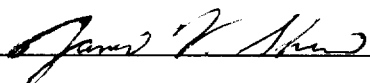


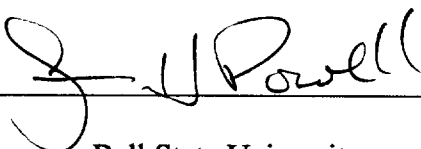
**“A Variety of Things About Teaching, Not Generally Taught In Teacher Education:
An Analysis of Knowledge Gained During the Ball State / Carmel Clay Schools Pilot
Teacher Education Program.”**

An Honors Thesis (HONRS 499)

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Purpose of Thesis.

This is a discussion of some of the inadequacies found in current teacher education programs. Specific examples of these areas of concern have been gathered during the past year, during my participation in the Ball State University / Carmel Clay Schools pilot program for teacher education. Examples were gathered both from personal experiences and from interviews of various teaching professionals.

This paper starts with a forward by the author. Items were organized into major areas of concern. These areas are:

- Teaching
- Discipline
- Communication
- Special Needs
- The Unexpected
- Extras
- Duties
- Support Staff
- Administration.

Each area is discussed in detail using specific examples whenever possible.

Special thanks to the teachers and staff at Carmel Junior High School, Clay Junior High School, North Central High School, and Carmel High School who have helped out tremendously in the writing of this paper.

Thanks also, to Dr. Powell for agreeing to be my advisor on this project.

Forward.

In interviewing countless education professionals in preparation for this thesis, it has become painfully obvious that most of them feel that teacher education in this country is insufficient. In their opinion teachers come into the work force lacking the necessary skills that are needed to perform their various duties.

In a profession where: 1) a teacher is expected to perform right away and 2) a school system's decision on whether or not to offer a teacher "permanent" employment must be made within the first two years of that teachers career; this lack of preparation is not acceptable.

Most of the time in educational programs is currently spent by the prospective educator in learning questioning techniques and the various theories behind basic instruction. In addition, conventional teacher education focuses primarily on the history behind the current education system, the psychological basis for learning theory, and an emphasis that all children are to be educated with equal opportunities. All of these are useful tools in an educator's arsenal, but they are not enough.

"A Nation at Risk"₁ a landmark report on the state of education in America's schools reached many similar conclusions. This report found that teacher preparation curriculum is weighted too heavily with education courses, leaving new teachers inadequately prepared to teach content in their classes. It noted that many teachers are coming from the bottom quarter of college graduates and that, in many cases, education is seen as an easy major. An "easy major" does not prepare prospective educators for the

rigors of daily classroom instruction. "A Nation at Risk" also found that an atmosphere of mediocrity pervades today's education system. Just doing enough to get by is not preparing educators for tomorrow.

I was fortunate enough to conclude my undergraduate career with a year long internship in an innovative pilot program for teacher education put forth by Ball State University and Carmel Clay Schools. By completing this program, I have been able to spot many of these inadequacies in the current education system. This was accomplished by completing proficiencies in those areas traditionally found to be lacking in teacher preparation and by interviewing educators to find out what kinds of things that they encounter in their careers that "teacher instruction 101" never covered.

The pilot program is based on many of the recommendations put forth by the Holmes Group₂ in another national study of education in America. The Holmes Group suggested a long-term, well-supervised teaching internship similar to internships completed by doctors and other professions. They felt that only by making teaching a true profession could better teacher preparation be achieved.

The Ball State / Carmel Clay partnership created an internship program like the one listed above for use in this new pilot program. During the first year of this program six candidates, myself included, were chosen through a competitive interview process. To complete the requirements for this program each intern completed forty-two proficiencies on various areas of education. It was hoped that by basing future teaching education programs on this pilot program, that many of the current deficiencies in teacher education would be overcome.

No program is perfect and there will always be more deficiencies to overcome, but it has been my experience over the past year that this is definitely a step in the right direction. I hope to become the best educator that I possibly can become. Hopefully, through this paper and legacy that I have left behind in the pilot program, I can ensure that those educators that come after me are even better.

In hopes of a better future,

James V. Shaner

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Teaching.

Teaching is the most basic of an educator's many jobs. It is the one area that most teacher education programs focus on. Yet, there are many areas in which this education falls short.

The First Day of School.

According to Douglas Brooks, in his article "The First Day of School,"³ very few teachers receive any instruction on what to do during the first day of school and even fewer teachers receive any experience in dealing with the first few days of school during student teaching. Generally, student teachers begin arriving about two weeks after the first day of school when things are running relatively smoothly.

In my experience, the first few days of school are absolute chaos. Students are in the wrong classes, need to change their schedules, or do not even have schedules at all. Many times new students coming to a school for the first time wander around with a dazed expression on their faces clutching tightly to their lifelines of a schedule of classes and a map of the school. When they do finally arrive in classes they are concerned with whether or not they are in the right class, who they might get to sit by, and what kind of teacher will be instructing their class this year. Learning new material is secondary.

Many times the teachers are not in much better shape than their students. Schedules, if they have them at all, are often inaccurate and missing the names of many of their students. They are excited about having the new batch of students,

yet pensive about how they might behave. Murphy's Law invariably takes effect, resulting in fewer books than there are students, mysteriously missing desks, and overhead projectors that are unwilling to come off of summer vacation yet.

If there is confusion for students and teachers, then there is absolute turmoil in the main office. Schedules need to be changed and even rerun. Students too lost to find their classes (often after receiving faulty directions from a gleeful upper clansman) need to be herded to their correct classes. Parents worried about their little darlings need to be convinced that no one has died in this school on opening day for years and even if they had it was never proven to be the school's fault, and shuttled to their vehicles. Phone lines are jammed with questions ranging from "Do we have a snow delay today?" to requests to speak to an administrator on a matter of extreme importance.

The novice teacher could easily find himself or herself drowning in a surge of distress. Having prepared his or her very first lesson on the scientific method or the American Revolution, he or she could find that the carefully planned instruction falling on deaf ears. This could lead to feelings of inadequacy on both the part of the teacher and in the students' feelings toward that teacher.

The first rule of surviving the first few days of school and establishing an effective classroom for the rest of the year is: BE PREPARED. Have your classroom organized so that you can conduct an efficient class. Have a seating assignment ready and on the overhead so that students will know the correct place

to sit when they come in the room. This will reduce stress caused by seating students and then seating them again later in the period.

Rule number two is: **BE FRIENDLY**. Post your name, the room number, and the class in several places around the room to alleviate student stress caused by the unknown. Have an assignment ready for the students when they walk in the room. This is an excellent time to get some administrative details out of the way like; getting all of the student information needed for your files, finding out something about the students, and identifying possible areas of interest to stress in your instruction. Greet the students at the door so that you can start to learn names, introduce yourself, and reinforce the first assignment found at their desks.

Doing all of this should help your year start out more smoothly. The first few days of school should be dedicated to establishing procedures, not covering class material. Any time that lost at the beginning of the year will more than be made up for by having a well-managed classroom. Harry K. Wong has written an excellent book to help the professional educator get started in this area. It is called The First Days of School. I would highly recommend purchasing this book to educators of any type.

Classroom Management.

It is important to develop a classroom management plan and use this plan consistently within your classroom. This plan should include procedures, rules, bad consequences, and good consequences. The use of the word “plan” suggests

goals and accomplishment and is generally better received than “classroom rules” which suggests punishment.

Procedures are simply the way things are done in your classroom. These could be thought out carefully so that every day tasks can be completed quickly and efficiently. I have found that writing these procedures out and giving them to students in the beginning of the year works best. This keeps the procedures from changing from occasion to occasion. It also reduces confusion on how to complete tasks like heading a paper, what to do if a pencil breaks, and what to do if a student needs to leave the room.

Classroom rules should be limited to no more than five. These can be either general rules like “be courteous and respectful to others”, or specific like “no gum”. This distinction depends more on teacher preference. Either type of rule can be effective. Rules allow the classroom environment to become structured and permits learning to occur.

Consequences work in conjunction with rules and procedures. They let the student know exactly what will happen if misbehavior occurs. Having positive consequences encourages students to behave so that they will be able to get the extra perks associated with good behavior.

Substitute Teacher Folder.

A substitute teacher folder should be prepared at the very beginning of the year. A teacher never knows when he or she will be sick. The folder should contain: the teacher’s schedule for the day including bell times, any prep periods,

and lunch times; A seating chart, preferably with the picture of the student above his or her seat; the assignments for classes on the day that the sub is there., extra activities just in case the lesson runs short, an outline of the lesson for the day, the classroom management plan, and emergency procedures.

All of these procedures are in place to make things run smoothly. Placing a student picture above his or her seat will allow subs to correctly identify where each student should be seated. The substitute teacher should know when the bell rings so that students do not try to scam him or her. The extra activities keep the sub from having to kill time in class. The regular teacher should get into the habit of putting the next day's assignment in the sub folder before leaving school each day.

Discipline.

During my year of student teaching, I have taken every opportunity to observe the discipline policies present in different schools. I have given out both detentions and in-school suspensions. I have observed students during lunch detentions, after school detentions, and in-school detentions. My purpose in doing this was to develop a personal belief on school discipline. Each new teacher will need to do this on his or her own. Following are some of my findings that may help the novice teacher.

In general, I have found that my beliefs closely mirror those expressed by Rich Costen of Clay Junior High School during an interview on the subject of discipline. Rich is an assistant principal and often finds himself dealing with

school discipline. He was very instructive as to the procedures and paperwork that goes along with each discipline step.

Detention.

I like to look at discipline as a hierarchy of events. The first two to three levels of the discipline ladder are administered by the classroom teacher. The highest level of punishment at this point should be a detention. When things get to a point where the teacher feels that this level of discipline is no longer effective, the students should then be referred to the main office.

It is important for the classroom teacher to carefully document the discipline problems of individual students so that the principal or assistant principle can administer the proper punishment. This prevents the administration from starting with too much or too little punishment for the student. It should be noted that not all crimes get an equal number of chances before they are referred to the office. Under no circumstances should a student be allowed to hurt or maim fellow students on more than one occasion because the classroom teacher wanted to give him or her a second chance.

Building Level Discipline.

When the administration takes over the infraction is moved one more step up the discipline ladder. Students who are sent to the office should never be let go with a warning. Generally, at this point, the teacher has already given the student plenty of warnings.

In-School Suspension.

If the infraction is serious enough or the occurrence of misbehavior is often enough, the student should next be given an in-school suspension. The student should be able to come to school and complete any work that takes place in class that day, but should not be allowed contact with other students. If the situation continues to escalate the severity of discipline should increase to the levels of out of school suspension, and possibly expulsion.

One high school teacher that I worked with believed the credo “never smile until spring.” He started out the semester very strict and only loosened up near the end of the year. He usually tried to find a sacrificial lamb near the beginning of the year to set an example to others who misbehaved.

I have found that I prefer a different approach to maintaining a learning atmosphere. In the beginning of the teaching experience, I distributed a packet listing exactly what I expected from each student. These procedures were modeled and reinforced until the students did things as I would like them done without asking. This kept the students from asking questions about how to do assignments and allowed them the freedom to discipline themselves.

Drugs and Alcohol.

In a utopian world, teachers would not have to worry about drugs and alcohol in schools. Unfortunately, this is not a perfect world. Drugs and alcohol are very prevalent in today’s schools. Just because a problem is unnoticed does not mean that it does not exist. Teachers need to be familiar with what drugs and

drug paraphernalia look like. A student who has raised adequate suspicions into the possibility of him selling or using drugs should be reported to the appropriate people at once. A teacher is not doing a student any favors by looking the other way.

Communication.

Help Sessions.

Teacher education definitely does not prepare the beginning teacher for after school help sessions. Be prepared to receive and answer many of the best questions that were asked during the entire unit. It seems as if the students could deal with not totally understanding a topic as long as the test was a long time (more than two days) in the future. When it came down to crunch time, some students wanted to be able to learn the entire section in the span of a few hours.

These sessions take a great deal of planning and preparation on the teacher's part. Sessions should be scheduled on at least three different days in order to accommodate those students who have prior commitments. Make the students sign up for the day that they wish to attend when the study dates are announced, or at the very least, before the sessions start. Otherwise all of the students will procrastinate until the night before the test. With a little planning these sessions can be very helpful for boosting student achievement on tests without lowering standards.

Parent Conferences.

Maintaining good relationships with parents of students is one of the most important things that a professional educator can do. Parents are part of a team that is involved in educating students. They are often able to catch things that are not as evident in the classroom atmosphere. Parents can be your greatest ally in educating their children or your greatest hindrance.

Teachers should make all possible arrangements to make sure that parents are comfortable in dealing with them. During an open house this could mean placing schedules at the front door, along with maps of the school; placing lots of help in strategic locations to give directions; and restating your name, the classroom number, and the subject taught before starting to talk about your class. During a parent teacher conference this could mean providing refreshments and a neutral place for the conference. Always greet parents as colleagues and equals.

Going into a parent teacher conference, make sure that you have all information that may be needed. Generally, a copy of the course description, copies of student grades, attendance records, the book used in class, and any assignments given over the last few weeks, are considered minimum requirements. If this is a disciplinary conference, a detailed account of the incident and any other pertinent information should also be included. It is a good idea to include any other teachers on a middle school team, and a guidance counselor in the conference as well. Both of the previous groups should be prepared with information from their classes and any of the relevant information

from school files. Double check to see if the child is or ever has been considered a special needs child. A breakdown in the channels of information transmission is no excuse for you not knowing this information.

Parent teacher conferences should not be about the student, the parents, or the teacher. The purpose of a conference is to find a solution to the behavior of the student or to discuss the performance of the student. These conferences should not be turned into a situation where one person is blamed for the actions of the student. The hope here is to better educate the student, not tell the parents what a horrible job they are doing. Be firm on topics that you need to be firm on; be willing to compromise on topics that need changed, but may be able to be changed in more than one way for a positive result. With a little patience these conferences can be a valuable tool for the novice teacher in giving students a better education.

Special Needs.

Special Education

My first experience with a special needs child was one of mixed success. I was working with an autistic child during the first week of school until an aide could be hired to work with this student. This student's autism included screaming when extremely agitated and stripping off clothes when screaming no longer seemed to help.

I had almost survived my first week of working with this student when he started to become very agitated. He was upset because he had forgotten his lunch

money. His former aide had told me that his first step in stripping off his clothes was to reach for his shoes. When this student started to reach for his shoes, I immediately whipped out two dollars of my own money so that he could eat. That was probably the best two dollars that I ever spent!

As a first year teacher you may not be aware of the fact that special needs children will be included in your classes. The title special needs includes every student who is emotionally handicapped, physically handicapped, or a combination of both. All teachers will be teaching special needs children, not just those who are licensed in special education.

Working with special education children requires that adaptations are made to the current lesson plan. This requires a lot of patience on the part of the teacher. It also requires a lot of planning. Generally, a teacher will work closely with a special education teacher and will learn about any changes that must be made to from a student's Individual Education Plan (IEP).

Individual Education Plan.

An Individual education plan (IEP) is a list of adaptations that must be made for a special needs student. To receive an IEP a student must first be diagnosed as being special needs by an IEP evaluation team. The student undergoes a battery of tests to determine what may be wrong. An IEP is then developed and the student is placed in the least restrictive environment as determined by the evaluation team.

The Unexpected.*Human Sexuality.*

“Saved by the Bell” and “Welcome Back Carter” never explored the many surprises that a teacher may have in store as their students’ bodies bloom sending hormones rushing through the adolescent body. One teacher (name withheld) told me a story of one of her most surprising occurrences in her first few years of teaching. She was walking around the room helping students with their projects when she walked up behind one of her students working in the back of the room.

Evidently this student did not hear her coming because he did not stop what he was doing when she approached. He was busy masturbating -- during class! He was enjoying what he was doing so much that he never noticed the teacher beside him.

This behavior continued throughout the year. The teacher tried to hint to the student that he should stop what he was doing by giving him passes to leave the room, having him leave the room to run errands for her, and even by trying to broach the subject in a delicate manner after class one day. He only stopped when he was called down to the office and asked to stop by the principal!

One school that I worked at this year had a reputation for being a very “friendly” school. Walking through the halls between classes was a sure way to see couples tucked away in a corner intensely kissing one another or worse. It was difficult to discipline these students because of the large size of the high school and the fact that virtually no one was monitoring the halls. One part of the

school was so bad that it was nicknamed “groper’s alley” by the high school students. How you deal with these various situations is left up to the individual teacher. This is definitely a topic never covered in education foundations.

Bodily Functions.

Student teaching will not have prepared the novice teacher for all of the wonderful substances that can come out of students’ orifices. There is a reason why many teachers have a specifically stated procedure that says “If you feel sick, do not wait for me to tell you that you can leave. Just leave. We can discuss why you had to leave later.” Mr. Davis from Clay Junior High tells me that kitty litter is excellent for cleaning up “puke”. This sounds like a man speaking from experience.

Junior high students offer all new insight into the realm of bodily functions. Seventh grade boys are known for taking pride in their flagellation. Have a procedure prepared for how to deal with this. Do not act in surprise like one teacher that I talked to who sent a student down to the office to get a swat the first time that one “exploded” during class.

“Critters of All Shapes and Sizes”

One teacher told me that she never expected to have to clean out her cabinets once a year in order to get rid of all the mouse droppings. This was a school located near a wooded area and all of the rodents would come inside of the building for the winter. What kind of class could prepare you for activities like this, “Scooper 101?”

Unanswerable Questions.

There are certain students who pride themselves on coming up with unanswerable questions. It is important not to get flustered when this happens. One way to deal with these difficult questions is to assume the role of Socrates and say "What do *you* think the answer is?" Another useful strategy is to use logic and try to reason the answer out for the class. Being a teacher does not mean that you have to act like God. It is often nice for the students to see that a teacher is not perfect.

When You've Made a Mistake.

There will come a time when halfway through a demonstration or even the day after a demonstration that a teacher will realize that he or she was totally wrong. If the teacher does not realize the mistake the students probably will. Take this good naturedly. Tell the students that you were just testing them. Teachers are not perfect, but if they are prepared on how they will handle things when this type situation arises they are less likely to lose all of the respect of their students.

Extras.

Extras are any activities that a teacher may be expected to participate in outside of teaching. It is very important for new teachers to become involved in these activities. Money is one concern. Lack of coaches is another. One concern that may not cross the novice teacher's mind is that a school system only has two

years by Indiana law to decide whether or not they want to keep a teacher on a permanent status.

After two years it becomes much harder for a school to get rid of a teacher. Schools are looking for teachers who are willing to become very involved in the schools in which they teach. Those teachers who make themselves assets by participating in these “extra” activities have a much better chance of being kept after two years.

Field Trips.

One of the greatest challenges of taking students on field trips is keeping students occupied during the inevitable down times. Field trips should be planned so that as little down time exists as possible. Plans for the day need to be kept somewhat flexible so that groups can hit all of the attractions even if they do deviate from the main schedule. Keeping down time to a minimum and keeping flexible enough to deal with unforeseen circumstances is a delicate balancing act.

Careful consideration also needs to be paid to the length of the day. Take a trip that is too lengthy and by the end of the day all of the students and adults will be tired and crabby. Resting on the ride home may not be enough to overcome this crabbiness.

Field trips need to be planned so that they fit in with the topic being taught. Under no circumstances should a field trip be planned simply to “give the kids a break”. Careful consideration should be given to the timing of a trip and the arrangements that need to be made for the trip. Permission slips need to be

made, services, acquired, and facilities arranged months before the actual field trip. Last minute field trips generally end in disaster.

Chaperoning.

Chaperoning school functions such as dances is another one of those dark secrets that they never tell prospective teachers about in college. As a first year teacher, you will be expected to perform this duty. Sometimes this will involve taking tickets at the door. Sometimes this will involve “being a presence” at the event and making sure that all school rules and policies are enforced. In any case, there are expected behaviors that are to be maintained. Be firm in enforcing the rules. Any infraction should be dealt with swiftly and quietly. The idea is to enforce the rules and ensure student safety, not to embarrass a student in front of his or her peers. Maintain a role of being an observer. Remember this function is for the students not for teachers and administrators to “get their groove on”

Extracurricular Activities.

Depending on the school district, another “little secret” that a teacher may be expected to perform is to be a coach or sponsor of an extracurricular activity. With the teaching population getting older, coaches are becoming a hot commodity. One school that I have worked with has forty coaching positions to fill for next year. This means that virtually every new teacher that is hired will be expected to coach some activity.

Duties.

Aside from extras there are also duties that EVERY teacher must perform.

Bus Duty.

The basic principle behind bus duty is to get all of the buses into and out of the school as quickly and as safely as possible. This means that buses are given specific areas to park, specific times to drop off and pick up, and specific duties when leaving the building. At Carmel Junior High, the first bus out of the parking lot pulls across the flow of traffic to allow the other buses the opportunity to leave. At Carmel High School there are two policemen who direct traffic to help the buses leave in a timely matter.

The main difference between bus duty at the high school level and at the middle school level is the number of buses that need supervision. The high school has many more students than any of the middle schools. More students mean more opportunities for trouble to begin. This means that the high school supervisors must be much more alert to possible problems.

Lunch Supervision.

Lunch duty is another one of those teacher duties that is about the same at the middle school level and the high school level. The only differences are the number of teachers on lunch duty at one time, the division of jobs among the supervisors, and the number of students overseen. The job of a teacher on lunch duty is to walk around the lunch room, making one's self visible and dealing with

any misbehaviors that may occur. With so many students to oversee, the teacher on duty must be extremely observant to pick up misbehaviors. It is often difficult to decide exactly who was responsible for the misbehavior. Holding the entire table responsible and holding them there until the situation is resolved usually works wonders on loosening tongues and finding the guilty party.

At larger high schools the teachers are given very specific jobs out of necessity. One teacher is in charge of watching the trash can area to make sure that things are disposed of properly. Another teacher oversees the lunch line area to make sure that misbehavior does not occur. Three other teachers oversee the lunch room to make sure that students behave and dispose of trays promptly. Other teachers are assigned the duties of watching the exits near the lunch room to make sure that students do not leave and that people who are not students at the high school do not come into the lunchroom to cause trouble. Teachers only have lunch duty for half of the year.

Study Hall Supervision.

The last of the major teacher duties is study hall supervision. It is important to set up rules and procedures early in the year and enforce rules fairly and consistently. After the study hall is set up and the students know what to expect, this is one of the easier duties. It is important that a teacher not be too lenient in a study hall because the students will take advantage of these lapses every chance they get. One of the challenges of operating a study hall is the fact

that grades can not be used as a motivating factor. With a little creativity, though, suitable rewards and punishments can be found.

Support Staff.

School Guidance Counselor.

Guidance counselors are often the least appreciated education professionals. As a new teacher it would be very easy to come under the assumption that all guidance counselors are paid enormous amounts of money for doing virtually no work. If one sits around the teacher's lounge for too long this is one of the great lies that will be heard.

For the most part, guidance counselors make about the same as a teacher. This job is different for each grade level. With the younger kids the counselor will find himself or herself playing the role of mother and close friend. With the higher grades, like high school, the amount of paperwork is significantly increased and the job is more inclined towards future career counseling and location of post high school education, if any.

One of the most frustrating things about being a guidance counselor is that the work is never done. There are always more things that he or she could do to help the students, better ways to help them, and too many students to interact with individually. This is a career which requires one to temper what is done and to know the limits of how far to push yourself. There will always be more people to help.

Guidance counselors can be powerful allies in the fight for better education. Counselors are often better trained in dealing with sensitive situations. Their training may be put to use towards improving instructional methods to better service students. By working together the two groups can constantly improve the quality of instruction and guidance that a child receives.

It is very important that teachers keep counselors informed so that the students who really need help can talk to a guidance counselor. In this way the full teaching team can be used to help the child. The best way to insure a good relationship between counselors and others, teachers or parents, is to focus on communication: to make sure that each party understands what the other is responsible for doing.

Office Support Staff.

Office secretaries could be called the oil that keeps the machine of education moving. They are the ones in charge of doing all of the duties not covered by other professions. Duties can include but are not limited to: typing letters for administration, doing research, distributing paychecks, answering phones, assembling packets to be distributed to groups of people, and keeping track of the main schedule for the school. It is often a thankless job, but a necessary one all the same.

Jobs in the office are divided into as small a parts as possible. The amount of parts is not important. What is important is to divide a job so that those working on a project complete a task and come to a stopping point as

quickly as possible. This prevents those doing the job from wasting time finding much of the job has been completed already. Many people can work on a single job without ever duplicating another's work. In this way large jobs can be completed quickly and efficiently.

Building Level Custodian/Maintenance Staff.

Janitors spot clean the building and clean the cafeteria during the day. The night shift is in charge of cleaning classrooms and sweeping floors. Teachers often do not realize how many things a janitor can gain access to. Maintaining friendly terms with a janitor can often allow a teacher to get more desks when they need them and get things fixed faster. Having a good working relationship with janitors and maintenance can make all the difference in the world.

Bus Driver.

The morning for a bus driver is a long one. It starts out getting up early and ready for school before many students are even out of bed. The bus is on a very tight schedule in the morning. Every bus stop has a specific time when the bus is supposed to arrive. Any deviation from schedule could make the entire bus late. This, understandably, leads to a tenseness in the bus drivers.

Safety is a major concern for the bus drivers. Student misbehavior can not be accepted. This distraction could lead to an accident or even a death. Buses have many blind spots and are difficult to drive.

Students often do not realize this danger and just think that their driver is an old grump. Teachers, taking their students on a field trip, often feel the same way. Bus drivers are probably the most underpaid and under appreciated staff members in a school system.

Administration.

Principals.

If teachers are the heart and soul of a school, the building level administrators are the brain and central nervous system that keeps everything running smoothly. The administrators are the people who make the big decisions in the building. They are the ultimate power within the school. With this power also comes a great deal of responsibility. If anything goes wrong, the administrators are usually the person to whom fingers are pointed. In all cases of the administrators that I interviewed, the reason for going into administration was that they thought that by becoming administrators they could more efficiently control the quality of education that their students were receiving.

The principal of a school is responsible for running the school. Duties of a principal include overseeing yearly budgets, managing all staff in the school evaluating teaching staff, hiring new staff, ordering supplies, implementing school curriculum, chairing staff meetings, meeting with parents, and policing student behavior. Any major decision made in the school must be approved by the principal. The principal must constantly be reading the most current

educational journal to keep abreast of trends and new requirements. These administrators are the captains on the ship of school level education.

In order to accomplish all of these duties and those not mentioned above, the principal must delegate authority to other staff members. How this delegation of authority is accomplished varies with the size of a school. In a large school like North Central, there is generally a hierarchy of administrators made up of assistant principals, deans, and department chairs. These administrators act as the eyes and ears of the principal. Strictly defined procedures are in place in order to keep things running smoothly.

Both principals that I spoke with lamented the fact that with all of these administrative duties it is very hard to keep a personal touch in running a school. Administrator are not the power hungry individuals that most people think that they are. In most cases principals were once classroom teachers, who got into the education profession to help people.

Closing.

Many believe that teachers coming into the work force today are ill-prepared for the profession that they wish to pursue. It might be helpful for institutions of higher learning to focus on real life situations instead of just focusing on the history and philosophy of education. The Ball State Internship is but one of many ways to better prepare teachers.

Teaching is a multifaceted profession. No program could ever hope to totally prepare prospective teachers for the trials of “real world” teaching. The fact remains that there is much improvement that could be accomplished to better prepare teachers. As shown in the examples above. Experience truly is the best teacher.

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CARMEL CLAY SCHOOLS/BALL STATE UNIVERSITY

TEACHER INTERNSHIP PROFICIENCIES

1. **CONDUCT A PARENT CONFERENCE:** Make contact, prepare documentation of student performance, behavior and meet with the parents guardian, and prepare a follow-up plan of action.
2. **PLAN AND CARRY OUT A STUDENT FIELD TRIP:** Plan, compile list of students, obtain permission, obtain chaperones and arrange transportation.
3. **OBSERVE AND PARTICIPATE IN A SPECIAL EDUCATION CLASSROOM:** Contact special services' teaching staff, schedule observation, interact with the students and staff in a self-contained special education classroom.
4. **OBSERVE AND SHADOW SCHOOL GUIDANCE COUNSELOR:** Contact counselor, schedule observation time and date, and complete a narrative detailing your experience (omitting names).
5. **OBSERVE AND SHADOW A BUILDING LEVEL ADMINISTRATOR:** Contact secretary, schedule observation time and date, and complete a narrative detailing your experience (omitting names).
6. **INTERVIEW AND OBSERVE OFFICE SUPPORT STAFF:** Contact secretary, treasurer, or clerk in one of the supporting offices in the school and interview that individual about the job and responsibilities of their position.
7. **INTERVIEW AND OBSERVE BUILDING LEVEL CUSTODIAN/MAINTENANCE STAFF:** Contact, interview, and prepare summary narrative detailing the job responsibilities and area assignments.
8. **INTERVIEW AND RIDE WITH A BUS DRIVER:** Contact transportation office, arrange for assignment to a bus serving the school you're assigned to and make arrangements to ride on that bus route on both the a.m. and p.m. routes.
9. **REVIEW AND ADMINISTER ISTEP TEST:** Contact the director of counseling/guidance and secure data concerning what material will be tested on the high school level ISTEP test and volunteer to proctor one or all parts of the examination.
10. **OBSERVE AND PARTICIPATE IN THE INSTRUCTION IN A COMPUTER LAB:** Contact the department chair in the subject area you are currently assigned to and ask to either assist instruction in that area or request to observe and participate in instruction in the Business Education Department where continuous computer instruction is taking place.
11. **ATTEND AND WORK AT A SCHOOL EXTRA-CURRICULAR EVENT IN A SUPERVISORY CAPACITY:** Contact athletic director and schedule the event you will supervise. Attend event and keep brief journal noting behavior of students, parents, and other faculty. Write up a brief summary following the event.
12. **ATTEND AND CHAPERONE A SCHOOL SOCIAL FUNCTION:** Contact assistant principal and schedule the function you will supervise. Attend event and keep brief journal noting behavior of students, parents, and other faculty. Write up a brief summary following the event.

13. **COMPLETE A TOUR OF BUS DUTY:** Contact faculty assigned bus duty and make arrangements to assist them with their morning and afternoon duty on at least three different days. Keep brief journal noting student behavior and write up a brief summary following the event.
14. **COMPLETE A TOUR OF LUNCH SUPERVISION:** Contact assistant principal and schedule at least three times when you will supervise during the lunch period. Keep brief journal noting student behavior and write up a brief summary following the event.
15. **ATTEND AND PARTICIPATE IN A SCHOOL-WIDE CURRICULUM COMMITTEE:** Contact chair of the appropriate content committee and request permission to participate. Complete a narrative detailing your experience.
16. **PARTICIPATE IN THE RESEARCH AND WRITING OF CURRICULUM:** Working with the appropriate teachers within your content area, research, plan, and write curriculum to cover at least one six-week unit. Keep a journal to record your involvement in the process.
17. **ATTEND AND COMPLETE TRAINING ON ELECTRONIC GRADE BOOKS:** Contact the appropriate computer specialist within the school and schedule a training session for the electronic grade book used within the school. Keep a journal of the training and your progress in using the system.
18. **PLAN AND UPDATE THE HOMEWORK HOTLINE:** Schedule a time with your classroom supervisor to receive training on the hotline. Then utilize the homework hotline at least three times when teaching a unit in that school.
19. **SUPERVISE A STUDY HALL:** Contact assistant principal and schedule at least three times when you will supervise during a study hall. Keep a brief journal noting student behavior and write up a brief summary following the event.
20. **PARTICIPATE IN TEAM PLANNING AND MEETINGS AT THE MIDDLE SCHOOL LEVEL:** Take AN active role in team planning meetings while assigned to the middle school. Keep a journal noting what was done during the meeting. Find and read at least three articles about team planning. Write a comparison/contrast paper describing your readings and meeting observations.
21. **PLAN AND CARRY OUT BEFORE AND AFTER SCHOOL HELP SESSIONS FOR STUDENTS:** Meet with your supervising teacher to plan and organize help sessions that will meet the needs of the students. Conduct at least three weeks of help sessions and keep a journal noting who participated, what you did, and what effect the session had on the students.
22. **OBSERVE AND HELP SUPERVISE THE ADMINISTRATION OF IN-SCHOOL SUSPENSION:** Contact the appropriate school administrator responsible for discipline and schedule an appointment to interview and observe school in-school suspension supervisor and at least three students serving an in-school suspension. Keep a journal of your interviews and observations so that you can write a position paper on proficiencies #22, #23, and #24.
23. **OBSERVE AND SUPERVISE DETENTION OF STUDENTS AS A DISCIPLINARY PROCEDURE:** Working with team members and/or mentoring teacher, arrange to supervise at least three before school, after school, or lunch-time detention. Interview three students serving detention and the teacher(s) responsible for assigning the detention. Keep a journal of your interviews and observation so that you can write a position paper on proficiencies #22, #23, and #24.

24. **OBSERVE STUDENT DISCIPLINE IN THE OFFICE OF THE DEAN/BUILDING LEVEL DISCIPLINARY ADMINISTRATOR:** Contact the appropriate administrator and request that you be allowed to observe and participate in discipline conference with one or more students. Interview the student(s) and the teacher(s) who made the referral. Keep a journal of your interviews and observations so that you can write a position paper based on your observations and interviews.
25. **TEACH AND OBSERVE AT DIFFERENT GRADE/BUILDING LEVELS WITHIN DISCIPLINE:** Throughout your internship, work with the building mentor to schedule experiences with teaching staff within your teaching discipline at different grade levels. Keep a reflective journal of these experiences.
26. **SHADOW A STUDENT AT BOTH THE MIDDLE AND HIGH SCHOOL LEVEL:** Through your building mentor and the director of guidance at each level, make arrangements to shadow a student throughout an entire school day. Create a way to report your impressions on the experience from both the teacher's and student's perspective.
27. **OBSERVE AND SHADOW A DISTRICT LEVEL ADMINISTRATOR:** Through your building level mentor, make contact with the assistant superintendent's office to observe and shadow a district level administrator throughout a routine day. Keep a journal entry summarizing the day's activities and noting how administrators impact classroom teaching.
28. **OBSERVE IN DETAIL COMMUNITY SOCIAL SERVICE AGENCIES:** As a collegial activity with your fellow interns, contact Kevin Rowe, Student Assistance Coordinator for Carmel Clay Schools, and compile a list of the social service agencies in the community and individually make arrangements to visit and interview someone in that agency. Upon completion, coordinate a group presentation to the Carmel Clay New Teachers Academy.
29. **KEEP A PROFESSIONAL READING LOG:** Keep a bibliographical record, in good form, of all professional reading you complete during the internship program for inclusion in your demonstration portfolio.
30. **PLAN AND EVALUATE EFFECTIVENESS OF A GUEST SPEAKER AS A RESOURCE FOR A LESSON YOU'VE PLANNED:** Identify, plan, and schedule a guest speaker to supplement a lesson. Evaluate the effectiveness of a speaker as a resource. Make appropriate entry in your teaching journal detailing your experience.
31. **PLAN AND PARTICIPATE IN A COOPERATIVE LEARNING EXPERIENCE:** Plan several lessons utilizing at least two cooperative learning techniques. Evaluate the effectiveness of this method and make AN appropriate entry in your teaching journal detailing your experience.
32. **PLAN AND PRESENT INQUIRY-BASED LEARNING EXPERIENCE:** Plan several lessons utilizing inquiry-based learning techniques. Evaluate the effectiveness of this method and make an appropriate entry in your teaching journal detailing your experience.
33. **PLAN AND PRESENT DIRECT INSTRUCTION BASED LESSONS:** Plan several lessons utilizing the direct instruction method. Evaluate the effectiveness of this method and make an appropriate entry in your teaching journal detailing your experience.
34. **PLAN AND PARTICIPATE IN AN INTERDISCIPLINARY TEAM TEACHING EXPERIENCE:** While at the middle school, locate at least one teacher on your team who is interested in trying interdisciplinary team teaching. Plan a lesson that involves at least two class periods in which you will team teach an interdisciplinary concept. Evaluate the effectiveness of this method and make an appropriate entry in your teaching journal detailing your experience.

35. **OBSERVE AND PARTICIPATE IN AN ESSENTIAL SKILL CLASSROOM:** Through your building level mentor, schedule two periods with Dr. Powell to observe and participate in his essential skills classroom. Record teacher pupil and pupil pupil interactions during the first session and identify a behavior you will plot during the second visit. Make an appropriate entry in your teaching journal detailing your experience.
36. **OBSERVE AND PARTICIPATE IN THE PREPARATION OF AN INDIVIDUAL EDUCATION PLAN (IEP):** Through your building level mentor schedule an interview with a resource teacher within the Special Services Department. During the interview, discuss how IEP's are created and implemented for inclusionary students within your discipline. Make an appropriate entry in your teaching journal detailing your experience.
37. **BECOME FAMILIAR WITH THE DUTIES AND RESPONSIBILITIES OF THE PSYCHOMETRIST AND SPECIAL SERVICES TEACHERS:** Through your building level mentor, schedule an interview with a building level psychometrist and special services teacher for the visual and hearing impaired. Make an appropriate entry in your teaching journal detailing your discoveries as a result of the interviews.
38. **ATTEND A SCHOOL BOARD MEETING:** Prior to attending a school board meeting, research the items on the agenda. While at the meeting, make notes about how the board dealt with specific items. Discuss the meeting in your teaching journal. Identify one agenda item and make a presentation on it during one of the intern class meetings.
39. **VIDEOTAPE AND CRITIQUE TWO LESSONS YOU PLANNED AND PRESENTED:** Schedule the use of video equipment and arrange for someone to be available to tape your lesson. Following the lesson, watch the tape and make notes of what you did well and which things you would like to improve. Then have one of your mentors watch the tape and note which items were done well and which ones need to be improved. Meet with the mentor and compare notes. In your teaching journal, discuss the similarities and differences in your comments. Discuss how the videotaping affected your teaching.
40. **CREATE A LIST OF ITEMS AVAILABLE THROUGH THE SCHOOL AND DISTRICT LIBRARY SERVICES:** Meet with the librarians in each building and discuss materials that are available for your use and the procedures that need to be followed to obtain the materials. Compile a checklist of all materials, both print and electronic, within your discipline that are available through the district library services.
41. **PLAN AND PREPARE A SUBSTITUTE TEACHER FOLDER:** Ask to review several folders that have been prepared by teachers within your building. Using these folders as a guide, create your own Substitute Teaching folder. Remember that since you are in several different rooms each day, your folder will have to cover some items not found in the standard folder.
42. **CREATE A CLASSROOM MANAGEMENT PLAN:** Ask to review a classroom management plan used by one of your mentor teachers. Many will not have one, so keep asking until you find someone who does. Using this plan and information gathered from your reading and conversations with other teachers, create your own classroom management plan. Include this plan in your teaching portfolio.

