

AST

newsletter



**THE ASSOCIATION FOR STUDENT TEACHING
PUERTO RICO UNIT**

OFICINA DEL RECTOR
UNIVERSIDAD DE P. R.

1958 MAY 2 AM 11 05 ASSOCIATION FOR STUDENT TEACHING
Puerto Rico Unit

PRESIDENT

Aida A. de Vergne, Director
Dept. of Methods and Student Teaching
University of Puerto Rico
Rfo Piedras, Puerto Rico

VICE-PRESIDENT

Dora Pagés
Supervisor of Student Teaching
Catholic University of Puerto Rico
Ponce, Puerto Rico

SECRETARY-TREASURER

María T. Marcano
Supervisor of Student Teaching
University of Puerto Rico
Rfo Piedras, Puerto Rico

EXECUTIVE COMMITTEE

Milagros C. Hernández
Cooperating Teacher
Muñoz Rivera School
Santurce, Puerto Rico ✓

Celia Y. de Porrata
Supervisor of Student Teaching
College of Sacred Heart
Santurce, Puerto Rico

Annie T. Garriga
Supervisor of Student Teaching
College of Education
University of Puerto Rico ✓
Rfo Piedras, Puerto Rico

Adela Rivera Montalvo
Principal
(Student Teaching Center)
Inter-American University
San Germán, Puerto Rico ✓

Mariana Jiménez
Cooperating Teacher
Colombia Senior High School
Rfo Piedras, Puerto Rico ✓

Margarita Matos
Cooperating Teacher
Emilio del Toro Cuevas School
Hato Rey, Puerto Rico ✓

Isabel Mattei
Principal
Padre Rufo Elementary School
Santurce, Puerto Rico ✓

Elena M. de Juan
Instructor
University Elementary School
University of Puerto Rico ✓

Our Cover:

Dr. Antonia Sáez, Professor of Education to whom the
Puerto Rico Unit of A. S. T. dedicates its annual meeting.



NEWSLETTER
THE ASSOCIATION FOR STUDENT TEACHING

University of Puerto Rico
Rfo Piedras, Puerto Rico

Issue No. 4
May 1958

A MESSAGE FROM THE PRESIDENT

The organizational meeting of the Puerto Rico Unit of AST was held a little over a year ago. During this short period of time our local unit has grown in membership and in strength. It is today one of the largest in the United States with 226 members representing all teacher education institutions in the island. Its broad program of work is evidence of the interest and effort of its members in dealing with problems affecting teacher education today.

The annual meeting of our organization will be held on May 3, starting at 8:30 a. m. at the Intercontinental San Juan Hotel. It will be dedicated to Dr. Antonia Sáez who is celebrating her fiftieth year in the teaching profession.

We know that you are making definite plans to attend our annual meeting. The program includes a keynote speech, a panel discussion, a business meeting, luncheon, a musical interlude, and a fashion show for professional women, with some of our AST members figuring as models. It promises to be a big occasion. You will be with your fellow members of AST who, as you know, are people full of professional enthusiasm and at the same time just wonderful people who enjoy being together.

Our meeting on May 3 will be the last official meeting of our group during this academic year. Let us remember throughout the coming year, and every year for that matter, that our organization is only as strong as its membership. Your enthusiasm, interest, planning and work are essential to its continued success and to the promotion of a dynamic program.

The Puerto Rico Unit of A. S. T. dedicates its second Annual Meeting to Dr. Antonia Sáez, who for fifty years has served the people of Puerto Rico as a teacher, writer and scholar. A woman of superior intelligence, Dr. Sáez is one of the professors to whom we look with great admiration and respect. Hers has been a life dedicated to study and teaching with utmost devotion. Her contributions to education have found their way into the classrooms of many Latin-American countries. She is considered one of the outstanding educators in Puerto Rico today.

The Local Unit of the Association for Student Teaching feels proud and honored to have Dr. Antonia Sáez among its members.



SECOND ANNUAL MEETING

May 3, 1958

San Juan Intercontinental Hotel

Theme: THE COOPERATING TEACHER: KEYSTONE OF THE TEACHER EDUCATION PROGRAM

8:00 - 8:30 a. m. REGISTRATION

Tropicoro Room

8:30 - 11:00 GENERAL SESSION

Tropicoro Room

Presiding: Aida A. Vergne, President, P. R. AST Unit

Dedication: Jaime Benítez, Chancellor, University of Puerto Rico

Panel Discussion

Characteristics of a Good Cooperating Teacher
Alicia T. de Jesús, College Supervisor

Coordinating the Work of the Cooperating Faculty and the College Supervisor
Irma V. de López, Principal, Student Teaching Center

Guiding the Prospective Teacher
Luisa M. García de Dávila, Cooperating Teacher

What My Cooperating Teacher Meant to Me
Ana Luisa Vázquez, Student Teacher

Moderator: Oscar E. Porrata, Dean, College of Education, U. P. R.

11:00 - 12:00 BUSINESS MEETINGS

Presiding: Aida A. Vergne

Report of the Secretary-Treasurer - María T.
Marcano

Reports of Permanent Committees

Study Committee: Chairman, Cecilia A. de
Olmeda

Newsletter Committee: Chairman, Consuelo R.
de Otero

Social Studies Committee: Chairman, Carmen A.
de Cintrón

Program Committee: Chairman, Ana D. Soto

Report of Resolutions Committee: Chairman, Luis
Nieves Falcón

Report of Nominating Committee: Chairman, José
A. Cáceres

12:30 LUNCHEON

Tropicoro Room

1:30 p. m. MUSICAL SOUVENIR of old Puerto Rican songs by the trío,
CANTANDO EL AYER directed by Dr. Francisco López Cruz,
Professor of Music, U. P. R. with Guillermo Portabales and
Ramón Lavandero.

2:00 FASHION SHOW

Sponsored by Casa de Modas EVA LOPEZ

Chairman: Providencia Tilén, Professor, Home Economics
Department, U. P. R.

Models : AST Members

3:00 Report on Results of Elections and Installment of Board of
Directors for 1958-59

THE ROLE OF THE COLLEGE INSTRUCTOR IN
GUIDING LABORATORY EXPERIENCES



Leila Tossas de Irizarry
Inter American University
of Puerto Rico

One of the most important responsibilities of college instructors in the teacher education program is that of guiding students participation in the selection and planning of laboratory experiences. It is his duty to see that sound criteria are used in the selection of laboratory experiences and that procedures used in the supervision of the program will help the students to have a meaningful orientation to the laboratory situation, to reflect on their experiences and to generalize from them.

The selection of Laboratory Experiences

The laboratory experiences selected by the group under the guidance of the instructor should include experiences that will serve the following ends:

- 1) provide opportunities for the implementation of concepts and principles discussed in class;
- 2) cover the major aspects of the work of the elementary school teacher;
- 3) provide the individual differences, taking into account personality factors of the students concerned, and their varying stages of development;
- 4) provide opportunities for the students to develop their abilities as applied to teaching-learning situations.

In selecting laboratory experiences, attention must be given to the facilities both within the college and in the community. It is the responsibility of the instructor to become thoroughly familiar with all the agencies and institutions that can be used in a program of laboratory experiences. Knowledge of available laboratory facilities will save many inconveniences and frustrations for the students.

Another point to be considered in the selection of activities is the number of experiences in which students can profitably participate. This quantitative factor will be determined in part by the amount of time available for student participation, and in part by the time at the disposal of the instructor to supervise and guide that participation.

The Supervision of Laboratory Experiences

Adequate supervision is a basic requirement of a program of laboratory experiences. Supervision is to be understood as the process by which prospective teachers are helped to become aware of their abilities and limitations, and through which they are provided with ways and means that will enable them to use their abilities in an effective way, and to develop further in those areas where limitations have been recognized. As students face new situations and find themselves participating in activities that aim to acquaint them with the responsibilities of the teacher in the school and in the community, these prospective teachers will need the reassurance of the professionally mature. Much confusion, waste of time, and maladjustment can result unless there is ample provision for a close relationship among the students, the cooperating personnel in agency or school, and the instructor responsible for the program of laboratory experiences. In pedagogical terms this close relationship is called cooperative supervision. A well-planned, organized program of supervisory activities is required if a better understanding of the behavior and personality of prospective teachers is desired. This does not mean that the instructor will curtail the enthusiasm and initiative of the students by prescribing their paths constantly. On the contrary, an adequate program of supervisory activities can provide many opportunities to use well this enthusiasm and initiative in increasing the effectiveness of the laboratory experiences. Adequate supervision of laboratory experiences include the following responsibilities for the supervisor.

Acquainting the student with the laboratory situation

Before students start their work in the various laboratory experiences, the instructor should thoroughly acquaint them with the laboratory situation. Significant data related to people involved, program, policies, and materials to be used should be available and should be thoroughly studied and discussed.



Acquainting the cooperating personnel with the teacher education program and the student.

Significant data about the learner's (background, interests, needs, abilities) should be shared with those who are to work with him. These persons will also be helped by knowing something about teacher education programs and more particularly about the nature of a program of laboratory experiences.

Preparing the student for his work in the laboratory situation.

Plans should be developed cooperatively with the students as to method and point of contact, and first steps to be taken as he begins work in a laboratory situation. Efforts should be made to see that the student develops a clear concept of the nature and purposes of the experiences in which he will engage.

Observing the student at work in the laboratory situation.

The periods of observation should be used primarily to discover what is taking place in the laboratory situation and to gather data for later study, reaction, and evaluation. The data gathered should be relevant to the problem being studied, and provision should be made for continuity of observation to gain real understanding and to see how activities progress.

Helping the student generalize.

The student should engage in experiences in ways that lead to understanding of fundamental concepts and generalizations-- and their use in new situations. Prospective teachers should have opportunities that will help them to understand the meaning of basic educational principles and, in turn, help them to develop their own set of generalizations in relation to these principles. The ability to reflect on experiences and to generalize is a protection against blind acceptance of trends, ways and procedures used in guiding teaching-learning situations. The use of two-way and three-way conferences in discussing direct experiences can help the student to develop the ability to reflect on his activities and to generalize from them.

Evaluation of student growth through laboratory experiences.

Evaluation of student growth through laboratory experiences is an integral part of the guidance program for prospective teachers. The objectives of the program of laboratory experiences provide the foundation for evaluation. This evaluation should be a process in which all the persons involved in the program participate. Students should be introduced early to the use of evaluative instruments, including direct experiences which will give them the opportunity to prepare and use instruments for the evaluation of their own growth. Evaluation instruments should not be some mysterious forms that the instructor presents at the end of the year, and of which prospective teachers are afraid because they associate them with grades. Students should be acquainted with anecdotal records, logs, diaries, reactionnaires and opinionnaires, and special reports. The conference, both individual and group, should be used extensively.

It is to be hoped that these suggestions will aid instructors to a better understanding of their role in the guidance of laboratory experiences and that this understanding will help greatly in the preparation of mature, efficient, and sensitive teachers.



WORKING TOGETHER TO DEFINE FUNCTIONS

María T. Marcano

Last April the supervisors of student teaching at the College of Education of the University of Puerto Rico discussed their program in the light of a series of principles and recommendations drawn up by the National Association for Student Teaching. The group brought up the idea that it would be worth while and of immediate help to state specifically the duties and responsibilities of all the personnel concerned in one way or another with student teaching. At that meeting a committee was appointed to work with representative groups of principals, assistant superintendents and college supervisors on a tentative outline of the duties and responsibilities pertaining to each group. The suggestions of the committee were analyzed, discussed and finally re-drafted by each group concerned: assistant superintendents, principals, and college supervisors of student teaching. The following were those approved by the group of college supervisors:

1. To help in the selection of student teaching centers using such means as periodic observations and conferences, interviews, etc., with the district supervisors and specialists from the State Department of Education and to make the necessary recommendations to those responsible for the final selection.
2. To collaborate in the selection of cooperating teachers using such means as regular observations, conferences, interviews, etc. to locate promising candidates and to refer them to those responsible for the final selection.
3. To establish, in cooperation with the principal and the cooperating teachers, the goals to be followed during the period of student teaching in order to insure general agreement regarding the basic requirements to be made of student teachers.

4. To provide opportunities for student teachers to become acquainted with these goals, to discuss them, and make appropriate recommendations.
5. To plan, with the principal of the school and the cooperating teacher, activities that will give student teachers the opportunity to participate in as many aspects of a teacher's work as possible.
6. To try to integrate the academic preparation of the student teacher with student teaching by means of various activities.
7. To develop and put into action a program of supervision that affords the greatest number of opportunities for improving the teaching-learning process.
8. To evaluate, in collaboration with principals, cooperating teachers, and student teachers, the work done by student teachers.
9. To organize a seminar for the study, analysis and solution of problems met by student teachers in their work.
10. To help in the in-service education program of the personnel of student teaching centers.
11. To provide opportunities for the principal of the school, the cooperating teachers, and the student teachers to evaluate the student teaching program and to make recommendations for improvement.
12. To act as liaison between the student teaching center and the College of Education of the University.
13. To share with other supervisors of student teaching promising ideas, experiences, and practices so that these may be studied, evaluated, and put into practice.
14. To keep a record of the work done.

The duties and responsibilities as stated and approved by the other groups will appear in future numbers of our Newsletter.



LET US SHARE IT.....

The Puerto Rico Unit of A. S. T. is looking forward to the publishing of a book on elementary education. The Study Committee is well ahead in planning its contents which will be written in Spanish. The bulk of this task is in charge of a subcommittee presided by Dr. Antonia Sáez. The latest news is that they are already selecting the authors for each chapter.

We feel very proud.....

TEACHER OF THE YEAR, SAN JUAN DISTRICT

It was a happy moment in the City Hall of San Juan, on April 10, when Mrs. Luisa M. García de Dávila was escorted by our Mayoress to receive the award of "Teacher of the Year" for the San Juan District.

Mrs. Dávila is a cooperating teacher in the student teaching program at the Carrión Maduro School Practice Center. She was given this honor as an acknowledgement of her excellent work, her devotion to the profession and her active participation in school and community organizations.

The project Teacher of the Year is sponsored by the Puerto Rican Chapter of the Federation of American Women to stimulate greater appreciation and recognition for the teaching profession, and to publicize the outstanding work performed by a great number of teachers.

PROMOTED

Víctor A. Vázquez, an A. S. T. member, has recently been promoted to the position of Principal of Central High School, the largest in Puerto Rico. He has ably directed other schools on the island for four years, and also had been a Field Scout Executive of the Boy Scouts of America, Puerto Rico Unit.

A good educator will always be one. Congratulations and the greatest success!!

DO NOT FORGET.....

..... That the National Association for Student Teaching will hold its 14th Workshop on the campus of the University of Puerto Rico next August 6 thru 13, 1958.

..... That your registration fee should be in before May 30.

..... That the program of the workshop is really exciting.

There will be general meetings for the discussion of the following topics:

Qualities of Experience - Implications for Student Teaching

Role of Public School Personnel in Student Teaching
As Viewed by the Public School
As Viewed by the College

How One Person Helps Another to Change

Creative Use of Campus Laboratory Schools

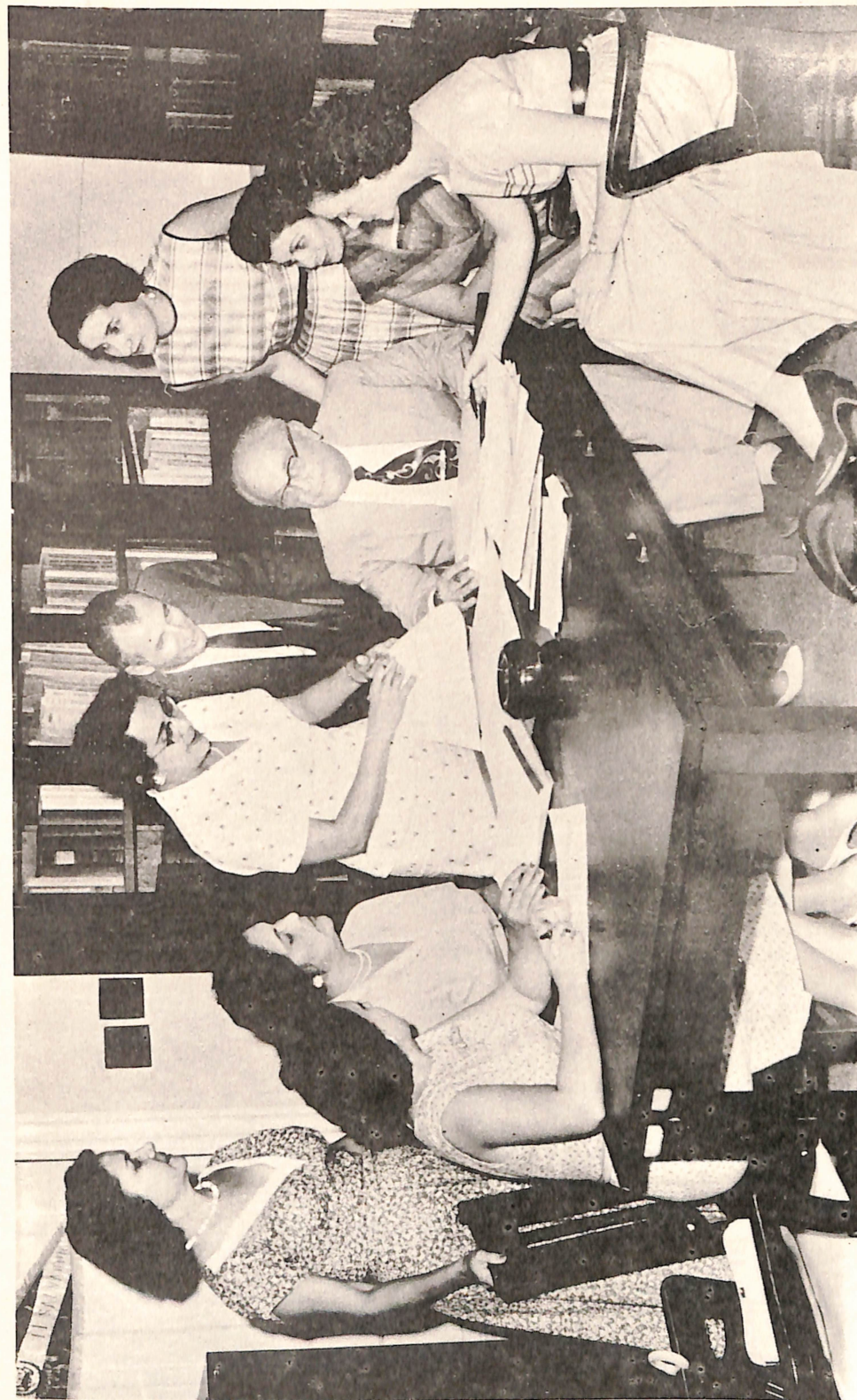
The following study groups have been tentatively organized:

Utilizing Theory and Practice
Evaluating Student Teachers
Using Observation Wisely
Examining Our Practices

If you are interested in discussing problems related to your particular job you are invited to attend the meetings of position-centered groups. The following have been organized:

Directors and Coordinators of Student Teaching
College Supervisors of Student Teaching
College Personnel Other Than Coordinators and Supervisors
Cooperating Teachers
Public School Personnel Other Than Cooperating Teachers.

We are sure that the workshoppers will enjoy also the wonderful entertainments already planned for them.



Some members of the AST Executive Committee and Presidents of Permanent Committees working with Dean Oscar E. Porrata in certain aspects of the student teaching program.