

you use. Also let him know about your teaching procedures.

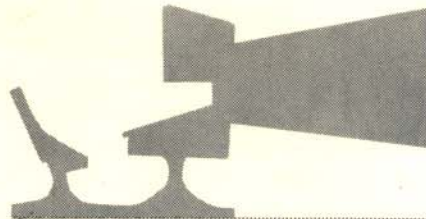
7. Explain lesson planning to your intern although he is not yet involved in teaching activities. Assist him in making lesson and unit plans. Encourage him to try out his own ideas and to begin developing his own philosophy of education.
8. A common question from interns is "How am I doing?" Hold frequent conferences with the intern to help him evaluate his work and overcome his weaknesses. Make suggestions to him soon enough that he can benefit from them.
9. Have conferences with the University coordinator to inform him of the work that the intern is doing. Be careful to submit all reports and forms requested by the University coordinator.
10. Make certain that the intern's work is understood by the administration of your school and see that the administration receives information and reports on the intern's work.
11. Remember that the intern who comes the second semester to replace the intern of the first semester cannot begin where the first intern left off. He is a new person and needs a full explanation of your school and its procedures.

Constant communication between cooperating teacher and intern is of utmost importance. Human misunderstandings come about for lack of explanation when words change in connotation as they pass from one person to another.

If problems arise for a teacher intern, two channels are open to him. He may talk either with the cooperating teacher or the University coordinator. A cooperating teacher with a problem which involves an intern may talk to him, to the principal of the school or to the University coordinator.

This teacher intern program is truly a cooperative adventure, an attempt to bring theory and practice together. It involves university and school system, cooperating teacher and teacher intern. This working-learning process is ideally a broadening, deepening one, with an intern assuming greater responsibilities in November than he had in September.

Teacher interns are not to be considered as experienced or specially-trained remedial teachers. But with guidance, they can be expected to assume many duties and allow regular teachers to make better use of their own time.



Teacher interns . . . are used to enrich and supplement a school's program beyond the capacity of the school's regular faculty. With teacher interns, the partnership schools fill positions that they could not fill with regular faculty members and perform services for which they could not employ additional faculty members. Both the (University) and partnership school systems are concerned that teacher intern positions be load-bearing, but in a manner which is consistent with their function as part of an education program.

Teacher interns may come into contact with a wide variety of teaching aids and procedures. (An evaluation of teaching aids and procedures is beyond the scope of this Project.) Teacher interns are required to take their three semesters of intern experience in at least two different school systems. They may be encouraged to take their experiences in schools of contrasting methods or neighborhoods. Thus, a teacher intern with an experience in a large urban school may be directed toward a small rural school.

Teacher interns make genuine contributions to the programs of the schools which employ them.

Students receive an opportunity to obtain substantial amounts of experience in school systems and thus have some basis for deciding whether or not they want to become teachers. The program of internship has served as a screening procedure causing some students to change their career plans and strengthening the convictions of other students that they want to become teachers.

Potential weaknesses which do not show up during study on campus often become apparent to students during their periods of internship. They have an opportunity to correct them while they are still students at the University and not graduated first-year teachers.

—Highlights of the Fourth Progress Report