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The University of Dayton Cited for Distinguished Achievement

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CHICAGO, February 24, 1972 --- The University of Dayton has been cited for Distinguished Achievement by the American Association of Colleges for Teacher Education (AACTE) for its development of an unusual program to train the classroom teachers who will then fill the key role of supervising teacher for education majors practicing in the public schools. The award, one of 10 given Thursday at the Association's Annual Meeting in Chicago, recognizes four teacher education institutions for outstanding programs. A fifth institution received The Distinguished Achievement Award.

Reverend Raymond A. Roesch, University of Dayton President, accepted the award for the University. Dr. Joseph Panzer, S.M., Dean, School of Education, and Dr. Simon Chavez, Chairman, Department of Elementary Education, who developed the winning program, were in Chicago for the dinner meeting. Dr. Chavez's program is being used extensively in the local school systems in the Dayton area.

Colleges and universities comprising AACTE membership prepare 90 percent of the nation's teachers and administrative personnel.

The University of Dayton program deals with one of the pressing problems in preparing teachers: identifying those classroom teachers to guide laboratory experiences for student teachers. Usually, teachers take turns as supervising teachers for one term at a time. The custom tends to discourage continuity or improvement.

Dayton's program has in mind partnership schools of the future in which the university and public school systems will work together in teacher education. The University of Dayton, along with various Dayton schools, has developed a program which emphasizes a new role for the classroom supervising teachers. More than mere extension of the present role, it encompasses responsibilities to students at various levels of development of the prospective teachers, and it requires more sophisticated skills in demonstrating, facilitating, and analyzing the learning of young adults.

Program participants must define the competencies to be sought, the formal and informal experiences to be provided, the materials of instruction, and the materials and procedures to assess professional progress.

Major competencies would be: demonstrating theory in practice, serving as a model for learners, showing group dynamics in action, using instructional media, analyzing initial teaching behavior, and participating in continuous curriculum development.

Without this new role for the classroom supervisor, staff members at the University of Dayton strongly feel that good partnership schools for preparing teachers cannot function effectively.

Cited along with the University of Dayton for Distinguished Achievement were: Austin College, Sherman, Texas; Peru State College, Peru, Nebraska; and the University of Washington, Seattle. Temple University, Philadelphia, Pennsylvania, received The Distinguished Achievement Award.