

A teacher intern differs from anyone else sent out by the University into a school system. He is a student whose work in a school system is part of his preparation to become a teacher. At the same time, he is a full-time paid staff member who has been employed by the school to join with its regular teachers in carrying out the school's educational program. As such, the teacher intern is both apprentice and colleague. He is assigned to a member of the school's faculty, a cooperating teacher who accepts a definite responsibility to him and the program in which he is enrolled.

A coordinator from the University periodically visits the cooperating teacher and the teacher intern. He is also on call to help them solve any problems which may arise. To help maintain the colleague relationship between the cooperating teacher and teacher intern, the teacher intern is graded by the University coordinator. The coordin-



Using the Teacher Intern

1. The faculty and staff of a school should be informed of the presence of a teacher intern. His status (that he is both University student and school faculty member, with special certification from the State Department of Public Instruction) should be explained. It often becomes desirable to arrange for the University coordinator to meet with the faculty and staff and explain the teacher intern program.
2. Get acquainted with the teacher intern. Some interns have had experience with children; some have not. Some "play it by ear" very well whereas others need assurance that all is well. Interns have varying interests and talents which you will be able to utilize—once you know about them.
3. Introduce the intern to other faculty and staff members and make him acquainted with the layout of the building in which he works.
4. Prepare your classes for the presence of the intern by explaining his role to them (including the fact that he will be a regular member of the staff this semester to assist you in carrying out the instructional program of your classes).

ator is assisted not only by his own observation of the teacher intern, but also by consultation with the cooperating teacher and an evaluation form, which is filled out by the cooperating teacher.

How do cooperating teachers help teacher interns? The following suggestions for cooperating teachers have been made by Dr. Ann Galbraith and Dr. Roy Hanes, two coordinators for the teacher intern program.

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5. Be specific in what your school, school system and community expect of teachers. If your community has any special taboos or mores, explain them to the teacher intern. Be sure that he has a copy of the faculty handbook, if your school has one, but don't assume that it will answer all of his questions. The following list is suggestive of information that the intern will need: how to obtain supplies, school hours and school calendar, recess and lunchroom procedures, what to do in case of an accident or illness of a pupil, faculty and other meetings that he should attend, playground rules, fire drills, whom to call when he is unable to come to work, storage of materials, use of school library and auditorium, policy on assemblies, what to expect of the janitor, duties of special teachers (visiting teachers, speech correctionists, art and music teachers), policy on discipline of pupils, services provided by guidance counselors, testing programs, parent conferences, open houses, report cards, after-school recreational programs, special circumstances within the community which affect school operation.
6. Make your intern acquainted with manuals, textbooks and other teaching materials that