

# **STUDENT TEACHING PROGRAM HANDBOOK**

University of Wisconsin-Whitewater  
College of Education  
Office of Field Experiences

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## FOREWORD

This handbook is written for and distributed to individuals who participate in the University of Wisconsin-Whitewater student teaching, library media, communicative disorders and other programs. It is intended as a guide for students, personnel of cooperating schools and agencies, and university faculty. Student teaching is one of the most important activities for students preparing to become teachers. It is the culminating experience during which prospective teachers transform their preparation for teaching into professional classroom practice. The student teaching experience offers indispensable opportunities for guided practical experience. The cooperating schools and especially the cooperating teachers provide invaluable services for the university, for student teachers, and for their profession.

A note on terminology. In general, references to “student teachers” in this handbook also apply to College of Education majors who are completing their capstone experience in the library media and communicative disorders programs. Similarly, references to “cooperating teachers” also apply to cooperating librarians, off campus clinical supervisors for students enrolled in the communicative disorders program, and other field supervisors.

Information contained in this handbook is subject to change. For the most specific, up-to-date information on any subject that is part of this handbook, contact the Office of Field Experiences in the College of Education.

The University of Wisconsin-Whitewater College of Education is a member of the American Association of Colleges of Teacher Education, the Renaissance Group, the Teacher Education Council of State Colleges and Universities, the Wisconsin Association of Colleges of Teacher Education, and the Wisconsin Improvement Program. All programs are approved by the Wisconsin Department of Public Instruction and accredited by the North Central Association of Colleges and Schools. In addition, programs in teacher education (initial and advanced), in communicative disorders, and in school psychology are accredited by the National Council for the Accreditation of Teacher Education, the Council on Academic Accreditation of the American Speech-Language and Hearing Association, and the National Association of School Psychologists, respectively.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures " [UWS Chapter 17]).

The Office of Field Experiences Web address is: <http://academics.uww.edu/coe/departments/fieldex/>

## **PROGRAM OBJECTIVES**

Student teachers and cooperating teachers are reminded of the dual nature of the student teaching experience. The student teacher is both a student and a teacher. Facilitating learning among pupils while simultaneously improving one's own teaching competence are the objectives of the student teaching experience and the mark of a professional teacher.

The University of Wisconsin-Whitewater, the cooperating teacher, and the student teacher share responsibility in providing planned, sequenced, systematic, and guided experiences for the student teacher that actively promote:

- The practice of teaching as articulated in the College of Education's Conceptual Framework: The Teacher is a Reflective Facilitator;
- The Wisconsin Department of Public Instruction Teacher Standards (See Appendix A-1.);
- The development of cognitive, physical, social-emotional, ethical, and aesthetic abilities in the context of significant teaching responsibilities;
- The development of a philosophy of education that is sound, workable, evolving, articulated, democratic, and reflected in practice;
- The development and application of traditional and state-of-the-art instructional techniques, methods, and strategies that reflect the findings of research and the wisdom of practice;
- The facilitation of learning among all pupils in response to physical, cognitive, developmental, and behavioral needs, and cultural diversity;
- The assessment of teaching in terms of the needs of each individual pupil and the goals and objectives of school programs;
- The development of professional reflection, interests, attitudes, ideals, and accomplishments; and
- An understanding of the school as a learning community and as part of the larger community, the state, the nation, and the world.

The departments involved in teacher preparation programs have identified student objectives in the categories of knowledge, skills and dispositions to meet expectations of the UW-System and accrediting bodies. Varied assessment measures are utilized during student teaching to evaluate progress. In addition, the data collected are used in the on-going process of program improvement.

# CONCEPTUAL FRAMEWORK

University of Wisconsin-Whitewater  
College of Education

## Conceptual Framework: The Teacher is a Reflective Facilitator

### Commitment to Teacher Preparation

We affirm the essential role of education in assisting citizens to attain their inalienable rights of life, liberty, and the pursuit of happiness as reflected in the principles of our nation's founding documents. We affirm the democratic processes by which individuals and society are empowered. We share an abiding commitment to the ongoing development of democratic purposes, policies, and intents as they serve to benefit all.

We affirm the role of educators as active contributors to the development of an informed citizenry that is committed to these principles. As educators we dedicate ourselves to developing and exemplifying a sense of civic responsibility and social justice, of interpersonal respect, a regard for scholarship, and the use of evidence in determining matters of public policy.

We affirm the responsibility of educators to speak and act on behalf of children and youth and the responsibility of educators in furthering public understanding of the educational needs of children and youth.

To these ends, the College of Education commits itself to the preparation of teachers who will further these beliefs and empower their students to carry them out. To do this, prospective teachers must possess a combination of knowledge, understanding, skills, and dispositions that will allow them to help create an informed populace committed to participation in our democracy.

The College of Education commitment is further elaborated in the following premises.

### PREMISES

Preface: We believe that effective teachers must be well-educated. They should be skilled in the practices of teaching and possess an array of interpersonal and technical skills. They should be committed to educating all students, have confidence in their power to make a difference in children's lives, be open to innovation and change and be able to work effectively with diversity in colleagues, students, and contexts. In addition to knowing about children, subject matter, educational theory, and strategies for teaching, teachers should be dedicated to the development of youth, espouse a dynamic conception of literacy, and possess a mind and disposition open to new ideas and the challenge of ideologies.

#### **Knowledge**

Prospective teachers need a sound knowledge base from which to construct their professional lives. This

knowledge base includes a strong foundation in the disciplines they will teach. It includes an understanding of how humans learn, develop, and construct meaning. The knowledge base includes knowing how to use an array of methods and technologies to carry out instruction effectively and to evaluate student learning and instructional effectiveness.

The knowledge base also includes the historical and philosophical bases of education and an understanding of the complex social and cultural contexts of schools. Prospective teachers must be able to utilize theory in addressing educational problems and re-evaluating accepted practice, policy, and procedures.

### **Commitment**

To become a teacher is to affect forever the lives of the young. It is a paramount that those entrusted with this responsibility be imbued with caring and commitment to youth, individually and collectively, that will sustain a demanding, and often frustrating, career. In the face of circumstances beyond school, the teacher should not relinquish belief in either his or her ability to make a difference or in the potential of each student to learn and to succeed.

### **Literacy**

Teaching is a commitment to the future and requires consideration of the quality of literacy that will sustain society. Literacy is normally defined for schools as a repertoire of prescribed knowledge and skills. A more dynamic conception of literacy is implicit in the demand for adults who can reason effectively, who continue to learn, and who will address problems utilizing the democratic process. Thus, in addition to a prescribed repertoire of knowledge and skills, teachers need the ability to evaluate traditional ways of doing, to select from them, or to conceive new ways. They should be able to produce an unlimited number of plans and then to pursue those plans that will support quest and adaptation to changing conditions. This concept of literacy depends on the capacity to question and to evaluate effectively, to think critically and creatively, and to confront problems with imagination and with ardor.

### **Decision Making**

Decision making is both individual and collective; we are bound as a society to solve problems and make decisions collectively. Teachers, however, are continually required to make individual decisions; and as the complexity of the context increases, reliance on the teacher's judgment becomes greater. Reflection and critical analysis should be benchmarks for decision making, and the bases for decisions should rest on egalitarian and emancipatory orientations to schooling and on a professional code of ethics.

### **Innovation**

In every dimension of professional preparation, there are both discrete, factual knowledge and dynamic, fluid intellectual abilities that must be addressed. However, there are no fixed plans, algorithmic solutions, or prescribed practices for the day-to-day work of teachers. Rather teachers need the confidence and

capacity to develop new ideas and new agendas, being sensitive to changing conditions, responding to diversity in student aptitude and interest, and being flexible in carrying out their responsibilities.

### **Change**

A teacher is a transcendent being, a catalyst for change, whose task is to create the possibility that tomorrow will be peopled by principled individuals who will embrace the dialectic of life and in the changing circumstances that assuredly will occur will always subscribe to the principles of equality, justice and freedom for all. Teachers should be imbued with confidence in their role as change agents and in their ability to help shape society and to determine the future.

### **Self-Reflection and Self-Assessment**

Critical self-reflection and self-assessment are essential to becoming a teacher. Self-reflection, self-assessment, and reflection about practice should be the measure of performance in the teacher education program. Of critical importance for self-reflection and self-assessment is an understanding of the professional code of ethics and a commitment to the democratic process by which individuals are empowered.

### **Advocacy**

Educators should be proactive in advocating for students and families and for those conditions which are most likely to ensure equality and justice for all students. Moreover, teachers should be committed to knowing the changing issues that affect students and schooling and be confident in providing an articulate and informed voice on behalf of students and schooling.

### **Collaboration**

Collaborative relations with parents, families, school boards, administrators, and colleagues presage success in working with young people. Families and the community should be full partners in the educational process of the young.

## PROGRAMS

The University of Wisconsin-Whitewater provides student teaching experiences in selected schools and agencies in southeastern Wisconsin with quality educational experiences.

The student teacher usually spends at least one complete semester working in a school and is assigned to teach with one or more cooperating teachers and under the guidance and direction of a university supervisor. The student teaching responsibility is viewed broadly to include involvement in many in-school and out-of-school activities.

Formerly, teacher licenses in Wisconsin were categorized according to grade level. With the enactment of PI 34, teacher licenses are now categorized in terms of developmental level and age range. The following table shows the correspondence between the new developmental level and age range language, and the earlier language of grades.

<b>Abbreviation</b>	<b>Development level</b>	<b>Age range</b>	<b>Grades</b>
EC	Early Childhood	Birth-8 years old	Nursery-Grade 3
EC-MC	Early Childhood through Middle Childhood	Birth-11 years old	Pre-K-Grade 6
MC-EA	Middle Childhood through Early Adolescence	Ages 6-12/13 years old	Grades 1-8
EA-A	Early Adolescence through Adolescence	Ages 10-21 years old	Grades 6-12
EC-A	Early Childhood through Adolescence	All ages in public schools	Grades K-12

## PORTFOLIOS

Students are generally required to complete successfully a portfolio at three points in their program of study. The portfolio is evaluated based on carefully designed rubrics.

Students in the Pre-Professional Block who are enrolled in Observation and Participation (EDFNDPRC 210) or Observation and Reflection in Head Start (EDUINDP 214) are required to complete successfully their Phase 2 Portfolio as a pre-requisite to the Professional Block. All students are required to complete successfully their Phase 3 Portfolio during their Professional (“Methods”) Block as a pre-requisite to student teaching, and their Phase 4 Portfolio during their Student Teaching semester as a requirement for graduation and licensure.

The portfolio is based on the Wisconsin Teacher Standards (See Appendix A-1.) and on five central assessment concepts:

- Communication Skills
- Pedagogical Knowledge
- Human Relations and Professional Dispositions
- Teaching Practice
- Content Knowledge

Additional information about portfolios is available in a variety of ways through students, their university supervisors, and academic departments:

Curriculum and Instruction	Visit <a href="http://academics.uww.edu/cni/forms.html">http://academics.uww.edu/cni/forms.html</a>	
Early Childhood Education	Winther Hall 4044	foxr@uww.edu
Educational Foundations	Winther Hall 6035	edfound@uww.edu

Physical Education  
Special Education

Williams Center 123  
Winther Hall 4033

hperc@uww.edu  
specialed@uww.edu

## Required Field Experiences Prior to Student Teaching

Before reaching their student teaching semester, undergraduate students spend 125 or more hours in classrooms in early field experiences, during which time their responsibilities for teaching increase gradually. Cooperating teachers are encouraged to discuss these prior field experiences with student teachers as soon as possible.

### Phase 2 - Preprofessional Block: Observation and Participation or Observation and Reflection

As a requirement for admission to Professional Education, undergraduate students for **all programs except *Early Childhood*** Education must successfully complete the Preprofessional Block. In this block, students enroll in three three-unit courses: Education in a Pluralistic Society, Child Development or Educational Psychology, and Observation and Participation. The field experience component of the Preprofessional Block consists of eight full days spent in a public school or agency. This field experience generally provides students with limited opportunity for teaching activities, e.g., one-on-one tutoring or small group work. Students are not necessarily placed in a classroom that corresponds to their major or their preference, and special education majors are placed in a general education classroom. During this semester, students partially fulfill the Human Relations requirement for obtaining a teaching license in Wisconsin.

During their first semester, students in the ***Early Childhood*** program enroll in eight courses for a total of 17 units: Introduction to Early Childhood Education, Child & Family in a Diverse Society, Development of the Young Child, Early Childhood Music Methods, Individualized Learning Systems in Educational Media, Art in the Yearly Years, Reflective Seminar, and Field Study: Head Start. For Field Study: Head Start, students are placed in Head Start programs for two mornings a week for twelve weeks, or approximately 6.5 hours per week. During this semester, students partially fulfill the Human Relations requirement for obtaining a teaching license in Wisconsin.

### Phase 3 - Professional Block: Field Study/Alternate Student Teaching, General Studies, etc.

Following successful completion of the Preprofessional Block and admission to Professional Education, undergraduate majors are eligible for the Professional Block. During the Professional Block, students enroll in courses appropriate to their licensing area, e.g., math and reading methods, and they also have one or more placements in area schools or agencies. Compared to the Preprofessional Block field experience, the Professional Block field experiences provide students with more responsibilities for teaching, e.g., planning and implementing lessons, assessing students, etc. The Professional Block experience serves as a transition between limited teaching responsibilities in the Preprofessional Block field experience and significant teaching responsibilities during the student teaching experience.

**Early Childhood** (EC) majors have a Professional Block experience that includes Field Work connected to methods courses over three semesters and a 300 hour experience over 15 weeks in a Birth to Three Program (approximately 200 hours) and a community-based childcare program (approximately 100 hours)

**Early Childhood-Middle Childhood** (EC-MC) majors all have a Professional Block experience in a pre-school setting.

In the regular education **Middle Childhood-Early Adolescence (MC-EA)** and **Early Adolescence-Adolescence (EA-A)** programs, students spend their Professional Block experience at an elementary, middle, or high school level that is opposite the level of their Phase 4 full semester student teaching experience. This experience is a combination of “field experience” and a limited “student teaching” experience.

In the special education **Middle Childhood-Early Adolescence (MC-EA)** and **Early Adolescence-Adolescence (EA-A)** programs, following Observation and Participation but preceding student teaching, students complete two field experiences. The first is in elementary or middle school in their area of emphasis; the second is in a general (regular) education classroom, frequently in full inclusion programs.

During their Professional Block experience, **Early Childhood-Adolescence (EC-A)** majors (**art, business education, foreign language, marketing, music, physical education**) are placed in elementary, middle, and/or high schools.

## **Phase 4 - Student Teaching**

**Early Childhood (EC)** Education majors participate in two limited student teaching experiences prior to a full day/full semester student teaching assignment. The first limited student teaching experience includes approximately 200 hours in a Birth to Three Program and 100 hours in a community-based childcare program. The second limited student teaching experience includes approximately 150 hours in a Preschool inclusive or integrated program. The full day/full semester student teaching assignment for Early Childhood majors includes three six-week placements each in Early Childhood Special Education, Kindergarten, and a primary grade (ages six to eight).

**Early Childhood-Middle Childhood (EC-MC)** majors participate in full semester of student teaching consisting of one placement at the kindergarten level for nine weeks and at second placement at Grade 1, 2, 3, 4, 5 or 6 for nine weeks.

**Middle Childhood-Early Adolescence (MC-EA)** regular education majors participate in a full semester of student teaching at the grade level opposite that of their Phase 3 experience.

**Middle Childhood-Early Adolescence (MC-EA)** and **Early Adolescence-Adolescence (EA-A)** special education majors participate in a full semester of student teaching.

**Early Adolescence-Adolescence (EA-A)** majors (art, business education, foreign language, marketing, music, physical education) participate in a full semester of student teaching. In the case of art, music, and physical education, this includes 9 weeks at an elementary level and 9 weeks at a secondary level.

**Early Childhood through Adolescence** majors (**Art, Business Education, Foreign Language, Music, Physical Education certification**) participate in a full semester student teaching experience for nine weeks at the elementary level and nine weeks at the secondary level.

**Special Education:** Special education majors participate in a full semester program of student teaching in a cooperating school, while concurrently enrolled in a seminar.

The following chart summarizes typical levels of field experiences in undergraduate programs:

<u>Major</u>	<u>Phase 2 Preprofessional Block</u>	<u>Phase 3 Professional Block</u>	<u>Phase 4 Student Teaching</u>
ECE	Head Start	Fieldwork???? Birth to Three Community-based Child Care Preschool (inclusive/integrated)	Early Childhood Special Education Kindergarten Primary
EC-MC	Elementary or middle	Pre-school	Kindergarten Grade 1, 2, 3, 4, 5, or 6
MC-EA	Elementary or middle	Elementary or Middle	Middle or Elementary
EA-A	Elementary or middle	Middle or High School	High school or Middle
EC-A	Elementary or middle	Elementary, middle	Elementary, Middle, or High School
MC-EA and EA-A (Special Ed)	Elementary or middle	Elementary, Middle or High School	Elementary, Middle or High School

### Teacher Internships

Teacher internships are available to students. The teacher internship program is coordinated by the Wisconsin Improvement Program as a cooperative venture involving Wisconsin teacher training institutions, the Wisconsin Department of Public Instruction, and local school systems. The teacher internship is a full semester assignment in a participating school during which a student enrolls in twelve credits of directed teaching and is paid a salary by the local school system. The student is engaged in a full day, full semester experience, but may be required to attend a limited number of on-campus events during the day or evening (e.g., student teacher meetings, seminars for student teachers or interns). The intern is licensed by the Wisconsin Department of Public Instruction. Additional information about the teacher internship program (requirements, application process and deadlines, etc.) is available from the Office of Field Experiences.

### Undergraduate In-service Practicum

The undergraduate in-service practicum is available as an on-the-job experience for some regular education students for initial certification. The undergraduate in-service practicum experience may take place within the school where the student is employed. The school must approve the assignment, provide a teaching schedule mutually acceptable to the school and the university, and identify a cooperating teacher.

### Special Minors

Special minor areas which require a student teaching assignment for purposes of licensure are bilingual education, elementary keyboarding, and library media. Students should consult program coordinators for more information about student teaching in these areas.

## **Graduate Programs**

### Regular Education Practicum

Curriculum and Instruction practica, including in-service, may be taken at the graduate level. Students are placed in a setting for a period arranged to fit the needs of the student and licensure requirements. Practicum credits will be determined by the Department of Curriculum and Instruction. The specific requirements for an in-service practicum are available through the Department of Curriculum and Instruction and involve a contractual agreement among the department, the student, and the school district.

### Special Education Practicum

Special Education practica, including in-service, are available at the graduate level only. Students are required to apply for and complete a practicum assignment as part of the licensure requirements for each area of licensure desired. Students are placed in a practicum setting for a period of time based on the Special Education Department's assessment of the student's training, certification, experience, and needs. Practicum credit will be determined by the Special Education Department as a result of this assessment. The specific requirements for an in-service practicum are available in the Department of Special Education and include a contractual agreement among the department, the student, and the school district. In-service agreement forms are available in the Office of Field Experiences.

### Reading Practicum

Graduate students in the MSE-Reading degree program leading to 316 (K-12) Licensure or 317 (K-12) Licensure must apply for and successfully complete a practicum in reading. The four credit reading practicum satisfies both the elementary and secondary requirements. In most instances students will be able to satisfy the requirements within their own school districts. Applications for the reading practicum are available in the Office of Field Experiences.

## **International Student Teaching Opportunities**

The College of Education offers a variety of international experiences for students in partial fulfillment of program requirements. Students must be approved for participation in international experiences by their program coordinator and/or academic department, and the Director of Field Experiences.

Students are responsible for all expenses associated with the international experiences, including but not limited to the cost of a passport, visa, airfare, land transportation, lodging, and meals. Students may be eligible for financial assistance to offset these experiences.

Additional information on international experiences is available in the Office of Field Experiences.

## STEPS TO A STUDENT TEACHING ASSIGNMENT

1. **Admission to Professional Education** (The official statement of the admissions requirements, policies, and procedures is published on the College of Education website at <http://academics.uww.edu/coe>.)
2. **Admission to Directed Teaching, Graduate Practicum, or In-Service Practicum**
  - a. Passing score on Praxis II Subject Assessment Test in major(s) by deadline established by Office of Field Experiences and submission of copy of “sub-test” scores included in Examinee Score Report to Office of Field Experiences.
  - b. Passing score on Phase 3 portfolio
  - c. Attendance at required Phase 3 Orientation to Student Teaching (usually in January preceding a fall semester placement and in October preceding spring semester placement)
  - d. Cumulative Grade Point Average of 2.750 or higher
  - e. Minimum or higher grades in courses as required by department of major or program
  - f. Meeting any additional requirements as identified by department of major or program
  - g. Transfer students: completion of at least 14 undergraduate units (credits) or 9 graduate units (credits)
  - h. Submission of Personal Information Sheet to Office of Field Experiences
  - i. Submission of negative tuberculosis test results to Office of Field Experiences that are valid for the student teaching assignment, based on the “read date” for the test
  - j. Completion of background check (if required)

*Eligibility for Directed Teaching, as approved by the **Department of Curriculum and Instruction** on April 22, 1996 and amended February 10, 1997, for PreK-6, 1-6, 1-9, 6-12, and K-12 regular education licensure.*

In order to be eligible for preschool directed teaching and/or nine-week or full semester directed teaching, students in Curriculum and Instruction programs must have a licensure GPA of 2.75 based on courses in major, minor, and Professional Education and have earned grades C or better in all methods courses completed. The requirement for a grade of C or better also applies to methods courses that are transferred in and to courses that are substituted for the listed methods courses. Students with the grades of "I" (incomplete) in methods courses will be ineligible for directed teaching. Students seeking additional licensure must earn a grade of C or better in the appropriate methods course.

The following courses are defined as methods courses:

### **PreK-6 Licensure**

ELEMMID 215 Methods of Teaching Art in the Elementary/Middle School  
EARLYCHD 222 Early Childhood Music Methods  
ELEMMID 324 Teaching Science in the Elementary/Middle School  
ELEMMID 363 The Teaching of Social Studies in the Elementary School  
ELEMMID 422 Teaching Language Arts in the Elementary/Middle Grades  
ELEMMID 425 Teaching Mathematics in the Elementary/Middle Grades  
READING 361 Emergent Literacy and Beginning Reading Instruction  
READING 460 Elementary/Middle School Reading Teaching Strategies  
EARLYCHD 321 Programs and Curriculum for Young Children  
PEPROF 325 Physical Education for the Kindergarten-Primary (K-3) Classroom Teacher  
PEPROF 327 Motor Programming for Early Childhood

### **1-6, 1-9 Licensure**

ELEMMID 215 Methods of Teaching Art in the Elementary/Middle School  
ELEMMID 223 Elementary/Middle School Music Methods  
ELEMMID 324 Teaching of Science in the Elementary/Middle School  
ELEMMID 363 The Teaching of Social Studies in the Elementary School  
ELEMMID 422 Teaching Language Arts in the Elementary/Middle Grades  
ELEMMID 425 Teaching Mathematics in the Elementary/Middle Grades  
ELEMMID 360 Reading in the Elementary/Middle School  
READING 460 Elementary/Middle School Reading Teaching Strategies  
PEPROF 325 Physical Education for the Kindergarten-Primary (K-3) Classroom Teacher  
PEPROF 326 Physical Education for the Elementary 4-8 Classroom Teacher

### **6-12 Licensure**

SECNDED 426/626 Methods of Teaching English and Language Arts  
SECNDED 427 Methods of Teaching Foreign Language  
SECNDED 428/628 Methods of Teaching Mathematics  
SECNDED 429/629 Methods of Teaching Science  
SECNDED 430/630 Methods of Teaching Social Studies  
SECNDED 434 Methods of Teaching Theatre  
SECNDED 440 Methods of Teaching Marketing Education  
SECNDED 441 Methods of Teaching Accounting  
SECNDED 442 Methods of Teaching Keyboarding/Document Processing  
SECNDED 443 Methods of Teaching Shorthand  
SECNDED 444 Methods of Teaching Basic Business Subjects  
SECNDED 466 Developmental Reading in the Middle/Secondary Schools

### **K-12 Licensure**

ELEMMID 434 Elementary General Music Methods  
ELEMMID 437 Elementary/Middle School Instrumental Methods  
ELEMMID 424 Elementary/Middle School Art Education  
SECNDED 420/620 Methods of Teaching Physical Education K-12

SECNDED 423	Middle/Secondary School Art Education
SECNDED 436	Methods of Teaching General Music in the Middle/Secondary School
SECNDED 437	Methods of Teaching Instrumental Music in the Middle/Secondary School
SECNDED 438	Methods of Teaching Choral Music in the Middle/Secondary School
SECNDED 466	Developmental Reading in the Middle/Secondary School

*Eligibility for Directed Teaching (PEFIELD 411 Directed Teaching Physical Education - Elementary School, PEFIELD 412 Directed Teaching Physical Education - Middle School, and PEFIELD 414 Directed Teaching- Secondary School).*

See the Chairperson, Department of Health, Physical Education, Recreation, and Coaching, for the current policy regarding eligibility for directed teaching.

**3. Determination of placement**

- a. Each student is interviewed by a program coordinator to determine the student's needs, interests, and abilities. Following the interview, a student teaching assignment (site and cooperating teacher[s]) is recommended to the Director of Field Experiences for approval and processing.
- b. Information regarding tentative student teaching assignments is available to students on an ongoing basis following confirmation and submission of required paperwork. A meeting is held in August for fall semester placements and in January for spring semester placements during which student teachers meet with their university supervisor for information including the supervisor's expectations, policies, and procedures.

**4. School orientation**

After learning about the student teaching placement, the student teacher arranges for an appointment with the principal and cooperating teacher prior to beginning the student teaching experience. All assignments are tentative pending the completion of the orientation visit with the cooperating principal and teacher. Depending on local school or agency policy, students may be required to interview with school or agency personnel before the student teaching assignment is approved.

## **DETERMINATION OF PLACEMENT SITES AND ASSIGNMENTS**

1. Students are **strictly prohibited** from arranging for student teaching sites, assignments, and cooperating teachers.
2. Office of Field Experiences policy generally prohibits assigning student teachers to schools or agencies in communities where they have attended schools, or where they, their spouse, their children, or other close family members are enrolled, employed or closely affiliated.
3. Placement sites are selected to meet program objectives and to maximize the efficient use of university resources, including assignment of university supervisors.

See Appendix B for a list of the school districts.

Exceptions to this policy are seldom granted and require submission and approval of an ***Application for Exception to Placement Policy*** available in the Office of Field Experiences. *Financial hardship or future employment plans are not acceptable reasons for an exception to placement policy.*

4. School districts, schools, and other agencies voluntarily provide prospective sites for student teaching assignments as a professional courtesy. They also have the right to cancel placements if they determine, based on professional judgment, that deficiencies in the knowledge, skills, and/or dispositions of UW-Whitewater students have a negative impact on pupils, teachers, or other members of the school or agency community.
5. Service as a cooperating teacher is a voluntary professional activity. Cooperating teachers are selected on the basis of their meeting criteria. (See "Criteria for Selection of Cooperating Teachers" in the next section of this handbook.)
6. Cooperating teachers and/or other school district or agency officials may require interviewing students before agreeing to accept them for a placement. As part of the interview, students may be asked to present a résumé, a portfolio, or other documents. Students should inquire what will be required at the interview in advance.
7. **No changes in the officially assigned semester for student teaching are allowed without permission from the appropriate department.**

## **CRITERIA FOR SELECTION OF COOPERATING TEACHERS**

Cooperating teachers hold a significant and enviable position among teacher educators. Studies reveal that teachers describe their student teaching experience as having had a profound influence in determining the kind of teacher they become. Cooperating teachers are in a unique position to induct newcomers into the profession and to pass on the “torch of experience” to those who will follow them in their work.

Cooperating teacher qualifications include:

1. Academic preparation (Bachelor's degree required; Master's degree preferred).
2. To qualify as a cooperating teacher for student teachers, teachers must meet the following three requirements as specified in Wisconsin Administrative Code [PI 34.15(6)]:
  - a. Hold a Wisconsin license and have volunteered for assignment as a cooperating teacher or practicum supervisor
  - b. Have at least 3 years of teaching experience with at least one year of teaching experience in the school or school system of current employment
  - c. Have completed training in both the supervision of clinical students and in the applicable standards [Wisconsin Teacher Standards] in subchapter II.
3. Strong desire to serve as a cooperating teacher.
4. Professional and ethical behavior and attitudes.
5. Demonstrated high level of professional teaching skills.
6. Recommendation by school and university personnel.

The following factors are also considered in selecting of cooperating teachers:

1. Previous experience in working with teacher education students in field experiences.
2. Local school district policy regarding service as a cooperating teacher, e.g., limitations on total number of student teachers per semester or year.

# **ROLE AND RESPONSIBILITIES OF THE STUDENT TEACHER**

## **Professionalism**

All students seeking a BSE and/or certification as a teacher are required to complete experiences in school settings. Participating in these experiences pre-supposes acceptance of a code of ethics, a "professional" manner of behaving. Lack of professionalism can be grounds for lower evaluations or dismissal from any field experience. Professionalism can never be defined completely, but the following statements serve as guides to what is expected of students in completing their experiences within the schools.

1. Students must be responsible.

This includes meeting the attendance requirements, notification of absences, keeping hours appropriate to the assignments, and timely completion of tasks assigned as part of the experience.

2. Students must adapt to reasonable expectations of the school concerning personal appearance and behavior.

Students must dress appropriately for the school setting. They must conduct themselves to meet reasonable school and community expectations.

3. Students must at all times interact with university students, school personnel, pupils, and pupils' parents or guardians in an ethical manner.

Students must not illegally or unethically discuss information about pupils, school personnel, university personnel, and university students.

Confidentiality regarding information resulting from personal knowledge, tests, reports, records, etc., must be maintained.

Treatment of pupils within the school must be equitable and reasonable for all students regardless of race, color, gender, creed, religion, age, ancestry, national origin, disability, sexual orientation, marital status, political affiliation, Vietnam-era veteran status, parental status and pregnancy. Students must not use professional relationships for economic or social gain, or in any other way.

4. Student must provide a reasonably balanced view of their subject, recognizing that the classroom should not be used for the indoctrination of personal views or values.
5. Students will respect the rules and regulations of the university and the privacy of communication with university personnel.

## Personal Responsibilities

### Adherence to the Calendar of Assigned School

Student teachers are required to follow the semester of the local school district, including vacation periods and evening or weekend obligations (e.g., parent-teacher conferences, open houses).

### Attendance, Notification of Absence

Student teachers are under the same obligation for regular attendance as cooperating teachers. Personal illness or family emergencies are the usual reasons for approved absences. Special requests for absences must be discussed with and approved by the cooperating teacher and by the university supervisor. Such requests must be limited in number and mutually agreeable arrangements regarding student teaching responsibilities must be made between the cooperating teacher and the student teacher in advance whenever possible. For example, student teachers are not permitted to be absent from their assignment to participate in job interviews without first consulting with their cooperating teacher.

**Excessive absence can result in a recommendation for withdrawal from the student teaching placement or a grade of “Incomplete.” Absence is dealt with on a case-by-case basis by the Director of Field Experiences in consultation with the university supervisor and cooperating teacher.**

Student teachers are required to notify their cooperating teachers (and sometimes principals) and their university supervisor of all absences. Student teachers are also required to inform their university supervisor when they will be absent from their assigned school due to school-sponsored activities, e.g., field trips, to prevent university supervisors from making unnecessary trips to observe student teachers.

### Conflicting Activities

Student teachers are strongly urged not to undertake any campus or job activities that will interfere with their student teaching responsibilities. Students should consult with their advisors to eliminate the need for taking any additional courses during the period of full-time student teaching. In addition to enrolling in 12 credits of directed teaching, student teachers are permitted to enroll in a 1 credit Employment Strategies course, a 2 credit Student Teaching Seminar appropriate to their major, and up to an additional 3 credits for a total of 18 credits. **Requests for permission to enroll in university course work for more than 18 credits must be approved in advance by the cooperating teacher(s), the program coordinator, the department chairperson, the Director of Field Experiences, and the Assistant Dean of the College of Education.** Questions regarding potential conflicting activities should be directed to the Director of Field Experiences.

### Dress and Personal Hygiene

Student teachers must dress appropriately and be neat and well-groomed at all times. Student teachers should note local norms to determine what is considered appropriate, in consultation with their cooperating teacher, and to exercise good judgment in these matters.

### Housing

Housing is the responsibility of the student teacher. Students wishing to live in the community to which they are assigned should contact the cooperating teacher and/or the principal for possible assistance in finding housing. The student teaching experience extends beyond usual academic semester contracts for dormitory and most private housing arrangements.

### Transportation

Transportation is the responsibility of the student. Students who commute from home or from the campus to placement sites are responsible for arranging transportation to ensure prompt arrival and uninterrupted attendance.

## **Additional Information and Policies**

### Academic Misconduct

“The Board of Regents, administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic misconduct. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions” (UWS Chapter 14, Wisconsin Administrative Code).

### Background Checks

Background checks may be required of students placed in schools, centers, licensed day care settings, and other agencies. Most background checks are conducted by the Wisconsin Department of Justice. In some cases (and especially in the case of relocating to Wisconsin from another state), a background check by the United States Federal Bureau of Investigation may also be required. Students are required to pay for the cost of all background checks.

Information resulting from a background check may result in terminating the placement. Failure to authorize a background check may result in an inability to locate a suitable placement for a student.

For a fee, students can conduct a Wisconsin Department of Justice background check on themselves. For additional information, contact the Office of Field Experiences.

### Bloodborne Pathogens

Early in their assignment, student teachers should discuss with their cooperating teachers the policies and procedures in their assigned school and school district regarding bloodborne pathogens (e.g., Hepatitis B, HIV).

### Liability and Insurance

*The following information has been reviewed and approved by Ernest Stracener, Director, Office of Fish Management and Safety, University of Wisconsin-Whitewater (March 2, 2006)*

It is of great importance that you are aware of the insuring position of the University of Wisconsin-Whitewater with respect to your participation in College of Education field experiences as required for your program of study.

1. Professional Liability Coverage

Professional liability coverage is provided by the State of Wisconsin under provisions of S.S. 165.25(6) and 895.46(1). This coverage protects student teachers against claims from third parties for personal injury or property damage caused by negligent acts while performing within the scope of duties in a student teaching assignment under the following conditions:

- A. The program is sanctioned by the Dean of the College of Education.
- B. Liability protection is extended only for the time specified by the agreement between the placement site and the College of Education. By statute, the university liability coverage is excess to any collectable insurance.
- C. The program provides credit and is a requirement for your graduation or is otherwise approved by the College of Education.
- D. You are a registered student in good standing.
- E. You were acting within the scope of the program at the time of the incident. "Scope of the program" includes classroom teaching and other typical teaching assignments and professional activities, including student supervision, school-sponsored field trips, and meetings (e.g., faculty, department, grade level, school board, union).  
  
"Scope of the program" does not include activities for which you are paid (e.g., coaching, taking tickets at a school event, chaperoning). If you are paid for an activity, liability is the responsibility of the employer.
- F. You report any incident which may result in a claim or legal action to an administrator at the placement site and the Director of Field Experiences or the Dean of the College of Education. The Director of Field Experiences or the Dean of the College will advise the Campus Risk Manager.
- G. Should the incident result in a claim or legal action naming you or UWW staff, you cooperate fully and follow instructions given to you by the Campus Risk Manager or UW-System legal staff. If a legal action, legal representation will be assigned by the State of Wisconsin Attorney General.

A host site, such as a school, may request evidence of liability coverage prior to your start date with the host. A request is generally made for one of two types of evidence: 1) basic evidence of liability coverage, or 2) evidence of coverage for a specific dollar amount of professional liability insurance.

If a host site requires **basic evidence of liability coverage**, you must contact the UWW Environmental Health, Risk Management, Safety and Loss Control Office (EHRMSLC, extension 1856) with complete details of the host's requirement. **\*Fulfillment of your request may require up to 5 days.\*** The EHRMSLC Office will issue a Certificate of Coverage directly to the site. The Certificate of Coverage issued by EHRMSLC describes the nature of the liability coverage provided for you by the State of Wisconsin during your field experience.

If a host site requires **evidence of professional liability coverage for a specific dollar amount of liability insurance** (i.e. "coverage in the amounts of \$1,000,000 per occurrence and \$3,000,000 in the aggregate"), EHRMSLC will **\*NOT\*** be able to supply this type of evidence. In this case, contact the Office of Field Experiences.

2. Health and Accident Insurance

Health and Accident Insurance is **not** provided for you by the University of Wisconsin-Whitewater or the placement site. Be sure that your personal health insurance is in effect and will cover you when you are on location at your placement site.

3. Workers' Compensation Insurance

Workers' Compensation Insurance is **not** available for you as you are not an employee of the University of Wisconsin-Whitewater. Should you become ill or injured as the result of the field training program, there is **no** coverage by the University for costs of medical treatment. Again, be sure that you have personal health and accident insurance.

4. Transportation Liability

Your vehicle insurance coverage is primary when driving your own vehicle. There is no state coverage when driving to and from your student teaching assignment or using your vehicle for your student teaching assignment for any reason. Note: It is not advisable that you transport anyone in your vehicle, such as students on field trips, etc., during your student teaching assignment.

5. Withdrawal from Directed Teaching

Students who have withdrawn from the course(s) required for their student teaching experience are no longer authorized to return to their placement site(s) as a UW-Whitewater student teacher until such time as they re-enroll in the appropriate course(s).

6. Additional Requirements

There may be other requirements by the placement site or the Department of Public Instruction. Examples include:

- A. Negative TB test results on file in the Office of Field Experiences.
- B. Approved means of identification.
- C. Background check.

NOTE: Should you have any questions regarding these matters, contact the Director of Risk Management and Safety at 262-472-1856 or the Director of Field Experiences at 262-472-1123.

### Military Duty

Students who are called to active military duty during their student teaching placement are required to contact the Director of Field Experiences immediately as soon as they receive their orders to discuss their options.

### Reasonable Modifications

Students who have any special needs which may require reasonable modification are required to contact the Director of Field Experiences immediately. In addition, they should meet with their cooperating teacher and university supervisor prior to the starting date of the assignment to discuss any reasonable modifications to meet the requirements of the experience. Students who may have special needs are urged to contact the Center for Students with Disabilities.

### Religious Observances

Student teachers requesting absence from a student teaching assignment because of religious observance should notify the cooperating teacher and university supervisor within the first two weeks of the starting date of the assignment. Strategies for making up missed work, if deemed necessary, should be formulated.

### Self-Credentialing, Written Statements of Reference

The Office of Career Services follows “self-credentialing” policy. This means that the Office of Career Services does not collect, store, or disseminate statements of reference for education majors. It is the obligation of student teachers to retain copies of final statements of reference written by university supervisors and cooperating teachers that may be required as part of application for teaching positions.

To meet Wisconsin Department of Public Instruction requirements, the Office of Field Experiences is required to retain for five years documents related to the student teaching experiences, including those submitted by university supervisors and cooperating teachers. After five years, these documents are destroyed.

### Substitute teaching

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

Student teachers who do possess a valid Wisconsin teaching license, a substitute teaching license, or a substitute teaching permit, may be permitted to serve as a substitute teacher, depending on their major,

upon approval by the Director of the Office of Field Experiences.

- Regular education majors in elementary, secondary, art education, and music education may substitute **ONLY** for their cooperating teacher in their own class(es). The number of days or the duration that a student teacher can substitute is decided in consultation with the cooperating teacher, the university supervisor and the school principal.
- Special Education majors are **NOT** permitted to serve as a substitute teacher.
- Physical Education majors must see the Chairperson of the Department of Health, Physical Education, Recreation, and Coaching regarding the policy.

### Suspected Child Abuse and Child Neglect

Early in their assignment, student teachers should discuss with their cooperating teacher the policies and procedures that apply to suspected child abuse and child neglect (physical, sexual, or emotional). Under Wisconsin Statutes 48.981, teachers are required to follow certain reporting procedures regarding suspected child abuse or child neglect, and their failure to do so is punishable by a fine of not more than \$1,000 or imprisonment of not more than six months, or both.

### Work Stoppage or Strikes

When a work stoppage occurs in a cooperating school system where student teachers are assigned, it is the policy of the College of Education that student teachers be declared non-participants. Student teachers will not report to the school but will remain on a standby basis during the period of time when schools are closed or during the period of time when schools are declared open without resolution of conflicting issues between the board of education and the local teachers' association. Arrangements may be made by the Director of Field Experiences to provide experiences in a different location on a standby basis until the stoppage in the assigned school is terminated. Students may be required to report to campus during a work shortage.

## **Pre-teaching Period**

### Orientation

The student teacher should become familiar with the physical features of the school, school policies, and the general school community. The student teacher also should become familiar with teachers, staff, and pupils in the school.

### Cooperating Teacher

The student teacher should begin a regular communication with the cooperating teacher on both an informal and formally scheduled basis. The student teacher should begin to observe systematically the cooperating teacher in the typical classroom setting. These observations should be discussed with the cooperating teacher in order to understand the cooperating teacher's methods and procedures. The student teacher should assist teachers and pupils in whatever way possible to enhance the pre-teaching period of the semester.

## **Student Teaching Period**

The timing of assuming teaching responsibilities will depend on the student teacher's demonstrated readiness and preparation. Both the cooperating teacher and the student teacher must agree that the student teacher is ready. Usually the student teacher begins limited classroom instruction within the first two weeks. For the elementary student teacher, this may mean presenting one or two lessons per day; for the secondary student teacher, it may mean assuming responsibility for one class period.

### Planning

Because both teaching and learning are sequential and developmental processes, daily as well as long-range planning is critical. Therefore, the following guidelines are provided for the student teacher:

1. Submit written daily and long-range plans to the cooperating teacher sufficiently in advance to allow for a pre-teaching conference. No specific form is required by UW-Whitewater; the cooperating teacher, student teacher, and the university supervisor may choose to develop a lesson plan format together.
2. Prepare duplicate plans--one for yourself, one for the cooperating teacher. Daily plans may also be required by the university supervisor. Weekly schedules and summaries are provided to the supervisors.
3. Retain all plans and comments on them in a cumulative folder for referral in planning later lessons, for reviewing comments, and for the information of the university supervisor. Plans may also be used later as a beginning teacher.
4. Be willing to explore and experiment with new materials, methods, and techniques.
5. Seek and be willing to try suggestions by cooperating teacher and/or the university supervisor.

### Conferring with the Cooperating Teacher

Conferences are basic to a successful student teaching experience. Routine conferences are usually scheduled by the cooperating teacher in advance. Other conferences may be requested by the cooperating teacher or student teacher on short notice. When anticipating or facing a teaching-related problem or challenge, the student teacher assumes the initiative for requesting a conference with the cooperating teacher. The purpose for conferences should be defined and the student teacher should view conferences as an opportunity for professional assistance. Informal meetings should occur frequently throughout the student teaching experience and in all cases the student teacher must be considerate of the cooperating teacher's time. Conferences also provide regular opportunities to share successes and to reflect upon teaching experiences.

### Opportunities to Teach

Although the cooperating teacher authorizes when the student teacher may begin to assume teaching responsibilities, much depends upon the initiative of the student teacher. The factors include the student teacher's readiness to assume responsibility, the nature of the subject or teaching area, the degree of competence the student teacher has demonstrated, knowledge of the subject matter, the instructional process, and the types of pupils. Generally, the portion of the cooperating teacher's schedule for which the

student teacher assumes responsibility is gradually increased until such time that the student teacher has assumed most or all responsibilities for teaching.

### Evaluation

The student teacher engages in continuous self-evaluation and is assisted in the process by the frequent informal conferences with the cooperating teacher. Periodic formal evaluation sessions should be planned when the student teacher and the cooperating teacher utilize the evaluation forms. The student teacher should make both mental and written notation of any suggestions given directly or indirectly.

## **Suggested Activities and Experiences**

### *Before going to your assignment*

1. Read your ***Student Teaching Program Handbook*** carefully.
2. Using a recent, reliable human development text, review the growth and development characteristics of pupils at the level for your student teaching.
3. Make an appointment to confer with the cooperating teacher, at his or her convenience, to introduce yourself and to discuss your objectives for your student teaching experience. Present a copy of your letter of introduction that includes personal information, education history, teacher education experiences, other relevant experiences, and goals for student teaching.
4. Make an appointment to meet your principal, based on the recommendation of your cooperating teacher. At this time, present your principal with a copy of your letter of introduction.

### *Before teaching*

1. Become acquainted with pupils through observation, permanent pupil records, individual work folders, and any other available means.
2. Prepare individual file cards for each pupil in your class. Record significant items regarding work habits, general class attitude and adjustment, etc. Date each entry. Carefully kept cards should prove to be helpful to you when it is time for parent conferences and report cards. These records may also be maintained on a computer.
3. Get to know the physical plant--general room arrangement, supply room, location of fire alarms and fire extinguishers, fire escape routes, telephones, etc. Become familiar with "lock down" and other emergency procedures.
4. Become acquainted with the other members of the school professional staff, including the school psychologist, school social worker, library media specialist, reading specialist, learning coordinator, and guidance counselor. Learn about referral procedures for the school.

5. Through your cooperating teacher, arrange to meet the non-teaching personnel in the school, including the school secretary, custodian, nurse, volunteer coordinator, and local police department liaison.
6. Browse in the school library or library media center to acquaint yourself with the collection as a basis for more effective classroom teaching.
7. Inquire about professional books and magazines available for faculty use. Peruse some of these for ideas and suggestions to help you in your teaching.
8. Familiarize yourself with the use of copy machines, projectors, tape recorders, computers, multimedia equipment, etc., and procedures for ordering and/or renting equipment, films, video tapes, multimedia equipment, etc. Also familiarize yourself with the school policy regarding e-mail an access to the Internet and World Wide Web (WWW).
9. Examine carefully all books (basic and supplementary) and other teaching materials used in the classroom.
10. Visit the reading center if available. Obtain permission to observe some teaching there, if possible.
11. Become acquainted with the school's system for reporting pupil progress to parents.
12. Confer with your cooperating teacher to determine what your responsibilities will be during the student teaching period. Complete preliminary planning under the guidance of the cooperating teacher and set up some guidelines for your teaching activities.
13. Determine the extent of planning which is expected. What will you be expected to do in the way of resource units? lesson plans? developing packets? setting up contracts? What materials are available? To what extent can you be creative in supplementing activities?
14. Learn the procedures for taking attendance, monitoring lunch programs, arranging for field trips, handling emergency procedures, using library or library media center materials or facilities, etc.

The following are suggested as areas to focus on during the student teaching experience:

*Understanding the nature of learning and the learner*

- Studying both individuals and groups in the lunchroom, in the library media center, and in formal and informal classroom situations.
- Applying the techniques of sociometry.
- Using cumulative records.

*Focusing on communication strategies*

- Interacting with pupils, parents, colleagues, and administrators regarding policies, curriculum, units, and lessons.
- Working with classroom instructional aides, paraprofessionals, and volunteers (e.g.,

- parents, senior citizens, university students).
- Clarifying purposes, goals, and objectives of lessons and units.
- Fostering respect for diversity and the uniqueness of others.
- Working toward resolution of crises, conflicts, and behavioral issues.

#### *Understanding administrative procedures*

- Keeping classroom records.
- Administering school procedures for attendance of school-sponsored functions, use of rooms and general equipment, fire and tornado drills, lockdown procedures, field trips, etc.
- Obtaining supplies.
- Understanding promotion and retention policies and procedures.
- Applying professional ethics to relations with staff, special teachers, building and grounds maintenance staff, office staff, etc.

#### *Selecting and using materials, equipment, and instructional technology*

- Using duplicating machines, film strip projector, movie projector, recording machine, overhead projector, microscopes, computers, multimedia equipment, and multisensory aids.
- Using commercial, teacher-made, and pupil-made educational aids.
- Caring for and storing equipment.
- Using instructional materials centers in the school and community.
- Using computers and multimedia equipment.
- Integrating advanced electronic, computer, and multimedia technology, and the World Wide Web, the Internet, electronic bulletin boards, and email, with traditional and innovative teaching methods.

#### *Utilizing community resources*

- Determining resource persons within the school and community.
- Determining services of industry, business, and governmental departments.
- Determining places of historical or geographical interest.
- Determining location and types of libraries and museums in the community.

#### *Providing for over-all management*

- Becoming aware of physical conditions of room: lighting, temperature, room arrangement, cleanliness, room equipment.
- Caring for materials and supplies.
- Providing for bulletin boards, displays, and exhibits.
- Attending to routine patterns of conduct, use room equipment, and distribution of materials.

#### *Evaluating the learner*

- Using various types of standardized tests.
- Using various types of teacher-made tests.
- Using various types of observational tools.
- Designing and using authentic assessment techniques.

- Recording pupil progress, especially using computer programs.

*Developing teaching techniques*

- Developing, writing, and implementing lesson plans, teaching units, and resource units.
- Developing general and specific objectives to meet the needs of groups and individuals.
- Preparing materials and activities to meet objectives.
- Participating in planning the curriculum.
- Promoting teacher-pupil joint planning.
- Developing leadership in pupils.
- Developing critical thinking in pupils.
- Gaining proficiency in a variety of instructional methods, techniques, and strategies.
- Using manuals and teacher aids.
- Motivating pupils.
- Making assignments.
- Guiding pupil study.
- Using basic texts, supplementary materials, enrichment materials.
- Developing original and creative ideas.

*Participating in home, school, and community activities*

- Participating in open houses, parent-teacher conferences, and school-parent organizations.
- Participating in children and youth participation programs.

*Participating in ancillary and professional activities*

- Assuming supervisory responsibilities for hall, study hall, playground duties, etc.
- Providing leadership in co-curricular and extracurricular activities, including athletics, debate, forensics, drama, journalism, publications, etc.
- Attending faculty, departmental, and grade level meetings, school board meetings, teachers' association meetings, etc.
- Participating in faculty task forces and study groups, workshops, institutes, convocations, state teachers' convention, etc.
- Participating in content-area professional organizations and relevant Internet discussion groups.
- Reading professional literature.

**NOTE:** The foregoing activities are intended as suggestions. Cooperating teachers should feel free to select from, substitute for, or modify these activities based on their professional judgment.

# **ROLE AND RESPONSIBILITIES OF THE COOPERATING TEACHER**

## **Pre-teaching Period**

The cooperating teacher directs the student teacher's early classroom observations, focusing on both pupils and teaching. The cooperating teacher should share with the student teacher the steps involved in planning and implementing the instructional program, as well as taking an active part in the initial planning done by the student teacher.

## **Student Teaching Period**

### Plans

1. The student teacher should ordinarily be assuming limited teaching responsibility by the second week of the student teaching period.
2. Prior to the initial teaching, the cooperating teacher and the student teacher agree upon definite guidelines for planning, e.g., format, due date, procedures for feedback and revision.
3. In the beginning, the cooperating teacher encourages the student teacher to prepare detailed plans and checks to see that objectives are clear, materials listed, and steps and procedures included.
4. The cooperating teacher should feel free to make either oral or written suggestions, realizing that student teachers want and need assistance and that they look to their cooperating teachers for help in anticipating outcomes.
5. Revision of plans, when advisable, will be suggested by the cooperating teacher.
6. Experimentation with new materials, methods, and techniques will be subject to approval of the cooperating teacher.
7. The cooperating teacher keeps a cumulative folder of the student teacher's plans.

In summary, the cooperating teacher usually follows a sequential process in helping the student teacher develop independence in planning. The cooperating teacher first serves as a model, then plans with the student teacher, and finally encourages the student teacher to do independent planning. This sequence is usually achieved gradually and will vary according to the aptitude and readiness of the student teacher.

### Confers

1. The cooperating teacher frequently has conferences with the student teacher about pre-teaching planning.
2. Opportunities for post-teaching conferences are provided for evaluation of lessons taught and for further planning.

3. The cooperating teacher should expect to meet periodically with the university supervisor, and with the student teacher and the university supervisor in two- and three-way conferences, respectively.
4. Regular conferences between student teacher and cooperating teacher should be scheduled in advance and not just in response to a problem or crisis situation. Regularly scheduled conferences can and should provide the student teacher with opportunities to share successful experiences and to explore together with the cooperating teacher the student teacher's insights into teaching as a profession.

### Observes

The cooperating teacher has two roles in the observation process--the observer and the observed.

1. The cooperating teacher provides frequent opportunities for self-evaluation by the student teacher through providing alternate periods of observation and teaching. The cooperating teacher will arrange for the student teacher to observe other teachers and a variety of teaching styles whenever possible.
2. The cooperating teacher uses observation scales but attempts to limit the number of techniques being observed at any one time.
3. The cooperating teacher may make notes during the lesson to provide direction for the post-teaching conferences.
4. As a rule, the cooperating teacher does not offer suggestions at the time the student teacher is working with the class, but reserves comments for the post-teaching conferences.

### Opportunities to Teach

As the student teacher demonstrates growing confidence and competence, the cooperating teacher gradually increases the responsibilities for independent planning and teaching so that the limited teaching experienced during the second week may gradually lead to the student teacher assuming significant or total teaching responsibilities during the last several weeks of the student teaching period. The pace of assuming teaching schedule will vary among student teachers and the cooperating teacher must gauge the amount and type of instructional duties that the student teacher can reasonably be expected to assume. The university supervisor can be consulted in this matter to the extent that the cooperating teacher deems necessary.

### Evaluates

1. The cooperating teacher, who is in continuous contact with the student teacher and in a position to observe day-to-day development, assumes the major responsibility for the on-going evaluation of the student teacher's progress. The university supervisor, functioning in a supportive role, is available to the cooperating teacher for consultation regarding the progress of the student teacher and will observe and confer with the student teacher.
2. The cooperating teacher is required to complete three formal reports for the student teaching: (1) an interim evaluation report, (2) a final evaluation report, and (3) a written statement of reference.

3. During the post-teaching conference, the cooperating teacher encourages critical self-evaluation by the student teacher and suggests specific means of improvement. Experience with student teachers has shown that they want to know where they stand and how they are doing.
4. Specific evaluations of daily lessons are frequently based on notes made by the cooperating teacher as the student teacher is at work in the classroom. These notes may become a part of the student teacher's own folder and can be used as a cumulative record of progress.
5. Evaluation of overall progress of the student teacher is a continuous process and the mutual responsibility of the cooperating teacher and the student teacher. Using the final evaluation form several times during the period, the cooperating teacher and student teacher can determine together the areas of strength and growth, and areas requiring further attention. A wise use of the form enables an objective and positive evaluation rather than unspecified and consequently minimally useful praise or criticism. The student signature on the final evaluation form indicates knowledge of contents.
6. Limited progress of any student teacher should be reported to the university supervisor at the **earliest possible date**. The supervisor assumes the responsibility for informing the Office of Field Experiences if necessary. Recommending a student to withdraw from student teaching is an official function of the Office of Field Experiences in consultation with the student teacher, the cooperating teacher, and the university supervisor. See Appendix E for Policies and Procedures for Recommending that a Student Withdraw from Any Required Field Experience.
7. Immediately upon completion of the student teaching period and with the assistance of the university supervisor, the cooperating teacher should complete the final checklist and prepare a written statement of reference for submission to the Office of Field Experiences. The final checklist and written statement of reference should be submitted to the Office of Field Experiences within thirty days following the last day of the student teaching assignment.

# **ROLE AND RESPONSIBILITIES OF THE LOCAL SCHOOL OR AGENCY ADMINISTRATOR**

## **Pre-teaching Period**

### Coordinates the Assignment of Students and Cooperating Teachers.

1. Conducts a formal or informal survey of teachers in the system who are qualified and willing to become cooperating teachers.
2. Compiles a tentative list of certified cooperating teachers for the Director of Field Experiences using established criteria. (See "Criteria for Selection of Cooperating Teachers" in this handbook.)
3. Arranges conferences between student teachers and cooperating teachers when necessary.
4. Confirms assignments with the Director of Field Experiences.

## **Student Teaching Period**

### Explains the Student Teaching Program to Staff, School Board, Community

1. Releases information to the news media in the local community about the program and the participants, both student teachers and cooperating teachers.
2. Explains the values of participation:
  - a. Professional growth of the cooperating teacher.
  - b. Opportunity to observe and hire prospective teachers.
  - c. Participation in the pre-service training of teachers.
  - d. Opportunity to communicate the needs of schools to the university.

### Participates in the Teacher Education Program

1. Orients the student teacher to the school.
  - a. Introduces student teacher to the philosophy and curriculum of the school.
  - b. Encourages the student teacher's participation in orientation and inservice programs.
  - c. Makes school records available.
  - d. Arranges for the first meeting with the cooperating teacher.
2. Observes and evaluates student teacher's progress.
  - a. Observes the student teacher at work at the request of the cooperating teacher or the student teacher, or as determined to be warranted.
  - b. Offers oral or written suggestions to the student teacher, cooperating teacher, or university supervisor.
  - c. Consults with cooperating teacher or university supervisor during the semester.

3. Ensures and provides a climate which stimulates professional growth.
  - a. Encourages a variety of experiences, both extracurricular and curricular, but guides the student teacher's energies toward classroom teaching responsibilities.
  - b. Guards against the student teacher's assuming clerical duties at the expense of experiences in teaching.
  - c. Provides a qualified substitute teacher when the cooperating teacher is absent. **See Substitute Teaching policy on page 21 in this handbook.**
  - d. Encourages the student teacher's controlled experimentation with new methods and materials and the participation in various school organizational patterns.
4. Provides time for the cooperating teacher and the student teacher to confer.
5. Makes suggestions to university personnel for the improvement of the program.
6. Provides broad observation opportunities, making it possible for student teacher to observe a variety of teaching styles.

# **ROLE AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

## **Pre-teaching Period**

### Serves as a Liaison Between the University and Cooperating School

1. Provides a communication link between the university and the cooperating school and clarifies for the cooperating teacher the goals and objectives for student teaching.
2. Orients newly appointed cooperating teachers to their roles.
3. Communicates any suggestions made by cooperating teachers to appropriate personnel of the university.
4. Maintains communication with the administration of the cooperating school to enlist its assistance in the development of the student teaching program.
5. Functions as consultant or resource person to school administrators, curriculum directors, directors of instruction, and cooperating teachers.

## **Student Teaching Period**

### Observes

1. Makes a minimum of four visits of at least one hour in length to observe the undergraduate student teacher during the student teaching period.

- or -

Spends a minimum of six hours with each graduate practicum student, consisting of at least two on-site visits.

2. Schedules visits based on the weekly schedules provided them by student teachers. The initial visits may be arranged in advance with the student teachers and/or cooperating teachers. Some or all visits may be unannounced.
3. Shares teaching and learning experiences in the classroom with student teachers and cooperating teachers.
4. Confers regularly with the student teacher and the cooperating teacher through three-way (student teacher, cooperating teacher, and university supervisor) or two-way (university supervisor and student teacher or cooperating teacher) conferences.

### Evaluates

1. Discusses with the student teacher logs, journals, or lesson plans which the student teacher has prepared and which may be required by the university supervisor.
2. Discusses with the student teacher teaching/learning experiences.
3. Confers regularly with the cooperating teacher.
4. Reviews cumulative notes or observations made available by the cooperating teacher.
5. Provides continuous reinforcement and encouragement.
6. Assists the cooperating teacher in writing the final statement of reference.
7. Completes an observation report signed by the student teacher for each of a minimum of four visits and a written statement of reference. The observation reports and written statement of reference must be submitted to the Office of Field Experiences within thirty days following the last day of the student teaching assignment.
8. Conducts at least two conferences with the student teacher and the cooperating teacher.
9. Determines a final grade for student teaching (Satisfactory or No Credit) in consultation with the cooperating teacher.
10. Informs the Director of Field Experiences regarding special situations that may arise and areas of concern.

## **ROLE AND RESPONSIBILITIES OF THE PROGRAM COORDINATOR**

Faculty members in the Departments of Curriculum and Instruction and Special Education serve as coordinators for each program. In many cases, program coordinators also serve as university supervisors. The program coordinator provides a liaison among the departments, the student teachers, and the Office of Field Experiences.

1. Recommends to the Office of Field Experiences student teaching placements, based on interviews with students and knowledge of school programs and prospective cooperating teachers.
2. Works cooperatively with the university supervisor in any problem situation which may develop within the department and assumes a joint responsibility for prompt communication of these situations to the Office of Field Experiences.
3. Provides communication between the Office of Field Experiences and the respective departments.

## **ROLES AND RESPONSIBILITIES OF THE DIRECTOR OF FIELD EXPERIENCES**

1. Provides the leadership in developing and maintaining appropriate field experience programs and in preparing and distributing information about them.
2. Maintains liaison with public and private schools and makes all contacts with administrative personnel in:
  - a. Matters of placement of student teachers for field experiences.
  - b. Maintaining approved lists of personnel in cooperating schools.
  - c. Finalizing all field experience placements.
  - d. Mediating problem situations as appropriate.
3. Represents University of Wisconsin-Whitewater in its relationship with other institutions, professional associations and groups, and accrediting agencies.
4. Meets with teachers and administrators to describe field experience programs, to answer questions, to address concerns, and to solicit recommendations for program improvement.
5. Collects data regularly from students teachers, cooperating teachers, principals, district administrators, and center directors for the purpose of program improvement.

## **DIRECTED TEACHING (STUDENT TEACHING) EVALUATION INSTRUMENT (FORMS)**

1. The evaluation instruments are designed to reflect the College of Education's Conceptual Framework ("The Teacher is a Reflective Facilitator"), as found on pages 2 to 4 in this handbook. The revised instruments are also designed to reflect the Wisconsin Teacher Standards (Appendix A-1) and the National Council for the Accreditation of Teacher Education (NCATE) 2000 Unit Standards (Appendix A-2). In some cases, the evaluation instruments are also linked to specialty organizations, such as the Council for Exceptional Children.
  
2. **Interim evaluation.** Cooperating teachers and student teachers are required to complete the evaluation instrument for the student teachers' specific program at approximately the mid-point of the placement. They should complete the instrument independently, share the results with the student teacher's university supervisor, and use the results as the central feature of a two-way (student teacher and cooperating teacher) or three-way (student teacher, cooperating teacher, and university supervisor) conference. Cooperating teachers are required to return their interim evaluation form to the university supervisor. The university supervisor forwards the interim evaluation form to the Office of Field Experiences where it is filed for five years and then destroyed.
  
3. **Final evaluation.** Near or at the end of the placement, cooperating teachers and student teachers are again required to complete the evaluation instrument, following the same procedures as those outlined for the interim evaluation. Cooperating teachers are required to return their final evaluation form to the university supervisor. The university supervisor forwards the final evaluations form to the Office of Field Experiences where it is filed for five years and then destroyed

## **WRITTEN STATEMENT OF REFERENCE: SUGGESTIONS FOR COOPERATING TEACHERS**

Cooperating teachers are required to provide the Office of Field Experiences with a signed written statement of reference for each student teacher, as required by the Wisconsin Department of Public Instruction. These statements are filed for five years and then destroyed.

Most student teachers will also request that you provide them with a signed written statement of reference because the Office of Career Services at the University of Wisconsin-Whitewater does not store written statements of reference or letters of recommendation as part of a “placement file” that is mailed to prospective employees. It is now the obligation of students to obtain and keep statements and letters. **This also means that all statements of reference are “open” documents to which students have access.**

In composing your statement, you are encouraged to review the interim and final evaluation forms that you have completed for the student teacher, noting especially areas of strength, weakness, and improvement.

In organizing your statement, it is recommended that you include three sections:

**SETTING** Describe the nature of this placement, including number and size of classes, and characteristics of students (e.g., socioeconomic status, gender, race and ethnicity, general ability level). Also include information about student teacher's involvement in any co- or extra-curricular activities.

**TEACHING ABILITY** Include information reflecting the Wisconsin Teacher Standards (Appendix A-1) and provide specific examples whenever possible

- Standard 1: Central concepts, tools of inquiry, structures of discipline(s)
- Standard 2: Student learning and development
- Standard 3: Student differences, student diversity
- Standard 4: Instructional strategies
- Standard 5: Individual and group motivation, learning environment
- Standard 6: Communication skills, use of media and technology
- Standard 7: Instructional planning
- Standard 8: Formal and informal assessment strategies
- Standard 9: Reflective practice, professional growth, professionalism
- Standard 10: Understanding of school organization, relationship to community

**POTENTIAL AS TEACHER** This is the place where you indicate whether or not you can recommend the student teacher as a viable candidate for a position. The statement should indicate the intensity of your recommendation (e.g., recommend, strongly recommend, very strongly recommend; adequate, fine, good, excellent, outstanding candidate). If appropriate, you may want to include the level of position for which you are recommending this person (e.g., early elementary, intermediate grades, middle level, high school). You may want to indicate the quality of this student teacher among all the student teachers you have supervised (e.g., among the top 25% of the 12 student teachers I have supervised). It is also appropriate to indicate if you believe the success or effectiveness of the student teacher as a beginning teacher will be enhanced by beginning teacher induction support through a department chairperson, team leader, or mentor.

Your participation in teacher preparation is indispensable. Your acceptance of the responsibilities involved in serving as a cooperating teacher and your expenditure of time and energy in working with a student teacher testify to your commitment to the profession of teaching. The time and energy required to write a statement of reference is equally important. Thank you for contributing to the profession of teaching in such an important way.

Appendix A-1

**Wisconsin Department of Public Instruction – Teacher Standards – PI 34.02 \***

PI 34.02 Teacher Standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- (1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- (2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- (3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- (4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
- (5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- (6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- (7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- (8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- (9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
- (10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

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\* Chapter PI 34 of Wisconsin Administrative Code, relating to teacher education program approval and licenses, can be viewed at the Wisconsin Department of Public Instruction Web site: <http://www.dpi.state.wi.us/dpi/dlsis/tel/newrules.html>.

## NCATE 2000 UNIT STANDARDS

These standards were adopted by the NCATE Unit Accreditation Board on March 31, 2000 and were ratified by the NCATE Executive Board on May 11, 2000. These standards will be required for all visits, beginning in Fall 2001.

### I. CANDIDATE PERFORMANCE

#### **Standard 1. Candidate Knowledge, Skills, and Dispositions**

Candidates<sup>1</sup> preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students<sup>2</sup> learn. Assessments indicate that candidates meet professional, state, and institutional<sup>3</sup> standards.

#### **Standard 2. Assessment System and Unit Evaluation**

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

### II. UNIT CAPACITY

#### **Standard 3. Field Experiences and Clinical Practice**

The unit and its school partners design, implement, and evaluate field experiences and clinical practices so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

#### **Standard 4. Diversity**

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

#### **Standard 5. Faculty Qualifications, Performance, and Development**

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

#### **Standard 6. Unit Governance and Resources**

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

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<sup>1</sup> Candidates include person preparing to teach, teachers who are continuing their professional development, and person preparing for other professional roles in schools such as principals, school psychologists, and school library media specialists.

<sup>2</sup> "All students" includes students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographical origins.

<sup>3</sup> Institutional standards are reflected in the unit's conceptual framework and include candidate proficiencies.

Appendix B

UW-W College of Education School District Placement Locations (February 2006)  
(Placement in all other school districts requires *Application for Exception to Placement Policy* and approval)

- \* Albany
  - Arrowhead UHS (Arrowhead HS, Lake Country Sch, Merton Inter, Merton Primary, North Ele, North Lake Ele, North Shore MS, Richmond Ele, South Ele, Stone Bank Ele, Swallow Ele)
  - \* Beaver Dam
  - \* Belleville
  - Beloit
  - Beloit Turner
  - Big Foot UHS (Big Foot HS, Fontana Ele, Reek Ele, Sharon Ele, Walworth Ele)
  - \* Brodhead
  - Brown Deer
  - Burlington
  - Cambridge
  - \* Cedarburg
  - \* Central Westosa UHS (Central HS, Brighton Ele, Bristol Ele, Paris Ele, Salem Ele, Wheatland Center Ele)
  - Clinton
  - \* Columbus
  - Cudahy
  - Deerfield
  - \* DeForest
  - Delavan-Darien
  - \* Dodgeand
  - East Troy
  - Edgerton
  - Elkhorn
  - Elmbrook
  - Evansville
  - \* Fall River
  - Fort Atkinson
  - Fox Point J2
  - Franklin
  - Germantown
  - Glendale-River Hills
  - \* Grafton
  - Greendale
  - Greenfield
  - Hamilton
  - \* Hartford UHS (Harford HS, Central MS, Friess Lake Sch, Herman Ele, Lincoln Ele, Neosho Ele, Richfield Ele, Rossman Ele, Saylesville Ele)
  - \* Horicon
  - \* Hustisford
  - Janesville
  - Jefferson
  - Johnson Creek
  - \* Juda
  - Kenosha
  - Kettle Moraine
  - Lake Geneva-Genoa City (Badger HS, Lake Geneva MS, Brookwood Ele/MS, Central-Denison Ele, Eastview Ele, Star Center Ele, Traver Ele, Woods Ele)
  - Lake Mills
  - Madison
  - Maple Dale-Indian Hill
  - Marshall
  - McFarland
  - Menomonee Falls
  - Mequon-Thiensville
  - \* Middleton-Cross Plains
  - Milton
  - Milwaukee
  - Monona Grove
  - \* Monroe
  - \* Monticello
  - \* Mount Horeb
  - Mukwonago
  - Muskego Norway
  - New Berlin
  - \* New Glarus
  - Nicholet UHS (Nicholet HS, Bayside MS, Glen Hills MS, Indian Hills Ele, Maple Dale Ele, Parkway Ele, Stormonth Ele)
  - Norris
  - Oak Creek-Franklin
  - Oconomowoc
  - Oregon
  - Palmyra-Eagle
  - Parkview
  - Pewaukee
  - Racine
  - Saint Francis
  - Shorewood
  - \* Slinger
  - South Milwaukee
  - Stoughton
  - Sun Prairie
  - \* Union Grove UHS (Union Grove HS, Kansasville Ele, Union Grove Ele, Yorkville Ele)
  - \* Verona
  - Waterford UHS (Hartford HS, Fox River MS, Drought Ele, Evergreen Ele, Fox River Ele, North Cape Ele, Raymond Ele, Trailside Ele, Washington Ele, Woodfield Ele)
  - Waterloo
  - Watertown
  - Waukesha
  - Wauwatosa
  - West Allis
  - \* West Bend
  - Whitefish Bay
  - Whitewater
  - Whitnall
  - Williams Bay
  - Wilmot UHS (Wilmot HS, Lakewood Ele, Randall Ele, Riverview Ele, Salem Ele, Trevor Grade Sch)
  - Waunakee
  - West Bend
  - Wisconsin Heights
- \* Placement in this school district requires written request by program or placement coordinator and approval by the Director of the Office of Field Experiences**

Appendix C-1

UNIVERSITY OF WISCONSIN-WHITEWATER  
OFFICE OF FIELD EXPERIENCES  
2038 WINTHER HALL  
WHITEWATER, WI 53190

***ELEMENTARY STUDENT TEACHING WEEKLY SCHEDULE***

NAME \_\_\_\_\_

WEEK OF \_\_\_\_\_

SCHOOL \_\_\_\_\_

MORNING				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

AFTERNOON				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

**TO THE STUDENT TEACHER:**

Send a copy of your teaching schedule to your University Supervisor on Friday of the preceding week. Indicate classes which you will be teaching and times at which these classes meet. Indicate also times which will be unsuitable for observation including parent conferences, special meetings, curriculum days, programs, etc.

Appendix C-2

UNIVERSITY OF WISCONSIN-WHITEWATER  
OFFICE OF FIELD EXPERIENCES  
2038 WINTHER HALL  
WHITEWATER, WI 53190

***SECONDARY STUDENT TEACHING WEEKLY SCHEDULE***

NAME \_\_\_\_\_  
SCHOOL \_\_\_\_\_

WEEK OF \_\_\_\_\_

TIME	PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					

Indicate by a cross mark days or times unsuitable for observation. Please indicate the room numbers of your classes. Send a copy of your teaching schedule to your University Supervisor on Friday of the preceding week.

Appendix C-3



Appendix D-1

University of Wisconsin-Whitewater  
OFFICE OF FIELD EXPERIENCES  
2038 Winther Hall  
Whitewater WI 53190-1790

**STUDENT OBSERVATION REPORT: DIRECTED TEACHING**

Student Teacher's Name: \_\_\_\_\_ Subject/Grade Level: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_ Observation Time: \_\_\_\_\_

Activity Observed:

Positive Points (one or more):

Recommendations:

<u>Personal Qualifications</u>	<u>Professional Qualifications</u>	<u>Classroom Environment</u>
Appearance 4 3 2 1 N	Knowledge Base 4 3 2 1 N	Management/Control 4 3 2 1 N
Responsibility/Initiative 4 3 2 1 N	Communication Skills 4 3 2 1 N	Student Rapport 4 3 2 1 N
<u>Planning &amp; Evaluating</u>	<u>Classroom Technique</u>	
Organization/Implementation 4 3 2 1 N	Enthusiasm/Motivation 4 3 2 1 N	
Student Assessment 4 3 2 1 N	Variety/Student Involvement 4 3 2 1 N	

4 – Competent    3 - Progress Shown    2 - Improvement Needed    1 – Unsatisfactory    N - Not Observed

\_\_\_\_\_  
University Supervisor's Signature

\_\_\_\_\_  
Student Teacher's Signature

**Please Return to: Office of Field Experiences**

Appendix D-2

University of Wisconsin-Whitewater  
OFFICE OF FIELD EXPERIENCES  
2038 Winther Hall  
Whitewater WI 53190-1790

**STUDENT OBSERVATION REPORT: DIRECTED TEACHING**

Student's Name: \_\_\_\_\_ Subject/Grade Level: \_\_\_\_\_  
Location: \_\_\_\_\_  
Date: \_\_\_\_\_ Observation Time: \_\_\_\_\_

\_\_\_\_\_  
University Supervisor's Signature

\_\_\_\_\_  
Student's Signature

**Please Return to: Office of Field Experiences**

UNIVERSITY OF WISCONSIN-WHITEWATER

*UNIVERSITY SUPERVISOR  
WRITTEN STATEMENT OF REFERENCE*

Student Teacher \_\_\_\_\_ ID Number \_\_\_\_\_  
School/City: \_\_\_\_\_  
Curriculum: Elementary \_\_\_\_\_ Secondary \_\_\_\_\_ Special Education \_\_\_\_\_  
Semester \_\_\_\_\_ Year \_\_\_\_\_  
Licenses: (1) \_\_\_\_\_ (2) \_\_\_\_\_  
(3) \_\_\_\_\_ (4) \_\_\_\_\_

PLEASE RETURN THIS FORM TO OFFICE OF FIELD EXPERIENCES, UW-WHITEWATER, WHITEWATER, WI 53190.

University Supervisor

Print Name \_\_\_\_\_  
Signature \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

## Appendix E

### **POLICY AND PROCEDURES FOR RECOMMENDATION OF WITHDRAW FROM ANY REQUIRED FIELD EXPERIENCE**

Withdrawing from a required field experience is an important matter with serious consequences. It recognizes that the student, field supervisor, and university supervisor have explored and implemented all appropriate courses of action, but without success.

#### Terms:

**Student** refers to the UW-Whitewater student who is enrolled in an undergraduate or graduate course that requires a field experience in a school, center, or agency.

**Field experience** refers to any required experience in a school, center, or agency, including internships. Field experiences include but are not limited to Observation and Participation, Field Study, Alternate Directed Teaching, Directed Teaching, Undergraduate or Graduate Internship, Graduate Practicum and Inservice Practicum, and Internship (counselor education).

**Field supervisor** refers to any individual employed in a school, center or agency who agrees to provide field experiences that are required as part of professional preparation.

**University supervisor** refers to any individual assigned by the University of Wisconsin-Whitewater to supervise a student during a required field experience.

**Professional staff** refers to field supervisors, school principals, center or agency directors, other school, center or agency personnel, University of Wisconsin-Whitewater supervisors, the University of Wisconsin-Whitewater Director of Field Experiences, and other relevant University of Wisconsin personnel, including program coordinators and department chairpersons.

Note: Only students can withdraw from courses in which they have enrolled. University personnel are not authorized to withdraw students from courses.

#### ***Withdrawal categories:***

##### Without Prejudice

The university supervisor may recommend that a student withdraw from a field experiences under the category of Without Prejudice for reasons including but not limited to medical situations, traumatic events, and the decision not to pursue a career in the field associated with the field experience. Under this category, students may re-apply for placement during a future semester. *Future placements are dependent on the availability of suitable sites, field supervisors, and departmental resources and meeting all new prerequisites and other requirements.*

##### Probationary

The university supervisor may **recommend** that a student withdraw from a field experience under the category

of Probationary when the university supervisor identifies significant deficiencies in expectations or standards outlined in the Wisconsin Teacher Standards, the standards of relevant professional organizations, the ***Pre-Clinical Program Handbook***, the ***Student Teaching Program Handbook***, University of Wisconsin-Whitewater documents, or University of Wisconsin System documents. Under the category of Probationary the university supervisor may identify specific requirements to be completed and verified by the student before another assignment is made, including but not limited to satisfactory completion of university courses, paid or voluntary experiences, and meeting(s) with appropriate professional persons, including career counselors. These requirements must be specified in writing and appended to the Recommendation for Withdrawal form. Under this category, students may re-apply for placement during a future semester. *Future placements are dependent on the availability of suitable sites, field supervisors, and departmental resources and meeting all new prerequisites and other requirements.*

### Terminal

The university supervisor may **recommend** that the student withdraw from a field experience under the category of Terminal. The category of Terminal is appropriate when the university supervisor identifies deficiencies in expectations or standards outlined in the Wisconsin Teacher Standards, the standards of relevant professional organizations, the ***Pre-Clinical Program Handbook***, the ***Student Teaching Program Handbook***, University of Wisconsin-Whitewater documents, or University of Wisconsin System documents that are so severe that they make successful completion of required field experiences highly unlikely. A Withdrawal under the category of Terminal prohibits future placement of the student in any field experience required by University of Wisconsin-Whitewater College of Education programs. For example, a student who withdraws from a required field experience in one major is prohibited from enrolling in a field experience in that major or in another other College of Education major. The recommendation of withdrawal under the category of Terminal does not require a preceding withdrawal under the category of Without Prejudice or Probationary.

### Procedures for recommendation of withdrawal from any field experience under any category

1. The university supervisor initiates the procedure to recommend that a student withdraw from a field experience, following reasonable attempts to remedy issues or situations that endanger the student's prospect of successfully completing the field experience. The university supervisor's decision to initiate the procedure may be based on the request of the student and/or a recommendation of the professional staff. Situations that warrant withdrawal from field experiences include but are not limited to personal circumstances; a change of mind regarding the career goals; deficiencies in necessary knowledge, skills or dispositions; absences; irresponsible, unprofessional, or unethical behavior; and violation of rules and responsibilities outlined in the UW-Whitewater ***Pre-Clinical Program Handbook***, ***Student Teaching Program Handbook***, University of Wisconsin-Whitewater documents, or University of Wisconsin System documents.
2. The university supervisor is required to meet with the student regarding the recommendation to withdraw from the field experience. Other members of the professional staff may be present at this meeting, as determined by the university supervisor.
3. The university supervisor may also choose or be required to request a review of the matter by the department of the student's major.
4. After reaching the decision to recommend that a student withdraw from a field experience, the

- university supervisor is required to complete and submit to Office of Field Experiences a Recommendation for Withdrawal form. Copies of the completed form are placed in the student's file in the Office of Field Experiences and distributed to the student, the university supervisor, the program coordinator, and the department chairperson. Information provided on this form includes: a) the withdrawal category, b) the reason(s) that withdrawal is recommended, c) other relevant document(s), d) Steps to be taken and verified under the withdrawal category of Without Prejudice or Probationary, and signatures of the university supervisor and student.
5. The decision to approve or not approve a request for withdrawal under the category of Without Prejudice or Probationary is made by the Director of the Office of Field Experience, in consultation with the student's university supervisor, the student, and other professional staff. The request for withdrawal under the category of Terminal requires a review by the Board of Review, as described below.
  6. The student is responsible to withdraw formally from the applicable course associated with the field experience. Withdrawal from the course under the category of Without Prejudice or Probationary, requested by student and approved by university supervisor, is evidence that the student has been informed about and agrees to "Steps to be Completed" prior to any future placement. If a student fails to withdraw from the applicable course, the grade for the course will become a grade of "NC" (No Credit) or "F," following standard university policy.
  7. The Director of the Office of Field Experiences will send written notice in a timely fashion to the field supervisor(s) and the administrator of the placement sites informing them that the student's field experience placement has been terminated.
  8. After withdrawing from a field experience under the categories of Without Prejudice or Probationary, prior to another placement, the student must meet new prerequisites or other requirements as determined by the department, the College of Education, the University, or the State of Wisconsin. This may include a review of pertinent information and documents by the chairperson or a committee of the student's major.
  9. In the case of withdrawal under the category of Without Prejudice for medical reasons, the student may be able to recover a prorated portion of the cost of tuition for the applicable course. To pursue this option, the student must contact the Assistant Dean for Student Life.
  10. It may be possible for a student who has withdrawn from a required field experience to graduate from UW-Whitewater without certification by special permission of the Dean of the College of Education. Students who desire to graduate without licensure must meet all graduation requirements.

#### **Board of Review for Withdrawal Under the Category of Terminal**

1. A Board of Review Hearing (hereafter "Hearing") will consist of at least five members of the College of Education Advisory Council for Field Experiences, excluding the Director of the Office of Field Experiences, the university supervisor, and any program or placement coordinator appearing before the Board coordinator if a member of the Advisory Council for Field Experiences.

2. The Hearing will be scheduled to avoid conflict with the student's academic schedule and to maximize the number of members of the Advisory Council for Field Experiences who are able to serve on the Board of Review. The student, the university supervisor, the program or placement coordinator, the chairperson of the student's major, Director of the Office of Field Experiences and the members of the Advisory Council for Field Experiences serving on the Board of Review will be informed of the date, time, and location of the Hearing in writing. The student will be informed by certified mail.
3. Guidelines for the Hearing include the following:
  - a) The Director of the Office of Field Experiences will preside over the Hearing.
  - b) The Director of the Office of Field Experiences will review the procedures of the Hearing to the satisfaction of the Board and the student. Following this, the student will be excused from the Hearing but remain available during the remainder of the Hearing to appear before the Board (Section d below), if he or she so desires, and to answer questions asked by the Board.
  - c) The university supervisor will be given the opportunity to provide information and documents related to the circumstances surrounding the recommendation for withdrawal under the category of Terminal, and to answer questions asked by the Board. This information may include any review of the matter by the department chair or a department committee of the student's major. The university supervisor may invite other persons to present information. Following this, the university supervisor will be excused from the Hearing but remain available during the remainder of the Hearing to answer questions asked by the Board.
  - d) The student will be given opportunity to provide information and documents directly related to the circumstances surrounding the recommendation for withdrawal under the category of Terminal, and to answer questions posed by the Board. The student may present relevant documents and invite other persons to present information. The student must be present if any other person is invited by the student to address the Board. Following this, the student will be excused from the Hearing but remain available during the remainder of the hearing to answer questions asked by the Board.
  - e) The Board may seek additional information from the Director of the Office of Field Experiences, the university supervisor, the student, or others deemed necessary before rendering a decision. The Director of the Office of Field Experiences will be responsible for obtaining this additional information. Delays in obtaining the additional information may require a re-convening of the Board at a future date.
  - f) If the Board is satisfied with the information available, the Presider of the meeting will entertain a motion to "Support the recommendation of [name of university supervisor] for the withdrawal of [name of student] from [name of course(s)] under the category of Terminal." Following a second for the motion, discussion, and a call for the question, a vote will be conducted. A simple majority is required to indicate support of the recommendation; a tied vote indicates that the recommendation is not supported.

- g) The decision rendered by the Board will be communicated to the student by certified mail. A copy of the letter will be placed in the student's file in the Office of Field Experiences and copies will be distributed to the university supervisor, the placement or program coordinator, the department chairperson for the student's major, and the Assistant Dean of the College of Education for placement in the student's College of Education file.
- 5. The decision of the Board of Review on the recommendation of a university supervisor for the withdrawal of a student from a course under the category of Terminal is final.