

WITTENBERG UNIVERSITY

STUDENT TEACHING

HANDBOOK

SPRING 2016 EDITION

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 are 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 learn and grow to make a better life for themselves, but also 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 clinical faculty member (or lead mentor teacher) shall:

1. Be recommended by the principal.
2. Be licensed 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. Student teachers should also arrange to meet school administrators.
2. Classroom clinical faculty who accept assignments will be asked to attend an information session prior to working with student teachers. Guidelines, expectations, and evaluation will be reviewed 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 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

student, cooperating teacher, and university supervisor cooperatively make the decision of how quickly a student teacher can move toward this goal. In all cases it is expected that the increase in direct teaching responsibilities will be gradual and will be accompanied by modeling by the clinical faculty member. It is recommended that models of co-teaching be explored and implemented.

3. edTPA

The Ohio Department of Higher Education requires teacher preparation institutions to have their teacher candidates complete a Teacher Performance Assessment (edTPA) over the course of their placement. Information specific to this assignment is provided to candidates early in the student teaching semester.

4. Observation in other classes

During the first or last few weeks of the student teaching experience, Wittenberg student teachers may extend their observation into a few classes taught at grade levels or in subject fields other than those of the clinical faculty member 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 clinical faculty member.

Extra Class Duties of the Student Teacher

The student teacher is to acquire an understanding of all the usual duties of a teacher. It is important for the student teacher to learn about record keeping, evaluation, housekeeping duties, parent meetings and other tasks of the cooperating teacher. A student teacher should attend parent conferences, faculty meetings, athletic events, dramatic productions, club meetings, and other 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 unit plans 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, the university supervisor, and the building principal at least 24 hours prior to the lesson taught or as established by the school. Lesson plans will be written using Wittenberg University Education Department Lesson Plan formats found on the Education Department's webpage.

Problem Solving Process

If problems arise during the student teaching experience, they should be brought to the attention of the university supervisor and/or the Director of Student Teaching as

soon as possible. Response will be as quickly as possible, so there is as little disruption as possible to the teaching/learning process. If the clinical faculty member prefers, he/she may also contact 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 plans 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 following building guidelines 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 clinical faculty member, university supervisor, and the Director of Student Teaching.
3. If the student teacher must be absent, the student must notify the clinical faculty member, the university supervisor, and the Director of Student Teaching (see contact information, page 12) before the school day begins. The absence is also to be recoded on the Student Teaching Timeline form.
4. The student is responsible for providing the clinical faculty member with lesson plans and materials for any subject or class he/she has been scheduled to teach.

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 Dress Guidelines below.

Ladies	<ul style="list-style-type: none"> ◆ Skirts and dresses must be knee length ◆ No low cut or tight blouses ◆ Cover your mid-section
Gentlemen	<ul style="list-style-type: none"> ◆ Ties make a great impression ◆ Shirts with collars ◆ Ironed slacks
Everyone	<ul style="list-style-type: none"> ◆ No visible tattoos ◆ No piercings of body parts other than ears ◆ Blue jeans on dress-down days only (business-appropriate) ◆ No hats or tank tops / No Flip Flops

Credit Earned for Student Teacher

The teacher candidate earns 12-13 semester hours of credit for student teaching.

Additional Course Work

Additional course work (except for content methods, department seminars, and coursework deemed necessary by the department) may not be taken during the student teaching semester.

Substitute Teaching

A student teacher is not licensed and therefore may 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 with planned oversight and supervision by a licensed practitioner.

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. Absences must be reported to the University Supervisor and the Director of Student Teaching and recorded on the Student Teaching Timeline form.

Cell Phones, Cameras, and Computer usage

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

Video Camera Policy (Cameras are for educational classroom use only.)

The Education Department owns a number of flip style video cameras with a limited film length. Full size cameras can be reserved in the Audio Visual Department of Thomas Library. Education Department video cameras can be checked out for use from the Department Assistant in Room 119 Blair Hall.

- Obtain all required permission to videotape; be prepared to show proof if requested.
- Cameras should be reserved 48 hours in advance of need.
- Cameras may be used for 2 "school days" (8:00 AM – 5:00 PM)
- Student users must provide a working phone number to the Department Assistant at checkout.
- The user must download and save their work prior to returning the camera.
- The user should erase any videos and charge the camera battery prior to returning the camera to the Department Assistant.
- All cameras returned late will be assessed a \$1.00 per hour late fee. If the camera is not erased, an additional \$5 fee will be assessed.

Achievement Testing

The student teacher cannot administer a state (or any other) achievement or standardized test. Student teachers may serve as monitors or provide accommodation with thorough training from the district or building testing coordinator under the direct supervision of a test administrator.

Assistance

The clinical faculty member, 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 and to be open and receptive to assistance offered.

Student Teaching Abroad

Student teaching in an international setting may be 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 no later than spring semester of junior year. 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. Provide documentation of up-to-date BCI and FBI background checks prior to the student teaching semester.
2. Meet with the clinical faculty member as well as the university supervisor, prior to the student teaching experience.
3. Acquaint the cooperating teacher with their personal background, interests, and ambitions.
4. Exhibit professional behavior, conforming, in general, to the mores and customs of the school.
5. Act in a mature, responsible and professional manner.
6. Use good judgment about dress, grooming, and personal habits.
7. Become informed about pupils and classes.
8. 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.
9. Schedule, with the assistance of the clinical faculty member, periods of observation in other classrooms at different grade levels or in different subject areas.
10. Take the initiative to seek necessary assistance from the clinical faculty member.
11. Notify the university supervisor, clinical faculty and Education Department Office of any emergency, which requires an absence from school.
12. Participate in extra-class activities during school hours, such as hall duty or recess, lunchroom and study hall supervision.
13. Assist with extra-curricular activities beyond school hours, e.g., Parent Booster Meetings, Open House, parent conferences, sports events, club meetings, drama productions.
14. Become familiar with long-range and unit plans currently in use by the clinical faculty member.

15. Complete detailed daily lesson plans for all subjects or classes taught and make them available at least 24 hours prior to implementation to the clinical faculty, the principal, and the university supervisor for examination and evaluation.
16. Complete plans based on goals and objectives as outlined in Academic Content Standards and/or Common Core Standards.
17. Videotape lessons to complete performance-based assessment focused on student learning.
18. Participate in a 3-way midterm evaluation with the clinical faculty member(s) and university supervisor.
19. Demonstrate increased responsibility for teaching as the semester progresses.
20. Recognize that the best interests of the pupils have first priority.
21. Attend group seminar meetings with the university supervisor to discuss problems, concerns and interests encountered in the daily work in the classroom.
22. Observe another student teacher and provide oral and written feedback. Include Peer Observation in the Student Teaching Notebook.
23. Complete all assignments required for student teaching (Teacher Performance Assessment [edTPA], Family Conference, content-specific documentation, etc.).
24. Adjust to, rather than try to change, the situation in the classroom of the assigned school.
25. Follow the calendar (including vacations) of the assigned school.
26. Abide by the rules & regulations of the school district in which you are teaching.
27. Never transport a student in your personal car to take them anywhere. This may cause you to be dismissed from the program.
28. Create a working notebook for the articulation of the total student teaching experience, as well as an organizational tool. From this notebook, a professional portfolio may be developed. The notebook, along with your Attendance Timeline, should be accessible to the cooperating teacher and university supervisor when making visits.

The Classroom Clinical Faculty Member

The clinical faculty member 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 clinical faculty:

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, informational meetings designed for clinical faculty 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 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 workspace 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 long-range, unit and daily plans.
10. Check lesson plans and initial approval; give feedback after lesson taught.
11. Assist the student teacher in planning for the student teaching experience
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 the student teacher.
15. Give regular and written 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.
18. Encourage the student teacher to find his/her own teaching style, and to try different strategies appropriate to the content area and students.
19. Inform the university supervisor and/or Director of Student Teaching immediately if problems or serious concerns develop during the student teaching experience.
20. Evaluate the student teacher twice prior to and twice after the mid-term evaluation using the *Lesson Evaluation Summary Form*.

21. Participate in a three-way conference with the university supervisor and student teacher to complete a *Mid-Term Evaluation Form* half way through the student teaching experience.
22. Complete a two-part Final Evaluation at the completion of the student teaching experience. Part I is an online quantitative instrument and Part II is a qualitative narrative that may be submitted as a letter of recommendation on school letterhead.

Share your observations with both the student and the university supervisor, then submit to the Director of Licensure and Field Placement electronically at TeacherPlacement@wittenberg.edu or mail c/o the Education Department at Wittenberg University, P.O. Box 720, Springfield, OH 45501-0720. These final reports become part of the student's professional credential file.

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, clinical faculty members, 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 clinical faculty 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 meetings 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. Serve as a resource person and a liaison with the Education Department as teacher candidate completes all assignments required for student teaching Teacher Performance Assessment (edTPA), Family Conference, content-specific documentation, etc.).
9. Keep records and notes of all observations and conferences.
10. Maintain good relations with the student teacher, clinical faculty, principal and the school system.
11. Require detailed daily lesson plans from the student teacher using the Wittenberg lesson plan format.
12. Participate in a three-way conference with the clinical faculty member and student teacher to complete a *Mid-Term Evaluation Form* half way through the student teaching experience. Submit report to the Director of Student Teaching.
13. Assume the responsibility of providing feedback to the Director of Student Teaching towards a final grade for the student teacher based upon information from observations and data supplied by the clinical faculty.
14. Inform the Director of Student Teaching immediately if a problem develops.
15. Provide feedback to the Director of Student Teaching for the Excellence in Pre-Service Teaching designation.

16. Complete a two-part Final Evaluation at the completion of the student teaching experience. Part I is an online quantitative instrument, and Part II, a qualitative narrative that may be submitted as a letter of recommendation.

Share your observations with both the student and clinical faculty, then submit to the Director Licensure and Field Placement c/o the Education Department at Wittenberg University, P.O. Box 720, Springfield, OH 45501-0720 or electronically to TeacherPlacement@wittenberg.edu. This final report will become part of the student's professional credential file.

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 clinical faculty.
2. Lead the school faculty and community to understand and accept the student teaching program as a vital responsibility in teacher preparation.
3. Orient the student teacher to the school, its facilities, personnel, and policies, as well as to the school community.
4. Visits the student teacher briefly in classes and confers with the student teacher, clinical faculty and the university supervisor concerning the student teacher's competence as a potential teacher. A formal observation with written feedback is encouraged.
5. Safeguard the student teacher from accepting the role of substitute teacher.

EVALUATION and ASSESSMENT

Please refer to student teaching syllabi 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 sent to prospective employers requesting student files.

Criteria for Selection

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| 1. Superior field experiences and student teaching | 4. Personal regard for learners & colleagues |
| 2. Leadership or significant involvement in education activities or organizations | 5. 3.50 GPA in education course work |
| 3. Enthusiasm for teaching | 6. 3.30 cumulative Wittenberg GPA |
| | 7. Pass at least one OAE test |
| | 8. 2/3 vote of education faculty |