


1972

# Supervision of MAT Practice Teaching: Individualized Supervision

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SUPERVISION OF MAT PRACTICE TEACHING:

Individualized Supervision

INDEPENDENT PROFESSIONAL PROJECT

CARLOS A. MAEZTU MAT

JUNE 1972

NOTE:

All references to teacher, student-teacher and practice-teacher refer to the same person.

SUPERVISION OF MAT PRACTICE TEACHING:  
INDIVIDUALIZED SUPERVISION

The supervision of practice teaching, especially in the teaching of languages, has long been a neglected area. The few tools that are available, do not do an adequate job of analyzing a language class. Neither the supervisor, nor the teacher appear to be content with the traditional means of supervising.

This paper will present another alternative to traditional supervision: individualized supervision. To individualize supervision means to tailor the supervision to meet the needs and interests of each teacher. Often, supervision is individual to a certain extent. There are some teachers that are more receptive to criticism than others, which a good supervisor knows and will normally take into account in giving feed-back. However, there are other areas where individualization can be used: before the class is observed, part of the actual classroom observation and as an integral part of the final written evaluation. This requires an extremely flexible supervisor.

In the Veracruz region of Mexico, I used individualized supervision to supervise the seven MAT practice-teachers assigned to me. It was used for a twelve week period, from January to April 1972. The supervision was extremely successful not only for me, but more importantly, for the MAT's being observed. These MAT's responded most positively to this individualized approach.

Practice teaching should be an experience during which the student-teacher is given every opportunity to grow and discover for himself. The supervisor should be a catalyst in this process. Individualization of the approach, facilitates this process. Supervision can be broken into three parts: pre-supervision, supervision, and post-supervision.

Pre-supervision is an area often neglected by language supervisors. Most teachers consider themselves fortunate if they can have a five minute chat with the supervisor before he observes the class. Yet, this is unquestionably the period when both parties should discuss their expectations of practice-teaching and supervision. Many teachers believe that supervision is merely observation and criticism, followed by more observation and criticism. This is undoubtedly one part. Yet, it is better if the practice-teacher thinks of the supervisor as a resource person. One who will offer alternative approaches to the same problem, as he observes more classes.

Before ever going into the classroom, the supervisor should devote several hours to feeling out the teacher's educational philosophy.

What does the teacher feel?

What are his goals?

Are they realistic?

Is the teacher pleased with his classes? If not, why?

This will give the observer a better idea of where he stands with respect to the teacher. The teacher will often focus on areas where he has encountered difficulty. These will be the topics for discussion with the supervisor.

This pre-supervision discussion will invariably make the practice-teacher more at ease, and will give the supervisor a clearer picture of how the teacher views himself. The areas which the teacher considers important will become apparent to the supervisor. This will increase communication. It will enable the supervisor to better define his role with each teacher. This is another reason for individualization.

It is not necessary for the supervisor to share his own philosophy with the practice-teacher, unless it is actively sought out or asked for. The role of the supervisor, at this point, should be that of a questioner, which will aid the teacher in re-defining his own position.

The teacher should be asked for specific areas he wishes to have observed. In this manner, it is the teacher, not the supervisor, who decides where the focus should be placed. Most teachers know in what areas they would most like some help. It should be explained to the teacher, that these areas will continue to be observed on each subsequent visit, to follow through on each item's development. Whenever the teacher wishes to have the focus changed, he tells the supervisor.

One should not get the impression that because the teacher asks to have dialog teaching watched, that the waning student interest level due to improper pacing cannot be mentioned. The supervisor can tie in all aspects of the class. Yet, these extra observations are made more palatable to the teacher, because it is the teacher who is interested in how to improve dialog teaching. The teacher initiates the action, not

the supervisor.

The areas a teacher will name are always the areas in which he is searching for answers, for alternatives, in short, for supervision. What the supervisor wants to supervise is not always what the teacher thinks he needs or wants to have observed. There is nothing less effective than one-way communication in supervision. Change is something the supervisor cannot force. It takes both the teacher and supervisor working together. Before going into the classroom, the teacher should be asked what areas he wants to have supervised. This not only makes supervision easier, it is also more effective.

The first pre-supervision discussion is always the longest.

The supervisor should plan on a couple of hours, as a minimum. Once the supervisor has seen some of the teacher's classes, then the time spent on these discussions can decrease to perhaps thirty minutes.

This brings us to Stage II - the actual in-class supervision.

Initially, the supervisor should observe ALL the classes the teacher has on any given day. The more classes observed the better. This will give the supervisor an over-all feel for what kinds of classes the practice teacher is teaching. The best way to individualize this segment is by handing the teacher your calendar. The teacher must decide when he wants the supervisor and for how long. Visits of several days are preferable to one day. They allow more time to see ideas formed, critiqued, re-tested and then discussed again. Most teachers prefer the extended visit, yet some will want a one day observation. There is no reason why both kinds of supervision cannot be handled.

Once the supervisor's schedule has been made available to the MAT, any time that is spent in areas other than supervision will have to be delineated from the outset. Observations are only a small part of a much larger picture. Many American supervisors in foreign countries want to have a cross-cultural experience. They will want to spend time with the homestay families. In addition, all supervisors will have to devote a number of hours to administrative duties. Travel time is another consideration. The MAT must be made aware of these additional time-consuming duties.

Classroom observers should never participate in the class, unless specifically requested by the teacher. To take part or to comment, during a class, is to undermine the practice teacher. The decision concerning the supervisor's participation must be made by the teacher.

In observing the class, the supervisor should concentrate on the specific areas requested by the teacher. Rather than simply list what the teacher is doing, it is also good to note reactions of students and possible alternatives that could have been taken, when something goes astray. These personal reactions are invaluable for the critique session with the teacher.

The only record kept by the supervisor on the classes he observes should be a listing of the areas he was asked to watch. A comment or two per area will suffice. Usually this comment will pertain to the area's progress or development, as compared to the previous class. If this is done for each visit, he can tell by looking at his notes what areas the teacher has been interested in developing and the general



trend of development for each. He could also write down some of the alternatives mentioned to the teacher. There is little need for the supervisor to have more than this written down.

The most important area is the post-supervision. The opening comments an observer makes on the student teacher's classes are the key to successful supervision. If the teacher becomes alienated during these first few minutes, then any subsequent comments will probably go unheeded.

If we can assume that the teacher has asked that several things be observed, then a good opener would be to ask the teacher what he thought of his own class. To be more specific, have the teacher tie the areas he has selected into his own critique. This self-critique is an ideal way of initiating feedback. "Why" questions are also extremely useful for expanding this introspection even more.

It is my opinion that the supervision is strengthened if the supervisor takes a back seat and lets the teacher critique himself. The supervisor merely does a lot of questioning. When the teacher wants the tables to turn, he will do it. However, it should be stressed not to change roles too quickly. Many things can be accomplished by having the supervisor remain the questioner as long as possible. In effect, the supervisor is aiding the teacher to discover for himself.

At all times, this critiquing should remain a two part dialog. Never should one person become a passive listener, which frequently occurs in supervision. Nor should it be the case of the cowering teacher and the know-it-all supervisor. It is only through more dialog,

that more ground is covered. The discussion should not become "you did this incorrectly, you should be doing this." Nothing is ever "incorrect." If the supervisor feels strongly about a certain point, then alternatives should be suggested to the teacher, so the teacher can make the decision himself. It is only after the teacher tests different angles for himself, that he can make an intelligent choice. The teacher has to take the alternatives back into the classroom, to try them out. Then a selection can be made. It might turn out that the teacher will react positively to the alternatives, but it is also possible that more alternatives will have to be suggested. The alternatives should be accompanied by specific examples.

It is helpful to tell the teacher what other people are trying in the same area. This will open up more alternatives. It will also enable the teacher to discover by himself. If he is truly interested, the teacher will seek additional information from fellow teachers. The supervisor promotes this exchange of ideas, by setting up the situation. This playing with group dynamics can be extremely successful.

For individualization to occur, it is important for the teacher to have several alternatives from which to choose. If the supervisor merely tries to implant his way, not giving the teacher any choice, then we do not have individualized supervision. It is also far from ideal, if the teacher merely takes the supervisor's ideas and uses them in the classroom. Instead, it would be preferable for the teacher to use suggestions as a kernel idea, from which he develops tangents of his own. In this way the teacher is the creator.

The post-observation discussions usually last three to four hours for two or more hours of classroom observation. In Mexico many of the MATs were so involved in their teaching that they were eager to talk about it constructively. It would have been a let down for them if they had not had the opportunity. The supervisor must see that this exchange occurs.

It is essential for these discussions to be followed-up each time by a written list of suggestions.\* These suggestions can take the form of a summary of the discussion. Sometimes they are an extension of the discussion. These suggestions leave the teacher with something concrete to work from. Teachers will occasionally ask for a list of do's and don'ts and this is an excellent place to include them.

This now brings us to the formal evaluation at the end of the practice teaching module. If we are going to individualize the student teaching experience, step by step, then this is the logical conclusion. Allow the teacher to choose which way he would like to be evaluated having him select the categories he wants to have examined. The evaluations included in the Appendix reflect how differently each teacher viewed his own student teaching. Quite naturally each teacher incorporated into his evaluation those categories which he felt important. A procedure which works well is to have the teacher prepare the skeleton for his own evaluation form.\*\* Once the form is written, have the teacher evaluate himself orally with his own form. Upon completing each category, the supervisor makes his own comments. The comments can be

\*see Appendix

\*\*all the evaluation forms in the Appendix have been written by the person being supervised.

written down or they can be taped. When this is finished, either the teacher or the supervisor writes up the evaluation including both commentaries. This is then shown to the other party for final revision. It is rare that there will be disagreement on any area, particularly if the teacher and the supervisor have been working closely throughout the student teaching module.

It is feasible to individualize supervision; however, it requires a supervisor who has both the time and interest to do it. Teachers should not have to conform to the supervisors's style of teaching. Instead, it is the supervisor who should attempt to work within the student teacher's framework, helping him broaden it, expand it, but never tear it down or replace it completely.

This is a set of notes given to a student teacher after two days of classroom observation. There had also been six hours of discussion with the teacher concerning the class.

APPENDIX

23 MARCH

UDENT  
PARTICIPATION

URD ENACTING A CHORAL ACTIVITY WITH LESS THAN FULL PARTICIPATION, IF NOTHING IS DONE ABOUT IT - THIS WILL UNDOUBTEDLY SPREAD.

YOU SOMETIMES PROJECT AN IMAGE OF NOT REALLY CARING. YOU SEEM TO BE CONTENT WITH "HALF-ASSED" ANSWERS. FOR EXAMPLE, YOU'LL GET AN ANSWER, THAT YOU'RE NOT CONTENT WITH, ASK TO HAVE IT REPEATED ONLY TO GET THE SAME KIND OF REPLY. NOT INCORRECT, MIND YOU (THE FIRST WASN'T EITHER), BUT SIMPLY AN UNENTHUSIASTIC REPLY FROM A SMALL % OF STUDENTS. THEY HAVEN'T RESPONDED ANY BETTER, YET YOU SMILE, SAY OKAY & CONTINUE TO THE NEXT QUESTION.

YOU DON'T SEEM TO BE PLEASED WITH THE RESPONSE, BECAUSE YOU'RE HAVING YOUR STUDENTS REPEAT PHRASES... BUT YOU'RE ALSO NOT GETTING BETTER RESULTS IN HAVING THEM REPEAT.

A FEW FACTORS MAY BE INVOLVED

① LACK OF INTEREST IN THE MANNER IN WHICH THE DRILL IS BEING PRESENTED:

THINK BACK, WHEN DID YOU REALLY CAPTURE THE STUDENTS' INTEREST? YOU MAY BE ABLE TO INCORPORATE THIS INTO FUTURE CLASSES. DRILLS CAN BE DONE WITH A VARIETY OF CUES:

a: PICTURE CUES (WHERE INSTEAD OF SAYING SWIM IN SPANISH & HAVING THE STUDENTS TRANSFORM IT, YOU MIGHT USE A PIX PICTURING THE ACTION). IF YOU HAVE 5 OR 6 PIX SIMPLY BY POINTING TO THE

PIN ON THE BOARD YOU CAN GET THEM TO CHANGE THE VERBS & SLIP INTO YOUR SENTENCE.

B: WRITTEN CUES: THESE YOU WRITE ON THE BOARD, POINTING TO THE WORD YOU WANT SUBSTITUTED IT MAY EVEN REQUIRE THEM TO CHANGE THE FORM. CUES COULD ALSO BE ON FLASH CARDS.

THESE ARE TWO WAYS OF CUEING IN ADDITION TO ORAL CUES.

YOU MIGHT ALSO ÷ THE CLASS INTO 2 HALVES & HAVE ONE HALF TRANSFORM THE ANSWER THE OTHER HALF GIVES. FOR EXAMPLE, HAVE ONE HALF GIVE THE PLURAL, IF THE SENTENCE WAS IN SINGULAR OR VICE-VERSA.

	OTHER HALF
HE WENT TO THE STORE →	THEY WENT TO THE STORE
SHE SWAM AT THE POOL →	THEY SWAM AT THE POOL
YOU TOLD A STORY →	YOU TOLD A STORY.

SOMETHING THAT IS MOST IMPORTANT IN CHORAL DRILLING IS TO GET NEAR TOTAL INVOLVEMENT. IF YOU DON'T, DON'T CONTINUE THE DRILL. EITHER DROP IT OR GET THE MAJORITY OF THE CLASS TO PARTICIPATE. I'VE MENTIONED BACKWARD-BUILD-UP AS ONE WAY, ANOTHER IS TO SINGLE OUT ONE STUDENT WHO WASN'T PARTICIPATING & IF HE CAN'T ANSWER RIGHT AWAY, LET THE CLASS SAY THE SENTENCE AGAIN & THEN LET HIM HAVE ANOTHER CHANCE. DON'T HOLD UP THE CLASS FOR THESE STRAGGLERS. MAKE THEM AWARE YOU WANT THEM TO PARTICIPATE.

YOU DO LITTLE EYE-SCANNING OF THE CLASS.



TRY TO VARY THE WAY IN WHICH YOU DO YOUR DRILLING

2

THIS MAY GIVE STUDENTS THE IMPRESSION YOU DON'T CARE.

### LOSING CONTROL

ONE THING THAT IS BAD, IS TO START AN INDIVIDUAL CONVERSATION WITH A STUDENT IN THE MIDDLE OF A CLASS. HE MAY HAVE HAD A VERY LEGITIMATE QUESTION, BUT AS YOU ANSWER HIM YOU'LL FIND THAT YOU'VE LOST CONTROL OF THE OTHERS. A BETTER WAY IS TO FIELD THE QUESTION TO THE CLASS, HAVE THEM ANSWER. OR IF IT'S A QUES ONLY YOU CAN ANSWER, AT LEAST LET THE REST OF THE CLASS HEAR IT; OR WAIT UNTIL AFTER CLASS.

### THINGS TO WORK ON

CONSISTENCY IN CLASS CONTROL

FASTER PACED CLASS (ESP. W/ LARGER GROUPS)

THIS IS IMPORTANT FOR A FAST MOVING CLASS.

MORE ACTIVITIES PLANNED (INCLUDING AT LEAST 6 FILLER ACTIVITIES OF 2-3 MINUTES EACH)

USE BACKWARD BUILD-UP

VARY YOUR DRILL EXERCISES MORE

↓ EXPLANATIONS MORE

↓ SPANISH MORE

WHEN DOING GROUP WORK, MAKE SURE YOU MOVE AROUND & GIVE ALL YOUR ATTENTION (EQUAL TIME, IF POSSIBLE)

~~INSTEAD~~

USE MORE EYE-SCANNING OF THE GROUP

WOULD LIKE TO SEE YOU DO MORE FOLLOW-UP WORK ON INCORRECT ANSWERS (COME BACK TO IT, ASK IT IN A DIFFERENT WAY, TO SEE IF STUDENT IS FINDING IT ANY EASIER). YOU DON'T HAVE TO ASK THE QUES IN EXACTLY THE SAME WAY, ALTER IT SLIGHTLY.

ALSO BY BEING  
A RESOURCE NOT COMPLETELY PARTICULAR.  
PERHAPS NOT COMPLETELY PARTICULAR.  
BUT MORE SO THAN NOW GROUP & NAME  
BY WITH THE PERSON. LET HIM GIVE MOST OF  
WITH HIMSELF. THE CLASS MOST OF  
THE DIRECTION.

3

### ACTIVITIES TO TRY OUT:

GROUPING: IN ADDITION TO INDIVIDUAL ACTIVITIES, SEE WHAT HAPPENS WHEN YOU GIVE 2 STUDENTS, ONE SET OF CARDS.

#### FLASH CARDS FOR SENTENCES

THIS IS A GOOD EXERCISE EVEN FOR THE UNIVERSITY GROUP. ONCE YOU GET THE CARDS STARTED, YOU CAN ADD TO THEM, EACH TIME A NEW STRUCTURE IS COVERED.

#### SYNONYMS

THERE ARE MANY GAMES FOR THIS. THEY ARE GOOD VOCABULARY BUILDERS. PASSWORD IS ONE, ANOTHER IS TO HAVE STUDENTS MATCH FLASH CARDS. YOU CAN DO THE SAME WITH OPPOSITES.

#### WORDS BEGINNING WITH A LETTER

PASS OUT ONE PIX TO EACH STUDENT (THIS IS BEST IN GROUPS OF 10 OR LESS) CALL OUT A LETTER & QUICKLY GO AROUND HAVING EACH PERSON POINT TO SOMETHING IN THE PIX BEGINNING WITH THAT LETTER. IF THEY DON'T KNOW, SKIP OVER THEM. CONTINUE WITH ANOTHER LETTER.

#### SPELLING BEE

#### SENTENCE COMPLETION

START A SENT OR A QUES / & HAVE STUDENTS COMPLETE IT THIS IS GOOD BECAUSE THE STUDENT IS FREE TO CHOOSE WHATEVER HE WISHES

ANS - ANS -  
ANS - QUES

HAVE ONE STUDENT SAY A STATEMENT & ANOTHER MAKE A QUESTION FOR IT & VICE-VERSA THIS IS A PARTICULARLY GOOD ACTIVITY & YOU'LL SEE HOW LITTLE UNEXPECTED PROBLEMS WILL CROP UP IN THE QUES. ASKING. (TO GIVE THEM THE IDEA YOU MIGHT START THIS ACTIVITY OFF YOURSELF GIVING ANS & QUES & LETTING THE STUDENTS GIVE THE OTHER)

PARADES

GREAT FUN WITH CHILDREN. (YOU MIGHT START THIS ONE OFF YOURSELF, TOO).

COMPLETE THE  
WORD

HAVE ONE STUDENT THINK OF A WORD HE THEN TELLS THE CLASS THE FIRST LETTER & LETS THEM HAVE A FEW GUESSES, THEN THE 2ND LETTER & SO ON, UNTIL THE WORD IS SPELLED OR SOMEONE HAS GUESSED IT.

OPPOSITE SENTENCES

YOU GIVE A SENT. & HAVE THE STUDENTS GIVE YOU THE OPPOSITE (THIS MIGHT INVOLVE NEGATION, PLURALIZING, PUTTING IT INTO PAST TENSE, ETC.) EVENTUALLY YOU CAN GET STUDENTS TO MAKE UP THEIR OWN SENTENCES & OTHERS TO GIVE OPPOSITE

REVIEW / REVIEW / REVIEW

IN AS MANY WAYS AS YOU CAN DREAM UP

TEACH ONE CLASS WHERE YOU HAVE  
AN EXCESS OF ACTIVITIES & TRY  
TO GET THROUGH THEM ALL. THE  
UNIVERSITY CLASS MAY BE GOOD  
FOR THAT.

---

● WOULD YOU ALSO TRY TO JOT DOWN  
WHAT THINGS I'VE DONE IN MY OBSERVATION  
THAT HAVE BEEN MOST USEFUL, LEAST USEFUL  
ALSO, PERHAPS AN IDEA OR TWO THAT WOULD ↑ MY  
EFFECTIVENESS, IN DOING CRITIQUING

# DON'TS

- ① Don't have individual conversations with students, particularly in larger groups, where the rest of the students wait while you go over & have a private chat with one student.
  - ② Don't give up the ship. IF YOU SEE AN EXERCISE IS NOT GETTING THE ATTENTION YOU WANT, CHANGE SOMETHING FAST — INSISTING ON THE EXERCISE & DOING IT IN THE SAME MANNER IS DEADLY.
  - ③ Don't plan a bare minimum of activities. WRITE DOWN SOME SHORT SNAPPY ACTIVITIES THAT YOU CAN WHIP OUT & DO IN 2 OR 3 MINUTES. ALSO OVER-LOAD YOUR LESSON.
  - ④ DON'T BE INCONSISTENT IN HANDLING DISCIPLINE.
  - ⑤ DON'T CONTINUE EXERCISES WHEN YOU DON'T HAVE THE MAJORITY OF THE STUDENTS ON WITH YOU.
  - ⑥ DON'T TRANSLATE EVERYTHING INTO SPANISH TRY TO KEEP IT TO A MINIMUM.
  - ⑦ DON'T DOMINATE EVERY ACTIVITY. IF IT'S A QUES-ANS DRILL, FIND WAYS OF HAVING STUDENT ACTIVITY AT BOTH ENDS.
  - ⑧ DON'T TEACH TO YOUR BEST STUDENT (HIT SOMEWHERE BELOW — NOT OBVIOUSLY TO ALL, EITHER)
- DON'T HAVE PAUSES BETWEEN ACTIVITIES

DOES — MEAN. TRY ASKING QUEST. THAT WILL DRAW OUT OF THE STUDENT THE MEANING. WHAT DOES — MEAN? IS AN EXTREMELY DIFFICULT QUES. TO ANSW. & ALSO LEADS TO SPANISH.

⑧ DON'T ALWAYS REFER TO THE GAMES YOU USE AS "GAMES" AFTER ALL, DO YOU SAY "NOW WE ARE GOING TO DO A SUBSTITUTION DRILL?" (SOMETIMES IT SOUNDS LIKE AN APPEAL FOR DOING THE ACTIVITY)

⑩ DON'T GIVE A GRAMMATICAL EXPLANATION AFTER THE STUDENTS HAVE BEEN ABLE TO MANAGE THE STRUCTURE BY THEMSELVES, IN A DRILL. THE EXPLANATION ISN'T NEEDED HERE.

⑪ DON'T LOOSE SIGHT OF YOUR PRINCIPLES STRUCT. & GO OFF ON TANGENTS. YOUR MAIN STRUCTURE WILL BECOME COMPLETELY OBSCURED.

⑫ DON'T BE AFRAID OF LETTING THE STUDENTS DO THE QUESTION ASKING (IF THEY WANT A GRAMMATICAL EXPLANATION). IF THEY DON'T ASK & YOU DON'T SEE THEY NEED THE INFO., SIMPLY DON'T GIVE IT TO THEM.

⑬ DON'T CLUTTER UP THE BLACKBOARD. IF YOU MUST HAVE THINGS WRITTEN ON IT BEFORE-HAND LEAVE ONE SECTION CLEAN — WHERE YOU CAN PLACE ALL YOUR NEW WORDS ETC. YOU WANT SOME SPOT ON THE BOARD TO BE AN ATTENTION-GETTER.

⑭ DON'T OVER-EXPLAIN SOMETIMES I FEEL YOU'RE GIVING INFO THAT THE STUDENTS HAVEN'T ASKED FOR, (IT'S LIKE TEACHING THE CHILD 2+2 WHEN HE ASKS FOR IT, & ALSO THROWING IN 2+3, 2+4, ...)

⑮ DON'T OVERSTRESS ANSWERS. GIVE QUESTIONS REGULAR TIME & LET STUDENT'S PRACTICE THEM.

## PLUSES

YOUR STRONGEST ASSET IS THE ENTHUSIASM YOU HAVE IN MOST OF YOUR CLASSES.

YOU'RE THE KIND OF TEACHER A STUDENT IMMEDIATELY FINDS HIMSELF AT EASE WITH.

STRUCTURALLY YOUR CLASSES NOW HAVE MUCH MORE SUBSTANCE

MANY DRILLS YOU'VE USED ARE MOST ORIGINAL (DON'T BE AFRAID OF GOING THROUGH A DRILL A 2ND TIME, PERHAPS LATER ON IN THE CLASS. THE 2ND TIME WILL BE MUCH FASTER & IT SHOULD GO MORE QUICKLY).

YOU'VE ↓ AMT OF TEACHER PARTICIPATION (THIS IS SOMETHING YOU MUST WATCH, BECAUSE IT DOESN'T COME NATURALLY TO YOU)

YOU'VE ↓ AMT OF EXPLANATIONS (HERE AGAIN YOU STILL OFTEN WANT TO GIVE AN EXPLANATION).

YOU'RE MUCH MORE CONSCIOUS OF INCLUDING REALITY IN YOUR LESSONS AS ONE OF THE STEPS IN EXERCISE DEVELOPMENT

YOU'VE ALSO MANAGED SOMEWHAT, TO HAVE YOURSELF STEP OUT OF THE SPOTLIGHT, WHEN YOU'RE TEACHING



The following are the supervisor's notes on two student teachers. The notations were made for each day of supervision.

CONCLUSION

- ↑ IMPROVE
- ↑ 1st part
- ↓ teacher part
- ↓ transl. into Sp
- ↑ struc. content of lessons
- ↑ C Rep & T

↑ struc. content of grammar drills or emphasis on a gram. pt. when doing conv. on a pt.

W/D: ACCOMPLISH

- ↑ STR ↓ T PART ↓ T S &
- ↑ STRUC ↑ S PART
- IMPROVING : ↓ S Sp (in 1st class)
- should have an on com
- ↑ material planned to
- ↑ prep
- ↑

TIME LAG: oral/READ/WRITE

↑ CLASSROOM EXER.

BACKGROUND BUILD-UP

WHEN TO SPLIT THE GROUP

STUDENT CORRECTION

ALLOWING STUD'S TO DO CORRECTIONS IN THE GAP.

↑ IMPROVE ↑ PACING - still slow  
 ↓ BEING ALL OF THE SAME KIND  
 SOMETIMES SEEMS UNCERTAIN OF WHAT SHE'S DOING.

DEADISH CLASSES } (NOT ENOUGH VARIETY OF EXERCISES)

USED DIALOGS }  
 e/s: TWO STUD'S CORRECT WITH ONE LESSON WELL PLANNED - MORE CERTAINLY YES - SLOW EXER. FOLLOWED SLOW EXER. SHOULD INTERSPERSE FIRST ACTIVITIES



ENG 4

3/23: Explanations (too many)  
Class slow paced  
CLASS DOMINATED BY  
1 STUD. FOR PT OF CLASS  
TWO CHANGES

WORKED IN STEVE TIME  
WAS BEING DRILLED  
WELL INTO FIRST DAY  
TENDENCY TO OVER EXPLAIN

CLASS V. RELAXED  
NO SP.

A STEVE

↑ STUD PACE

M. BEAN

2/3: USE OF SPANISH NECESSARY?  
 TRY AVOIDING CLASSROOM ESP  
 GO [lefti vs eidi]  
 ↑ Pacing ↓ SP  
 ↓ teacher participation  
 ↓ explanations

Teacher & Instruction

Ques to draw out answers  
 feeds work ans. of ans.  
 No need to repeat ques. if question  
 of stud. is OK. Shut-up if  
 necessary. ONLY TALK WHEN  
 NECESSARY.

↑ LESSON PLANNING  
 ↑ structural planning

FORM DRILLING → (30)

DON'T INTROD. STRUCTURES  
 w/ (30). USE REPETITIVE  
 DRILLS OR DIALOGS.  
 (30) MORE THAN 10 MINS.  
 (30) Q & Q COMMANDS  
 3/4: Try to ↓ Learning  
 ↓ USE OF SPANISH  
 FREE DRILLS  
 ACCOM: STATE. PLANNING  
 LESSON PLANNING  
 DRILLING  
 OVER-EMPHASIS OF ANS. FOR Q  
 3/10. ↓ INDIV ACTS  
 ↓ LEARNING  
 ↓ INDISCIPLINE  
 ACCOM: FREEING  
 ↓ SP  
 STARTING OUT

WILL LOSE SIGHT OF PRINCIPLE  
STRUCTURES & WOULD GO ONE  
OR TWO STEPS. OFTEN THE  
MAIN ISSUE WOULD GET  
COMPLETELY OBSCURED  
Minim. R: Recog → Prod

3/13: <sup>all</sup> Acorn & Sp.

3/22/23: LG. GRD STILL  
TROUBLESOME. DOESN'T  
HAVE COMPLETE CONTROL  
WILL OFTEN GIVE UP.  
TEACHING PHILOSOPHY NOT  
SUITED TO TEACHING  
LG. GRDS.

IN ESCUELA MAY. JUST  
STARTED GRADING - VERY  
SUCCESSFUL

UNIV: NO PROBLEMS -  
CLASS VERIFIED & CLEAR

SR: NOT ENOUGH CHANGES  
OF ACTIVITY BUT  
OTHERWISE GOOD.

SPANISH & ENGLISH STILL  
CROP UP.

SOMETIMES WILL ALLOW  
CUTS TO PUSH HER  
ALOUND - DOESN'T LIKE  
BEING AUTHORITY FIGURE

ACOM:  
STRUCTURE ORIENTED LESSON  
↓ TEACH PART

ENTHUSIASM / STUDS AT EASE  
ORIGINAL DRILLS  
INCLUDES REALITY NOW

These are examples of practice teaching evaluation forms. Each form was written by the student teacher.

School for International Training  
Kipling Road  
Brattleboro, Vermont 05301

STUDENT TEACHING EVALUATION FORM

Louis Spaventa  
MAT Program  
Veracruz, Veracruz

I. Teaching Situations:

<u>Place</u>	<u>Schedule</u>	<u>Comments</u>
Cristobal Colon School (secondary)	daily 7:30 - 1:30 (three weeks in Feb.)	large classes, all male, poor material, interest low, poor instruction, bad situation, had to leave, it was that bad.
Cristobal Colon School (secondary)	daily 3:30 - 4:30 (month of March)	voluntary for those students in Colon who wanted classes, 4-5 stu- dents, sporadic attendance
Centro Cultural (private language school)	Mon. Wed. Fri, 7 - 8 PM Jan - April	conversation class with students who wanted more English practice, 4-10 students.
Waiter's Union A	Mon. Wed. Fri. 10 - 11 AM Jan. - April	Second year English stu- dents needed English for work as waiters, busboys, etc. 8-9 students, good class
Waiter's Union B	Mon. Wed. Fri. 11 - 12 AM Jan. - April	Beginning students, spora- dic attendance due to work, large class with many semi- literate in Spanish.
Hogar del Nino Manuel Gutierrez Zamora (orphanage)	daily 4:30 - 5:30 Jan. - April	class of 8, started as 25, split up into another class real beginners with no ex- posure to English, distance from center of town far, but teaching rewarding for contact with children.

## I. Communication Progression:

### A. In the classroom, with peers and supervisor:

In watching Lou teach over a period of three months, two variables were evident in his communication with students: the level and directness of the communication, and his thinking on educational objectives and the educational process in general. Lou attempted to achieve daily a direct and personal level of communication with his students. His success or lack of it in this area relied on the mood of the teacher, of the students, and the coming together of the two moods into the mood or tone of the classroom. Frustration is often greater in attempting this type of approach, and so are rewards greater. But in general, after an initial period of familiarization, Lou was able to sense the atmosphere of different classes and the feelings of individual students so that there was a leveling off. Still Lou's approach is a direct and intense one, which is prone to wider variations in classroom atmosphere. This is neither good nor bad, but simply one individual's approach to teaching. Lou believes that for now this way is the one that will facilitate meaningful classroom communication.

Lou's thinking is going through constant transformation and re-evaluation. He believes this is healthy, and that it is the sign of a true teacher, in the sense that a teacher is constantly learning; by himself and from his teaching. Lou has experimented with all methods and suggestions that he has learned about and has been able to implement. He enjoys discussing and analyzing the implications of new ideas and theories in classroom teaching and in educational philosophy. As a teacher he is concerned with what these ideas and theories hold for the classroom experience between teacher and students.

Lou says that he learned a great deal from his peers, mainly in two conferences held during the teaching period. He took several of the ideas and suggestions offered by his fellow teachers, and adapted them for his own use. He found that an exchange of ideas with his peers could be an enriching addition to his teaching.

In his conferences with myself, his supervisor, he progressively opened up until he became able to take suggestions and ideas offered to him, and tried to adapt them as immediately as possible in classroom teaching. These new ideas, suggestions, and techniques became the immediate focus until they were incorporated or disregarded depending upon how well they worked into Lou's particular teaching style and his class's needs and abilities as he saw them.

One aspect that he thought regulated this testing and probing of new ideas and classroom techniques to a great degree was his awareness of the situation that he was teaching in. Lou felt that it was extremely important to be aware of who one teaches, what one teaches, and why one teaches. This could be seen in his best classes at the Hogar del Niño and the Centro Cultural.



## II. Educational Progression:

### A. Self awareness:

Some of the questions that Lou felt that he must deal with as a teacher were: What is a teacher? What does a teacher do? What effect does he have on a class? and How does a teacher come to recognize his limitations as well as his assets, and how does he utilize this knowledge in teaching? Lou as of yet has not totally solved the first question, but he believes that a teacher is one person in an on-going process of education. A teacher is a catalyst, and a person skilled in his particular area. Lou thinks that a teacher must find the best way in each particular classroom situation and with each individual student to foster self-learning. To this end he tried several approaches in all his classes, seeking the right combination of elements for each class and student. Lou says that he is concerned about the effect that a teacher has on his class. Often he felt that his particular mood was too great an influence on the class. As far as utilizing his assets and limitations in teaching, Lou progressed noticeably. He came to understand that though some of his individual traits were assets, they were not always so, and the same may be said of his limitations, sometimes he found they could work to the advantage of all.

### B. Assimilation of ideas and techniques (theory to practice)

Lou's approach to teaching is an eclectic one. His classes reflect the reading he has done and the ideas he has gotten from fellow teachers. Therefore, his approach to teaching has rarely remained static. This is due to Lou's openness and receptivity to new ideas in teaching, as well as his active seeking. He has tried to put educational theory to pragmatic use in the classroom, noting that sometimes it cannot be done no matter how sound philosophically or educationally the theory may be.

### C. Technical Ability

#### 1. Use of educational tools

Lou experimented with just about every method he had been exposed to in his course work, through fellow teachers, and through readings. He worked with grouping students as diverse as orphans and waiters in hopes that smaller, more workable units would lead to faster cognitive learning. He prepared alot of his own materials such as charts and props. These were used for specific classes and for specific teaching points. He used Silent Way teaching with a group of waiters, then moved from rods to cups and saucers feeling that these would bring clearer understanding to the students who were directly involved with such things in their daily work. In his class at the Hogar del Nino, he utilized puzzles and games to

appeal to the younger English learners. He worked at various times with the Situational Reinforcement materials, Silent Way, AIM materials, Mexican texts mainly of the grammar translation variety, and self-generated materials such as a special situational chart for teaching prepositions and colors at the same time. At my suggestion he tried using cue cards to facilitate group learning.

## 2. Extension of materials (adaptation to situation)

In his class at Cristobal Colon School, Lou was, at the beginning, less flexible and less responsive than he might have been to the students' interests. However, with time and understanding he became gradually more and more flexible. Specifically at the Orphanage, Lou ran the full cycle from a basic misinterpretation of the students' interests to a total involvement in what suited their needs. He began with a situational approach which was relatively unsuccessful at the Orphanage, then switched to grouping which seemed to work very well for some time, finally as he saw interest in this new approach wain in the classroom, he tried to find other answers for the class, which was the point at which he terminated his student teaching there.

## III. Effectiveness as a teacher (General Remarks)

Lou is a highly idealistic teacher, nevertheless, he is also a pragmatist. What he thinks, is often tempered by the reality of the classroom, producing a more pragmatic approach. A good example of this was Lou's experience at the Orphanage, where he underwent a complete cycle in his approach to teaching this class. The approach changed in response to the cues given by his students. It is this sensitivity to his students, the responsiveness with which he reacts in his teaching, that makes Lou an excellent teacher. The classroom atmosphere he creates, facilitates real teacher-student communication. It enables Lou to respond almost immediately to the felt needs of his students, ensuring that they have the freedom and direction to learn to their fullest capacities.

His background in EFL, his experimentation with different methods, his professional inquisitiveness, provide Lou with a vast array of techniques with which to teach. These are all clearly present in his day-to-day teaching. However, Lou's greatest asset is his constant striving for self-improvement. This makes his teaching all the more effective.

June 10, 1972

DATE

*Carl G. W. A.*  
SUPERVISOR

STUDENT TEACHING EVALUATION

Student	HARSHBARGER (Last)	WILLIAM (First)
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Key to marking:

- 1-2 An unsatisfactory student teaching performance.
- 3-4 Will need considerable help and supervision during first year of teaching.
- 5-6 Well prepared to begin teaching. Should do a good job during first year.
- 7-8 Considerably better than expected of a student teacher. Should do a superior job during first year of teaching.
- 9-10 A performance rarely seen in student teachers. Should do an outstanding job during first year of student teaching.
- I.E. Insufficient evidence. (NOTE: This should not be considered to have a negative value).

I. Working With People

8 A. Student teacher-pupil relationships

- 1. Maintains reasonable level of expectations from pupils.
- 2. Retains adult status while working at pupils' level.
- 3. Gains confidence and respect of pupils.
- 4. Works successfully with pupils of various backgrounds.

10 B. Student teacher-staff relationships

- 1. Relates with staff members in a comfortable manner.
- 2. Seeks and uses suggestions from staff and administration.

General over-all rating (comments):

Students are not always pushed enough. Teacher is sometimes uncertain of the level of his students.

II. Establishing Classroom Climate

9 A. Cooperative Participation

- 1. Handles discipline problems effectively.
- 2. Permissive and authoritative manner is appropriately adjusted to classroom situation.
- 3. Demonstrates that he is judicious and fair with all pupils.
- 4. Provides for group discussion and pupil participation.

7 B. Well-directed, Purposeful Activities

- 1. Paces activities so that interest lag is minimized.

2. Moves to specific learning activities as group shows readiness.
3. Uses methods designed to reach and maintain attention of all pupils.

General over-all rating (comments):

Initiation of group discussions and pupil-pupil interaction were particularly strong points. Drills, however, could have shown more flexibility. They were not always expanded sufficiently to meet students' needs.

### III. Planning For Instruction

#### 9 A. Student Teaching Planning

1. Shows evidence of consistent reading, study, and time spent on gathering information for his teaching plans.
2. His plans demonstrate recognition of appropriate use of textbook.
3. Selects appropriate teaching materials and has them available for immediate use.
4. His plans for short-term (daily) and long-term (unit or project) work are thoroughly made.
5. His plans show that he considers sequence and continuity of pupil experiences as key factors in learning.
6. Plans reveal a wide range of teaching techniques.

#### 7 B. Evaluation Techniques

1. Recognizes individual differences in evaluation of pupil performance.
2. Uses a wide variety of procedures for appraising pupil achievement.

General over-all rating (comments):

Consistently showed excellent lesson planning. A wide variety of techniques were employed, including Silent Way, Situational Reinforcement, and the Audio-Lingual Method. Teacher's approach to teaching tends to be an eclectic one. Student evaluation could be more objective, also including more in-class testing of individual students. There was a good range of testing procedures for student evaluation.

### IV. Managing Instruction

#### 8 A. Teaching Performance

1. Makes assignments so that pupils clearly understand what is to be done and why it is to be done.
2. Introduces and implements daily plans meaningfully.
3. Uses a variety of teaching techniques.
4. Uses a variety of appropriate audio-visual aids and supplementary materials.
5. Teaches planned units effectively.

6. Daily instruction is directed and managed so that pupils are interested, motivated, and show a desire to learn.
7. Explanations are logical: uses types of reasoning appropriate to pupil level.
8. Develops a questioning attitude and intellectual curiosity in pupils.
9. Develops effective process of problem solving and critical thinking on the part of pupils.

7 B. Understanding Students

1. Evidences awareness of interest and attention span of pupils.
2. Recognizes the need for re-teaching at appropriate intervals.

8 C. Flexibility

1. Deals appropriately with unexpected situations as they develop.
2. Shows ability to use spontaneous situations to achieve aims.
3. Adapts instruction to changing needs of pupils and class.

General over-all rating (comments):

Book tended to dictate the tone of the drill. The lesson usually reflected an abundance of activities to choose from, which kept the class extremely flexible. Yet, within a specific drill, the book often dominated too much. Spontaneous situations were used extremely effectively, bringing reality to ordinary materials and by the use of competitive game-like situations heightened class participation and interest.

VI. Personal Qualities

10 A. Physical Health

1. Is rarely absent because of illness.
2. Stamina adequate for the job of teaching.
3. Shows physical vitality and enthusiasm.

10 B. Mental Health

1. Appears to be emotionally stable.
2. Tends toward flexibility rather than rigidity in thought and action.
3. Has an appropriate sense of humor.

10 C. Personal Appearance

1. Dresses appropriately.
2. Always neat and well groomed.

10 D. Dependability

- 1. Seldom if ever late.
- 2. Carries out all tasks effectively and on time.
- 3. Trustworthy in all respects.

10 E. Attitudes

- 1. Accepts and profits from constructive criticism.
- 2. Demonstrates ability for self-evaluation.
- 3. Reveals genuine interest in pupils.
- 4. Sensitive to feelings and needs of others.

VII. Professional Qualities

10 A. Initiative

- 1. Participates willingly in school and faculty activities.
- 2. Seeks opportunity to assume responsibility.

10 B. Interest

- 1. Shows persistence in completion of tasks.
- 2. Behaves in an ethical and professional manner.
- 3. Indicates a sincere enthusiasm for the job.

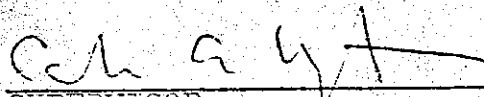
VIII. General Effectiveness as a Teacher

Bill Harshbarger's over-all student teaching performance was outstanding. His teaching was of the type not often found in student teachers. He is extremely effective as a teacher and his students respond most positively to him.

COMMENTS: Write six to eight summarizing sentences describing the work of your student teacher.

Bill Harbarger's teaching performance was greatly enhanced by his constant search for new ideas. These come from his own reading, research and experience and from fellow teachers. He is always receptive to suggestions, often trying them out and adapting them, if necessary, for use in his own classes. This experimentative nature paly's an important part in Bill's teaching, as does his receptivity to alternative approaches. He has done alot of work in the areas of language teaching games, class pacing and ways of increasing student participation in all activities.

May 1, 1972  
DATE

  
SUPERVISOR

THE SCHOOL FOR INTERNATIONAL TRAINING

STUDENT TEACHING EVALUATION

<u>STUDENT</u>	<u>CALDWELL</u>	<u>LUCY</u>
	(Last)	(First)

KEY TO MARKING: Insert one number in each blank according to the numerical scale below.

- 1 - 2 Unsatisfactory student teaching performance.
- 3 - 4 Will need considerable help during first year teaching.
- 5 - 6 Fair. May improve with experience.
- 7 - 8 Good. Considerably above average for student teaching.
- 9 - 10 Excellent. Should do outstanding job during first year teaching.
- I.E. Insufficient Evidence. (NOTE: This should not be considered to have a negative value.)

DESCRIPTION OF TEACHING SITUATION

Miss Caldwell did her student teaching at a private language institute in Orizaba, Mexico. During her eleven weeks of teaching, she had full control and responsibility for her classes--she did not work under a master teacher. Miss Caldwell taught all ages and all levels. In her three classes of adults and high-school students she used a text assigned by the Institute. In her three childrens classes she did her own sequencing. Each class had about ten students, each class met three hours per week. The supervisor visited two days every two weeks.



I. 9 LESSON PLANNING

Appears to spend a great amount of time preparing her classes. There was continuity both within each class and within each course as a whole.

II. 10 ADAPTING MATERIALS

Shows imaginative use of adapting materials. Frequently used pictures, wrote narrative spiels and additional exercises, and made flashcards. Succeeded in making her classes personal and realistic by using students' photographs and real objects.

III. 9 KNOWLEDGE OF ESL METHODS

She combined the drills and dialogues of ALM, the realism of Situational Reinforcement, and the personalizing of dividing the class into small groups.

IV. 8 USE OF WELL-DIRECTED ACTIVITIES

She used a variety of activities in every class, including language games, cultural role playing, review exercises, all kinds of drills, and fast activities for the children. Needs more practice properly pacing these activities.



V. 8 - USE OF APPROPRIATE TECHNIQUES

Developed techniques for correcting student mistakes, encouraging greater student participation, using the best students to help the others, teaching reading to children, and initiating free response.

VI. 10 STUDENT-PUPIL RELATIONSHIPS

Is very personal with her students. Often gave students extra help outside class, and took an interest in their progress.

GENERAL EFFECTIVENESS AS A TEACHER

Miss Caldwell showed considerable improvement during her student teaching. She started using a variety of methods and techniques, and did well to adapt her approach to suit the different kinds of groups she taught. She was particularly effective with the children's classes--here she created a pedagogically sound, fun class which the children obviously enjoyed. Miss Caldwell needs to better incorporate spontaneous classroom situations to achieve her aims. In her adult classes, she needs to be sensitive to changing class activities according to student interest. Because she is enthusiastic about all forms of teaching and is eager to experiment, I am confident she will continue to grow as a teacher.

May 16, 1972

DATE

Cah A. Holt

SUPERVISOR

MARILYN BEAN  
Student Teaching: Coatepec, Veracruz  
Mexico 1972

Description of Classes, Methods used, Number of Students, etc.

- 9 AM MWF Secondary school (12 year olds), 1st year English, 60 students, principal of school present first month as observer and co-instructor; second month alone; required Mexico City audio-lingual text; also, monthly tests
- 9 AM TTH Secondary school (13 year olds) 2nd year English, 60 students, principal of school present first month; required audio-lingual text, tests.
- 10 AM Secondary school (16-40 year olds) MTWTHF, supplementary, voluntary class; taught Situational Reinforcement materials - only teacher text; 15-25 students, complete freedom, no materials besides blackboard
- 11 AM Private student, used SR and The Written Word, a programmed university level, Mexican text for reading/writing, complete freedom
- 1 PM MTWTHF, University students from Facultad de Historia, plus a few others from other sections; chose main text: The Written Word, adapted for conversation purposes; used lots of techniques, simulations, two Silent Way conferences with other MAT's; 10 students, 21-22 year olds
- 4 PM MF 6th grade enrichment English class, after school hours; 15-25 students; used songs, games, visual aids, dialogs, some experimentation with open classroom and individualized learning
- 4 PM T Supplementary conversation class open to any students in 9 AM 1st year class. Games, songs, conversation. Generally 10-20 students. Designed to give those interested extra practice and fun.
- 5 PM MWF High school students, 11-15 year olds. 3-30 students. Mixed levels, voluntary attendance during their extracurricular period (many conflicts), used Micro-wave material, SR and simulations.

In addition, there were a few extra classes in the evening of an experimental nature, but due to a heavy schedule and the frequent prior commitments of students during the evening, these classes were dropped after about 7 sessions. They were primarily for students who wanted private lessons and to give the teacher a place to experiment.

THE SCHOOL FOR INTERNATIONAL TRAINING

STUDENT TEACHING EVALUATION

STUDENT	BEAN (Last)	MARILYN (First)
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OVERALL STRENGTHS, WEAKNESSES AND EFFECTIVENESS OF STUDENT TEACHER

Marilyn Bean's enthusiastic personality and energetic versatility create an interesting and alive classroom. Her natural rapport with students of all age groups put them at ease and creates a setting for communication in the English classroom. Marilyn works especially well with small class groups, as her interest in the individual leads her to adapt and vary the course content to meet interests and needs of students.

Marilyn is a conscientious, dedicated teacher, open to suggestions and eager to acquire competence with many techniques and methods in order to have an innovative, original and eclectic classroom. Her structure classes are developed around meaningful content and she has become more conscious of using reality to integrate and focus daily lesson plans. Her performance steadily improved as she worked to shift the major participation from the teacher to the student by stepping increasingly out of the spot-light, decreasing time spent on explanations and quickening the pacing and variety of student-oriented classroom activities.

Her greatest weakness is that she does not project an authority figure in the classroom; her smiling, open-ended style creating difficulties possibly with large classes. In directing her attention to individuals, she sometimes lets the class direct where the lesson will ultimately go. This can be both positive and negative, depending on the size, nature and goal of the class. In an effort to be sure material is well-covered and understood, Marilyn sometimes over-explains or fills the blackboard with examples that can clutter, rather than clarify a point.

With supervision, Marilyn has shown consistent improvement in focusing and pacing her lessons, directing them toward specific content goals. Her classes have become much more involved and alive, as she learned successful ways of grouping, stimulating and motivating students' roles in the English classroom, helping them gain self-confidence and skill in working with each other to communicate in a second language effectively.

July 1, 1972

Carlos A. Maeztu  
Supervisor

STUDENT TEACHING EVALUATION

Student Teacher: Marilyn Spaventa  
Supervisor: Carlos A. Maeztu  
Teaching Site: Veracruz, Veracruz, Mexico

I. Description of teaching situations:

<u>Place</u>	<u>Schedule</u>	<u>Comments</u>
Cristobal Colon School (secondary)	daily, 7:30 - 1:30 (three weeks in Feb.)	large classes, all male, poor material, interest low, poor instruction, bad situation
Cristobal Colon School (secondary)	daily, 3:30 - 4:30 (month of March)	voluntary for those students in Colon who wanted classes, 4-5 students, sporadic attendance
Centro Cultural (private language school)	Mon. Wed. Fri. 7 - 8 PM Jan. - Apr.	fluctuated between personal tutoring hour for one student (adult) and sometimes a small conversation class
Waiter's Union	Mon. Wed. Fri. 11 - 12 AM Jan. - Apr.	fairly interested group of 30 waiters or so, who needed English for their work
Hogar del Nino Manuel Gutierrez Zamora (orphanage)	daily, 4:30 - 5:30 PM Jan. - Apr.	large class of 8 to 11 year olds, beginners, voluntary class, very rewarding
Washington Institute (private language school)	Tues. Thurs. 9 - 10 AM Jan. - Apr.	school children 7 to 13, class size about 6-8, little interest, not much satisfaction for the instructor

Number of classes observed: 15 class hours

## II. Evaluation

### A. Teacher-Student Relationship

A certain uneasiness existed at the beginning, but as time progressed there was a greater degree of acceptance of the different attitudes of students. Marilyn believes it is important to get to know the student, in order to better interpret his actions. Her serenity in class, facilitated a sensibility between the teacher and the student.

### B. General Classroom Atmosphere

Initially Marilyn was sending conflicting signals out to the students. Marilyn does not think of the teacher as being an authoritarian figure yet she found herself in a dilemma with her class at the Orphanage. The discipline in this class was not acceptable to her. However, to correct this she did not want to use her authoritarian powers. Her solution was to divide the class of 25 children into smaller sections.

The general atmosphere was a relaxed one. Both teacher and student tended to be at ease. This was especially true with the adult level classes.

### C. Lesson Planning (flexibility)

For all of her classes, Marilyn wrote her own materials. She was extremely flexible in her planning, constantly looking for different ways of keeping up student interest. Her adaptability was evident in her varied approach to the different age groups she had to teach, as well as to the different teaching situations. The needs of her students appeared to remain primordial throughout her student teaching.

### D. Techniques

Marilyn varied her techniques according to the age of her classes. At the Orphanage, she mixed audio-lingual drilling with language games and activities. Her classes at the Waiter's Union were more situational in nature. After experimenting with several different techniques, Marilyn found that she was most comfortable with an eclectic approach.

### E. Pacing

Except for isolated instances, this is one of Marilyn's strongest points. This is directly related to her sensibility towards students. She is good at judging how much material her students can assimilate at once. Marilyn kept her pacing fast by over-planning and using a wide range of different techniques.

### G. Teaching Growth (by self-criticism, suggestions from others)

Marilyn is receptive to criticism. She uses the ideas given to her, often expanding and adapting them to her own situation. She became more self-critical of her own teaching, being able to make in-depth self-evaluations of her own classes. Her awareness of the teacher's effect on the class and the class's effect on the teacher grew as time went on. Lesson planning showed considerable growth, particularly in adapta-

bility and over-planning. Marilyn believes that the teacher should do a minimum of talking in the classroom. However, this is an area where she feels to improve a great deal.

H. Effectiveness as a Teacher (General Remarks)

Marilynn has a sensibility for her students that few student-teachers possess. Because of this, her students respond most positively towards her. Her sensibility is best exemplified in the manner she paces her classes. The lesson plans she uses are both flexible and imaginative, as well as being readily adaptable.

Marilynn has also shown extraordinary resourcefulness in finding appropriate materials and activities for her classes. This was demonstrated repeatedly, particularly with her classes at the Orphanage and at the Waiter's Union. Her self-critical nature provides a perfect vehicle for constant change in her teaching techniques. This will undoubtedly aid Marilyn in continuing her effectiveness as a teacher.

June 1972

Date

Carlos A. Maestu

Carlos A. Maestu  
MAT Supervisor

THE SCHOOL FOR INTERNATIONAL TRAINING

STUDENT TEACHING EVALUATION

<u>STUDENT</u>	<u>CHWANG</u>	<u>CINDY</u>
	(Last)	(First)

DESCRIPTION OF TEACHING SITUATION

Miss Chwang did her teaching at five different institutions in Veracruz, Mexico. Four of these schools were private, the other was a governmental institution. During her twelve weeks of teaching, she had full control and responsibility of her classes....she did not work under a master teacher. Miss Chwang taught all ages and all levels. Three of her classes were beginning level. The other four classes were advanced, with a conversational focus. In all her classes Cindy did her own sequencing. She did not use an assigned text, rather she would use a combination of different materials for each of her classes. The classes ranged in size from seven to twenty-two students. They met from three to five times per week. The supervisor visited twelve hours of classes, during the three month period.

LESSON PLANNING

She had to devote a lot of time preparing her classes, because she chose to use a combination of materials, instead of only one text. The continuity within each class was sometimes difficult to achieve. This was due to strikes, drop-outs and irregular attendance.

ADAPTING MATERIALS

Showed imaginative use of adapting materials. Frequently used debates and language games, as well as attempting to make drills as situational as possible.

KNOWLEDGE OF ESL METHODS

Cindy combined the drills and dialogs of AIM, with Silent Way, Situational Reinforcement and grouping. Her greatest improvement was in the area of increasing student interest by improving the pacing of her activities.

USE OF WELL-DIRECTED ACTIVITIES

Cindy had considerable trouble initially giving her class a structural focus. Consequently mastery of the structure was sometimes weak. Although Cindy became considerably better at this, it could still use more work. The combination of activities Cindy used was excellent. She became more conscious of pacing, which indirectly improved her combination of classroom activities even more.



STUDENT-PUPIL RELATIONSHIPS

Cindy feels more at ease with adult classes, than she does with children. She believes that it is necessary for a certain order to exist in the classroom, before she can teach. This order is often automatic at the adult level, yet this is not so with younger age groups.

GENERAL EFFECTIVENESS AS A TEACHER

Cindy showed considerable improvement during her student teaching. She never appeared to be overly interested in the observations made in reference to her classes. Yet, she tried most of the suggestions made, adapting them to her classroom situation.

Cindy's classes underwent great change during her student teaching. Her classes became more student centered. She worked at keeping the student interest level high. Interest in using different methods was evident. Cindy used Silent Way, Situational Reinforcement and the Audio-lingual method. The major change in her teaching was trying to make the class less teacher centered. This was one area that received Cindy's undivided attention.

Cindy is highly qualified to teach ESL. She functions best where she can work independently, rather than having to work in a teamteaching situation. Adult level classes are best suited for her.

July 1, 1972

DATE

CAH QWA

Carlos A. Maeztu  
Supervisor



This is a sample one week schedule. Three different sites were visited. There were two practice teachers in the second site. The other sites had one teacher each.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7-8	PRE-SUPERVISION DISCUSSION				
8-9	OBSERVATION	OBSERVATION			
9-10	OBSERVATION	OBSERVATION	POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION
10-11	OBSERVATION	POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION
11-12		POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION
12-1	OBSERVATION	POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION
1-2		TRAVEL			
2-3	OBSERVATION	TRAVEL			TRAVEL
3-4	POST-SUPERVISION DISCUSSION	TRAVEL			TRAVEL
4-5	POST-SUPERVISION DISCUSSION	PRE-SUPERVISION DISCUSSION			TRAVEL
5-6	POST-SUPERVISION DISCUSSION	OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION
6-7	POST-SUPERVISION DISCUSSION	OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION
7-8		OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION
8-9	WRITE-UP OF POST-SUPERVISION DISCUSSION	OBSERVATION	OBSERVATION	OBSERVATION	OBSERVATION *
9-10		POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION	
10-11		POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION	
11-12		POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION	POST-SUPERVISION DISCUSSION	

\* DISCUSSION OF THESE CLASSES HELD ON FOLLOWING DAY