

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



Student Teacher/Intern Handbook
***Policies and Guidelines for Student Teaching/
Internship Experiences***

May 2017

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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 include 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.

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 plan book 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 many not exceed the allowance for absences. Personal appointments should be scheduled after school or during breaks.

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. WEAC memberships are encouraged for the Liability coverage.

Timelines 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.

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: 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.

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 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.
19. Begin Task 1 of the edTPA: Context for Learning.

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

Lesson Topic:
Standards:
Content Learning Objectives: Key Academic Language Objectives:
Guiding Question:
Activities/Procedures:
Materials:
Assessment:

Lesson Plan Components

1. Topic/Subject Area/Unit/Theme
 - a. Curriculum Connection
 - b. Appropriate developmental level
2. Content & Language 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

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 appraised 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:

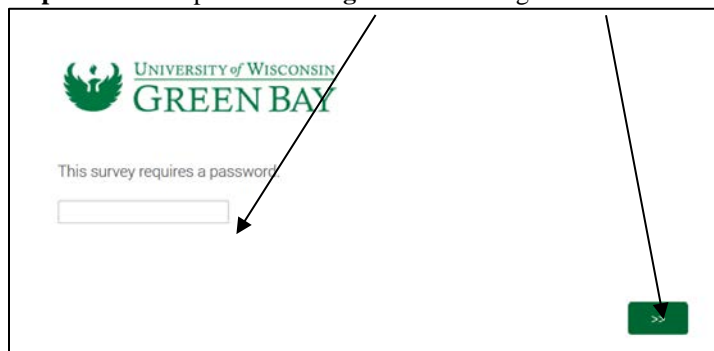
1. Print, or save, the Evaluation Forms and Recommendation Forms at: www.uwgb.edu/education
2. Complete the evaluation either on paper or via a computer.
3. Mail, or email, the completed evaluation to Jamie Tyrrell, Professional Program in Education 2420 Nicolet Drive Green Bay, WI 54311, (frohtyrj@uwgb.edu) 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

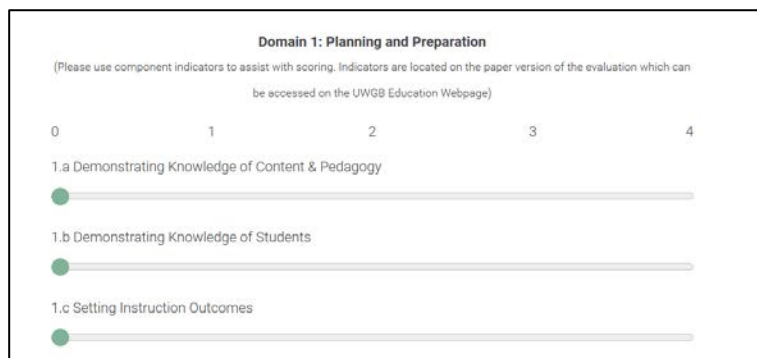
Step 1: Enter the password: **uwgb1** & click the green arrow



Evaluation Password:
uwgb1

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

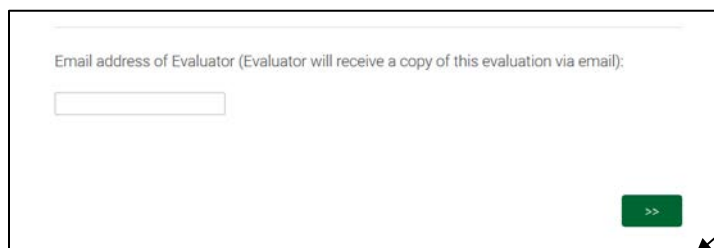
***For more information on what is included in each domain, please refer to the paper evaluation located in the Cooperating Teacher Handbook, which has been posted on the UWGB Education Website.*



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.





UNIVERSITY of WISCONSIN

GREEN BAY

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 teaching that does not convey understanding of the concepts underlying the component. This level of performance is doing harm in the classroom	Refers to teaching that has the necessary knowledge and skills to be effective, but its application is inconsistent (perhaps due to recently entering the profession)	Refers to successful, professional practice. The teacher consistently teaches at a proficient level. It would be expected that most experienced teachers would frequently perform at this level.	Refers to professional teaching that involves students in innovative learning processes and creates a true community of learners. Teachers performing at this level are master teachers and leaders 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 ✓ 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:

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

UNIVERSITY OF WISCONSIN – GREEN BAY
Professional Program in Education
PROFESSIONAL ACTIVITIES LOG

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:

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:
