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February 14, 1967

MEMORANDUM TO: Dr. Tate C. Page

These are some programs of improvement or projected programs that are presently in effect or will become effective in the Western Training School. All of these programs give evidence that we are breaking away from the traditional self-contained classroom and moving in the direction of progress in the future. In these actions, the best interest of our children and teacher education students has received first consideration. I trust that you and those who will receive courtesy copies of this report will have time to give it your careful consideration:

1. We have a committee of primary grade teachers meeting weekly for the purpose of studying the University Primary Plan of Continuous Progress in the primary grades. If effected, this will eliminate grades one through three as such and place these children into non-graded blocks on the basis of achievement. Tentatively, we plan to place this into effect in the 1967 summer school. We plan to give it serious consideration for beginning in our primary grades, September, 1967. In our budget request, we have asked for a graduate assistant in elementary education to help us with this. At the moment, this is the only additional personnel we will need to place this program into effect.
2. Beginning February 13, 1967, we are extending the school day for forty minutes for most of our children in grades four through six to permit us to schedule a program of foreign languages to be taught in these grades. We are utilizing eight of Dr. Hatcher's outstanding foreign language students to instruct our children in French and Spanish. This will be supervised by our coordinator of instruction. We plan this as a continuous program in grades seven next year. This program will be taught in classrooms other than the childrens' home rooms, thus enabling the home room teachers to remain in their classrooms for planning, preparation, conferences, or other related work. Dr. Hatcher and his staff are helping us and are enthusiastic about this program.
3. In the 1965-66 school year we inaugurated a program of pre-student teaching experiences, Education 301, for students training to become elementary teachers. This program has been successful. We have approximately twenty-five teacher education students assigned to this program during the current semester. Mr. Sleamaker and his staff are helping and supporting us in this program. These students are aides to our classroom teachers in grades one through six. They have, and will become successful classroom teachers of the future because of this special training.

4. This school year we have eliminated the method of teacher education professors having to communicate with us for small group observations. Teacher education students are welcomed into the classrooms at any time. A welcome sign is on each door and sufficient chairs are immediately available. Large class observations are arranged between the college professor and our coordinator of instruction. As the results of this new and improved procedure, we have teacher education students moving in and out of our classrooms at a constant pace. This gives teacher education students an opportunity to observe all kinds of teaching, improve attitudes toward teaching prior to their being assigned to their student teaching, and finally, the teaching field.
5. The reading specialists and professors in the College of Education will begin assigning their students to teach reading to our grade children in small groups and large classes on February 14, 1967. Our teachers in grades one through six have begun teaching reading in regularly scheduled blocks and have improved in this area this year, since we eliminated our full-time remedial reading position. The reading program receives direction from our coordinator of instruction. She has and will cooperate with the reading specialist from the College of Education in effecting this program. Two reading specialists have been assigned to us part-time by Mr. Sleamaker this year to assist us in special reading cases and to help us establish the program to begin February 14.
6. One of the professors in the College of Education will assign her methods teacher education students to teach social studies to small groups in grade three this semester. The home room teacher will leave the room and utilize this time for planning, preparation, and conferences. The teacher education professor will have charge of this program for this scheduled block and will plan this program with the third grade teacher and the coordinator. This will give teacher education students experiences in handling classroom situations in this area.
7. Beginning September, 1966, we inaugurated a program of physical education for grades one through six. Every child in these grades receives approximately thirty minutes of directed physical education instruction by a qualified teacher every school day. Miss Anderson and Mr. Smith teach these classes at hours when they are not scheduled for high school classes. This program has received acclaim from our parents, Dr. Solley and his staff members, our State Department of Education members, and others.
8. Beginning September, 1966, we inaugurated a program in our Elementary School Library. Mrs. Neel spends part of her time teaching the children in grades one through six in the library. The assignment of teacher aides has permitted us not to neglect the high school library while this program is being carried out. Our Elementary Library is open to our children during the entire school day. It is closely supervised by our coordinator of instruction, with the use of teacher aides, when our librarian is unable

to be present in the library. We plan to improve this program when all books have been classified and when we are able to provide a more extensive selection and purchase of books for our elementary library. This is a new program. The direction of this over the years has been incidental in nature, since the remedial teacher was not a qualified librarian.

9. In addition to all of the above, our elementary department has shown continuous improvement in the following:
- a. Remaining on duty for a longer school day, evaluating, planning, preparation, and conferences
 - b. Cafeteria management and control
 - c. Taking direction in coordinated efforts for improvement and instruction
 - d. Scheduling
 - e. Display in rooms and on bulletin boards in our hallways coordinated with instruction. (We have installed thirty-two new bulletin boards in our hallways)
 - f. Closer cooperation in the primary and intermediate grades
 - g. Reception and courtesy toward all teacher education students
 - h. Discipline and control generally in the classrooms and hallways, with considerable improvement to come in this respect
 - i. Use of audio-visual aids in the classroom and for large group instruction
 - j. Receptive to instructional improvement
 - k. Receptive to planning sessions and daily class schedules, to include daily lesson plans
 - l. Receptive to supervision and direction from director, coordinator of instruction, and college supervisors
 - m. Improved supervision of student teachers
 - n. Curriculum revisory and guides
 - o. Other areas too numerous to list here

You and those receiving copies of this report may desire to know of the improvements we have made or those that we plan to make as we move into the future. With our improved high school schedule, I feel that we are in excellent shape in this area. No discrepancies were noted in our last Southern Association and State Department of Education evaluations. The above report bears out that we have concentrated our efforts to improve our elementary department. This we have done, and shall continue to do. With this in mind, I wish to express my appreciation for the attention you gave to approving our 1967-68

budget request. With the programs we have in mind, this budgetary support will be required. Also, appreciation is expressed to the University for the splendid budgetary support given the Training School during my years as its Director. Our faculty and staff members are working hard in support of the best interest of Western.

James A. Carpenter, Director
Training School

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cc: President Kelly Thompson
Dean Raymond L. Cravens
Dean Dero G. Downing

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