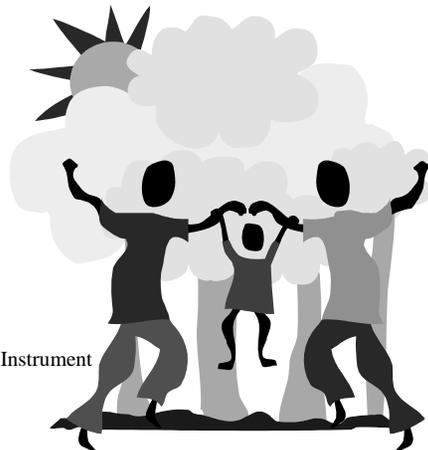


**University of Wisconsin-Whitewater
Department of Curriculum & Instruction**

**Preschool Student Teaching
(CIFLD 415)**

**Developed by the Early Childhood
Program Faculty**



**University of Wisconsin-Whitewater
Department of Curriculum & Instruction**

Preschool Student Teaching (439-415)

Table of Contents	2
Initial Information Page	3
Introduction	4
Course Description	4
Course Objectives	5
Expectations of All Interested Parties	5
Hours of Teaching	7
Scheduling	7
Absence Policy	8
Specific Responsibilities of Student Tchr	8
Children age three or above	8
Children under age three	10
Team Teaching	12
Lesson Planning	12
Evaluation of Student Teacher	13
Reference Letters	14
Commonly Asked Questions	15
Appendices	
A, INTASC and NAEYC/DEC Standards	21
B. Orientation Checklist	25
C, Environmental Plan Assignment	27
D, Lesson Plan Format (over 3)	28
E, Lesson Plan Format (under 3)	29
F, Observation Form	31
G, Evaluation Tool	31
H, Sample Reference Letter	38

Make a difference... Teach

Initial Information:

Complete this information form during the orientation meeting with my university supervisor.

My university's supervisor is: _____

My supervisor's office phone number is: _____

My supervisor's email address is: _____

My supervisor's office hours are: _____

If I am absent from student teaching, this is the process that my supervisor wants me to follow:

Some ways to assist my university supervisor in keeping abreast of my student teaching experiences and my thoughts about the experiences are:

- 1) I submit the weekly reports supplied by the Office of Field Experiences to my supervisor:
- 2) I attend weekly or biweekly meetings with my supervisor; or
- 3) I keep a reflective journal and share it either by mailing a hard copy my supervisor or using email.

My university supervisor and I have agreed upon _____(response number)

My supervisor's first visit to my placement will be:

To Do Before My First Day:

- Read this handbook
- Call the center
 - confirm my days and times
 - ask about dress code
 - ask about parking (if applicable)
 - ask for copy of Center Handbook
 - ask if there is anything else I need
- Make "Me Book" or "Me Poster"
- Ask my supervisor questions that I have
- Schedule an appointment with my Cooperating Teacher to Complete Appendix B

Introduction

Student teaching is an exciting endeavor but it can also be stressful and intimidating for the student teacher. Likewise, having a student teacher can also be intimidating and a great deal of work for a cooperating teacher. However, in most situations the end result is a collaboration that is meaningful, challenging and rewarding for all involved. The expectations and responsibilities of all parties involved (student teacher, cooperating teacher, director, university supervisor, etc.) are to be taken seriously, and although this is a learning experience for the student teacher, it should always be remembered that what is most important is the quality of care for the children.

This handbook is designed to offer information about Directed Teaching: Early Childhood/Pre-Kindergarten (CIFLD 415) to student teachers and cooperating teachers. It is the responsibility of the student teacher and cooperating teacher to read through this handbook before the beginning of the student teaching placement. If student teachers or cooperating teachers would prefer any part of or this entire handbook, please visit the College of Education web site (<http://academics.uww.edu/coe/departments/fieldex/Forms/index.htm>). Note: If you prefer, you may logon to the UW-W home page at <http://www.uww.edu> before you click on Academic Programs, then the following: College of Education, Departments & Offices, Office of Field Experiences, and Student Teaching Handbook-Prek. If there are questions about the material contained in this handbook or information, which is not, included, the student teacher and/or cooperating teacher should contact the university supervisor.

Good luck to the student teachers and thank you to the cooperating teachers for opening up your classrooms and sharing your children with this neophyte teacher. The most important thing to remember is to communicate – often and honestly.

Course Description

Offered on a satisfactory/no credit grade basis only. Professional laboratory experiences under the guidance of carefully selected, qualified, cooperating nursery school teachers in area schools. Repeatable for a maximum of 6 credits in major/degree (*however, currently all preschool student teachers take this as a three-credit course*). Restricted to students with professional education admission and minimum GPA of 2.75.

Students will have completed the following courses before entering Directed Teaching PreK:

- Child Development
- Preschool Child Development
- Observation and Participation
- Programs and Curriculum for Young Children
- The Professional Block
 - Language Arts Methods
 - Mathematics in the Elementary Schools
 - Reading Teaching Strategies
 - Field Study
- Most students will probably have already completed Children's Literature, Nutrition and Health and if placed in an infant/toddler setting, Programs and Curriculum for Infants and Toddlers must be completed before the student teaching placement. Ideally, students will complete the PreK student teaching experience during the last semester of classes and take Administration of Preschool Programs concurrently with PreK student teaching.

Course Objectives

Students will (see Appendix A for explanations of the parenthetical information):

- 1) **apply concepts acquired in course work into a classroom setting**
(IWTS/NTASC 1, 2, 3, and 6; NAEYC/DEC 1.1, 1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 2.1, 2.1.1, 2.1.2, 2.1.9, and 2.1.15).
- 2) **apply knowledge of how young children differ in development and approaches to learning**
(IWTS/NTASC 2 and 3; NAEYC/DEC 1.2.3, 1.2.4, 1.3, 2.1.9, and 2.1.15).
- 3) **improve their ability to pose questions and search for answers through the reflection process which may be completed via email, word processing, or face-to-face meetings**
(WTS/INSTAC 1, 2, 3, 6, and 9; NAEYC/DEC 1.1, 1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 5.2, 5.3, 5.6, 6.1, 6.3, and 6.4).

- 4) **apply knowledge of providing safe and healthy learning environments for children (NAEYC/DEC 2.3 and 2.3.1).**

Expectations of the Cooperating Teacher, Director, University Supervisor and Student Teacher

Expectations of the Cooperating Teacher

The cooperating teacher will:

1. **complete orientation checklist with student teacher by end of the first week of the placement**
2. **include the student teacher as part of the teaching team.**
3. **inform the student teacher about the requirements of the setting such as the need for lesson plans, planning time, and so forth.**
4. **act as a sounding board for the student teacher.**
5. **encourage and support the student teacher in his/her work.**
6. **provide feedback to the student teacher on a daily and weekly basis, including both positive comments and areas to be improved (things to think about).**
7. **acknowledge student teacher's ideas and perspectives.**
8. **act as a resource person to the student teacher.**
9. **enable the student teacher to act as a lead teacher as often as possible but at least for two days each, during two different weeks.**

Expectations of the Director or Principal

The director of the center or principal of the school will:

1. **act as the student teacher's "welcoming agent."**
2. **orient the student teacher to the center or school or assign someone to do so.**

3. provide a link to the facility by being a resource person who can answer questions about the center or school, policies, and philosophy.
4. encourage the student teacher in his/her progress.

Expectations of the University Supervisor

The university supervisor will:

act as a sounding board for the student with respect to ideas and concerns.

serve as a resource person

assist the student teacher to place into perspective the circumstances and events which are observed in the center or school.

mediate discussion between the student teacher and cooperating teacher if conflict arises.

track the progress of the student teacher, providing written and verbal feedback.

Expectations of the Student Teacher

The student teacher will:

1. work with the cooperating teacher in planning activities for the children.
2. interact with children in a positive, nurturing way.
3. promote the philosophy of the center/school.
4. support children's development of self-esteem.
5. encourage children in becoming more independent, while realizing that times of seeking comfort and support will occur.
6. encourage problem-solving skills in children.

7. **work as a team with other staff members to ensure the safety and health of the children. Share responsibilities such as diapering, cleaning duties, or assisting at meals.**
8. **respect differences in children and adults.**
9. **create learning materials and plan activities that are meaningful, interesting, and challenging to children.**
10. **complete weekly assignments as determined together by the student teacher and the cooperating teacher, and those requested by the supervisor.**
11. **act as a professional teacher in interactions with parents and staff.**
12. **prepare creative, comprehensive plans for two lead weeks, reflecting two different themes.**
13. **allow time in one's own life for self-reflection and personal growth.**

Hours of Teaching

- **Student teacher hours spent in classrooms will vary among PreK settings, not to exceed eight contact hours per week for two morning or two afternoon sessions.**
- **Student teachers are to arrive on time and have all materials prepared by the designated start time (if scheduled to begin at 8:00, do not come in at 7:55 with ½ hour of cutting that needs to be completed).**
- **In addition to the contact hours with children, the PreK placement includes before/after session preparation and conferencing time. Student teachers may also be invited to participate in home visits, in-service activities, open houses, field trips that are longer in duration than the student's assigned hours at the center.**

Scheduling

- **PreK student teacher placements follow the University schedule of classes for each semester. Therefore, the assignment begins the first week of classes and ends on the last scheduled class day. Finals week can be used as make-up time for absences.**

- **Student teachers are responsible for informing their university supervisor of any breaks/holidays that the center observes (closed) and determining how to make up those hours.**
- **While enrolled in the Directed Teaching PreK, students are usually also enrolled in additional courses to complete a semester course load of twelve to sixteen credits.**

Absence Policy

It is expected that all absences will be made up, regardless of the reason. Students are responsible for making up the day(s) within or after the student teaching experience. If there are questions concerning this, please speak with the university supervisor.

It is the responsibility of student teachers to report all absences to the cooperating teacher and university supervisor prior to the start of the school day in which the student will be absent.

If a student teacher must be absent for an extended amount of time (one week), it is the responsibility of the student teacher to report the plan of long-term absence to the cooperating teacher and university supervisor at least one week prior to the absence. Examples of this type of absence are planned surgery, study travel, etc. These days must also be made up.

Specific Responsibilities of the Student Teacher

Below is a possible list of responsibilities of what a cooperating teacher might assign a student teacher during a semester. Please understand that this is only a guideline and it is expected that each teacher will develop a specific list that fits the needs of the teacher, student teacher, children and curriculum of the center. In some cases, the cooperating teacher develops a calendar for the semester with specific requirements for each week of the student teaching experience.

The responsibilities listed below include:

- student teachers placed in classrooms with children two years old to six years old
- student teachers placed in classrooms with children under two years of age
- student teachers placed in classrooms as team teaching partners.

Student teachers placed in classrooms with children three years old to six years old

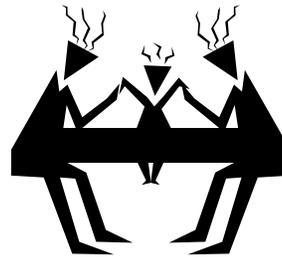
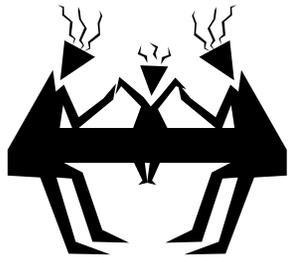
- 1. Read the entire Center Handbook(s) {may also be titled Parent Handbook and/or Staff Handbook}.**
- 2. Read the Childcare Licensing Manual (center will have a copy and this is also covered in Administration of Preschool Programs).**
- 3. Locate and bring at least 5-10 picture books for each theme or topic into the center or school. Explore the books at Anderson Library and the Whitewater Public Library. Seek out the award winning books. Compile a reference list for each set. This will create a resource list of theme-related books for future use.**
- 4. Create an “About Me” book to introduce yourself to the children, the center and the families. Read it at group time during the first week. Afterwards, display it where families can read it.**
- 5. Schedule regular meetings with the cooperating teacher. Discuss daily/weekly and lead week responsibilities and other concerns (see Appendix D for possible lesson plan format).**
- 6. Create at least five file folder games for children ages 4 and older. Adapt the games to the assigned age group.**
- 7. Lead large group time at least eight times during the semester, including the two lead weeks. Include planned transitions to the next event or location.**
- 8. Plan small group activities for at least two weeks, preferably more.**
- 9. Create activities for the following areas of interest in relation to an ongoing theme or topic (if applicable):**

**Science
Sensory table
Block area
Math manipulatives
Library (see #1 above)**

**Woodworking (if available)
Dramatic play
Creative Art
Language arts
Movement**

- 10. Create at least one dramatic play prop box.**

11. Plan two theme-related snacks and involve the children in the preparation. It is important to work closely with the cooperating teacher. Keep both the food and preparation simple. Consider whether or not a child might prepare only his/her own snack, as opposed to many. Work with the center staff to insure that the food can be purchased within the center's budget. Students' are not expected to purchase food for the center (see section, Commonly Asked Questions).
12. Complete the environmental design evaluation exercise (see Appendix C), together with the required report. Submit the floor plan and report to university supervisor during the third or fourth week. (check with university supervisor – each has slightly different expectations for this assignment).
13. Prepare and present at least two flannel-board stories. Feel free to use any previously made materials, as long as the materials are appropriate for the age and theme.
14. At least six times, read a book to the class and follow up with related activities.
15. Create at least two bulletin boards. Try to involve children (interactive bulletin board) or the children's work.
16. Assume the position of lead teacher for at least two days for each of two different weeks. Each week should have a different theme. It is preferred that the two weeks are not one after the other. Because lead weeks require much time for planning and preparing materials, it is helpful to students to place one or two regular weeks in between the two lead weeks)
17. Expand teaching experiences beyond the requirements listed.



Student Teachers Placed in Classrooms with Children Under Three Years of Age

1. Read the entire Center Handbook(s) {may also be titled Parent Handbook and/or Staff Handbook}.
2. Read the Childcare Licensing Manual, specifically the section for Care of Infants and Toddlers (the center will have a copy and this is also covered in Administration of Preschool Programs).
3. Locate and bring developmentally appropriate books into the center, one or two per week. Compile a reference list of the books. This will become a resource list of books for children from birth to two years of age.
4. **Create an “About Me” poster or book. The poster or book should include a few photos and words written in large print. Be sure to laminate the book or poster so very young children can handle it. Share it, one-on-one or in small groups, with interested children during the first week. Afterwards, display it where families may read and examine it. The poster or book can be used to introduce yourself to future classes. If designing a book, design it so that pages can be added or deleted to make it appropriate for children from 2 through 8 years of age.**
5. **Schedule regular meetings with cooperating teacher. Discuss daily/weekly and lead week responsibilities and other concerns.**
6. **Plan and implement individualized activities for all infants. Examine infant activity books. The cooperating teacher and university supervisor will have curriculum books to lend student teachers. If working specifically with infants, devise and carry out developmentally appropriate activities for 4 infants per week, starting at the fourth week. Thus every 2 weeks, student teachers will work with eight infants.**

Plan a variety of activities by planning experiences that promote the development of:

The senses (tactile, visual, olfactory, auditory)

Language

Large and small muscles

Self help skills

Exploratory play

Dramatic play for children 12 months or older

Outdoor play

For each activity, include a planned transition to the next event of the day (see Appendix E for possible lesson plan format).

- 7. For children over one year of age, create at least one simple dramatic play area. Be sure it is meaningful (related to everyday life) and purposeful for those child(ren) for whom it is prepared.**
- 8. Create at least two activity boxes. Present one for a given week, and the second for a different week. The boxes are intended to elicit exploration behaviors from children under three years of age. Relate the box items to a theme for children 20 months and older if possible.**
- 9. For children over one and one-half years of age, plan and carry out one theme-related snack, possibly one they can help prepare. Consider ways to make the connection between theme and snack understandable to children.**
- 10. Complete the environmental design evaluation exercise (see Appendix B) by drawing a floor plan and preparing the required report. Submit the floor plan and report to your university supervisor during the third or fourth week (check with university supervisor – each one may have slightly different expectations for this assignment).**
- 11. Prepare a very simple flannel board story or magnet board story. Laminate the pieces. Be careful to prepare the materials specifically for this age group. For example, illustrate a favorite board book or nursery rhyme.**
- 12. At least 6 times, read a book to a child or several children and follow up with a prepared activity. Interact with children by playing, communicating, reading and reading activities.**
- 13. Bring in 10 or more laminated pictures, which are appealing to very young children. Fasten pictures to the floor for non-walkers and low on the wall for children who are walking.**
- 14. Assume the position of lead teacher for at least two days each for two different weeks Consult with cooperating teacher about your ideas for appropriate activities.**
- 15. Take an active role with all care giving routines such as diapering, learning to use the toilet, dressing and undressing, eating, and preparing for recovery from naps. Remember that for infants and toddlers, caring is the curriculum.**
- 16. Extend experiences as a student teacher beyond the requirements shown here.**

Student Teachers Placed in Classrooms as Team Teaching Pairs

For teachers, collaboration is an essential survival skill and one that is not always fostered in teacher preparation programs. Successful collaboration requires more skill and understanding than is commonly recognized. To prepare pre-service teachers in the area of collaboration, we offer students collaborative student teaching placements in PreK when space and cooperating teacher interest allows.

In the past three semesters, a pilot study conducted on the team collaborative teaching shows that there are the benefits for student teachers, cooperating teachers and most importantly, children. Student teachers, cooperating teachers and university supervisors involved have noted through surveys and interviews that the team teaching experience is worthwhile.

The collaborative experiences demonstrate that as two student teachers genuinely cooperate and collaborate with one another in the process of planning, implementing large and small group activities, and evaluating their work, not only are their collaborative skills augmented, but their pedagogical knowledge is enhanced, as well. This valuable opportunity allows the student teachers to learn from one another.

Student teachers, cooperating teachers and university supervisors unanimously recommend the continuation of this collaborative experience. However, the three parties also realize room for improvement with regard to the practice of team teaching. The concerns are to define team teaching and make the requirements clear.

Definition: **Team teaching is the collaborative effort between two student teachers placed in one classroom of a preschool or a child care center as the fulfillment of the 3-credit course, “Directed Teaching: Early Childhood/Pre-Kindergarten (CIFLD 415).”**

Requirements of Team Teaching: **Every effort demonstrated by the team should reflect collaboration. That is, no matter what activities take place in the student teaching classroom, the team needs to plan and implement collaboratively. This requirement applies to activities provided throughout the student teaching semester/period as well as the two required lead weeks. Finding commonly available time for planning and preparation requires compromises and extra consideration. Patience, cooperative discussion and consultation with others, including the cooperating teacher and the university supervisor is encouraged and recommended when necessary. Thus, the team, working together closely, will complete the tasks listed in the handbook under the corresponding age group (see the list of the tasks for children under three years of age or for children three years of age and older).**

Lesson Planning

Every center has a different format that is used for lesson planning. Student teachers are to follow the center's planning format. If a center does not have a specific format for children older than three, see Appendix D or for children under three, see Appendix E. University supervisors may have different requirements for lesson planning so it is important that each student teacher is clear about the expectations of the supervisor. Ideally, lesson plans are typed and saved on disk (can be used for paper or electronic portfolio). Possible expectations may be:

- Written lesson plans for each activity handed into the supervisor
 - Hard copy

OR

 - Email
- OR**
- Written lesson plans for each activity kept in a binder and reviewed during observations
- OR**
- Written lesson plans for the days when the student is present during the lead weeks
- OR**
- Written lesson plans for all days during the student teacher's lead weeks

Consult with your university supervisor for specific requirements regarding format and deadlines.

Evaluation of the Student Teacher

Throughout the student teaching experience, there are three visits made by the university supervisor for each student teacher.

- (1) **The first visit is regarded as “social visit”. The university supervisor visits the setting of each student teacher. This visit is designed to help the university supervisor get to know the cooperating teacher, the facility and children. During this visit, and all subsequent visits, the cooperating teacher and student teacher should feel free to ask for clarification on any of the details of the student teaching experience. During the first visit, the university supervisor does not complete an observation form.**

- (2) **The second and third visits are observational and evaluation visits. The university supervisor focuses on the student teacher and the student teacher's interactions with children, the environment and the other staff. While observing, the university supervisor writes anecdotal notes on the Student Observation Report: Directed Teaching (see Appendices F) that is provided by the Office of Field Experiences. The observation lasts approximately 50-60 minutes.**

What happens after the observation?

- **Upon completion of the observation, ideally there is a three-party conference (the cooperating teacher, the student teacher and the university supervisor).**
- **However, the possibility of holding this conference needs to be determined by the situation in the setting. If this is not possible, it may be suggested that the university supervisor talk with the student teacher first, which is followed by conferencing with the cooperating teacher or the cooperating teacher first and then the student teacher.**
- **Another option, for those university supervisors, who have ample opportunity to meet with student teachers on campus, is to talk briefly with the cooperating teacher after the observation and set up a meeting with the student teacher back on campus. This also allows time for the student teacher to read the observational notes before the meeting.**

During the conference, the university supervisory shares his or her observation notes. If there is a difference of opinions, the concerned parties need to discuss the discrepancy. Writing the dispute on the observation report may be an option that follows the discussion. The student teacher's signature is required on the Student Observation Report: Directed Teaching. The signature does not signify agreement with what has been written but it does signify that the student teacher has been given the opportunity to read the observation report and discuss it with the supervisor.

Evaluation Required by the University

There are three different types of evaluations: interim self-evaluation for the student teacher and an interim evaluation and a final evaluation for cooperating teacher. The first two evaluations need to be returned to the Office of the Field Experiences by the midpoint of the student teaching experience, whereas the final evaluation is due one month after the student teacher completes the student teaching placement.

A condensed version of the evaluation tool is included at the end of this handbook (Appendix H). Please see the directions on the actual tool concerning when to complete, the discussion that should follow the evaluation and where to send completed copies. Copies of the evaluation tool are distributed to student teachers and cooperating teachers at the beginning of the semester.

Reference Letters

The student teacher will have a minimum of two reference letters from the PreK student teaching experience: One is written by the university supervisor and the other by the cooperating teacher. Both of the letters are due one month after the student teacher completes his or her directed teaching in a PreK setting. An example of a reference letter written using the INTASC/WSDL and NAEYC/DEC standards is included for review (Appendix I).

Reference Letters written by Cooperating Teacher should be:

- Typed on center letterhead if possible
- Signed and dated
- One copy given directly to the student and one sent to the Office of Field Experiences



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Commonly Asked Questions about Preschool Student Teaching

Do student teachers have to write up lesson plans for every activity? How detailed should the lesson plans be?
Please see the section on lesson plans. Each supervisor handles this in a slightly different manner and will discuss specifics at the orientation meeting. No matter what the requirements are of the university supervisor, however, it is strongly recommended that

student teachers write out lesson plans before implementing any activity. Also, be advised that cooperating teachers can and/or will require lesson plans, often in more detail, than a university supervisor will.

What happens if there is a “situation” between a student teacher and a cooperating teacher? What is the proper procedure to follow when problems arise?

As this is a “professional” experience it is the university’s hope that any conflicts will be handled in a timely, professional and respectful manner. Student teachers and cooperating teachers are expected to try to work out differences before involving the university supervisor. Although the university supervisor will mediate and act as a sounding board, every attempt will be made to have the student teacher and cooperating teacher work together to resolve differences. If a student teacher or cooperating teacher is having difficulty working with the university supervisor and has tried to resolve the situation but is not able to do so, the director of the Office of Field Experiences should be contacted.

Why do PreK student teachers have to make up all absences?

The PreK student teaching experience includes much less direct contact time and fewer credits than other student teaching experiences. The faculty of the early childhood program feels strongly that this is an essential and integral part of the learning experience for PreK-6 preservice teachers and that less time should not in any way be interpreted as easier or less important than other student teaching placements. Because of the limited hours in this setting, it is required that all absences be made up.

What are the requirements to be a cooperating teacher for a PreK student teacher?

Cooperating teachers for the PreK directed teaching experience meet the State of Wisconsin Department of Health and Family Services requirements for lead teachers in day care centers.

How much money should student teachers be expected to spend on materials?

Student teachers should not be expected to supplement the center in which he/she is placed with materials. Student teachers should not be expected to purchase food for the center. When the student teacher prepares a nutrition activity, the student teacher needs to work with the cooperating teacher and become aware of what is available at the center or can be purchased by the center.

What happens to the materials that a student teacher has prepared while completing his/her student teaching placement?

If a student teacher prepared materials using the center’s materials and/or does so during the time the student teacher is at the center (during direct contact hours), the materials become the property of the center. However, any materials that the student

teacher makes and brings to the center to use any materials she/he purchased are the sole property of the student teacher (i.e., flannel/magnet board stories, charts, costumes, prop boxes, etc.).

Are student teachers counted in the ratios?

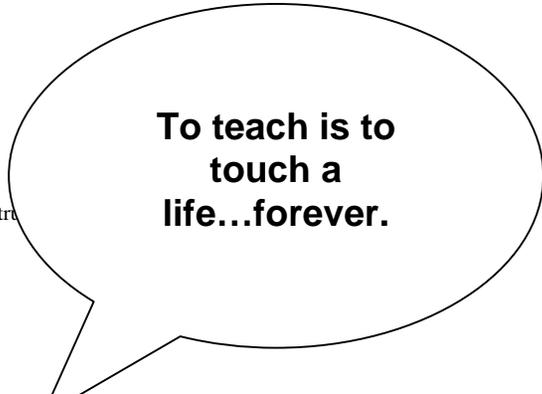
Student teachers are not counted in the ratios. Student teachers are not to be left alone with children. If this occurs, it is the student teacher's responsibility to inform the University Supervisor.

Who chooses the themes for the student teacher's lead weeks?

Ideally, the student teacher and cooperating teacher mutually agree upon the themes for the student teacher's two lead weeks. However, there are some programs, which have mandated themes which must be covered and the student teacher will have less choice. If a student teacher is allowed some freedom in choosing the lead week theme, there may be greater effort put forth by the student teacher.

What if the student teacher and cooperating teacher have different styles or methods of teaching?

Different opinions and method of teaching are bound to happen. It is essential that the student teacher realize that the cooperating teacher is allowing the student teacher to learn in his/her classroom and that the student teacher is not placed in a setting to disrupt the teacher's method of teaching. On the other hand, the best cooperating teachers allow student teachers the freedom to plan and carry out ideas that may differ from the teacher's own style, after the student teacher consults with the cooperating teacher. New ideas and practices need to be well planned and carefully explained. This experience is truly an exercise in communication, trust, and trial and error. Keeping in mind what is best for the child, the cooperating teacher and student teacher may need to compromise. If, after trying to compromise, a problem still exists, the university supervisor is available to mediate the situation if necessary.



**To teach is to
touch a
life...forever.**

Appendix A

WTS/INTASC and NAEYC/DEC Standards

The University of Wisconsin-Whitewater College of Education, has adopted the ten principles of the Interstate New Teacher Assessment and Support Consortium (INTASC). These standards are also used at the state level and have been titled the Wisconsin Standards for Teacher Development and Licensure (WSTDL). There are ten core standards listed below:

The teacher preparation program prepares professionals who:

1. understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. understands how children differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
4. 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.
5. understands individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
8. understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. is reflective practitioners who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

10. fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

In addition to the INTASC/WSTDL Standards, the faculty of the early childhood program believe strongly in the tenets of the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council for Exceptional Children (DEC/CEC). Many student teachers and cooperating teachers will be familiar with NAEYC and specifically the terms coined by NAEYC such as Developmentally Appropriate Practices, Anti-Biased Curriculum and the accreditation process. The NAEYC/DEC standards are employed by the National Council for the Accreditation of Teacher Education (NCATE) to evaluate teacher preparation programs.

Below are those NAEYC/DEC Standards, which are met through the preschool student teaching placement/experience:

- 1.1 use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight
- 1.2 use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children in the following ways:
 - 1.2.1 demonstrate understanding of the conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities
 - 1.2.2 create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities
 - 1.2.3 identify pre, peri, and postnatal development and factors, such as biological and environmental conditions, that affect children's development and learning
 - 1.2.4 identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and describe specific implications for development and learning in the first years of life
 - 1.2.5 demonstrate understanding of (a) developmental consequences of stress and trauma, (b) protective factors and resilience, c) the development of mental health, and (d) the importance of supportive relationships
- 1.3 apply knowledge of cultural and linguistic diversity and the significant of sociocultural and political contexts for development and learning; recognize that children are best understood in the context of family, culture, and society

- 2.1 plan and implement developmentally appropriate curriculum and instructional practices, based on knowledge of individual children, the community and curriculum goals and content in the following ways:
 - 2.1.1 use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems and make decisions

NAEYC/DEC Standards (con't)

- 2.1.2 use a variety of strategies to encourage children's physical, social, emotional, aesthetic and cognitive development
- 2.1.9 make specific adaptations for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities
- 2.1.15 support and facilitate family and child interactions as primary contexts for learning and development

- 2.3 establish and maintain physically and psychologically safe and healthy learning environments that promote development and learning through the following actions
 - 2.3.1 demonstrate understanding of influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning

- 5.2 reflect on their practices, articulate a philosophy and rationale for decision, and continually self assess and evaluate the effects of their choices and actions on others as a basis for program planning and modification and continuing professional development

- 5.3 demonstrate an understanding of conditions of children, families, and professional; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession

- 5.6 actively seek out opportunities to grow professionally by locating and using professional literature, organizations, resources, and experience to inform and improve practice

- 6.1 observe and participate under supervision of qualified professionals in a variety of settings in which young children from birth through ages eight are served**

- 6.3 work effectively over time with children of diverse ages (infants, toddlers, preschoolers, and primary-school age), children with diverse abilities, and children reflecting culturally and linguistically diverse family systems)

- 6.4 analyze and evaluate field experiences, including supervised experience in working with parents and supervised experience in working with **interdisciplinary teams of professionals**

Appendix B Orientation Checklist

To be Completed By Cooperating Teacher and Student Teacher

The cooperating teacher and student teacher should complete the orientation checklist before the end of the first week of the student teaching placement. It is highly recommended that this checklist is completed before the first day of the placement, but, that is not always possible. It is expected that completing the checklist will take between 45 minutes to an hour. If centers use a more formal orientation, please make sure all that is listed on this checklist has been covered before signing. This checklist can remain in the student teacher's copy of this handbook.

4	Item
	Student knows arrival/departure time and sign-in/out procedures.
	Student has been made aware of how the children will address him/her and how the children are addressed.
	Student has been given a copy of the Center Handbook(s).
	Student has phone number of who to call if absent. Name _____ Number _____
	Student is aware of responsibilities, specifically due dates (some teachers break down tasks or due dates week by week while others let students know at least two weeks in advance what is due).
	Student is aware of how lesson plans are to be written and when to turn in the lesson plans. Lesson plans are to be turned in to the cooperating teacher. <p style="text-align: right;">(write down process)</p>
	Weekly or bi-weekly schedule of conferences between the student teacher and cooperating teacher has been set. We will meet:
	The center's philosophy has been explained to the student teacher.
	The center's curriculum has been explained to the student teacher.
	The student has been taken on a tour of the facility.
	The cooperating teacher has explained classroom rules to the student teacher.
	The cooperating teacher has explained toileting procedures to the student teacher.
	The cooperating teacher has explained the discipline policy to the student teacher.
	The celebration of holidays and birthdays has been explained to the student teacher.
	The student teacher has been informed of when the center will be closed during the semester.
	The student teacher has been informed about meals (eating with the children, bringing own meals, type of serving that is used, etc.).
	The cooperating teacher has explained the types of transitions used in between activities.
	The cooperating teacher and student teacher have discussed how the student teacher will receive feedback (i.e., written notes, email, verbal, etc.).

	The student teacher has been introduced to other staff members.
	The student teacher and cooperating teacher have discussed how the student teacher requests materials, including food, for projects to be completed with children.
	The student teacher and cooperating teacher have reviewed the evaluation form together and added items on the last page, which have been agreed upon.
	The student teacher has had an opportunity to ask questions pertaining to the center and student teaching requirements.

Additional information discussed that both parties would like to have in writing:

Signature of Student Teacher and Date

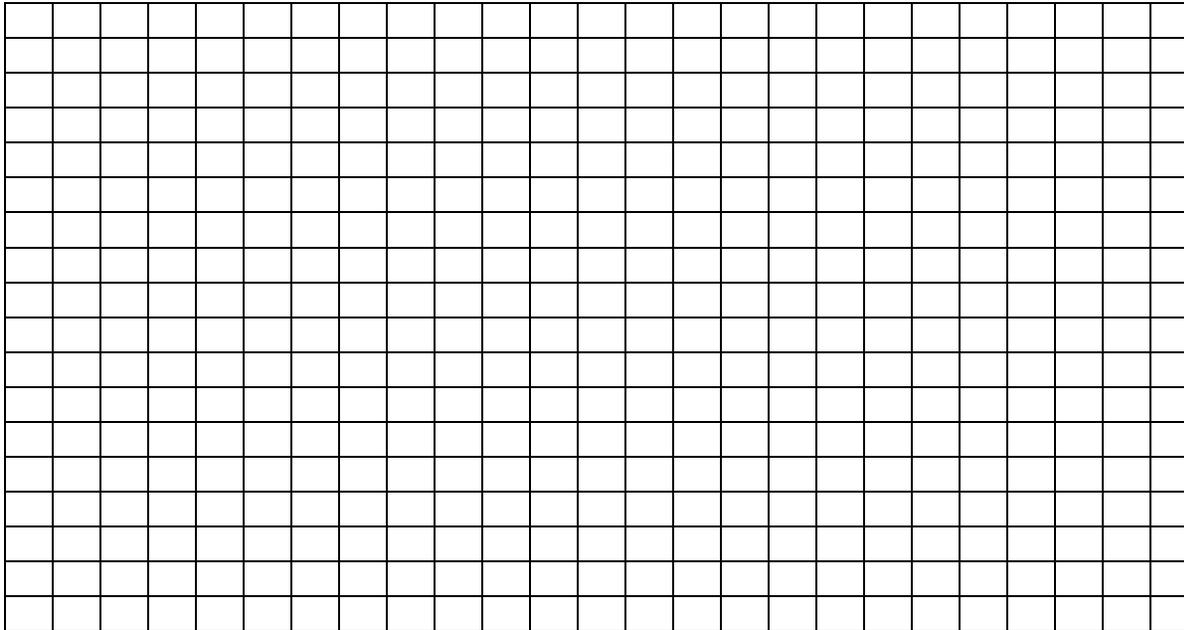
Signature of Cooperating Teacher and Date

**Appendix C
Environmental Plan Assignment**

Draw a floor plan of the classroom. Place in it all immovable objects such as heating units, sinks, doors, windows, etc. Add all moveable furniture such as learning centers, cabinets, shelves, tables, chairs, etc. Graph paper may help with this and has been included (1/4 inch grid, 1/4 inch equals 1 foot). The piece below is equal to a room that is 25' by 25'. If this is not large enough, feel free to use another format.

Write a concise one or two page report in which the following questions are answered.

- a) What are some positive elements of the present design?**
- b) What are some areas that could be improved and why?**
- c) What changes would you make if this were your classroom.**



The objective(s) of this activity is/are: **(These objectives need to be measurable ensuing the completion of an activity as a basis for planning a next step in the exploration of the topic).**

The materials needed are:

Procedure (be sure to listen to and watch children, and be flexible through the entire procedure):

Transition to next Activity:

Evaluation/Reflection (Specifically, were the objectives met? How did children learn? How did the provided activity affect children's learning? Are there any changes to be made for the next lesson plan with respect to teaching strategies, use of materials and organization of an activity?)

Appendix E
Lesson Plan Format for Children from Birth to Age Three

Name of Planner: _____ Date: _____

Center: _____

This form can be used for one child (three different activities), three different children or small groups of children (over a year and a half).

Child(ren)'s Name(s) and Age (mo/wk)			
Activity & Dev. Domain			
Rationale for activity			
Materials needed			
Procedure			

Appendix F

Copy of the Observation Forms that May be Used:

Please see your supervisor for the observation form.

Appendix G Evaluation Tools

**University of Wisconsin – Whitewater
College of Education
Evaluation of Preschool Student Teaching: Final**

Student: _____ Student ID: _____

Semester: Fall Spring Summer Year: _____

Placement _____

University Supervisor: _____

Cooperating Teacher: _____

We have discussed this evaluation form twice (half way through the student teaching experience and again at the end of the experience).

Signature of Student Teacher

Date

Signature of Cooperating Teacher

Date

Competencies addressed in this evaluation include Wisconsin Teaching Standards (WTS): <http://www.dpi.stat.wi.us/dpi/dlsis/tel/stand10.html>

Division of Early Childhood Professional Standards: <http://www.sped.org/ps/perf>

National Association for the Education of Young Children Standards at the Initial Licensure Levels: <http://www.naeyc.org/profdev/prep>

4	Advanced:	Complete and outstanding demonstration; exceeds level expected; performs skill at level of experienced teacher; requires no supervision
3	Proficient:	Complete demonstration; at level expected; performs skill well, at level of beginning teacher; requires little direct supervision
2	Basic:	Somewhat limited demonstration; emerging toward level expected; performs at moderate competence level requiring regular supervision
1	Minimal:	Limited or inconsistent demonstration; inability to meet level of expectation; performs skill at limited level requiring close & continuous supervision
0	Undocumented/ not yet observed	Undocumented demonstration of competence; unable to perform skill, requires constant supervision

Wisconsin Teaching Standards/CEC Knowledge and Skills:	Ratings:	Comments/Evidence of demonstration:
<p>Standard #1: Subject Matter Competency</p> <p>Knows, understands, and uses a wide array of effective approaches, strategies, and tools to positively influence children's development and learning</p> <p>Understands the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen her/his understanding</p> <p>Uses her/ his own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children</p> <p>(CEC – 1; NAEYC – 4)</p>		
<p>Standard # 2: Student Growth and Development</p>	<p>Rating</p>	<p>Comments</p>

<p>Understands the following:</p> <p>Effects of biological and environmental factors on development of young children</p> <p>Multiple interacting influences on young children's development and learning to create environments that are healthy, respectful, supportive, and challenging for children (CEC – 2; NAEYC – 1)</p>		
Standard # 3: Knowledge of Diverse Learners	Rating	Comments
<p>Shows sensitivity to children's needs and rights</p> <p>Respects children by acknowledging their positive and specific needs</p> <p>Works patiently and professionally with children with special needs and children with diverse cultural background</p> <p>(CEC 3; NAEYC 1, 2)</p>		
Standard #4: Instructional Strategies	Rating	Comments
<p>Guides children using appropriate discipline techniques (i.e., praise, redirection, voice intonation, etc.)</p> <p>Reads books in an appropriate manner, allowing children to ask and respond to questions</p> <p>Recognizes and makes use of teachable moments</p> <p>Models acceptance of and appreciation for all manner of differences in children and adults Models the use of common courtesies ("manners") to both children and other adults</p> <p>Plans and implements appropriate approaches to make smooth transitions</p> <p>Adapts teaching to meet the needs of children with exceptional educational needs</p> <p>Focuses on process art rather than product art (does not use models for art products)</p>		

<p>Clearly explains activities through a variety of styles based on the children’s needs (i.e., orally, visually, etc.) Asks questions only when there is a choice for the children (for example does not say “Do you want to wash your hands” when the child must wash his/her hands* Gives children choices as often as possible (for example, “Do you want to wash your hands at the front sink or the back sink”?) * Uses appropriate body positioning (i.e., positions body to see all or most of the children, body language is not defensive – hands on hips, gets down to the children’s eye level) (CEC 4, 7;NAEYC 4, 4a, 4b, 4c, 4d)</p>		
Standard # 5: Learning Environments and Social Interaction	Rating	Comments
<p>Whenever possible, helps children in need Prepares the environment in an appropriate manner (i.e., safe, interesting, inviting, manageable, etc.) Manages the large group time in a friendly, interactive manner, clearly explaining actions or activities that children are expected to do * Supervises children at all times and or makes arrangements with other adults when temporary absence needs arise Follows the appropriate diaper changing or toilet use procedures Follows the appropriate snack procedures, including disinfecting the table surfaces and hand washing (10 seconds under running water, turning off faucet with paper towel) by adults and children, both before and after eating. Has basic understanding of WI licensing rules for childcare and preschool programs (i.e., computing ratios, sitting with children at meals, evacuation plan, first aid, etc.)</p>		

(CEC 4,5; NAEYC 1, 4a,4b)		
Standard #6: Language	Rating	Comments
<p>Greets children and families (if applicable) as they enter the classroom</p> <p>Interacts mostly with children, rather than other staff persons, both indoors and outdoors</p> <p>Respects children by listening to and interacting with them in a positive manner</p> <p>Communicates with children frequently indoors and outdoors</p> <p>Uses the children's names often during conversation</p> <p>(CEC 6; NAEYC 2, 4, 4a)</p>		
Standard #7: Instructional Planning	Rating	Comments
<p>Prepares for large group experiences that are based on children's prior knowledge and interests</p> <p>Prepares for the large group time, offering meaningful and purposeful learning opportunities that are based on children's prior knowledge and their interests (not appropriate for children under 2)</p> <p>Prepares for small group activities that are developmentally appropriate</p> <p>Understands the content of DAP (Developmentally Appropriate Practice) with respect to this particular age group, and the need to prepare a suitable environment and provide appropriate activities during her/his lead weeks</p> <p>Modifies plans sufficiently to allow maximum participation by children with disabilities and by children with diverse cultural or language backgrounds</p> <p>(CEC 7; NAEYC 4, 4b, 4d)</p>		
Standard # 8: Assessment Strategies	Rating	Comments
<p>Uses a variety of methods to know children and determine the extent of their prior knowledge (i.e., observing,</p>		

<p>listening, reviewing lesson plans, etc.) Collects information through informal assessment on a daily basis by observing interactions and manipulation of materials, listening to, & posing questions to children, and by collecting and/or observing children's art products to reflect on effectiveness of teaching and the modifications that are needed to improve it *</p> <p>Collects information through informal assessment on a daily basis by observing interactions and manipulation of materials, listening to, & posing questions to children, and by collecting and/or observing children's art products to consider the effectiveness of the activities provided to children and modifications that are needed to improve them *</p> <p>Collects information through informal assessment on a daily basis by observing interactions and manipulation of materials, listening to, & posing questions to children, and by collecting and/or observing children's art products to reflect on children's learning and, in order to improve it, modifications that are needed in preparing lesson plans* (CEC 8, NAEYC 3)</p>		
Standard #9: Professional and Ethical Practice	Rating	Comments
<p>Works patiently and professionally with children with special needs and children with diverse cultural background</p> <p>Hands in lesson plans in a timely</p> <p>Models flexibility, a calm demeanor, and openness to ideas that are different or new</p> <p>Uses humor when appropriate with children, and does so appropriately without the use of sarcasm</p> <p>Uses correct grammar in oral and written communication (CEC 9; NAEYC 2,5)</p>		

Standard #10: Collaboration	Rating	Comments
<p>Uses a variety of ways to initiate communication with parents</p> <p>Communicates with and solicits opinions from the cooperating teacher</p> <p>Accepts and incorporates feedback from cooperating teacher</p> <p>Relates to all other classroom teachers and staff persons in this setting in a friendly, respectful and professional manner</p> <p>Works collaboratively and cooperatively with other professionals who are in the classroom to provide services to children with disabilities or other special needs</p> <p>Identifies and uses community resources to foster children's learning</p> <p>(CEC 10; NAEYC 2, 5)</p>		

*** = does not directly apply to infants and toddlers under two years**

After the first evaluation, the cooperating teacher and the student teacher must meet to define at least one goal in each of the areas. At the end of the student teaching experience, a narrative can be added to this evaluation to describe how the student has met each individual goal. A written description can demonstrate more individually how the student worked within the childcare program. This written portion of the evaluation provides for flexibility and respect that each program and each student's experience varies. Use the space below to define the goals and reflect about their attainment.

Description of Student Teaching Goals

Description of How Student Teaching Goals Were Achieved:

Appendix H

Sample Reference Letter

May 18, 2004

To Whom It May Concern,

It is with great pleasure that I write a letter of recommendation for Jane Smith. I had the opportunity to supervise Jane as she completed her preschool student teaching experience at the We Love Kids Daycare. The classroom that Jane taught in was a two and three year old classroom with a group size of nine to twelve children on the days that I observed. At all times when I observed Jane she was poised and professional. She exudes the qualities of a seasoned teacher and any other visitor to the room would have thought that she was the lead teacher.

I observed Jane during her two lead weeks, which were Halloween and Art Appreciation. Although the celebration of Halloween is quite a typical celebration in early childhood, Jane was able to bring new ideas and activities to this theme. Jane's activities were developmentally appropriate, non-threatening (some Halloween celebrations can be scary for young children), and exciting for the children. Jane's second lead week was Art Appreciation, which is quite an undertaking for a classroom of two and three year old children. However, I was incredibly pleased with the activities I observed. Jane is extraordinary in making higher level thinking and content areas developmentally appropriate for very young children. On the day that I observed, Jane was teaching the children about shading and followed up with a hands-on activity.

Jane is an exemplary teacher of young children. She is compassionate, articulate, thoughtful, and warm which are all qualities needed in early childhood education. Additionally, Jane is intelligent, able to develop meaningful and open relationships with the children, families and staff, has a wonderful sense of humor and a zest and vigor which are incredible assets.

It is without reservation that I highly recommend Jane for a teaching position in a school or childcare center that is of the highest quality, celebrates diversity of children and families, and believes that teachers can truly make a difference in a child's life. Jane has and will continue to touch the lives of children in a positive manner...let her touch the lives of the children at your school.

Please do not hesitate to call if I can offer more information (262) 472-5821.

**Sincerely,
Mary Jones, University Supervisor
Early Childhood Student Teaching Placements**