

***University of Wisconsin – Green Bay
Professional Program in Education***



Cooperating Teacher Handbook

Policies and Guidelines for Working with Student Teachers and Interns

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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

Role of the Cooperating Teacher

The cooperating teacher plays an extremely important role in the pre-service preparation of a student teacher or teaching intern. **The cooperating teacher serves as a role model and mentor in providing opportunities for the student teacher/intern to observe professional behavior.** The cooperating teacher also provides the day-to-day evaluation, guidance, and training necessary to becoming a successful teacher. The role includes helping the student teacher/intern explore ways to involve pupils actively in their learning. The cooperating teacher role includes

- providing guidance,
- offering suggestions,
- and evaluating performance.

The cooperating teacher role also includes

- ✓ carefully listening to the student teacher/intern in order to assist her /him in using past experiences and skills in improving learning for the pupils as well as for the student teacher/intern, and
- ✓ provides clarification and feedback to student teacher/intern questions.

The cooperating teacher is expected

- ✓ to guide the student teacher/intern in understanding school organization and in developing classroom routines,
- ✓ to assist by demonstrating lessons for teaching specific learning objectives including standards and benchmarks, and
- ✓ to provide appropriate materials and resources to enable the student teacher/intern to develop lessons appropriate to the pupils' needs.

The cooperating teacher helps the student/intern to become self-evaluative and also monitors the progress of the student teacher/intern. Assistance is provided to help her/him develop his/her own solutions to problems in the classroom. Empathetic listening and encouragement for the efforts of the student teacher/intern are required. Where needed, the cooperating teacher provides instruction in specific knowledge and skills necessary for successful job performances for the student teacher/intern. The cooperating teacher should also challenge the student teacher/intern to assess his/her own talents and special abilities and encourage and assist in improving or refining those talents and skills.

Responsibilities of the Cooperating Teacher

Prior to the beginning of the student teaching/internship experience, the cooperating teacher and the student teacher/intern should meet to discuss when the student teacher/intern should report to the school, to obtain any textbook or materials necessary in preparing for the first class period and to become familiar with the various facilities available to the student, such as libraries and resource materials.

The cooperating teacher should select a time to explain the school's standard policies and procedures on such things as

- appropriate faculty dress,
- proper channels of communication in the school,
- sites of faculty rest rooms,
- automobile parking areas and mailboxes, and

- proper fire and tornado drill procedures.

Early in the assignment, the student teacher/intern should be made aware of

- acceptable and preferred classroom management practices,
- special needs of individual students,
- proper attendance recording procedures, and
- allowable student movement policies in the building.

Take time to acquaint the student teacher/intern with specific responsibilities and expectations.

The cooperating teacher is asked to explain his/her short-term and long-term teaching objectives, to provide information on the availability and procurement procedures for necessary print and non-print teaching resources for the classes in which the student teacher/intern will be involved. Whenever possible, copies of student handbooks, school policy handbooks, grade books and lesson plan books should be made available to the student teacher/intern. Make supplies, books, and equipment accessible.

The cooperating teacher is asked to introduce the student teacher/intern to the classes and to other faculty members. Accept and introduce the student teacher as a co-worker, fellow teacher, to the class and to other teachers in the school.

Observation

Though the student teaching/internship experience is based on the fundamental principle that people learn by involvement, student teachers should have the opportunity for extensive observation. It is the student's responsibility to observe you as a role model and learn to gradually take responsibility for the operation of the classroom. By observing classes of the cooperating teacher and other exemplary instructors, student teachers will become familiar with the diversity of approaches and methods. In addition, they will become familiar with a variety of individual pupil behaviors, skills, and attitudes. These will assist the student teacher/intern to make a start toward developing a personal style adapted to his or her individual capabilities, needs and preferences. We strongly recommend that all student teachers/interns have the opportunity to visit and observe at least three (3) teachers in addition to their cooperating teacher. This should include, but not necessarily be limited to, observation in the different grade levels and/or subjects in which the student is preparing for certification.

Lesson Plans and Long-Range Planning

Cooperating teachers should give particular attention to helping the student teacher/intern develop both effective long-range plans and daily lesson plans. While no specific format for the daily lesson plan is required by the University, it is recommended that the student teacher prepare comprehensive lesson plans for every lesson which he or she will teach. Such plans should include statements of specific objectives, methods of lesson introduction and motivation, instructional procedures, standards, benchmarks, activities, resource materials needed, and plans for evaluation of the lessons and the students. Lesson plans should always be available for review by the cooperating teacher and the university supervisor.

Evaluation of Pupil Learning

Cooperating teachers and student teachers/interns should discuss appropriate methods of evaluating the oral and written work of students. The application of evaluation in the entire teaching-learning process,

including reading policies and procedures, should be discussed. Student teachers/interns should be given guidance in the development of classroom tests. It is important that student teachers/interns understand the relationship of testing to course objectives, materials, and learning activities. Other forms of evaluation, such as pupil conferences and projects, are alternatives that may be reviewed. Cooperating teachers should discuss the use and value of standardized achievement tests as well as other methods of assessment.

If, for any reason, you would like to request a change in the placement of the student teacher, please contact the Student Teaching Coordinator at 920-465-2835 or 920-465-2566 immediately. Placement changes requested by the student must be submitted in writing and be approved by the cooperating teacher and the principal.

Evaluation of Student Teacher/Intern's Teaching

Regular evaluating and conferring relative to all aspects of a student teacher's or intern's teaching and observations are essential to the maximum professional development of the student teacher/intern. Evaluation of the student teacher should be based on the day-to-day growth of the individual's capability of becoming a competent beginning teacher rather than simply asking the question, "How well did I do?" Student teachers/interns should be encouraged and assisted in continuous self-evaluation throughout the semester. If the student teacher/intern does not solicit evaluative feedback each day from the cooperating teacher, the cooperating teacher should take the initiative and provide such daily feedback.

Everyone understands that mistakes and errors are expected and that the student teaching/interning experience provides a laboratory setting for development and improvement of teaching competence by student teachers and teaching interns.

The Evaluation Process

In addition to the essential day-to-day evaluation, we believe that it is important to complete formal evaluations of the student teacher. The University of Wisconsin Green Bay requires a minimum of four written evaluations for each student teacher/intern, based upon classroom observation by the cooperating teacher and the university supervisor. The following evaluation forms will meet the minimum requirements for a **9-week** student teaching placement:

1. *An Interim (Mid-Term) Evaluation* of teaching performance (See Appendix);
2. *A Final Evaluation* of teaching performance;
3. *The Recommendation for Teacher Certification* form (See appendix B); and
4. *The Cooperating Teacher's Letter of Recommendation (Requested but optional).*

The following evaluation forms will meet the minimum requirements for an **18-week** student teaching placement:

1. *Three Evaluations of teaching performance throughout the first 12-15 weeks* (See Appendix);
2. *A Final Evaluation* of teaching performance;
3. *The Recommendation for Teacher Certification* form (See appendix B); and
4. *The Cooperating Teacher's Letter of Recommendation (Requested but optional).*

The main question to ask yourself is “Does this student teacher have the potential to become a successful teacher”? Criteria for the evaluation of the student teacher’s and intern’s performance are in the areas of

- lesson preparation and planning,
- knowledge of subject matter,
- management of teaching processes,
- enthusiasm and initiative demonstrated in her/his teaching,
- the criterion of a positive learning atmosphere in the classroom,
- the motivation of pupils, his/her practices or classroom management and control,
- competence in human relations skills,
- professional attitudes,
- and their interactions with their pupils and with school staff members.

Such personal characteristics as emotional stability, adaptability and creativity, dependability and cooperation, communication and language skills, and voice quality, are also evaluated by the cooperating teacher.

Cooperating teachers are asked to complete the *Student Teaching Observation/Evaluation Form* and to send it to the UWGB Education Office. A final evaluation using the same form should be completed at or near the end of the student teacher’s assignment. All evaluations and recommendations made by the cooperating teacher and the university supervisor should be reviewed with the student teacher. Instructions on returning evaluations are below.

After the Coordinator/Director of Clinical Experiences receives and reviews the evaluations written by both the student teacher’s/intern’s Cooperating Teacher(s) and the University Supervisor, the UWGB Education Office will place copies of all documents in the student’s education file in the Education Office.

It is very important that the student teacher/intern be aware of any problems (particularly those which would affect a certification recommendation) well before the end of the student teaching assignment. It is recommended that the student teacher/intern make every effort to communicate effectively with his/her cooperating teacher(s) and that he/she informs the university supervisor before problems that might jeopardize a favorable certification recommendation become irreconcilable. The Coordinator/Director of Clinical Experiences should be apprised of major problems or issues as they arise. DO NOT wait to inform the student, university supervisor, or the Coordinator/Director of Clinical Experiences of a problem which will affect the deferral or denial of a recommendation for a teaching license. All parties to the student teaching experience have the responsibility to communicate often and honestly in an effort to assist the student teacher in becoming an effective educator.

At the conclusion of the student teaching assignment, the cooperating teacher will hold a final, culminating conference with the student. The “Final Evaluation” of the student teaching/interning performance report and the other formal evaluations should be discussed with the student teacher/intern at that conference. If desired, the cooperating teacher and/or student teacher/intern may request that the university supervisor also participate in this culminating conference.

As stated earlier, the cooperating teacher will forward the completed “Final Evaluation” of teaching performance, “Recommendation for Teacher Certification,” and the written letter of evaluation to the Education Department Office. These may be mailed to the UWGB Education Office or submitted electronically (See instructions below). The final evaluation form(s) and the recommendation for teacher certification are placed in the student’s file in the Education Office. Student teachers who are applying for teaching positions before completion of their student teaching assignment are advised to request an interim letter of recommendation from both the cooperating teacher and the university supervisor.

Evaluation Materials

The evaluation forms and materials are offered electronically via the UWGB Education Website under the student teaching tab. There are numerous ways that cooperating teachers and/or supervisors may submit evaluations to the Education Office. Instructions for all available options are explained further in detail below. The student should always receive one copy of the evaluation for his or her personal records:

Paper Evaluation Process:

1. Print, or save, the Evaluation Forms and Recommendation Forms at: www.uwgb.edu/education
2. [Complete the evaluation either on paper or via a computer.](#)
3. Mail, or email, the completed evaluation to Kory Baker, Professional Program in Education 2420 Nicolet Drive Green Bay, WI 54311, (bakerko@uwgb.edu) by the suggested timeline dates.

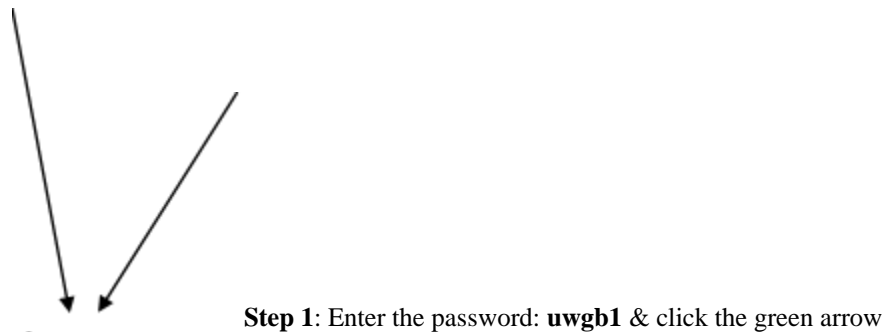
Electronic Student Teacher Evaluation Tutorial

The Student Teacher Evaluation can be accessed via the UWGB Education Website:

<http://www.uwgb.edu/education/student-teaching/cooperating-teachers/>

The electronic Student Teacher Evaluation can also be accessed via this link:

http://uwgreenbay.qualtrics.com/jfe/form/SV_1NrnPEdTKQrF8PP



Domain 1: Planning and Preparation

(Please use component indicators to assist with scoring. Indicators are located on the paper version of the evaluation which can be accessed on the UWGB Education Webpage)

0 1 2 3 4

1.a Demonstrating Knowledge of Content & Pedagogy

1.b Demonstrating Knowledge of Students

1.c Setting Instruction Outcomes

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This survey requires a password.

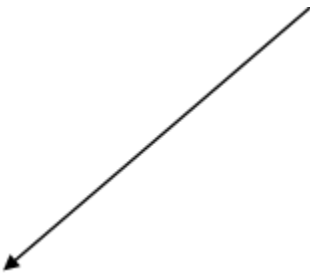
Step 2: Using the Levels of Performance, slide the green dot for each of the components within each domain.

***For more information on what is included in each domain, please refer to the paper evaluation located in the Cooperating Teacher Handbook, which has been posted on the UWGB Education Website.*

Step 3: Enter your email address in the last box. This is to ensure that you receive a copy of the evaluation. Once you receive a copy, please forward the email to your student teacher.

NOTES:

- Sometimes the evaluation email is sent to your spam folder, so please check your spam folder as well.

-  The evaluation is automatically submitted to the University when the green arrow button is clicked.

Email address of Evaluator (Evaluator will receive a copy of this evaluation via email):

➡

Grading

Grading of student teaching/interning at UWGB is on a pass-no credit basis. The cooperating teacher, in consultation with the University Supervisor, will recommend that certification be granted, deferred, or denied. Normally, this recommendation will be made at the conclusion of the scheduled student teaching assignment.

If the cooperating teacher(s) decides that a student does not merit recommendation for certification at the completion of his/her student teaching assignment but is of the opinion that the student teacher/intern has demonstrated enough progress that an extension of the student teaching/interning assignment or the completion of another assignment would likely provide sufficient opportunity for the desired additional experience and professional growth, the student teacher or intern will be permitted to enroll in a second student teaching assignment in a subsequent semester, if that is his/her desire. When a recommendation is made that certification be **deferred**, the cooperating teacher is asked to recommend any conditions which should be met before the student should be allowed to become licensed. Usually, cooperating teachers who recommend that certification be deferred, also recommend a second student teaching assignment in a subsequent semester. If the cooperating teacher(s) indicates that the student should be **denied** certification, the student's overall performance is evaluated and may not be given an opportunity to undertake further student teaching, and he/she will not receive a recommendation for a teaching license from the Certification Officer at UWGB.

Timelines for Student Teaching

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.

Week 1	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.
Week 2	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.
Week 3	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.
Week 4	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. Prepare for and complete evaluation with your cooperating teacher and university supervisor.
Week 5	Begin lead teaching all classes if schedule has not already been adjusted. Prepare grades for students.
Week 6	Continue teaching all classes as recommended by the cooperating teacher. Observe another teacher when schedule permits.
Week 7	Continue teaching all classes as recommended by the cooperating teacher. Continue cooperative planning and observations of other teachers as time permits.
Week 8	Reduce teaching load by one or two class periods a day; continue cooperative planning and observations. Prepare for final evaluation. Complete a self-assessment.
Week 9	Prepare for and complete final evaluation with your cooperating teacher and university supervisor. 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. NOTE: <i>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.</i>

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."

18 Week Student Teaching Timeline Options

Option 1:

Weeks 1 & 2	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.
Week 3 & 4	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.
Week 5 & 6	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. Prepare for and complete evaluation with your cooperating teacher and university supervisor.
Week 7 & 8	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. Prepare for and complete evaluation with your cooperating teacher and university supervisor.
Week 9 & 10	Begin lead teaching all classes if schedule has not already been adjusted. Prepare grades for students.
Week 11 & 12	Continue teaching all classes as recommended by the cooperating teacher. Observe another teacher when schedule permits. Prepare for and complete evaluation with your cooperating teacher and university supervisor.
Week 13 & 14	Continue teaching all classes as recommended by the cooperating teacher. Continue cooperative planning and observations of other teachers as time permits.
Week 15 & 16	Reduce teaching load by one or two class periods a day; continue cooperative planning and observations. Prepare for final evaluation. Complete a self-assessment.
Week 17 & 18	Prepare for and complete final evaluation with your cooperating teacher and university supervisor. 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. NOTE: <i>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 920-465-2835.</i>

Option 2: Complete two 9-week cycles following the 9-week timeline above

Option 3:

Week 1	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.
Week 2	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.
Week 3	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.
Week 4	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. Prepare for and complete evaluation with your cooperating teacher and university supervisor.
Week 5	Begin lead teaching all classes if schedule has not already been adjusted. Prepare grades for students.
Week 6	Continue teaching all classes as recommended by the cooperating teacher. Observe another teacher when schedule permits.
Week 7	Continue teaching all classes as recommended by the cooperating teacher. Continue cooperative planning and observations of other teachers as time permits.
Week 8	Reduce teaching load by one or two class periods a day; continue cooperative planning and observations. Prepare for final evaluation. Complete a self-assessment.
Week 9	Prepare for and complete evaluation with your cooperating teacher and university supervisor. 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.
Weeks 10-18	(a) Cooperating Teacher & Student Teacher Team Teach for remainder of placement - or- (b) Develop a personalized schedule that works best for students, cooperating teacher and student teacher Prepare for and complete two more evaluations with your cooperating teacher and university supervisor throughout the remainder of student teaching.

The University Supervisor

The primary role of the university supervisor is to be a second party in the observation and evaluation of the student teacher/intern and to provide professional input to the cooperating teacher and to the student teacher during the experience. Many university supervisors are full-time faculty members; however, they may be ad hoc faculty members with teaching and supervisory experience and expertise in instruction at the grade levels and/or subject areas of the student teacher/intern's assignment. The university supervisor's role is to supervise the student teacher and evaluate their performance. It is not his/her responsibility to evaluate the cooperating teacher nor to change the cooperating teacher's classroom.

Requirements

The university supervisor will make a minimum of four classroom visits (2 per quarter) of at least one hour in length to observe the teaching of each student teacher or teaching intern. For each student teacher or intern, the university supervisor will

- confer a minimum of two times with both the cooperating teacher and the student teacher present at the conference during the semester.
- attempt to have a three-way conference involving her/himself, the cooperating teacher, and the student teacher or intern before or after **each observational** visit, but responsibilities and time constraints on all of the parties involved may make such a three-way conference impossible on some observational visits.

Responsibilities

It is the responsibility of the university supervisor

- to become acquainted with the cooperating teacher(s) of each student teacher/intern under his/her supervision, and
- to work cooperatively with the cooperating teacher(s) in promoting the student teacher's or intern's continuous growth as a professional educator.

The university supervisor should objectively evaluate the strengths and weaknesses of each student teacher/intern and counsel with the student teacher/intern and cooperating teacher(s) as needed. The primary function of this consulting with student teachers/interns and cooperating teachers is to help plan experiences that will lead to any needed improvements in the teaching performance of the student teachers/interns. The university supervisor also has the responsibility

- to write letters of recommendation, based on her/his observations of classroom performance,
- to evaluate the overall performance of the student teachers,
- to become familiar with the pre-student teaching preparation of his/her student teachers/interns and with the programs of the cooperating schools and cooperating teachers,
- and to share a responsibility with cooperating teachers, student teachers/interns and others in assisting the university in identifying areas of needed improvement in the pre-service education programs of the university and in helping to improve those programs.

A Final Word

In addition to making periodic visits, the university supervisor is available for consultation as needed throughout the student teaching experience. Whenever any problems or difficulties arise, cooperating teachers and student teachers/interns are urged to contact the university supervisor or the Coordinator/Director of Clinical Experiences in Education without delay. Experience has shown that many serious problems can be averted through early consultation and discussion. In the event of questions or problems, please call the Education Department office at (920) 465-2835.

Policy Statement Concerning Student Teaching Clinical Experiences Expectations

Under the policies and guidelines of the Professional Program in Education, students participating in the student teaching clinical experience in schools and other professional settings at all times are to display appropriate conduct. Included in this behavior is:

- Wearing proper attire (blue jeans are not to be worn to your assignments)
- Hats are also not appropriate professional attire in the classroom.
- T-shirts with slogans encouraging political or antisocial behavior of any kind are not to be worn. (This includes commercial endorsements of various products.)

Further, as a student teacher, you are not to serve as a **substitute teacher**. Substitute teaching is not recognized as student teaching and does not fulfill the University requirement for student teaching.

While working in the school settings, you should have no physical contact with classroom students. All discipline and/or behavioral control and restraint are to be administered by the regular classroom teacher. During any physical altercations, you are not to physically put your hands or body upon a student, unless there is physical harm possible to another student and/or 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 in all incidents, if you are the lone adult authority present, please 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.

Appendix A: Student Teacher Evaluation



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Professional Program in Education Student Teacher Evaluation

Student Teacher:	School:	
Evaluator:	Date:	Grade Level:

Levels of Performance

1 = Unsatisfactory	2 = Basic	3 = Proficient	4 = Distinguished
Refers to student teaching that does not convey understanding of the concepts underlying the component. This level of performance is doing harm in the classroom	Refers to student teaching that has the necessary knowledge and skills to be effective, but its application is inconsistent	Refers to successful, student teacher practice. The student teacher consistently teaches at a proficient level. It would be expected that student teachers would perform at this level.	Refers to advanced student teaching that involves students in innovative learning processes and creates a true community of learners. Student teachers performing at this level are advanced in the field, both inside and outside of their school.

Domain 1: Planning and Preparation				
Component	1	2	3	4
1.a Demonstrating Knowledge Of Content and Pedagogy				
<ul style="list-style-type: none"> ✓ Adapting to the students in front of you ✓ Scaffolding based on student response ✓ Teachers using vocabulary of the discipline ✓ Lesson plans reflect important concepts in the discipline and knowledge of academic standards, tasks authentic to the content area and accommodate prerequisite relationships among concepts and skills ✓ Classroom explanations are clear and accurate ✓ Feedback to students that furthers learning 				
1.b Demonstrating Knowledge of Students				
<ul style="list-style-type: none"> ✓ Artifacts that show differentiation and cultural responsiveness ✓ Artifacts of student interests and backgrounds, learning style, outside of school commitments (work, family responsibilities, etc.) ✓ Differentiated expectations based on assessment data/aligned with IEPs ✓ Formal and informal information about students gathered for use in planning instruction ✓ Student interests and needs learned by the teacher for use in planning 				
1.c Setting Instruction Outcomes				
<ul style="list-style-type: none"> ✓ Same learning target, different pathways ✓ Students can articulate the learning target when asked ✓ Targets reflect clear expectations that are aligned to grade-level standards ✓ Use of formative practices and assessments such as entry/exit slips, conferring logs, and/or writer's notebooks ✓ Outcomes of a challenging cognitive level 				
1.d Demonstrating Knowledge Of Resources				
<ul style="list-style-type: none"> ✓ Evidence of prior training or collaboration with colleagues ✓ Evidence of teacher seeking out resources (online or other people) ✓ District-provided instructional, assessment, and other materials used as appropriate ✓ A wide range of texts, internet and community resources used ✓ Resources are culturally responsive 				
1.e Designing Coherent Instruction				
<ul style="list-style-type: none"> ✓ A variety of groupings of students used ✓ A variety of activities and instructional strategies used that reflect high-level thinking ✓ Lessons that support instructional outcomes and reflect important concepts ✓ Opportunities for student choice 				
1.f Designing Student Assessments (optional)				
<ul style="list-style-type: none"> ✓ Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction ✓ Lesson plans indicate correspondence between assessments and instructional outcomes ✓ Assessment types suitable to the style of outcome 				

- ✓ Variety of performance opportunities for students
- ✓ Modified assessment available to individual students as needed

Comments/Evidence:

Domain 2: The Classroom Environment				
Component	1	2	3	4
2a. Creating an environment of respect and rapport				
<ul style="list-style-type: none"> ✓ Active listening, respectful talk, fairness and turn taking ✓ Response to student work: Positive reinforcement, respectful feedback, displaying or using student work ✓ Acknowledgement of students' backgrounds and lives outside the classroom ✓ Body language indicative of warmth and caring shown by teacher and students 				
2b. Establishing a culture for learning				
<ul style="list-style-type: none"> ✓ High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation ✓ Expectation of high-quality student work and for all students to participate ✓ Confidence in students' ability evident in teacher's and students' language and behaviors ✓ Expectation and recognition of effort and persistence on the part of students ✓ Student assignments demonstrate rigor, include rubrics, teacher feedback, student work samples ✓ Appropriate use of technology 				
2c. Managing classroom procedures				
<ul style="list-style-type: none"> ✓ Smooth functioning of all routines ✓ little or no loss of instructional time ✓ students playing an important role in carrying out the routines; students know what to do and where to move 				
2d. Managing student behavior				
<ul style="list-style-type: none"> ✓ Clear standards of conduct, posted and referred to during a lesson ✓ Teacher awareness of student conduct and preventative action when needed ✓ Reinforcement of positive behavior; absence of misbehavior ✓ Culturally responsive practices 				
2e. Organizing physical space (Optional)				
<ul style="list-style-type: none"> ✓ Pleasant inviting atmosphere ✓ safe environment accessible to all students ✓ Furniture arrangement suitable for the learning activities ✓ Effective use of physical resources, including computer technology, by both teacher and students ✓ Availability of relevant tools, such as math manipulatives or a range of texts 				
Comments/Evidence:				

Domain 3: Instruction				
Component	1	2	3	4
3a. Communicating with Students				
<ul style="list-style-type: none"> ✓ Clarity of lesson purpose ✓ Clear directions and procedures specific to the lesson activities ✓ Teacher uses precise language of the discipline when communicating with students ✓ Absence of content errors and clear explanations of concepts and strategies ✓ Communications are culturally responsive 				
3b. Using questioning and discussion techniques				
<ul style="list-style-type: none"> ✓ Questions of high cognitive challenge formulated by students and teacher ✓ Effective use of student responses and ideas ✓ Discussion, with the teachers stepping out of the central, mediating role ✓ High levels of student participation in discussion ✓ Focus on the reasoning exhibited by the students in discussion, both in give-and-take with the teacher and with their classmates 				
3c. Engaging students in learning				
<ul style="list-style-type: none"> ✓ Activities aligned with the goals of the lesson and layered to provide multiple entry points for students ✓ Student enthusiasm, interest, thinking, problem-solving, etc. ✓ Learning tasks that are authentic to content area; that require high-level student thinking and invite students to explain their thinking; that are culturally responsive ✓ Students highly motivated to work on all tasks and persistent even when the tasks are challenging ✓ Students actively “working” rather than watching while their teacher “works” ✓ Suitable pacing of the lesson: neither dragging out nor rushed, with time for closure and student reflection 				
3d. Using assessment in instruction				
<ul style="list-style-type: none"> ✓ Teacher pays close attention to evidence of student understanding ✓ Teacher poses specifically created questions to elicit evidence of student understanding ✓ Assessments are authentic to content area and are culturally responsive ✓ Teacher circulates to monitor student learning and to offer feedback ✓ Students assess their own work against established criteria ✓ Assessment tools used and differentiated: rubrics ✓ Formative/Summative assessment tools: frequency, descriptive feedback to students 				
3e. Demonstrating flexibility and responsiveness				
<ul style="list-style-type: none"> ✓ Incorporation of students’ interests and daily events into a lesson ✓ Teacher adjusts instruction in response to evidence of student understanding (or lack of it) ✓ Teacher seizing on a teachable moment ✓ Lesson Plans: use of formative assessment, use of multiple instructional strategies 				

Comments/Evidence:				
Domain 4: Professional Responsibilities				
Component	1	2	3	4
4a. Reflecting on teaching				
<ul style="list-style-type: none"> ✓ Revisions to plans ✓ Notes to self, journaling ✓ Reflection/Analysis of what went well and what didn't with lessons; specific examples provided ✓ Ability to articulate strengths and areas for improvement ✓ Open to suggestion and feedback on lessons 				
4b. Maintaining accurate records (Optional)				
<ul style="list-style-type: none"> ✓ Logs of phone calls/ parent contacts, emails ✓ Files containing student data (gradebook, graphs of progress, etc.) ✓ Routines and systems that track student completing of the assignments ✓ Process of maintaining accurate non-instructional needs of students 				
4c. Communicating with families (Optional)				
<ul style="list-style-type: none"> ✓ Interaction with parent groups or parent volunteers ✓ Daily assignment notebooks requiring parents to sign off on assignments ✓ Frequent and culturally appropriate information sent home regarding the instructional program and student progress ✓ Two-way communication between the teacher and families ✓ Opportunities for families to engage in the learning process 				
4d. Participating in the professional community				
<ul style="list-style-type: none"> ✓ Invitation of others into the classroom ✓ Regular teacher participation with colleagues to share and plan for student success including specialists and support staff ✓ Regular teacher participation in professional development opportunities, school initiatives and community initiatives 				
4e. Growing and developing professionally (Optional)				
<ul style="list-style-type: none"> ✓ Frequent teacher attendance in courses and workshops; regular academic reading ✓ Participation in learning networks with colleagues; freely shared insights ✓ Participation in professional organization supporting academic inquiry 				
4f. Showing professionalism (Optional)				
<ul style="list-style-type: none"> ✓ Obtaining additional resources to support students' individual needs above and beyond normal expectations ✓ Mentoring/helping/Assisting other teachers 				

<ul style="list-style-type: none"> ✓ Being inclusive with communicating concerns (open, honest, transparent dialogue) ✓ Having a reputation as being trustworthy and often sought as a sounding board ✓ Supporting students, even in the face of difficult situations or conflicting policies ✓ Challenging existing practice in order to put students first 	
Comments/Evidence:	
Key Strengths:	Areas for Development:
Overall Comments of Evaluator:	
Student Teacher Signature:	Date:
Evaluator Signature:	Date:

Appendix B: Recommendation for Certification

**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.

Student Name _____

School (s) _____

1. Length of Assignment: 9 weeks _____ 18 weeks _____

2. Subject(s) Taught: _____

Grade Level (s): _____

Estimated # of days absent: _____ Estimated # of days tardy: _____

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:
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311-7001

Education Office