

Special Education Directed Teaching Handbook

Department of Special Education

College of Education and Professional Studies

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# General Information

## Introduction to the Directed Teaching Handbook and Student Teaching Experience

The student teaching experience provides teacher candidates with opportunities to apply the knowledge, skills, and best practices they learned in college course under the expert guidance and mentoring of skilled, and experienced cooperating teachers and university supervisors. Teacher candidates will hone skills that will serve them during their teaching careers.

This handbook is intended to serve as a tool to provide information on the student teaching experience. The handbook includes a description of different directed teaching experiences, roles, responsibilities, program requirements, formative and summative evaluation procedures and instruments that will be used throughout the student teaching experience.

Questions about the handbook can be directed to the university supervisors or the Department of Special Education Student Teaching Coordinator whose contact information is listed on page 4. Please use this handbook as a guide, referring to it often during the student teaching experience.

## Student Teaching Staff Contact Information

Below are the contacts for any questions and for submission of documentation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Contact | Title | Office | Email | Phone Number |
| Dr. Nomsa Gwalla-Ogisi | Professor and Department of Special Education Student Teaching & Cross Categorical Program Coordinator | Winther Hall Room 5038 | [gwallan@uww.edu](mailto:gwallan@uww.edu) | Office: (262) 472-5807  Cell: (262) 441-9858 |
| Fred Trotter | COEPS Director of the Office of Field Experiences | Winther Hall 2042 |  | (262) 472-1123 |
| Jodi Roehl | Administrative Associate COEPS Office of Field Experience | Winther Hall 2041 | [roehlj@uww.edu](mailto:roehlj@uww.edu) | (262) 472-1123 |
| Eileen Troemel | Academic Department Associate Special Education | Winther Hall 5033 | [troemele@uww.edu](mailto:troemele@uww.edu) | (262) 472-1106 |

## **Description of Directed Teaching Experiences in the Department of Special Education**

Directed teaching experiences are sustained, prescribed periods of rigorous field-based experiences performed under the supervision of certified experienced teachers and institutional program supervisors in settings that serve students with disabilities. The Department of Special Education at UW-Whitewater offers cross-categorical certification with emphasis areas in Learning Disabilities, Emotional Behavioral Disorders, and Cognitive Disabilities at the undergraduate and graduate (masters) levels.

Undergraduates and graduates who do not hold a teaching license complete a full day eighteen (18) weeks long directed teaching experience following the placement district’s calendar. The teacher candidates are placed with fully licensed experienced teachers in their licensure emphasis areas. DPI, COEPS require cooperating teachers to have a minimum of three years teaching experience. The Department of Special Education also requires cooperating teachers to complete a three credit course on student teaching supervision offered free by the college. Each teacher candidate is also assigned a university supervisor.

Graduates who are employed as special educators on provisional or emergency licenses complete an on-the-job eighteen weeks (18) in-service (on-the-job) practicum. The school districts where the inservice teacher candidates are employed complete an in-service practicum agreement signed by an authorized school district administrator to commit to the terms of the on-the-job-practicum. The school district assigns an administrator or Program Support Teacher to serve as a cooperating teacher for the inservice practicum teacher candidate. Licensed teachers who are peers of the teacher candidate are not permitted to serve as cooperating teachers.

Teacher candidates have to pass the edTPA, Phase 4 Portfolio (FBA/BIP & IEP) and other Phase 4 Portfolio course related requirements, positive ratings with scores at or above two on the Clinical Evaluation Assessment Instrument, positive ratings on the Initial Professional Dispositions Inventory (IPDI) with scores at or above three, and positive recommendations by the cooperating teacher and university supervisor. Graduates completing an on-the-job inservice practicum are required to visit two exemplary programs outside the district to learn from experienced teachers how to manage a program and improve student outcomes. The university supervisors have to approve the model program the teacher candidate observes. The teacher candidates have to complete an observation and reflection form after the program visit. Directed teaching is graded on a satisfactory or no credit scale.

# Information for Teacher Candidates

## Requirements for Teacher Candidates

Teacher candidates are required to:

1. Gather information to complete the school profile using the School Profile Form in Appendix A.
2. Report at their placement schools five full days per week for the entire student teaching period.
3. Follow their cooperating school district calendar and work hours. Note this includes cooperating district’s vacation schedule.
4. Reporting to school on time.
5. Inform the university supervisors of schedule changes.
6. May, if absolutely necessary, accumulate a total of 3 absences: a combination of either; (a) sick days or (b) personal or family emergency days. Missing more than 3 days will seriously jeopardize successful completion of the student teaching requirements. Extenuating circumstances must be discussed immediately with the university supervisor and cooperating teacher. Teacher candidates who are absent for more than a week, even as a result of illness may have to extend their student teaching to the following semester should student teaching slots be available. Options can be discussed and determined by the student teaching coordinator in consultation with the director of the COEP Office of Field Experiences.
7. Must inform their cooperating teachers by 6:00 a.m. if they will be absent. They must inform their university supervisors by 6:00 a.m. if a visit is scheduled.
8. Introduce yourself to families of students in your class with cooperating teacher approval (see TC letter to families sample under Appendix A).
9. Develop and provide your cooperating teacher, university supervisor and Phase 4 seminar instructor with a copy of the Directed Teaching Tasks Checklist provided under Appendix A.
10. Should attend to personal business and errands outside of the time they are required to be at their placement.
11. Are expected to complete weekly updates and reflections using the Weekly Reflection Form in appendix A.
12. Document the use of technology in the directed teaching placement in the weekly reflection (e.g. iPad, Smartboard etc.).
13. Maintain a parent contact log throughout student teaching e.g. phone calls, parent notes, home visits, parent teacher conferences etc. to document collaboration with families in order to address one of the state standards.
14. Work with the cooperating teacher to develop a semester-long calendar detailing teacher candidate responsibilities.
15. Initiate communication with the cooperating teacher and university supervisor to keep them informed of needs, concerns, and/or personal issues likely to interfere with performance.
16. Develop and maintain a teacher candidate binder in a large three-ring binder with tabs for the different materials required.  The purpose of this binder is to assist teacher candidates to organize student teaching materials and provide easy access to assignments and requirements completed. The binder will be reviewed by the university supervisor. Items in the binder are to be organized into four clearly labeled sections:
    1. General information
       1. Placement school profile form.
       2. A copy of the student teacher handbook, COEPS handbook, host school district handbook and edTPA handbook.
       3. Professional goals and updates: each teacher candidate is to develop an individual set of professional goals to achieve by the end of the semester.
       4. A copy of the Initial Professional Dispositions Inventory (IPDI), Clinical Evaluation of Student Teaching and copies of the weekly reflections sent to the university supervisor.
    2. Placement program documents and thumbnail sketches
       1. **Thumbnail sketches i.e. student profiles**: The teacher candidate will conduct a class study of those students in the cooperating teacher’s caseload. Review students’ RtI plans; IEPs; BIPs, student files, observe the students during the first week, discuss with the cooperating teacher and other personnel working with the students and interact with students to learn about them to compile the Thumbnail Sketches. The information must be compiled in a readily accessible format. A tab for just the thumbnail sketches will help make it easily accessible to the university supervisor during observation visits.
       2. **Host district forms**: IEP, FBA/BIP, RTI etc.
       3. **Lesson plans:** The teacher candidate will use the edTPA lesson plan format for all lessons planned even prior to completing the formal **edTPA Learning Segment.** Lesson plans must be typed and kept in the student teaching binder for examination by the university supervisor.
       4. **Shortened lesson plan format:** the university supervisor and cooperating teacher can, if the teacher candidate has demonstrated mastery of all lesson plan components allow the teacher candidate to use a modified lesson plan they both agree on.
       5. **PBIS** intervention guidelines for the school
       6. **Weekly Reflections and Updates:** Teacher candidates will complete weekly reflections that are submitted electronically to the university supervisor only at a time agreed upon.
       7. **Cooperating Teacher Observation:** observe the cooperating teacher in the first few days of the student teaching experience using the Cooperating Teacher Observation form included under Appendix A. Inform the cooperating teacher that you will be observing and share this form. w
       8. **edTPA Portfolio:** Teacher candidates will complete the edTPA portfolio on dates identified in the student teaching seminar. Ensure edTPA permission slips are signed.
       9. **Midterm and Final Evaluations:** The teacher candidate will complete a self-assessment using theClinical Student Teaching Evaluation and the Initial Professional Dispositions Inventory (IPDI) forms. The teacher candidate will discuss performance with the cooperating teacher and university supervisor at midterm and identify areas of improvement.
    3. Educational materials
    4. Portfolio artifacts.

## Professional Conduct Expected:

Teacher Candidates will:

1. Conduct themselves in a professional manner at all times. TCs have to remember they are guests in the schools to which they are assigned and that conduct reflects not only on them, but the department, the college, and the university as well.
2. Be punctual at all times.
3. Complete all assignments in a timely manner and comply with all procedures and policies of both the placement school and the university.
4. Be responsible for maintaining confidentiality of students and their families at the placement school. In order to preserve the confidentiality of student information, please do not include last names on any written assignments e.g. IEP etc. Do not post pictures or share information about students, staff, families etc. on social network sites like Facebook etc. Under no circumstances should you discuss personal information about your students outside the professional forum.
5. Dress professionally. The teacher education program does not have a dress code per se, but you should adopt a personal dress code consistent with the attire of the school in which you are a guest. T-shirts with offensive logo or alcoholic beverages are not permitted in schools.
6. Act responsibly when interacting with families and outside agencies on behalf of the placement school.
7. Follow through with assigned tasks.
8. Do not post negative comments about your school, staff, or students on social media or online sites.
9. Use professional language with students, staff, and families.
10. Do not use cell phones during school hours. Use your cell phone only during your lunch hour.
11. Do not access personal email and social media during school hours.
12. Smoking is not allowed on school grounds.
13. Alcoholic beverages and other illegal substances are not allowed on school grounds.
14. If you are on medications, please make sure you take those in private and keep them in a secure location not accessible to students.
15. Maintain professional boundaries with students e.g. do not engage in social media with students i.e. do not “friend” students at your school on Facebook.
16. Do not give rides to students after school because of legal liability issues in case of accidents.
17. Review and follow all school policies.
18. Do not use verbally abusive language with students.
19. As a mandatory reporter, find out what your placement school procedures are should you witness a situation at school or a student discloses abuse to you.

## Information for Inservice Practicum Teacher Candidates Only

Inservice practicum teacher candidates will be:

1. Evaluated by their university supervisor and a designated non-peer district cooperating teachers to determine their level of competence in
   1. diagnosis/assessment,
   2. curriculum,
   3. planning,
   4. instruction,
   5. behavior management and
   6. working with families, related services personnel, other school professionals, and community agencies.
2. The teacher candidate will be given both oral and written feedback.
3. Are expected to meet all the requirements for directed teaching outlined in the Directed Teaching Syllabus including successfully completing
   1. artifacts for the phase 4 portfolio class that will be evaluated by the university supervisor using the department established rubrics
   2. edTPA that will be internally rated in 2014 and externally submitted to Pearson for rating starting fall semester 2015, and
   3. pass the Wisconsin Foundations of Reading (WIFOR).
4. All teacher candidates must successfully complete all directed teaching assignments, phase 4 course, and program requirements established by the department to be recommended for licensure.
5. Inservice practicum teacher candidates who are unable to successfully demonstrate competence within one semester will be given the option to withdraw from the Inservice Practicum if recommended by the university supervisor after consultation with the department oversight group comprised of the department chair, Department of Special Education Student Teaching Coordinator, COEPS Director of Field Experiences. They will be required to register for the Inservice Practicum the following semester if space is available to meet competencies. Inservice practicum teacher candidates who withdrawn for non-performance are not eligible for a refund of university fees as is the case for documented medical withdrawals. Student teaching slots will not be guaranteed.
6. Since inservice practicum teacher candidates do not have the benefit of teaching under the mentorship of a licensed teacher in the same classroom throughout the directed teaching experience, the inservice teacher candidates must visit two exemplary programs to be approved by the university supervisor. The purpose of these visits is to:
   1. expose the inservice practicum teacher candidate to a program managed by a fully licensed and experienced special educator;
   2. Observe and learn from a licensed and experienced professional in the teacher candidate’s emphasis area.
   3. At the conclusion of the visits, the teacher candidate will need to complete the Approved Program Observation Form to be submitted to the university supervisor. This form is included under appendix A.
7. Midterm and Final Evaluations: The teacher candidate will complete a self-assessment using the
   1. Clinical Student Teaching Evaluation form and
   2. Initial Professional Dispositions Inventory (IPDI) form and will submit these to the university supervisor at midterm and at the end of student teaching.
   3. Discuss performance with the cooperating teacher at midterm and identify areas of improvement that will be identified as goals for the second part of student teaching.

# Information for Cooperating Teachers.

## Highlights of Responsibilities

**Suggestions for the introductory meeting and first day with the teacher candidate**

1. Meet with the teacher candidate at a time convenient to you. Tell the teacher candidate a bit about yourself
2. Ask the teacher candidates to talk about themselves.
3. Briefly discuss your expectations and basic responsibilities of the teacher candidate
4. Briefly discuess your responsibilities as cooperating teacher
5. Orient the teacher candidate to the classroom
6. Give the teacher candidate a tour of the school if possibe or ask a student to.
7. Introduce the teacher candidate to other personnel (principal, clerical staff, OT; PT staff; custodian, other teachers, cafeteria workers, librarian, etc.)
8. Show the teacher candidate the copier and how to use it
9. Set up calendar and review any special calendar dates
10. Discuess daily routines, schedules, duties, etc.
11. Review highlights of the school handbook or provide links for the teacher candidate to access this information and then discuss later. (If you completed the Supervision course at UWW, provide the teacher candidate with the link to the LiveBinder you developed for them.
12. Discuss expectations and policies for communicating with families and strategies you suggest to address parental concerns.
13. Review self-evaluation and reflection options
14. Discuss appropriate dress code for teacher candidate
15. Share discipline code for the classroom and the school.

## Cooperating Teacher Roles and Responsibilities:

1. Work with the teacher candidate, and if possible, the university supervisor to develop a student teaching plan for phasing-in and phasing-out the teacher candidate’s responsibilities during the student teaching semester (see Sample Student Teaching Plan Provided under Appendix A).
2. Work with the teacher candidate to develop a plan to implement university requirements and the edTPA within classroom/school and to monitor the development of the teacher candidate.
3. Engage in a three-way post university supervisor visit observation conferences with the teacher candidate and university supervisor. Positive points and recommendations made during the three-way conference should be noted on the observation form. At the end of the conference the teacher candidate will sign the form and you will each receive a copy. Copies of the completed, signed observation forms are filed with the College of Education and Professional Studies Office of Field Experiences, in the teacher candidate’s three-ring binder, and in the supervisor's records.
4. When the teacher candidate starts the edTPA Learning Segment Unit, you can still provide focused feedback, however, you cannot tell the teacher candidate what to change or do for the edTPA Learning Segment.
5. Complete the midterm and final **a)** clinical experience evaluation form and **b)** the initial professional dispositions inventory form
6. Confer with the university supervisor to determine and reach consensus about the teacher candidate’s satisfactory performance on the clinical and initial professional dispositions evaluations at **midterm** that will indicate the teacher candidate’s mastery of student teaching competencies and expectations.
7. If at midterm you and the university supervisor determine the teacher candidate is not satisfactorily performing to meet standards, and expectations for student teaching, you will cooperatively develop a contract to spell out expected levels of performance and competencies the teacher candidate will have to demonstrate to successfully complete student teaching. The university supervisor will inform and work with the Department of Special Education Student Teaching Coordinator when a teacher candidate is identified as “at risk” during student teaching.
8. Confer with the university supervisor to complete the **final** clinical and initial professional dispositions evaluations to determine and reach consensus about the teacher candidate’s satisfactory performance to indicate the teacher candidate has met student teaching standards; all student teaching and program requirements, and has demonstrated all competencies to successfully complete student teaching and become eligible for licensure.
9. At the end of student teaching, please complete a written statement of reference to be submitted to the COEPS Office of Field Experiences within twenty days following the last day of the student teaching assignment.

## Mentoring Strategies

Specific Strategies for Effectively Mentoring the Teacher Candidate

* Provide regular oral and/or written feedback of teaching performance.
* Present demonstration lessons using varied teaching strategies and discuss them with the teacher candidate.
* Review all lesson plans and provide appropriate feedback.
* Provide the teacher candidate with opportunities to prepare and develop original teaching plans, using a variety of strategies and materials.
* Plan with the teacher candidate for effective assessment of learning.
* Guide the teacher candidate in planning assignments and homework that provide appropriate challenges for students in the class.
* Assist the teacher candidate in planning and implementing appropriate accommodations for students with special needs.
* Guide the teacher candidate in using and caring for school equipment and materials.
* Provide feedback on the teacher candidate’s classroom presence: e.g., movement throughout the classroom, effective voice and expression, effective communication with diverse students in language and styles that are responsive to the students; appropriate professional appearance, etc.

**Discussion of Human Relationships and Professionalism**

* Discuss the roles and professional conduct expected of a teacher, which includes not discussing students and colleagues outside the classroom.
* Stress the importance of being a role model in the classroom, including respect for others, respect for diversity, and appropriate language and dress.
* Involve the teacher candidate in parent conferences and other professional meetings.
* Integrate the teacher candidate into the school as a professional colleague.
* Teacher candidates sign a “Professionalism in Teaching Pledge” included in Appendix A: please peruse this to familiarize yourself with this document.

**Suggestions for Collaborative Teaching**

* Collaboratively plan a unit or mini-unit and co- teach with the teacher candidate if possible.
* Select and agree on a co-teaching model to use

**Observing Teacher Candidates:**

* The Department of Special Education will start expecting cooperating teachers to observe teacher candidates teach starting fall semester of 2015.
* If possible, it will help to schedule an observation when the university supervisor is scheduled to supervise so that you can both observe, debrief with the teacher candidate, and compare performance observations. It is important to schedule one of the visits before the teacher candidate completes the edTPA unit. If you are unable to observe the teacher candidate face to face, you may want to watch the teacher candidate's practice videos and provide feedback using the observation form or the edTPA Tasks e.g. Task 1: Planning Commentary, Task 2: Instruction Commentary, and Task 3: Assessment Commentary.

## Student Teaching Stages and Plan

Student teaching progresses through stages of mentoring and supervision. While the length and structure of each stage will vary, all are important to the teacher candidate’s success. You can craft stages that work for you and your teacher candidate in consultation with the university supervisor. It will help to nail down dates the teacher candidate has to complete the Phase 4 portfolio artifacts and schedule videotaped lessons to practice prior to videotaping for the final edTPA lessons the teacher candidate will submit to the university. The deadline to upload the edTPA portfolio onto Tasksteam is determined by the department each semester to coincide with the Pearson required submission dates.

**Sample stages:**

**Stage 1:  Observation**

* The teacher candidate observes you modeling good teaching practices.
* The teacher candidate should be able to clearly reflect understanding of the skills demonstrated before moving to the next stage.
* During this time the teacher candidate should be anticipating and preparing for Stage 2. The teacher candidate should review IEPs to get to know the needs of students in your caseload and to also develop Thumbnail sketches.

**Stage 2: Team Work**

* **If workable**, the teacher candidate and you could plan and teach a lesson cooperatively.
* The co-teaching experience should provide opportunities for the teacher candidate to ask questions and for you to demonstrate specific techniques. If you do not teach lessons, but provide behavioral support to students, the teacher candidate can observe and/or participate in conducting a Life Space Crisis Intervention or other problem solving approaches you use with students whose behavior have escalated to the point of disrupting instruction.

**Stage 3: Independent Teaching with Observation**

* The teacher candidate teaches independently with you reviewing the lesson plans and observing the student teacher's instructional methods and classroom management practices. The teacher candidate could record a lesson and then you can hold a conference with the teacher candidate after the lesson, providing encouragement and specific feedback. This would be a good stage to plan recording for the edTPA for those teacher candidates who are scheduled to complete part of their student teaching abroad.

**Stage 4:  Independent Teaching**

* The teacher candidate teaches independently, continually gaining confidence.
* The teacher candidate takes over some responsibilities. The students in the classroom learn to depend on the teacher candidate rather than on you during this stage. This is a good stage to complete the edTPA.
* The teacher candidates exercise judgment and learn from experience. Continue to conference and debrief with the teacher candidate.

**Stage 5:  Closure with Critical Observation**

* At this stage you begin to re-assume more responsibility for the classroom.
* The teacher candidate may again become the observer, now from the vantage point of more knowledge. At this stage you can allow the teacher candidate to observe in other classrooms. The teacher candidate may now complete the personal evaluations with new insights about his or her knowledge and skills.

## Student Teaching Plan

1. Cooperating teachers and teacher candidates should collaborate to develop the plan for gradually assuming and releasing control of classroom instructional responsibilities.
2. Keep in mind teacher candidates need at least 3 to 4 weeks of full responsibility and then gradually hand the class back and spend the last week observing other classes and/or programs within the school or district.
3. Teacher candidates will spend part of the first week observing you as the cooperating teacher, reviewing IEP’s and BIPs of students who will be in their caseload and creating Thumbnail sketches for their student teaching binder to be used by the university supervisor during site visits. You are encouraged to co-plan and maybe even co-teach one or more lessons with the teacher candidate to mentor and model and then observe as the teacher candidate takes over instructional leadership.
4. Video recording is a powerful tool for improving the teacher candidate’s classroom management and instruction. A demonstration lesson can be recorded so that the teacher candidate and you can review and analyze key elements of the lesson. You and the university supervisor can use the recording to provide feedback to the teacher candidate that can prove helpful as the teacher candidate will later have to plan for and video recording lesson segments for the edTPA. A Sample Student Teaching Plan form prepared by a teacher candidate and cooperating teacher is included in Appendix A in this handbook.

# Information for the University Supervisor

The role of the university supervisor is to serve as a liaison between the university, cooperating teacher and placement school. The university supervisor also serves as the teacher candidate mentor, coach, supporter, and evaluator

## University Supervisor Roles and Responsibilities

The university supervisor will:

1. Work with the teacher candidate to schedule the initial three-way conference with the TC and cooperating teacher within the first week of student teaching to discuss student teaching requirements and
2. Make four on site visits of at least one hour in length to observe the teacher candidate. Each visit will be documented on the observation form, discussed with the teacher candidate and cooperating teacher in a three-way post observation debriefing conference. The teacher candidate will sign the completed observation form and all parties will receive a copy.
3. View preliminary teacher candidate lesson video and provide feedback on the lesson presentation observed using the observation form.
4. Review, discuss, and record progress toward student teaching goals, plans, and specified instructional products.
5. Establish a schedule for weekly reflections.
6. Read and respond to weekly reflections from the teacher candidate.
7. Complete the midterm and final clinical experience evaluation and the initial professional dispositions forms.
8. Confer with the cooperating teacher to reach consensus about the teacher candidate’s performance at midterm and final that will indicate whether the teacher candidate is mastering student teaching competencies and expectations.
9. If at midterm the cooperating teacher and you determine the teacher candidate is not meeting standards and expectations for student teaching, you will work with the Program Student Teaching Coordinator, COEPS Director of the Office of Field experiences, cooperating teacher, and the teacher candidate to develop a contract that spells out expected levels of performance and competencies the teacher candidate will have to demonstrate to successfully complete student teaching.
10. Once a teacher candidate is identified as “at risk” of not being successful in student teaching, the university supervisor has to work closely with the Department of Special Education Student Teaching Coordinator and COEPS Office of Field Experience Coordinator.
11. At the end of student teaching, the university supervisor will complete a written statement of reference to be submitted to the Office of Field Experiences within two weeks following the last day of the student teaching assignment.
12. Submit monthly observation forms and all completed evaluations to Ms. Troemel, ADA for the Special Education Department.

## Supporting Teacher Candidates Completing the edTPA

Acceptable and Unacceptable Forms of Support

The chart below provides specific types of supports acceptable and unacceptable once teacher candidates start developing artifacts and commentaries for their **summative edTPA portfolio** to be formally submitted to Pearson.

| TYPE of SUPPORT | ACCEPTABLE | UNACCEPTABLE |
| --- | --- | --- |
| Feedback | Encourage candidates to reflect on their responses and artifacts in reference to theory/ research; and to reach their own conclusions about their teaching practice. | Offering alternative responses to commentary prompts  Suggesting changes to be made in an edTPA draft or final version  Using edTPA rubrics to provide scores for official edTPA instruction/lessons |
| Debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process | Discussions with candidates aimed at improving teaching competence aligned with program values and edTPA rubric constructs. | Leading comments, about the clinical observations, aimed at helping a candidate pass edTPA. |
| Curriculum Materials or Instructional Strategies | Discussing curriculum materials or instructional and assessment strategies in a seminar of field observation, leaving it to candidates to make selections and/ or adaptation based on their own knowledge of their students’ and on the content to be taught. | Making choices about curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate. |
| Editing | No editing of edTPA is acceptable | Any editing of edTPA commentaries or artifacts (correcting conventions, spelling, punctuation, etc.) is unacceptable. |
| Electronic platforms | Supporting candidates to use electronic platforms such as Taskstream, | Uploading artifacts or commentaries for candidates |
| Handbooks & Templates | Providing password-protected electronic access to edTPA handbooks and templates | Displaying or discussing edTPA handbooks, prompts, rubrics and templates in publicly accessible electronic platforms or websites. |
| Rubrics Explanation | Explaining rubric constructs or rubric language to provide candidates with guidance on how their performance will be evaluated formally once submitted. | Using edTPA rubrics to provide formal feedback &/or scores on drafts of edTPA tasks. |
| Support Documents | Sharing support documents form the Resource Library at edtpa.aacte.org or Evaluation Systems such as “Making Good Choices”, video tutorials, help line assistance, etc. | Sharing official training materials (Thinking Behind the Rubrics, candidate samples, artifacts and benchmarks) provided by SCALE and/or Evaluation Systems. |
| Technical Assistance | Arranging technical resources for video recording and uploading documents into electronic platforms. Ensuring that candidates understand the video requirements (number of clips, time limits, etc.) for their subject area as well as the evidence to be visible in their videos. | Telling candidates which clips to select; reviewing video clips and offering formal feedback/scoring of the clips. |

*Guidelines for supporting candidates completing edTPA*. (Stanford University).

## Dealing with Teacher Candidates Who Struggle in Student Teaching:

Even though it is not common, some teacher candidates struggle to meet expectations articulated by the college, department, and cooperating teacher. Teacher candidates may struggle in different areas:

* planning and preparation for learning; instructional delivery;
* classroom management,
* assessment and progress monitoring;
* working with families and working collaboratively with staff, and
* professional dispositions etc.

If the teacher candidate’s progress is unsatisfactory, discuss the specifics concerns with the teacher candidate as soon as possible before the situation becomes serious. It is important to work with the university supervisor to discuss concerns early and give specific corrective feedback consistently. It is important to document concerns. If a teacher candidate continues to be seriously deficient, there is evidence of stagnant growth, and/or lack of response to feedback, it is critical to address those concerns with the university supervisor immediately. If the cooperating teacher and the university supervisor agree the teacher candidate is not responding to corrective feedback and is in danger of failing, the university supervisor can initiate the development of a **contract** to spell out expected competencies, performance criteria, and timelines within which the teacher candidate has to demonstrate expected competencies to continue with student teaching. The Department of Student Teaching Coordinator may suggest another faculty member observe the teacher candidate who is struggling to add another layer of support and feedback.

The university supervisor is expected to inform the program student teaching coordinator and the director of the COEPS Office of Field Experiences about any teacher candidates in danger of failing or being removed from student teaching. The cooperating teacher, university supervisor, and teacher candidate will need to review the contract, timelines outlined and if the teacher candidate does not meet the terms of the contract, the candidate can be given the option to withdraw from student teaching or earn a grade of N which is No Credit. **Document** all discussions in writing.

It is important to invite the assistance of the school administrator. The school administrator should be informed if a teacher candidate is struggling and “at risk” of not successfully completing student teaching.

# Appendix A Student Teaching Materials

## School Profile Form

(Adapted from: University of Michigan & Portland)

Name of School:

Address:

Phone Number:

Principal:

Assistant Principal:

Cooperating Teacher Name:

Room Number:

School Secretaries:

Custodian:

School Hours:

Special focus area or theme of the school:

**Student Teacher Questions:**

1. What time must students be in class: What is the tardy policy?
2. What is the policy for recording attendance?
3. What is the procedure for collecting lunch money?
4. What time is lunch?
5. What do you do if a child gets sick? Hurt?
6. What is the medication policy?
7. When do you refer a child to the nurse? Counselor?
8. What supplies does the student teacher have access to and which must be personal purchase?
9. What is the policy for using the copying machine?
10. What are procedures for using audio-visual equipment?
11. How do I sign my class up for the library/media center?
12. What are the procedures for taking a class to the following:
    1. restroom?
    2. lunch?
    3. recess?
    4. school assembly?
    5. dismissal?
13. What is the discipline policy of the school?
14. What is the teacher’s behavior management system?
15. What do I do in an emergency? Is there a school crisis plan?
16. What are the evacuation procedures in case of an emergency such as:
    1. an unauthorized person on school grounds
    2. tornado
    3. fire drill?
17. Where is the lost and found area?
18. When am I responsible for locking my room?
19. Where is the school policy book kept?
20. When and how are parents contacted?
21. Is there a scheduled time for parent conferences?
22. What is the teacher’s grading system? Is there a school policy?
23. How often are report cards sent home?
24. How does the cooperating teacher plan lessons?
25. Where are curriculum guides kept?
26. What is the school’s data collection system?
27. When and when are faculty meetings held?
28. Where are cumulative files located?
29. Who are the specialists at this school?
30. Who are members of the RtI committee?

## Student Teaching Weekly Schedule

University of Wisconsin Whitewater

Department of Special Education

Student Teacher’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Time/Room | Period | Monday | Tuesday | Wednesday | Thursday | Friday |
|  | 1 |  |  |  |  |  |
|  | 2 |  |  |  |  |  |
|  | 3 |  |  |  |  |  |
|  | 4 |  |  |  |  |  |
|  | 5 |  |  |  |  |  |
|  | 6 |  |  |  |  |  |
|  | 7 |  |  |  |  |  |
|  | 8 |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Directed Teaching Tasks Checklist | | | | | | |
| Student Teacher’s Name: | | | | Cooperating Teacher (Coop):       School | | |
| University Supervisor: | | |
| Weekly Reflections | Week 1  Week 2  Week 3  Week 4 | Week 5  Week 6  Week 7  Week 8 | Week 9  Week 10  Week 11  Week 12  Week 13 | | Week 14  Week 15  Week 16  Week 17  Week 18 | |
| Thumbnails  Lesson Planning  Presented  Mastered | Observation        Observation One (Date/Time)        Observation Two (Date/Time)        Observation Three (Date/Time)        Observation Four (Date/Time) | | | Observation Notes: | |
| Phase 4 Tasks | IEP  FBA/BIP  edTPA | | | | | |
| Midterm: Clinical Evaluation – Date due: | | | | Coop Teacher Candidate University Supervisor: | | |
| Midterm: Initial Professional Dispositions (IPDI) – Date due     : | | | | Coop Teacher Candidate University Supervisor: | | |
| Midterm: Observation Form: Due date | | | | Coop University Supervisor: | | |
| **Final:** Clinical Experience Evaluation: Date due | | | | Coop Teacher Candidate University Supervisor: | | |
| **Final** IPDI: Date due | | | | Coop Teacher Candidate University Supervisor: | | |
| **Final** : Written Statement of Reference: Date due | | | | Coop University Supervisor: | | |
| **Other Notes:** | | | | | | |

## Observing the Cooperating Teacher Form

NOTE: Inform the cooperating teacher that you will be observing and share this form with the cooperating teacher. Ask the cooperating teacher about his/her teaching style. Share the results of your observation with the cooperating teacher. There are many things to look for in a classroom. As in looking under a microscope, things do not become clear until you focus. The following is a checklist of ideas and activities to look for as you observe your cooperating teacher (Adapted from Rutgers University& University of Minnesota).

What you will be looking for when you observe the cooperating teacher:

How the teacher manages the classroom:

* Physical organization of the classroom
* Pacing of lesson
* Beginning and ending of lesson
* Monitoring of students
* Traffic flow of classroom
* Routines and procedures used
* Structure of lesson

How the classroom environment is organized:

* Teacher’s style: how would you describe it?
* Interactions with students
* Engagement of students with diverse needs
* Positive reinforcement
* Disruptions-how does the teacher handle them?

Planning:

* How the lesson was planned as part of a larger curriculum
* The lesson plan format the cooperating teacher uses
* Fit of the plan as part of a unit into the bigger picture
* Clarity of curriculum objectives for learning

Instructional Strategies used during the lesson:

* Instructional practices used e.g. lecture; cooperative learning; combination etc.
* Teaching materials and audio visual
* Technology use incorporated into lesson

Assessment of Lesson and Student Learning:

* Formal Assessment
* Informal Assessment

Other:

## Inservice Practicum Approved Program

Approved Program Observation

Teacher Candidate’s Name

Guest Teacher’s Name

School Visited

Location of School Visited

Type of Program

Grade Level

Program description:

Activities observed:

How the experience; practices, programming will influence your practice:

Changes you plan to make as a result of the observation:

## Sample Student Teaching Plan

Sample Student Teaching Plan: High School LD/EBD

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Date | Tasks | What the Student Teacher will Observe and Teach |
| 1 | 9/3-9/13 | Observe | Observing the planning process, instruction, classroom management; reviewing IEPs to develop thumbnail sketches |
| 2 | 9/16-9/16 | Observe | Observing the planning process, instruction, classroom management |
| 3 | 9/23-9/27 | Phase-in | Starting to take responsibility of individual students in resource; helping with lessons |
| 4 | 9/30/-10/4 | Phase-in | Starting to take responsibility of individual students in resource; taking responsibility for a small group |
| 5 | 10/7-10/11 | Partial responsibility | Taking over planning for math; edTPA, but not fully taken charge of resource room |
| 6 | 10/14-10/18 | Partial responsibility | Taking over planning for math; and edTPA, but not fully taken charge of resource room |
| 7 | 10/21-10/25 | Full responsibility | Taking over planning math lessons, taking over caseload tasks and resource room, & FBA |
| 8 | 10/28-11/1 | Full responsibility | Taking over planning math lessons, taking over caseload tasks and resource room; conducting FBA |
| 9 | 11/4-11/8 | Full responsibility | Taking over planning math lessons, taking over caseload tasks and all responsibilities for the resource room; developing BIP and implementing it |
| 10 | 11/11-11/15 | Full responsibility | Taking over planning math lessons, taking over caseload tasks and responsibilities for the resource room; and implementing BIP |
| 11 | 11/18-11/22 | Full responsibility | Taking over planning math lessons, taking over caseload tasks and responsibilities for the resource room; planning & assessment and report for IEP |
| 12 | 11/25-11/29 | Full responsibility | Taking over planning math lessons, taking over caseload tasks and responsibilities for the resource room; running IEP meeting |
| 13 | 12/2-12/6 | Full responsibility | Taking over planning math lessons, taking over caseload tasks and responsibilities for the resource room; running IEP meeting |
| 14 | 12/9-12/13 | Full responsibility | Taking over planning math lessons, taking over caseload tasks and resource responsibilities |
| 15 | 12/16-12/23 | Full responsibility | Taking over planning math lessons, taking over caseload tasks and responsibilities for the resource room |
| 16 | 1/2-1/ | Phasing out | Still working one on one students and assisting small groups |
| 17 | 1/6-1/10 | Phasing out | Still working one on one students and assisting small groups; learning more about transition services; and observing other programs in the district |
| 18 | 1/13-1/20 | Phasing out | Still working one on one with students and assisting small groups; learning more about transition services; and observing other programs in the district. |

## Weekly Reflection Form

**Teacher Candidate Weekly Reflection and Progress Report**

|  |  |
| --- | --- |
| Teacher Candidate: | School: |
| Cooperating Teacher: | Grade Level: |
| Date: | Week of: |

|  |
| --- |
| Personal Goals to Achieve by End of Semester (2-3 goals) |

|  |
| --- |
| Analysis of the Week’s Events |
| General summary of instructional experiences this week. |
| Methods, techniques, or materials you used for the first time. |
| Strengths: Most important accomplishment made this week. |
| Use of technology |
| Specific Concerns: Remarks: (Include here any questions, comments, or concerns which you may have.) |
| Goals **for the following week:** |
| Progress   1. Progress Toward Personal Goals 2. Progress on edTPA: 3. Progress on FBA/BIP 4. Progress on IEP   NOTE: Email a copy of this Progress Report to your University Supervisor on Friday of the current week or at a time agreed upon with your university supervisor. |
| University Supervisor Feedback |

## edTPA Lesson Plan Format

## Sample Letter to Families

Dear Families,

Hi, my name is (**YOUR NAME HERE**). I will be working as a student teacher for the next eighteen weeks in your child's classroom. I am working towards licensure in cross categorical Special Education with an emphasis in Emotional Behavioral Disorders, Learning Disabilities and Cognitive Disabilities teaching children from grades one through twelfth. This is the final semester of my training as a teacher. I have experience as a fieldwork student working with children and youth at the elementary, middle, and high school age levels with and without special needs. I am excited and look forward to implementing the diverse evidence based instructional and classroom management strategies I have learned in this unique learning opportunity in your child's classroom.

I'm originally from Green Bay, but have been in school in Whitewater for four years. Besides getting practical experience with children by being in the College of Education and Professional Studies for three years I have also worked for four summers as a counselor at an Easter Seal’s Camp for youth with disabilities. Outside of working with children some of my interests include reading, gardening, and floral arrangement. My goal upon graduating is to teach in an urban or rural community setting serving diverse children with special needs along with those that are typically developing.

I will be working with the students in your child's class in various capacities both with small and large groups in all subject areas and activities. I will gradually increase my responsibilities with the students over the course of the semester until I take leadership of all class activities for three to four weeks. I'm excited to work with your child this semester. Please do not hesitate to stop in, call or email me if you have time as I would welcome the opportunity to get to know you along with your child.

Sincerely,

(Type your name and then sign the letter)

# Appendix B Evaluation Forms

## Observation Form

Teacher Candidate Observation Form

Teacher Candidate (TC):       Cooperating Teacher (CT):

University Supervisor (US):       School:

Class/Program:       Date:

Time: Arrival:       Departure:

|  |
| --- |
| Doman 1: Planning:  5-Advanced (A)  4-Proficient (P)  3-Basic (B)  2-Emerging (E)  1-Minimal /Undocumented (U)  TC clearly stated instructional objectives; IEP goals; and standards addressed in the lesson; Lesson objectives, instruction, and assessments match; The lesson flows. TC uses evidence based instructional strategies responsive to student needs & diversity. TC demonstrated knowledge of content, students, and students’ cultural backgrounds.  TC goals for this domain: |
| Feedback: |
| Domain #2: Classroom Environment & Management:  5-Advanced (A)  4-Proficient (P)  3-Basic (B)  2-Emerging (E)  1-Minimal /Undocumented (U)  TC created an environment conducive to learning for diverse student; TC discussed expectations for behavior, routines during lesson activities. ; TC organized physical space to prevent challenging behavior; TC used evidence-based, culturally responsive, non-coercive strategies to address challenging behavior; TC interacted positively with students.  TC goals for this domain: |
| Feedback: |
| Domain # 3 Instruction and Learning Assessment:  5-Advanced (A)  4-Proficient (P)  3-Basic (B)  2-Emerging (E)  1-Minimal /Undocumented (U)  TC gave students a clear learning target/outcome and clear instructional directions; TC asked questions which promoted critical thinking throughout teacher led instruction; TC used different types of evidence-based methods to engage students in instruction; TC differentiated instruction to address diverse learners needs; TC performed formative assessments during instruction; TC modified or changed instruction as a result of formative assessment during the lesson; TC addressed problems that arose during the lesson; TC conducted summative assessment to gauge student learning of lesson and IEP objectives.  TC goals for this domain: |
| **Feedback:** |
| Domain #4: Closure/Reflection & Professional Responsibilities:  5-Advanced (A)  4-Proficient (P)  3-Basic (B)  2-Emerging (E)  1-Minimal /Undocumented (U)  TC assessed student learning at end of lesson; TC established closure and cued future plans; TC charted student performance based on lesson objectives and IEP goals in data system used by the school; TC reflected on effectiveness of the lesson; and TC personal goals for each domain.  TC goals for this domain: |
| Feedback: |

General Comments

TC Signature:\_\_      \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_

By checking this box, I am agreeing I have reviewed the above observation.

US Signature: \_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_

By checking this box, I am agreeing I have reviewed the above observation.

## Initial Professional Dispositions Inventory

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | |  | |  | |  | |  | |  | |  | Who is completing this form? | | |
| *Print Name of*  **Student** | | | |  | | *Print Name of*  **Cooperating Teacher** | |  | | *Print Name of*  **University Supervisor** | |  | | **Date**  *Form Completed* | Student  Cooperating Teacher  University Supervisor | | |
| **Directions** | *The instrument below specifies seven dispositions to be assessed, using a 1-to-4 scale. In general,* | | | | | | | | | | | | | | |
| 0 indicates that there is **no basis for judgment** | | | | | | | | |  | | | | | |
| 1 designates **MINIMAL/UNACCEPTABLE** | | | | | | | | | 3 designates **PROFICENT** | | | | | |
| 2 designates **BASIC** | | | | | | | | | 4 designates **ADVANCED** | | | | | |
| *The rubrics contain a number of descriptors to assist you in determining a* ***single, holistic*** *score for each of the seven dispositions. For a given disposition, descriptors from different columns may characterize the student, so you will need to exercise your professional judgment in determining a single score for the disposition. If helpful, you can first determine sub-scores* (0, 1, 2, 3, 4). *However, the overall scores that you enter into the circle for each disposition must be a whole number* (0, 1, 2, 3, or 4). *If you find that you do not have sufficient experience with the student to determine a score for any particular disposition, please enter* “0” (no basis for determination) *in the score box.* | | | | | | | | | | | | | | |
| **Disposition** | | | **Sub-Score (Optional)** | | **0**  **No Basis for Judgment** | | **1** | | **2** | | | | **3** | | | **4** |
| **Disposition 1**  Values evidence-based, student (client)-focused practice.  **WHOLE NUMBER SCORE:** | | |  | |  | | Exhibits little concern for student involvement in learning. | | Exhibits some concern for student involvement in learning, but analysis is sporadic. | | | | Analyzes student involvement in learning. | | | Systematically analyzes student involvement in learning and incorporates this analysis in planning future lessons. |
|  | |  | | Makes little effort to link professional decision to student learning. | | Is aware that decisions affect student learning but does not consistently draw cause-effect conclusions. | | | | Determines the effect of decisions on student learning. | | | Links specific learner outcomes to instructional decisions and modifies future decisions accordingly. |
|  | |  | | Does not purposely create positive learning environments appropriate for all learners. | | Creation of positive learning contexts is inconsistent and does not reflect the needs of all students. | | | | Creates positive learning contexts appropriate for most learners. | | | Systematically creates positive learning contexts appropriate for all learners. |
|  | |  | | Makes little attempt to inform practice through research | | Research is used but infrequently to inform practice. | | | | Routinely engages in research-based practice. | | | Actively and consistently seeks and uses results of research to inform instructional practice. |
|  | |  | | Makes little effort to collect, analyze, or use assessment data to inform instruction. | | Assessment data is somewhat used to inform practice. | | | | Routinely uses assessment data to inform instruction. | | | Systematically collects, analyzes, and uses assessment data to inform instruction. |
|  | |  | | Professional decision-making is based exclusively on personal preference rather than on student needs. | | Professional decision-making is based on personal preference as well as student needs. | | | | Focuses professional decision-making around student needs rather than personal preference. | | | Demonstrates consistent student-focused orientation based on student needs rather than personal preference. |
| **Disposition 2**  Professional collaboration and consultation.  **WHOLE NUMBER SCORE:** | | |  | |  | | Does not collaborate well on behalf of students and the school. | | Collaborates but infrequently on behalf of students and the school. | | | | Willingly collaborates on behalf of students and the school. | | | Actively seeks opportunities to collaborate on behalf of students and the school. |
|  | |  | | Does not seek information and assistance from others on behalf of students. | | Infrequently seeks information and assistance from others on behalf of the students. | | | | Frequently seeks information and assistance from others on behalf of students. | | | Actively and continuously seeks information and assistance from others on behalf of students. |
|  | |  | | Provides no leadership with projects and activities, or when doing so, does not do so in a fair and adequate manner. | | Provides limited leadership with projects and activities in a fair and equitable manner. | | | | Demonstrates some leadership with projects and activities in a fair and equitable manner. | | | Seeks opportunities for leadership with projects and activities and conducts them in a fair and equitable manner. |
|  | |  | | Rapport is poor and there is no attempt to develop appropriate relationships. | | Positive rapport and appropriate relationships inconsistence across constituencies. | | | | Establishes positive rapport and appropriate relationships with students, teachers, support personnel and other constituencies. | | | Establishes outstanding rapport in the development of relationships with students, teachers, school support personnel, and other constituencies. |
| **Disposition 3**  Practices effective self-management.  **WHOLE NUMBER SCORE:** | | |  | |  | | Frequently absent and/or not punctual for professional activities and assigned duties. | | Absent and/or not punctual for some professional activities and assigned duties. | | | | Is usually present and punctual for professional activities and assigned duties. | | | Is present and punctual for all professional activities and assigned duties. |
|  | |  | | Is frequently not prepared for assigned duties and activities. | | Is sometimes not prepared for assigned duties and activities. | | | | Is usually prepared for assigned duties and activities. | | | Is always well prepared for assigned duties and activities. |
|  | |  | | Demonstrates a clear lack of leadership, self-respect and responsibility in professional roles. | | Is sometimes lacking in leadership, self-respect, and/or responsibility in professional roles. | | | | Usually shows leadership, self-respect and responsibility in professional roles. | | | Always shows leadership, self-respect and responsibility in professional roles. |
|  | |  | | Blatantly uses the intellectual property of others without permission and/or acknowledgment. | | Sometimes borrows the intellectual property of others without permission or acknowledgement. | | | | Usually honors the intellectual property of others. | | | Always honors the intellectual property of others. |
|  | |  | | Violates confidentiality of meetings and/or records. | | Sometimes demonstrates lack of awareness of confidentiality rules and policies with respect to private meetings and/or records. | | | | Maintains confidentiality of private meetings and records. | | | Is very knowledgeable about confidentiality rules and policies and always maintains confidentiality of private meetings and records. |
|  | |  | | Personal grooming is consistently lacking and dress is inappropriate. | | Personal appearance sometimes does not reflect standards for professional grooming and appropriateness. | | | | Personal appearance is professional and appropriate. | | | Personal appearance is always tasteful, professional, and appropriate. |
|  | |  | | Frequently demonstrates lack of self-control and/or reacts inappropriately. | | Occasionally demonstrates lack of self-control and/or inappropriate reactions. | | | | Usually demonstrates self-control and appropriate reactions. | | | Maintains a high level of self-control and appropriate reactions. |
|  | |  | | Consistently uses inappropriate and unprofessional language that is profane and/or derogatory. | | Occasionally uses profane and/or derogatory language. | | | | Communication is free of profane or derogatory language. | | | Excellent oral communication skills that are free of profane or derogatory language. |
| **Disposition 4**  Interacts at a professional level.  **WHOLE NUMBER SCORE:** | | |  | |  | | Writing skills are poor and limited for various purposes and audiences. | | Writing is sometimes not clear for various purposes and all audiences. | | | | Writes clearly for most purposes and audiences. | | | Writing skills are exceptional and appropriate for various purposes and audiences. |
|  | |  | | Speaking ability ineffective for most purposes and audiences. | | Limited speaking ability for some purposes and audiences. | | | | Speaks effectively for most purposes and audiences. | | | Oral skills are exceptional and highly effective for various purposes and audiences. |
|  | |  | | Does not listen with purpose. | | Listening ability is inconsistent. | | | | Usually listens with purpose. | | | Listens well with purpose. |
|  | |  | | Does not use technology effectively in professional roles. | | Use of technology is somewhat effective but limited in professional roles. | | | | Uses technology effectively in professional roles. | | | Has in-depth knowledge base in instructional technology and makes excellent use of technology in professional roles. |
|  | |  | | Does not model clear communication to various constituencies. | | Ability to model clear communication to all constituencies is limited. | | | | Usually models clear communication to all constituencies. | | | Consistently models clear communication to all constituencies. |
| **Disposition 5**  Demonstrates commitment to learning as a lifelong pursuit.  **WHOLE NUMBER SCORE:** | | |  | |  | | Is not receptive and/or responsive to professional feedback. | | Occasionally not receptive and/or responsive to professional feedback. | | | | Is receptive and responsive to professional feedback. | | | Actively seeks out professional feedback. |
|  | |  | | Rarely reflects critically on professional performance and makes little attempt to adjust performance. | | Critical reflection on professional experiences and adjustment in performance is sporadic. | | | | Usually reflects on professional experiences and adjusts performance accordingly. | | | Continuously critically reflects on professional experiences and adjusts performance accordingly. |
|  | |  | | Never seeks out opportunities for professional growth. | | Occasionally seeks out opportunities for professional growth. | | | | Seeks out opportunities for professional growth. | | | Continuously seeks out opportunities for professional growth. |
|  | |  | | Exhibits no knowledge of the evolving nature of the professions in education. | | Sometimes does not exhibit knowledge of the evolving nature of the professions in education. | | | | Stays current with the evolving nature of the professions in education. | | | Stays current with the evolving nature of professions in education as a priority. |
| **Disposition 6**  Respects the legal and ethical norms of the profession.  **WHOLE NUMBER SCORE:** | | |  | |  | | Demonstrates little knowledge of and/or is not compliant with legal requirements of educational environments. | | Has a partial knowledge of and usually complies with the legal requirements of educational environments. | | | | Knows and complies with legal requirements of educational environments. | | | Has an in-depth understanding of and complies with legal requirements of educational environments. |
|  | |  | | Violates confidentiality communications and/or records. | | Sometimes demonstrates lack of awareness of confidentiality rules of communications and records. | | | | Maintains confidentiality of communications and records. | | | Is very knowledgeable about confidentiality rules and policies and always maintains confidentiality of communications and records. |
|  | |  | | Is often dishonest and/or untruthful in dealing with students, teachers, administrators and other constituencies. | | Is not always truthful and/or honest with all constituencies. | | | | Is truthful and honest in most situations. | | | Is consistently truthful and honest in dealing with students, teachers, administrators, and all other constituencies. |
|  | |  | | Shows no respect for the ethical and moral values of the student, school, and/or community. | | Occasionally does not demonstrate respect for the ethical and moral values and concerns of the student, school, and/or community. | | | | Respects the ethical and moral values and concerns of the student, school, and community. | | | Demonstrates a high level of respect for the ethical and moral values and concerns of the student, school, and community. |
| **Disposition 7**  Demonstrates equitable treatment and respect for all individuals.  **WHOLE NUMBER SCORE:** | | |  | |  | | Knowledge of the different ways people learn is not evident in planning and actions. | | Responses to the different ways that people learn are not always evident in planning and actions. | | | | Usually responds to the different way people learn in planning and/or action. | | | Responds to the different ways that people learn in both planning and action. |
|  | |  | | Is insensitive to student differences. | | Is not always sensitive to student differences. | | | | Is sensitive to student differences. | | | Is highly sensitive to student differences. |
|  | |  | | Demonstrates a clear lack of respect for the cultures of all. | | Minimally respects the cultures of all. | | | | Respects the cultures of all. | | | Demonstrates great respect for the cultures of all constituencies. |
|  | |  | | Is blatantly disrespectful in the treatment of others. | | Sometimes does not treat others with dignity and respect. | | | | Usually treats others with dignity and respect. | | | Always treats others with dignity and respect. |
|  | |  | | Does not adjust and/or revise plans to meet student needs. | | Sometimes adjusts and revises plans to meet student needs. | | | | Usually adjusts and revises plans to meet student needs. | | | Continuously adjusts and revises plans to meet student needs. |
|  | |  | | Does not advocate for learners and families. | | Occasionally advocates for learners and families. | | | | Advocates for all learners and families. | | | Assertively advocates for all learners and families. |

## Sample Reference Letter – Cooperating Teachers

January 28, 2015

To Whom It May Concern:

It gives me great pleasure to write a letter of reference for (**teacher candidate’s full name e.g. Hope Peace)**. I served as Hope’s cooperating teacher in first grade here at Make Believe School in Whitewater during the fall semester of 2014.

Being placed at the Make Believe School is a privilege that comes with daunting responsibility. The expectations of the school staff are extremely high for teacher candidates and require that the teacher candidate put in many more hours of advanced preparation than for many of the other placements. Hope was able to meet these expectations and as her cooperating teacher I did not have any concerns throughout the semester.

I found Hope to be acutely aware of the needs of the children as a whole and as unique individuals (WTS # 2 & 3). Her activities were developed around the broad understandings of first graders and she used a variety of teaching strategies with the children that were appropriate not only for their ages, backgrounds, and needs, but also their levels of performance (WTS #1, 2, & 3). The variety of instructional strategies she used included differentiated instruction, direct instruction, modeling, flannel board stories, Smartboard activities, choral response activities, repetitive chanting, songs, etc. (WTS #4). Hope showcased the use of High-Leverage Practices including making whatever content she was teaching explicit through modeling, representations and culturally relevant and other examples; eliciting and interpreting individual student’s thinking and identifying student thinking patterns and implementing instruction responsive to those patterns (WTS #1, 3, 4, & 7). I was pleased with the different approaches Hope used to reflect about and assess student learning (WTS #8). Hope also used classroom management strategies that were responsive to the needs of the learners and their backgrounds. She was able to address unique behavioral needs that were disability related and addressed them using interventions specific to supporting the different learners e.g. she used Applied Behavior Analysis strategies, Discipline with Love and Logic, and different interventions representative of PBIS etc. to address ADHD based challenging behaviors (WTS #4, 5, & & 6). She is good at helping children solve problems and resolve conflicts while learning to take ownership of their choices and subsequent consequences using evidence based practices such as Life Space Crisis Intervention, Minnesota Conflict Resolution program, Second Step etc.

I observed improvement in Hope's classroom management throughout the semester (WTS #5 & 9). She used a few basic rules and continued to develop her understanding of being aware of where all of the children were even if there were a number of other adults in the room. Her growth in this area came from her own reflections and through sharing my observations with her. Hope was able to critique her own teaching along with being open to listening to my suggestions (WTS #9). Another area that Hope worked on throughout the semester was posing requests to children without asking questions when there wasn't a choice. She made gains in this area and I believe will continue to do so which will help her become an even more effective communicator with children (WTS # 6). Another area Hope showed growth in was tracking student performance over time and discussing that progress with the students and families (WTS #8).

Based on my observations and eighteen weeks long work with Hope along with the comments and evaluations of her university supervisor**,** she has successfully met all student teaching requirements. She is a thoughtful, prepared, conscientious young teacher who works hard and connects positively with children, families and other staff (WTS #10).

Sincerely,

## Sample Reference Letter – University Supervisors

January 28, 2015

To Whom It May Concern:

It gives me great pleasure to write a letter of reference for (teacher candidate’s full name e.g. Hope Peace). I served as Hope’s university supervisor in first grade here at Make Believe School in Whitewater during the fall semester of 2014.

The placement school is an excellent site with exceptional cooperating teachers who mentor, guide, coach, and support teacher candidates to excel. The expectations of the school staff are extremely high for teacher candidates and require that the teacher candidate put in many more hours of advanced preparation than for many of the other placements. Hope was able to meet and exceed these expectations.

I found Hope to be acutely aware of the needs of the children as a whole and as unique individuals (WTS # 2 & 3). Her activities were developed around the broad understandings of first graders and she used a variety of teaching strategies with the children that were appropriate not only for their ages, backgrounds, and needs, but also their levels of performance (WTS #1, 2, & 3). The variety of instructional strategies she used included differentiated instruction, direct instruction, modeling, flannel board stories, Smartboard activities, choral response activities, repetitive chanting, songs, etc. (WTS #4). Hope showcased the use of High-Leverage Practices including making whatever content she was teaching explicit through modeling, representations and culturally relevant and other examples; eliciting and interpreting individual student’s thinking and identifying student thinking patterns and implementing instruction responsive to those patterns (WTS #1, 3, 4, & 7). I was pleased with the different approaches Hope used to reflect about and assess student learning (WTS #8). Hope also used classroom management strategies that were responsive to the needs of the learners and their backgrounds. She was able to address unique behavioral needs that were disability related and addressed them using interventions specific to supporting the different learners e.g. she used Applied Behavior Analysis strategies, Discipline with Love and Logic, and different interventions representative of PBIS etc. to address ADHD based challenging behaviors (WTS #4, 5, & & 6). She is good at helping children solve problems and resolve conflicts while learning to take ownership of their choices and subsequent consequences using evidence based practices such as Life Space Crisis Intervention, Minnesota Conflict Resolution program, Second Step etc.

I observed improvement in Hope's classroom management throughout the semester (WTS #5 & 9). She used a few basic rules and continued to develop her understanding of being aware of where all of the children were even if there were a number of other adults in the room. Her growth in this area came from her own reflections and through sharing my observations with her. Hope was able to critique her own teaching along with being open to listening to my suggestions (WTS #9). Another area that Hope worked on throughout the semester was posing requests to children without asking questions when there wasn't a choice. She made gains in this area and I believe will continue to do so which will help her become an even more effective communicator with children (WTS # 6). Another area Hope showed growth in was tracking student performance over time and discussing that progress with the students and families (WTS #8).

Based on my observations and discussions with the cooperating teacher about Hope’s performance, she has successfully met all student teaching requirements. She is a thoughtful, well prepared, conscientious young teacher who works hard and connects positively with children, families and other staff (WTS #10).

Sincerely,

# Appendix C Procedural Forms

## COEPS Withdrawal from Student Teaching POLICY AND FormS

1. **See COEPS Student Teaching Handbook.**

## Department of Special Education Corrective Action PLAN for Teacher Candidates

Sample of Corrective Action Student Teaching Contract

Student:

School:

Cooperating Teacher:

University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This contract will serve as an attempt to correct the areas of concern noted by the cooperating teacher and university supervisor for the following teacher candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The following required elements of student teaching must be demonstrated by the deadlines decided and agreed to.

|  |  |  |
| --- | --- | --- |
| Requirements | Date Due | Signature  TC=Teacher Candidate  CT=Cooperating Teacher US=University Supervisor |
|  |  |  |
|  |  |  |

I, (student’s name), acknowledge that I have read and agree to all of the conditions of the contract. If I do not meet any one of the conditions of the contract, I have been informed that I will be withdrawn from my student teaching assignment at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, effective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Student’s Signature Date

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher, witnessed that (student’s name)

acknowledged requirements of this contract on (date) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Principal, witnessed that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(student’s name) acknowledged requirements of this contract on (date) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, University Supervisor witnessed that \_\_\_\_\_\_\_\_\_\_\_\_\_\_

(student’s name) acknowledged the requirements of this contract on (date) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

cc: Nomsa Gwalla-Ogisi, Field Experiences and Cross Categorical Program Coordinator Dept. of Sp. Ed.

Lana Collet-Klingenberg, Chairperson, Department of Special Education, UW-Whitewater

Fred Trotter, Director, COEPS Office of Field Experiences, UW-Whitewater

## How to Apply for Licensure

Jillian M. Smith

Certifying Officer

Student Status Examiner

University of Wisconsin-Whitewater

College of Education and Professional Studies

OFFICE:  Winther Hall 2043

PHONE:  (262) 472-1059   FAX:  (262) 472-5716

How to apply for a Teacher, Pupil Services, or Administration License website:

<http://www.uww.edu/coeps/academics/teacher-licensure/applying>

## FERPA Form

The University of Wisconsin-Whitewater has a FERPA information page on the web site:

<http://www.uww.edu/registrar/ferpa>

The form is available here: <http://www.uww.edu/Documents/registrar/FERPA/ferpa_authorization.pdf>