



UNIVERSITY OF WISCONSIN  
WHITEWATER

# Business and Marketing Education Teacher Candidate Training Plan

Fall, 2015

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Teacher Candidate

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Cooperating Teacher

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School

Business Teacher Education – Celebrating 100+ Years! (1913 – 2013)

ACTE Program of Excellence 1994, 1997 and 2003.

(ACTE Program of Excellence Award has been discontinued.)

## Teacher Candidate Training Memorandum

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### General Guidelines for Business & Marketing Education Teacher Candidates

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You are about to embark on an exciting and demanding semester of student teaching. This training plan has been developed to make sure that you maximize your student teaching experience. This training plan will be used to identify experiences that you will complete during the semester. The plan will also be used to evaluate the quality of those experiences and to assist the university supervisor and the cooperating teacher(s) in planning your experiences. This plan is meant to serve as a guide to ensure that the teacher candidate takes full advantage of all learning opportunities available to him/her during the semester. We want you to have a successful semester.

To ensure consistency in the student teaching experience and to assist the teacher candidate in undertaking this very important clinical experience, the following general guidelines have been developed to assist with a smooth transition between the teacher candidate and the school district. Please make sure that you read and follow these guidelines.

1. Teacher candidates immediately develop the teaching schedule for all classes for the semester. This will allow you to know what classes you will be teaching and when you will be teaching them. All Business Education teacher candidates will teach the following classes as a six week minimum:  

Accounting, a Basic Business Subject and a Computer Applications Subject.
2. Teacher candidates should be integrated into the classes gradually. It is crucial that teacher candidates begin to observe the personality of the classes and learn the students' names. Teacher candidates should be first assigned classes of their strongest preference/interest.
3. Teacher candidates seeking dual certification *must teach a marketing course* (preferably a Marketing I) for at least one grading period or preferably the entire semester. Other business/marketing courses including one advanced marketing course should be taught for a minimum of four continuous weeks. Teacher candidates seeking dual certification should participate in a school-to-work (Cooperative Education) program supervision and work with a school lab/store.
4. Teacher candidates should become involved in assisting with a student organization (e.g. DECA/FBLA) and be available to assist with student organization conferences and other student organization related activities regardless of the time scheduled (nights and/or weekends).
5. Teacher candidates should be assigned one planning period to devote to the preparations for teaching their assigned classes.
6. Teacher candidates should receive both formative and summative evaluation by both the cooperating teacher and the university supervisor on a regularly scheduled basis.
7. Teacher candidates should understand that they represent the University of Wisconsin-Whitewater Business & Marketing Education Program.

## Teacher Candidate Training Memorandum

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### Teacher Candidate's Responsibilities

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1. Teacher candidates will assume the same school time schedule as the cooperating teacher.
2. Teacher candidates will submit a weekly outline of classes taught and topics to be covered to the university supervisor. The plans will be sent the Friday before the following week. (See weekly schedule form.) via e-mail/D2L.
3. Teacher candidates will always be dressed as a professional teacher as determined by the university supervisor and cooperating teacher.
4. Teacher candidates are expected to be available both before and after school for conferences, meetings, and student assistance. An average of 60 - 90 hours per week is not uncommon for teacher candidates.
5. Teacher candidates are expected to attend the university's seminars as scheduled unless prior arrangements with the university supervisor have been made.
6. Teacher candidates will inform the cooperating teacher and the university supervisor in case of illness or unexpected absences BEFORE the beginning of the school day.
7. Teacher candidates will keep all records as required by the university and any additional forms as required by the cooperating teacher.
8. Teacher candidates will limit outside activities which could interfere with the student teaching. This applies to university course work, part-time work, and other such activities.
9. Teacher candidates will take the responsibility of continually conferring with the cooperating teacher as to their progress during the student teaching experience. Formal reports will be prepared at the quarter and end of semester.
10. Teacher candidates will not be placed in a classroom unless a fully qualified teacher is present. In no case will the teacher candidate substitute in the absence of the cooperating teacher or any other teacher in the school, unless approved by the university supervisor and Office of Field Studies. (Exception: MS students holding a WI DPI substitute license)
11. Teacher candidates are not eligible for any stipend for extra curricular activities associated with the school from any source unless approved by the university supervisor and Office of Field Studies.
12. Teacher candidates will be responsible for completing an evaluation of the student teaching experience.
13. Teacher candidates will conduct themselves in a professional manner, carrying out the teaching code of the school where assigned.
14. Teacher candidates will maintain lesson plans as normally required by the school district.
15. An edTPA must be completed during student teaching.

## Teacher Candidate Training Memorandum

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### Cooperating Teacher's Responsibilities

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1. Cooperating teachers will be directly responsible for the learning activities of the teacher candidate with the approval of the university supervisor.
2. Cooperating teachers will be responsible for formally evaluating teacher candidates on a weekly or bimonthly basis regarding their teaching and other assigned activities.
3. Cooperating teachers will IMMEDIATELY contact the university supervisor in case of any substandard teacher candidate performance so a conference can be set.
4. Cooperating teachers will check the teacher candidate's lesson plans prior to their implementation by the teacher candidate for any suggestions or corrections.
5. Cooperating teachers will involve the teacher candidate in all phases of teaching—including coordinating and advising student organizations.
6. Cooperating teachers will complete the interim evaluation form at the midpoint in the student teaching experience.
7. Cooperating teachers will not allow the teacher candidate to substitute for themselves or any other teacher in the school without approval from the university supervisors and Office of Field Studies. (Exception: MS Students holding a WI substitute license)
8. Cooperating teachers will introduce the teacher candidate to staff members and administrators of the school.
9. Cooperating teachers will adjust the training of the teacher candidate as determined by the progress of the teacher candidate.
10. Cooperating teachers will schedule the teacher candidate into all classes as necessary for teaching certification. A minimum of 4 to 6 weeks of teaching per subject is recommended with, when applicable. A minimum of 6 weeks in accounting, not including simulation, is also highly recommended.
11. Cooperating teachers will orient the teacher candidate to the curricular activities, extra-curricular activities, and operations of the school.
12. Cooperating teachers will schedule the teacher candidate with one free period for lesson planning and consultations.
13. Cooperating teachers will provide a letter of recommendation for the student and complete Office of Field Studies required forms upon completion of the experience.

## Teacher Candidate Training Memorandum

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### University Supervisor's Responsibilities

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1. University supervisors will be the liaison between the university and the cooperating school.
2. University supervisors will, with the assistance of the cooperating teacher, establish a plan of training and a sequencing of experiences for the teacher candidate.
3. University supervisor will be immediately available for any conferences with the cooperating teacher as deemed necessary by all parties concerned.
4. University supervisors will be responsible for properly orienting the cooperating teacher as to his/her role and responsibilities.
5. University supervisors will schedule visits to observe the teacher candidate both in the classroom and/or coordinating activities.
6. University supervisors will confer with the teacher candidate and cooperating teacher on a scheduled basis to determine the teacher candidate's progress.
7. University supervisors will complete a letter of reference and Office of Field Studies required forms upon completion of the student teaching assignment.

Additional forms are posted in D2L:

Interim Evaluation form (ST&CT)  
Final Evaluation form – required by cooperating teaching  
FERPA form  
IPDI Dispositions Survey

## Teacher Candidate Training Memorandum

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### Recommended Sequencing of Teaching Experiences

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#### **1<sup>st</sup> Week**

Observe the class that will be taught first. During this time the teacher candidate should learn the names of ALL prospective students (seating charts help); become acquainted with the habits, academic ability, emotional makeup, etc. of those students; and carefully observe the teaching techniques of experienced teachers.

#### **2<sup>nd</sup> Week**

During the second week the teacher candidate should not only be preparing for the assigned classes but should be working on the class(es) for the weeks to come. No teacher candidate should be allowed to teach any class for which appropriate lesson plans were not received and approved in advance.

The teacher candidate should be introduced to teaching by teaching part of the lesson as in a team or by microteaching. The teacher candidate could take the first 10 minutes to introduce the topic or activity of the lesson before the cooperating teacher takes over. The number of times this activity is done will depend upon the progress of the teacher candidate.

#### **3<sup>rd</sup> or 4<sup>th</sup> Week**

The teacher candidate should be allowed to start teaching for the full class period and also be allowed to develop an entire unit of instruction for the class.

The first full-time teaching experience should be in the area of strongest interest to the teacher candidate.

During the end of this period of time, the teacher candidate could begin to micro-teach in another class in preparation for assuming other full-time teaching duties.

#### **5<sup>th</sup> to 9<sup>th</sup> Weeks**

Begin teaching two classes daily and assume microteaching in other classes. To be certified, a minimum of 20 - 30 class contact hours is necessary in each of the subject areas.

#### **10<sup>th</sup> to 13<sup>th</sup> Weeks**

Teach three classes which could include three preparations.

#### **14<sup>th</sup> to 18<sup>th</sup> Weeks**

Teach a full teaching load (if applicable).



## Teacher Candidate Training Memorandum

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### Recommended Sequencing of Teaching Experiences for Work-Based Learning and Cooperative Education programs

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#### **1<sup>st</sup> to 6<sup>th</sup> Weeks**

Teacher candidates will coordinate with the teacher/coordinator 1 -2 times per week in a cooperative education program, observing the types of calls and the coordination techniques involved.

#### **7<sup>th</sup> to 9<sup>th</sup> Weeks**

Teacher candidates will practice the different types of visitations by themselves with evaluative follow-ups by the teacher/coordinator.

#### **10<sup>th</sup> to 18<sup>th</sup> Weeks**

Teacher candidates will assume responsibility for 3 - 5 students, handling all of the duties normally carried out by the teacher/coordinator and increase the number of coordination calls.

#### **Note:**

Other activities as outlined in the teacher candidate training plan will be implemented as scheduled in addition to the above sequence of experiences.

### Schedule of Training

Suggested Teacher Candidate Experiences	Estimated Month to Master or Complete	
<p><b>I. Orientation</b></p> <ol style="list-style-type: none"> <li>1. Meet members of the Business &amp; Marketing Education department, counselors, and school administrators.</li> <li>2. Analyze teaching practices of a CTE and non-CTE master teacher and discuss my observations with the cooperating teacher.</li> <li>3. Analyze teaching practices of the cooperating teacher(s) focusing on the following: how the teacher motivates students, how the teacher praises student, and how the teacher controls the students.</li> <li>4. Read the school district faculty handbook/policy manual and identify the following based upon written district policy:               <ol style="list-style-type: none"> <li>a. freedom of speech and expression by students</li> <li>b. student's freedom of conscience</li> <li>c. student's dress and appearance</li> <li>d. due process for students</li> <li>e. gender and/or ethnic issues</li> <li>f. student search and seizure (use of cell phones)</li> <li>g. family rights and privacy</li> <li>h. teacher conditions of employment</li> <li>i. teacher dismissal and due process</li> <li>j. AIDS and drug-abuse testing</li> <li>k. suspected child abuse</li> <li>l. faculty academic freedom and freedom of expression</li> <li>m. copyright law as it relates to published materials</li> <li>n. teacher's private lives</li> <li>o. teacher negligence</li> </ol> </li> <li>5. Discuss with the building principal or cooperating teacher the legal liability (tort liability) dealing with negligence, invasion of privacy, assault, and defamation of character.</li> <li>6. Review the school district's employment application process.</li> <li>7. Review and highlight the key components of the current teacher's contract.</li> <li>8. Identify what legal issues face the classroom teacher and student organization advisor.</li> <li>9. Become familiar with the procedures for attaining equipment, supplies, and instructional materials.</li> <li>10. Observe proper classroom housekeeping activities.</li> </ol>		<p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p>



### Schedule of Training

Suggested Teacher Candidate Experiences	Estimated Month to Master or Complete	
<b>II. Instruction</b>		
1. Prepare the schedule of teaching for the semester.		Yes ____ No ____
2. Prepare and use visual aids and equipment in teaching. - Overhead projector/Document Camera - handouts - video equipment - computer projection - computer related software - Smartboard - other		Yes ____ No ____
3. Use resource materials.		Yes ____ No ____
4. Use reference material objectives that identify what students are expected to be able to do as a result of their exposure to what has been taught.		Yes ____ No ____
5. Develop instructional objectives that identify what students are expected to be able to do as a result of their exposure to what has been taught.		Yes ____ No ____
6. Implement instructional approaches based upon the students' needs and abilities.		Yes ____ No ____
7. Use reference material available in the high school library and/or the career resource center for lesson planning.		Yes ____ No ____
8. Contact and schedule a guest speaker for class.		Yes ____ No ____
9. Diagnose students' instructional needs based upon diversity and capabilities.		Yes ____ No ____
10. Demonstrate anticipatory set.		Yes ____ No ____
11. Clearly communicate to students the purpose of the lesson and what they should be able to do as a result of the instruction.		Yes ____ No ____
12. Guide students as they engage in activities requiring them to apply what they have learned.		Yes ____ No ____
13. Coordinate independent practices (requiring them to complete assignments requiring new knowledge under conditions where teacher is not available).		Yes ____ No ____
14. Evaluate students' work (mastery of objectives associated with what has been taught).		Yes ____ No ____

### Schedule of Training

Suggested Teacher Candidate Experiences	Estimated Month to Master or Complete	
15. Understand factors influencing instructional decision when developing the lesson.		Yes ____ No ____
16. Connect students' past experiences and views regarding what is important to the lesson.		Yes ____ No ____
17. Use students' background and experiences as part of the lesson planning process.		Yes ____ No ____
18. Build into the lesson academic learning time when students are not only working on the assigned tasks but are experiencing success.		Yes ____ No ____
19. Develop consistent well-planned lessons that feature clarity, variety, good modeling of appropriate practice, feedback to students, and appropriate pacing.		Yes ____ No ____
20. Develop lesson plans that are appropriate to individualized learning.		Yes ____ No ____
21. Present lessons that manage the four variables of individualized instruction which are rate of learning, content of learning, method of learning, and goals of learning.		Yes ____ No ____
22. Utilize appropriate related technology in the classroom.		Yes ____ No ____
23. Demonstrate accessing external data sources for the classroom use.		Yes ____ No ____
24. Explore how distance learning can enhance the classroom environment.		Yes ____ No ____
25. Demonstrate when to use direct instruction and indirect instruction.		Yes ____ No ____
26. Use techniques of direct instruction such as: a. daily review b. presentation of new materials c. guided practice d. provision for feedback and corrective action e. independent practice f. periodic reviews		Yes ____ No ____

### Schedule of Training

Suggested Teacher Candidate Experiences	Estimated Month to Master or Complete	
<p>27. Use techniques of indirect (active teaching) instruction such as:</p> <ul style="list-style-type: none"> <li>a. metacognition</li> <li>b. inquiry teaching</li> <li>c. creative thinking</li> <li>d. critical thinking (reasoning)</li> <li>e. problem solving</li> <li>d. decision making</li> </ul> <p>28. Use and control small group activities.</p> <p>29. Implement cooperative learning into the lesson.</p> <p>30. Implement affective dimensions in instructional planning.</p> <p>31. Prepare a bulletin board: one dealing with a subject theme and one dealing with a motivational theme.</p> <p>32. Help plan and direct construction of a display for use in school window promoting business and or marketing education.</p> <p>33. Present a lesson using a LAP (learning activity packet).</p> <p>34. Develop an integrated unit plan combining competencies from a number of instructional areas (i.e. English, Math)</p>		<p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p>
<b>III. Measurement &amp; Evaluation</b>		
<p>1. Prepare and administer examination using a variety of types of questions T/F, multiple choice, matching, essay, etc.</p> <p>2. Analyze results of examination by using simple statistical methods.</p> <p>3. Measure lesson mastery through authentic evaluation.</p> <p>4. Utilize standardized tests.</p> <p>5. Relate the rating scales of evaluation to the instructional objectives.</p> <p>6. Compare the measurement of achievement to the pre-determined standards.</p>		<p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p> <p>Yes ____ No ____</p>
<b>IV. Classroom Management</b>		
<p>1. Observe the handling of disciplinary problems in accordance with school policies.</p> <p>2. Handle minor disciplinary problems.</p>		<p>Yes ____ No ____</p> <p>Yes ____ No ____</p>

### Schedule of Training

Suggested Teacher Candidate Experiences	Estimated Month to Master or Complete	
3. Organize and manage time, material, and space to promote smooth and efficient classroom operation.		Yes ____ No ____
4. Effectively manage the social environment of the classroom.		Yes ____ No ____
5. Be perceived/accepted by students as a leader as well as a teacher.		Yes ____ No ____
6. Demonstrate “expert power” (superior knowledge or skill of subject matter).		Yes ____ No ____
7. Demonstrate evidence of having the best interest of students at heart (gain respect and trust of students).		Yes ____ No ____
8. Demonstrate legitimate power in the role of teacher when managing the classroom environment.		Yes ____ No ____
9. Demonstrate consistent and fair application of rules and expectations.		Yes ____ No ____
10. Manage the classroom physical environment as it applies to student behavior.		Yes ____ No ____
11. Experience fewer classroom control problems because of effectively managing time within the lesson.		Yes ____ No ____
12. Encourage students to practice self-control during episodes of misbehavior.		Yes ____ No ____
13. Treat the cause of misbehavior on an individual basis.		Yes ____ No ____
14. Correct student misbehavior through private consultation.		Yes ____ No ____
15. Place the responsibility and consequence of behavior on the student.		Yes ____ No ____
16. Reinforce desirable behavior through positive reinforcement.		Yes ____ No ____
17. Take appropriate action (direct involvement) appropriate to the type of student misbehavior during class.		Yes ____ No ____
18. Implement severe consequences for student misbehavior such as removing the student or conferring with the parents.		Yes ____ No ____
19. Keep accurate records of student progress.		Yes ____ No ____
20. Prepare required reports, such as school attendance, tardiness, grades, etc.		Yes ____ No ____
21. Be responsible for the physical arrangements and required housekeeping of the classroom.		Yes ____ No ____

### Schedule of Training

Suggested Teacher Candidate Experiences	Estimated Month to Master or Complete	
22. Complete or be aware of all forms necessary for the preparation of budgets and reports as required by the school district.		Yes ____ No ____
23. Complete or become aware of all forms necessary for ordering new equipment and supplies as required by the school district.		Yes ____ No ____
24. Complete or become aware of all required state reports.		Yes ____ No ____
25. Become involved in student scheduling for the next year or become aware of the process.		Yes ____ No ____
<b>V. Counseling &amp; Recruitment</b>		
1. Observe someone conducting a student conference.		Yes ____ No ____
2. Conduct student conferences after becoming familiar with proper counseling techniques.		Yes ____ No ____
3. Talk to students regarding participation in the program/class next year.		Yes ____ No ____
4. Interpret general test scores on a student's record.		Yes ____ No ____
5. Meet and know all counselors and relate to a counselor the importance of guidance to the business & marketing education program.		Yes ____ No ____
6. Study guidance files to become familiar with the types of information that are kept regarding students.		Yes ____ No ____
7. Give special help to an individual student who has been absent or who has requested aid (not during classroom time).		Yes ____ No ____
8. Develop a case study on one student that is not working up to his/her potential.		Yes ____ No ____
9. Interview students to determine tentative career goals or objectives.		Yes ____ No ____
10. Prepare a news release on some aspect of the business/marketing promotional program. (DECA/FBLA/Career Week, etc.)		Yes ____ No ____
11. Become involved with the planning and conducting of an in-school business/marketing promotional program.		Yes ____ No ____
12. Meet some of the parents of business/marketing students.		Yes ____ No ____
13. Know the procedures when referring students to a counselor.		Yes ____ No ____

### Schedule of Training

Suggested Teacher Candidate Experiences	Estimated Month to Master or Complete	
<b>VI. Advisory Committee</b>		
1. Attend an advisory committee meeting.		Yes ____ No ____
2. Study and critique goals of advisory committee.		Yes ____ No ____
3. Study advisory committee organization.		Yes ____ No ____
4. Review and critique advisory committee program of work.		Yes ____ No ____
<b>VII. Coordination</b>		
1. Accompany and observe the coordinator conducting coordination calls.		Yes ____ No ____
2. Contact potential training stations regarding their participation in the program next year.		Yes ____ No ____
3. Develop a presentation for selling the program to a prospective employer.		Yes ____ No ____
4. Prepare and administer a training plan for at least one student.		Yes ____ No ____
5. Develop related in-class instruction to relate to the on-the-job experience.		Yes ____ No ____
6. Observe students on the job.		Yes ____ No ____
7. Conduct the following types of coordination calls: - courtesy call (monitoring) - cold canvas (selling) - evaluation call (formal)		Yes ____ No ____
8. Assume coordination responsibilities for 3 to 5 students.		Yes ____ No ____
9. Secure and discuss with employers student work evaluation forms.		Yes ____ No ____
10. Review criteria for selecting training stations.		Yes ____ No ____
11. Observe and evaluate existing training stations.		Yes ____ No ____
12. Observe and evaluate potential training stations.		Yes ____ No ____
13. Develop criteria for selecting a training supervisor.		Yes ____ No ____
14. Develop a procedure for orienting the training supervisor to cooperative education and training supervisor's responsibilities.		Yes ____ No ____

### Schedule of Training

Suggested Teacher Candidate Experiences	Estimated Month to Master or Complete	
15. Prepare required coordination reports as required by the state.		Yes ____ No ____
16. Hold student conferences to discuss the work evaluation with (if possible) the training sponsor.		Yes ____ No ____
<b>VIII. School and Community Relationships</b>		
1. Meet administrators and members of faculty.		Yes ____ No ____
2. Meet all training sponsors and training supervisors.		Yes ____ No ____
3. Attend faculty meetings.		Yes ____ No ____
4. Discuss and explain the merits of the Business or Marketing Education Program with two faculty members.		Yes ____ No ____
5. Meet custodians and administrative assistants.		Yes ____ No ____
6. Meet officials of local business associations, such as Chamber of Commerce, etc. List Associations: _____ _____		Yes ____ No ____
7. Participate in extra school activities.		Yes ____ No ____
8. Attend two school functions not Business/Marketing Education related. List: 1. _____  2. _____		Yes ____ No ____
9. Participate in public relations functions in the community.		Yes ____ No ____
10. Observe a non Business/Marketing class such as English, Political Science.		Yes ____ No ____
11. Make plans for and participate in a field trip following accepted procedure in your school.		Yes ____ No ____
12. Become familiar or assist with the planning of the employer-employee appreciation activity.		Yes ____ No ____
<b>IX. Career and Technical Student Organization (CTSO)</b>		
1. Attend chapter meetings and functions.		Yes ____ No ____
2. Attend district meetings, if scheduled, or Leadership programs.		Yes ____ No ____
3. Attend State Conferences, when available.		Yes ____ No ____

### Schedule of Training

Suggested Teacher Candidate Experiences	Estimated Month to Master or Complete	
4. Assist officers in planning at least one committee meeting and function.		Yes ____ No ____
5. Assist with the general planning of chapter activities.		Yes ____ No ____
6. Review the chapter program of activities.		Yes ____ No ____
7. Work with students in preparing for district and state competitive events.		Yes ____ No ____
8. Complete or be aware of all required district, state, and national forms.		Yes ____ No ____
<b>X. Professional Growth</b>		
1. Attend any state or regional conferences relating to business or marketing education.		Yes ____ No ____
2. Read at least two professional journals. Identify: _____ _____		Yes ____ No ____
3. Attend the school district's board meeting.		Yes ____ No ____
4. Attend the local teacher organization meeting.		Yes ____ No ____
5. Attend a school in-service program		Yes ____ No ____
6. Attend parents' night, PTA, individual parent-teacher conferences or other parent-school functions.		Yes ____ No ____
7. Make a video or audio tape recording of a classroom lesson and objectively evaluate the performance using the observation form.		Yes ____ No ____
8. Conduct a self-development evaluation of classroom performance (reflective).		Yes ____ No ____
9. Prepare and administer a self-evaluation upon the completion of student teaching.		Yes ____ No ____
<b>XI. Exceptionalities</b>		
1. Observe teaching techniques utilized for EEN learners within a regular classroom.		Yes ____ No ____
2. Become familiar with the IEP for one student who is enrolled in a Business or Marketing course.		Yes ____ No ____
3. Become familiar with the various terminology and classifications for the EEN learners.		Yes ____ No ____



### Schedule of Training

Suggested Teacher Candidate Experiences	Estimated Month to Master or Complete	
4. Observe a conference with parents of EEN learners.		Yes ____ No ____
5. Know the role of the various educational personnel associated with EEN learners (counselors, school psychologists, administrators, aides, special education teachers, and classroom teachers).		Yes ____ No ____
6. Evaluate materials for EEN learners available from the school district.		Yes ____ No ____
7. Develop a lesson or materials for an EEN learner. (individualized instruction).		Yes ____ No ____
8. Become familiar with the various pieces of equipment available for EEN learners.		Yes ____ No ____
9. Develop and/or observe pre- and post-testing of EEN learners to determine if learning has occurred.		Yes ____ No ____
10. Recognize the importance of responding to the special needs and perspectives of students from diverse cultural backgrounds.		Yes ____ No ____
11. Vary learning styles to meet the needs of a diverse student population.		Yes ____ No ____
12. Participate in a diversity activity within the school.		Yes ____ No ____
13. Understand the key elements of addressing special populations as outlined in school policy manuals.		Yes ____ No ____
14. Identify the variety of disabilities of EEN students.		Yes ____ No ____
15. Demonstrate teaching techniques used to overcome disabilities of EEN students.		Yes ____ No ____
16. Protect the dignity and help build self-esteem of EEN students.		Yes ____ No ____
<b>XII. Curriculum Development</b>		
1. Prepare an instructional unit plan of at least several weeks in duration including outcomes, lesson plans, resources, and evaluation strategies.		Yes ____ No ____
2. Select curriculum that is appropriate and relevant, and is aligned with state and National standards.		Yes ____ No ____
3. Understand the relationship among facts, concepts, and principles when designing curriculum.		Yes ____ No ____
4. Understand the relationship of instructional objectives to goals (broad) and aims (specific direction).		Yes ____ No ____

**Schedule of Training**

<b>Suggested Teacher Candidate Experiences</b>	Estimated Month to Master or Complete	
5. Clearly write intended learning outcomes via observable student performance.		Yes _____ No _____
6. Incorporate instructional objectives in the three learning domains.		Yes _____ No _____

## Teacher Candidate Training Memorandum

### Matrix of the Schedule of Student Teaching Experiences

I.	Orientation	1	2	3	4	5	6	7	8	9	10
II.	Instruction	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
		21	22	23	24	25	26	27	28	29	30
		31	32	33	34						
III.	Measurement & Evaluation	1	2	3	4	5	6				
IV.	Classroom Management	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
		21	22	23	4	25					
V.	Counseling & Recruitment	1	2	3	4	5	6	7	8	9	10
		11	12	13							
VI.	Advisory Committee	1	2	3	4						
VII.	Coordination	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16				
VIII.	School & Community Relations	1	2	3	4	5	6	7	8	9	10
		11	12								
IX.	CTSO	1	2	3	4	5	6	7	8		
X.	Professional Growth	1	2	3	4	5	6	7	8	9	
XI.	Exceptionalities	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16				
XII.	Curriculum Development	1	2	3	4	5	6				

The form is to be completed at the end of each month during the student teaching semester. The numbers correspond to the Schedule of Training Suggested Teacher candidate Experiences. An electronic version of the form is in D2L.

## Teacher Candidate Training Memorandum

### Teacher Candidate's Teaching Schedule

Hour/Subject	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK9	WK10
0.										
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										

Hour/Subject	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK9	WK10
0.										
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										

**KEY:** C = Conference/Planning      T = Teaching      Beginning Date WK 1: \_\_\_\_\_  
 M = Micro/Team Teaching      R = Reteaching  
 O = Observation/Assisting      N = Not Scheduled      Ending Date WK 20: \_\_\_\_\_

**Include dates of spring break (spring semester only)**

The form is to be completed by the teacher candidate in collaboration with his/her cooperating teacher(s) at the beginning of the teacher candidate experience. An electronic version of the form is in D2L.

This form is to be submitted to your University Supervisor on Friday of the preceding week. Indicate by a cross mark days or times unsuitable for observation. Please indicate the room numbers of your classes. An electronic version of the form is in D2L.

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

<b>SECONDARY STUDENT TEACHING WEEKLY SCHEDULE</b>
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**NAME** \_\_\_\_\_ **WEEK OF** \_\_\_\_\_  
**SCHOOL** \_\_\_\_\_

TIME	PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	<b>1</b>					
	<b>2</b>					
	<b>3</b>					
	<b>4</b>					
	<b>5</b>					
	<b>6</b>					
	<b>7</b>					
	<b>8</b>					

This form is to be submitted to your University Supervisor at the end of each week. An electronic version of the form is in D2L.

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

**PROGRESS REPORT**  
**Student Teaching & Intern Programs**  
**(Past Week)**

**Send/give this form directly to your university supervisor.**

Week Ending: \_\_\_\_\_

1. General summary of instructional experience.
2. Methods, techniques, or materials used by you for the first time.
3. Most important accomplishment made this week.
4. Remarks: (Include here any questions, comments, or concerns which you may have.)

Please Print Your Name: \_\_\_\_\_

Your University Supervisor's Name: \_\_\_\_\_

# edTPA-Business Education Lesson Plan Form

<b>Lesson Title/Day #</b>	
<b>Grade Level</b>	
<b>Course Name</b>	
<b>Central Focus</b>	

## Student (Content) Learning Goals/Objectives

Objective (specific & measurable)	Alignment with WI B&IT or WI MME Content Standards	Concepts/Problem Solving/Thinking Strategies (What are the specific learning goal(s) for students in this lesson?)

## Prior Academic Knowledge and Conceptions

What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do **these** students have that are necessary to support the learning of the skills and concepts for this lesson?

Common Errors/Developmental Approximations/Misconceptions/Partial Understandings/Misunderstandings (what are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them or **this group** of students?)

## Instructional Strategies/Learning Tasks (Be sure to include anticipatory set and closing/assessment activities in this section and to identify them!)\*

Activity (you and student)	How it Supports Diverse Student Needs	Estimated Minutes

## Language Function (Academic Language)

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?

Language Function* (should come from student objectives)	Learning Task Used	Instructional Supports/Associated Demands

**Materials/Resources Used to Engage Student Learning** make sure to attach all materials used; cite your references in APA style (e.g. sources you considered for content, standards, teacher background knowledge, learning theories, instructional methods, activities, diverse student characteristics, any other you deem important).

### Assessments to Monitor Student Learning

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s).

Type of Assessment (Informal or Formal)	Description of Assessment	Modifications to the assessment so that all students could demonstrate their learning	Evaluation Criteria—What evidence of student learning (related to the learning objectives & central focus) does the assessment provide?

**Anticipated Problems and Contingency Plans** How might you adjust your instruction if something were to go wrong (e.g. misunderstanding, confusion, behavioral issues, reading/task complexity, time/pacing, technology failure, etc).

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### Comments/Reflection/Analysis of Teaching

What worked? What didn't? For whom? What instructional changes do you need to make as you prepare for the lesson tomorrow?

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Proposed Changes (If you could teach this lesson again to this group of students what changes would you make to your **instruction**?)

Whole Class	Groups of Students	Individual Students

Justification (why will these changes improve student learning; what research/theory supports these changes)



## **\*Instructional Strategies and Learning Tasks—Ideas to think about**

How will you start the lesson to engage and motivate students in learning? What will you do to engage students in developing understanding of the lesson objective(s)? How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets? What questions will you ask? How will you engage students to help them understand the concepts? What will students do? How will you determine if students are meeting the intended learning objectives?

How will you give students the opportunity to practice so you can provide feedback? How will students apply what they have learned? How will you determine if students are meeting the intended learning objectives?

How will you end the lesson?

Differentiation/Planned Support—how will you provide students' access to learning based on individual and group needs? How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson? (i.e. Whole class; groups of students with similar needs; individual students; students with IEP's or 504 plans)

Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings

Student Interactions—how will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?

What ifs—What might not go as planned and how can you be ready to make adjustments?

Theoretical Principles and/or Research-Based Best Practices—why are the learning tasks for this lesson appropriate for your students?