

STUDENT TEACHING AND INTERNSHIP HANDBOOK

2007 - 2008



This handbook is a resource containing information regarding the roles and responsibilities of student teachers, interns, university supervisors, and cooperating educators.

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FOREWORD

To Student Teachers and Interns:

Welcome to your final phase of preparation for teaching! The coming semester will be an exciting and challenging one; consequently, these guidelines are designed to acquaint and assist you with the procedures, policies, and operation of the student teaching experience. (Note: the terms *student teachers* and *student teaching* also apply to *interns*.)

To Cooperating Teachers:

Thank you for agreeing to work with one of our students! We appreciate your participation in their professional development.

Please take the time to review this handbook as it includes the guidelines by which our student teachers prepare to become teachers. The section entitled "Professional Responsibilities" provides information on the student's preparedness to assume teaching responsibility in your classroom. Also, please review "Responsibilities of the Cooperating Teacher."

We appreciate your time and effort. If, at any time during the coming semester, you have any concerns or questions, please contact the University Supervisor or the Field Experiences Office at the number below.



Office of Field Experiences
University of Wisconsin-Superior
715-394-8176
August 2007

OBJECTIVES OF THE STUDENT TEACHING PROGRAM

The major aim of the student teaching experience is to help students develop into effective teachers. More specifically, some expected outcomes of the student teaching experience include the application of the competencies that shape the Teacher Education program:

Standard 1: Content and Curriculum

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

Standard 2: Student Development and Learning

The teacher understands how children and youth with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

Standard 3: Diverse Learners

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the various needs of pupils, including those with disabilities, exceptionalities, and diverse backgrounds.

Standard 4: 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.

Standard 5: Learning Environment

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.

Standard 6: Communication Techniques

The teacher uses an understanding of effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction

The teacher understands how to and is able to organize and plan systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Standard 8: 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.

Standard 9: Professional Development

The teacher understands the importance and purposes of professional development and 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.

Standard 10: Professionalism

The teacher understands the importance of and 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.

PREPARING TO STUDENT TEACH

- Plan to student teach when you have completed your
 - General education classes
 - Teacher Education classes (including methods classes)
 - Major coursework
 - Minor coursework
 - Grade point average is 2.75 (non-rounded); soon to be 3.0
 - PRAXIS II test(s) required in the area of your intended certification (at the cut score level set by Wisconsin DPI)

- Complete the *Student Teaching Application* which is found online.
 - The due date is December 15, for the fall of the next year or spring of the following year. (Example: The application is due December 15, 2008, for student teaching in fall of 2009 or spring of 2010.)
 - Complete it carefully AND word process the form (on a computer).
 - Make sure all information is correct. Update as necessary.

- Your Written Examination and Interview will be scheduled during the first month in the semester prior to student teaching.

- The Orientation scheduled toward the end of the semester prior to actual student teaching is mandatory for all. There will be a quiz regarding the information in this Handbook.

➤ **THE STUDENT TEACHING PORTFOLIO**

The Student Teaching Interview

All students applying to student teach must, during their Student Teaching Interview in the preceding semester, demonstrate to their interviewer their ability to access their electronic portfolio including

- the Record of Accomplishments showing appropriate coursework and prerequisites completed;
- personal data included, a table of contents, reflections and artifacts in **all ten** competency areas with reflections

The interviewer may request to see any or all of the artifacts in either paper form or electronically.

Completing Student Teaching

This completion portfolio must show 5 to 8 NEW artifacts that show student teaching experiences.

The Portfolio (3-ring binder, hard copy)

Your portfolio is a changing document that reflects your growth as a professional. Include at the beginning your completed Record of Accomplishments.

For each of the ten competency sections, have a sheet at the beginning which is your page for reflections. This reflection will include:

- the name of the and description of the competency (K,D,P need not be included.)
- the two artifacts you have selected to showcase your growth in the specific competency and why you have chosen each. (Why do these artifacts reflect your growth in this competency?)
- each competency includes also a reflective statement. (What do you need to do to improve the growth of your students? How will you accomplish this? In what specific way?)

Special Hints: Quality is more important than quantity. Plastic cover sheet should be used selectively. Make sure you have written permissions for photos used.

Portfolio Assessment

Your portfolio (binder, hard copy) will be assessed by a TED faculty member at the third student teaching seminar (see Appendix for the form). Note: 5 to 8 new artifacts that show student teaching experiences must be included.

Sections found to be unsatisfactory must be revised prior to graduation.

This Final Portfolio Evaluation will be the basis for your post graduate interviews and beginning teaching experiences.

Electronically

All students applying for graduation from the program must demonstrate their ability to:

- transfer their electronic portfolio to a personal CD;

- use their personal CD as a base of information and reflection to create a
- PowerPoint presentation to an audience of their peers, practicing or retired educators, and content area faculty.

It will include:

- two of the ten teaching competencies
(Which two competencies did you select?)
- each of two competencies includes two artifacts
(Why do these artifacts reflect your growth in this competency?)
- each competency includes one reflective statement.
(What do you need to do to improve the growth of your students?
How will you accomplish this? In what specific way?)

Special Hints: For PowerPoint slides, larger font is needed for presentations. Do not include the entirety of small print items such as lesson plans or formative and summative assessments; a representation works better! Make sure you have written permissions for photos used.

PowerPoint Assessment

Your PowerPoint presentation will be assessed by a TED faculty member at the third student teaching seminar (see Appendix for the form). Note: artifacts that show student teaching experiences must be included.

Presentations that are unsatisfactory must be repeated with revisions prior to graduation.

COURSE TITLES AND NUMBERS

Student Teaching

- 441 Student Teaching in the Elementary/Middle School
- 442 Student Teaching in the Middle/Secondary School
- 443 Student Teaching in Special K-12 Areas: Art, Music, Physical Education (Early-Childhood through Adolescents)
- 445 Supervised Practice for In-service Teachers
- 446 Student Teaching in Kindergarten

Internship

- 448 Internship in Elementary/Middle School Teaching
- 449 Internship in Middle/Secondary Teaching
- 450 Internship in Special K-12 Areas: Art, Music, Physical Education (Early-Childhood through Adolescents)

Each student teacher and intern is responsible to register for the correct course. The course registration numbers will be posted on the door of the Office of Field Experiences by the date of your Orientation. If you have any questions, contact the Office of Field Experiences.

TIME AND CREDIT REQUIREMENTS

Normally one semester of student teaching is required for one (1) or two (2) certifications. Additional certifications will normally require an additional nine (9) weeks of student teaching. The Director of the Office of Field Experiences will determine what requirements apply. Students register for 6 semester credits for each nine (9) weeks of student teaching or 12 semester credits for one semester of student teaching.

ASSIGNMENT PROCEDURES

1. Assignments are arranged only by the cooperating school administration and the UW-S Director of Field Experiences. In no cases should the student contact a school administrator or teacher to arrange or modify an assignment.
2. All student teachers should expect to be assigned to any cooperating school system. Individual needs and requirements are taken into consideration in the placement process; however, the Office of Field Experiences is bound by several constraints.
3. While student teachers may spend half their teaching experience in a private school, they must spend the remainder of their experience in an approved public school.
4. Assignments are considered *tentative* until the local cooperating school principal and teachers have interviewed the student teacher and all parties, including the student teacher, are satisfied. If any party to the assignment is apprehensive about the placement, the student may be re-assigned by the Director of Field Experiences.
5. The Director of Field Experiences will notify each student teacher of his or her student teaching assignments at Orientation. Notification will include the names of the cooperating schools and cooperating teachers and the placement dates.
6. All full-time student teachers will be assigned to a full-semester, full-day experience that coincides with the calendars of their cooperating schools. Assignment dates conform to the cooperating school system's semester calendar, not the UW-Superior campus academic calendar. All student teachers must follow all recess/vacation periods in accordance with the host cooperating school system, not those of UW-Superior.
7. Depending on their assignments, students may have more than one university supervisor. Upon assignment of their university supervisor(s), student teachers must confer with their university supervisor at least once prior to the start of his/her part of the student teaching assignment.
8. All students are encouraged to call (715-394-8176) at any time throughout the term or visit the Office of Field Experiences.
9. Internships are initiated by a school district and assigned by the Wisconsin Improvement Program in Madison. The Director of Field Experiences has coded access to available internships. Qualified students may be asked to interview for local internships by the Director of Field Experiences.

GENERAL INFORMATION

Internships

Internships are initiated by school districts through the Wisconsin Improvement Program (WIP). The University of Wisconsin-Superior responds to requests and internship designs submitted by school districts. The final decision to make an internship placement is a mutual one between the school district, the university and the student intern being appointed.

Students selected to apply for internships must request and pay for a special license to intern from the Wisconsin Department of Public Instruction well before the time of their internship appointment. Information may be obtained from the Office of Field Experience.

Since they are interviewed and hired by the school district, interns have legal responsibilities to both the district and to the university. Interns may not be assigned more than 50% time teaching responsibilities, must have adequate joint planning/observation time with their cooperating teacher, and may assume teaching responsibilities for developing instruction, assessing student performance, and issuing grades within the scope of the approved internship design plan. Interns cannot be used as substitutes, paid or unpaid.

To be selected to apply for an internship with a school district, a student is expected to have exemplary qualifications and have demonstrated high degrees of professional and academic performance in the preparation programs.

Criteria for a successful intern include the following:

- evidence of strong academic performance,
- evidence of effective planning and teaching in pre-service courses,
- evidence of reliability and dependability,
- demonstrated ability to interact effectively with faculty, peers, and students,
- evidence of social awareness and emotional stability,
- evidence of creativity and flexibility,
- demonstrated ability to take initiative and work independently.

Procedures for Initial Contact with the School

- Only after the student teacher has been informed of his or her assignment by the Office of Field Experiences may he or she report to the cooperating school.
- Report to the office of the principal. The principal, or other administrator, will meet with the student teacher regarding the school, its policies, and its facilities.
- The building administrator will direct the student teacher to the cooperating teacher.

Under no circumstances is the student teacher to visit a cooperating teacher without first reporting to the principal's office. Thereafter, report first to the principal's office and follow the school's procedures for visitor badges, sign-in registers and/or other standard operating procedures for reporting at the start of the day.

If the student teacher has any questions pertaining to the student teaching assignment, the Office of Field Experiences should be contacted immediately.

Seminars

Three days of the student teaching experience are devoted to in-service programs held on the university campus. **All student teachers and interns are excused from the student teaching site on these days because they are required to attend these three seminars** where they participate in sessions on issues that take on additional pertinence during the student teaching experience: classroom management, laws, ethics, interview and certification protocols, etc. Weather or other conditions which would force the closure of the UW- Superior main campus are the only reason a seminar might be canceled. In such a case, the seminar would be rescheduled.

Cooperating Teacher Absence

Upon occasion it may happen that a cooperating teacher is absent from school. Wisconsin Statute 118.19 and Chapter P13.01 of the Wisconsin Administrative Code clearly state that "substitute teachers" must possess a bachelor's degree and a license to teach. Since student teachers usually possess neither of these, they may not legally assume the responsibility for a classroom. **If no licensed substitute teacher is present, the student teacher is not to remain in the classroom.**

In this event student teachers are to contact the Director of Field Experiences or their university supervisor and indicate the condition(s) of the problem. The situation will be resolved between the school authorities and the Director of Field Experiences or the university supervisor. Student teachers who are already licensed teachers should refrain from substitute teaching while engaged in the student teaching experience.

Work Stoppage in Cooperating Schools

Student Teachers: In the event of a "work stoppage" or "slow down" in the cooperating school or school system, student teachers are to contact their university supervisor or the Director of Field Experiences and indicate the situation. If there is a "slow down" and most teachers remain in their classrooms, student teachers will report to their principal, and remain in the school if their cooperating teacher does. If the student teacher learns from the building principal that his or her cooperating teacher is not present, the student teacher is not to remain in the building.

In the event of a system-wide walk-out, student teachers will not report to their assigned schools and under no circumstances are they to cross picket lines or participate in school-related activities until the stoppage has been resolved. Contacts with the school will be made by the Director of Field Experiences rather than the student teacher.

Interns: (From the *Wisconsin Improvement Program and the Teacher Internship Guidelines*.) When a work stoppage 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 in the dispute. Interns will remain on a standby basis during the period of time when schools are closed as well as when they are declared open without resolve of conflicting issues between the Board of Education and the local teacher association. Interns are not to be considered employees or members of the local bargaining unit.

RESPONSIBILITIES OF THE STUDENT TEACHER/INTERN

Student teaching is made possible through the cooperation of many school administrators and cooperating teachers in the various cooperating school systems.

The experience is arranged for the student who has demonstrated his or her eligibility according to the requirements of a particular curriculum.

NOTE: Placements will not be made in a district where the prospective student teacher has graduated or where they or their family members attend or have been employed.

In return for this opportunity, the university and the cooperating schools expect the student teacher's very best efforts so that the students whom he or she teaches will have a successful learning experience.

Personal Responsibilities – The Student Teacher/Intern

Transportation and Housing

Each student teacher is responsible for his or her own transportation and housing; however, the cooperating school administration usually assists in locating housing, if necessary. **You must notify the Office of Field Experiences immediately of address or telephone number changes.**

Attendance

Student teachers are to assume the same responsibility for regular attendance that the cooperating teacher does. This is defined as the full teaching day, including in-services and field trips, for which a cooperating teacher is responsible. Student teachers have no personal days. Student teachers or interns are encouraged to participate in the life of the school in a variety of ways.

Absences

Illness and personal emergencies in the immediate family are considered legitimate reasons for absence from the student teaching assignment.

Be sure to call the cooperating school office **and** the Office of Field Experiences (394-8176) at the beginning of the school day, and the latter whenever you leave because of illness during the school day. Also email or phone your university supervisor.

Rare circumstances for absence from student teaching may be considered. These requests should be made to the Director of Field Experiences (not the cooperating teacher or university supervisor).

Excessive absences will be considered on an individual basis and may result in added days to the student teaching assignment.

Infractions of these policies and/or procedures will result in administrative discipline through the Office of Field Experiences. Should the student teaching assignment be prematurely withdrawn for disciplinary reasons, a grade of "F" will automatically be recorded.

Coaching and Other Activities

Any responsibilities that place considerable demands on time and effort can detract from the major purposes of the student teaching experience. Therefore, before accepting such offers, it is **mandatory** for the student teacher or intern to contact the Office of Field Experiences for permission to accept such an assignment.

Employment

Working during student teaching is strongly discouraged and should not be scheduled. In any case, employment must not interfere with the student teaching assignment and must be granted or denied by the Director of Field Experiences.

Job interviews

Limit the number of interviews and make every effort to arrange for the interview after the regular teaching day. Please notify the cooperating teacher and university supervisor at least one week in advance of the interview appointment if it will occur during the regular teaching day.

University Activities

Participation in courses, concerts, drama, practice, athletics, assistantships, etc. must not interfere with the student teaching assignment

Petitions

Any exceptions to the above may be petitioned.

Teaching Attire

Acceptable teaching attire and personal appearance is that which conforms to the highest standards of teachers in the cooperating school system.

Personal Conduct

A professional and ethical relationship must be maintained at all times with all individuals involved in the total education program. The cooperating teacher can furnish you with the specific district Faculty Handbook regarding attire and ethics.

Confidentiality of pupil records and behavior must be respected and adhered to; a student's scores or grades are not to be given aloud in front of other students. Under current law, student teachers do not have access to cooperating schools' students' cumulative folders. Please ask your cooperating teacher if you need more background on any particular student.

Student teachers must not discuss with others what they think are shortcomings of individual students, their cooperating teacher, or their cooperating schools.

If a student teacher or intern engages in behavior which is illegal, unethical or in violation of student teacher policies outlined in this guide, that student will become subject to disciplinary procedures by the Teacher Education Department. Typically, the Director of Field Experiences or a university supervisor will become informed of such behaviors. Upon referrals from them or other appropriate faculty, the due process protocols outlined in Appendix I (Student Review Board) will be followed.

Professional Responsibilities – The Student Teacher/Intern

Teaching Schedule/Directions

By the end of the first week, send your daily/weekly teaching schedule to BOTH the Office of Field Experience and your university supervisor (also send your university supervisor directions from UWS to the school and to the classroom.) The name of the principal of the school, school secretary and school telephone number are to be placed on the schedule. Include days designated as In-service, etc.

Initial Conference

Within the first two weeks of each placement, the student teacher must arrange a three-way conference between the university supervisor, student teacher, and cooperating teacher at a mutually agreeable time and location. The student teacher needs to communicate directly with the university supervisor when making the arrangement.

Taking Responsibility for Teaching

A considerable amount of actual teaching is an essential aspect of the student teaching experience. Observation and participation experiences are useful in preparatory and supplementary experience; however, the actual teaching experience is most important. During the observation and participation experiences, the student teacher should follow the leadership of the cooperating teacher by:

- acting on specific suggestions,
- learning the philosophy and policies of the school,
- becoming acquainted with the students and day-to day experiences, and
- beginning to plan for the actual teaching experience.

The quality of what is learned by the student teacher will be enhanced if he or she has had the opportunity to solve educational problems creatively. The student teacher needs to be given help in analyzing problem situations by posing alternatives and evaluating the alternative courses of action. The most important and helpful person in the student teaching experience is the cooperating teacher. The student teacher should work to develop with this educator a relationship that is beneficial to the entire teaching experience.

The initial teaching experience will depend upon the student teacher's demonstrated readiness and preparation. The cooperating teacher will decide when the student teacher should assume the actual teaching in the classroom. Usually the student teacher will observe for a short time, and then gradually assume increasing responsibility.

The actual teaching load assumed by the student teacher is determined by a number of factors, among which are:

- the readiness of the student teacher to take responsibility,
- the nature of the subject(s) to be taught,
- the teaching techniques currently in use in the class,
- the degree of self-confidence demonstrated by the student teacher,
- the type of pupils in the class(es).

The number of classes or lessons for which the student teacher is ready to assume responsibility may be increased at the discretion of the cooperating teacher. Most student teachers will assume a full day experience by the end of the actual student teaching assignment.

Lesson Plans

Lesson plans must be prepared for each lesson that is presented by the student teacher. These plans must be contained in a loose-leaf notebook that is made available to the university supervisor when there is a visitation.

Some viable lesson plan formats are in the Appendix. The student teacher needs to develop a lesson plan format that is agreeable to the cooperating teacher as well as the university supervisor.

The objectives of the lesson plan are to be written as measurable objectives (see Appendix II).

Because both teaching and learning are developmental processes, the student teacher must do both daily and long-range planning (see Appendix III, IV).

Additional School Experiences

The student teacher is encouraged to assume extracurricular assignments such as chaperoning, supervising field trips, supervising at athletic events, etc.

The student teacher should be provided with opportunities to observe other classroom teachers, and attend scheduled faculty meetings, in-service programs, conferences, workshops, and conventions. These activities should be coordinated by the cooperating teacher and the university supervisor. Obtain permission to attend a professional conference or meeting by contacting the Office of Field Experiences.

Problem Solving

Student teachers and interns are expected to be effective problem solvers and should all possess highly effective human relations skills. If you as a student teacher or intern are experiencing continuous problems in any part of your placement that do not seem to be resolved by consultation with your cooperating teacher and university supervisor, it is imperative that you contact the Director of Field Experiences so that some action to resolve the problem may be initiated.

Each student teacher is requested to complete a Student Teaching Experience Evaluation form by the end of the student teaching assignment (see Appendix VIII). This form is used to evaluate the overall experience from the student teacher's standpoint and is part of the formative evaluation of the program mandated by the Wisconsin Department of Public instruction. It is used for the purpose of adjusting and/or maintaining all the program elements involved.

RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher has a fundamental and most important role in the student teaching assignment. The first responsibility of the cooperating teacher is to the students and classes he or she is hired to teach. The student teacher assignment, therefore, must be carefully planned to ensure maximum educational experience for the pupils as well as the student teacher. The cooperating teacher will assist the student teacher in every way possible to develop those skills needed to become adept in teaching. Before our students arrive for an interview with you they have:

- either completed a prior degree program or are virtually done with an initial degree program.
- attained passing scores (one standard error of measurement above the national mean scores) on the Pre-Professional Skills Test (PPST).
- been recommended by their advisor and at least two other professors as a condition of admission to the Teacher Education (TED) program.
- achieved, as a condition of admission to the TED Program, an entering GPA of at least 3.0 and maintained minimally a GPA of 2.75 in their major, minor and professional education course work.
- completed all of their professional education course work (major, minor, methods, & TED) and spent from 40 - 90 hours in a variety of field experiences in classrooms with school-aged youngsters.
- developed a personal portfolio which has been reviewed and accepted by the Teacher Education faculty.
- successfully interviewed with a faculty member.
- passed the PRAXIS II test(s) appropriate to their licensure(s).
- read this *Student Teaching and Internship Handbook* and understand their responsibilities as student teachers or interns.
- attended an orientation session for all prospective student teachers and interns.

The responsibilities of the cooperating teacher include:

- conferring with the student teacher during the first two days regarding the cooperating teacher's expectations of his or her students, teaching methods, rules for classroom behavior, etc.;
- arranging a variety of experiences for the student teacher;
- planning conferences centered on the teaching problems which the student teacher may encounter;
- scaffolding the daily lesson planning (Appendix II, III), unit planning (Appendix IV), and the evaluation of those plans;
- observing the student teacher during the student teaching assignment;
- evaluating the student teacher's performance (Appendix V) and submitting periodic reports to the Office of Field Experiences (about every two weeks).

- completing the Final Student Teaching Evaluation form for the Office of Field Experiences. This form is required by the Wisconsin Department of Public Instruction and becomes part of the student's portfolio. A copy is also kept on file in the Office of Field Experiences.

Problem Solving

Cooperating teachers are effective problem solvers and all possess highly effective human relations skills. However, if you as a cooperating teacher are experiencing continuing problems with any part of the placement with your student teacher or intern that do not seem to be resolved by consultation with your student teacher or university supervisor, it is imperative that you contact the Director of Field Experiences (715/394-8176) so that some action to resolve the problem may be initiated.

RESPONSIBILITIES OF THE COOPERATING SCHOOL ADMINISTRATOR

The administrator can furnish leadership to the student teaching program by helping to initiate the program, by making suggestions, and by accepting the student teacher as an "unofficial" member of the school faculty. The administrator, in consultation with the cooperating teacher, may assign to student teachers extracurricular duties and other tasks expected of the cooperating teacher.

The role of the cooperating school administrator may include:

- coordinating the assignment of cooperating teachers and student teachers;
- interpreting the student teaching program to staff, school board and community;
- suggesting methods of improving the student teaching program;
- participating in related student teacher, university and cooperating school activities; and
- supervising, observing, visiting, and conferencing with student teachers and cooperating teachers.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor is a member of the university faculty who assumes responsibility for supervising the student teachers in the various cooperating schools. He or she is responsible to the Director of Field Experiences, the cooperating teacher, and the cooperating school administrator while assisting the student teacher during the student teaching assignment. The responsibilities of the university supervisor include:

- assisting the Director of Field Experiences in the placement of student teachers;
- submitting to the Director of Field Experiences written reports and evaluations of student teachers (including a final evaluation with narrative) in a timely manner;
- making visitations to the student teacher in the cooperating school, and following the visitations with a conference. A minimum of four (4) classroom visits are conducted by the supervisor during the semester after a **formal contact is made by the student teacher or intern within the first two (2) weeks of the student teaching experience**. Each classroom visit shall be at least one hour at the elementary level and one classroom period at the secondary level;
- preparing a minimum of four (4) written evaluations of classroom observations of each student teacher during the semester and submitting them to the Office of Field Experiences quarterly. The university supervisor will base evaluations in part on the observations of classroom performance by the cooperating teacher(s);
- providing the cooperating teacher with information concerning the student teacher;
- helping the student teacher, cooperating teacher, and/or cooperating school administrator resolve any problems that develop;
- providing the cooperating teacher with guidelines regarding the roles of the student teacher, the cooperating teacher, and the university supervisor; and
- working with the cooperating teacher in planning opportunities for the student teacher to participate in varied activities in the total school program.

Content Area Supervision

Where the university supervisor does not possess specific subject matter experience or expertise, another university faculty member with such experience or expertise will be assigned to assist the university supervisor in the supervision of the student teacher.

EVALUATION OF THE STUDENT TEACHER

Evaluation is an essential and continuing element in the student teaching experience. Through the evaluation, it is possible to enrich the experience of the student teacher and to provide information for prospective employers. The total process involves the cooperating teacher, the university supervisor, and the student teacher. From discussions and observations during the student teaching experience, the cooperating teacher writes a final summative evaluation for the student teacher on the Final Evaluation form provided by the Office of Field Experiences. The evaluations of observations, taken together, will serve as the basis for the student teacher's grade, pass or fail, which is the responsibility of the university supervisor.

Student Teacher/Intern lesson plans need to be stapled to the evaluation forms (except for the Final Evaluation form).

The university supervisor, using data from the cooperating teachers, shall prepare a summative evaluation of the student teacher's performance on forms provided by the Office of Field Experiences.

The student teacher needs to keep copies of his or her evaluations since UW–Superior is a self-credentialing institution.

Grades

The grading system for student teaching is pass/fail. A student teacher whose experience is graded "Incomplete" may have another student teaching experience assigned at the discretion of the Director of Field Experiences, the cooperating teacher, and the university supervisor. The "In Progress" (IP) grade will be assigned to any student teacher who has not completed the normal student teaching assignment required for certification by the end of the UW-Superior semester.

Evaluation is a sensitive process, but suggestions, encouragement, and constructive criticism must be offered and accepted as part of the experience. The university supervisor and the cooperating teacher must use sound judgment and give considerable thought to evaluation of the student teacher. Consideration will be given to the total growth of the student teacher and to the basic philosophy and objectives of the entire student teaching program.

Student Teaching/Intern Evaluations

The student teaching evaluations are received from the Office of Field Experiences. These include the cooperating teacher evaluation(s) and the university supervisor evaluation.

Some of the advantages of managing your own file are:

- Control of your file, what is in it, and what goes out to employers;
- Cost - your only cost is for photocopies, envelopes, and postage;
- Comprehensive package - you can mail your cover letter, résumé, transcripts, and credentials in one comprehensive mailing.

Mock Interviews

Student teachers may schedule mock interviews in the Center for Academic and Career Advising (Main 134; phone 715-394-8308). These generally are scheduled on a one-hour appointment basis. Office hours are 7:45 a.m. to 4:30 p.m., Monday through Friday.

CERTIFICATION

Teacher Education programs at UW-Superior are designed to meet the certification requirements for the State of Wisconsin and provide for most students to be certified in all states under certain conditions. (Further information about certification must be obtained from the Certification Officer.)

- *Elementary Education* majors may be certified as follows:

Ages 6 – 12/13: Middle Child through Early Adolescence (MC-EA) Grades 1st – 7/8th.

A student may be certified to teach in grades 1-9 upon completion of the elementary education major, a subject area minor, appropriate middle school course work, and two student teaching experiences, one in grades 1-5, and the other in a specific subject area in a middle school or junior high school. (Reading Language Arts, Science, Social Studies or Math or another recognized area on this campus.)

Ages Birth – 11 years: Early Childhood through Middle Child (EC-MC) Birth – 6th Grade.

A student may be certified to teach grades Pre-K-6 upon completion of the elementary education major and the approved early childhood minor. Student teaching for this certification consists of two student teaching experiences, one is Kindergarten and one is in grades 1-6.

- Other majors may be earn *Secondary or Special Area Certification* as follows:

Ages 10 – 21 years: Early Childhood through Adolescence (EA-A) Grades 5th – 12th.

Students in *Secondary Education* may be certified to teach in grades 6-12 upon completion of their teaching major and teaching minor and appropriate middle school professional course work. The semester-long student teaching experience is divided between placements in grades 6-9 in a middle school/junior high school environment and a high school.

Ages Birth – 21: Early Childhood through Adolescence (EC-A) Birth – 12th Grad.:

Comprehensive majors in Music, Art, and Physical Education, and minors in Health Education may be certified to teach in those specific areas provided they complete the required course work and complete a full semester of student teaching divided between elementary and middle or secondary placement.

Certification Application Information

- Each state certifies its own teaching license candidates. Only Wisconsin and Minnesota applications for certification may be obtained from the program associate for the University Certification Officer (McCaskill Hall room 102, phone 715-394-8213). Applications for certification in other states are normally procured according to direction given on the web site of each state's department of education.
- Complete applications for certification, with the appropriate fee attached, should be returned to the UW-Superior Certification Officer for processing and validation. In the case of Wisconsin applications, the signature of the certifying official of the university is sufficient. For the applications of other states, a transcript of grades is usually required in addition to the signature of the certifying official.
- Special questions related to certification should be referred to the University Certifying Officer (phone 715-394-8213) or, in some cases, to the Registrar's office (Main 139, phone 715-394-8234).

APPENDICES

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STUDENT REVIEW BOARD

The Student Review Board is established for the purpose of reviewing the retention of individual students in the teacher preparation program. The faculty believes there is a significant relationship between personal variables, personal conduct, and teaching success. At times, ***students with adequate cognitive abilities and teaching skills take actions or engage in behaviors which raise serious question as to their suitability for licensure as teachers.*** When situations such as this arise, the education of the pupils in the student teacher's classroom may be adversely affected and the relationship between the cooperating school district and the University is jeopardized. Therefore, a due process procedure is necessary to adjudicate such situations.

Student Review Board Structure: A five member committee with an elected chair.

1. The Teacher Education Faculty will select two members to serve on this ad hoc committee for the specific purpose of this review.
2. The Teacher Education Committee will select two members from its body for the specific purpose of this review.
3. The chair of the student's major department will appoint a representative from the student's major department to serve on the board. The student's advisor will not be permitted to serve as a board member.

Procedures:

1. Written referrals from two university faculty members will be necessary to convene the Student Review Board.
2. The Student Review Board chair will notify, in writing, the student, the student's advisor, and the chair of the student's major department 10 days prior to the review.
3. The Student Review Board will meet and review the student's individual case as presented by the referring faculty, the student, and the student's advisor.
4. The Student Review Board will then make a recommendation to the Teacher Education Committee. The Student Review Board can recommend:
 - i. Retaining the student.
 - ii. Retaining the student with stipulation
 - iii. Removal of the student
 - iv. Removal of the student with stipulation for return.
5. The Teacher Education Committee will meet and take action within 30 days of receiving the recommendations of the Student Review Board.

Verbs to Promote Active, Measurable Objectives:
for lesson planning and questioning levels
 (from <http://eduscapes.com/tap/topic69.htm>)

Based on Bloom's Taxonomy:

Cognitive Domain

Knowledge

collect	describe	identify	list	show	tell	tabulate
define	examine	label	name	retell	state	quote
enumerate	match	read	record	reproduce	copy	select

Examples: dates, events, places, vocabulary, key ideas, parts of diagram, 5Ws

Comprehension

associate	compare	distinguish	extend	interpret	predict	differentiate
contrast	describe	discuss	estimate	group	summarize	order
cite	convert	explain	paraphrase	restate	trace	

Examples: find meaning, transfer, interpret facts, infer cause & consequence, examples

Application

apply	classify	change	illustrate	solve	demonstrate
calculate	complete	solve	modify	show	experiment
relate	discover	act	administer	articulate	chart
collect	compute	construct	determine	develop	establish
prepare	produce	report	teach	transfer	use

Examples: use information in new situations, solve problems

Analysis

analyze	arrange	connect	divide	infer	separate
classify	compare	contrast	explain	select	order
breakdown	correlate	diagram	discriminate	focus	illustrate
infer	outline	prioritize	subdivide	points out	prioritize

Examples: recognize and explain patterns and meaning, see parts and wholes

Synthesis

combine	compose	generalize	modify	invent	plan	substitute
create	formulate	integrate	rearrange	design	speculate	rewrite
adapt	anticipate	collaborate	compile	devise	express	facilitate
reinforce	structure	substitute	intervene	negotiate	reorganize	validate

Examples: discuss "what if" situations, create new ideas, predict and draw conclusions

Evaluation

assess	compare	decide	discriminate	measure	rank	test
convince	conclude	explain	grade	judge	summarize	support
appraise	criticize	defend	persuade	justify	reframe	

Examples: make recommendations, assess value and make choices, critique ideas

continued

Affective Domain

Domain Attributes: interpersonal relations, emotions, attitudes, appreciations, and values
accepts attempts challenges defends disputes joins judges
contributes praises questions shares supports volunteers

Psychomotor Domain

Domain Attributes: fine and gross motor skills
bend grasp handle kick operate reach relax
stretch type write express perform conduct act

Lesson Plan Format - Example 1

Curricular Area _____ Grade _____ Date _____

Activity/Focus _____
(introducing fractions, telling time, review of narrative story mapping, listening to direction, etc.)

I. Wisconsin Model Academic Standards

Include content area and number; write out the standard(s) that apply to your lesson.

II. Objectives

What will the student be able to do (that they could not previously do) as a result of this lesson?
Use action verbs and generate objectives that are measurable.

III. Materials

Include what you will need to accomplish your goals; assemble this prior to teaching the lesson.

IV. Procedure (including the anticipated time frame for each segment)

Induction (beginning/anticipatory set) Anticipated time _____

Activate prior knowledge, student interest, and motivation.

Share student expectations/objectives.

Create a framework for learning.

Relate material to other content and activities.

* Are there any adaptations necessary to support optimal success for students that may have identified or other special needs?

Sequence (order of activities) Anticipated time _____

In order, how will the lesson be conducted?

Include enough detail so that a “substitute” with knowledge of teaching and content could complete the lesson.

Include procedures, prompts, and/or discussion questions.

* Are there any adaptations necessary to support optimal success for students that may have identified or other special needs?

Closure (summary of learning) Anticipated time _____

Organize/review the major points of the lesson.

Relate what students have learned to other content areas, their lives, and the intended student objectives.

* Are there any adaptations necessary to support optimal success for students that may have identified or other special needs?

Transition Anticipated time _____

Plan how to take the students from this lesson/activity to the next smoothly.

V. Evaluation

How will you measure whether students met each stated objective?

Evaluations can be formative, summative, formal, or informal. What will provide you with enough information to know that your students understand? How can you monitor their progress?

* Are there any adaptations necessary to support optimal success for students that may have identified or other special needs?

IV. Reflection

What were the strengths of your lesson? What might you do differently?

Lesson Plan Format - Example 2 Understanding By Design Unit Template

Title of Unit		Grade Level	
Curriculum Area		Time Frame	
Developed By			
Identify Desired Results (Stage 1)			
Content Standards			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
Related Misconceptions			
Knowledge Students will know...		Skills Students will be able to...	
Assessment Evidence (Stage 2)			
Performance Task Description			
Goal			
Role			
Audience			
Situation			
Product/Performance			
Rubric/Criteria (Expected Level of Mastery)			
Other Evidence			
Learning Plan (Stage 3)			
Where are your students headed? Where have they been? How will you make sure the students know where they are going?			
How will you hook students at the beginning of the unit?			

<p>What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?</p>	
<p>How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?</p>	
<p>How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?</p>	
<p>How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</p>	
<p>How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?</p>	

UW-SUPERIOR STUDENT TEACHER OBSERVATION REPORT



Student: _____ Date: _____ Observer: _____

Time: _____ Grade/class: _____

Coop/School: _____

<u>Summary of Lesson (Observation/Comment)</u>

Mark only statements that apply: 1= needs work; 2=average; 3 = above average

CONTENT AND CURRICULUM

- _____ Understands the material that is being taught.
- _____ Plans and teaches lessons that foster content learning.

STUDENT DEVELOPMENT AND LEARNING

- _____ Understands how the students learn.
- _____ Designs and teaches lessons that meet student needs.

DIVERSE LEARNERS

- _____ Understands the diversity that exists among students.
- _____ Plans and teaches lessons that meet the diverse student needs.

INSTRUCTIONAL STRATEGIES

- _____ Understands about a variety of instructional strategies.
- _____ Designs lessons which use appropriate and various instructional strategies and adjusts them as needed while teaching.

LEARNING ENVIRONMENT

- _____ Understands how to use motivation to create a positive environment.
- _____ Plans and conducts lessons so that students are on task and engaged in learning in a positive environment.
- _____ Is enthusiastic.

COMMUNICATION TECHNIQUES

- _____ Understands how to use verbal and nonverbal communication techniques so that students are learning..
- _____ Uses appropriate and correct verbal and written communication techniques to support the lessons and interactions with students.

PLANNING INSTRUCTION

- _____ Understands how to plan instructional events to meet curricular goals.
- _____ Designs and conducts instructional events to meet curricular goals.
- _____ Is on time and prepared to teach.
- _____ Takes ownership of the teaching experience.

ASSESSMENT

- _____ Understands the uses and types of assessment.
- _____ Uses assessment appropriately.

PROFESSIONAL DEVELOPMENT

- _____ Understands the importance of being reflective.
- _____ Draws upon professional colleagues and engages in reflection to improve instruction.

PROFESSIONALISM

- _____ Understands the importance of being professional, including working well with colleagues, being fair and ethical, and having integrity.
- _____ Performs duties in a manner that is fair and ethical.

Strengths of Lesson (attach lesson plan)	Suggestions and Strategies for Improvement



**Teacher Education – UW-Superior
FINAL PORTFOLIO EVALUATION**

Teaching Standard	Student teaching artifact?	4 Exemplary	3 Proficient	2 Emerging	1 Unsatisfactory
	Yes - No				
1. Content and Curriculum					
2. Student Development and Learning					
3. Diversity					
4. Instructional Strategies					
5. Learning Environment					
6. Communication Techniques					
7. Planning Instruction					
8. Assessment					
9. Professional Development					
10. Professionalism					

Comments: _____

Your portfolio has been evaluated at several stages of your program; this is the exit evaluation. Update your artifacts with 5 to 8 new student teaching examples. Include your completed Record of Accomplishments. Select two artifacts for each competency. Include the revised reflection page at the beginning of each competency section.

Rating Key:

- 4 - Exemplary = extremely high quality knowledge, dispositions, performances
 - ✓ demonstrates new learning opportunities and the application of new skills
 - ✓ clearly displays unique competency and/or careful choices of artifacts
- 3 - Proficient = quality knowledge, dispositions, performances
 - ✓ demonstrates a willingness to learn
 - ✓ shows care and attention to artifact selection and reflection
- 2 - Emerging = inconsistent and developing knowledge dispositions, and performances
 - ✓ needs improvement in two or more teacher competencies
 - ✓ adequate selection of artifacts and reflection
- 1 - Unsatisfactory = poor quality and level of knowledge, dispositions, and performances
 - ✓ ineffective understanding and application of knowledge, dispositions, and performances
 - ✓ displays inadequate or ineffective artifact choice and reflection

NOTE: Portfolios that earn a Rating of 1 in any section will need to be revised **IN ORDER TO GRADUATE AND TO BE CERTIFIED AS A TEACHER.** Ratings of 4 in any area considered rare.

***UW Superior Teacher Education
PowerPoint Evaluation Form***

Student _____

Competencies addressed # _____ ; # _____		Adequacy (+, ✓, -)
POWER POINT PRESENTATION		
Speaking Ability – Adequate for future teacher		
Organization – Well structured and concise		
Standards – Two standards thoroughly addressed		
Artifacts – Related to standards		
Reflective Ability – is demonstrated		
Pedagogical Knowledge – is demonstrated		
Content Knowledge – is demonstrated		
Comments: 		

UW Superior Teacher Education
FINAL STUDENT TEACHER EVALUATION

Student _____ Evaluator _____

School/Class/Grade level or Content _____

To the Observer/Evaluator: Using the rating scale key, provide a summative rating for the category derived from the competencies rating. These statements relate to the teaching knowledge, dispositions, and performance quality at the level of a preservice teacher. The statements you are asked to evaluate relate directly to the ten competencies upon which the UW Superior Teacher Education program is based. Rate those which apply. See the Rating Key at the bottom of the evaluation form.

CONTENT AND CURRICULUM

- _____ Understands the material that is being taught.
 _____ Plans and teaches lessons that foster content learning.

STUDENT DEVELOPMENT AND LEARNING

- _____ Understands how the students learn.
 _____ Designs and teaches lessons that meet student needs.

DIVERSE LEARNERS

- _____ Understands the diversity that exists among students.
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- _____ Understands how to use verbal and nonverbal communication techniques so that students are learning.
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PLANNING INSTRUCTION

- _____ Understands how to plan instructional events to meet curricular goals.
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 _____ Is on time and prepared to teach.
 _____ Takes ownership of the teaching experience.

ASSESSMENT

- _____ Understands the uses and types of assessment.
 _____ Uses assessment appropriately.

PROFESSIONAL DEVELOPMENT

- _____ Understands the importance of being reflective.
 _____ Draws upon professional colleagues and engages in reflection to improve instruction.

PROFESSIONALISM

- _____ Understands the importance of being professional, including working well with colleagues, being fair and ethical, and having integrity.
 _____ Performs duties in a manner that is fair and ethical.

Rating Key:

4 - Exemplary = extremely high quality knowledge, dispositions, performances

✓ continually seeks opportunities to learn and apply new skills

✓ consistently exhibits strong positive behaviors that result in student progress

3 - Proficient = quality knowledge, dispositions, performances

✓ demonstrates a willingness to learn

✓ displays positive behaviors that impact student learning

2 - Emerging = inconsistent and developing knowledge dispositions, and performances

✓ needs improvement in two or more teacher competencies

✓ actions result in less than quality student work performance and behavior

1 - Unsatisfactory = poor quality and level of knowledge, dispositions, and performances

✓ ineffective understanding and application of knowledge, dispositions, and performances

✓ actions result in student confusion and inattentiveness

UNIVERSITY OF WISCONSIN-SUPERIOR FIELD EXPERIENCES

Student: _____ Grade/Subject: _____

School _____ City _____ Evaluator _____

School _____ City _____ Evaluator _____

School _____ City _____ Evaluator _____

Student Identification Number: : _____

Signature of Student Teacher _____ Date _____

SIGNATURE/TITLE OF EVALUATOR: _____ **DATE:** _____

NARRATIVE EVALUATION:

(Please attach your written comments and/or a letter of recommendation.)

STUDENT TEACHER FEEDBACK FORM

Your Major _____ Minor _____ Date _____

As a student teacher, what have been the best learning experiences in your placement(s)?

As a student teacher, what circumstances of your placement or curriculum caused you difficulty?

What comments or suggestions do you have for future student teachers?