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

Spring 2013 – Syllabus
12 Semester Hours • Jan. 7-May 3, 2013

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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 content 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 viable models of collaborative instruction. 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 teachers, parents, peers, and university faculty.

Student teaching provides opportunities for the teacher candidate to demonstrate 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 to develop 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 do 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.

Course Outcomes
Teacher Candidates will:

- Increase their knowledge of appropriate teaching practices, while coping with the daily realities of classroom teaching.
- Develop their professional thinking about curriculum and be able to demonstrate it through appropriate planning and implementation.
- Learn to explore and systematically reflect on their teaching practices.
- Demonstrate 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.

**The Student Teaching Team**

• Teacher Candidate—The Wittenberg University student enrolled in her/his final portion of the preservice 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 licensed 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 the cooperating teacher and the university supervisor.

**Requirements**

• Attend a minimum of four student teaching seminars. 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.
• Construct a working student teaching notebook that articulates the student teaching experience.
• Complete a peer evaluation of another student teacher during the experience.
• Videotape and self-critique their performance during the experience.
• Complete Evidence of Effective Teaching/Teacher Performance Assessment Project under the guidance of the university supervisor, a faculty mentor and the cooperating teacher.
• Participate in, facilitate, and document a parent-teacher conference involving at least one of their students. (Instructions and rating form available in additional paperwork.)
• Conduct special lessons or activities as required. These will be provided in the Student Teaching Orientation Packet, 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 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 Performance Outcomes. Each cooperating teacher and the university supervisor should complete this form at least four times during the student teaching experience (more may be required for split placements). 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** requires a formal 3-way conference at the mid-point of each individual placement 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 are to be highlighted. These reports are to be completed using the **Student Teaching Rubric**. One copy of each **Mid-Term Evaluation** is to be turned into the Office of Student Teaching by the university supervisor.

The **Final Evaluations** are completed by EACH cooperating teacher and the university supervisor independently. 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. Part II may be submitted in the form of a letter of recommendation. These reports should be completed using the Student Teaching Rubric. All cooperating teacher(s) and the university supervisor must complete the Final Evaluations and submit them within one week of completion of the placement.

Conferences

With Cooperating Teacher
The teacher candidate and the cooperating teacher will arrange for a regular weekly meeting time. Most teams meet on an on-going basis throughout the day 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 and feedback are 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. Feedback will allow the teacher candidate to adjust as necessary and improve instruction.

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 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 is to help teacher candidates consider the appropriate use of technological tools. Second is 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. It is the teacher candidate’s responsibility to communicate any and all physical, emotional, and psychological needs during the student teaching semester.

Student Teaching Handbook
For further information regarding the student teaching experience, please refer to the Wittenberg University Student Teaching Handbook located on the Wittenberg University Education Department’s webpage.

The Teacher Candidate Success Plan
Any member of the student teaching can call a conference at any time to construct a 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.
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