

**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**

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## **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**

**Fina**



# Getting Started

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- 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?**