

## Student teaching competition announced

NEA's National Student Teaching Competition is designed to encourage individuals who have decided to become teachers to compete in a national contest of teaching skills.

The cosponsors—the NEA Student Program Advisory Committee and NEA Instruction and Professional Development—believe publicizing a national winner will help to increase respect and prestige for all future teachers.

Theme of the competition is "Teaching for Global Awareness" because the Student Program Advisory Committee believes America must be a leader in promoting increased understanding and cooperation between people, both within and outside America. Basic to such leadership is an informed and caring citizenry, and teachers are the most vital element in producing such a citizenry.

Only members of the NEA Student Program are eligible to enter the competition. Entrants must write a lesson plan to help students become familiar with an aspect of another culture, or understand the significance of an international event, or appreciate the diversity and commonalities of human values, or understand one or more of the complexities of our global society. The lesson may be planned for students of whatever age or year in school the entrant chooses.

The lesson must take not more than 30 minutes, and entrants must provide a videotape showing them teaching the submitted lesson plan. Entrants must be available May 2, 1984, if selected as one of three finalists, to fly to NEA Center, Washington, D.C., to engage in the

final competition.

First place is a \$1,000 scholarship. Second and third places are \$200 scholarships. Finalists will receive plaques, and semi-finalists, certificates of recognition.

Judging will be on the basis of:

*Planning:* Was the goal identified in the lesson plan accomplished? Were the instructional materials used appropriate and stimulating?

*Classroom management:* Did the teacher specify student conduct rules and then monitor them? Did the teacher praise for compliance? Did the teacher induce enthusiasm and challenge students to become involved?

*Organization of instruction:* Did the teacher engage in activities that kept the lesson moving forward? Did the teacher use time efficiently?

*Presentation of subject matter:* Did the teacher use concrete rather than vague words and phrases? Did the teacher show skill in questioning? Did the teacher review subject matter and give feedback on its mastery?

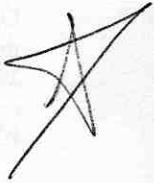
*Teacher communication: verbal and non-verbal:* Did the teacher use standard English? Did the teacher

communicate interest and positive personal relations?

March 1, 1984, is the deadline for submission of lesson plans, videotapes, and entry forms. On April 1, semi-finalists and finalists will be named, and on May 2, finalists will teach lessons at NEA Center, Washington, D.C.

Contact Lee Hicks at TSTA Headquarters for more information.

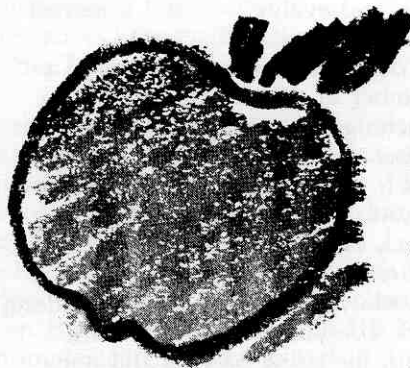
## Meadows Scholars outstanding in their field



Amid almost unceasing attacks on public education, North Texas State University in Denton has good news for Texas schools.

In September 1983, NTSU began a teacher education program that accepts only top college students and rewards them with a \$3,000 salary supplement their first two years of teaching.

NTSU began the Meadows/NTSU Excellence in Teaching program last September with 39 education majors



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and an \$850,000 grant from the Dallas-based Meadows Foundation.

Dr. Watt Black, professor of education at NTSU and director of the Meadows/NTSU program, said the grant will finance 40 NTSU education students each year for the next four years. Chances are good, he said, that funding will be continued after the original grant expires.

The Meadows Foundation, created by the late Algur Meadows, Dallas oilman, gave more than \$6 million to fine arts in Texas in 1981. The Meadows/NTSU grant is one of its first grants to education, Black said.

Black said the Meadows Scholars, as the students are called, enter the program as juniors and graduate three years later with both bachelor's and master's degrees in education. They receive a \$250 stipend each semester of their last year, and, after graduation, if they teach in Texas, the Meadows Foundation will supplement their first-year teaching salaries with \$2,000 and their second-year salaries with \$1,000.

NTSU "lucked into" the grant, Black said. Dr. James Muro, dean of NTSU's College of Education, requested a grant for computers from the Meadows Foundation in 1982. During his conversations with Dr. Sally Meadows Lancaster, the foundation's executive vice president and grant administrator, Muro said she asked him to write a proposal for "the ideal school of education." The foundation accepted Muro's proposal in November 1982.

To apply for the program, students must have at least a 3.0 grade point average, "score well" on the California Achievement Test, write an essay and be interviewed by two education teachers. The students accepted are the top scorers in all four areas, Black said.

When Meadows Scholars enter

the program, they spend a year completing additional basic graduation requirements—more math and science courses, a logic course and eight hours of Spanish. Elementary education majors also take an economics course, and secondary education majors take a speech course.

Education majors normally begin education courses as juniors, but Meadows Scholars begin taking education courses as seniors.

Meadows Scholars work one semester as teacher aides in Dallas-Fort Worth area school districts, and they are paid by the districts. Also, student teaching is expanded from a half semester to a full semester. Elementary education majors student teach at two grade levels, and secondary education majors student teach in at least two subject areas, at both junior and senior high school levels, Black said.

The program's education course requirements exceed Texas' certification requirements. Meadows Scholars take these additional courses: media-assisted instruction, emphasizing computers; the problem learner; the atypical (talented-and-gifted) student; test construction and evaluation; and a human relations course, Black said.

"Statistics indicate that quite a number of the people who fail in teaching fail not because they don't know their content or how to teach, but because they don't know how to get along with people," Black said. The human relations course is designed to teach Meadows Scholars how to get along with everybody they will work with, including parents and non-teaching staff.

Secondary education majors must also take a course on the legal matters in education, Black said.

The scholars get practical experience with the subjects covered

in their education courses, he said. "When they take a course on the talented and gifted, the students will visit model talented-and-gifted programs. If they talk about delinquent or problem children, the scholars will be over in the detention center."

Black also hopes to take the Meadows Scholars to Austin to observe the Texas Legislature and the State Board of Education, and he wants the scholars to become active in professional teachers' organizations.

But can the program really attract top students to a teaching career? Black thinks it can.

"As this program develops, students in some other areas who would be reluctant to come into education, because of the stigma attached to being a teacher, will reconsider. And the money (\$3,500 per scholar) may help a little bit," he said.

Also, Black said, "Quite a number of them come from teaching families. Some of these scholars are very concerned about what they can do to improve society, and teaching strikes them as being a good alternative."

Meadows Scholar Steward Herington said, "I think of all those teachers who really cared about me and wanted the best for me, and I figure that I'm in a position where I can do the same thing for somebody else. This may sound a little too churchy, but if I don't take advantage of that, then I'm more or less neglecting my duty."

Another scholar, Cynthia Holloway, said, "Teaching is as important as any other career. It's a commitment to society, because you're 'forging away' for what the future will be like. I really *want* to be a teacher."

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North Texas State University

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## Learning through computers

What are the problems  
and benefits of computers  
in the classroom?

What effects are computers  
having on education  
and will they last?

