STUDENT TEACHING HANDBOOK FOR
STUDENT TEACHER CANDIDATES,
COOPERATING TEACHERS AND UNIVERSITY
SUPERVISORS

I have come to a frightening conclusion.
I am the decisive element in the classroom.
It is my personal approach that creates the climate.
It is my daily mood that makes the weather.
As a teacher I possess tremendous power to
make a child’s life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humor, hurt of heal.
In all situations it is my response that decides.
Whether a crisis will be escalated or de-escalated,
And a child can be humanized or de-humanized.

Dr. Haim Ginott
Between Teacher & Child

The UW-RF vision statement for student teaching was written by the Field Experience Office in collaboration with representatives from school districts, University Supervisors, and students, faculty, and staff from the Colleges of Education and Arts and Sciences. It is an evolving statement; therefore your comments and suggestions are welcome.
UW-RIVER FALLS VISION STATEMENT FOR STUDENT TEACHING

The student teaching experience should be carefully planned and completed to develop student teacher candidates into effective classroom teachers, and to ultimately benefit the schools where they teach and the students they serve.

1. The placement of student teacher candidates in effective and productive schools impacts their future growth as professional teachers. Therefore, we believe that every student teacher candidate should be placed in a school that

- shares a common mission and focus on growth of students and staff,
- demonstrates a diversity of approaches in instructional strategies and school organizational structures,
- encourages the use of recognized best practices,
- expects continuous improvement through reflective practice.

2. A cooperating teacher has a profound influence on the development of the student teacher candidate. Therefore, we believe that every student teacher candidate should be placed with a cooperating teacher who

- as a reflective practitioner, reflects on his or her own principles and practice and seeks to develop reflection among students,
- is cognizant of current principles in content areas,
- employs recognized best practices in teaching,
- relates well to students,
- appreciates diversity,
- continues to develop personally and professionally,
- has the ability and willingness to evaluate and mentor/nurture a beginning teacher.

To this end, the school district should identify cooperating teachers willing to take risks and develop their own professional repertoire in concert with the student teacher candidate. It is the intent that all cooperating teachers are trained and familiar with the co-teaching model.

3. University supervisors work both in the world of the school and that of the university. Therefore, we believe that every student teacher candidate should be placed with a university supervisor who

- has had successful classroom experience,
- is a reflective practitioner,
- is knowledgeable in the content area,
- appreciates diversity,
- has the training to evaluate teaching performance,
• relates well to the needs of current classroom students as well as student teacher candidates.
• has the desire to develop personally and professionally,
• knows and shares the vision of the teacher preparation program,
• encourages the use of recognized best practices in the classroom,
• serves as liaison between the university and the student teaching site, informing each of the other’s needs.
• is trained an familiar with the co-teaching model.

4. **The student teaching experience is the setting in which students use the theories and philosophies they have studied.** Therefore, we believe that every student teacher candidate must

• have the opportunity to learn from mentors and then put theory into practice,
• experiment with new and innovative ideas,
• work with diverse students,
• reflect upon his/her performance
• share ideas with peers and mentors in formal and informal settings.

5. **A positive working relationship between the school district and UW-RF should be seen as mutually beneficial.** Therefore, we believe that every student teacher candidate should be an asset to the cooperating teacher and the host of the school district. Working with a student teacher candidate provides further opportunity to engage in professional dialogue, learn new theories and practices, and grow professionally. Having a student teacher candidate may provide the cooperating teacher with time during the school day to develop curriculum, become more technologically literate, or team with colleagues on a variety of projects.

6. **We believe that student teaching is a collaborative effort among the student, the cooperating teacher, and the university supervisor.** Therefore, each member of the triad must clearly understand the three roles, and be willing and able to work closely together for the common good. The focus on the co-teaching model for this triad is conducive to student achievement.
Conceptual Framework

The foundations of Education Unit programs at the University of Wisconsin-River Falls are **Inclusivity**, **Constructivism**, **Creativity**, and **Collaboration**.

- **Inclusivity** means providing equitable educational opportunities for all students. It is can be seen in our working **partnerships** with urban, rural, and suburban schools; in the high quality **practicums** that result from these partnerships, and in our goal of producing educators and other educational professionals who embrace human diversity and who are **engaged citizens** of the state, the nation, and the world.

- **Constructivism** is the creation or construction of knowledge, including **content** knowledge, built on what is already known. It is found in the **pedagogy** both faculty and teacher education candidates use, and in our development of constructivist education professionals and **leaders** at advanced levels.

- **Creativity** encourages individual expression and risk taking and builds on personal strengths. It is seen in faculty and candidate professional **practice**, design of curriculum, instruction, assessment, classroom management, and use of **technology**; and in the research and scholarly activity in which we engage.

- **Collaboration** means working together in collegial relationships that support teaching and learning for all. We work across colleges as an Education Unit. Our strong and long-lasting partnerships involving **practicums** with schools serving children 0-21 years of age and their communities. We collaborate in teaching and scholarly activity. Our candidates’ participate in collaborative forms of learning.

Seven other key elements for us and for the university, highlighted above, are **pedagogy**, **technology**, **partnerships**, **practice**, **engagement**, **leadership**, and **content**.
# TABLE OF CONTENTS

**UW-River Falls Vision Statement for Student Teaching** .............................................. i  
**UW-River Falls Conceptual Framework for Teacher Education** ............................ iii

I. **Introduction** .................................................................................................................. 1  
   Wisconsin Teacher Standards ................................................................................... 1  
   Terminology ............................................................................................................ 2  
   Admission to Student Teaching/Interning ............................................................. 2

II. **Policies of the University of Wisconsin – River Falls** .............................................. 3  
   Student Teaching/Internship Schedules .................................................................... 3  
   Student Teaching Seminars .................................................................................... 3  
   Absences ................................................................................................................. 3  
   Student Teaching/Internship Grades ....................................................................... 4  
   Guidelines for the Use of Student Teachers/Interns as Substitute Teachers .......... 4  
   Professional Liability Coverage ............................................................................. 4  
   Labor Disputes ......................................................................................................... 4  
   Policy for Reporting Suspected Child Abuse .......................................................... 5  
   Health Insurance ..................................................................................................... 5  
   Early Release From Student Teaching or an Internship .......................................... 5  
   Policy for Requests of a Change in Placement ...................................................... 5  
   Termination of Placements ...................................................................................... 6  
   Policy for Removing and Re-Placing Student Teachers ......................................... 6  
   Student Complaints and Grievances – College of Education & Professional Studies .. 7

III. **The Student Teacher/Intern** ..................................................................................... 9  
    Expectations for the Student Teacher/Intern ............................................................ 9  
    Professional Organizations ...................................................................................... 10  
    WEB Sites for Teachers .......................................................................................... 10  
    An Orientation Checklist ....................................................................................... 11

IV. **The Cooperating Teacher** ........................................................................................ 12  
    Wisconsin Dept. of Public Instruction Requirements for Cooperating Teachers ...... 12  
    Role of the Cooperating Teacher ........................................................................... 12  
    Conferences ........................................................................................................... 12

V. **The University Supervisor** ........................................................................................ 14

VI. **Graduation/Certification/Job Search** ...................................................................... 16  
    Posting the Final Grade .......................................................................................... 16  
    Graduation ............................................................................................................... 16  
    Certification ........................................................................................................... 16  
    Graduate Students and Certification Only Students ............................................ 16  
    Substitute Teaching ............................................................................................... 17  
    Job Search /Career Services .................................................................................. 17

APPENDIX .......................................................................................................................... 19  
    Lesson Plan for Student Teaching/Interning .......................................................... 20  
    Absence Report/Request for Student Teachers and Interns ................................... 21
I. INTRODUCTION

Quality teacher education programs cannot exist without cooperation and partnership with school districts. Successful teaching, and successful teacher preparation, requires teamwork, cooperation, and hard work on the part of the Student Teacher, the University Director of Student Teaching, the Local School Administrator, the Cooperating Teacher, the University Supervisor, and other school district personnel.

This handbook has been prepared as a guide for student teacher candidates/interns and outlines the responsibilities and expectations of those involved in this last and most critical phase of the student’s preparation – the student teaching/internship experience. Our goal is to provide the teacher-candidate with the culminating experience in which the student teacher candidate translates his/her educational background into actual classroom practice.

While the prospective teacher is the focus of this experience, it is also recognized and understood that a school’s primary obligation is to its pupils and that each person’s role is defined by local policy as well as by state and federal statutes.

Your suggestions and recommendations are invited and encouraged.

WISCONSIN TEACHER STANDARDS/InTASC 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. (InTASC Standard #4 Content Knowledge and Standard #5 Application of Content)
   The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. (InTASC Standard #1 Learner Development and Standard #2 Learning Differences)
   The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. (InTASC Standard #1 Learner Development and Standard #2 Learning Differences)
   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. (InTASC Standard #8 Instructional Strategies)
   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. (InTASC Standard #3 Learning Environments)
   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) (InTASC Standard #7 Planning for Instruction)
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

(8) (InTASC Standard #6 Assessment)
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) (InTASC Standard #9 Professional Learning and Ethical Practice)
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) (InTASC Standard #10 Leadership and Collaboration)
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.

TERMINOLOGY

**Student Teacher Candidate** The student teacher candidate is a student enrolled at the University who is assigned by the University to teach in a cooperating school as part of the preparation for entering the teaching profession.

**Intern Teacher.** An intern teacher is a student who is enrolled at the University and who is also a member of an instructional team in a cooperating school for one semester. The intern is paid and licensed.

**Cooperating Teacher.** The cooperating teacher is a classroom teacher in the school to which the student teacher/intern is assigned. This individual serves as a resource person, a sounding board for ideas, and a counselor for teaching-related problems. This person directs and coordinates the work of the student while s/he is at the assigned school and provides written and verbal feedback about the student’s performance.

**University Supervisor.** The university supervisor is a member of the University faculty or an ad-hoc professional who has been assigned to visit, assess, and confer with student teacher candidates/interns and cooperating teachers on a regular basis. The supervisor provides written and verbal feedback to the student.

**Co-Teaching model for the student teaching experience.** Co-teaching is defined as two teachers (cooperating teacher and student teacher candidate) working together with groups of students – sharing the planning, organization, delivery and assessment of instruction as well as the physical space.
ADMISSION TO STUDENT TEACHING/INTERNING

Students must meet the following requirements prior to the beginning of the student teaching placement.

1. Admission to Teacher Education.

2. Earned a “B” or higher in all techniques courses and a “C” or higher in all required professional education courses.

3. GPA of at least 2.75 (preference to a 3.0) – cumulative and major, certifiable minor & professional education courses.

4. Successful completion of a minimum of 100 hours of field experiences.

5. Satisfactory completion of the appropriate human relations field experience requirement.

6. PRAXIS II. Official notice in Student Teaching Office of passing score on appropriate test(s).

7. Current Wisconsin Criminal Background Check and a TB test on file in the Field Experience Office.

8. Completion of GATE 1 portfolio demonstrating understanding of the ten InTASC standards.

9. Early childhood and elementary majors must have attempted the Foundations of Reading Test (FORT) exam.

II. POLICIES OF THE UNIVERSITY OF WISCONSIN – RIVER FALLS

STUDENT TEACHING CANDIDATES/INTERNSHIP SCHEDULES

Student teaching through UWRF is in compliance with WI state statute 118.119 (3) (a) which requires student teaching candidate/intern placements be for “full days for a full semester following the daily schedule and semester calendar of the cooperating school, or the equivalent as determined by the state superintendent.” Placement letters provide tentative beginning and ending dates. Follow the district calendar for specific dates. STUDENTS MAY NOT VACATE THE PLACEMENT TO ACCEPT A TEACHING POSITION OR A SUMMER JOB.

- Elementary students are required to complete additional student teaching in order to receive early childhood certification.

- Secondary education majors may have a placement in a middle school, a junior high, or a senior high school. The placement may also be split between middle or junior high school and a senior high school.

- Students participating in the Consortium of Overseas Student Teaching (COST) program must satisfy all Department of Public Instruction (DPI) regulations. The student must successfully complete a half-semester domestic placement prior to going overseas. If the overseas experience is
not sufficient in length, the student will return to his/her original placement to finish the semester long requirement.

Arrival and departure times will be consistent with the school policy for regular teachers. After school jobs are not valid reasons for leaving school prior to the established departure time, failing to prepare for the following day(s), or missing school events and seminars. Do not ask if you may arrive late or leave early.

The student will observe the vacation periods of the school system where s/he has been assigned, not those of the University.

**STUDENT TEACHING SEMINARS**

Student teacher candidates/interns are required to attend seminars during the student teaching or internship assignment. There will be a minimum of one seminar each month. (On most occasions there will be two.) Student teacher candidates are expected to be away from their placement only long enough to travel to and attend the seminar.

**ABSENCES**

Regular attendance is required. Absences must be kept to an absolute minimum. The maximum number of days a student teacher will be allowed to miss is 5 days. After that, termination will be considered. Excessive absences, early departures, or late arrivals for any reason may result in extending, repeating, or failing the student teaching/interning experience. The university supervisor, cooperating teacher, and Director of Field Experiences will make decisions on extending or repeating the experience on an individual basis. When an absence is unavoidable (e.g. illness) the student teacher candidate/intern is responsible for contacting the cooperating teacher and the assigned school following the same procedures that are required by teachers. In addition, the “Absence Report/Request for Student Teacher candidates and Interns” must be completed and submitted. Any planned absence (weddings, job interview, surgery, etc.) should be requested far enough in advance to receive permission (or denial) from the Field Experience Office prior to the absence. A doctor’s release may be required to return to the classroom after any medically related absence. Failure to report absences may lead to an Unsatisfactory/Satisfactory Progress grade in student teaching. The absence report/request form is in the Appendix (p. 21) and on the WEB. ([www.uwrf.edu/college-of-education](http://www.uwrf.edu/college-of-education)) A copy of the obituary or funeral “remembrance card” must accompany the absence report.

**STUDENT TEACHING CANDIDATE/INTERNSHIP GRADES**

Grading for student teaching and interning is Satisfactory/Unsatisfactory/Satisfactory Progress (SP). Students who receive a “Satisfactory Progress” will need to complete those assignments identified as not being completed to be eligible for a “Satisfactory” grade.
GUIDELINES FOR THE USE OF STUDENT TEACHER CANDIDATES/INTERNS AS SUBSTITUTE TEACHERS

Since student teacher candidates are not licensed and their legal authority in the classroom is different from that of a teacher, they may not serve as substitute teachers. This DPI and University policy is intended to protect the cooperating school system, its students, and student teacher candidates. THERE ARE NO EXCEPTIONS.

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) of Chapter 81, Laws of 1975 for all University of Wisconsin System student teachers, intern teachers, or for any other assigned field experience. This coverage protects the student teacher candidate against claims from third parties for personal injury or property damage caused by negligent acts while performing within the scope of duties as a student teacher candidate or field experience student. Substitute teaching and providing students with a ride home in a private car are two examples of things outside the scope of duties of a student teacher candidate/intern. Students may also obtain professional liability insurance through private companies or professional organizations.

LABOR DISPUTES

If a system-wide strike, work stoppage, or work-to-contract situation occurs in the school district where a student teacher candidate is assigned, s/he is to remain a non-participant until the negotiations are settled. S/he may not cross picket lines or participate in any school-related activities until the issues have been resolved. Decisions about arranging an alternative placement will be made on an individual basis.

When a work stoppage or work-to-contract situation occurs in a cooperating school system where interns are assigned, it is the policy of the Wisconsin Improvement Program that interns be declared non-participants to either party involved. Interns will remain on a standby basis, without pay, 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 Teacher Association.

POLICY FOR REPORTING SUSPECTED CHILD ABUSE

Any student teacher candidate/intern suspecting or becoming aware of child abuse (physical, emotional, or sexual) is required to inform his/her cooperating classroom teacher and/or school principal. State rules as well as district policies must be followed in making reports regarding child abuse. This is for the student teacher’s/intern’s protection as well as safeguarding the child/student. The student teacher candidate/intern may contact the university supervisor or Director of Field Experiences if questions arise. See Page 23 in the Appendix- Wisconsin Mandated Reporting Law.
HEALTH INSURANCE

Neither the U.W. System nor the Wisconsin Association of Independent Colleges and Universities carry health insurance for interns or student teacher candidates. Programs at the individual college or university may however, cover the student.

EARLY RELEASE FROM STUDENT TEACHING OR AN INTERNSHIP

Early releases are NOT granted for teaching positions or summer jobs. However, in accordance with ss. 115.28 (17) (a) and 118.192 student teachers/interns may be granted an early release from student teaching when the UWRF calendar differs from that of the cooperating school and would prevent the student from attending classes at UWRF in accordance with the University calendar. The student must submit a completed application form and receive written approval from the Field Experience Office in advance of the proposed date of release. Permission will be granted only after the university supervisor and cooperating teacher confirm the student teacher candidate has made satisfactory progress during the experience. The release may also be limited to half days only. The request form is in the Appendix (p.22) and on the WEB. (www.uwrf.edu/college-of-education)

POLICY FOR REQUESTS OF A CHANGE IN PLACEMENT

Occasionally a student teacher candidate will request a change in placement. Prior to granting or denying the request, the following process will be carried out:

1. The student teacher candidate/intern must write a letter of request outlining the specific problems encountered in the placement. The letter will include reflections on what the student teacher candidate/intern could do differently in a subsequent placement if the request is granted. The student teacher candidate/intern will remain in the placement until the Director of Field Experiences reaches a decision about the request.

2. After receiving a letter requesting a change in placement, the Director of Field Experiences will confer with the student teacher candidate’s University Supervisor to gather any pertinent information about the placement and the student teacher candidate’s performance thus far.

3. The Director of Field Experiences will meet with the student teacher candidate/intern about the concerns stated in the request letter. At the Director’s discretion, the university supervisor may be asked to participate in this meeting.

4. The Director will meet with the cooperating teacher about the concerns raised by the student teacher candidate. At the Director’s discretion, the university supervisor may be asked to participate in this meeting.

5. The Director will meet with any other individual(s), as needed. (In the case of an intern the principal will be involved. Appropriate university personnel and other district administrators may also be involved.)
6. The Director will hold a joint meeting with the student teacher candidate/intern, cooperating teacher, and university supervisor to see if the situation can be resolved. (Other district personnel may also be involved if the student is an intern.)

7. The Director will make a decision to grant or deny the request. No guarantees can be made about securing a second placement if the request is granted.

8. The student teacher candidate/intern may withdraw the request at any point in the process.

The Director of Field Experiences will move through the steps of this procedure as quickly as possible. However, given that some situations may require more meetings than others, a specific timeline cannot be adhered to. The more people involved, the longer the process.

The Director of Field Experiences may grant, deny, or postpone the request at any point in the process.

TERMINATION OF PLACEMENTS

Either UWRF or the cooperating local education agency may remove any student teacher candidate/intern from an assignment, subject to documented notice to all parties to the assignment.

POLICY FOR REMOVING AND RE-PLACING STUDENT TEACHER CANDIDATES

Please note: Student teaching is a UWRF course. Students must succeed in all placements in order to pass the course and be certified for teacher licensure. It is important for students to understand that their placement is always at the discretion of the school in which they are placed.

The principal, the cooperating teacher, or the Director of Field Experiences may initiate the process of removing a student teacher from a placement. The university supervisor may recommend that a student teacher candidate be removed from a placement. Such recommendation should go to the Director of Field Experiences with specific reference to problems in teaching content, classroom management, or professional judgment. The Director of Field Experiences will meet in person with the individual making the recommendation to remove. In some instances, an outcome other than removal may be negotiated at this point, and a growth plan may be developed in conjunction with the cooperating teacher and the university supervisor.

When a student teacher candidate is removed from a placement because of concerns about his/her performance, the following process will be carried out:

1. The Director of Field Experiences (or a designee) will tell the student teacher candidate that his/her placement is being terminated and the reasons for the termination.
2. Within 5 working days after the student teacher candidate’s removal from the placement, the Director of Field Experiences (or a designee) will meet the student teacher candidate explaining the process that will take place. This discussion may be in person, or via phone or e-mail. The student teacher candidate will be informed that the purpose of the meeting described below is to discuss the concerns raised by school personnel and/or the supervisor, hear the student teacher candidate’s explanation of the events leading to the termination of the placement, learn what the student teacher candidate would do differently if another placement is granted, and make a decision about whether or not the student teacher candidate shall receive another placement. The student teacher candidate will be informed that if the decision is to attempt an immediate re-placement, every effort will be made to find an appropriate placement. However, no guarantee of the availability of a placement can be made.

3. Within 7 working days after the aforesaid discussion with the student teacher candidate, the Director of Field Experiences will arrange a Removal/Re-placement Meeting with the student, the university supervisor, and at least two representatives of the student’s program. Prior to the meeting, the Director of Field Experiences will interview the cooperating teacher, and/or the principal, and others as appropriate. Written statements may be collected. After reviewing all the data and meeting with the student, the committee will determine a course of action. The student teacher candidate will be notified of the decision within two working days.

If a student teacher candidate may decide to withdraw from student teaching and not attend a Removal/Re-placement Meeting. S/He will receive a grade of “W” if the placement occurred prior to ten weeks during the academic semester.

4. If the decision is to re-place the student teacher candidate, whether immediately or in a subsequent term, a growth plan will be developed that specifies what the student teacher candidate must do in order to successfully complete a new placement.

If the decision is not to allow a re-placement, the student teacher candidate will meet with her/his advisor and the Associate Dean of the College of Education and Professional Studies to determine which courses should be completed to earn a degree without certification. In addition, it is highly recommended that the student teacher candidate meet with personnel in Career Services.

5. If the student teacher candidate agrees to the growth plan, s/he will be asked to sign the plan to indicate that it has been received, read, and agreed to. The student teacher candidate will be held accountable for the successful completion of the plan, as determined by the university supervisor, new cooperating teacher, and Director of Field Experiences, in order to receive credit for student teaching. Failure to receive credit for student teaching results in lack of completion of state of Wisconsin teaching license requirements.

6. The growth plan will be shared with the new cooperating teacher prior to the beginning of the placement.
STUDENT TEACHER CANDIDATE COMPLAINTS AND GRIEVANCES - College of Education and Professional Studies

If you feel that you have been treated unfairly or inappropriately, you have the right to state your concerns and seek to have them resolved. When you have a complaint or grievance related to the actions of faculty or administration, you should take the following steps:

1. Discuss your concern, in person or in writing, with the faculty member or administrator involved. This should be the first step in almost every case, and if you skip this step you will be asked to return to it.

2. If the problem is not resolved through discussion, contact the department chair in the case of a faculty member or the Associate Dean or Dean in the case of an administrator. You may be asked to put your complaint in writing. The department chair or dean will involve the faculty member or administrator at this point, either discussing the issue with the person involved or arranging for a meeting. The chair will make a decision concerning the resolution of the problem.

3. If you are not satisfied with this resolution, you will need to state your complaint in writing to the Dean of the College of Education and Graduate Studies. The Dean will make similar efforts to resolve the problem, and will make a decision concerning its resolution.

4. If you wish to pursue your complaint beyond this level, you should state your complaint in writing to the Provost/Vice Chancellor in North Hall. If at any point in the process you believe that discrimination is involved in your complaint, you should contact the Assistant to the Chancellor for Equity and Compliance, also in North Hall.

III. THE STUDENT TEACHER CANDIDATE/INTERN

Student teaching/interning is a significant responsibility. This professional semester provides the prospective teacher with the opportunity to integrate knowledge of subject matter and pedagogy with practical application under the guidance of an experienced teacher. By the conclusion of the experience, the student teacher candidate/intern must demonstrate his/her proficiency in each of the Wisconsin Teacher Standards/InTASC Standards in order to receive a recommendation from the University for licensure. The Standards are listed on p. 1 of this handbook.

Co-Teaching as best practice in Student Teaching
Co-Teaching is defined as two teachers (cooperating teacher and student teacher candidate) working together with groups of students-sharing the planning, organization, delivery and assessment of instruction as well as the physical space. Co-teaching:
- reduces student/teacher ratio
- assists with diversity and size of today’s classrooms
- provides greater student participation
- enhances classroom management
- increases instructional option for students
- enhances collaboration skills
**Assists student achievement
Seven Strategies of Co-Teaching:
1. One teach/One observe
2. One teach/One assist
3. Station teaching
4. Parallel teaching
5. Supplemental teaching
6. Alternative (differentiated) teaching
7. Team teaching

EXPECTATIONS FOR THE STUDENT TEACHER CANDIDATE/INTERN

- Attend all district inservices or workshops and university seminars.
- Read the student teaching handbook and know its contents.
- Keep a **reflective** journal of all activities completed (this may be an on-line journal), lessons taught (with plans), and notes regarding conferences with the cooperating teacher. This journal will be available to the university supervisor and the Director of Student Teaching during each visit in the field.
- Observe the policies, hours, and regulations of the cooperating school.
- Recognize that his/her primary responsibility is to the student teaching assignment, understanding that outside activities must not interfere with carrying out this obligation.
- Dress, act, talk, and conduct him/herself as a member of the teaching profession. **NOTE:** Assume that the dress code is business casual unless you are told otherwise. (e.g. khakis and shirt/blouse) Also, the cooperating teacher and/or building principal may tell you that jeans are inappropriate attire for student teacher candidates, even though worn by some professionals in the building.
- Observe standards of conduct as set forth by professional ethics and the requirements of good citizenship.
- Social Media- It is the expectation of the student teacher candidate to provide a professional social media site. It is also discouraged to “friend” students on social media sites. Refer to your school district guidelines.
- It is possible to receive good performance evaluations and still fail the experience for grossly unprofessional behavior. (e.g. personal relationships with students, striking a student, etc.)
- Maintain confidentiality with respect to information given by, or about, students. This includes information derived from student performance, pupil data records, personnel records, or faculty meetings or any other source.
- Maintain regular attendance. If the student teacher candidate/intern must miss a day of teaching, s/he must notify the cooperating teacher, building principal, and university supervisor.
• Participate in extra-curricular and professional activities of the cooperating school.

• Learn about the various physical facilities of the school building and the resources available in the school system.

• Gradually assume responsibility for non-teaching tasks such as recess duty, lunch duty, hall duty, and bulletin boards.

• Teach the curricula approved by the district where placed. The cooperating teacher(s), in conjunction with the student teacher/intern, will determine the units to be taught.

• Prepare adequate lesson plans well in advance of actual classroom teaching and submit such plans as required to the cooperating teacher.

• Assume full responsibility for the classroom during a period of at least two weeks in a quarter long placement or four weeks in a semester placement. This does not mean that the cooperating teacher must leave the room for the entire period of time.

• The cooperating teacher is legally responsible for the class and at all times assumes legal obligations to this role.

• Tactfully refer all parental requests for pupil data, evaluation, and progress to the classroom teacher.

• Understand that student teacher candidates/interns are guests in the host school district and act accordingly.

**STUDENT TEACHING SEMINARS**
A student teaching seminar accompanies the student teaching experience. The purpose of the seminar is to provide student teacher candidates with the opportunity to learn more about topics that are pertinent to their professional development. Bi-weekly seminars give student teacher candidates the opportunity to develop strategies for improving student learning and to confront issues of diversity that affect teaching. They provide the student teacher candidate with the opportunity to raise questions and think critically about solutions to various problems associated with on-the-job realities.

Seminars and orientations scheduled in conjunction with the student teaching experience also provide an opportunity to discuss concerns raised by the student teacher candidate, practices observed in the classrooms and teaching philosophy, and to integrate theory and practice. Seminars will be held two times each month for 3-hour sessions for the entire semesters. ATTENDANCE IS MANDATORY.

**Common Topics for Seminar Discussions:**
- planning (lesson and unit)
- classroom management
- motivation
- inclusion/special education
- working with non native speakers
- edTPA
- assessment
- interviewing
- license requirements
PROFESSIONAL ORGANIZATIONS

There are hundreds of organizations concerned with education, school programs, curriculum research, teacher welfare, etc., and it is recommended that prospective teachers seek accurate unbiased information about them and become aware of the benefits, purposes, and objectives of these organizations.

Most of the professional organizations have national, state, and local structures. Organizations such as the American Federation of Teachers (AFT), National Association of Professional Educators (NAPE), National Education Association (NEA), and Wisconsin Education Association Council cross academic lines to work with teachers as a total profession in curriculum, working conditions, and benefit programs. The local building representative can provide information on membership. Membership privileges include publications, eligibility to attend conventions, and liability insurance.

There are many organizations, groups, or fraternities in the field of education. One helpful site of these listings is http://library.gmu.edu/resources/edu/edorg.htm.

GIFTS TO COOPERATING TEACHERS

A token gift to thank your cooperating teacher at the conclusion of your placement is acceptable but not required. Anything more than a token gift is not appropriate.

AN ORIENTATION CHECKLIST

This checklist is for use by both the cooperating teacher and the student teacher candidate. While not all items will fit every placement, the list serves as a guide to the kinds of information and experiences that can be beneficial to student teachers.

Prior to the First Day

 commercials length of teacher day
 commercials copy of school calendar
 commercials dress expectations
 commercials parking procedures
 commercials procedures for illness

Building/District Information

 commercials meet administrator(s), faculty, staff
 commercials tour school building
 commercials guidance department
 commercials procedures for reporting child abuse, drug abuse, etc.
 commercials library/imc procedures
 commercials special education programs
 commercials emergency procedures
 commercials bomb threat
 commercials disaster/tornado drill

Grade level/department scope & sequence
 commercials homework policy
 commercials materials collection & distribution
 commercials parent/teacher communication
 commercials plan book
 commercials professional organizations & publications
 commercials report cards
 commercials seating chart
 commercials special needs students – academic, physical, social, emotional, etc.
 commercials student evaluations
 commercials student records – when pertinent
 commercials supplies & equipment – location
 commercials taking lunch count
 commercials testing program
 commercials transition periods
 commercials use of manuals
 commercials work completed to date – plans for
IV. THE COOPERATING TEACHER

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION REQUIREMENTS FOR COOPERATING TEACHERS

Provisions relating to cooperating teachers and other school based supervisors ensure that the cooperating personnel used in the clinical programs meet all of the following requirements.

- Have been identified as an exemplary mentor teacher and he/she has volunteered to serve as a cooperating teacher.

- Hold a regular Wisconsin license [or its equivalent for the teaching assignment] and have volunteered for assignment as a cooperating teacher or practicum supervisor.

- 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 or have at least 3 years of pupil service or administrator experience with one year in the school or school system of current employment.

- Have completed training in both the supervision of clinical students and in the applicable WI/InTASC teacher standards. UWRF embraces the Co-teaching model and has regular
trainings seminars to familiarize the student teacher candidates, cooperating teachers and university supervisors with this model. [There also is an on-line training module that is available to cooperating teachers.)

EFFECTIVE SUPERVISION

The UW-RF faculty recognizes the profound influence cooperating teachers have on the growth and development of the student teacher/intern. Personnel in the Field Experience Office look forward to assisting cooperating teachers as they engage in this highly demanding yet rewarding task. The role of the cooperating teacher encompasses a number of responsibilities that have been divided into five categories: Orientation to the Classroom, Transfer of Responsibility, Conferences, Planning, and Evaluation. Each is outlined in the following sections.

ROLE OF THE COOPERATING TEACHER

The role of the cooperating teacher encompasses a number of responsibilities including:

- orienting the student teacher candidate/intern to the classroom and school,
- gradually transferring responsibility for the daily operations of the classroom to the student teacher candidate,
- conferring with the student teacher candidate/intern about performance and expectations,
- planning for a successful experience,
- evaluation of the student teacher candidate, both formative and summative.

CONFERENCES

Conferences based on the classroom experiences and performance of the student teacher candidate/intern are one of the most important contributions a cooperating teacher makes in the development of a novice teacher. This is a time to jointly reflect on performance, brainstorm strategies, plan future lessons, raise questions, and discuss a host of educational issues. They enable the cooperating teacher and the student teacher candidate to maintain a personal relationship that allows both to discuss freely and openly problems relating to the experience. Frequent conferences also make it easier to meet all the other requirements each must accomplish.

- Schedule conferences with the student teacher/intern on a regular basis.
- Help the student teacher candidate/intern analyze and interpret his/her experiences and discover the relationship between theory, principles, and practice.
- Give the student teacher candidate/intern specific suggestions, constructive criticisms, and help with problems.
- Provide continuous verbal and written feedback.
• Foster an environment that is conducive to self-reflection and evaluation to help the student teacher/intern become aware of her/his own attitudes, values & beliefs, as well as his/her strengths, and weaknesses.

• Help the student teacher candidate/intern develop an appreciation and understanding of the professional roles of teachers.

• Keep a record of conference discussions to avoid misunderstandings.

ORIENTATION TO THE CLASSROOM

• Prepare the class for the student teacher candidate’s/intern’s arrival. (Many problems with which student teacher candidates/interns must cope can be traced to introductions that were well intended but reflected, in some way, an inadequate or subordinate role for him/her.)

• Make copies of the faculty handbook, pupil handbook, procedures, regulations, policies, etc., available to the student teacher candidate/intern.

• Provide the student teacher candidate/intern with a desk and/or other personal space.

• Give the student teacher candidate/intern an overview of the work previously covered and provide textbooks, manuals, and other appropriate material.

• Encourage the student teacher candidate/intern to ask questions.

• Accept the student teacher candidate/intern as a professional.

TRANSFER OF RESPONSIBILITY

• Collaborate with the student teacher candidate/intern to develop a plan for integrating him/her into the teacher role. Establish goals, expectations, and a schedule for evaluation. Integrating the Co-teaching model will assist with the collaborative efforts for planning, instruction and assessment.

• Give the student teacher candidate/intern opportunities to show initiative and creative ability.

• Allow and encourage the student teacher candidate to assume responsibilities that acquaint him/her with the pupils.

• Allow the student teacher candidate/intern the opportunity to gradually assume responsibility for teaching and non-teaching tasks.

• As soon as the student teacher candidate/intern is comfortable in the role of teacher, leave the classroom periodically so s/he can have a more realistic classroom experience.

• The student teacher candidate should assume full responsibility for longer periods of time during the placement. The cooperating teacher should allow the student teacher candidate to be alone in the
classroom for at least some of this time. Some teachers decide to serve as a paraprofessional to the student teacher candidate during the student teacher candidate’s full time responsibility.

PLANNING

- **Require written lesson plans from the student teacher candidate/intern.** Ultimately, the cooperating teacher is responsible for appropriate instruction and must be aware of what is happening in the classroom. A sample format for plans can be found in the Appendix, but other formats may be used. (The University requires written plans as a matter of policy. These are not to be mailed to the university supervisor but are to be available for evaluation, discussion, and conference.)

- Emphasize the importance of good planning.

- Encourage planning for a wide variety of learning experiences.

- Provide for flexibility in planning to allow opportunities for constructive creativity by the student teacher candidate.

- Make the student teacher candidate aware of materials and resources that are available at the school.

- Share your long-range (year, semester, or trimester) and unit plans with the student teacher candidate/intern to provide a guide for the remainder of the placement. This is probably his/her first experience with long-range planning.

- Assist in the development of unit and daily plans, tests, and other materials. (The student teacher candidate must show growth toward independence in developing these teaching tools.)

EVALUATION

Evaluation occurs on an on-going basis and is shared during conferences as a means of assisting the student teacher candidate in the student teaching/internship process. The cooperating teacher completes the rubric evaluation three times during a nine-week placement and three times during a semester placement. Directions are found in the folder you were given at the beginning of the placement. This fulfills the Department of Public Instruction requirement that written evaluations from the cooperating teacher be placed in the student teacher candidate’s/intern’s permanent file.

The following should be considered during the evaluation process are:

- An open, honest, fair evaluation process.

- An awareness of the tasks she/he is to perform and the standards by which she/he will be judged.

- Continuous feedback and the assurance that the persons evaluating him know what he has done and can do.
COOPERATING TEACHER HONORARIUM
A modest honorarium is paid to each cooperating teacher who mentors a student teacher candidate. This honorarium is paid after the Office of Field Experiences receives the completed rubric assessment electronically. It is paid directly to the cooperating teacher or to the cooperating school district, depending on the contract the University has with the district. This honorarium is not paid to cooperating teachers who mentor interns because both are employees of the school district.

V. THE UNIVERSITY SUPERVISOR
The Director of Field Experiences assigns a university supervisor to each student teacher candidate or intern. Each supervisor is selected to supervise student teacher candidates/interns in subject matter areas and at grade levels where s/he has experience and expertise.

Supervisors have at least three years of successful teaching experience in elementary, middle, or secondary level classrooms. Where the university supervisor does not possess the appropriate subject matter experience or expertise, another university faculty member with such experience or expertise may be assigned to assist the supervisor in the supervision of the student teacher candidate/intern.

The supervisor works directly with teachers, schools and university students to assist in the process of unifying theory and practice and to help develop continuity by:

- Requiring the student teacher candidate to submit evidence of planning and professionally critiquing that planning.
- Guiding the student teacher candidate in the improvement of instructional and self-evaluation skills through observations, conferences, and seminars.
- Encouraging the personal self-development and self-adjustment of the prospective teacher. By using a reflective journal, the student teacher candidate may be reflective.
- Meeting with the cooperating teacher to discuss the student teacher candidate’s level of progress toward becoming a teacher.
- Answering any questions the cooperating teacher might have about the rubric assessment so the instrument can be completed according to the directions provided.
- Assisting in interpreting the student teaching candidate/interning program for the cooperating schools. Use of the reflective journal assists in this process.
- Providing the Field Experience Office with information about district/school policies concerning student teacher candidates/interns.
• Observing the cooperating teacher’s abilities as a mentor of student teacher candidates/interns.

The supervisor is expected to maintain a written (electronic) record of observations. This data is stored electronically for each student teacher candidate. The supervisor will keep the Director of Field Experiences informed regarding student teacher candidates’ progress as being satisfactory, unsatisfactory, or incomplete on a regular basis during the placement.

The university supervisor:

• Observes each student teacher candidate/intern a minimum of four times during a semester long experience; a minimum of three times for a half semester. Each of the supervisory visits shall be for one hour, or one classroom period at the secondary, middle school, or elementary level. In order to view growth over time, the university supervisor will space observations at regular intervals for the student teacher candidate.

For students going overseas, the university supervisor will make a minimum of three visits during their domestic field experience. Each visit shall be at least one hour in length or one classroom period. Additional visits will be made during the overseas placement by a supervisor assigned to that location.

For Communicative Disorders student teachers, the university supervisor will make a minimum of two visits, each three hours in length, to meet ASHA guidelines.

• Feedback is extremely important for the student teacher candidate. Following the observation the university supervisor will conference with the student teacher candidate a minimum of four conferences during a semester long placement. At least two of the conferences will include both the student teacher candidate and the cooperating teacher.

The university supervisor will conference a minimum of three conferences with the student teacher candidate during a half-semester placement. At least one of the conferences must include both the student teacher candidate and the cooperating teacher.

Various items for conferencing include planning, instruction and classroom management.

Tentative Timeline for the Student teaching Experience

18 Week placement

January/August  TEACHER CANDIDATE ORIENTATION MEETING

The university will provide seminars two times per month for a 3-hour period. The student teacher candidate is required to attend.

WEEKS 1-6  ORIENTATION

- Staff, facilities, policies, instructional materials and resources
- Observe and gradually take on added responsibilities
- Familiarized with classroom management guidelines
- Ongoing feedback regarding Teacher Candidate’s performance
*Teacher Candidate submits FIRST FORMATIVE ASSESSMENT to Cooperating Teacher.

Cooperating Teacher completes FORMATIVE ASSESSMENT and submits it.

**WEEKS 7-12 ONGOING PLANNING AND INSTRUCTION**

**CAREER DAY – October/February –All Day Professional Day**

- Regularly becoming familiar with daily and long range plans
- Regularly sets goals
- Encouraged to use own ideas and teaching techniques
- Encouraged to use technology in his/her teaching.
- Encouraged to work with other colleagues on team, department, school and district.
- Ongoing feedback regarding Teacher Candidate’s performance

*Teacher Candidate submits SECOND FORMATIVE ASSESSMENT to Cooperating Teacher.

Cooperating Teacher completes FORMATIVE ASSESSMENT and submits it.

**WEEKS 13-18 PLANNING, INSTRUCTION AND ASSESSMENT**

- Encouraged to use own ideas and teaching techniques
- Encouraged to use technology in his/her teaching.
- Encouraged to work with other colleagues on team, department, school and district.
- Participates on Parent Teacher conferences.
- Encourages a great deal of full responsibility for teaching.
- Ongoing feedback regarding Teacher Candidate’s performance

*Teacher Candidate submits FINAL SUMMATIVE ASSESSMENT to Cooperating Teacher.

Cooperating Teacher completes SUMMATIVE ASSESSMENT and submits it.

**PROFESSIONAL DAY--SHOWCASE SESSION January/May**

**In order for Teacher Candidates to receive a grade, the final summative assessment must be completed. In addition, feedback regarding the University Supervisor is greatly appreciated!!**
9 Week placement

January/August  TEACHER CANDIDATE ORIENTATION MEETING

The university will provide seminars two times per month for a 3-hour period. The student teacher candidate is required to attend.

WEEKS 1-3  ORIENTATION

- Staff, facilities, policies, instructional materials and resources
- Observe and gradually take on added responsibilities
- Familiarized with classroom management guidelines
- Ongoing feedback regarding Teacher Candidate’s performance

*Teacher Candidate submits FIRST FORMATIVE ASSESSMENT to Cooperating Teacher.

   Cooperating Teacher completes FORMATIVE ASSESSMENT and submits it.

WEEKS 4-6  ONGOING PLANNING AND INSTRUCTION

**CAREER DAY – October/February – All Day Professional Day
- Regularly becoming familiar with daily and long range plans
- Regularly sets goals
- Encouraged to use own ideas and teaching techniques
- Encouraged to use technology in his/her teaching.
- Encouraged to work with other colleagues on team, department, school and district.
- Ongoing feedback regarding Teacher Candidate’s performance

*Teacher Candidate submits SECOND FORMATIVE ASSESSMENT to Cooperating Teacher.

   Cooperating Teacher completes FORMATIVE ASSESSMENT and submits it.

WEEKS 7-9  PLANNING, INSTRUCTION AND ASSESSMENT

- Encouraged to use own ideas and teaching techniques
- Encouraged to use technology in his/her teaching.
- Encouraged to work with other colleagues on team, department, school and district.
- Participates on Parent Teacher conferences.
- Encourages a great deal of full responsibility for teaching.
- Ongoing feedback regarding Teacher Candidate’s performance

* Teacher Candidate submits FINAL SUMMATIVE ASSESSMENT to Cooperating Teacher. 
  Cooperating Teacher completes SUMMATIVE ASSESSMENT and submits it.

** PROFESSIONAL DAY--SHOWCASE SESSION January/May

** In order for Teacher Candidates to receive a grade, the final summative assessment must be completed. In addition, feedback regarding the University Supervisor is greatly appreciated!!

REFLECTIVE JOURNALS

The student teaching experience is a culmination of many years of directed coursework and preparation for a career in teaching. Maintaining a student teaching journal to reflect on this experience will help ensure you gain the most from your experience. You will be expected to provide a journal entry weekly. Consulting with the university supervisor as to when the entry is due is advised. Proof read your writing carefully. The entry should be detailed and written in complete sentences. The following are suggestions for the entry. However, the university supervisor may be more specific to each week’s entry.

1. Reflect on the past week.
   a. Your impression of the week in the classroom. How did it go?
   b. High points of the week. What went well?
   c. Struggles you may have had.
      d. What would you change to improve your teaching?

2. What subject will you be teaching next week?

3. What units/special projects and for what subjects have you created yourself?

4. What types of teaching strategies have you used or what to use to help reach the different learners in your classroom? ie: centers, station teaching, direct instruction, cooperative learning, role playing, reader’s theatre, debates, etc.

5. Any questions/concerns you may have.

6. What teaching/classroom goals are you working towards? This should be a weekly entry.

7. What professional growth experiences have you participated in? ie: conferences, staff meetings, IEP meetings, child study groups, grading committees, school board meetings, etc.
8. Each week you need to choose one student to observe. Write a paragraph including what you observe about him/her regarding social, emotional, physical and cognitive growth. Do not use names. Refer to him/her as “student” or by initials.

9. What are some things that you have learned this past week that you will want to remember for the future?

10. Are there any things that you want your university supervisor to be aware?

VI. GRADUATION/CERTIFICATION/JOB SEARCH

ASSESSMENT/POSTING THE FINAL GRADE

Successful completion of student teaching is the final achievement before receiving a grade. The following items identify successful completion:

1) the placement is completed,
2) the performance portfolio (edTPA) has been submitted to the Portfolio Coordinator and has met identified requirements.**See below
3) all required paperwork have been completed and submitted to the Student Teaching Office,
4) cooperating teacher has completed the final summative evaluation.

A grade of “SP” will be submitted for any student teaching candidate/intern placement where the above requirements have not been met. A grade change will be submitted to the Registrar’s Office after each of the above requirements has been met and the “SP” will no longer appear on the official transcript. The degree will be granted provided there are no other outstanding requirements.

**Education Teacher Performance Assessment (edTPA)
The education Teacher Performance Assessment (edTPA) is a final assessment of a teacher candidate’s performance. It assesses planning, instruction and assessment. A teacher candidate will need to receive a passing score to receive a teaching license in the state of Wisconsin beginning Fall, 2016.

The following is a tentative schedule in completing the edTPA:

Introduction to edTPA (weeks 1-3)
- Selection of handbook and intensive reading
- Understanding of video taping/Review of parent permission for video taping
- Academic language review
- Selection of class for learning segment and distribute and collect video permission form
- Read “Making Good Choices”

Task 1 (weeks 4-5)
- Look at sample planning rubrics/Look at rubrics
- Write up Task 1 (writing organizer)
- Peer review
Task 2 (week 6)
Look at sample video selections/Look at rubric
Look at writing organizer
Task 3 (week 7)
Look at sample assessment commentaries and student work samples/ Look at rubric
Look at writing organizer
Teaching Learning Segment (week 8-9)
Student teacher candidate should look at sample video taping each day and record and make notes
Student teacher candidate should reflect daily on learning segment so they do not forget their thoughts during
the learning segment
Student teacher candidate should attempt to completed as much in writing organizers for Tasks 2&3 as possible
the learning segment for accuracy
Copy student work samples chosen for Task 3
Completing Task 2 (Week 10-11)
Select, trim and compress video clips
Write instructional commentary using writing organizer
Peer review of instructional commentary and video clips
Completing Task 3 (Week 11-12)
Write assessment commentary using writing organizer
Peer review of assessment commentary and student work samples
Complete and submit edTPA portfolio(Week 13 -14)

Cooperating Teachers- How can you assist the student teacher candidate as they prepare for the edTPA?
- In the weeks leading up to the edTPA, the cooperating teacher can help the candidate get to know the students,
build confidence as a teacher, and choose class, topic and focus students for the edTPA learning segment. During
the learning segment (3-5 day class days), the cooperating teacher should give the candidate full responsibility for
planning, teaching and assessing the class.
- Asking and assisting the student teacher candidate if they have the equipment they need for video taping. This
does not mean that you must provide it, just that you are supporting and “open” to the taping of the learning
segment that the student teacher candidate is responsible for.

University Supervisors- How can you assist the student teacher candidate as they prepare for the edTPA?
- Asking and assisting the student teacher candidate if they have the equipment they need for video taping. This
does not mean that you must provide it, just that you are supporting and “open” to the taping of the learning
segment that the student teacher candidate is responsible for.
- Asking the student teacher candidate if he/she has selected the learning segment for the edTPA? The student
teaching candidate should be planning, instructing, assessing and reflecting on his/her own.

GRADUATION

Graduation does not occur when a student walks across the stage during the ceremony. It happens when
the student successfully completes a program and the degree is posted on the transcript. A student may
participate in the ceremony even though the student teaching candidate/intern placement has not been
completed.

CERTIFICATION - Undergraduates

The time to apply for licensure is after the degree has been posted to the transcript. (Graduate students
may apply after the student teaching grade has been posted to the transcript.) Following are the steps one
must take to receive a license.
• Complete student teaching.

• Final summative evaluation has been submitted by the cooperating teacher.

• Submission of the performance assessment portfolio (edTPA).

• Obtain the proper forms on-line from the appropriate state agency.

• After the degree has been posted to your Official University Transcript, submit the completed certification forms and a self-addressed, stamped envelope to the Certification Officer. The endorsement process requires a full review of all records for each applicant. Because of the large number of UWRF students this endorsement process takes approximately 2 – 4 weeks after a student has completed all licensure requirements and submitted the forms. DO NOT EXPECT TO BE ABLE TO SUBSTITUTE TEACH IMMEDIATELY FOLLOWING STUDENT TEACHING.

• The endorsed application(s) will be returned to the student who will forward all appropriate materials to the state in which licensure is sought.

CERTIFICATION – Graduate Students and Certification Only Students

Secondary/Initial and Additional Certification:

Follow the directions above when applying for certification. In addition, the Certification Officer must have a letter from the chair of the academic area indicating successful completion of all academic requirements before the application(s) can be processed.

Elementary Certification:

Follow the directions above when applying for certification. In addition, the Certification Office must have an updated and officially signed plan sheet before the University Certification Officer can process the application(s).

PLEASE NOTE: INSTITUTIONAL ENDORSEMENT DOES NOT GUARANTEE LICENSURE OUTSIDE THE STATE OF WISCONSIN.

SUBSTITUTE TEACHING

Substitute teaching requirements vary from district to district. You should check with the appropriate administrator in each district where you wish to substitute to learn about the requirements.

In all likelihood, you will not be able to substitute the day after student teaching ends. Licensing is a function of the state and may take as long as 18 weeks to process.
JOB SEARCH/CAREER SERVICES

A successful field experience and letters of recommendation are the most important references a student teacher candidate/intern can have to support candidacy for professional employment. All student teacher candidate/interns should ask cooperating teachers, principals, supervisors, and other pertinent professionals for letters of recommendation. However, a recommendation should not be requested until the writer is familiar enough to fairly and accurately evaluate your performance. **When asking for a letter of recommendation, provide the writer with a stamped, self addressed envelope.** Student teaching evaluations are not substitutes for letters of recommendation.

The UWRF Career Services Office provides free services to students including assistance with: resumes, cover letters, portfolios, and self-credentialing; interview preparation (including mock interviews); a web-based employment referral program, Brass Ring; an up-to-date Career Resource Room and computer lab; a user-friendly website (www.uwrf.edu/ccs); a weekly on-line vacancy listing for teachers; and career-related programs and workshops.
Student Teaching – Lesson Plan Model

Name:
Lesson Title or Subject/Topic:
Unit:
Date to be Taught:
Estimated Time/Length of Lesson:
Grade Level:

<table>
<thead>
<tr>
<th>Central Focus</th>
<th>What is the central focus for the content in the learning segment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Standard</td>
<td>What standard(s) are most relevant to the learning goals? Include Common Core and Content Standards.</td>
</tr>
<tr>
<td>Student Learning Goal(s)/Objective(s)</td>
<td>What are the specific learning goal(s) for student in this lesson?</td>
</tr>
<tr>
<td>Assessment of Learning</td>
<td>Describe your formative and summative assessments you will use.</td>
</tr>
<tr>
<td>Learning Environment/Behavior Expectations</td>
<td>What procedures will you use to ensure students are safe, on task and engaged? What might happen that you might not expect?</td>
</tr>
</tbody>
</table>
### Instructional Strategies and Learning Tasks

*Description of what the teacher (you) will be doing and/or what the students will be doing.*

<table>
<thead>
<tr>
<th>Launch/Motivational Set</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td></td>
</tr>
<tr>
<td>How will you start the lesson to engage and motivate students in learning?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td></td>
</tr>
<tr>
<td>Write the step by step Teaching procedure here.</td>
<td></td>
</tr>
<tr>
<td>What will you say and do? What questions will you ask?</td>
<td></td>
</tr>
<tr>
<td>How will you engage students to help them understand the concepts?</td>
<td></td>
</tr>
<tr>
<td>What will students do?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td></td>
</tr>
<tr>
<td>How will you end the lesson?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiation</th>
<th>Students with IEP’s or 504 plans or students requiring other accommodations:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gifted/Talented Students:</td>
</tr>
<tr>
<td></td>
<td>Language Differences (ELL):</td>
</tr>
<tr>
<td></td>
<td>Learning Styles/Preferences:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What materials does the teacher need for this lesson?</td>
<td></td>
</tr>
<tr>
<td>What materials do the students need</td>
<td></td>
</tr>
</tbody>
</table>
### Academic Language Demand(s):

<table>
<thead>
<tr>
<th><strong>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</strong></td>
</tr>
<tr>
<td><strong>Describe the language function and demands required and how you will support your students during the lesson.</strong></td>
</tr>
</tbody>
</table>

### Resources:

<table>
<thead>
<tr>
<th><strong>List references and Other Resources used to support or develop the lesson.</strong></th>
</tr>
</thead>
</table>
The student teacher/intern must submit the completed form to the University Supervisor within one week of the absence. The University Supervisor will forward it to the Field Experience Office. Failure to report absences may lead to a failing grade or an “Incomplete” in student teaching. A planned absence must be requested in advance. Please type or print neatly.

### I. STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Student Name</th>
<th>ID Number</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City, State, Zip</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II. STUDENT TEACHING PLACEMENT(S) – If you have two concurrent placements, provide the following information for both placements.

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Grade/Subject</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District</th>
<th>Phone Number</th>
<th>Placement Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Grade/Subject</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District</th>
<th>Phone Number</th>
<th>Placement Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. REASON FOR ABSENCE

(Please include a copy of the obituary or the funeral home “remembrance card” if the absence was for a funeral.)

Date(s) of absence ____________________________

Reason for absence

____________________________________________

____________________________________________

### IV. SIGNATURES

Cooperating Teachers & University Supervisors have the right to refuse an absence request. Simply write “Denied” and sign & date the form.

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Date</th>
<th>Cooperating Teacher(s)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Date</th>
<th>Director of Field Experiences</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### V. FOR OFFICE USE ONLY

Approved Absence _____ Unapproved/Denied _____ Date ________________
APPLICATION FOR EARLY RELEASE
FROM STUDENT TEACHING OR AN INTERNSHIP
UNIVERSITY OF WISCONSIN – RIVER FALLS

The student teacher/intern must submit the completed form to the Director of Field Experiences. The student may not vacate the placement without confirmation of approval. Doing so will result in a failing grade for the experience. Please type or print neatly.

I. STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Student Name</th>
<th>ID Number</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City, State, Zip</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. STUDENT TEACHING PLACEMENT(S) – If you have two concurrent placements, provide the following information for both placements.

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Grade/Subject</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District</th>
<th>Phone Number</th>
<th>Placement Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Grade/Subject</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District</th>
<th>Phone Number</th>
<th>Placement Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. REQUEST FOR EARLY RELEASE – Please complete Part A or Part B, as appropriate to your request.

A. J-Term, Summer School, or a subsequent semester begins prior to the end of the student teaching/internship placement.

<table>
<thead>
<tr>
<th>Proposed end date of Student Teaching/Internship</th>
<th>Date of first class in new term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Emergency situation – a job offer or summer position is NOT an emergency situation. Please describe the situation on the back or on an attached sheet.

IV. SIGNATURES

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Date</th>
<th>Approved</th>
<th>Denied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Date</th>
<th>Approved</th>
<th>Denied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrator (Required only for Internships)</th>
<th>Date</th>
<th>Approved</th>
<th>Denied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director of Field Experiences</th>
<th>Date</th>
<th>Approved</th>
<th>Denied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## WISCONSIN MANDATED REPORTING LAW

<table>
<thead>
<tr>
<th>Code Section</th>
<th>48.981, 48.02</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What Constitutes Abuse</strong></td>
<td>Physical injury inflicted on child other than by accidental means, sexual abuse/exploitation, emotional damage, (harm to child’s psychological or intellectual functioning which is exhibited by anxiety, depression, or other outward behavior) or neglect (failure to provide necessaries of life); on unborn child, habitual lack of self control by expectant mother in use of alcohol and controlled drugs.</td>
</tr>
<tr>
<td><strong>Mandatory Reporting Required By</strong></td>
<td>Physician, coroner, nurse, dentist, chiropractor, acupuncturist, or other medial or mental health professional, social worker, marriage or family therapist, counselor, public assistance worker, school teacher/administrator/counselor, mediator, child care or day care center worker, physical or occupational therapists, EMT, speech-language pathologists, police or law enforcement officer, attorney, member of treatment staff or alcohol/drug abuse counselor.</td>
</tr>
<tr>
<td><strong>To Whom Reported</strong></td>
<td>The county department (or licensed child welfare agency under contract with the count department) or sheriff or police department.</td>
</tr>
<tr>
<td><strong>Penalty for Failure to Report or False Reporting</strong></td>
<td>Fine up $1,000 and/or up to 6 months in jail.</td>
</tr>
</tbody>
</table>