

# WITTENBERG UNIVERSITY STUDENT TEACHING HANDBOOK 2009-10

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## MISSION OF THE TEACHER EDUCATION PROGRAM

At Wittenberg University we recognize that teaching is a moral enterprise. The intellectual agility, pedagogical skill, and relational dispositions that create effective and sensitive teaching is only elevated above the level of technical training when given direction by moral purpose. This moral purpose grows out of the University's mission to teach "moral responsibility, social consciousness, vocational commitment, and constructive social change as the foundation of citizenship in the world's human community and in each person's particular society." It is upon that foundation that Wittenberg's Education Department has developed its own theme and mission statement for the teacher education program.

**Program Theme:** Educational Leaders for Constructive Social Change

**Program Mission Statement:** Wittenberg's Teacher Education Program strives to integrate the ideals of moral responsibility, social consciousness, and vocational commitment into the lives of teachers in such a way that their character, competence, and community involvement establish them as leaders for constructive social change.

This program theme and mission statement place teachers in the role of change agents in the educational enterprise—active decision makers in and beyond the classroom. In focusing on leadership for constructive social change, we emphasize that Wittenberg expects its teacher education candidates to understand that teaching has a social purpose—not only do teacher education candidates work to help students make a better life for themselves but teacher candidates actively work to make the conditions of school, community, and society better places to live, learn, and work.

# PREFACE

*At Wittenberg, student teaching is the critical culminating experience in our future teachers' undergraduate education. This handbook is meant to serve as a guide concerning the roles, responsibilities, and expectations of those involved in the student teaching experience. The Wittenberg Education Department is grateful for the support and cooperation given by our local school administrators, teachers, parents and children toward the education of our future teachers.*

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# **STUDENT TEACHING PLACEMENT**

## **Selection of Schools**

Each school selected for participation will:

1. Have a school administration genuinely interested in cooperating with the Wittenberg Education Department in the placement of student teachers.
2. Have a school staff interested in working with student teachers for their own professional growth and for the betterment of the teaching profession.
3. Have cooperating teachers available in the subject fields or grade levels required.
4. Be accessible to the Wittenberg University campus, particularly as it affects transportation and travel time for the student teacher and university supervisor.

## **Selection of Classroom Cooperating Teachers**

The classroom cooperating teacher (or lead mentor teacher) shall:

1. Be recommended by the principal.
2. Be certified in the appropriate area(s).
3. Have had at least three years of successful teaching experience with at least one full year at the current grade level.
4. Have expressed a desire to work with student teachers.

## **Assignment of Teacher Candidates (Student Teachers)**

1. Every effort will be made to consider the best interests of the student teacher when arranging the teacher assignment. Student teachers must meet with their cooperating teacher the semester before beginning their student teaching experience. As soon as possible, student teachers must also arrange to meet school administrators.
2. Classroom cooperating teachers who accept assignments will be asked to attend an information session prior to working with student teachers. Guidelines, expectations, and evaluations, will be explained at this meeting.

# **STUDENT TEACHING PROGRAM AND POLICIES**

## **Observation, Active Participation and Teaching**

### **1. Early Observation and Participation**

The student teacher is expected to observe and participate actively in the assigned classroom situation from the beginning. Observation includes observing learners, learning activities, and the teaching process.

Participation includes helping individual students, working with small groups and assisting with routine activities such as keeping records, preparing teaching materials, and checking written work.

## 2. Teaching

It is the goal during each student teaching experience that the student teacher assumes full teaching responsibilities around the middle of the placement. The decision of how quickly a student teacher can move toward this goal is made cooperatively by the student, cooperating teacher, and university supervisor. In all cases it is expected that the increase in direct teaching responsibilities will be gradual and will be accompanied by sufficient modeling by the cooperating teacher. It is very much recommended that collaborative frameworks (with the teacher candidate and cooperating teacher) of teaching be explored and implemented.

## 3. Observation in other classes

During the first or last few weeks of the student teaching experience we ask that Wittenberg student teachers extend their observation into a few classes taught at grade levels or in subject fields other than those of the cooperating teacher to whom they have been assigned. Additionally, the student teacher is asked to do a peer review by observing and providing feedback for another Wittenberg student teacher's instruction. These observations should be made during study periods, lunch breaks or at other convenient times mutually agreed upon by the student and the cooperating teachers.

### **Extra Class Duties of the Student Teacher**

It is hoped that the student teacher will be permitted to acquire an understanding of all the usual duties of a teacher. It is necessary for the student teacher to learn about record keeping, evaluation, housekeeping duties, parent meetings and other tasks of the cooperating teacher. In addition, a student teacher should attend parent conferences, faculty meetings, athletic events, dramatic productions, club meetings, and other important school activities.

### **Lesson Planning**

The student teacher must become thoroughly familiar with the curriculum of the school and the long-range plans for the entire year before giving attention to the unit plan and daily lesson plans. It is expected that the student will have a detailed plan for each lesson taught and will make them available to the cooperating teacher and the university supervisor. Lesson plans will be written using the Wittenberg University Education Department Lesson Plan format found on the Education Department's webpage.

### **Problem Solving Process**

We hope that serious problems do not arise during the student teaching experience but if they do, they should be brought to the attention of the university supervisor and the Director of Student Teaching as soon as possible. The university supervisor will try to respond tactfully and quickly so there is as little disruption as possible to the teaching/learning process. If the cooperating teacher prefers, he/she may also contact the Director of Student Teaching (see contact information, page 12) or the Chairperson of the Education Department

(see contact information, page 12). Any member of the student teaching team can call a conference at any time to construct a Wittenberg University Education Department Teacher Candidate Success Plan. These conferences allow all parties to agree on measurable objectives that will help teacher candidates succeed in targeted areas where there may be concerns or where candidates are particularly endeavoring to grow.

### **Absences**

1. The student teacher is expected to be present in the school each day and should not be excused for reasons other than sickness, death in the immediate family, or other extreme emergencies. The student may be asked to make up time missed due to absences.
2. Under special circumstances, students may be excused for job related interviews for teaching positions, but on a limited basis and after carefully making arrangements with the cooperating teacher, university supervisor, and the Director of Student Teaching.
3. If the student teacher must be absent, the student must notify the cooperating teacher, the university supervisor, and the Director of Student Teaching (see contact information, page 12) before the school day begins.
4. The student is responsible for providing the cooperating teacher with lesson plans and materials for any subject or class they have been regularly teaching.

### **Dress Code**

While in the classroom, the student teacher is expected to dress like a professional teacher. Jeans and t-shirts are not acceptable attire except on special school-wide "dress down" days. See the Student Teaching Orientation Guide for more detailed explanations of appropriate dress.

### **Credit Earned for Student Teacher**

Eleven full weeks of student teaching earns 11 sem. hrs. of credit.

### **Additional Course Work**

Additional course work (except for department seminars) may not be taken during the student teaching semester unless permission is approved by the Education Department.

### **Substitute Teaching**

A student teacher is not certified and therefore should not be called upon to substitute. However, when an emergency arises, the student teacher can be expected to cooperate temporarily to alleviate the emergency situation.

### **Teacher Walkouts**

In the event of a teacher walkout, a student teacher will not report for duty or be in or near the building of assignment.

### **Cell Phones, Cameras, and Computer usage**

Student teachers must refrain from using cell phones during school hours. Prior to any photographs or videotaping, student teachers must obtain appropriate clearance from the school and students' parents. Cooperating teachers' computers may be used by student teachers if permission is granted and for school-related purposes only.

### **Achievement Testing**

The student teacher cannot administer a state (or any other) achievement or standardized test. Student teachers can be used as test assistants as long as specific training and orientation by the school district has occurred.

### **Assistance**

The cooperating teacher, university supervisor, and the Director of Student Teaching's responsibility is to help each teacher candidate become the very best he/she can possibly become at this point in her/his professional development. Please allow any member of the student teaching team to assist in any way possible. It is the teacher candidate's responsibility to communicate any and all physical, emotional, and psychological needs during the student teaching semester.

### **Student Teaching Abroad**

Student teaching in an international setting is available on a limited basis to a few students selected by the department. Those interested in student teaching abroad, must contact the Director of Student Teaching at least one semester prior to the student teaching experience. These students must demonstrate an understanding of global and regional perspectives and display strong academic and professional competence and personal maturity.

## **DUTIES OF PERSONNEL INVOLVED IN THE PROGRAM**

### **The Student Teacher**

It is expected that the student teacher:

1. Meet with the cooperating teacher (and principal) as well as the university supervisor, prior to the student teaching experience.
2. Acquaint the cooperating teacher with their personal background, interests, and ambitions.
3. Exhibit professional behavior, conforming, in general, to the mores and customs of the school.
4. Act in a mature, responsible and professional manner.
5. Use good judgment about dress, grooming, and personal habits.
6. Become informed about pupils and classes.
7. Become familiar with the total operation of the school including the principal's role, the library, health services, attendance procedures, faculty meetings, parent teacher activities, guidance services, audio-visual resources and office equipment.

8. Schedule, with the assistance of the cooperating teacher, periods of observation in other classrooms at different grade levels or in different subject areas.
9. Take the initiative to seek necessary assistance from the cooperating teacher.
10. Notify the university supervisor, cooperating teacher and Director of Student Teaching of any emergency, which requires an absence from school.
11. Participate in extra-class activities during school hours, such as hall duty or recess, lunchroom and study hall supervision.
12. Assist with extra-curricular activities beyond school hours, e.g., Parent Booster Meetings, Open House or parent conferences, sports events, club meetings, drama productions.
13. Become familiar with the long-range and unit plans, which may currently be in use by the cooperating teacher.
14. Complete detailed daily lesson plans for all subjects or classes taught and make them available at all times to the cooperating teacher and the university supervisor for examination and evaluation.
15. Complete plans based on the goals and objectives as outlined in the course of study for each school district.
16. Videotape one of their lessons, view the tape, write a reflection and discuss the lesson with the university supervisor.
17. Participate in a 3-way midterm and final conference with both the cooperating teacher(s) and university supervisor.
18. Demonstrate increased responsibility for teaching as the semester progresses.
19. Recognize that the best interests of the pupils must have first priority.
20. Attend four group seminar meetings with the university supervisor to discuss problems, concerns and interests encountered in the daily work in the classroom. Specific topics should be covered, depending upon the individual student teachers and the needs of the group, e.g., lesson planning, classroom management, inclusion, parent communications.
21. Will observe another student teacher (if feasible) and will provide oral and written feedback.
22. Complete all expectations surrounding the Impact on Student Learning Project
23. Adjust to, rather than try to change, the situation in the classroom of assigned school.
24. Follow the calendar (including vacations) of the school to which he/she is assigned.
25. Abide by the rules & regulations of the school district in which the student is teaching.
26. *Never* put a student in your personal car to take them anywhere. This may cause you to be dismissed from the program.
27. Create a working notebook for the articulation of the total student teaching experience, as well as an organizational tool. Details about content will be explained to you by your university supervisor. From this notebook, a professional portfolio may be developed. The notebook should be accessible to the cooperating teacher and supervisor when making visits.

## **The Classroom Cooperating Teacher**

The cooperating teacher always retains authority over all aspects of the instruction, discipline and evaluation of pupils and can delegate such responsibilities only temporarily to student teachers. It is expected that the cooperating teachers:

1. Attend an information session conducted by the Wittenberg University Director of Student Teaching. This orientation is offered prior to the start of the student teaching experience. In addition the Education Department may offer, throughout the year, inservice programs designed for cooperating teachers and student teachers involved in the student teaching experience.
2. Prepare the class for the arrival of the student teacher.
3. Accept the student teacher as a co-worker and professional colleague.
4. Become thoroughly acquainted with the background and interests of the student teacher.
5. Orient the student teacher to the school as a whole. This includes introducing the student to other members of the teaching staff and clerical and service personnel. It also involves helping the student to become familiar with the entire school plant, including instructional facilities and location and availability of teaching materials. Some background of the community, type of student population, etc., is also important.
6. Provide the student with a desk or work space and copies of textbooks and teacher's manuals.
7. Give encouragement and advice; model good teaching techniques and methods.
8. Find ways for the student teacher to assist in the classroom as soon as possible after arrival (e.g., routine activities, correcting papers, helping individual pupils and small groups).
9. Orient the student teacher to the work of the classroom and help the student understand the curriculum, including the long-range plans and unit and daily plans.
10. Check lesson plans in advance.
11. Assist the student teacher in tentatively planning the student teaching experience. (This plan must be flexible and deviation from it may be necessary as the semester progresses.)
12. Provide opportunities for the student teacher to assume increasing responsibility for instruction. In most instances, the student teacher should be ready to take full responsibility for all of the teaching around the middle of the student teaching experience. Consideration of the student teacher's readiness must be made since circumstances vary with each student and class. However, under no circumstances should the full teaching responsibilities of the classroom cooperating teacher be assigned to the student teacher during the first few weeks of experience.
13. Have the student teacher begin teaching the subjects he/she is most comfortable with and with the groups or classes with whom he/she is most likely to experience early success.

14. Instruct and guide the student teacher in private conferences. The student teacher does need to experience teaching a class without the cooperating teacher present, but those instances must be arranged giving due consideration to the demonstrated competence of that student teacher.
15. Give regular, written, daily feedback, suggestions and constructive criticism to the student teacher. In addition, formally observe the student on a regular basis. Keep a written record of observations, and formal conferences.
16. Arrange for the student teacher to observe in classrooms at different grade levels and/or in different subject areas.
17. Discuss with the university supervisor the progress, problems and expectations for the student teacher when the university supervisor visits the school.
18. Encourage the student teacher to find his/her own teaching style, to try different strategies appropriate to the content area and students.
19. Inform the university supervisor or Director of Student Teaching immediately if problems or serious concerns develop during the student teaching experience.
20. Evaluate the student teacher twice prior and twice after the mid-term evaluation, using the *Lesson Evaluation Summary Form*.
21. Complete a formal *Mid-Term Evaluation Form* half way through the student teaching experience, and participate in a three-way conference with the university supervisor and student teacher.
22. Evaluate the student teacher using the *Student Teaching Final Report (all parts)* at the completion of the student teaching experience. Discuss this report with the student teacher and supervisor. This final report will become part of the student's professional credential file.

The completed *Mid-Term Report* (and *Student Teaching Final Report*, if not completed online) should be sent to the Director of Student Teaching c/o the Education Department at Wittenberg University, P.O. Box 720, Springfield, OH 45501-0720.

## **The University Supervisor**

The university supervisor is expected to:

1. Meet with the student teacher before student teaching begins.
2. Promote a thorough understanding of the student teaching program through conferences with principals, cooperating teachers, and student teachers.
3. Evaluate the student teacher twice prior and twice after the mid-term evaluation, using the *Lesson Evaluation Summary Form*.
4. Confer regularly with the cooperating teacher relative to the evaluation of the student teacher's work.

5. Confer with and give written feedback to the student teacher after each visit.
6. Assist in planning learning experiences for the student teacher.
7. Schedule at least two seminars with student teachers to discuss common problems and concerns encountered in the daily work in the classroom and provide opportunities for reflection and peer feedback.
8. Keep records and notes of all observations and conferences.
9. Maintain good relations with the student teacher, cooperating teacher, principal and the school system.
10. Require detailed daily lesson plans from the student teacher.
11. Complete a formal *Mid-Term Evaluation Form* half way through the student teaching experience, and participate in a three-way conference with the cooperating teacher and student teacher both at the mid-term *and* at the completion of the student teaching placement.
12. Evaluate the student teacher using the *Student Teaching Final Report (both parts)* at the completion of the student teaching experience. Discuss this report with the student teacher and supervisor. This final report will become part of the student's professional credential file.
13. Assume the responsibility of providing feedback towards a final grade (pass, fail) for the student teacher based upon information from observations and data supplied by the cooperating teacher.
14. Inform the Director of Student Teaching **immediately** if a problem develops.

### **The Building Principal**

The principal is expected to:

1. Advise the Director of Student Teaching in the selection of cooperating teachers and in the assignment of student teachers to classroom cooperating teachers.
2. Lead the school faculty and community to understand and accept the student teaching program as an important responsibility in teacher education.
3. Orient the student teacher to the school, its facilities, personnel, and policies, as well as to the school community.
4. Visit the student teacher briefly in classes and confer with the student teacher, cooperating teacher and the university supervisor concerning evaluation of the student teacher's competence as a potential teacher. (Time permitting, a formal observation with written feedback is highly recommended.)
5. Safeguard the student teacher from accepting the role of substitute teacher.

## **EVALUATION and ASSESSMENT**

Please refer to specific licensure program syllabus for descriptions and directions on the evaluation and assessment requirements.

### **HONORS**

#### **Excellence in Pre-Service Teaching**

"Excellence in Pre-Service Teaching" will be stamped on the Placement (Credentials) File of qualifying individuals. This file is usually sent to prospective employers requesting student files.

##### **Criteria for Selection**

1. 3.50 GPA in education course work.
2. 3.30 cumulative Wittenberg GPA (approximate)
3. Superior student teaching and field experience evaluations
4. Leadership or significant involvement in education activities or organizations
5. Enthusiasm for teaching
6. Personal regard for learners and colleagues
7. 2/3 vote of education faculty

# Wittenberg University

## Education Department

### 2009-10 FACULTY & STAFF

**Sally Brannan, Ed.D.**

Associate Professor  
Director, Graduate Program  
Room 108, 937-327-6334  
sbrannan@wittenberg.edu

**Stefan Broidy, Ph.D**

Assistant Professor  
Room 114, 937-327-6419  
sbroidy@wittenberg.edu

**Kathy Calabrese, Ph.D**

Associate Professor  
Room 119, 937-327-6402  
kcalabrese@wittenberg.edu

**JoEtta Cooper**

Director of Student Teaching/Placement  
Room 105, 937-327-6176  
jcooper@wittenberg.edu

**Yanrong Kang**

Instructor  
Room 126, 937-327-6179  
ykang@wittenberg.edu

**Lora Lawson, Ph.D**

Associate Professor  
Room 127, 937-327-6408  
llawson@wittenberg.edu

**Roberta Linder, Ph.D**

Assistant Professor  
Room 128, 937-327-6342  
rlinder@wittenberg.edu

**Deb Mallonee, M.A.**

Instructor  
Room 121, 937-327-6424  
dmallonee@wittenberg.edu

**Lowell Monke, Ph.D**

Associate Professor  
Chair, Education Department  
Room 107, 937-327-6422  
lmonke@wittenberg.edu

**Regina Post, Ph.D**

Asst. Professor  
Room 115, 937-327-6404  
rpost@wittenberg.edu

**Robert Welker, Ph.D**

Professor (*sabbatical 09-10*)  
Director, Institute for Educ. Innovation  
Room 110, 937-327-6421  
rwelker@wittenberg.edu

**Brian D. Yontz, M.S.**

Instructor  
Director of Licensure  
Room 112, 937-327-6403  
byontz@wittenberg.edu

Academic Dept. Assistants:**Kathy Kridler**

Student Teaching, Placement &  
Licensure  
Room 111, 937-327-6318  
kkridler@wittenberg.edu

**Kathy Voytko**

Undergraduate & Graduate Programs  
Room 104, 937-327-6417  
kvoytko@wittenberg.edu