

CREATING SUCCESSFUL STUDENT TEACHING AND PRACTICUM EXPERIENCES

**AL HOLCOMB
WESTMINSTER CHOIR COLLEGE**

Questions

- 1. What do you know or what do you want to know about mentoring student teachers?**
- 2. How do NJ certification changes impact student teaching?**
- 3. What are some of the challenges of student teaching?**
- 4.What are some strategies for success?**

New Jersey Requirements beginning in spring 2017

Practicum

50 hours prior to student teaching

At least two school settings and at least one with special needs students

Student Teaching

At least two consecutive semesters

At least 175 hours leading up to full time student teaching with 100 hours in the semester immediately preceding full time student teaching

Supervising Teacher evaluation of "Effective" or better

Assessment

Complete edTPA: during student teaching capture and submit evidence (videos, documents) of planning, teaching, assessing and reflecting effectiveness

Challenges for Cooperating Teachers

**Accommodating challenging student
teacher dispositions and varying skill sets.**

The needy

The know-it-alls

The nervous Nellies

**Finding time to help the student teachers
while doing a full time job**

Challenges for Colleges

Students with little or no piano skills when they arrive

Students with issues

School distance

Lack of Cooperating Teachers

Avoiding overuse of Cooperating Teachers

Challenges for Student Teachers

Knowing what is OK or permissible

Student management and motivation

**Managing personal stress of student
teaching along with**

Graduation

Certification exams

Fin

Getting Started

- 1. Share any information that helps the ST understand the context of the placement and district (e.g., handbook, calendar, assessments, school rules, student expectations, teacher evaluation method, SGOs).**
- 2. Ask ST about about any anticipated absences during the semester (e.g., conferences, interviews, college events).**
- 3. Contact College Coordinator with any questions.**

4. Develop a plan for how and when the ST should contact you regarding illness, questions, etc.

5. Provide the ST with a complete calendar that includes early dismissals, holidays, performances, after school activities, etc. Clearly communicate which events are required and optional. Avoid playing "get the student teacher."

Models

- **Sink or swim**
- **This is your class**
- **Sharing a class**
- **My turn, your turn**
- **Giveth and taketh away**
- **One step (skill) at a time**

Skill learning sequence: observation, exploration, imitation, labeling, guided and independent practice (formative assessment), and innovate

Strategies for Success

- 1. Go over the curriculum and explain your big picture goals and approach.**
- 2. Develop a consistent method for reflection, feedback, and discussion.**
- 3. Facilitate video recording. As time permits, watch short segments together. Let the ST identify what went well, what could have been better and how to improve.**

4. Provide observation criteria for STs when they are observing you. Ex: Today, I want you to focus on how I...Be able to describe my process for...

5. Communicate planning and teaching expectations and then check for understanding. Do not assume the ST learns the same way that you do.

Ex: Include three ways to rehearse _____ to improve_____What is your assignment for Monday? Be able to play each part and model diction.

6. Break teaching down into components if needed.

Sample Assignment

This week, I really want you to focus on listening.

Identify any places that sound exemplary (expressive, resonant, in tune) by putting a plus sign.

**Place a minus sign on places that need improvement.
For each mark, be able to describe probable cause
(what the group is doing or not doing).**

Prescribe at least one solution for each minus.

7. Use rubrics for formative assessments to communicate expectations, provide feedback, and to engage students in self-assessment.

Rehearsing Rubric

A - continuously improving at error detection, piano skills, providing clear and efficient communication, pacing, adjusting, motivating.

B -

Professionalism

Rubric

A - professional behavior demonstrated at the highest level; maintained effective communication; no late arrivals or unanticipated absences; followed dress code; strong attitude and effort; pursued continuous improvement; always prepared.

B - A few episodes of unprofessional behavior (describe)

Planning Rubric

**A - continuous improvement at planning
(developing goals/objectives; sequential,
student-centered, appropriate) within rehearsals
and over time.**

B - A few inconsistencies but on the right track,

**C - Improvement is not continuous or consistent;
trying to wing it**

- 8. Be consistent and firm with consequences for punctuality, not being prepared, etc. You have a huge role in helping college students develop professional dispositions.**
- 9. Make an approved learning plan and evidence of preparation the key to podium time.**
- 10. Communicate with Supervising Teacher and Coordinator when needed. Do not let little problems become BIG problems. This is a team effort!**

On a final note...

- **For your high achieving students who might major in music...encourage piano lessons.**
- **Provide opportunities for students to lead warm-ups, conduct during rehearsals, discuss music, create and improvise.**
- **Consider how you promote sensitivity to beauty.**

Questions?

Comments?