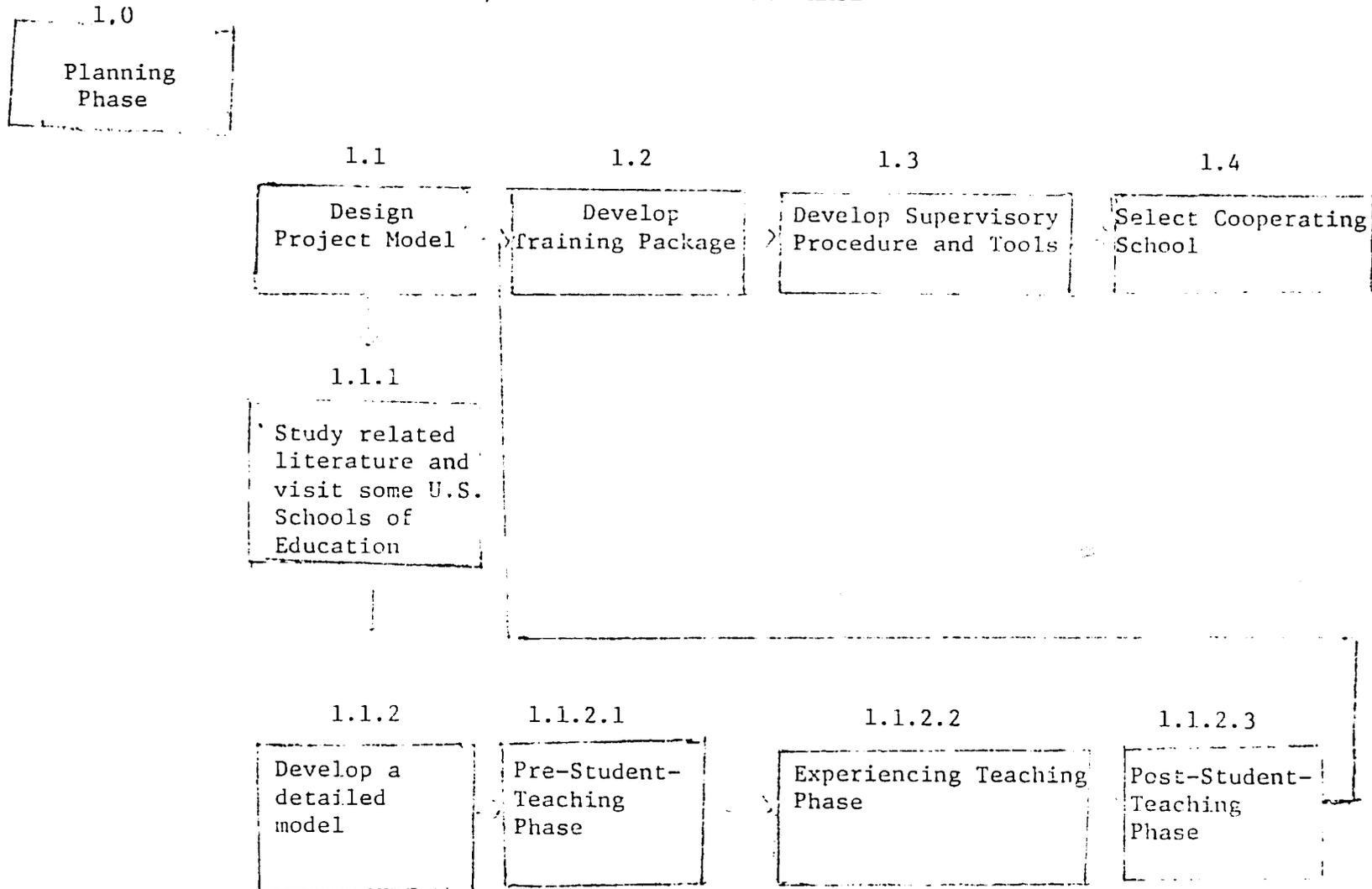
#### a) Study of related literature

Within the time available, the designer of this project tried as much as possible to collect and review related literature. The purpose of this activity was to widen my knowledge of student teaching programs. The writer got a chance to study student teaching programs run in some Schools of Education in the United States and programs in some Asian countries. A great deal of related literature was found. This literature was of great help when designing this project.

In addition, the writer undertook a smaller project on approaches to practice teaching in the Fall Semester of 1980. The following related areas were investigated as a part of that study:

figure 2

PLANNING PHASE



- student teaching theory and practice
- student teaching supervising
- research on student teaching
- evaluation of student teaching
- innovative approaches to student teaching

b) Visit to Schools of Education and Discussions

During the January 1981 winter break, an internship program was arranged for this writer. The writer visited Indiana State University and Purdue University in Indianapolis. During this program, observations of student teaching in practice were carried out, especially at the elementary level. The writer got an excellent opportunity to learn about the organization and management of student teaching programs in the Schools of Education of those Universities.

During the visit, arrangements were made for the writer to talk with concerned experts and authorities and to learn of their valuable and praiseworthy experiences. The writer met with Dr. Duaine C. Lang, the Director of field experience at Indiana State University; Dr. Jean Nicholson, Director of the elementary student teaching program; and a number of University practice teaching supervisors, supervising teachers, and student teachers.

Talk with these persons focused on the importance of early field experiences, the duration of field experience, supervisory procedures, reactions of cooperating teachers toward the present program, and the reactions of student teachers. On the whole, these experiences were found to be extremely helpful in shaping this project.

The writer also met and consulted with some concerned faculty at the University of Connecticut during the model development period. Dr. Donald Protheroe and Dr. Rosa Quezada were prominent among them. The suggestions and materials this writer received from these experts also was valuable. The writer also had an opportunity to talk with student teaching supervisors at the University of Connecticut.

c) Development of the Model

On the basis of the information acquired, the writer gave shape to the proposed practice teaching model. It has three main phases. They are the following:

Pre-student-teaching phase

The first stage is a pre-student-teaching phase. This was designed and developed on the basis of Maslow's theory of motivation--starting with a little task will secure success and safety.<sup>13</sup> It is imperative that student teachers have the best possible chance for a good start, a chance to adjust prior to the time when they begin real teaching, and that is what this phase is partly intended to do.<sup>14</sup>

A major purpose of this early phase of the model is to get student teachers involved in scaled-down teaching in micro-classes, and to equip them with the necessary teaching skills before they work in actual teaching. Pre-arrangements for hiring primary school children, facilities, personnel, and other physical resources will be made prior to doing this activity. A detailed procedure for doing this is mentioned in the implementation phase described later.

Experiencing teaching phase

In this model, the second phase constitutes the experience of teaching. The purpose of this is to provide clinical field experiences by involving

students in the field. This part of the model includes observation of regular classroom teaching by the student teachers, co-teaching with regular teachers, and then actual teaching in cooperating schools. Through these activities, the student teachers will develop their own productive teaching styles under the combined supervision of a supervising teacher and a campus supervisor. Supervision is to be done in part by using classroom observation forms.

#### Post-student-teaching phase

This last phase is an evaluative phase of the student-teaching experience. The main objective of this phase is to judge the impact of the model. The major activity of this phase is to collect data from different courses, including student teachers' reactions towards the program under which they worked, cooperating teachers, and campus supervisors.

## 2. Training Package Development

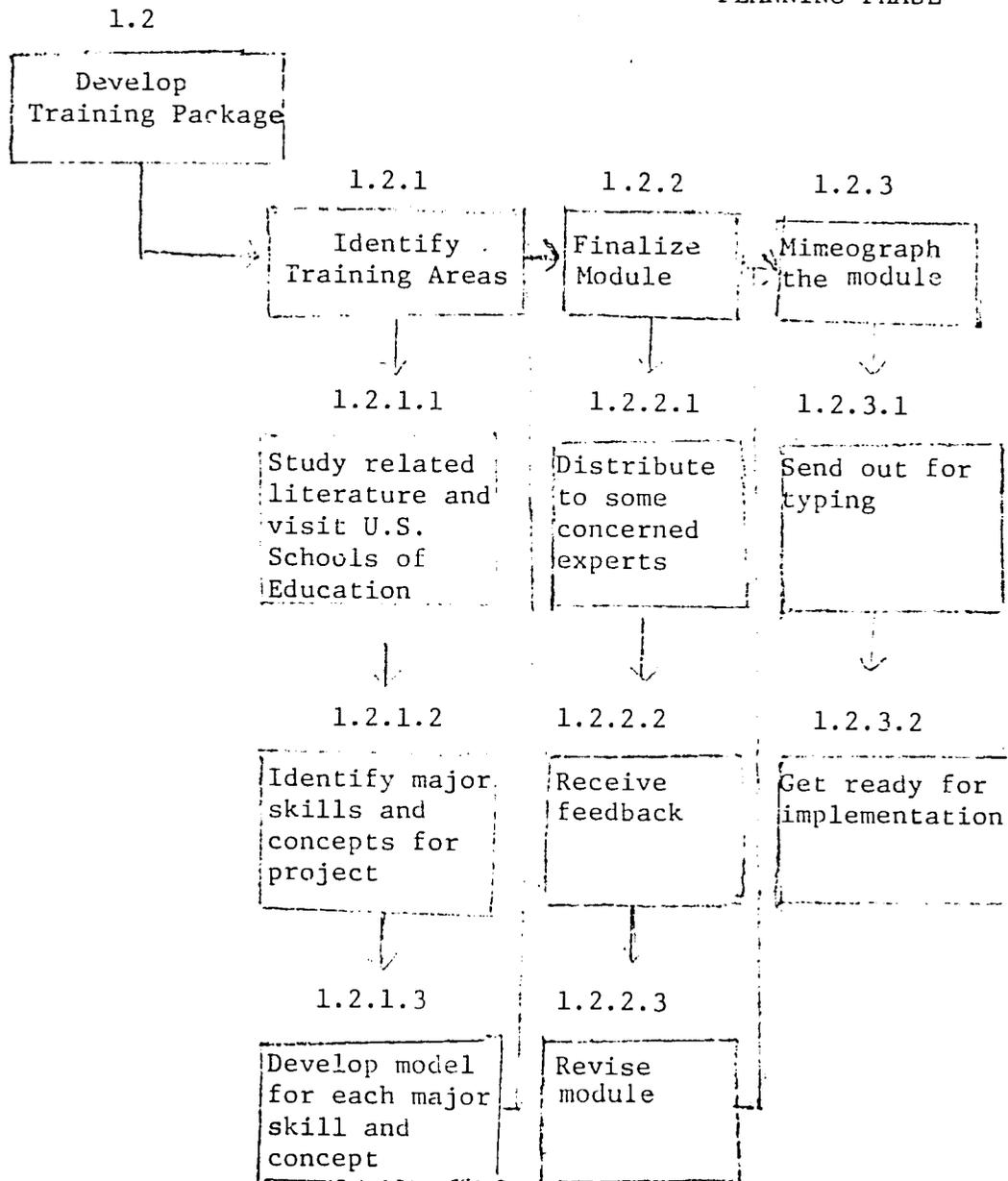
This is the second part of the planning phase to be completed in Nepal. In this part, the information acquired in the United States during the study of the related literature, visits of the different Schools of Education, and consultation with resource persons will be used as background information for preparing a training package.

The writer will go through the most relevant curricula for the primary school teacher preparation program in Nepal. He will analyze it in order to identify what skills and concepts are included to be effective. Teacher inadequacies also will be identified.

After going through this background information, the major skills and concepts will be identified that are necessary for effective classroom instruction in the elementary schools. Then these skills and concepts will be grouped into major areas such as classroom management, grouping techniques, classroom control, reinforcement, questioning, instructional materials, and evaluation. Especially those factors which have been empirically shown to have a positive effect on the quality of instruction will be included in the training package. For each area, a module will be developed as a learning package. To develop a learning package, the writer will select an expert teacher from each area of the curriculum and form a committee of these people, including the writer himself. Then the learning package will be distributed to concerned persons to get feedback, in order to finalize the draft modules.

Figure 3

PLANNING PHASE



### 3. Development of Supervisory Procedures and Tools

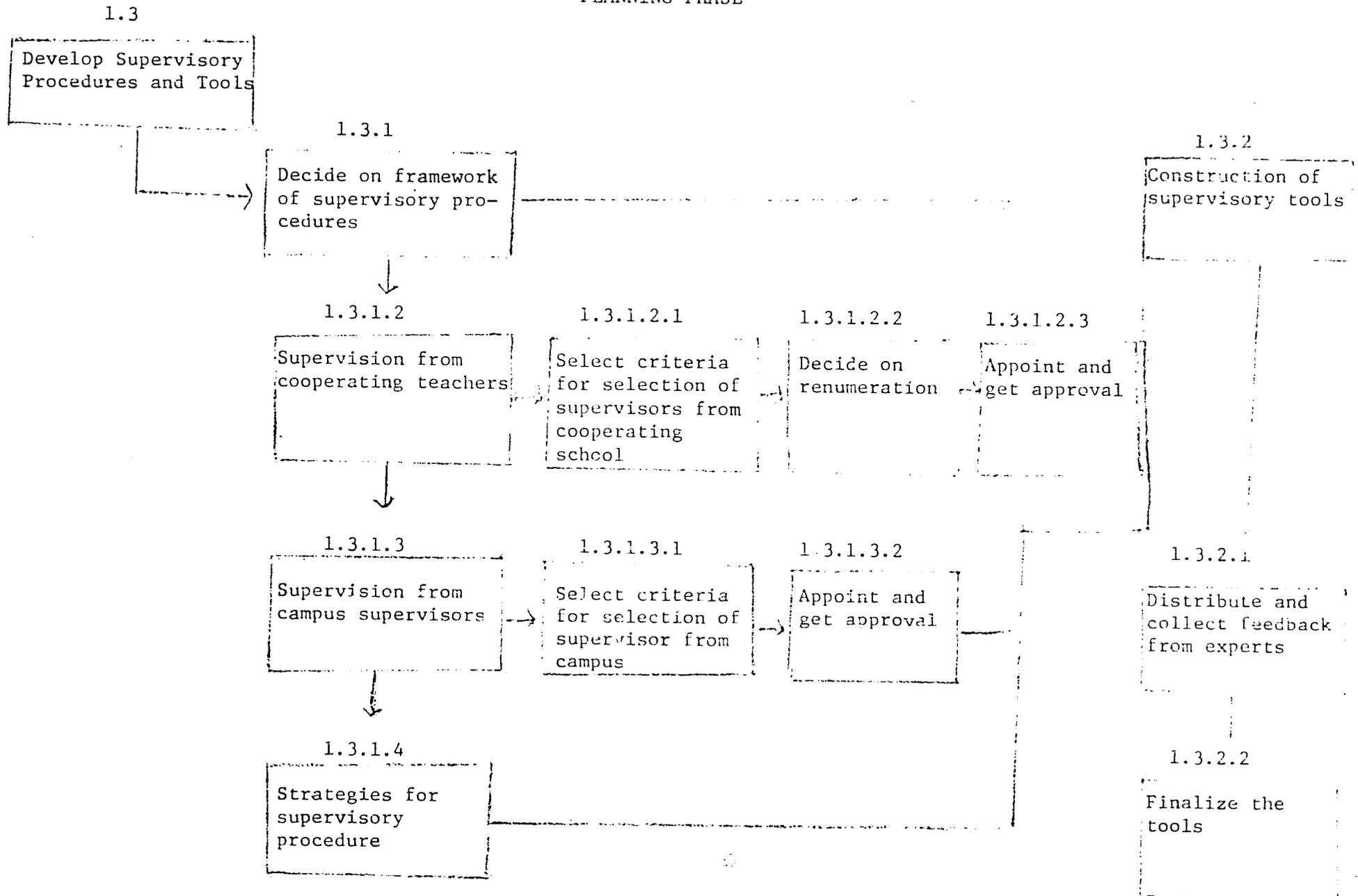
Clinical supervision is considered to be an indispensable part of the student teaching program. William A. Bennie says that the successful student teaching program includes supervision from campus as well as from the classroom teacher, and this project reflects this view.<sup>16</sup>

This supervisory procedure introduced in this model (see Figure 4) is based on a new assumption for Nepal. This model has accepted that close and systematic supervision should be provided to student teachers. For this reason, supervisory assistance from the cooperating schools has been introduced as well as supervision from the training campus. It is assumed that the supervision provided should be clinically based. This means that it should be based on the observation of classes taught by practice teachers. It should be done in a way that gives useful feedback to the student teachers.

Supervisors from both cooperating schools and the training campuses will be selected on the basis of certain criteria. In the case of supervisors from cooperating schools, it is proposed that they must have at least five years teaching experience in primary schools; they must have a teacher training certificate; and they must show interest in working with student teachers, and accept them as co-professionals.

Figure 4

PLANNING PHASE



In the case of supervisors from the training campuses, it is proposed that those teacher educators be selected who have completed at least a Bachelors of Education with a supervision course, or who have at least three years experience towards a Bachelors of Education degree. Special priority will be given to those who have teaching experience in primary schools, with those criteria.

Provision of remuneration for the supervisors of cooperating schools will be fixed before they are formally assigned. Headmasters of cooperating schools will be required to release these persons from (fifty percent) their regular classes taught by practice teachers, but will require them to supervise the other fifty percent. In the case of campus supervisors, they will have minimum teaching loads during practice teaching, and if possible, they will be given no teaching loads on the campus, in order to strengthen their supervisory practices.

Supervision itself is divided into three basic parts: a) sharing in instructional planning; b) observation of classroom instructional behavior; and c) providing corrective measures. The supervisor sits together with a student teacher to exchange ideas on lesson plans prepared for specific lessons prior to teaching them in class. The supervisors are supposed to supervise at least two lessons a day. Each lesson is followed by an individual

conference. The purpose of this conference is to provide reactions of the supervisor and suggestions to be followed in the next class. There will also be a conference a week with student teachers, the cooperating teachers, and the campus supervisors in each cooperating school. The conferences review the progress and suggest whatever the situation demands.

For classroom observation, observation forms will be developed. These observation forms will contain verbal and non-verbal instructional behavior to be observed. The behaviors to be observed will be determined by the subject specialists and the specialists in the classroom observation system and procedure. Observation procedures will also be developed.

#### 4. Evaluation Tools and Procedures

To complete the evaluation task, a committee will be formed. The writer would like to propose the following persons for the committee:

- coordinator of the program
- selection head of evaluation department of campus where the project will be implemented
- two representatives of the campus supervisors
- two representatives of teachers
- head of research department, and
- an expert on classroom observation systems

The task of the committee will be to develop or select evaluation tools and guidelines for evaluation. Procedures for evaluation will be developed. The committee will analyze and make decisions about the tools and procedures.

The writer wants the committee's second major task to be making decisions about the principles and procedures for summative evaluation. The writer would like the committee to do so because the writer does not have sufficient time. Also, it would be more appropriate and valid if the committee determines tools and procedures for summative evaluation.

#### B. Implementation Phase

Prior to the implementation of this project, the writer will need to take care of a number of required administrative tasks. These include: budget approval, site selection, formation of coordination committee, and other matters. Upon completion of these preliminary administrative procedures, implementation activities will be put into practice and continue until the project comes to an end (see Figure 5).

The first activity to be done in the implementation phase is orientation of selected concerned staff and teachers of cooperating schools. To make the participants familiar with the project, a one-day orientation program

Figure 5

IMPLEMENTATION PHASE

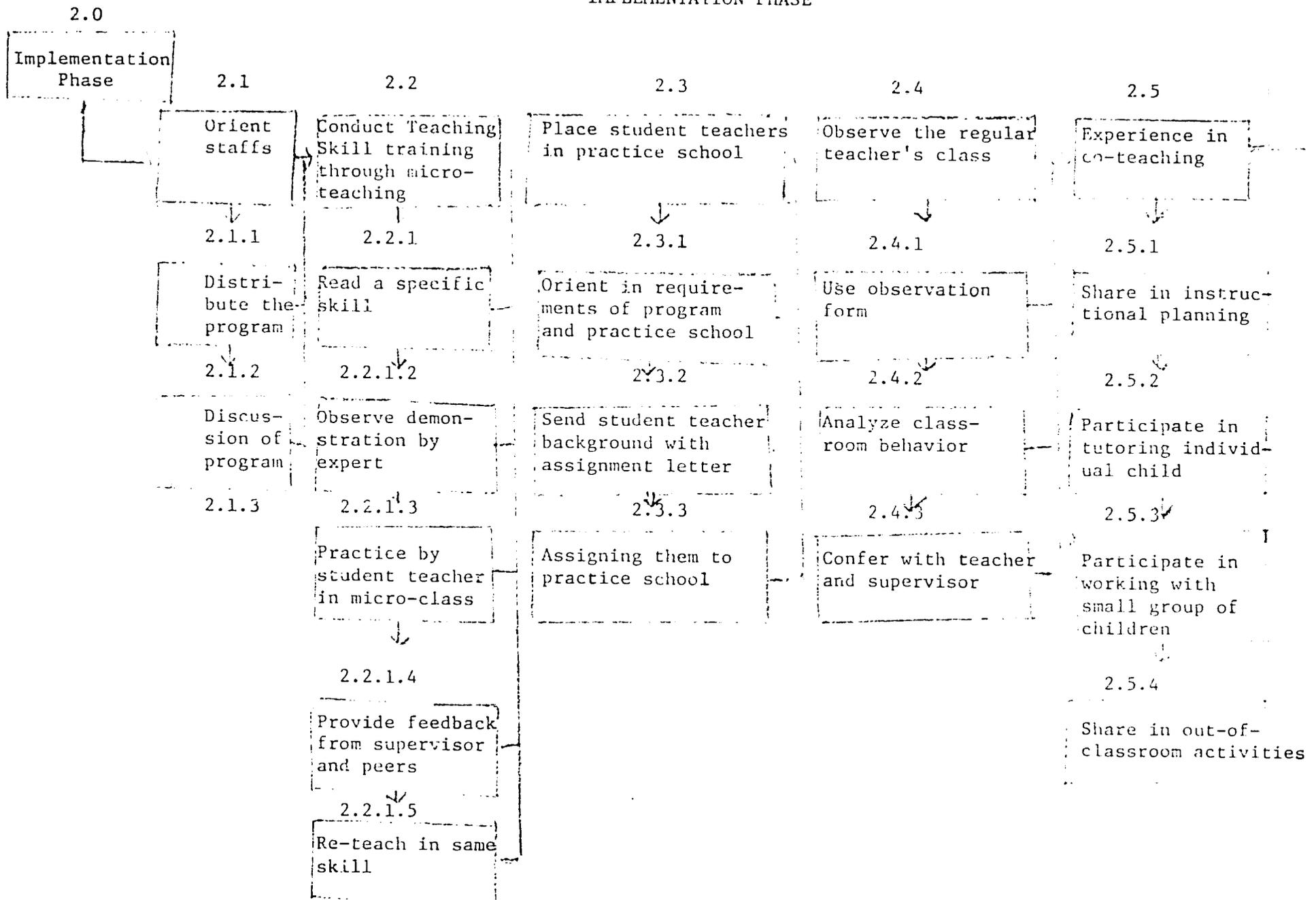
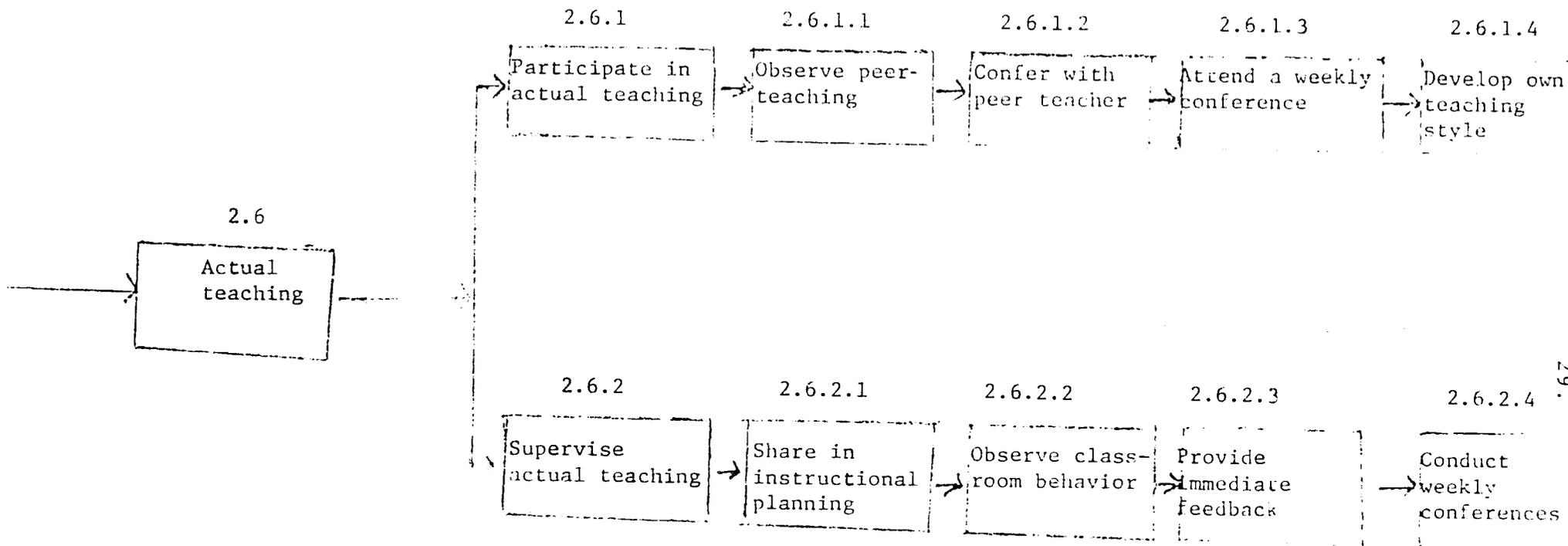


Figure 5 (Cont.)

IMPLEMENTATION PHASE (Cont.)



will be conducted. During the orientation program, the participants will be provided with necessary information about the whole program, part by part, including program objectives, implementation procedures, and roles of different personnel within the program.

The second activity of this phase is to organize and conduct training of student teachers in teaching skills. After completion of all required professional courses, students will be enrolled in the student teaching program. At the beginning of student teacher training, student teachers will be provided with training modules dealing with areas of teaching deemed necessary during the project planning phase. Then selected campus teaching staff and some cooperating teachers will work as instructors. The detailed procedure is given in Figure 5.

Following teaching skill training, placement of the student teachers in schools will be done. Prior to this, they will be made familiar with the cooperating school and its available facilities through a short orientation program on the campus. In the first part, they will receive an introduction to the student teaching program, including program requirements, their roles, procedures, durations, and forms which will be required to be filled out during and after the program. The second half of the orientation program will introduce students to the cooperating school and staff they will be working with.

The second activity for this phase, as indicated in the planning phase, is to provide classroom teaching experiences in the cooperating school. This activity will be conducted mainly in three parts. They are:

#### Observation

With the assignment to a cooperating school, the student teachers will observe regular teachers' classes using classroom observation forms and other guidelines. This will last for one complete week. Students will observe classes for at least three periods a day. Following observation, they will share their ideas, questions, and reactions with the regular teacher in a conference after class.

#### Co-teaching

The student teachers will then work with regular teachers as co-teachers. In this part, they will step, little by little, into teaching activities. They first will participate in instructional planning, then proceed to guiding individual children to achieve learning objectives. They will increase their teaching experience and efficiency by working with a small group of children to achieve a specific instructional goal. Besides this, they will also participate in out-of-classroom activities such as supervising children in games and other matters, and participation in school functions.

### Actual Teaching

Actual teaching is an important part of the program where each student teacher will have a chance to develop his/her own productive teaching style under the close guidance and assistance of supervisors. In this part, the student teachers will assume the full responsibility of teaching independently. They will use the methodology and techniques learned during the training period on their campus.

Besides independent teaching, the student teacher will observe five classes of his/her peers' teaching each week, using an observation tool. Afterwards, they will share their ideas and give some suggestions for improvement of their peers' teaching patterns. They will also participate in a weekly conference in which supervising teachers and campus supervisors will also participate. Feedback will be collected in the conference, questions asked, and discussions held about aspects of teaching and problems encountered.

### Supervision and Actual Teaching

Supervision and actual teaching go side by side. Both supervisors from the cooperating school and campus will observe classes. The following supervisory steps will be used:

a) Sharing in instructional planning

The supervisors will share their ideas with the student teachers in instructional planning. They will arrange a short conference with a student teacher before instruction happens. In this short conference, they will come to an agreement about the matters to be observed in that specific lesson.

b) Observe classroom behavior

After the pre-teaching conference, the supervisors would go into the class with a view of helping the student teacher improve his/her teaching performance. While he/she observes class, a form to measure specific behaviors and aspects of teaching will be used.

c) Post-class conference

By the time the class is finished, the student teacher and supervisor would meet in order to share ideas and provide immediate feedback to the student teacher. In addition, a weekly conference will also be conducted in each cooperating school.

### C. Evaluation Phase

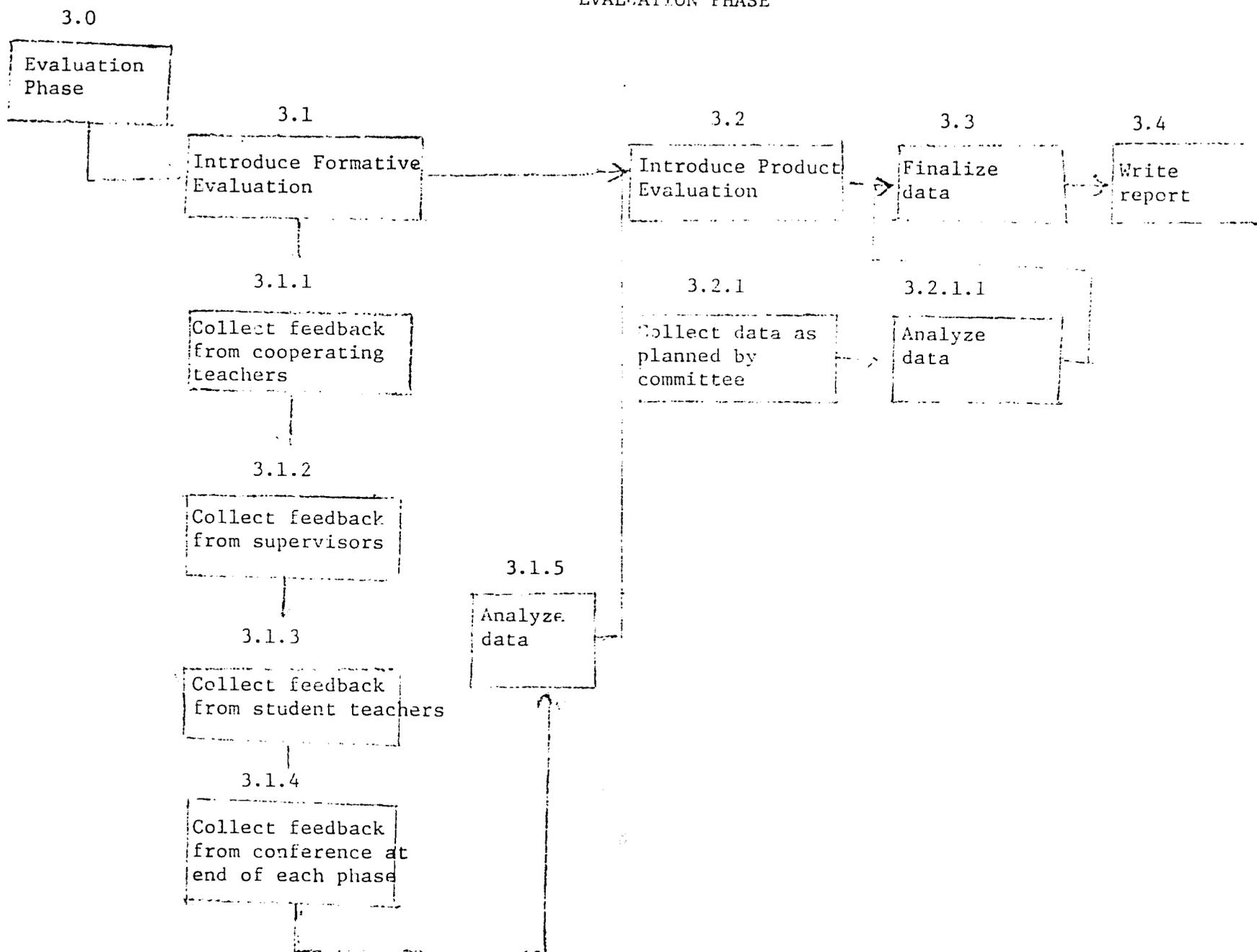
This writer considers evaluation to be an integral part of the program proposed. This evaluative activity will start at the beginning of each phase of the project and continue until they end. The purpose of such evaluation is to obtain information in order to help make the program as effective as possible, so it should start at the very beginning of the project.<sup>17</sup> There will also be evaluation activities at the end of the project to measure the effectiveness of the project as a whole. Evaluation activities will be done as follows (see Figure 6 for details).

Formative evaluation is a continuous process which should start from the beginning of the project. The writer will use various tools and procedures to collect evaluation data from each phase of the project. That information will be used to improve the program in process. For this purpose, the writer will distribute feedback forms to the student teachers, cooperating teachers, and campus supervisors periodically and collect them later. Conferences of the concerned persons will be held at the end of each phase of the program to collect their reactions about the various activities of the program, especially discussion of planned and past activities of each phase.

In addition, classroom observations will be conducted from time to time. The writer will analyze observation data to measure the progress of student teachers in

Figure 6

EVALUATION PHASE



instructional behavior. He will meet the Head Master of the cooperating school and non-participant staff of the school and training campus to collect their general comments on the program. These evaluation activities will help the writer obtain immediate information to improve the activities of the project.

In addition, two final lessons of participating student teachers will be observed by a supervisor and a representative of the Dean's office.

Finally, a post-student-teaching conference will be held. The participants at this conference will be all the student teachers, supervisors of cooperating schools and campus. Each participant will be provided with a questionnaire to collect their reactions, comments, and suggestions about the program. They also will express and discuss their opinions on the strengths and weaknesses of the program.

Summative evaluation will be conducted by the evaluation committee formed in the planning phase. The committee will conduct it in order to measure the effectiveness of the overall expectations of the product of this program. It will be developed in Nepal after the writer goes back there.

#### D. Revision Phase

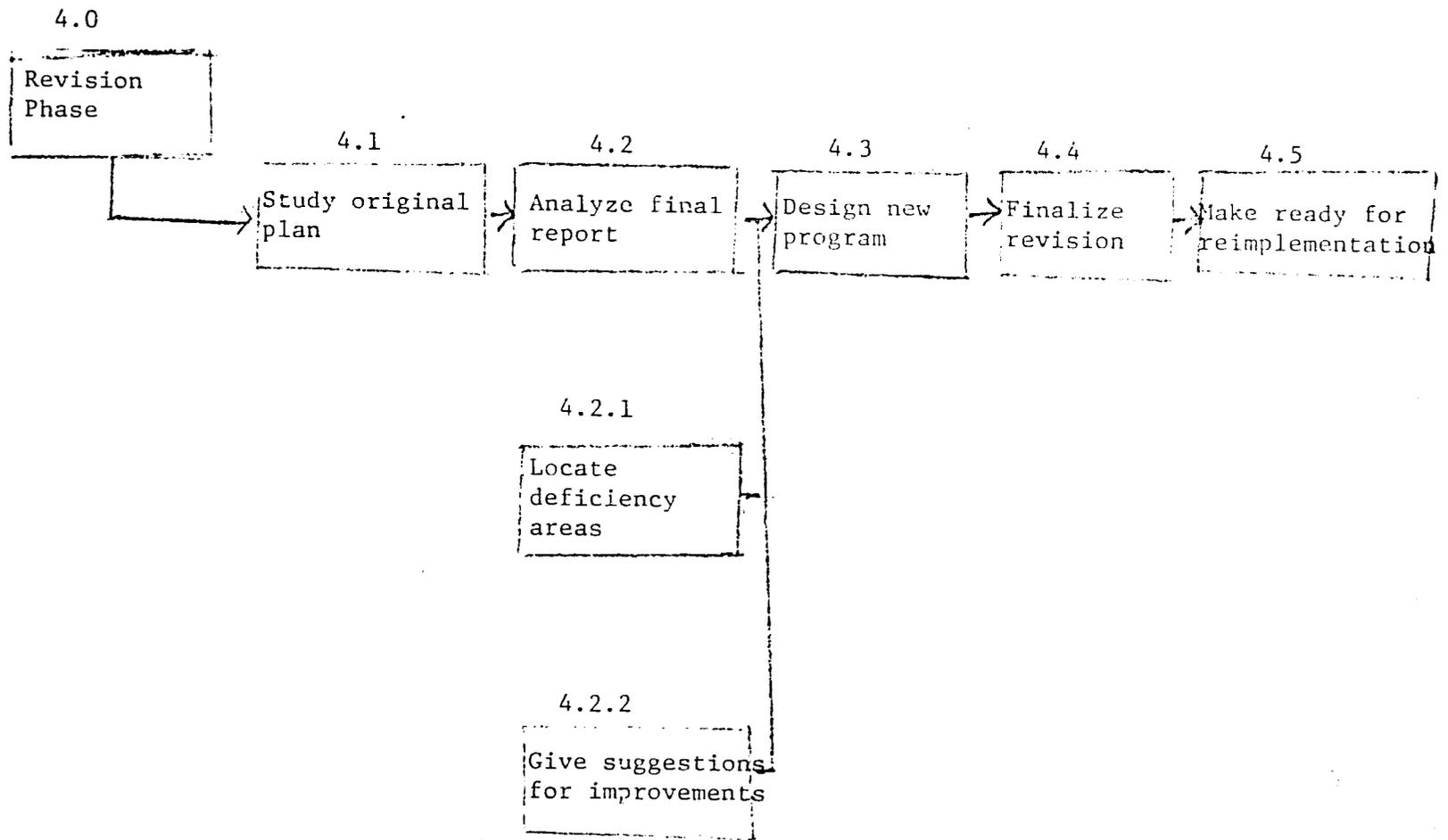
After implementation is completed, revision activities will be conducted to modify the program for reimplementation. (Figure 7 indicates the revision activities planned.)

The writer will study the original program and findings of the evaluation activities side by side, to locate deficient areas. Planning will be scheduled to adjust for deficiencies noted and to remodel the program.

When a draft of a modified program is ready, it will be submitted to a revision committee. The members of the revision committee will be: a) coordinator of student teaching program; b) a representative of the evaluation section; c) an expert of systematic classroom observation; d) a teacher from each area of the curriculum; e) a representative of the supervisors; and f) the writer himself. The committee will go through the draft of the modified program and give suggestions, and make adjustments if it thinks necessary. Then the program will be finalized. (Tasks for revision are shown in Figure 7.)

Figure 7

REVISION PHASE



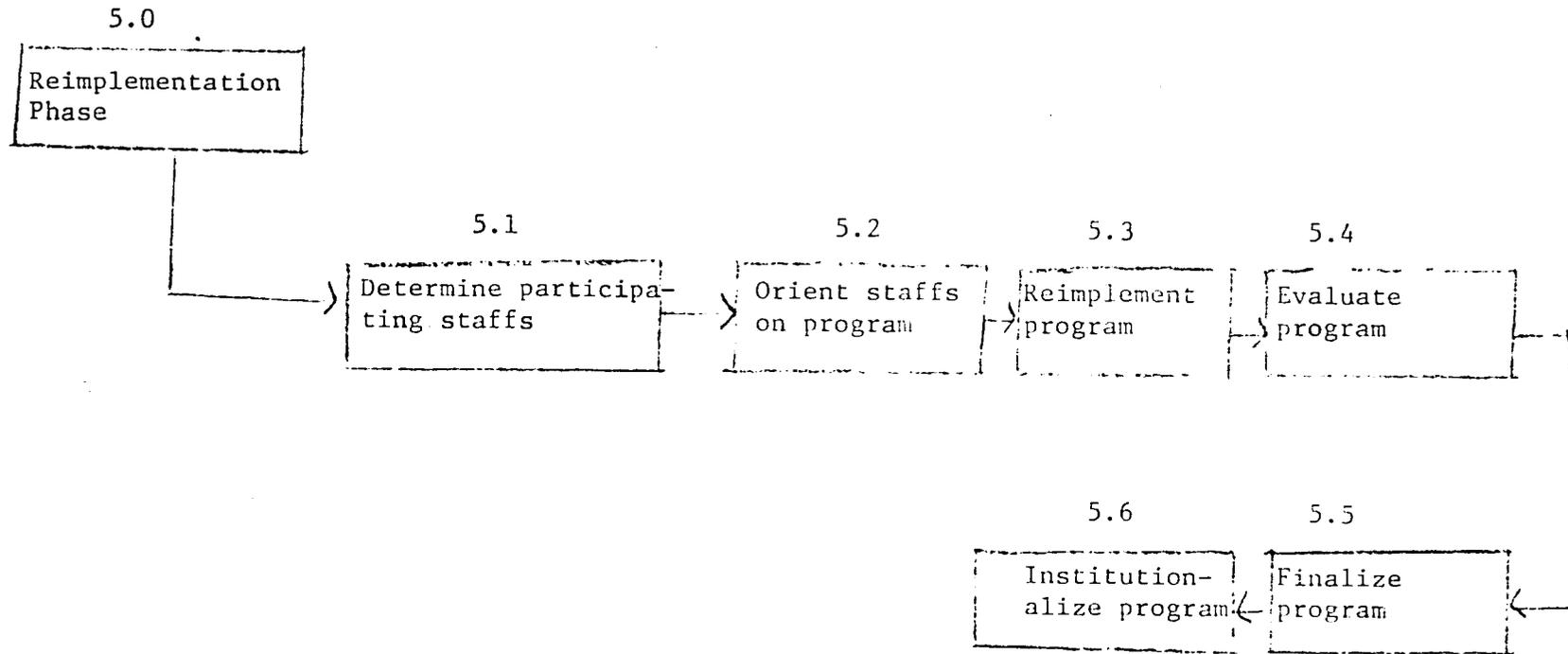
E. Reimplementation Phase

With the modified program ready for implementation, the following activities will be conducted in order to reimplement it in the next academic session (see Figure 8):

- a) Staff will be determined according to the demands of the revised program.
- b) An orientation program for new and old selected participants will be conducted to make them acquainted with the changed program and procedures.
- c) The program will be implemented at the campus on which it was previously implemented.
- d) The program will be evaluated in accordance with new planning of the program.
- e) The program will be finalized on the basis of the evaluation findings.
- f) Suggestions to the Dean's office that the program be institutionalized at more campuses will be made.

Figure 8

REIMPLEMENTATION PHASE



## FOOTNOTES

1

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## APPENDIX

Some Guidelines for Campus Supervisors

1. Establish a natural relationship with the prospective teacher to be observed, so that interpersonal interaction happens in a productive way.

2. Identify practice teachers individually, in order to know his/her individual abilities and needs, and help accordingly.

3. Orient practice teachers about important information such as school staff, school facilities, and the purpose of supervision.

4. Proceed with student teacher from where he is to where he should be.

5. Before observing a class, make arrangements for a pre-instructional, individual conference to come to a consensus about behaviors to be observed in a specific period.

6. When determining the number of behaviors to be observed in a specific time, include fewer behaviors as the level of difficulty increases.

Some Guidelines for Campus Supervisors (cont.)

7. Observe actual teaching systematically using class observation forms, with the purpose of improving instructional behavior.

8. Have practice teachers re-practice behaviors not satisfactorily demonstrated, and provide sufficient useable suggestions.

9. Conduct a weekly conference in each cooperating school. Try to achieve objectives of the conference, with openness. Let others make comments on the program and activities.

10. Record each individual student teacher's progress, difficulties, and suggestions given to them on a profile record for each.

11. Observe the out-of-classroom activities of the student teacher periodically.

12. On the whole, supervision in this program means guiding, assisting, and counselling student teachers to bring about change in their performance in a positive way.

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