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 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 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 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 recommended that collaborative frameworks (between 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**

The student teacher will 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. 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, the university supervisor, and the building principal. Lesson plans will be written using Wittenberg University Education Department Lesson Plan formats 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 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 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, and then are to be “business casual.” See the Student Teaching Dress Guidelines below.

| Ladies                      | • Skirts and dresses must be knee length  |
|                            | • No low cut or tight blouses            |
|                            | • Cover your mid-section                 |

| Gentlemen                  | • Ties make a great impression       |
|                            | • Shirts with collars                |
|                            | • Ironed slacks                      |

| Everyone                   | • 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               |

**Credit Earned for Student Teacher**

The teacher candidate earns 12 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 unless permission is approved by the Education Department.

**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.

**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.

**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.

**Video Camera Policy** (Cameras are for educational classroom use only.)  
The Education Department owns a number of flip style video cameras and full size video cameras. Video cameras can be checked out for use by students and faculty 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 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 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 at least one semester prior to the student teaching experience; 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. Meet with the cooperating teacher 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 long-range and unit plans currently 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, the principal, and the university supervisor for examination and evaluation.
15. Complete plans based on goals and objectives as outlined in the Academic Content Standards and/or Common Core Standards.

16. Videotape your lessons to complete performance-based assessment focused on student learning.

17. Participate in a 3-way midterm evaluation with 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 have first priority.

20. Attend any group seminar meetings with the university supervisor to discuss problems, concerns and interests encountered in the daily work in the classroom. Specific topics may be covered, depending upon the individual student teachers and the needs of the group, e.g., lesson planning, classroom management, inclusion, parent communications.

21. Observe another student teacher and provide oral and written feedback. Include your Peer Observation in the Student Teaching Notebook.

22. Complete all assignments required for student teaching (Evidence of Effective Teaching, Teacher Performance Assessment, Family Conference, etc.).

23. Adjust to, rather than try to change, the situation in the classroom of the assigned school.

24. Follow the calendar (including vacations) of the assigned school.

25. Abide by the rules & regulations of the school district in which you are 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. 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 Cooperating Teacher

The cooperating teacher 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, in-service 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 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 in advance.

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, 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, and 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. Participate in a three-way conference with the university supervisor and student teacher to complete a Mid-Term Evaluation Form halfway 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, a qualitative narrative (which may be submitted as a letter of recommendation). Share your observations with both the student and the university supervisor, then submit to the Director of Student Teaching c/o the Education Department at Wittenberg University, P.O. Box 720, Springfield, OH 45501-0720. This final report will 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, 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 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 (Evidence of Effective Teaching, Teacher Performance Assessment, Family Conference, etc.).
9. Keep records and notes of all observations and conferences.
10. Maintain good relations with the student teacher, cooperating teacher, principal and the school system.
11. Require detailed daily lesson plans from the student teacher.
12. Participate in a three-way conference with the cooperating teacher and student teacher to complete a Mid-Term Evaluation Form halfway 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 (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.

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 (which may be submitted as a letter of recommendation). Share your observations with both the student and the cooperating teacher, then submit to the Director of Student Teaching c/o the Education Department at Wittenberg University, P.O. Box 720, Springfield, OH 45501-0720. 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 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. 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 licensure program 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 usually sent to prospective employers requesting student files.

Criteria for Selection
1. Superior field experiences and student teaching
2. Leadership or significant involvement in education activities or organizations
3. Enthusiasm for teaching
4. Personal regard for learners and colleagues
5. 3.50 GPA in education course work
6. 3.30 cumulative Wittenberg GPA
7. Pass Praxis II tests
8. 2/3 vote of education faculty
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