

Handbook for Student Teaching



School of Education
College of Professional Studies
University of Wisconsin - Stevens Point

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This handbook is for reference by all members of the teacher candidate support Triad: the cooperating teacher, the university supervisor, and the teacher candidate. Reference to the Triad is made throughout this document. The importance of open, honest, and ongoing communication between all members of the Triad is essential to the success of this capstone field experience.

Requirements detailed within this handbook are those of the Office of Field Experiences in the University of Wisconsin-Stevens Point School of Education and are in compliance with the regulations of the [Wisconsin Department of Public Instruction](#). The purpose of these requirements and regulations is to assure the competence of each teacher licensed to teach in the State of Wisconsin.

This handbook provides guidelines for collaboration that can have strong and enduring impacts upon the preparation of future teachers. This, in turn, impacts students, schools, and communities throughout Wisconsin and the other destinations of the future teachers we prepare and certify.

Information contained in this handbook is subject to change. The online version, located at <http://www.uwsp.edu/education/Documents/fieldExp/STHandbook.pdf> represents the most up-to-date information on all subjects addressed in this handbook.

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School of Education Mission Statement

The School of Education develops highly qualified professional educators who honor the uniqueness of all learners and actively demonstrate the knowledge, skills, and dispositions of effective

Program Framework

Eligibility, Application, and Assignment Procedures

Criteria for admission to student teaching include competence in the area of academic specialization, competence in the professional education sequence and competence in the pre- student teaching clinical experience. This includes methods courses based on and leading to direct involvement in pre-school, elementary, middle, and secondary level classrooms. Detailed eligibility requirements are provided in the [Professional Education Program's Undergraduate Handbook](#) or on the [SOE Graduate Program](#) webpage.

Minimum requirements for a student teaching assignment are:

1. Admission to the Professional Education Program. Applications must be approved by the School of Education Office, Room 469, College of Professional Studies (715) 346-2040.
2. An overall grade point average of at least 2.75, including Professional Education courses as well as every subject area for which licensure is sought: major, minor or concentration. Consideration for internships requires a minimum 3.00 GPA.
3. Completion of mandatory courses in pedagogical methods and techniques, and all required pre-student teaching practicum experiences.
4. Demonstrate content knowledge by either 1) obtaining a 3.00 or higher in each teaching major and teaching minor or 2) submit passing scores on the required Praxis Subject Assessment exams. Students must meet one of the above requirements for teacher licensure.
 - a. NOTE: Any student seeking a teaching license in French, German or Spanish are required to pass the ACTFL OPIC and WPT exams, regardless of their major/minor GPA.
5. Written approval from designated UWSP personnel for each program area for which licensure is sought.

Additional requirements:

- a. Submission of negative tuberculosis test results.
- b. Completion of a Conduct & Competency Affidavit, in which the applicant provides full disclosure of criminal behavior and court records.
- c. Completion of a criminal background check per specifications of the OFE.
- d. Any district-specific requirements as presented by the cooperating school district
 - i. Districts requiring their own background checks will inform teacher candidates of the appropriate process/paperwork.
 - ii. Districts requiring teacher candidates to complete the WECAN online application, Teacher Insight, or an interview with school personnel, will provide necessary instructions and information to the OFE to ensure students are informed of this requirement.

Applications for teacher candidate status are obtained at announced meetings held the semester prior to the scheduled student teaching experience. Attendance at the Application Meeting is mandatory for all students interested in applying to student teach. All meetings are announced in the School of Education (SOE) [Newsletter](#). This online newsletter is available on the [SOE Homepage](#).

Application deadlines will be posted for each term. Late applications may not be accepted. Requests for waivers or exemptions from the above rules must be made in writing to the Office of Field Experiences Manager prior to the deadline.

Placements for student teaching are initiated by requests from the Office of Field Experiences to school district administrators. All assignments are arranged consistent with policies, procedures and negotiated agreements between cooperating schools/districts and the University. Because of the number of applicants involved each semester and because there are long-standing established procedures, students should not attempt to formally arrange a placement.

In requesting placements, the University will provide cooperating administrators and teachers with copies of a Teacher Candidate Resume submitted by the student as a part of the application process.

Two assignments per semester are the maximum, except for students seeking certification in physical education/health or preschool/kindergarten/elementary.

Special requests by teacher candidates for grade levels, teachers or cooperating schools, or additional endorsements, can be noted on the application form. Requests to be placed outside the UWSP service area must receive written approval from the Office of Field Experiences Manager (see Placement Options, below). Any such placements cannot be guaranteed.

Conflicts of Interest: Teacher candidates may not be assigned in cooperating schools and classrooms where the following conflicts occur: the teacher candidate has a child in that classroom; the teacher candidate has a direct relative in that school building in a teaching or administrative capacity, or a direct relative in that school district in an administrative capacity; the school district has explicitly stated a policy regarding former students of that district's schools returning as teacher candidates. It is the policy of the Office of Field Experiences (OFE) to defer to local school district policies regarding assigning teacher candidates. The OFE may terminate any assignment in which a conflict of interest is found to occur.

Every effort will be made to provide satisfactory placements for all teacher candidates, but there can be no assurances of specific placements, nor are there guarantees that changes in placements will not occur. It is necessary that teacher candidates remain ready to accommodate all demands that the teaching semester will place upon their personal and travel arrangements. All placements are subject to approval by cooperating administrators and teachers and the teacher candidate. No party involved shall discriminate in the choice of schools, cooperating teachers, or teacher candidates on the basis of race, religion, ethnic origin, gender, physical disability, or age.

Placement Options

Out of Area

Students may request placement outside of the UWSP service area as defined by the purple area on the map (Zone 1) in [Appendix A](#) (p.27). Out of Area placements cannot be guaranteed. Out-of-state placements can only be requested as the result of the relocation of a teacher candidate's legal partner due to employment or military assignment. Approval is subject to the decision of the Office of Field Experiences Manager.

Please note: Out-of-state Student Teaching placements are sometimes unattainable. UWSP cannot guarantee a student teaching placement location outside the state of Wisconsin. Student teachers requesting a placement outside of Wisconsin may be responsible for locating their own placement with a cooperating teacher, school, and school district. When the student teacher has acquired a placement, the OFE will contact the school for confirmation of the assignment.

Fees are assessed to cover expenses incurred for such placements outside the UWSP service area.

Internships

The [Wisconsin Improvement Program](#) (WIP), under the auspices of the Wisconsin Department of Public Instruction, sponsors internships that are funded by local education agencies. WIP is a consortium of teacher education institutions and the Wisconsin DPI. The internship program offers pre-service teachers throughout Wisconsin a chance to enter the profession as licensed teachers with a specialized contract. Interns are paid a stipend of \$4,500 per semester by the district while working under the guidance of an experienced cooperating teacher. The intern is licensed by the WI DPI and assumes increased responsibilities in the classroom setting. Detailed information about this program can be found at the site above.

To learn more about the UWSP process for pursuing an internship, go to Internship Information at [OFE:Students](#).

If student teaching occurs through an internship, most of the rules in this handbook remain applicable within the jurisdiction of local education agency contracts. Applicants for internships must have a cumulative GPA of at least 3.0. Fees are assessed to cover expenses incurred for internships.

Institute for Urban Education

The Institute for Urban Education (IUE) facilitates successful student teaching placements and experiences in Milwaukee area schools for teacher candidates from institutes of higher education (IHE). The teacher candidate is a student of and earns teaching certification from their home IHE. However, IUE facilitates a successful urban placement and provide support during that placement. We are confident that your semester as an IUE student will be a rewarding one filled with experiences to prepare you for effective urban teaching.

Student Teaching Abroad

Eligible students may apply for international student teaching opportunities through a program administered by [Educators Abroad Student Teaching](#). Opportunities to student teach in over 40 different countries are available to approved candidates. Liaisons in each country supervise the academic experience for the candidate. Students participating in this program work with UWSP's [International Programs Office](#) to negotiate the general logistics of the international student teaching component. International teacher candidates must complete a one quarter placement stateside and ten weeks in a host country. Additional costs are involved for participants of the Educators Abroad Student Teaching program.

Students interested in this option are advised to plan three semesters in advance and must meet with the Office of Field Experiences Manager at the earliest possible opportunity.

Placement Protocols

The Office of Field Experiences will work diligently to secure acceptable placements for teacher candidates. Students will be informed of approved placements beginning in April for fall semester and November for spring semester. As placements are finalized after the initial announcement date, notice will be provided immediately to students using UWSP email.

Upon receipt of information pertaining to the placement, the student must immediately contact the cooperating teacher to set up a meeting. At this meeting, the student should seek information about additional district placement procedures required of them. The student is responsible for completing all required paperwork/protocols required of the host district and school. Failure to do so will result in withdrawal of the placement.

Attendance at an Orientation Meeting held during finals week prior to the semester of student teaching is required. Meeting date(s) are announced in the application materials and the [SOE Newsletter](#) as well as emailed to students who have declared an intent to teach.

Transportation and Housing

Transportation

Transportation to and from the placement location is the responsibility of the teacher candidate. No insurance coverage is provided by the state or UWSP. Personal insurance coverage should be purchased.

Note: Teacher candidates are *strongly* advised to *not* transport students in a personal vehicle.

Housing is the responsibility of the teacher candidate.

Program Policies

Statement of Expectations

By the end of the first week of each placement, a written plan for the student teaching experience, also known as a Statement of Expectations, should be completed through coordination of the teaching candidate and cooperating teacher. It should include schedules, duties, specific subject areas, lesson formats and groupings in as much detail as can be arranged at the time. Most importantly, it should include an evaluation plan that specifies the format, the schedule and the procedures for self-evaluations, evaluative conferences and the completion of formative and summary evaluation reports. Please note that specific statements are of great value to teacher candidates in preparing their credentials. Accompanying signatures of both the teacher candidate and the cooperating teacher will represent agreement to the content of the statement. The Statement of Expectations must be shared with the university supervisor at the first visit or as requested. The purpose of a Statement of Expectations is to open a process of communication about requirements, schedules, supervision, and evaluation. These plans should be responsive to performances and needs of the teacher candidate as they unfold during the experience. (Appendix B; p.29) The destination goal for the Statement of Expectations is a successful final evaluation. Note: There is no single correct form for the written statement (Appendix D; p.33).

Evaluations

Protocols for evaluation are found in Appendix D (p.43). When the Statement of Expectations is drafted, Triad members will agree on the format, timelines, and procedures for evaluating teacher candidate performance. It is recommended that the teacher candidate and cooperating teacher discuss progress and evaluation on a regular basis throughout the placement. It should be noted that student teaching must be evaluated in reference to evaluation criteria not to norms referring to other teacher candidates (Appendix E; p.50 and Appendix F; p. 60).

Any indication that a teacher candidate might be failing to meet these criteria must be fully documented and remediated at the earliest possible opportunity. The university supervisor and Office of Field Experiences Manager must be notified to allow planning for appropriate action that could include extension of or withdrawal from the student teaching assignment.

Cooperating teacher final evaluations must be signed by the teacher candidate and the cooperating teacher(s) and filed at the Office of Field Experiences within one week of the completion of the student teaching semester; failure to complete this will result in a grade of 'incomplete' and delay the certification process.

Attendance

Teacher candidates are assigned to full days for a full semester following the daily schedule and semester calendar of the cooperating school (Wis. Stats. 118.19 (3) (a)), or the equivalent.

Cooperating teachers, administrators and university supervisors determine the exact dates upon which specific assignments take place within each term. Absences are permitted for professional reasons, such as attending seminars (attendance at teacher candidate seminars is mandatory) and other activities sponsored by UWSP, job interviews, or approved attendance at professional development offerings. All absences, including those for illness, require sufficient notice to both the cooperating teacher and university supervisor. The teacher candidate is responsible for providing lesson plans and all required instructional materials required during the absence in a timely fashion.

Teacher candidates should follow school district and/or governmental health agency guidance regarding isolation and quarantine periods following testing positive for COVID-19. Absences due to illness, including those due to COVID, will be reviewed by the university supervisor, in consultation with the Office of Field

Experiences Manager, to determine if additional time at the placement is required.

The teacher candidate is required to attend every teacher contracted day of the cooperating school schedule to which they are assigned. They must arrive at the cooperating school at the beginning of the cooperating teacher's day and depart at the end of the cooperating teacher's day. No arrivals or departures from school after the beginning or before the end of the school day (except for designated lunch periods) will be allowed without the express permission of the cooperating teacher and approval by the university supervisor.

Extra commitments (jobs, coaching, etc.) are recommended against whenever possible to allow full attention to the demands of teaching. If performance is negatively impacted by participation in such outside activities, the teacher candidate may be advised to relinquish participation in the outside activity or withdraw from the student teaching experience until they are able to make it their priority.

Teacher Candidate Seminars

Attendance at all seminars is mandatory and must be accommodated in the Statements of Expectations and weekly schedules. The teacher candidate will inform cooperating teachers of these dates at the orientation visit. At the final seminar, teacher candidates participate in a 'Professional Presentation' to peers, colleagues and invited guests.

Appearance & Personal Hygiene

Teacher candidates must dress professionally and be always neat and well-groomed.

Co-Teaching

The student teaching experience is a full-time commitment for the entire school district semester. Teacher candidates are considered learners at this stage in their pre-service program. They should not start out by carrying a heavy teaching load but should be actively engaged in student learning at all times (Appendix B; p.29). UWSP advocates a co-teaching model for this important experience. Co-teaching in student teaching enables two adults to collaborate in the classroom, actively engaging students for extended periods of time. The co-teaching model of student teaching allows students in the classroom increased opportunities to get help when and how they need it. This is a partnership model that allows the cooperating teacher and teacher candidate to work together, to maintain ongoing conversation about student needs and learning, and to deeply develop the professionalism of education. The teacher candidate can be actively engaged from the beginning of the placement and identified as an important contributor to all aspects of the classroom and school community.

To successfully co-teach, the cooperating teacher and teacher candidate must have a mindset of sharing the classroom and students. They must both be teachers. (Appendix G, p.62). Responsibility for subjects/classes taught will vary among placements and is dependent on factors such as the candidate's readiness to assume increased responsibility, the number of preparations involved, the needs of the pupils, and the workload of the cooperating teacher. This will look different for internship assignments.

Duties

The student teaching experience should include all duties assigned to the cooperating teacher under their regular teaching assignment, such as classroom instruction and planning, student assessment, IEP meetings, parent-teacher conferences, staff meetings, supervisory duties, observing other teachers, etc. Teacher candidates are expected to share school duties and responsibilities as governed by cooperating agency or school rules for professional conduct and confidentiality. Their duties and responsibilities will be specified by the cooperating teacher in a Statement of Expectations (Appendix C; p. 33) along with any accompanying manuals or guides. Teacher candidates are required to attend after-school staff or parent meetings and any other extramural activities pertinent to the assignment.

Teacher candidates are encouraged to become involved in co-curricular activities but should limit their participation to assisting rather than assuming leadership roles. If a cooperating teacher has assumed additional duties beyond their regular teaching assignment, such as coaching, club advising, or school/district committees, the teacher candidate may participate if invited, but they may not be compelled to attend. When co-curricular involvement or other outside commitments interfere with the candidate's performance in the classroom, the university supervisor must be notified immediately.

Teacher candidates work under the direct supervision of the assigned cooperating teacher(s), who is a mandated reporter under state laws pertaining to abuse and neglect of children. Teacher candidates are strongly encouraged to share any concerns with appropriate school personnel.

Confidentiality Laws

All educators are responsible for awareness of state and federal confidentiality laws including HIPAA (Health Insurance Portability and Accountability Act) and the district's policies and procedures relating to HIPAA and FERPA (Family Educational Rights and Privacy Act). Teacher candidates must become familiar with these policies and how they affect the role of educators.

Enrichment Experiences

Cooperating teachers and supervisors may recommend visits to educational programs outside the cooperating programs. These visits could include remedial and support programs, various grade levels and other classrooms. Schedules for these visits must be approved by cooperating teachers and administrative staff in both the assigned cooperating site and the visit site.

Teacher candidate attendance at professional conferences, involvement with district curriculum committees, and other enriching experiences is encouraged. Under the direction of the cooperating teacher and supervisor, these opportunities help to broaden the candidate's learning and personal experience with a broad range of professional expectations.

Lesson Plans

Teacher candidates must make and maintain a file of written plans for all instruction they are responsible for. All plans from the placement must be readily available upon request of the cooperating teacher, the university supervisor, or the Office of Field Experiences Manager.

Typically, detailed plans are in outline form so that they may be read quickly and accurately. Detailed plans allow for review and analysis by the cooperating teacher prior to presentation. They also provide the framework for reflection and improvement.

There are many approaches to detailed planning. The format that planning takes for each teacher candidate will be determined by the collective expectations of all Triad members.

Whatever form lesson plans choose or are required to take, a teacher candidate must always be able to respond to these questions:

- ✓ What are you teaching?
- ✓ Why are you teaching this?
- ✓ How are you actively involving all students in their learning?
- ✓ How do you know students are learning?
- ✓ How will student performance guide your next plan(s) for instruction?

Program & Licensing Regulations

Supervisory Observations

Teacher candidates provide needed placement contact information to their university supervisor (Appendix J; p. 67). Teacher candidates are observed, supervised, and evaluated by a university supervisor during formal sessions of at least one hour each; this period does not include conferencing time. A minimum of four such sessions are required per semester. At least two sessions must include a conference that involves all members of the Triad. All observations, supervisory conferences and evaluations must be documented on approved forms (p.45-49) and become a part of the candidate's certification file.

In addition to supervisory visits, teacher candidates maintain weekly contact with their university supervisor through required journal reflections and sharing upcoming teaching schedules/plans (Appendix H; p.64).

Grades/Degrees

The grade assigned for student teaching through consultation with the university supervisor and cooperating teacher will be 'pass,' 'fail,' 'incomplete' or 'withdrawn,' according to the grading system stated in the appropriate UWSP Catalog. There must be consistent criteria for all evaluations. Because teacher candidates follow the semester schedule of the cooperating agency, the assignment does not end until after the close of the university semester. Grades of 'not reported' occur in the university record until the close of the student teaching semester, when final grades are submitted. Degrees are not conferred until grades are reported and posted by the Registrar.

Communications between Cooperating LEAs and UWSP

Cooperating LEAs may provide ongoing feedback to the university supervisor or the Office of Field Experiences Manager regarding the professional behavior of the teacher candidate as it relates to the InTASC standards (p.50) and UWSP Teacher Candidate Dispositions (p.67).

Termination of Assignment

A teacher candidate assignment is severable, which is to say that UWSP reserves the right to remove any teacher candidate, cooperating teacher, or university supervisor from any assignment, subject to documented notice to all parties to the assignment. Furthermore, the cooperating local education agency likewise has the right to terminate a teacher candidate's or supervisor's assignment. In the event of a terminated assignment, the teacher candidate may request an alternate assignment subject to time and place conditions determined by the Office of Field Experiences Manager. A teacher candidate may also elect to withdraw from an assignment, subject to notice, usually without penalty or prejudice.

Classroom Supervision by the Cooperating Teacher

The teacher candidate must be supervised by the cooperating teacher at all times. The cooperating teacher must be readily available to assist with classroom situations that arise unexpectedly. Intern teachers, by license and design of the assignment, are allowed to be unsupervised for up to 50% of the placemen

Professional Liability

Student teaching assignments are covered for professional liability by the State of Wisconsin under provisions of S.S. 165.25(6) and 895.46(1) of Chapter 81, Laws of 1975 for all University of Wisconsin System teacher candidates, or for any other assigned field experience. This coverage protects teacher candidates against claims from third parties for personal injury or property damage caused by the acts of teacher candidates while performing within the scope of their duties, including mandated reports of child abuse. Professional liability insurance is available through professional organizations and private companies. Candidates are strongly recommended to obtain this coverage.

Health, Safety & Injury

Prior to any assignment, teacher candidates must submit an affidavit certifying them non-contagious for tuberculosis. It is strongly recommended that a hepatitis test be conducted before beginning an assignment. At the beginning of an assignment, the cooperating school office will request personal emergency forms from the teacher candidates.

It is required that teacher candidates become aware of each cooperating school's policies for dealing with health and safety emergencies, particularly those involving infectious diseases and blood-borne pathogens. All local school policies governing the reporting of any accidents or illness that affect the assignment must be followed.

Teacher candidates must make arrangements for their own health services. At UWSP, all graduate and undergraduate students who are registered as full-time students are eligible for medical care at the University Health Service facility, which does not include hospitalization care. Personal health insurance is the responsibility of the teacher candidate.

Student teaching can be a stressful time in a candidate's life. Be aware that the UWSP Counseling Center is available to assist any student needing support during this time. Phone: 715.346.3553; Email: counsel@uwsp.edu

Statement of Non-Discrimination

The UWSP does not discriminate on the basis of race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, gender identity and expression, pregnancy, marital status or parental status in accordance with WI Statute Chapter 36.12 and Board of Regents policy. This statement is published, in part, to fulfill requirements of Section 86.9 of title 45, Code of Federal Regulations, which implements Title IX of the Education Amendments of 1972.

Access & Accommodations

[The Americans with Disabilities Act](#) (ADA) requires state and local governments and places of public accommodation to furnish appropriate auxiliary aids and services where necessary to ensure effective access and communication for individuals with disabilities, unless doing so would result in a fundamental alteration to the program or service or an undue burden. Therefore, UWSP, in conjunction with its cooperating schools and agencies, is accessible to teacher candidates with disabilities and will make every attempt to provide reasonable accommodations for qualified individuals with disabilities. Such requests must be indicated in writing upon application for student teaching or at the earliest applicable time.

Job Actions

If the student teaching assignment is affected by a job action or work stoppage of any kind, the Office of Field Experiences must be notified immediately. When a job action involving work stoppage occurs in a cooperating school system where teacher candidates are assigned, it is the policy of the UWSP that the teacher candidates be non-participants. They would remain away from the assignment on a standby basis during the

period of time when schools are closed or during the period of time when schools are declared open without resolution between the parties involved.

Arrangements may be made by the Office of Field Experiences Manager to provide experiences in a different location on a standby basis until the stoppage in the assigned school is terminated.

Substitute Teaching

Teacher candidates who do not possess a valid Wisconsin teaching license, a substitute teaching license, or a substitute teacher permit *may not, under any circumstances, serve as a substitute teacher for their cooperating teacher or for any other teacher.* In the absence of the cooperating teacher, teacher candidates may continue with regularly assigned duties only when a licensed teacher is employed in place of the cooperating teacher.

While interns do have a license, *they are never to be utilized as substitutes.*

The University of Wisconsin-Stevens Point, School of Education, Office of Field Experiences abides by the rules set by the Wisconsin Department of Public Instruction. If you have any questions regarding these rules and policies, please contact the Office of Field Experiences Manager.

Wisconsin State Statute Chapter 118 General School Operations

118.19 Teacher certificates and licenses; administrator and pupil services professional licenses. (3)
No license to teach in any public school may be issued unless the applicant possesses a bachelor's degree including such professional training as the department by rule requires, except as permitted under par. (b) and ss. [115.28 \(17\) \(a\)](#), [118.191](#), [118.1915](#), [118.192](#), [118.193](#), [118.194](#), and [118.197](#). Notwithstanding s. [36.11 \(16\)](#), no teacher preparatory program in this state may be approved by the state superintendent under s. [115.28 \(7\) \(a\)](#), unless each student in the program is required to complete student teaching consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating school

Only the Office of Field Experiences may establish, alter, move, or terminate a placement.

No placement may end prior to the last day of the semester set by the district in which a teacher candidate has been placed.

The student teaching placements **MUST** be complete before a teacher candidate may begin a licensed teaching position.

Teacher Candidates

To the Teacher Candidate:

You're about to embark upon the culminating clinical experience of your professional preparation; congratulations on all the hard work that got you to this point! Throughout this experience, you will no doubt find teaching to be incredibly fulfilling, but also incredibly challenging. Your success will depend not only on how you apply what you've learned about teaching through your program's methods courses, but also what you continue to learn in partnership with your cooperating teacher and your university supervisor. Teachers are most successful when they're in community with one another, not when they work in isolation, so you should make every effort in this placement to begin building your professional community.

This handbook is a product of collaboration across a community of teacher educators, cooperating teachers and administrators, with the assistance of teacher candidates and the efforts of the staff of the UWSP Office of Field Experiences, School of Education, College of Professional Studies and Teacher Education Preparation & Licensing Team of the Wisconsin Department of Public Instruction. Suggestions and comments are welcome at any time, because this handbook, like teaching, is continually evolving to best meet the needs of students and student teachers.

Take every opportunity to become familiar with the recommendations, rules, standards and criteria in this handbook and the working relationships that depend upon them. At all points in this process, the Office of Field Experiences is ready to assist you in completing your teacher education at the highest possible level of accomplishment. Our goal is to send our teaching candidates into the field with the level of preparation and support necessary to begin successful and lasting careers in education. Please let us know how we can help you in building your career in our profession.

Sincerely,



Kelly Seefeldt
Office of Field Experiences Manager

The following sections are addressed to you, the teacher candidate. Because learning to teach is a gradual process the outcomes of which cannot always be precisely predicted, most of the information presented is made up of samples and approximations. All UWSP teacher candidates are expected to professionally fulfill the responsibilities described.

Responsibilities of Teacher Candidates

The teacher candidate will:

- abide by standards of professional decorum established by the local education agency for personal comportment during interactions with students, staff, administrators, and community members.
- design, deliver and assess instructional programs and participate in their supervision and evaluation.
- maintain written plans for all lessons taught in a collection that is available for review upon request.
- submit a weekly schedule and reflective journal to the assigned university supervisor.
- maintain records of the above activities (i.e., plans, Statement of Expectations, evaluations) as directed by the cooperating teacher and university supervisor.

Orientation to the Cooperating School

Upon notification of your assignment, you must contact the cooperating teacher and arrange a first meeting as soon as possible so that you can learn specifics of the school's calendar and daily schedule. Complete the Teacher Candidate Information form (Appendix H; p.64) and share it with your university supervisor as soon as it is completed. Begin your term by introducing yourself to the administrator and the office staff. Schools differ in many ways and each cooperating school's styles and policies must be learned, not assumed. You must find out rules and protocols for such matters as parking, appearance, demeanor, and manners of address (i.e., how students address teachers and vice versa). The earlier you begin planning your assignment with your cooperating teacher, the better your chances of success.

The checklist below can give you a starting point for orienting yourself to your placement school. It is not exhaustive, so be cognizant of what you can/should add that is relevant to your specific situation.

Orientation checklist:

- Familiarize yourself with the school district (philosophy, structure, materials, and neighborhood).
- Read the school district/school handbook, student handbook, and parent handbook.
- Follow school policies as applied to employed staff, including (but not limited to):
 - o Arrival and departure time
 - o Dress Code
 - o Reporting absences
 - o Parking
 - o Use of the teachers' lounge/workroom
 - o School-wide PBIS/disciplinary procedures
 - o Computer usage
 - o Lesson planning procedures
 - o Inservice or workday sessions
 - o Faculty/staff meetings
- Become Familiar with:
 - o Your personal workspace
 - o School Media Center(s)
 - o Guidance/Counseling Services
 - o Health Services
 - o Co-curricular Activities
 - o Technology Resources
 - o Grading procedures
 - o Emergency & safety procedures
 - o Student referral procedures



Take the initiative to learn and grow; don't wait to be asked to do something!

The Work of Student Teaching

The following section provides an overview of what you can expect as part of the daily work as a student teacher. Remember that while all professional teachers' jobs include prep, planning and reflection in addition to the delivery of lessons, your experience as a student teacher also includes regular evaluation and observation. Like the orientation checklist above, these lists are not exhaustive, and should serve as a starting point upon which you will add tasks and points specific to your placement and situation.

Planning & Teaching

- Take responsibility for being a co-teacher in the classroom.
- Become familiar with curricula approved by the district.
- Understand expectations for lesson plan format, due dates, procedures for feedback from the cooperating teacher and the process for revisions.
- Prepare lessons well in advance of actual classroom teaching.
- Maintain a collection of lesson plans developed and taught.
- Reflect upon lessons for their potential future use.
- Respect student/family, ethnic and cultural backgrounds.
- Assist in maintaining a positive learning environment and classroom community.
- Collect data on student learning, analyze that data, reflect upon its implications for your planning, and plan upcoming instruction and lessons to improve student learning outcomes.
- Apply research-based classroom management strategies.
- Utilize information technology to improve student learning.
- Contribute to the development of higher order thinking.
- Actively engage all learners.
- Be actively engaged in all aspects of the classroom environment during the entire placement.

Observation & Feedback

- Actively observe the cooperating teacher and continue to learn.
- Show initiative and willingness to work.
- Be receptive to suggestions and criticism. Constructive feedback from the cooperating teacher and university supervisor is essential for growth.
- Ask questions of, and for advice or suggestions from, the cooperating teacher and university supervisor.
- Discuss and clarify with the cooperating teacher the processes for observation and gathering feedback on your performance.
- Conference with the cooperating teacher – both pre- and post-observations.
- Participate in regular conferences with the cooperating teacher to assure that regular feedback is provided – not just when problems arise.
- Brainstorm with the cooperating teacher specific means of improving.
- Record yourself teaching for self-analysis and reflection.
- Invite the building principal to observe you and conduct a conference, when possible.

A gentle reminder about receiving feedback: When you receive feedback from your cooperating teacher and/or university supervisor, remember that they are offering you feedback in service of making you a better teacher. It is not always easy to receive feedback, especially when it may feel negative; however, a strong teacher never shies away from feedback. In addition to reflecting on what your CT and supervisor share, we encourage you to ask your students for feedback as well.

Evaluation

- Review the evaluation protocol with your cooperating teacher and university supervisor early in the placement.
- Determine together with the Triad your areas of strength and growth, and areas requiring further attention.
- Create SMART goals to future your development.
- Participate in conferences with the cooperating teacher and the university supervisor and reflect upon your ongoing growth as a teacher candidate.
- Verify that all supervisor and cooperating teacher evaluations are sent to the Office of Field Experiences and keep a copy for your records.

Professionalism

- Embrace professional values and dispositions (Appendix J; p.67).
- Actively demonstrate your philosophy of teaching.
- Be flexible – in all aspects of the experience.
- Remember that you are a guest in the school and classroom.
- Demonstrate respectful confidentiality in all aspects of your job.
- Request to observe in classrooms to expand your experiences in areas you find to be challenging.
- Participate in faculty meetings, parent-teacher conferences, and other pertinent school functions.
- Be on time; dress professionally; don't make excuses.
- Report absences in a timely fashion – and always leave lesson plans and materials prepared.
- Do not take for granted that your cooperating teacher will take over the class in your absence. Plan and communicate as if you were preparing for a temporary substitute.
- Meet deadlines for lesson plans; be well prepared and organized to deliver them.
- Use technology appropriately – that is, only for school/university business!
- Interact with colleagues – professionally.
- Remember you are there to learn – ask for advice/suggestions while respecting people's time and boundaries.
- Keep communication channels open by participating in regular exchange of information with your cooperating teacher and university supervisor.
- Complete all work related to your student teaching requirements.
- Remember that as a teacher candidate you must always be supervised by a licensed teacher or substitute teacher. *You may not serve as a substitute while student teaching.*
 - If you are asked to serve as a substitute teacher, without supervision, please contact your university supervisor and/or the Office of Field Experiences Manager right away.
- Seek support, advice or other assistance from the Office of Field Experiences Manager should situations arise in your relationship(s) with your cooperating teacher or supervisor.

Weekly Schedule & Reflection Journal

The teacher candidate is responsible for reporting weekly to the university supervisor (Appendix I; p. 65). The report must include two things: reflection of learning from the week just completed and a detailed schedule for the upcoming week in which teacher candidate involvement in the classroom is clearly indicated.

Upcoming Weekly Schedule

- Include time of day (listing 'Period 3' does not provide sufficient information!).
- Indicate subject and activities for the time period.
- Clearly identify times that will be spent observing/team teaching/assisting/teaching (color coding works nicely); this allows the supervisor to determine the best time to visit
- Indicate room number where activities will take place.

Reflection Journal

- At the end of each teaching week, make time to reflect upon the activities of the week and the things learned. Conversation with your cooperating teacher and other school personnel can help you in this process.
- Focus your reflection on the InTASC Teaching Standards (Appendix E; p.50).
- Remember, a reflection is not a story about what happened – it is a discussion of what has been learned from what was experienced and how this learning will influence future teaching.
- Your reflection is shared with your university supervisor as an important means of communication and monitoring your progress.
- Use this opportunity to pose questions, request feedback, and to monitor your own growth.

NOTE: This assignment is a required component of your student teaching experience. These forms are important documentation of the progress of the student teaching assignment. In addition, reflective journal entries about events of the previous week can be a vital and confidential means of addressing a host of issues.

The university supervisor will establish specific expectations (i.e., day of the week due, possible modification of sample format, which can be found in Appendix I (p. 65)) for the submission of the reflection journal and weekly schedule.

Teacher candidates observed by more than one supervisor must provide each one with the appropriate documents (reflection/schedule).

Letters of Recommendation

It is your responsibility to request letters of reference from your cooperating teachers and administrators. These letters are a very important component of your credentials. For information about the preparation of reference letters and credentials, see Appendix L, p.69.

Cooperating Teachers

To the Cooperating Teacher:

This handbook is to guide you in meeting the requirements for student teaching that are set by the UWSP Office of Field Experiences, in compliance with the regulations of the Wisconsin State Department of Public Instruction. The purpose of these requirements and regulations is to assure the competence of each teacher licensed to teach in the State of Wisconsin.

In order to achieve this purpose, your professional cooperation is indispensable. It is not to overstate to say that without your time and commitment to the work of preparing the next generation of educators, our systems could not continue. Students deserve and our profession demands incoming professional teachers who can not only succeed in meeting Wisconsin Standards of competence but are also prepared for the demands a career in education will impose upon them, and under such conditions maintain exemplary professional knowledge, skills, and dispositions. Quality schools depend upon highly qualified teachers and student teaching is a crucial part of quality assurance. Through three-way interaction between you, the teacher candidate and the university supervisor, this process is both a capstone of pre-service courses and a foundation for in-service professional growth for our student teachers.

This handbook provides guidelines for collaboration that can have positive and lasting effects upon you, your colleagues, your students, and your schools and communities. The Office of Field Experiences extends our gratitude for your contribution to this process and will express it with our support in every possible way.

Please contact us at any time with your questions, concerns, or comments. Thank you again for your participation. My direct email and phone number can be found below.

Sincerely,



Kelly Seefeldt
Office of Field Experiences Manager
kseefeld@uwsp.edu
715-346-2440

Selection of Cooperating Teachers

Cooperating teachers play a vital role in the development of future teachers. They are an integral part of the Student Teaching Triad and strategic to the development of future teachers. Their mentorship of teacher candidates contributes to a strong and promising future for our schools and their students.

To serve as a cooperating teacher, teachers must meet these requirements (per WI Administrative Code [\[PI34.023\(4\)\]](#)):

- 1) Hold a valid WI license, or an equivalent license if the clinical program is out of state.
- 2) Have at least three years of teaching experience with at least one year of teaching experience in the school or school system of current employment
- 3) Have completed training in both the supervision of clinical students and in the applicable standards [WI Teacher Standards] in PI34 subchapter II [PI34.02]. See Training Section below.

In addition, the following qualifications are important:

- Demonstrate a strong desire to serve as a cooperating teacher.
- Demonstrate professional and ethical behavior and attitudes.
- Demonstrate a high level of professional teaching skills.
- Recommended by school and university personnel.

Training

Many avenues exist for training. UWSP offers an online, one credit, graduate course, EDUC 758, Cooperating Teacher Fundamentals in Preservice Teacher Education, which meets the DPI requirement for training. Cooperating teachers must have an Affidavit of Training (Appendix M; p.71) on file with the Office of Field Experiences.

Responsibilities of Cooperating Teachers

The cooperating teacher will:

- develop a Statement of Expectations (Appendix C; p.33) plan that provides for the teacher candidate to demonstrate proficiency.
- direct the day-to-day activities of the teacher candidate, providing opportunities for them to become engaged in all steps of the teaching assignment.
- participate in observations, conferences, and the preparation of reports for the purposes of evaluating the teacher candidate's performance, in conjunction with the university supervisor.
- provide at least one written Cooperating Teacher Evaluation (p.45) submitted to the Office of Field Experiences [PI34.13]. Student teachers are encouraged to keep a copy for their personal files.

Other Points for the Cooperating Teachers to Remember:

While the suggestions in the following section are not *requirements*, we do strongly suggest using this list as a starting point for working with your student teacher (also known as the teaching candidate). If through your experience, you discover essential additions to the below list, we encourage you to share them with us to assist your fellow cooperating teachers.

At a first meeting (or "Orientation"):

- Arrange a tour of the school or campus.
- Provide a workspace for the teacher candidate.
- Share school and classroom procedures and policies in an easy-to-access format.
- Introduce the teacher candidate to administrators, faculty, support staff, and other co-workers.
- Share school duties and routine matters with the teacher candidate.
- Discuss record keeping and parent report systems.
- Review important dates/meetings/planned activities.
- Ease the teacher candidate's anxiety and apprehension about the experience with encouragement and by answering any questions they may have.

During Planning & Teaching:

- Provide the teacher candidate with district curriculum and assessment resources.
- Assist the teacher candidate in locating teaching resources.
- Establish clear expectations for lesson plans: format, due date, procedure for feedback, and revisions.
- Encourage the teacher candidate to experiment with new materials, methods, and techniques.
- Discuss and support a range of teaching strategies to meet the needs of diverse students.

- Provide opportunities for the teacher candidate to gain experience in a variety of teaching formats (i.e. small group/large group/team teaching).
- Assist the teacher candidate in understanding specific needs of your students.
- Require that the teacher candidate maintain a folder of lesson plans.
- Include the teacher candidate as an active member of the ‘teaching team’ from the onset of the placement; include a variety of experiences. Incorporate the practice of co-teaching.
- Allow the teacher candidate to gradually assume responsibility for the teaching load.
- Make it clear to your students that the teacher candidate is a co-teacher in the classroom.
- Allow for lesson delivery with redirection/interruption only as needed; give feedback after the lesson.

Observation, Feedback & Mentoring

While you may be more than willing to welcome a teacher candidate into your classroom, we recognize it can be extremely difficult to hand over control and entrust your students to an inexperienced educator. With that in mind, we thank you, once again, for your willingness to host a teacher candidate, and invite you to review the resources in this section included to support you and the teacher candidate in developing a healthy and successful partnership. The following information is meant to support you in your efforts to prepare our UWSP teaching candidates to become effective teachers.

Fostering a Mentoring Relationship

It is an expectation of this program that teacher candidates assume *all* the duties of a full-time teacher for a significant amount of time. And while they will be expected to follow any curriculum and policies set-forth by your school district, we do hope they will go through the full experience of planning, preparing, teaching, and reflecting upon lessons independently.

As teacher candidates assume more of the planning and instructional duties in your classroom, this is an opportunity for you to support them through coach-like mentorship. Remember, you and your teacher candidate may have different delivery styles, and they may not handle situations or deliver instruction the way you would. When you begin to hand over more control to the teacher candidate, it can be helpful to assume a more coach-like role as opposed to a directive, supervisory stance. Cheliotis and Reilly lay out in *Coaching Conversations: Transforming Your School One Conversation at a Time* (2018) “Rather than being judgmental, a coach-like leader/teacher helps others plan, reflect, problem solve, and make their own decisions. The conversation time is spent on mediating resources, clarifying intentions, and identifying multiple options to assist [teacher candidates] in self-directed learning” (p. 17).

Additionally, it may be helpful to assume different roles on a continuum of support, depending on the situation. *The Ultimate Student Teaching Guide* (2011) introduces three different roles, that of *model*, *mentor*, or *guide* (Daniels, Patterson, & Dunston, pp.29-30).

- When acting as a *model*, you may demonstrate a lesson in the morning, and the teaching candidate will mimic the instructional moves you modeled later in the afternoon.
- As a *mentor*, your teaching candidate may attempt a lesson and you would provide feedback and answer questions either during or after instruction.
- And finally, in acting as a *guide*, the teaching candidate would share ideas, you would provide expert advice, and then the teaching candidate would make an instructional choice or planning decision.

Offering Feedback through Discussion

Ongoing feedback and discussion with the teacher candidate is an essential step in preparing them to be reflective, educators. However, for feedback to land effectively, an established level of trust and openness is very helpful.

Early in the placement, discuss and clarify with the teacher candidate your processes for observation and providing feedback and seek input from the teacher candidate for how they would like to receive feedback.

Remember, you do not have to be sitting in the back of the classroom in order to observe, discuss or offer feedback. For example, you could take some time to explain why you made a specific instructional choice after a lesson and ask the student teacher to share what they observed. You could also conference with the teacher candidate before and after they assume the lead teaching duties and ask them clarifying or open-ended questions to help them think through their choices.

The following are some discussion questions that may be helpful when conferencing with your teacher candidate:

- *What did you notice while I was explaining that assignment?*
- *How do you think the students responded to the instructions you gave? How could you tell?*
- *What skill are you hoping students will learn from this lesson? How will you know they learned this skill?*
- *What do you think is your next instructional move?*
- *What worked during that lesson?*
- *What would you change if you taught that lesson again?*
- *What successes did you see during that lesson?*

One of the best ways to open your teacher candidate up feedback is to provide it early and often. Find time to regularly talk about instruction during your workday; don't just wait until problems arise! Providing a mix of formal and informal feedback fosters that mentoring relationship and gives the teacher candidate many opportunities to be reflective. You could also support opportunities for the teacher candidate to gather feedback from other professionals by encouraging them to invite your building principal(s) to observe and/or conference (when possible).

Evaluation

Formal evaluation is an essential piece of the student teaching experience, and the teacher candidate must have your evaluation in order to complete their degree and license requirements. Thus, we encourage you to review the evaluation protocol with the teacher candidate early in the placement (Appendix D; p. 43).

You may also utilize the Cooperating Teacher Evaluation (p.45) as a reflection tool several times (especially at the mid-term) during the placement, not just at the end. This form enables an objective and positive evaluation rather than one that may be subjective and non-specific. You may work with the teacher candidate to determine areas of strength and growth, and areas requiring further attention.

It is also part of your responsibility as a cooperating teacher to work with the university supervisor to assist the teacher candidate. Participate (when possible) in Triad conferences when the supervisor visits the classroom. Document and report to the university supervisor limited progress or concerns about the teacher candidate as soon as they are noted.

The supervisor is responsible for informing the Office of Field Experiences of problems, but you may also feel the need to contact the supervisor if a problem is developing. The Office of Field Experiences Manager is always available as a resource for you if you need help navigating an uncomfortable situation with a supervisor or a teacher candidate.

Complete the Cooperating Teacher Evaluation no later than one week following the completion of the student teaching placement. Review with the teacher candidate, acquire signatures required, and return to the Office of Field Experiences via email. Please format your evaluations .

Professionalism

The Office of Field Experience recognizes the professionalism of all our educational partners and will always respect you as the professional you are. With that in mind, we do offer the following reminders and suggestions for maintaining a professional and appropriate relationship with your teacher candidate:

- Exhibit a positive attitude toward the education of teachers and respect for the integrity of the teacher education program.
- Guide your teacher candidate in the values and dispositions of the profession (Appendix J; p.67).
- Model best practices.
- Continuously coach the teacher candidate to grow and develop.
- Demonstrate your philosophy of teaching.
- Demonstrate respectful confidentiality in all aspects of your job.
- Provide opportunities for the teacher candidate to observe classroom teaching other than your own.
 - Select role models who will demonstrate skills the student needs to develop.
- Involve the teacher candidate in faculty meetings, parent-teacher conferences, IEPs, and other pertinent school functions.
 - Reminder: Teacher candidates are required to participate in all duties of a full-time teacher; however, they cannot be compelled to do any additional duties (such as coaching, advising extra-curriculars, or committee meetings) that you assume on top of your regular contract.
- Share your professional involvement in organizations, projects, etc. with your teacher candidate. Connect them to the profession beyond the classroom walls!
- Encourage your teacher candidate to attend teacher conferences and other workshops.
- Complete a letter of recommendation for the teacher candidate, upon their request.
 - This is considered one of the most important pieces of information in an application file.
 - For helpful information about the preparation of letters of reference refer to the UWSP Academic & Career Advising Center webpage at: <https://www.uwsp.edu/ACAC/Pages/default.aspx>.
- In the absence of the cooperating teacher, teacher candidates may continue with regularly assigned duties, but only when a licensed teacher is employed in place of the cooperating teacher. ***Under no circumstances may a student teacher serve as a substitute teacher.***
 - Asking your teacher candidate to sub may result in the termination of their placement and/or reassignment.
 - Please contact the Office of Field Experiences Manager with any questions or concerns about this policy.

To the University Supervisor:

This handbook is for your reference in meeting the requirements for student teaching that are set by the UWSP Office of Field Experiences, in compliance with the regulations of the Wisconsin State Department of Public Instruction. The purpose of these requirements and regulations is to assure the competence of each teacher licensed to teach in the state of Wisconsin.

Your supervision and guidance of the teacher candidate in their placement allows them to gain further insight into the complex act of teaching. Additionally, you serve as an important resource to cooperating teachers and administrators in schools. Quality schools depend upon highly qualified teachers and student teaching is a crucial part of quality assurance. Through three-way interaction between you, the teacher candidate, and the cooperating teacher, this process is both a capstone of pre-service courses and a foundation for in-service professional growth. Your assessment and evaluation of the teacher candidate's performance is the deciding factor in their successful completion of our program and their certification for licensure.

This handbook provides guidelines for collaboration between the university and the education community. The Office of Field Experiences extends our gratitude for your contribution to this process and will express it with our support in every possible way.

Please contact us at any time with your questions, concerns, or comments. Thank you again for your time and commitment to this job and our profession.

Sincerely,



Kelly Seefeldt
Office of Field Experiences Manager

Qualifications

To serve as a university supervisor faculty must have at least 3 years of teaching, pupil services, or administrative experience or the equivalent as determined by the department in prekindergarten through grade 12 settings. (WI Administrative Code [PI34.11 (2)(c)]). Adjunct supervisors must have at minimum a master's degree in addition to the experience listed above.

In addition, for adjunct faculty, the following qualifications are considered:

- Experience with supervision/mentoring and evaluation of teachers in classroom environments.
- Demonstrate a strong desire to serve as a university supervisor.
- Demonstrate professional and ethical behavior and attitudes.
- Demonstrate a high level of professional teaching skills.
- Recommended by school and university personnel.

Responsibilities of University Supervisor

The university supervisor will:

1. provide the teacher candidate and cooperating teacher with information about DPI and University requirements

2. ensure that at least four formal supervisory visits take place within each student teaching semester, each of at least one hour in length (not including conferencing time), structured so that the teacher candidate and cooperating teacher have access to the observer for conferences within reasonable times prior to or after each visit
3. be available for evaluative conferences or other hearings with the teacher candidate, cooperating teacher, cooperating administrator, or their delegates
4. keep accurate records of the assignment and supervision evaluation of the teacher candidate
5. review the teacher candidate reflective journal submissions on a weekly basis and provide timely feedback
6. ensure that university supervisor formative assessments (Appendix D; p.43) are filed with the Office of Field Experiences within one week of completion of the student teaching observation.
 - o Email PDFs/Word docs to field.experiences@uwsp.edu.
7. participate in the final assessment and submit the evaluation report in a timely fashion.
8. submit TERs monthly to the OFE. Payment Services will not reimburse trips after 90 days.
9. Maintain and monitor communication through your UWSP email account.
 - o Once the semester begins, all communications from the OFE will arrive through your @uwsp.edu email account, as well as communication regarding financial information. To avoid missing anything important (to the OFE or to you), we ask that you login regularly.

For University Supervisors to Remember

The following suggestions are provided to help assure a successful experience:

Orientation

- Contact the cooperating teacher early in the placement – explain your role and expectations of the student teaching experience.
- Establish clear guidelines for the teacher candidate regarding weekly schedule, reflection journal submissions, (Appendix I; p. 65) written lesson plans, etc.
- Review the Statement of Expectations (Appendix C; p.33) established by the cooperating teacher and shared with the teacher candidate. Assure that both parties have clarified expectations – especially concerning lesson plans and evaluative feedback.
- Discuss observations and evaluations – with both the teacher candidate and cooperating teacher.
- Establish a tentative timeline for visits – with both the teacher candidate and cooperating teacher.
- Discuss your process and timeline for your final assessment.
- Ease the teacher candidate’s anxiety and apprehension about the experience.
- Be supportive of the cooperating teacher’s efforts and be readily available to them.

Observation & Feedback

- Assure that the minimum number of visits is conducted – of at least one hour in length, not including conferencing time.
- Arrange convenient times for observations and allow for time to conference with the teacher candidate and cooperating teacher. This may mean scheduling observations around prep periods as well as before and after school hours.
- Provide feedback to the teacher candidate from your observations and review of weekly reflection journals.
- Inform the teacher candidate as soon as possible if there are concerns about a successful completion.
- Notify the Office of Field Experiences Manager as soon as possible if you notice potential problems – with either a teacher candidate or cooperating teacher.

Evaluation

- Review the evaluation protocols (Appendix D; p. 43) with the teacher candidate and cooperating teacher early in the placement.
- Determine together with the teacher candidate areas of strength and growth, and areas requiring further attention.
- Work with the cooperating teacher to assist the teacher candidate.
- Complete the University Supervisor Formative Assessment (p.48) for each observation. Review with the teacher candidate and cooperating teacher. Provide the OFE a copy for inclusion in the student's teaching file.
- Discuss the final evaluation of the teacher candidate with the cooperating teacher.
- Submit a final grade of pass/fail/incomplete for the student teaching experience(s) to the Office of Field Experiences Manager at the end of the placement.

Professionalism

As newly-minted professionals, teacher candidates will be looking for role models in fostering their careers in education. They will look to you as experts in the field, and your experience will be a valuable resource. We appreciate all our university supervisors for demonstrating mastery of the values and dispositions of the profession (Appendix J). In addition, we offer the following reminders regarding professionalism:

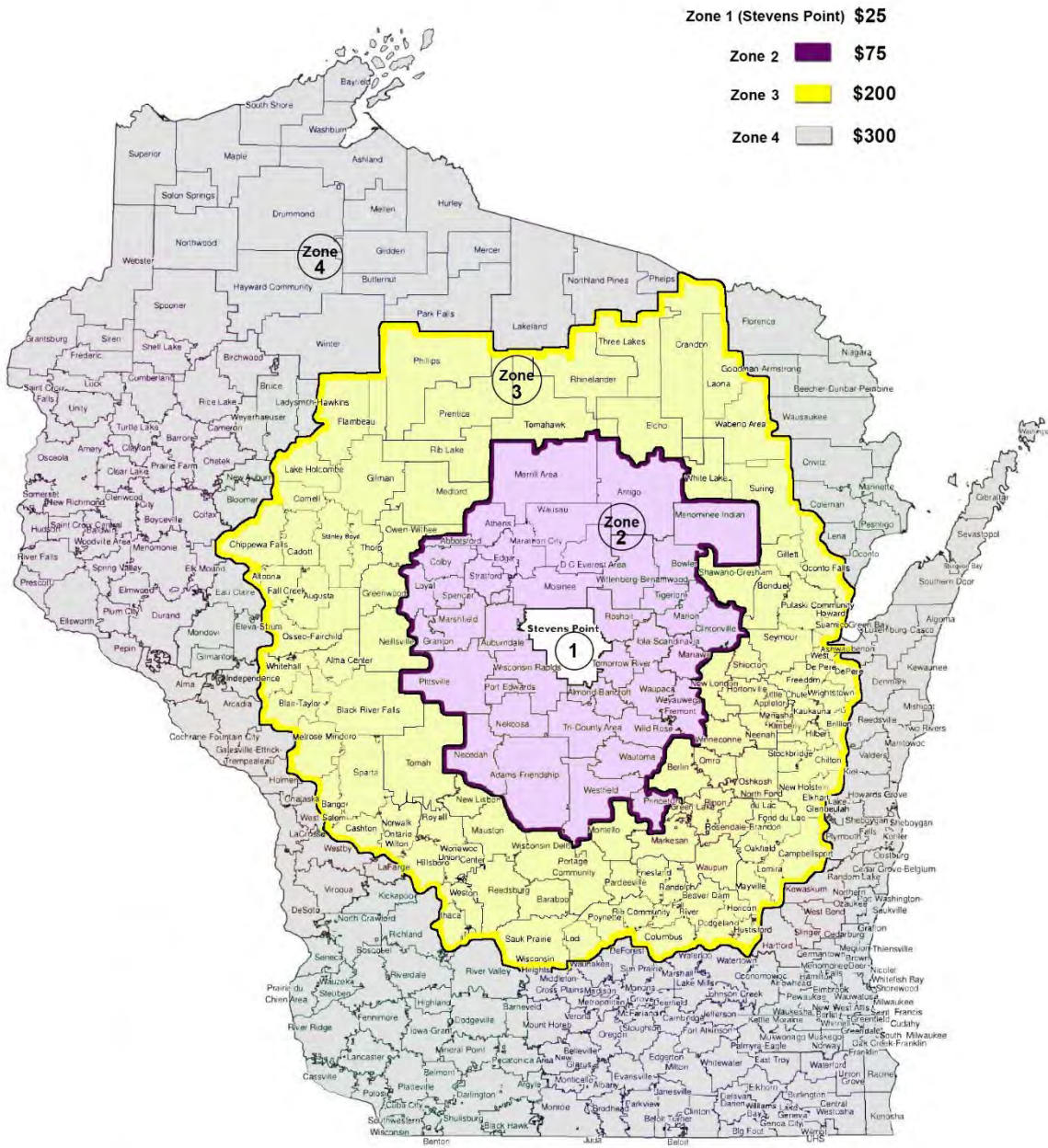
- Exhibit a positive attitude toward the education of teachers and respect for the integrity of the teacher education program.
- Guide your teacher candidate in the values and dispositions of the profession (Appendix J; p.67).
- Be a positive, guiding force by sharing useful ideas in helping the teacher candidate to grow.
- Arrive on time for scheduled observations.
- Be respectful of the cooperating teacher's classroom.
- Demonstrate respectful confidentiality in all aspects of your job. For example, do not discuss a teacher candidate's performance with other teacher candidates, or cooperating teachers who are not working with that teacher candidate.

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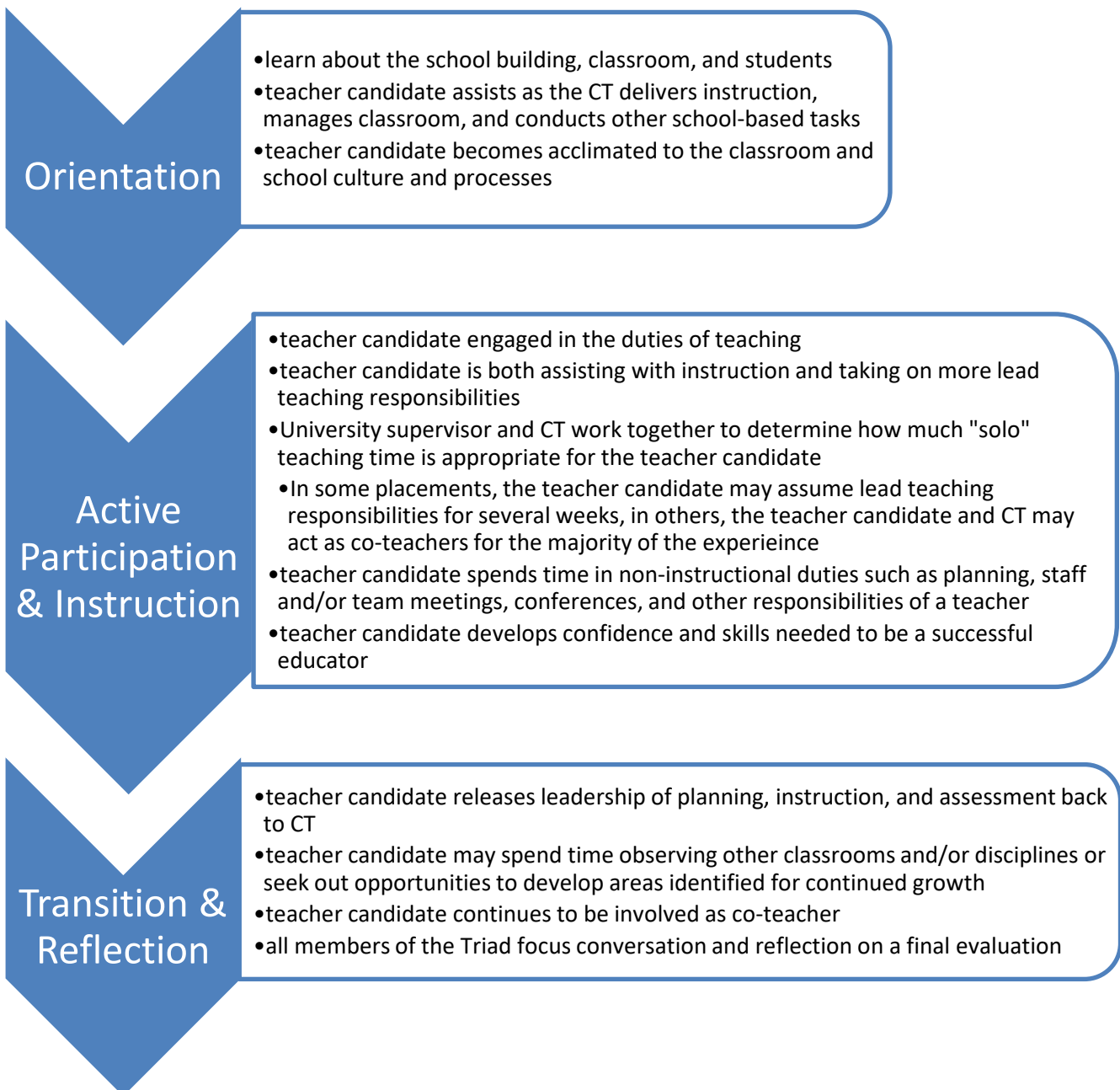
Note: Most required forms are available online at <http://www.uwsp.edu/education/Pages/fieldExp/>
These fillable documents are for your convenience and ease of use.

Wisconsin School Districts SoE Fee Zones



Phases of the Student Teaching Experience

A teacher candidate must be actively involved in the classroom from the beginning through the end of the term. The depth of that involvement follows a progression from orientation to increasing levels of engagement followed by a period for closure. These phases will best be determined by the cooperating teacher. There is not a hard and fast rule about how much time should be spent in each phase.



The Student Teaching Experience – Suggested Timeline

| Triad → | Teacher Candidate (TC) | Cooperating Teacher (CT) | University Supervisor (US) |
|---|--|---|--|
| Before Placement Begins | <ul style="list-style-type: none"> ✓ Familiarize yourself with information in Student Teaching Handbook ✓ Contact CT and arrange to meet ✓ Meet with CT to discuss upcoming placement ✓ Introduce yourself to school principal ✓ Secure information needed to complete the 'TC Placement Information' form; provide to US in a timely fashion ✓ Familiarize yourself with the classroom, building and district ✓ Complete required school/district paperwork ✓ Begin to review curriculum/textbooks/ materials | <ul style="list-style-type: none"> ✓ Familiarize yourself with information in Student Teaching Handbook ✓ Meet with TC to discuss upcoming placement ✓ Investigate the Co-Teaching model ✓ Orient TC to the school/classroom ✓ Reach out to the OFE Manager with questions or concerns | <ul style="list-style-type: none"> ✓ Familiarize yourself with information in Student Teaching Handbook ✓ Make sure your UWSP email is active ✓ Investigate the Co-Teaching model ✓ Meet with TC at first seminar held just prior to start of the semester ✓ Provide clear expectations regarding weekly reflection journals and schedule information ✓ Receive and review TC placements from the OFE ✓ Reach out to the OFE Manager with questions or concerns |
| First Week | <ul style="list-style-type: none"> ✓ Discuss Statement of Expectations with CT ✓ Respond with input/questions ✓ 'Actively observe' and participate in all daily activities ✓ Assume minor administrative/support duties Be an active member of the Co-Teaching Team | <ul style="list-style-type: none"> ✓ Develop Statement of Expectations and discuss with TC ✓ Finalize Statement of Expectations and secure signatures of both TC & yourself ✓ Prepare to share with US at first visit ✓ Include TC in assisting with daily activities ✓ Lead the Co-Teaching Team | <ul style="list-style-type: none"> ✓ Email CT to introduce yourself and establish a line of communication ✓ Find a date for first classroom observation ✓ Communicate date/time of first visit to both CT and TC |
| <ul style="list-style-type: none"> ✓ Discuss participation in other school activities such as grade level, department team, or IEP meetings, supervision duties, in-service sessions, and faculty meetings | | | |

| | | | |
|--------------------|--|--|--|
| Second Week | <ul style="list-style-type: none"> ✓ Participate as an active member of the Co-teaching Team | <ul style="list-style-type: none"> ✓ Involve TC in all aspects of planning, instruction, and assessment of student learning <ul style="list-style-type: none"> ✓ Regularly provide both written and verbal feedback | <ul style="list-style-type: none"> ✓ Make introductory visits, as <i>needed</i> ✓ Review Statement of Expectations and make comments/suggestions, as needed, OR continue email contact to assure TC and CT are clear about expectations <ul style="list-style-type: none"> ✓ Provide feedback to weekly reflection journals through end of placement |
| Third-Fourth Week | <ul style="list-style-type: none"> ✓ Continue to be involved in all aspects of the school day ✓ Assume leadership for some aspects of co-teaching as established by Statement of Expectations | <ul style="list-style-type: none"> ✓ Contact the OFE if <i>any</i> concerns about the progress of the placement arise | <ul style="list-style-type: none"> ✓ Make first classroom observation (no later than third week) ✓ Complete the Supervisor's Formative Assessment ✓ Contact OFE Manager if <i>any</i> concerns about the progress of the placement arise |
| Fifth-Seventh Week | <ul style="list-style-type: none"> ✓ Expand leadership role in planning, instruction, and assessment ✓ Assume the primary role for planning, preparation, instruction and assessment | <ul style="list-style-type: none"> ✓ Complete a midterm evaluation with the TC using CT Final Evaluation so as to show progress through the end of placement ✓ Allow TC to take on lead role in Co-Teaching Team | <ul style="list-style-type: none"> ✓ Confer regularly with CT & TC regarding progress ✓ Make classroom observation during the time the TC is in the primary instructor role ✓ Complete the Supervisor's Formative Evaluation |
| Eighth Week | <ul style="list-style-type: none"> ✓ Remain active in all aspects of classroom activities while turning the leadership role back over to CT | <ul style="list-style-type: none"> ✓ Discuss with TC their interest in visiting other classrooms in the school/district to further develop identified needs/interests ✓ Assist in arrangements for other classroom visits | <ul style="list-style-type: none"> ✓ Discuss CT Evaluation ✓ Contact OFE Manager <i>immediately</i> if TC will not successfully complete the placement |
| Ninth Week | <ul style="list-style-type: none"> ✓ Use Part of your time this week to observe other classrooms to | <ul style="list-style-type: none"> ✓ Complete CT Evaluation and discuss with TC and | <ul style="list-style-type: none"> ✓ Remind both the TC and CT that all evaluations must be to |

| | | | |
|--|--|--|---|
| | <p>further expand upon areas of identified challenge and interest</p> <ul style="list-style-type: none"> ✓ Discuss and provide input to CT Evaluation | <p>the supervisor</p> <ul style="list-style-type: none"> ✓ Identify areas for continued growth ✓ Sign and date the CT Evaluation | <p>the OFE within one week of the end of the placement (CT Evaluations must be signed by both the CT and TC; Supervisor Assessments do not require signatures.)</p> |
| Follow-up | <ul style="list-style-type: none"> ✓ Assure that all paperwork is submitted to the OFE within one week of the end of the placement | <ul style="list-style-type: none"> ✓ Send the TC Evaluation to the Office of Field Experiences <i>with signatures</i> via Word or PDF documents | <ul style="list-style-type: none"> ✓ Assure that all paperwork is submitted to the OFE within one week of the end of the placement |
| <p>PLEASE NOTE: This timeline is based on a 9-week placement. An appropriate expansion of this sequence should be made for the semester.</p> | | | |

Appendix C

Statement of Expectations

The purpose of a Statement of Expectations is to open a process of communication about requirements, schedules, supervision, and evaluation. It is a tentative process rather than a guaranteed product.

There is no single correct form for the written statement. Samples follow for your consideration.

Statement of Expectations

The Teacher Candidate Will Be Expected To:

- Arrive 15 minutes prior to the start of the school day (School day: 7:30–3:30)
- Dress professionally
- Establish and Reinforce Classroom Rules:
- Be Safe
- Be Respectful
- Be Responsible
- Follow Established Grading Practices: Follow John Muir's grade scale and cooperating teacher's expectations for late/missing assignments
- Communicate Effectively With:
- Students
- Parents
- Colleagues
- The Teacher Candidate-Cooperating Teacher-University Supervisor Triad
- Demonstrate Organizational and Time Management Skills:
- Lesson Plans
- Equipment/Material Reservations
- Photo Copying
- Follow all [School/District] rules and policies (see school handbook)
- Collaborate in his/her Evaluation Process
- Self-Reflect Upon Observations and Teaching Experiences
- Follow Protocol to Address Potential Conflicts/Concerns During Field Experience

Timeline:

Weeks 1 and 2:

- Continue introductions to team, support staff, administration as needed
- "Refresher" Tour of building
- Review district and school handbooks
- Read and discuss the Statement of Expectations; Revise
- Observe day's lessons and interact with students
- Get acquainted with students (Ice Breakers)
- At week's end, lead one warm-up activity (grammar, read-aloud, etc.)
- Video tape warm-up and self-reflect in composition notebook after viewing
- Complete the "Self-Reflection Tool of the 10 Wisconsin Teaching Standards"
- At week's end, review revised Statement of Expectations that reflects teacher candidate's input; discuss and agree on the terms
- At weeks' end, cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections

Week 3:

- Meet and plan co-teaching for Week 4
- Continue observing day's lessons and interacting with students

- Lead one warm-up activity (grammar, read-aloud, est.) and self-reflect in composition notebook
- At week's end, facilitate a small group reading/writing workshop and self-reflect in composition notebook
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments:
 - Anecdotal notes
 - Collaborative Log

Week 4:

- Meet and plan co-teaching for Week 5
- Lead three warm-up activities (grammar, read-aloud, est.) and self-reflect on each in composition notebook
- Team teaching with cooperating teacher as the lead teacher and teacher candidate as facilitator; teacher candidate will be encouraged to participate and elaborate throughout the lessons
- Continue to facilitate small groups in reading/writing workshops and self-reflect in composition notebook
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments:
 - Anecdotal notes
 - Collaborative Log

Week 5:

- Meet and plan co-teaching for Week 6
- Lead four warm-up activities (grammar, read-aloud, est.) and self-reflect on each in composition notebook
- Continue co-teaching with cooperating teacher as the lead teacher and teacher candidate as facilitator; teacher candidate will be encouraged to participate and elaborate throughout the lessons
- Video tape one lesson and self-reflect in composition notebook after viewing
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments:
 - Anecdotal notes
 - Collaborative Log

Week 6:

- Meet and plan co-teaching for Week 7
- Lead five warm-up activities (grammar, read-aloud, est.) and self-reflect on each in composition notebook
- Continue co-teaching with teacher candidate as the lead teacher and cooperating teacher as facilitator; cooperating teacher will be encouraged to participate and elaborate throughout the lessons
- Video tape one lesson and self-reflect in composition notebook after viewing
- Cooperating and teacher candidate meet to outline themes and objectives for Weeks 8 and 9
- Teacher candidate will plan lessons for Weeks 8 and 9
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments:
 - Anecdotal notes
 - Collaborative Log

Week 7:

- At beginning of week (Monday or Tuesday), teacher candidate will submit lessons for Week 8; cooperating teacher and teacher candidate will discuss revisions and suggestions the next day
- Lead five warm-up activities (grammar, read-aloud, est.) and self-reflect each in composition notebook
- Continue co-teaching with teacher candidate as the lead teacher and cooperating teacher as facilitator; cooperating teacher will be encouraged to participate and elaborate throughout the lessons
- Video tape one lesson and self-reflect in composition notebook after viewing
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments:
 - Anecdotal notes

- Collaborative Log

Week 8:

- At beginning of week (Monday or Tuesday), teacher candidate will submit lessons for Week 9; cooperating teacher and teacher candidate will discuss revisions and suggestions the next day
- Teacher candidate will assume the responsibilities for each period of the day; the cooperating
- teacher will assume the role of supervisor and critique the day's lessons
- Video tape one lesson and self-reflect in composition notebook after viewing
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's
- observations and reflections; Cooperating teacher will share evaluation comments via:
 - Anecdotal notes from each lesson
 - Collaborative Log
 - University's evaluation tool
 - Pertinent Wisconsin Teaching Standard(s)

Week 9:

- Teacher candidate will continue with the responsibilities for each period of the day; the
- cooperating teacher will assume the role of supervisor and critique the day's lessons
- Video tape one lesson and self-reflect in composition notebook after viewing
- Cooperating teacher and teacher candidate will contact colleagues in the literacy department for the teacher candidate to observe (grades 6, 7, and 8)
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's
- observations and reflections; Cooperating teacher will share evaluation comments via:
 - Anecdotal notes from each lesson
 - Collaborative Log
 - University's evaluation tool
 - Pertinent Wisconsin Teaching Standard(s)

Week 10:

- Teacher candidate will assume the role of facilitator in the classroom while the cooperating teacher assumes the responsibilities for each period of the day
 - Throughout the week, observe at least one colleague from each grade level and record reflections in his/her composition notebook
 - Shadow one student for one whole day and record reflections in his/her composition notebook
 - Complete the "Self-Reflection Tool of the 10 Wisconsin Teaching Standards"
 - Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's
 - observations and reflections
 - Cooperating and teacher candidate conferences will be flexible and include the University
 - Supervisor's four evaluation visits
-

Evaluation Protocols

Collaborative, ongoing evaluation is essential to the growth of teacher candidate knowledge, skills, and dispositions about teaching. All members of the Triad bear responsibility to this continued growth.

The teacher candidate must continually reflect, guided by tools that will focus them on the many aspects of teacher performance. The cooperating teacher is responsible to provide ongoing, formal and informal, assessment of the teacher candidate's performance. The university supervisor monitors teacher candidate weekly reflections, searching for evidence of growth; they also provide an important assessment role during observational visits to the classroom.

Of note:

- A Cooperating Teacher Evaluation of Teacher Candidate must be submitted for each certification placement. If multiple certifications result from a single placement, performance in all areas must be addressed (i.e. health/physical education; special education). Cooperating teachers may collaborate on a combined document, recognizing that all certification areas must be addressed, and signatures attained from each responsible cooperating teacher.
- University Supervisor Formative Assessments, when conducted for teacher candidates seeking multiple certifications resulting from a single placement, must similarly address all areas.

Signed and completed evaluations should be submitted to the Office of Field Experiences electronically as PDF or MS Word documents (PDF preferred).

Email to:

Field.experiences@uwsp.edu

If you need assistance formatting documents or answering questions about evaluations, please contact OFE Manager at kseefeld@uwsp.edu or 715-346-2440.

University of Wisconsin- Stevens Point School of Education
Instructions for completing the
Cooperating Teacher Evaluation of Teacher Candidate

1. The Cooperating Teacher Evaluation of Teacher Candidate is a requirement for licensure and completion of the teacher candidate's programming at UWSP. Please fill it out electronically. If you need technical support completing or submitting a completed and signed form, please reach out to the OFE Manager
2. Complete all the requested information at the beginning of the form.
3. Be specific as to the subjects taught and grade levels in which the teacher candidate gained experience.
4. Provide a brief description of the school and classroom(s) in which the student teaching placement took place. [The response box will expand to accommodate any length.]
 - a. Important information to include is:
 - i. School/classroom demographics
 - ii. Resource personnel working with the students
 - iii. Special education/second language learners in the classroom
 - iv. Curriculum/program information; school goals
 - v. Length of class periods(secondary)
 - vi. Teaming/team teaching that occurs
5. For each InTASC Teaching Standard, assess the level of performance demonstrated by the teacher candidate. Evidence of their practice must be included to support the assigned ratings. The 'Evidence/Comments' box expands to accommodate written statements.
 - a. It is important to remember that you are assessing the teacher candidate's readiness to become a new member of the profession. A 'Ready' rating indicates the student is able to apply their learning, reflect upon practice, and demonstrate growth. A successful teacher candidate is one that is prepared to be inducted into the profession where they will continue to learn and grow.
 - b. Ratings of Not Ready Yet *must* be accompanied by specific evidentiary statements. Include specific recommendations for needed growth experiences.
 - c. **Comments/evidence for each standard are required.** Consider the teacher candidate's overall performance and comment on strengths and challenges this novice professional demonstrates. [The response box will expand to accommodate your complete comments.]
6. A candidate will be successful when the Overall Rating for each standard is rated Ready.
7. Required signatures:
 - a. The designated cooperating teacher must sign and date the evaluation.
 - b. If two designated cooperating teachers (i.e. in a combined physical education & health placement) collaborated to produce the evaluation, both teachers must sign the form. An alternative would be to have each designated cooperating teacher complete a separate evaluation form. After discussion with the student, a signature is required indicating the document has been received and reviewed.
8. The university supervisor is accountable for all required evaluations/assessments being in the candidate's file within one week of the end of the placement.



Cooperating Teacher Summary Evaluation Report

INSTRUCTIONS: Specify at least two separate examples of evidence for each standard. Successful candidates must be rated **READY** for licensure under all 10 standards as per [PI34.15.5 \(5\) B \(3\)](#).

Ready- *the teacher candidate is able to:*

- apply their learning
- reflect upon practice
- demonstrate growth
- is prepared to be inducted into the profession where they will continue to learn and grow

Not Ready Yet- *must* be accompanied by specific evidentiary statements related to the four expectations stated above. Include specific recommendations for needed growth experiences.

This fillable DOCX file is also available at

<http://www.uwsp.edu/education/Pages/fieldExp/CooperatingTeachers.aspx>

| | | |
|---|---------------------------|---|
| Student Teacher Candidate Name: | | Select One: <input type="checkbox"/> Student Teacher <input type="checkbox"/> Intern |
| Cooperating Teacher Name: | | Date: |
| Subject(s): | School/City: | |
| Grade Level(s): | Start Date: | |
| | End Date: | |
| Description of Context: | | |
| The Learner & Learning | | |
| #1: Learner Development | | |
| The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | | |
| Rating for Standard 1: | Not Ready Yet ____ | Ready ____ |
| Evidence: | | |
| #2: Learning Differences | | |
| The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | | |
| Rating for Standard 2: | Not Ready Yet ____ | Ready ____ |
| Evidence: | | |

| | | |
|---|---------------------------|-------------------|
| #3: Learning Environments | | |
| The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. | | |
| Rating for Standard 3: | Not Ready Yet ____ | Ready ____ |
| Evidence: | | |
| Content Knowledge | | |
| #4: Content Knowledge | | |
| The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | | |
| Rating for Standard 4: | Not Ready Yet ____ | Ready ____ |
| Evidence: | | |
| #5: Application of Content | | |
| The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | | |
| Rating for Standard 5: | Not Ready Yet ____ | Ready ____ |
| Evidence: | | |
| Instructional Practice | | |
| #6: Assessment | | |
| The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate's and learner's decision making. | | |
| Rating for Standard 6: | Not Ready Yet ____ | Ready ____ |
| Evidence: | | |
| #7: Planning for Instruction | | |
| The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | | |

| | | |
|-------------------------------|---------------------------|-------------------|
| Rating for Standard 7: | Not Ready Yet ____ | Ready ____ |
|-------------------------------|---------------------------|-------------------|

Evidence:

#8: Instructional Strategies
 The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

| | | |
|-------------------------------|---------------------------|-------------------|
| Rating for Standard 8: | Not Ready Yet ____ | Ready ____ |
|-------------------------------|---------------------------|-------------------|

Evidence:

Professional Responsibility

#9: Professional Learning and Ethical Practice
 The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

| | | |
|-------------------------------|---------------------------|-------------------|
| Rating for Standard 9: | Not Ready Yet ____ | Ready ____ |
|-------------------------------|---------------------------|-------------------|

Evidence:

#10: Leadership and Collaboration
 The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

| | | |
|-------------------------------|---------------------------|-------------------|
| Rating for Standard 9: | Not Ready Yet ____ | Ready ____ |
|-------------------------------|---------------------------|-------------------|

Evidence:

Summary Comments:

| | |
|---|-------|
| Original Signatures Required (typed signatures are not accepted) | |
| Cooperating Teacher Signature | Date: |
| Cooperating Teacher Signature (if two) | Date: |

| | |
|---|-------|
| My signature below signifies that I have read this evaluation. | |
| Original Signatures Required (typed signatures are not accepted) | |
| Student Teacher Candidate Signature | Date: |

A fillable form can be found at <https://www.uwsp.edu/education/Pages/fieldExp/Supervisors.aspx>

| University Supervisor Formative Assessment | | | | |
|--|--|--------------|--|------------|
| Teacher Candidate | | Coop Teacher | | Supervisor |
| Subject/Grade | | School/City | | |
| Date | | Start Time | | End Time |
| InTASC Standard | Observations | | | |
| The Learner and Learning | | | | |
| 1. Learner Development | The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | | | |
| 2. Learning Differences | The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | | | |
| 3. Learning Environment | The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. | | | |
| Content | | | | |
| 4. Content Knowledge | The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. | | | |
| 5. Application of Content | The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | | | |

| Instructional Practice | | |
|---|--|--|
| 6. Assessment | The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. | |
| 7. Planning for Instruction | The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | |
| 8. Instructional Strategies | The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | |
| Professional Responsibility | | |
| 9. Professional Learning & Ethical Practice | The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of choices and actions on others, and adapts practice to meet the needs of each learner. | |
| 10. Leadership & Collaboration | The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. | |
| Guidance/Feedback for Teacher Candidate: | | |
| | | |

Please underline conference participants:

The [teacher candidate] [cooperating teacher] [university supervisor] discussed the observation in a conference.

Prepared by university supervisor:

Date:



InTASC Model Core Teaching Standards

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PERFORMANCES

- 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE

- 1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- 1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
- 1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- 1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS

- 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- 1(j) The teacher takes responsibility for promoting learners' growth and development.
- 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PERFORMANCES

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

PERFORMANCES

- 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE

- 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- 3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PERFORMANCES

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

ESSENTIAL KNOWLEDGE

- 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

CRITICAL DISPOSITIONS

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

PERFORMANCES

- 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE

- 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS

- 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PERFORMANCES

- 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ESSENTIAL KNOWLEDGE

- 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(o) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

CRITICAL DISPOSITIONS

- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PERFORMANCES

- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

- 7(g) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PERFORMANCES

- 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

- 8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
- 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS

- 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

PERFORMANCES

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

CRITICAL DISPOSITIONS

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PERFORMANCES

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ESSENTIAL KNOWLEDGE

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

CRITICAL DISPOSITIONS

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

A Comparison

InTASC¹ Model Core Teaching Standards

The Learner and Learning

S#1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

S#2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

S#3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

S#4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

S#5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

S#6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

WI Standards² For Teacher Development and Licensure

S#2: Teachers know how children grow.

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

S#3: Teachers understand that children learn differently.

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

S#5: Teachers know how to manage a classroom.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

S#1: Teachers know the subject they are teaching.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

S#8: Teachers know how to test for student progress.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

¹ Council of Chief State School Officers, Washington, DC. 2011. <http://ccssa.org/intasc>

² WI DPI Chapter PI-34, 2004. <http://dpi.wi.gov/tepd/stand10.html>

A Comparison

Instructional Practice (cont.)

S#7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

S#8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

S#9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

S#10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

S#7: Teachers are able to plan different kinds of lessons.

The teacher organizes and plans systematic instruction; base upon knowledge of subject matter, pupils, the community, and curriculum goals.

S#4: Teachers know how to teach.

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

S#9: Teachers are able to evaluate themselves.

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on pupils, parents, professionals in the learning community and others who actively seek out opportunities to grow professionally.

S#10: Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

S#6: Teachers communicate well.

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Co-Teaching

Co-teaching is defined as “two or more educators working collaboratively to deliver instruction to a heterogeneous group of students in a shared instructional space.”

Applying this practice to the student teaching experience has many benefits, well presented in the literature. Some excellent resources are:

[Changing the Face of Student Teaching Through Coteaching*](#)

[A New Student Teaching Model for Pairing Interns](#)

[The Academy for Co-Teaching & Collaboration](#) (at St. Cloud State University)

Strategies of Co-Teaching in Student Teaching

| Strategy | Definition |
|------------------------|---|
| One teach, one observe | One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation on specific behaviors. Both the teacher candidate and the cooperating teacher are able to take on either role. |
| One teach, one assist | One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors or corrects assignments, often lending a voice to students or groups who hesitate to participate. |
| Station teaching | Station teaching occurs when the co-teaching pairs divide the instructional content into parts. Each teacher instructs one of the groups. The groups then rotate or spend a designated amount of time at each station. Independent stations are often used along with the teacher-led stations. |
| Parallel teaching | Parallel teaching occurs when the class is divided, with each teacher instructing half the students. However, both teachers are addressing the same instructional material, using the same instructional strategies and materials. The greatest benefit to this method is the reduction of the student-to-teacher ratio. |

Supplemental teaching Supplemental teaching allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information or materials extended or remediated.

Alternative (differentiated) teaching This teaching strategy provides two approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.

Team teaching Team teaching incorporates an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From the students' perspective, there is no clearly defined leader – both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.

Nancy Bacharach PhD, Teresa Washut Heck & Kathryn Dahlberg (2010) Changing the Face of Student Teaching through Coteaching, *Action in Teacher Education*, 32:1, 3-14, DOI: [10.1080/01626620.2010.10463538](https://doi.org/10.1080/01626620.2010.10463538)

Appendix H

Teacher Candidate Information

| | | | |
|--------------------------------|--|----------------|--|
| Personal Information | | | |
| Name | | | |
| Address while student teaching | | | |
| Telephone (best to call) | | Email | |
| School Information | | | |
| Name of School | | | |
| School Address | | | |
| School Telephone | | Principal | |
| Cooperating Teacher | | Email of CT | |
| Placement Begins | | Placement Ends | |

Modify to provide your daily schedule and location, as appropriate.

| Period | Time | Subject | Grade | Room Number |
|--|------|---------|-------|-------------|
| Before School | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| After School | | | | |
| Best time to contact/meet | | | | |
| Best contact number to use | | | | |
| Dates during the placement that classes will not meet (vacations, testing days, conference days, in-service days, etc) | | | | |
| | | | | |
| Employment outside of student teaching (include work schedule) | | | | |
| | | | | |
| Other Important Information | | | | |

Appendix I

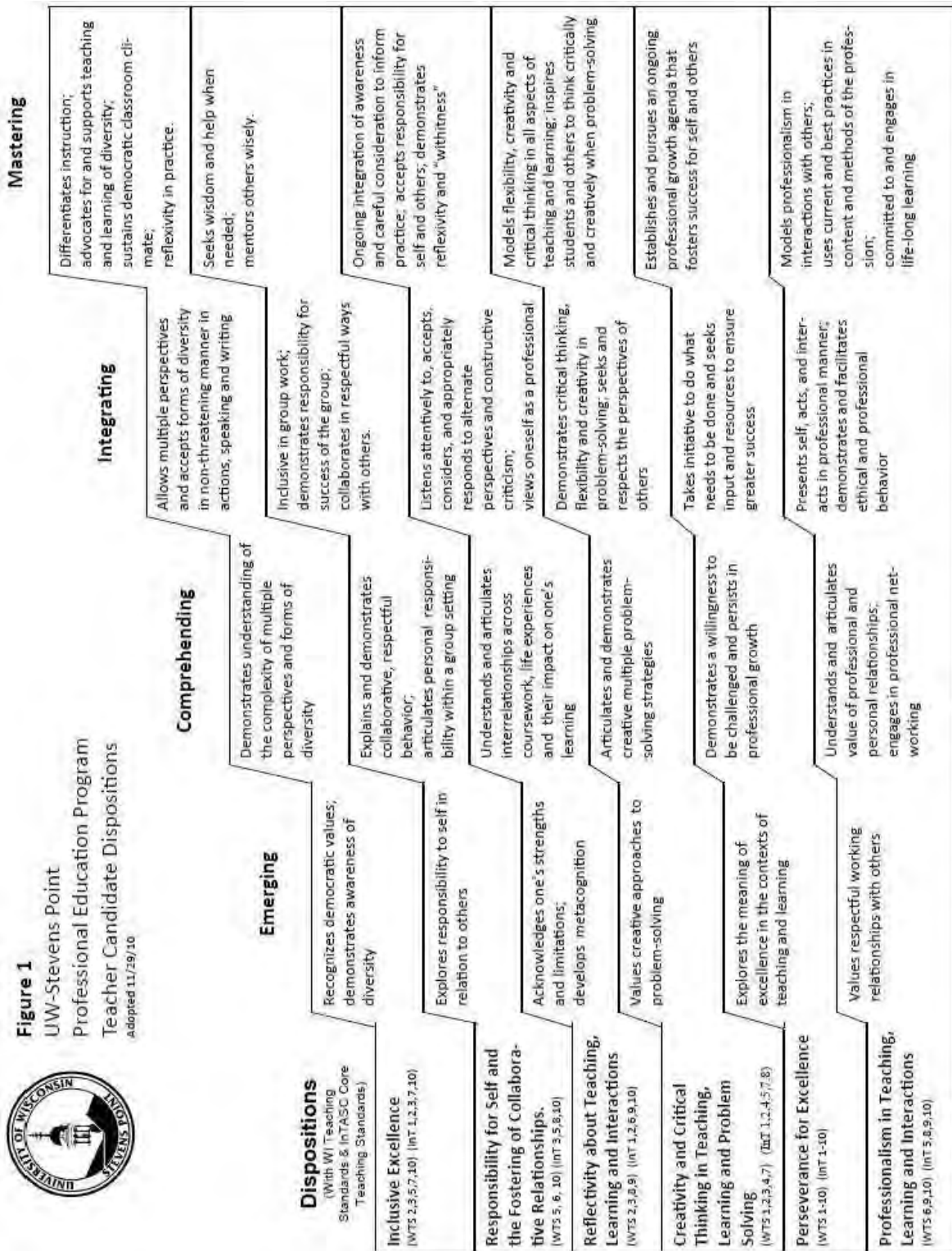
Teacher Candidate Journal Reflection & Weekly Schedule

A sample reflection journal/weekly schedule format is shown below.
In cooperation with the university supervisor, this form may be modified as desired.

Teacher Candidate Journal Reflection

| | |
|-------|------------------|
| Name: | For the week of: |
| | |

UWSP Professional Education Program Teacher Candidate Dispositions



Appendix K

Certification and Licensure

After you have successfully completed an approved program of teacher preparation for initial certification, the UWSP Certification Officer will upload your license information to the Wisconsin Department of Instruction licensing portal. To be eligible for institutional recommendation, students must have a conferred degree fulfilling all academic requirements for certification programs, including a grade of “pass” for all student/intern teaching assignments. All supervisor and cooperating teacher final evaluations must be received by the Office of Field Experiences before certification will be processed.

Important information is available at <http://www.uwsp.edu/education/Pages/TeacherLicense/default.aspx> See Frequently Asked Questions about licensing at: <http://www.uwsp.edu/education/Pages/TeacherLicense/faq.aspx>

If you apply for jobs prior to the end of the student teaching semester, the Office of Field Experiences can provide a “pending letter” that states you are completing a teacher preparation program on the basis of which certification in the State of Wisconsin will be completed.

If you wish to apply for licensure in another state, submit the required documents to the Office of Field Experiences. Information on 50 State Certification Requirements can be found at

<http://education.uky.edu/AcadServ/content/50-States-certification-requirements>

You may request license endorsements for each course and section for which you were approved and registered at the beginning of your student teaching semester and received a successful evaluation. Additional endorsements on your initial license application must be requested in writing to the Director of Field Experiences and must be approved by cooperating teacher(s) licensed in the appropriate fields and levels, as well as approved by your University Supervisor. Your transcript would then be changed accordingly. It is your responsibility to ensure that your transcripts indicate all your teaching majors or minors; having incomplete transcripts will delay the processing of certification.

Any questions about licensing should be directed to the UWSP Certification Officer and/or the Office of Field Experiences.

Academic and Career Advising Center

209 Collins Classroom Center, 1801 4th Ave, Stevens Point, WI 54481 715/346-3226; acac@uwsp.edu
<https://www.uwsp.edu/ACAC/Pages/default.aspx>

Congratulations! You are almost ready to begin your career as a teacher. Before you embark on this new and exciting journey, make sure you are familiar with the Academic and Career Advising Center and the services and information they provide. The following is an outline of services and resources for Education majors.

Career Workshops

The Career Team in ACAC offers workshops on writing resumes, interview best practices, and several other topics of interest to aspiring teachers. See this semester's workshop schedule [here](#).

Online Resources

The Career Team has assembled sample resumes, cover letters, and other materials needed during a job search. Find those resources [here](#). There are also a plethora of virtual resources that can help you prepare for successful interviews, available 24/7 [here](#).

One-on-One Appointments

[Career Development Coordinators](#) are at your service to answer questions (e.g. provide information on supply & demand), and assist with resume, cover letter, job search and other career/employment needs. Book using the Navigate App or by calling the phone number above.

Co-Sponsor of Educational Fairs

The Academic and Career Advising Center co-hosts the Wisconsin Educational Recruitment Fair (WERF) which takes place mid-Spring semester. School districts from across the state and throughout the country attend in order to hire Wisconsin educators.

Wisconsin Department of Public Instruction (DPI): <http://dpi.wi.gov>

Wisconsin Education Career Access Network (WECAN) is an electronic application system many WI school districts use to post positions. Candidates need only complete one application which can then be used to apply for positions in any WECAN-user district. <https://wecan.waspa.org/>

Handshake: Many school districts in and out of Wisconsin post within Handshake as well. View openings, research employer information, and upload your resume ease of application.

<https://uwsp.joinhandshake.com/login>

For teaching positions out-of-state

The Job Search Handbook for Educators contains a list of job search websites for all 50 states along with certification/licensing offices. Be sure to visit individual school district websites as well. Digital and print copies are available for purchase on the *American Association for Employment in Education* website. <https://aaee.org/>

First Destinations Survey Results

Curious about where alumni go after graduation? What their roles are and how much they are making? Those data can be found [here](#).

Applying for Teaching Positions:

- Terminology – *as you apply for teaching positions, schools may ask for any of the following:*
 - Letter of application (sometimes referred to as a cover letter)
 - Resume (no longer than two pages)
 - References (also referred to as Letters of Recommendation or Credentials)
 - Be sure to make copies of your references to send out and keep the originals
 - Transcript (most school districts accept unofficial copies; if an official copy is requested, you should send an official transcript from each college you have attended. A degree progress report does not suffice as a transcript!)
 - Copy of your teaching license (the ‘Pending Letter’ provided by the Office of Field Experience suffices until you receive your teaching license)
- Read and follow instructions: If it says, “hand write,” do not type; if it states, “send three letters,” send *only* three letters. Be sure to spell check everything multiple times. Ask a trusted colleague to review your materials.
- The Career Development Coordinators strongly encourage students not to share personal information during the hiring process, including personal pictures, as employers must remain in compliance with Equal Employment Opportunity and Affirmative Action employment laws.



University of Wisconsin-Stevens Point

College of Professional Studies
School of Education
Office of Field Experiences

Stevens Point WI 54481-3897
715-346-2449; Fax 715-346-2549
E-mail: field.experiences@uwsp.edu
www.uwsp.edu/education/Pages/fieldExp

Affidavit of Cooperating Teacher Training

Note: PI 34.15(6)(c) requires cooperating teachers to 'have completed training in both the supervision of clinical students and in the applicable [WI Educator Standards].' To clarify, your training may have been provided by institutions other than UWSP and need not be a credited course. If you are uncertain as to your status, please contact the Office of Field Experiences for additional clarification.

Your Name: _____

If training was completed under a previous name, please list it here:

School District: _____

School: _____

Teaching Assignment: _____

Email address (work): _____

The year that you completed training as a Cooperating Teacher: _____

School/College/Department/Agency that conducted the training:

Signature

Date

Please return to:
Office of Field Experiences

Field.Experiences@uwsp.edu

Thank you for your cooperation!

UWSP offers a variety of training options. If interested, contact the Office of Field Experiences at the email listed above.