



*Educational Leaders for
Constructive Social Change*

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.

**Education 495 – Student Teaching (Dual Licensure)
Spring 2008 – Syllabus
10 (or more) Semester Hours**

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Description

Student teaching is a guided experience in conducting the professional work of a classroom teacher, extending through an entire semester. Within those 16 weeks, 5 weeks are dedicated to special method coursework and field experience and 11 weeks are reserved for full-time lead teaching. We use the word lead teaching as it promotes many models of collaborative instruction where K-12 students can be most greatly impacted. The purpose of student teaching is to accelerate a teacher candidate's pedagogical development and foster a positive, progressive conceptualization of the profession of teaching. The central aims of the student teaching experience follows the outcomes outlined in Wittenberg's teacher education program.

- Competence--content knowledge, pedagogy, curriculum development
- Character--personal responsibility, professional commitment
- Community--developing a caring environment, advocating for children, enhancing collaboration with professional teachers, parents, peers, and university professionals.

Student teaching provides opportunities for the teacher candidate to demonstrate these skills, determine their strengths and weaknesses and make the necessary adjustments to best serve students. It is the responsibility of the cooperating teacher and the university supervisor to work with the teacher candidate in identifying strengths and weaknesses and facilitate the development of appropriate methods for implementing curriculum and management of the classroom. All members of the student teaching team are responsible

for providing an appropriate safe learning environment for the children entrusted to their care.

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 teacher candidates work to help students make a better life for themselves, but they actively work to make the conditions of school, community, and society better places to live, learn, and work.

Outcomes

Teacher Candidates will:

- Increase their knowledge of appropriate teaching practices.
- Develop their professional thinking about curriculum and be able to demonstrate it through appropriate planning.
- Learn to explore and systematically reflect on their teaching practices while coping with the daily realities of classroom teaching within the school culture.
- Develop enthusiasm for and rapport with their students.
- Provide a creative and supportive environment for the psychological, cognitive, and social growth of students in their classroom and school.
- Promote thoughtful, self-directed behavior in students in their classroom and school.
- Become competent educators willing to continue improving their skills by developing professional mentoring relationships with their cooperating teacher and university supervisor to promote professional growth.

The Student Teaching Team

- Teacher Candidate—The Wittenberg University student enrolled in her/his final portion of their initial teacher preparation program.
- University Supervisor—A University-based professional educator serving as a resource and mentor to the teacher candidate.
- Cooperating Teacher—A P-12-based professional educator serving as a mentor and model for the teacher candidate.
- Students—The P-12 children and youth in the classroom(s) of the cooperating teacher and the teacher candidate.

Grading

- EDUC 495 is a Pass/Fail course. Your final grade will be posted by the Director of Student Teaching with advisement from your cooperating teacher and university supervisor.

Requirements

- Attend a minimum of four student teaching seminars that are held throughout the experience. The seminars will provide the teacher candidate an opportunity to share professional information, develop appropriate strategies for planning and management, develop a professional resume, and learn from colleagues about successes and challenges. The university supervisor, Wittenberg University Teaching Associates, or the Education Department, will facilitate seminars.
- Construct a working student teaching notebook, which will articulate the entire student teaching experience. (See Student Teaching Notebook Table of Contents)
- Complete one (1) peer evaluation of another student teacher during the experience.
- Videotape one (1) lesson and self critique their performance during the experience.
- Complete one (1) Impact on K-12 Student Learning Project under the guidance of the university supervisor and the cooperating teacher. (See Impact Project Directions)
- Conduct special lesson plans or activities as required. These will be provided at the Student Teaching Orientation or in meetings with the University Supervisor.

Assessments & Paperwork

Assessment Directions

The Student Teaching *Lesson Evaluation Summary Form (4-box form)* is meant to be a tool of communication and be completed by the cooperating teacher and the university supervisor after lesson observations. The intent of this form is to provide substantive feedback to the teacher candidate around specific criteria of the *Mid-Term* and *Final* Evaluations. The cooperating teacher and the university supervisor should complete this form twice prior and twice following the *Mid-Term Evaluation*. These reports should be completed by using the *Student Teaching Rubric* and shared among the team members and will help as documentation when completing the *Mid-Term* and *Final Evaluations*.

The *Mid-Term Evaluation* guides a formal 3-way conference at the mid-point (or transition point for split placements) of the student teaching experience. Previous *Lesson Evaluation Summary Forms* should be consulted during this conference. Specific strengths as well as goals for the teacher candidate should be highlighted. This report should be completed by using the *Student Teaching Rubric* and the NAEYC standards built into the *Mid-Term Evaluation*. One copy of the *Mid-Term Evaluation* needs to be turned into the Office of Student Teaching (205 Blair Hall) after completion.

The ***Final Evaluations*** are completed (independently) by the cooperating teacher as well as the university supervisor. The purpose of the ***Final Evaluation*** is to provide both a summative evaluation of the student teacher's performance for potential employers, as well as evidence for pass/fail of this course. Previous ***Lesson Evaluation Summary Forms*** should be consulted during completion of this form. BOTH portions: **Part I** (quantitative) and **Part II** (qualitative) must be completed for the ***Final Evaluation***. This report should be completed by using the ***Student Teaching Rubric*** and the NAEYC standards built into the ***Final Evaluation***. All cooperating teacher(s) and university supervisors must complete the ***Final Evaluation*** and turn it into the Office of Student Teaching (205 Blair Hall) immediately following (within one week) completion of the placement.

Assessment Overview

Lesson Evaluation Summary Form (4-box form)

- 4 (two before mid-term, two after mid-term) completed by University Supervisor
- 4 (two before mid-term, two after mid-term) completed by Cooperating Teacher
- Uses generic student teaching rubric

Early Childhood Mid-Term Evaluation

- Completed as collaborative conference (supervisor, cooperating teacher, candidate)
- Includes strengths and goal setting page ?????
- Uses generic student teaching rubric
- NAEYC standards built into Mid-Term Evaluation

Early Childhood Final Evaluation

- Completed by both cooperating teacher and university supervisor
- Contains a quantitative part and qualitative part
- Uses generic student teaching rubric
- NAEYC standards built into Final Evaluation

Conferences

With Cooperating Teacher

The teacher candidate and the cooperating teacher will arrange for a regular meeting time on a weekly basis. Most teams meet on an on-going basis throughout the day or week and are in a continual process of evaluation of lessons and planning. Discussing materials and planning a week in advance is important for developing clear directions for the implementation of the curriculum. Sharing expectations is important to the successful progress of the relationship and the student teaching experience.

With University Supervisor

The teacher candidate and the university supervisor will arrange to meet as soon as possible after an observation. Constructive criticism is key to the ongoing success of the

teaching experience. The university supervisor will review the techniques and content of the observed lesson. Appropriate feedback will allow the teacher candidate to adjust if necessary and share future plans.

The Teacher Candidate Success Plan

Any member of the student teaching 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 students succeed in targeted areas where there may be concerns or where candidates are particularly endeavoring to grow.

Commitment to Diversity

Wittenberg's teacher preparation program has a strong commitment to diversity and the success of all teacher candidates and their students. Teacher candidates are expected to consider diversity in their curricular and instructional choices and in how they create a classroom environment where all can succeed. Teacher candidates must support the learning of *all* their students and to have an understanding of how knowledge, skills, and dispositions related to diversity can be integrated across curricula, instruction, and assessments.

Commitment to Technology

Wittenberg commitment to technology has two elements. First to help teacher candidates consider the appropriate use of technological tools. Second to help teacher candidates learn how to use many of the instructional tools that can help their students succeed. Teacher candidates are expected to demonstrate a commitment to use educational technology in ethical and instructionally appropriate ways.

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.