Education Department Directory

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Undergraduate Program

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      Professional Program in Education
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Department Faculty serves as advisors to Education students. Faculty advisors are assigned to students when the student has been fully admitted to the Education program.
Mission/Vision Statement of the
UW-Green Bay Professional Program in Education
The Professional Program in Education seeks to inspire and prepare future educators by
cultivating knowledge, skills, and dispositions to improve the learning of students, nurturing a
profound respect for the dignity and diversity of all learners, and guiding the development of
critical thinking, reflective practice, and decision-making based on data. In keeping with this
mission, the following integrated themes are evident in this course:

- A commitment to effective communication and ethical decision making
- Proficiency through performance based assessment
- Environments that promote inquiry as the basis the authentic learning
- The integration of technology
- A strong focus on content and pedagogy
- Clearly identified standards for practice and performance
- A shared vision of teaching excellence

GENERAL EXPECTATIONS AND INFORMATION

As a present or future pre-service teacher in the Professional Program in Education at the
University of Wisconsin-Green Bay, you now represent the teaching profession.

Your behavior and attitude in classes and professional settings reflect on the Education
Program. As a professional, you are expected to come to all classes prepared to participate,
extend your learning beyond the classroom and text, dress appropriately during field
experiences, commit yourself to following an educational philosophy, and be an open-
minded and active learner.

1. Students with Disabilities: If you need special accommodations in order to meet any of
the course requirements, please contact me no later than the second class period.
2. Students are responsible for checking their UW Green Bay email regularly for course-
related messages.
3. University and department policies for religious observance, academic misconduct,
complaint, grade appeal, and sexual harassment will be followed.
University of Wisconsin Green Bay
Education Program Policies

Student Teaching Policies

- The student teacher/intern is not assigned to schools in which a spouse or parent of the student teacher or intern is employed as a professional educator or administrator.
- The student teacher/intern is not assigned to schools in which siblings or children of the student teacher or intern are enrolled.
- The placement and supervision of a student teaching assignment outside of the 50-mile radius may be requested. An administrative fee of $500 to cover extra travel expenses will be the responsibility of the student.
- The student teaching placement may be for two 9-week terms or one 18-week term depending on the preference of the school district, the cooperating teacher, and the major/minor fields of certification.
- The placement will not be changed unless the change is requested by the cooperating teacher and/or the principal.
- The student teacher/intern will follow the calendar of the school in which the placement(s) occur(s). This calendar will differ from the University calendar.
- The student teacher/intern will follow the daily schedule for contracted teachers of the school.

Duration of the Student Teaching or Teaching Intern Assignment

For most student teachers, a minimum of twelve (12) credits of student teaching plus a two (2)-credit Student Teacher/Intern Seminar is required for completion of a certification program in elementary or secondary education at UWGB. This normally requires a minimum student teaching assignment of full days for the duration of a normal K-12 school semester or with the approval of the Wisconsin Department of Public Instruction, an acceptable equivalent. For students who have to student teach in more than one subject and/or grade, the student teaching experience would included about nine (9) weeks for six (6) credits in one placement and a second nine (9) weeks for six (6) credits in the other placement. A student teacher or intern who begins an assignment in the fall should plan to attend all appropriate school in-service and other meetings which normally occur in the week preceding the beginning of the school year. A teaching intern who has a confirmed spring semester intern assignment should also attend the August in-service meetings.

The Student Teacher/Intern

The student teacher/intern will be subject, at all times, to the supervisory authority of the principal of any school building involved and to the administrative personnel of the school district with respect to teachers generally. Within the classroom and at all school functions, the student teacher/intern shall be subject to the rules and regulations of the school and shall be under the
direction of the cooperating teacher. The cooperating teacher may leave the classroom with the student teacher/intern in charge of the class, but the cooperating teacher shall, at all times, retain the supervisory responsibility and control over the class and the program of instruction.

During the student teaching experience, the student teacher/intern should be given the opportunity to teach in a variety of situations including large groups, small groups, and on a one-to-one basis. If the cooperating teacher uses a specific teaching model, the student teacher/intern shall be introduced to the model and guided in its use.

The student teacher/intern should be responsible for a full teaching day for at least two weeks (though not necessarily in a continuous block) during each quarter on the student teaching assignment. While it is important that the cooperating teacher regularly observe the teaching of a student teacher/intern, it may be advantageous for the cooperating teacher to be absent from the room at times so that the student teacher has the experience of teaching independently.

During the period of assignment, the student teacher/intern is expected to follow the calendar and daily school hours established for regular teachers in the school. Exceptions must have the express approval of the cooperating teacher, the appropriate administrator of the school or school system, the Coordinator/Director of Clinical Experiences in Education, and the Wisconsin Department of Public Instruction.

**Responsibilities of the Student Teacher/Intern**

Pursuant to rules established by the Wisconsin Department of Public Instruction and implemented by the UW Green Bay Professional Program in Education, student teachers and interns will be required to

1. Abide by standards of professional decorum established by the local education agency (schools and school districts) for personal comportment in interactions with students, staff, administrators, and community members.
2. Design and deliver instructional exercises and evaluate their teaching effectiveness as directed by the local education agency and the UW Green Bay Professional Program in Education.
3. Maintain records of the instructional exercises (i.e. logs, lesson plans, grade books, policies and as requested by the cooperating teacher and university supervisor.)
4. Agree to be observed by the cooperating teacher and university supervisor and participate in evaluation activities as deemed appropriate by these individuals.
5. Abide by the calendar and daily school hours established for regular teachers in the school.
6. Student teachers and interns may not serve as substitute teachers while completing student teaching.
7. Maintain a portfolio as per Wisconsin Teacher Standards.
Expectations for the Student Teaching/Interning Experience

As a professional, you are expected to put in as much time as is necessary to complete your responsibilities as a teacher. At the very least, you are expected to follow the schedule for district/building teachers and arrive and depart when they are required to arrive and depart. You are expected to participate in any functions required for teachers.

1. Be punctual. Tardiness is never acceptable. Habitual tardiness is not tolerated and would be grounds for dismissal from student teaching. Absences are not expected; however, illness is unpredictable. Absences of more than two days per placement need to be discussed with the student teaching coordinator at UWGB as well as the cooperating teacher. **ALL absences** must be reported according to the school policy, notifying the cooperating teacher as discussed. The student teaching coordinator at UWGB should also be notified of every absence.

2. Follow dress code for teachers.

3. Maintain a planbook and/or lesson plan book.

4. Write detailed lesson plans on a regular basis. Keep plans in binder for future reference. Have lesson plans available to the university supervisor and to the principal when requested.

5. Create learning center/bulletin board/teacher-made game, etc.

6. Design a curriculum unit of study/theme unit/integrated unit, etc.

7. Organize a portfolio of student work samples/collection of student essays/take pictures of students’ projects, etc.

8. Observe students to gain an increased awareness of the emotional, intellectual, and physical characteristics of children and youth. Use this knowledge when developing learning experiences for them.

9. Maintain confidentiality of all records pertaining to students.

10. Collect samples of assessment/teacher-made tests/portfolio assessment process, etc.

11. Keep a journal/reflections/diary. Write reflections in day planner or on each lesson plan. This is not mandatory, but a highly encouraged suggestion.

12. Create a video of one of your lessons. Analyze/reflect on your performance. Follow school policy about photographing and recording students in video or digital formats.

13. Visit other classrooms and special area teachers (minimum of three is suggested) to observe teachings and teaching styles. Arrange with teachers with cooperating teacher’s permission.
14. Participate in all teacher duty schedule/study halls/playground duties, etc.

15. Consult with the cooperating teacher and review student records for special needs, if permitted.

16. Correct and assess student work in a variety of ways.

17. Attend parent conferences and observe the cooperating teacher.

18. Attend faculty meetings with the cooperating teacher.

19. Participate in professional development with the cooperating teacher.

20. Familiarize yourself with the school, its philosophy, structure, materials, and community, and the school’s policies for regularly employed staff.

21. Follow school policies for use of school-owned equipment and supplies.

22. Keep confidential any information that is given to you about students, faculty administrators, or your supervisor.

23. Maintain ethical conduct in all aspects particularly in the teachers’ lounge. Do not speak in disparaging terms about a member of the staff, the student body, school patrons, the administration or another student.

24. Assume the role of a teacher in the community.

25. When attending faculty meetings, do not speak out in an inappropriate tone of voice. Offer suggestions or input if asked but remember that you are not an authority on the subject.

26. Do not use language that is inappropriate (swear words, suggestive innuendoes, sexual connotations.)

27. Do not have any physical contact with a student.

28. During any physical altercation, you are not to physically put your hands or body upon a student, unless there is physical harm possible to another student and/or to yourself. Even in such a case, you are to restrain, not attack the offending individual. You can and MUST verbally tell students to “STOP” any and all physical altercations. Also remember, that if you are the lone adult authority present, send a student to the office for immediate assistance.

*Note: Students should check with the main office of each school in which they participated to get the official policy for the school district concerning student behavior and proper policy in dealing with such incidents.
**Substitute Teachers/Interns as Substitute Teachers**

Student teachers and teaching interns do not have regular teaching licenses; and therefore, under the Wisconsin Statutes, they may not serve as substitute teachers in the public schools of Wisconsin. The student teacher understands that local education agencies do NOT permit unlicensed student teachers to serve as substitute teachers at any time nor are licensed intern teachers permitted to assume responsibilities beyond the limits of an approved internship plan. The student teacher understands that paid substitute teaching cannot be substituted for student teaching. If the student teacher is a licensed substitute teacher and wishes to terminate the student teaching experience to work as a substitute teacher, the student will be required to complete student teaching during the next term if the student wished to receive a teacher certification recommendation.

**Absences**

Student teachers are to be in attendance for the entire school day and are to assist in co-curricular activities as may be suggested by the cooperating teacher and university supervisor. In the event of emergency absence, it is the responsibility of the student teacher/intern to notify the cooperating teacher, university supervisor, coordinator of student teaching, and/or building principal as much in advance as possible. In the event of an absence, the student teacher must be sure that all lesson plans, books, and materials are available to the cooperating teacher at the school.

All absences must be approved by the cooperating teacher, university supervisor, and coordinator of student teaching. Student teachers must notify all appropriate people when the absence occurs. Plans for non-emergency absences should be discussed with and approved by the cooperating teacher, university supervisor, and coordinator of student teaching well in advance. An example of a legitimate non-emergency absence would be to attend a job interview or to serve on a jury; however, these absences must be limited and may not exceed the allowance for absences. Personal appointments should be scheduled after school or during breaks.

**Students may not miss more than two and one-half days per quarter during the student teaching/internship experience for any reason. This is not cumulative to the next quarter.**

Student teaching assignments may be extended for absences due to prolonged illness and/or unexcused absences or will be terminated and completed when the student teacher has recovered. **Prolonged illnesses and/or absences should be discussed with the student teaching coordinator. Special circumstances need to be discussed with the cooperating teacher, university supervisor, and student teaching coordinator immediately.** A mutual decision will be made concerning the feasibility of extending the student teaching placement.

**Tardiness is unacceptable.** Student teachers should report to school no later than the same time teachers are expected to be at school. Cooperating teachers are asked to make a note of tardiness. If this is a problem, it should be reported to the Student Teacher Coordinator after the third occurrence.
**Work Stoppage**

If a work stoppage (job action, slow down) occurs in a cooperating school system where UWGB students are assigned as interns, student teachers, or for other field experiences in Education, it is the policy of the Faculty in Education and the University of Wisconsin Green Bay, that such students be declared non-participants to either party involved. During this period of time when the schools are closed or when they are declared open without resolution of the conflicting issues between the Board of Education and the local teachers’ association, the students will not report to the school but will report to the UWGB Campus. Upon consultation with the concerned parties, a change may be made in the assignment location or duration as may appear necessary or desirable in order that the objectives of the assignment will be achieved. The final decision in such cases is the responsibility of the UWGB Faculty in Education.

This policy is declared not to favor one side or the other but to realistically recognize the student’s status as a non-participant in the negotiation process and as a temporary assignee to the school system, and further, to protect all parties in the clinical programs from conflict and concern.

**Liability**

To date, there have been no incidents where elementary or secondary school students have been injured while under the supervision of a UWGB student teacher, intern, or student assigned to a school for other field experiences in Education. There are, however, several legal assumptions that can be stated:

1. Liability may be the responsibility of the UWGB student assigned to the school.
2. Liability may be the responsibility of the regular members of the cooperating school system’s professional staff who have agreed to supervise UWGB students with or without increased compensation, or who at the time of the injury are supervising a student teacher, intern, or other student(s) assigned for field experiences in Education.
3. Liability may be institutional in character in that the responsibility might rest with:
   a. the local school district which authorized the assignment of the UWGB student, or
   b. the University of Wisconsin Green Bay, which was involved in the selection and assignment of the student.

All UWGB students who are assigned to schools as intern teachers, student teachers or for any other assigned field experience are covered as agents of the University under the State of Wisconsin liability program within the limits established by State Statutes. This coverage includes legal costs, bond and other expenses incurred in connection with the defense or settlement. Students are protected by State automobile liability coverage when driving State-owned automobiles providing the vehicle is being used for the purposes for which it was assigned to them and they have an approved student driver authorization form on file with the University Risk Management Office. Unauthorized persons are not allowed to ride in State–owned vehicles. The presence of such persons in a State car can jeopardize the insurance coverage on the car and the person driving it.

In addition, students should be covered by their own policy or a policy from a professional organization for liability insurance.
Timeline for Student Teaching
University of Wisconsin Green Bay

Student teaching is the final supervised field experience for students seeking teacher certification. Learning to teach is a gradual process which includes observing teachers, preparing lesson plans and classroom activities, implementing the prepared lessons, assessing students, and assessing the performance of the student teacher to provide feedback for improvement. To make the student teaching experience as beneficial as possible, we suggest the following timeline as a GUIDE to assist you in your student teaching planning. While this timeline is provided as a guide, students may feel ready to accept more responsibility sooner. This is a mutual decision between the cooperating teacher and the student teacher. **It should be noted, however, that the student teacher cannot fill in as a substitute teacher.** The student teacher should be providing assistance to the classroom teacher while learning the role and responsibilities of the classroom teacher.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Become acquainted with the school, staff, and students. Meet the teachers and administrators. Begin attending school activities include staff, unit, and committee meetings as well as PTO meetings and student activities. Learn the students’ names and classroom procedures. Begin planning and preparing for one class. Discuss lesson planning with the cooperating teacher. Observe the cooperating teacher and assist in daily teacher tasks such as grading papers.</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Develop and implement lesson plans in one class period. Assist with planning all other classes. Assist the cooperating teacher with daily duties. Assist with one-on-one instruction and small group instruction.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Completely take responsibility for one or two more class periods a day. Cooperatively plan and teach a second period with your cooperating teacher. With guidance from the cooperating, develop your own teacher-made tests and worksheets.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Begin teaching two or more class periods a day adjusting the teaching load as the cooperating teacher feels it is appropriate. Develop and implement plans for lead teaching as appropriate. Complete a self-assessment. <strong>Prepare for and complete mid-term evaluation with your cooperating teacher and university supervisor.</strong></td>
</tr>
<tr>
<td>Week 5</td>
<td>Begin lead teaching all classes if schedule has not already been adjusted. Prepare grades for students.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Continue teaching all classes as recommended by the cooperating teacher. Observe another teacher when schedule permits.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Continue teaching all classes as recommended by the cooperating teacher. Continue cooperative planning and observations of other teachers as time permits.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Reduce teaching load by one or two class periods a day; continue cooperative planning and observations. Prepare for final evaluation. Complete a self-assessment.</td>
</tr>
<tr>
<td>Week 9</td>
<td><strong>Prepare for and complete final evaluation with your cooperating teacher and university supervisor.</strong> At cooperating teacher’s direction, reduce teaching load to permit cooperating teacher to assume control of classroom. Resume role as an observer and assistant to your cooperating teacher. Continue to grade papers and assist teacher in small group or one-on-one instruction. Return all classroom materials to the cooperating teacher. <strong>NOTE: Student teachers are expected to be involved at school through the end of the quarter and the semester or the end of the school year. The actual number of weeks in either placement may vary due to trimester schedules in some schools. If there are questions, please contact the Student Teaching Coordinator at UWGB at 920-465-2566.</strong></td>
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</table>

By Wisconsin State Statute 118.19(3)(a), “each student in the program is required to completed student teaching consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating school.”
The First Week of Student Teaching/Interning

1. Did you meet principal, counselor(s), secretaries, nurse, custodial staff, etc?

2. Did you get the class schedule?

3. Did you get the school calendar?

4. Did you get the school handbook? Study the school philosophy and goals, emergency procedures, fire drill procedures, policies on discipline, dress code for students, and dress code and policies for teachers including what time to arrive and leave for the day.

5. Do you have a school and/or building map?

6. Find out where to park? Do you need a name tag?

7. Do you have the phone numbers for your school principal, cooperating teacher, university supervisor, and the student teaching coordinator? You must call me and your cooperating teacher if you need to be absent for any reason.

8. What extra duties are expected of you?

9. What extra-curricular activities and student organizations are available to the students?

10. What is the nickname of the school teams and mascot?

11. What is the school culture and community like?

12. Where did you start teaching in relation to the curriculum at the school?

13. What can you do to improve the next day?

14. Get a copy of the daily schedules, class lists, and seating charts used by your cooperating teacher.

15. Examine the Curriculum Guides, Teacher’s Plan Book, Teacher’s Manual and Text, Grade Book or Online Grading System.

16. Find out what the school has available for technology and instructional support materials. What will you be able to use? Find out how to make arrangements for its use.

17. Find out what the policies are for communication with parents—any special forms.

18. Discuss the disciplines policies for the school and the classroom with your cooperating teacher.
How To Be A Successful Student Teacher/Intern

Congratulations! You are embarking on the final field experience prior to entering the teaching profession. You are now the teacher! As a student you worried about earning good grades, spent long hours doing homework and taking tests. As a teacher, you are now facing students with those same worries. You are now preparing informative lessons, making up tests, assessing students’ progress, and communicating with their parents. You will influence the performance of a student in the classroom and may have a long-term effect on their lives. You may even inspire a student to become a teacher.

The following information will help you prepare for the first week as a teacher and help you as you complete your student teaching/interning experience.

- You may have a lot of anxiety and apprehension about your new environment. Be pleasant and polite to everyone. Don’t forget to smile.
- Be enthusiastic about the prospect of teaching. Show your cooperating teacher that you are energetic and anxious to learn. Volunteer to help in any way right away. The sooner you become involved, the sooner you will become comfortable with the new situation.
- Be punctual. We suggest that you are at school 15 minutes earlier than the teacher and leave 15 minutes later than the teacher. This shows that you are eager to begin and conscientious about preparing for the day. (Keep this in perspective—some teachers report to their classroom by 6 a.m. If you report earlier than that teacher, you may not get into the building.)
- Be punctual for school and for class. Students will model your behavior.
- Dress like a professional. Dress for where you want to be; not for where you are. Many successful teachers dress like their principal. If you want the students to treat you with respect as a teacher, you must look like a teacher. How you look can determine how you will be treated. It may not be right that people are judged by how they dress, but Harry Wong says in How to Be an Effective Teacher, The First Days of School, that research shows “that the clothing worn by teachers affects the work, attitude, and discipline of students. You dress for main effects: respect, credibility, acceptance, authority.”
- Don’t be afraid to ask questions. This is a time for learning. Student teachers often think they will look stupid if they ask questions. It is better to know the answer than to do something incorrectly or inappropriately and have to go back and correct it.
- Learn the students’ names as quickly as you can. Students feel that you show any interest in them by learning their name.
- Always use good grammar and spell things correctly particularly on notes and papers sent home to the parents.
- Write legibly or print. You will be writing on the board or overheads periodically. Write large enough so the students can read it. Practice! Write on the board and go to the back of the room to see if you can read it!
- Stay calm even if things don’t go well. Tomorrow is another day and you can start over.
- Observe all school policies related to teachers.
- Do not get caught up in the gossip in the teacher’s lounge. Do not criticize your cooperating teacher to another teacher or criticize other teachers in the school. This is unprofessional behavior.
➢ RESPECT the confidentiality of all student records and information. Shred any confidential information when disposing of it.
➢ Do not discuss children, teachers, principals, etc. outside of your classroom.
➢ Be a sponge! Soak up everything that you can about your experience.
➢ Network with other teachers and become part of the school community.
➢ Be open-minded; be flexible.
➢ Do not be opinionated. Do not be a know-it-all. Listen and Learn!
➢ Be helpful and active.
➢ Don’t say “Our university professor said to do it this way…..” You can say, “Thank you for the idea; I learned a different way, but I will try it that way.”
➢ If you are encouraged to try out some of your ideas, please do so. However, some teachers are reluctant to try new things. They are happy with the way things are. Be patient and accepting. Remember that you are a visitor in another person’s classroom. They are in charge.
➢ Be cautious if you notice unusual behavior in a child. If they are drawing pictures with a depressing theme continually, there could be a problem. Check with the cooperating teacher and/or the guidance counselor.
➢ Communicate often with your cooperating teacher. If there seems to be a personality difference, follow their lead. Do not push! Do not argue! Observe and Absorb!
➢ When you have your own classroom, you can try out your ideas!

If you encounter inclement weather, check the procedure with your cooperating teacher or the school office. Ask, what the procedure is when school must be cancelled for snow days. How will you be notified or what radio station, TV station, website, etc. should you check for confirmation?
Qualities of Effective Teachers

This information was compiled from Qualities of Effective Teachers, Stronge, James H. Virginia: Association for Supervision and Curriculum Development. (2002).

P. 17
Effective teachers pay attention to what students have to say.
Effective teachers have a good sense of humor and are willing to share jokes.
Effective teachers work with students as opposed to doing things to or for them.

p. 27
Effective teachers establish routines for all daily tasks and needs.
Effective teachers can anticipate potential problems as a means to limit disruption.

p. 31
Effective teachers interpret and respond to inappropriate behaviors promptly.
Effective teachers maintain clear rules and procedures and establish credibility with students through fair and consistent implementation of discipline.
Effective teachers reinforce and reiterate the expectations for positive behavior.

p. 34
Effective teachers see consistency and organization in their classrooms as important because they allow the central focus of classroom time to be on teaching and learning.

p. 36
Effective teachers
• follow a consistent schedule and maintain the procedures and routines established at the beginning of the year.
• handle administrative tasks quickly and efficiently.
• prepare materials in advance
• make clear and smooth transitions.
• limit disruptions and interruptions through appropriate behavior management techniques.

p. 37
Effective teachers not only express and clarify expectations for student achievement, but also stress student responsibility and accountability for striving to meet those expectations.

p. 49
Effective teachers are accepting, supportive, and persistent in challenging and engaging students in all aspects of instruction.
Effective teachers vary not only their own instructional strategies, but also the types of assignments and activities given to students to support increased student engagement.

p. 54
Effective teachers provide specific goals and guidelines for homework and allow students to meet those requirements in various creative ways.
Effective teachers list homework as an important element in students’ success.
Homework is more effective in influencing student achievement when it is graded, commented on, and discussed in class.

p. 55
Only 14 percent of teachers reported assigning homework for at least one half-hour per night.
For every additional 30 minutes spent on homework a night, high school students may increase their grade point average by half a point.

p. 57
Effective teachers plan and implement good monitoring strategies by targeting questions to the lesson objectives.
Effective teachers think through likely misconceptions that may occur during instruction and monitor students for signs of these misconceptions.

**Positive Qualities of an Effective Teacher**

P. 78

- Assumes ownership for the classroom and the students’ success
- Uses personal experiences as examples in teaching
- Communicates clearly
- Admits to mistakes and corrects them immediately
- Thinks about and reflects on practice
- Displays a sense of humor
- Dresses appropriately for the position
- Maintains confidential trust and respect
- Is structured, yet flexible and spontaneous
- Is responsive to situations and students’ needs
- Enjoys teaching and expects students to enjoy learning
- Looks for the win-win situation in conflict situations
- Listens attentively to student questions and comments
- Responds to students with respect even in difficult situations
- Communicates high expectations consistently
- Treats students equally and fairly
- Maintains a professional manner at all times
- Addresses students by name
- Speaks in an appropriate tone and volume
- Works actively with students

**Expectations for Teachers**

P. 82 -87

- Lesson plans are written for every school day
- Uses a variety of activities and strategies to engage students
- Provides feedback (verbal, nonverbal, and written)
- Has high number of students actively engaged in the class continuously
- Grades homework
- Enables students to track their own performances
- Documents student progress and achievement
- Circulates in the room to assist students and provide praise
- Keeps a log of parent communication
- Uses appropriate and clear language in communications (written and verbal)
- Participates in Individualized Education Program (IEP) meetings for special-needs students
- Attends grade-level, department, or unit meetings
- Is a team player
- Attends and participates in faculty and other school committee meetings
- Performs assigned duties
- Works collaboratively with faculty and staff
- Attends professional development opportunities
- Submits required reports on time and accurately
- Keeps an accurate and complete grade book
- Submits grades on time
## 8-POINT LESSON PLAN FORMAT
For the UWGB Professional Program in Education
Adopted 8/29/13

<table>
<thead>
<tr>
<th>Lesson topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards:</td>
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<tr>
<td>Content Learning Objectives:</td>
</tr>
<tr>
<td><strong>Key Academic Language Objectives:</strong></td>
</tr>
<tr>
<td>Guiding Question:</td>
</tr>
<tr>
<td><strong>Activities/Procedures:</strong></td>
</tr>
<tr>
<td>Materials:</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
</tr>
</tbody>
</table>
Lesson Plan Components

1. Topic/Subject Area/Unit/Theme
   a. Curriculum Connection
   b. Appropriate developmental level
2. Objectives
   a. Clearly written
   b. Measurable
   c. Comprehensive to purpose of lesson
3. Standards/Benchmarks
4. Procedure/Method
   a. What
   b. How
   c. Why
5. Duration/Pacing
6. Materials/Resources
   a. Complete/detailed list of resources
   b. Substantial and effective
   c. Appropriate to objective and students
7. Accommodations
   a. Vary according to expectations and level
8. Assessment
   a. Pre/post Assessment
   b. Summative/formative
   c. Valid
   d. At proficient:
      i. Clearly measures objective (appropriate and purposeful)
      ii. Achievement/target match
      iii. Includes documentation methods
9. Personal/professional objectives for student teacher/teacher
   a. Self-assessment
   b. Reflection

Information provided by Green Bay Public School District
School Personnel Information

First Placement School: __________________________________________________
Cooperating Teacher ______________________________ Phone No. ____________
E-mail Address _________________________________________________________

Second Placement School: ______________________________________________
Cooperating Teacher ______________________________ Phone No. ____________
E-mail Address _________________________________________________________

Student Teaching Coordinator ______ Jamie Froh Tyrrell ______ Phone No. 920-465-2835
E-mail Address __________ frohtyrj@uwgb.edu ______________________________

(Call or e-mail and leave a message that you are sick and will not be reporting to school.)

University Supervisor ______________________________ Phone No. ____________
E-mail Address _________________________________________________________

University Supervisor ______________________________ Phone No. ____________
E-mail Address _________________________________________________________

University Advisor ______________________________ Phone No. ____________
E-mail Address _________________________________________________________

School Personnel
You will probably receive a staff directory; however, you may wish to note the names of the people who will be working with you. Know names and ALWAYS thank them for helping you.

Principal/Administrator:
(Thank him/her for allowing you to student teach in their school.)
Assistant Principal/Administrator:
Department Chair/Team Leader:
Secretaries
Aides
Custodians
School Nurse
School Security Officer
School Psychologist
School Counselor/Guidance Counselors

Other Student Teachers in Your School.
Teachers in Your School

Other School Personnel:
Police Liaison Officer
Student Services Personnel
Special Services Personnel
Speech/Hearing Specialist
Social Worker
Media/Resource Center Personnel
Computer Resource Personnel
Athletic Coordinator/ Coach
Student Teaching Observation/Evaluation Form
For use by both the cooperating teacher and university supervisor

First Placement:  (CHECK ONE)  Second Placement:  
______ 1st Observation ______ 2nd Observation ______ 1st Observation ______ 2nd Observation

Date of Visit __________________ Class Period or Time of Visit __________________

Student Teacher ________________________________________________________________

School _______________________________________ City ____________________________

Observer/Evaluator ___________________________ (Please Print Your Name)

Subject(s)/Grade(s) ____________________________________________________________

Topic(s) for Lesson ___________________________________________________________

Teaching Method(s) Used ______________________________________________________

Background Information: Students completing the teacher education program at the University of Wisconsin Green Bay are expected to demonstrate competence with respect to the Ten Wisconsin Teacher Standards identified by the Wisconsin Department of Public Instruction.

Directions: For each standard, please assess the student’s level of competence based on your observations and experience with the student. Please provide your assessment by using the following assessment scale. Also provide any specific examples or suggestions for the student teacher.

Assessment Scale: 4 - Advanced. Extensive evidence of meeting or exceeding the criterion.
3 - Proficient. Adequate evidence that the criterion has been met.
2 - Basic. Some evidence that criterion has been met.
1 - Unacceptable. Little or no evidence of meeting the criterion.

(Please note: All standards must be observed before a student can receive a final passing grade)

Did the student teacher give you lessons plans?  o YES    o NO

1. Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

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The student teacher exemplifies this standard because he/she
3 effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students’ prior understanding
3 uses differing “ways of knowing,” and methods of inquiry in teaching concepts
3 uses teaching resources, curriculum materials, and content area standards
3 develops and uses curricula that encourages students to see, question, and interpret ideas from diverse perspectives
3 creates interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry from several subject areas

2. Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that support their intellectual, social, and personal development.

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[Type here]
The student teacher exemplifies this standard because he/she
3models respect toward students and expects students to demonstrated respect for the teacher and for other students
3uses pedagogical approaches that address the developmental attributes of students
3uses formal and informal methods to observe student-learning
3uses instructional strategies that promote student learning for a wide range of student abilities
3encourages self-assurance in all students
3plans lessons that facilitate and enhance independent learning and thinking

### 3. Teachers understand that children learn differently.

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

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<tr>
<td>The student teacher exemplifies this standard because he/she</td>
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<tr>
<td>3understands and identifies differences in learning and performance</td>
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<td>3determines the stages of development, learning styles, learning differences, strengths, and needs of students</td>
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<td>3creates a learning community in which individual differences are respected and in which the students learn to value each other</td>
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<tr>
<td>3uses understanding of students, families, cultures and communities to implement instruction and assessment</td>
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<tr>
<td>3differentiates instruction and assessment to meet the needs of all learners</td>
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<tr>
<td>3shows positive disposition toward students with cognitive, emotional, cultural, and physical differences</td>
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<tr>
<td>3encourages, accepts, and values diverse opinions from students</td>
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### 4. Teachers know how to teach.

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage students' development of critical thinking, problem solving, and performance skills.

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<tr>
<td>The student teacher exemplifies this standard because he/she</td>
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<tr>
<td>3uses a variety of teaching and learning strategies as appropriate</td>
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<tr>
<td>3incorporates varying levels of cognitive challenges in learning activities</td>
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<tr>
<td>3designs lessons to encourage critical thinking and problem solving processes</td>
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<tr>
<td>3constantly monitors and adjusts strategies in response to learner feedback</td>
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<tr>
<td>3shows a willingness to incorporate various instructional methods including technology when appropriate</td>
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<tr>
<td>3values flexibility and reciprocity in the teaching process and adapts instruction to students’ responses, ideas, and needs</td>
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### 5. Teachers know how to manage a classroom.

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.

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<tr>
<td>The student teacher exemplifies this standard because he/she</td>
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<tr>
<td>3selects and applies appropriate models of discipline</td>
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<tr>
<td>3designs and applies effective strategies to increase and maintain student motivation</td>
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<tr>
<td>3designs learning activities that increase student motivation</td>
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<tr>
<td>3structures the classroom environment to promote positive social relationships for learning</td>
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<tr>
<td>3is sensitive to and has empathy for the differences in student behavior and motivation</td>
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<tr>
<td>3has confidence in managing and motivating individual learners and entire class</td>
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### 6. Teachers communicate well.

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.

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<tr>
<td>The student teacher exemplifies this standard because he/she</td>
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<td></td>
<td></td>
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<tr>
<td>3demonstrates basic technology literacy and effectively uses available technology</td>
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<tr>
<td>3uses effective verbal and non-verbal communication skills</td>
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<tr>
<td>3uses communication styles that demonstrate flexibility in adapting to a variety of factors (gender, race, ethnicity, and exceptionality)</td>
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<tr>
<td>3prepares and implements instruction that effectively integrates a variety of technology tools when available</td>
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### 7. Teachers are able to plan different kinds of lessons.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

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<tr>
<td>The student teacher exemplifies this standard because he/she</td>
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<tr>
<td>3understands the elements of effective instruction</td>
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<tr>
<td>3designs instruction with the essential components using an effective format and organization</td>
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<tr>
<td>3designs instruction that effectively addresses issues of culture, disability, and learning style</td>
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<tr>
<td>3designs instructions with standards, benchmarks and assessments embedded and identified</td>
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<tr>
<td>3is sensitive to the importance of addressing diversity throughout the curriculum</td>
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8. **Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

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<td>The student teacher exemplifies this standard because he/she</td>
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<tr>
<td>3effectively uses a variety of strategies and/or tools to assess student learning</td>
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<tr>
<td>3uses the appropriate method of assessment for the type of learning target/outcome</td>
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<tr>
<td>3assesses the reliability and validity of assessment instruments</td>
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<td>3documents changes in student learning</td>
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9. **Teachers are able to evaluate themselves.** 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.

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<tr>
<td>The student teacher exemplifies this standard because he/she</td>
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<tr>
<td>3critiques own classroom organization and management techniques and decides on appropriate plans</td>
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<tr>
<td>3demonstrates appropriate student-teacher classroom interaction</td>
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<tr>
<td>3possesses the personal and professional attributes of an effective teacher</td>
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<tr>
<td>3analyses behaviors of effective teachers</td>
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<td>3demonstrates a desire and commitment to teaching and learning</td>
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<tr>
<td>3uses reflection as a practice for growth</td>
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<tr>
<td>10. <strong>Teachers are connected with other teachers and the community.</strong> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and wellbeing and who acts with integrity, fairness and in an ethical manner.</td>
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<tr>
<td>The student teacher exemplifies this standard because he/she</td>
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<td></td>
</tr>
<tr>
<td>3is knowledgeable about various community and family environments</td>
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<tr>
<td>3effectively works with families, students and community support organizations</td>
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<tr>
<td>3develops positive working relationships with schools, community, school personnel, and parents</td>
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<tr>
<td>3attends professional development activities in the school district</td>
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<tr>
<td>3participates in professional organizations</td>
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### Summary of Activity Observed/Observation Notes:

### Recommendations

**Please note:** This form is used by both the cooperating teacher and the university supervisor to provide a consistent assessment tool for assessing the progress of the student teacher using the Ten Wisconsin Teacher Standards. The cooperating teacher should complete the form after approximately 4 1/2 weeks AND near the end of the quarter. It is not necessary to obtain the signature of the university supervisor on the cooperating teacher’s evaluation. Please discuss the evaluation with the student teacher.

**UNIVERSITY SUPERVISOR:** Did the Student, Cooperating Teacher and University Supervisor discuss the student’s progress in a three-way conference after this supervisory visit?  YES _________ NO__________

Name of Evaluator (Print)_________________________ Signature of University Supervisor (when appropriate)_________________________

Signature of Student_________________________ Signature of Cooperating Teacher_________________________

[Type here]
University of Wisconsin – Green Bay
Professional Program in Education
Student Teaching Observation/Evaluation Report

Observation Notes/Recommendations
(This space is provided if you need additional space for comments)

Student_________________________________________ Date ____________________________
School Name ____________________________________________
UNIVERSITY OF WISCONSIN – GREEN BAY
Professional Program in Education

University Supervisor/Cooperating Teacher Recommendation for Teacher Certification

Please submit this form with the Final Evaluation form at, or near, the conclusion of student teaching or intern experience.

1. Student Name _____________________________________________________________
2. School (s) _______________________________________________________________
3. Length of Assignment: 9 weeks _____ 18 weeks _____
4. Subject(s) Taught: _______________________________________________________
5. Grade Level(s): ___________________________________________________________
6. Estimated # of days absent: _____  Estimated # of days tardy: ______

Cooperating Teacher Only

My overall assessment of this student teacher/intern (Choose One):

_________ I highly recommend that this student be considered for licensure.

_________ I recommend that this student be considered for licensure.

_________ I recommend with reservations that this student be considered for licensure.

Please identify your concerns below.

_________ I do not recommend that this student be considered for licensure. The student needs to meet the following conditions to receive a positive recommendation for licensure from me.

Comments/Recommendations:

Signature of Evaluator ____________________________________________ Date ____________

RETURN TO: Education Office
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311-7001

[Type here]
NAME_____________________________________________________________________________________

Keep a log of the professional activities that you attend during your student teaching/intern experience. These activities could include faculty meetings, in-services, home/school meetings, local teachers’ organization meetings, staff development workshops, and teachers’ conferences. Include in your portfolio.

Date: _________________________________ Place: _________________________________
Activity: _________________________________

Date: _________________________________ Place: _________________________________
Activity: _________________________________

Date: _________________________________ Place: _________________________________
Activity: _________________________________

Date: _________________________________ Place: _________________________________
Activity: _________________________________
UNIVERSITY OF WISCONSIN – GREEN BAY
Professional Program in Education
TEACHING ACTIVITIES LOG

NAME_______________________________________________________________________________
SCHOOL_____________________________________________________________________________
Cooperating Teacher(s)________________________________________________________________

Keep a log of how you spend your time (estimated time) during your student teaching/intern experience. These activities would include observing your cooperating teacher, observing other teachers, lesson preparation, actual teaching time*(actual time you were in charge of the lesson), assessment time, assisting students one-on-one or in small groups, assisting the cooperating teacher, meeting with the cooperating teacher, meeting with the university supervisor, calling parents, meeting with parents, etc.

Week 1 Date(s): _________________________________ Absent:_________________
____ Observing _____Assessing students work _____Cooperating Teacher _____Meetings _____Parents
____Teaching* _____Preparing lessons _____Students (Small Group/Individual) _____Reports
Comments:

Week 2 Date(s): _________________________________ Absent:_________________
____ Observing _____Assessing students work _____Cooperating Teacher _____Meetings _____Parents
____Teaching* _____Preparing lessons _____Students (Small Group/Individual) _____Reports
Comments:

Week 3 Date(s): _________________________________ Absent:_________________
____ Observing _____Assessing students work _____Cooperating Teacher _____Meetings _____Parents
____Teaching* _____Preparing lessons _____Students (Small Group/Individual) _____Reports
Comments:

[Type here]
Week 4 Date(s): ________________  Absent: ________________

_____ Observing     _____Assessing students work     _____Cooperating Teacher     _____Meetings    _____Parents

_____Teaching*     _____Preparing lessons     _____Students (Small Group/Individual)     _____Reports

Comments:

Week 5 Date(s): ________________  Absent: ________________

_____ Observing     _____Assessing students work     _____Cooperating Teacher     _____Meetings    _____Parents

_____Teaching*     _____Preparing lessons     _____Students (Small Group/Individual)     _____Reports

Comments:

Week 6 Date(s): ________________  Absent: ________________

_____ Observing     _____Assessing students work     _____Cooperating Teacher     _____Meetings    _____Parents

_____Teaching*     _____Preparing lessons     _____Students (Small Group/Individual)     _____Reports

Comments:

Week 7 Date(s): ________________  Absent: ________________

_____ Observing     _____Assessing students work     _____Cooperating Teacher     _____Meetings    _____Parents

_____Teaching*     _____Preparing lessons     _____Students (Small Group/Individual)     _____Reports

Comments:

Week 8 Date(s): ________________  Absent: ________________

_____ Observing     _____Assessing students work     _____Cooperating Teacher     _____Meetings    _____Parents

_____Teaching*     _____Preparing lessons     _____Students (Small Group/Individual)     _____Reports

Comments:

Week 9 Date(s): ________________  Absent: ________________

_____ Observing     _____Assessing students work     _____Cooperating Teacher     _____Meetings    _____Parents

_____Teaching*     _____Preparing lessons     _____Students (Small Group/Individual)     _____Reports

Comments:

[Type here]