The Professional Program in Education

University of Wisconsin – Green Bay

Student Teacher Handbook

Fall 2019 Semester

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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

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.

- **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.
- Students are responsible for checking their UW Green Bay email regularly for course-related messages.
- 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.

Expectations for the Student Teaching/Interning Experience

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

1. Be punctual. Tardiness is never acceptable. Habitual tardiness is not tolerated and would be grounds for dismissal from student teaching.
2. Absences are not expected; however, illness is unpredictable. **ALL** absences must be reported according to the school policy, notifying the cooperating teacher and the student teaching coordinator at UWGB.
3. Follow the dress code for teachers.
4. Maintain lesson plans according to school direction.
5. Write detailed lesson plans on a regular basis. Have lesson plans available to the university supervisor and to the principal when requested.
6. Create learning center/bulletin board/teacher-made game, etc.
7. Design a curriculum unit of study/theme unit/integrated unit, etc.
8. Organize a portfolio of student work samples/collection of student essays/take pictures of students' projects, etc.
9. 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.
10. Maintain confidentiality of all records pertaining to students.
11. Collect samples of assessment/teacher-made tests/portfolio assessment process, etc.

12. Keep a journal/reflections/diary. Write reflections in day planner or on each lesson plan. This is not mandatory, but a highly encouraged suggestion.
13. 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.
14. 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.
15. Participate in all teacher duty schedule/study halls/playground duties, etc.
16. Consult with the cooperating teacher and review student records for special needs, if permitted.
17. Correct and assess student work in a variety of ways.
18. Attend parent conferences and observe the cooperating teacher.
19. Attend faculty meetings with the cooperating teacher.
20. Participate in professional development with the cooperating teacher.
21. Familiarize yourself with the school, its philosophy, structure, materials, and community, and the school's policies for regularly employed staff.
22. Follow school policies for use of school-owned equipment and supplies.
23. Keep confidential any information that is given to you about students, faculty administrators, or your supervisor.
24. 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.
25. Assume the role of a teacher in the community.
26. 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.
27. Do not use language that is inappropriate (swear words, suggestive innuendoes, sexual connotations.)
28. Do not have any physical contact with a student.
29. 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.
30. 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?

*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. 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.

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.

Link to Enroll in WEAC Membership:
https://ims.nea.org/HowToJoin/stateStudent.do?mbrType=STUDENT&sea=wi

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, much like the gradual release of responsibility, 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.

*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."*

9 Week Student Teaching Timeline Options

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.*

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**: *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.*

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
8. supervisor, and the student teaching coordinator? You must call me and your cooperating teacher if you need to be absent for any reason.
9. What extra duties are expected of you?
10. What extra-curricular activities and student organizations are available to the students?
11. What is the nickname of the school teams and mascot?
12. What is the school culture and community like?
13. Where did you start teaching in relation to the curriculum at the school?
14. What can you do to improve the next day?
15. Get a copy of the daily schedules, class lists, and seating charts used by your cooperating
16. teacher.
17. Examine the Curriculum Guides, Teacher's Plan Book, Teacher's Manual and Text,
18. Grade Book or Online Grading System.
19. Find out what the school has available for technology and instructional support
20. materials. What will you be able to use? Find out how to make arrangements for its use.
21. Find out what the policies are for communication with parents—any special forms.
22. Discuss the disciplines policies for the school and the classroom with your cooperating
23. teacher.
24. Begin Task 1 of the edTPA: Context for Learning.
25. Prepare and complete all edTPA in-classroom paperwork including parent permission forms for video recording.

Important Individuals to Meet at your Placement

- ✓ 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

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 proper 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.
- Avoid saying: "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!

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.

Effective teachers handle administrative tasks quickly and efficiently.

Effective teachers prepare materials in advance

Effective teachers make clear and smooth transitions.

Effective teachers 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

Lesson Plan Components

UWGB 8-POINT Lesson Plan Components

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:

Additional 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)

1. ii. Achievement/target match
2. iii. Includes documentation methods

9. Personal/professional objectives for student teacher/teacher
    a. Self-assessment
    b. Reflection

University of Wisconsin-Green Bay
Professional Program in Education | Lesson Plan Template

Date of Lesson:	Preservice Teacher:
Grade Level:	Subject Area:
Time Needed:	Topic:

Background

Context for Learning:

- *In what type of school will this lesson take place (urban, suburban, rural)?*
- *Describe any district or school requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instruction strategies, or standardized tests.*
- *Identify any textbook or instructional program you primarily use for instruction.*
- *Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment. For example*
  - *Students with Individualized Education Programs (IEPs) or 504 Plans*
  - *With specific language needs*
  - *Needing greater challenge or support*
  - *Who struggle with reading*
  - *Who are underperforming students or have gaps in academic knowledge*

Lesson Plan

1. Content Standard:

What state approved standard (benchmark, grade level expectation, etc.) will be addressed in this lesson? (e.g Common Core State Standard, NCTM Principle and Standards, Wisconsin Model Early Learning Standards, Next Generation Science Standards). Write out the standard in entirety (standard number and description.

2. Student Prior Knowledge:

Cite evidence of what students know, can do, and what they are still learning to do.

3. Learning Objectives:

Identify learning objectives written in student-friendly language (For example, "I can…", "Students will be able to…", "Students will know…" statements). These should be detailed and specific; avoid broad terms or objectives that are too hard to accomplish or assess. However, keep in mind that some objectives may be tackled over multiple lessons and across units.

a) Essential Question:

What question will students be able to answer upon completion of this lesson? (This could be your student-friendly learning objective stated as a question.)

4. Academic Language Demands:

Academic Language Demands are the specific ways that academic language is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. There are four main Academic Language Demand: language function, vocabulary and/or symbols, discourse, and syntax.(Complete sections a-d below.)

a) Language Function

The content and language focus of the learning task, represented by the active verbs within the learning outcomes

b) Vocabulary and/or Symbols

Includes words and phrases that are used within disciplines including (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g. table); (2) general academic vocabulary used across disciplines (e.g compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.

c) Discourse

The structures of written and oral language, as well as how students talk, write, and participate in knowledge construction in ways that are appropriate both to their development and to the discipline. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.

d) Syntax

The set of conventions for organizing symbols, words, and phrases together into structures (e.g. sentences, graphs, tables).

5. Assessment Plan:

How will you measure students' growth towards the learning objective? How will students get regular feedback on their growth and progress towards the learning objective?

a) Informal (formative assessment):

May include student questions and responses during instruction and teacher observations of students as they work or perform. (Identify any activity that you will use for assessment)

b) Formal (formative and summative assessment):

May include quizzes, homework assignments, journals, projects and performance tasks.

c) Evaluation Criteria

What evaluation criteria will you use (such as rubrics, checklists or solved problems in math)?

6. Learning Tasks

*Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to specific learning goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. These activities **must** be research based and aligned to meet the learning objective.*

a) Introduction:

How will you hook and hold students' attention? How will you transition from the prior learning activity?

b) Body:

What framework (Gradual Release, Inquiry, Problem Based Learning, etc.) will be used?

Use the "Teacher will…" & "Students will…" format below to thoroughly describe the lesson and answer the following questions: What will you, as the teacher be doing? What will the students be doing? How long will each activity take? How will you explicitly address the language function in addition to the content?

Teacher will…	Students will…	Time

c) Closure:

How will you bring this lesson to a close in a meaningful way? How will you connect this lesson to students' previous learning? How will students apply the newly learned skill?

Materials Needed:

List any materials (copies, books, technology) that you and the students will need to complete the lesson.

Modifications/Adaptions:

How will you need to modify or adapt this lesson to specific students learning needs? (Reference your variety of learners described in the context of learning.)

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 eight 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**:

- ✓ An Interim (Mid-Term) Evaluation of teaching performance;
- ✓ A Final Evaluation of teaching performance;
- ✓ The Recommendation for Teacher Certification form (See attached); and
- ✓ 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**:

- ✓ Three Evaluations of teaching performance throughout the first 12-15 weeks (See Attached);
- ✓ A Final Evaluation of teaching performance;
- ✓ The Recommendation for Teacher Certification form (see attached); and
- ✓ The Cooperating Teacher's Letter of Recommendation (Requested but optional).

The main criteria is "Does the 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.

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 Student Teaching Coordinator 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 Student Teaching Coordinator 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:

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 below.

Cooperating Teacher and University Supervisor Evaluation Deadlines

First Quarter Assessment Schedule Approximate Dates: 9/3/2019 – 11/8/2019	
	Due Date
First Evaluation (Completed 3-4 weeks into Assignment)	October 4, 2019
Second Evaluation (Toward end of assignment)	November 15, 2019

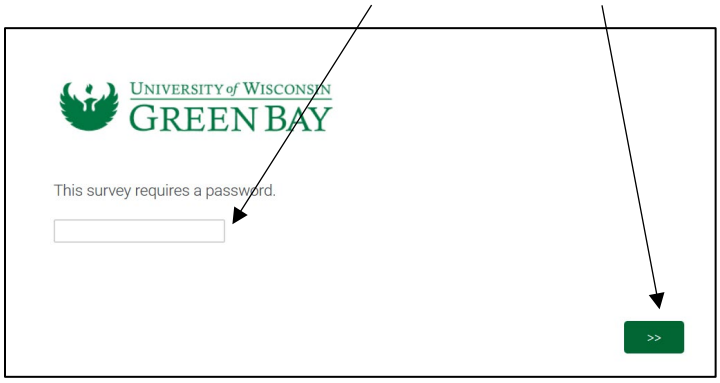
Second Quarter Assessment Schedule Approximate Dates: 11/11/2019 – 1/17/2020	
	Due Date
First Evaluation (Completed 3-4 weeks into Assignment)	December 6, 2019
Second Evaluation (Toward end of assignment) & Recommendation for Certification Form	January 17, 2020

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/

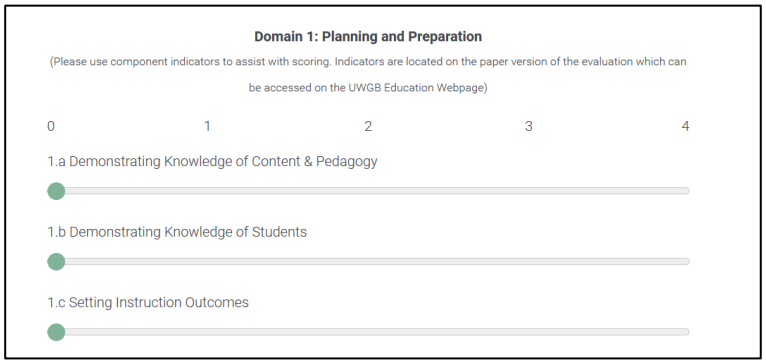
The electronic Student Teacher Evaluation can also be accessed via this link:
http://uwgreenbay.qualtrics.com/jfe/form/SV_1NrnPEdTKQrF8PP

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.

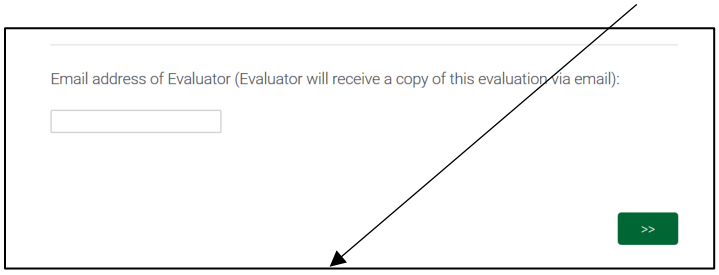


***For more information on what is included in each domain, please refer to the paper evaluation located in the Cooperating Teacher Handbook, which has been posted on the UWGB Education Website.*

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 student teaching that does not convey understanding of the concepts underlying the component.	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 most 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, in communities 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				
✓ 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				
✓ 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				
✓ 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				
✓ 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				
✓ 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)				
✓ 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				
Domain 1 Comments/Evidence:				

Domain 2: The Classroom Environment				
Component	**1**	**2**	**3**	**4**
2a. Creating an environment of respect and rapport				
✓ 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				
✓ 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				
✓ 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				
✓ 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)				
✓ 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				
Domain 2 Comments/Evidence:				

Domain 3: Instruction				
Component	**1**	**2**	**3**	**4**
3a. Communicating with Students				
✓ 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				
✓ 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				
✓ 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				
✓ 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				
✓ 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				
Domain 3 Comments/Evidence:				

Domain 4: Professional Responsibilities				
Component	**1**	**2**	**3**	**4**
4a. Reflecting on teaching				
✓ 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)				
✓ 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)				
✓ 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				
✓ 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)				
✓ 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)				
✓ 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

EDUC 405 Student Teaching Syllabus

Course Description:

Student teaching is the final full-semester of supervised field experience for students seeking teacher certification. You will be completely immersed in the role of a teacher following the school calendar, contract days, and school policies in the district(s) assigned. Student teaching includes observing teachers, preparing lesson plans and classroom activities, implementing the prepared lessons, assessing students, and assessing your own performance with feedback from the cooperating teacher and university supervisor, making changes as required.

Materials:

University of Wisconsin-Green Bay: Professional Program in Education. *Student Teacher/Intern Handbook: Policies and Guidelines for Student Teaching and Intern*

Course Requirements:

1. Complete full days of student teaching for one full 18-week semester according to the school calendar of each placement following teacher contract times, calendar, and expectations.
2. Participate in seminars and activities provided for staff in your building
3. Prepare daily lesson plans
4. Maintain a reflective journal (Optional)

Evaluations:

Student teaching is a university class and is graded with either a "Pass/No Credit." Each student will be evaluated according to the Danielson Framework for Effective Teaching and the Ten InTASC Standards. The student teacher will demonstrate proficient performance in the knowledge, skills, and dispositions upon final evaluation. While each cooperating teacher is expected to provide ongoing guidance and assessments throughout the placement, each quarter the cooperating teacher will provide two formal evaluations—one approximately 4 to 5 weeks into the placement and one at the end of each placement. A university supervisor will provide two formal evaluations each quarter for each placement at approximately the same time. The cooperating teacher, in consultation with the University Supervisor and Certification Officer, will recommend that certification be granted, deferred, or denied.

Any student not completing each of the placements successfully will not fulfill the requirements of the courses and may receive a grade of "NC." In addition, if the student is assessed to be deficient in his/her performance and meeting expectations, the placement(s) could be extended or required to be repeated.

If the student teaching experience is requested to be terminated by any participant, the student will be expected to repeat the experience as approved by the department chair if all are in agreement that the student is qualified to do this. The student must demonstrate competency and receive a recommendation from the faculty advisor in order to complete student teaching.

Special Accommodations:

Any student requiring special accommodations because of Special Needs should notify the Education Office in writing with a detailed explanation at the beginning of the placement along with the necessary special accommodations. A copy of this request should be given to cooperating teacher at the first meeting. If the school is unable to provide these accommodations, the placement may need to be changed. A copy of this request is expected to be received in the Education Office prior to delivery to the cooperating teacher and should be discussed with the University's Disabilities Coordinator.

Absences:

Student teachers are expected to arrive on time and be prepared for each day. Absences are not allowed; however, if it is necessary to miss school due to illness or emergencies, the student teacher must notify the cooperating teacher immediately. The student teacher should discuss the process with the cooperating teacher before an absence occurs to learn what procedure is expected.

Habitual tardiness and absences could be grounds for termination of the student teaching experience.

Professional Attitude:

As a present or future pre-service teacher in the Professional Program in Education at the University of Wisconsin-Green Bay, all education students represent the teaching profession. Behavior in classes, workshops, and professional settings reflect personally on student teachers as a teacher and on the Education Program at UW-Green Bay.

Attire:

Student teachers are expected to dress professionally and follow the dress code of the placement school.

Seminars:

EDUC 414 Seminar in Student Teaching/Internship is a separate class and is graded separately.

The seminar meetings are established as support meetings for students while they are experiencing being "the teacher." Please attend all seminar meetings. This is a time to share experiences with others. Please commit to following an educational philosophy and be an open-minded active learner.

Expectations:

1. Maintain a daily plans, lesson plans, or prepare lesson plans according to requirements for teachers.
2. Visit other classrooms and special area teachers to observe different teaching styles. Arrange with teachers with cooperating teacher's permission.
3. Consult with the cooperating teacher and review student records for special needs, if permitted.
4. Correct and assess student work in a variety of ways.
5. If possible, attend parent conferences and observe the cooperating teacher.

InTASC Core Teaching Standards (Crosswalk with WI Teaching Standards and National Association for the Education of Young Children (NAEYC): NAEYC has 6 Standards
Interstate Teacher Assessment and Support Consortium (InTASC)

Standard #1: Learner Development (WI #2) (NAEYC Standard 1 Promoting Child Development & Learning)

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences (WI #3) (NAEYC Standard 4 Using Developmentally Effective Approaches)

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments (WI #5)

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge (WI #1) (NAEYC Standard 5 Using Content Knowledge)

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content (WI #6)

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment (WI #8) (NAEYC Standard 3 Observing, Documenting and Assessing)

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction (WI #7)

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies (WI #4)

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice (WI #9) (NAEYC Standard 6 Becoming a Professional)

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration (WI #10) (NAEYC Standard 2 Building Relationships)

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues and other school professionals, and community members to ensure learner growth, and to advance the profession.

edTPA

At this point, you should have all completed the mandatory edTPA workshop training series to prepare you to successfully complete and pass the edTPA. The following are some notes and guidelines to help you throughout the semester:

- ✓ A passing edTPA score in the State of Wisconsin is ***38*** (with the exception of the World Languages Handbook which has a passing score of 32)
- ✓ You have access to the entire workshop series on CANVAS (Workshops A, B, and C). The course is called edTPA Preparation Module
- ✓ All forms, handouts, resources, etc. are located on the CANVAS edTPA Preparation Module

edTPA

2019 – 2020 edTPA Submission and Reporting Dates

edTPA scores results are reported on the timeline indicated below. Please note the following:

- Candidates should submit their portfolio based on due dates established by their preparation program or licensure requirement.
- Candidates should allow adequate time prior to their planned submission date to upload and review their files in the Pearson system and to complete the submission process for scoring.

To Receive Your edTPA Score Profile On:	Submit Your Portfolio by 11:59 p.m. Pacific Time on:
October 31, 2019	October 10, 2019
November 14, 2019	October 24, 2019
November 27, 2019	November 7, 2019
December 12, 2019	November 21, 2019
December 26, 2019	December 5, 2019
January 9, 2020	December 19, 2019
February 20, 2020	January 30, 2020
March 5, 2020	February 13, 2020
March 19, 2020	February 27, 2020
April 2, 2020	March 12, 2020
April 16, 2020	March 26, 2020
April 30, 2020	April 9, 2020
May 14, 2020	April 23, 2020
May 28, 2020	May 7, 2020
June 11, 2020	May 21, 2020
June 25, 2020	June 4, 2020
July 30, 2020	July 9, 2020
August 13, 2020	July 23, 2020
August 27, 2020	August 6, 2020

edTPA Paperwork Review

Parent Permission Paperwork

- In order to be able to video record in the classroom, you will need to obtain permission from students' parents.
- In some districts, you will also be required to sign an agreement yourself

***Please Note**: Every district has a unique policy in how they would like permission to be obtained*

Green Bay Area Public Schools

- Special edTPA Permission Forms & letters must be sent home with students and signed by a parent/guardian and returned to school.
- Forms are kept in the students cumulative file at the school
- You will need to sign a GBAPS student agreement and return it to Jamie
- All of these forms can be found in multiple languages on the UWGB edTPA website

Howard-Suamico School District (HSSD)

- Permission is granted through the beginning of the year permission forms that are already on file with each student.

If the district you are working with does not have a procedure in place, please use the generic permission forms found on the UWGB edTPA website

UWGB Personal Permission Paperwork

- ❑ Once you have obtained some form of permission on your students and you know who can and can not be video recorded. You and your cooperating teacher should sign off on the ***UWGB Video Recording Affirmation Form*** and this form should be returned to Jamie.

  This form can be found on the CANVAS edTPA module.

- ❑ Before you can begin completing your edTPA, you will also need to complete the ***UWGB edTPA Technology Student Teacher Agreement*** and the ***UW-System edTPA Agreement*** and return them both to Jamie.

  Both of these forms can be found on the CANVAS edTPA module.

ALL Paperwork Review

Paperwork to Complete and leave at School/District Site	Paperwork to Complete and return to Jamie
Parent Permission Forms (w/ Explanation Letter)	UWGB Video Recording Affirmation
Personal District Agreement (If applicable)	UWGB edTPA Agreement
	UW-System edTPA Agreement
** All forms and paperwork can be located on the CANVAS edTPA Module	

edTPA Writing Day Letter – Student Copy

September 2019

Dear Cooperating Teacher,

As you may be aware, student teachers are expected to complete and pass the edTPA in order to receive teacher licensure in the State of Wisconsin.

The edTPA is a performance-based assessment divided into three tasks: Planning for Instruction and Assessment, Instructing and Engaging Students in Learning, and Assessing Student Learning. During the completion of these tasks, students are expected to plan lessons, video-record lesson delivery, and assess student learning all while extensively reflecting on the work being completed.

This assessment is required by the State of Wisconsin, and it must be passed in order for a student to be licensed. While you may serve as a support and resource for your student teacher during the edTPA, it is ultimately the student's responsibility. Student Teachers have been provided with permission forms that explain the assessment for students and parents and what is involved. UWGB Student Teachers have also been required to sign a Contract of Confidentiality and Safe Use of Technology form which is on file with the Professional Program in Education.

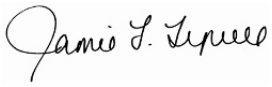
In order to support our students through the process of completing an edTPA, we have scheduled an edTPA focus day on Friday, November 15, 2019. With your permission we would like to invite your student teacher to attend an on-campus workday for the edTPA. Should your student teacher choose not to participate in the edTPA writing day, then they are expected to join you in the classroom like normal on November 15th.

Thank you in advance for your understanding. If you would like to learn more about the edTPA, we encourage you to visit www.edtpa.com. Please feel free to contact us with any further questions.

Sincerely,

Dr. Pao Lor

Chair, Professional Program in Education



Dr. Jamie Froh Tyrrell

Student Services Coordinator

EDUC 414: Student Teaching Seminar Dates & Topics

Fall 2019

Track 1: edTPA Track	Track 2: Professional Development Track
Saturday, October 5, 2019 – 9:00am – Noon Career Services Presentation: WECAN, Resume, Cover Letters, etc.	**Saturday, October 5, 2019 – 9:00am – Noon** Career Services Presentation: WECAN, Resume, Cover Letters, etc.
Attend a minimum of THREE edTPA support groups hosted on Tuesday evenings from 4:30 - 6:30pm: Tuesday, October 1 Tuesday, October 8 Tuesday, October 15 Tuesday, October 22 Tuesday, October 29 Tuesday, November 5 Tuesday, November 12 (more dates listed below)	**Online**: Classroom Management Canvas Module (complete at your own pace) due December 13, 2019
Friday, November 15, 2019 – edTPA Workday (optional) • Bring video & Student work samples • Work on Task 2 an Task 3 Commentary	**Friday, November 15, 2019** – edTPA Workday (optional) • Bring video & Student work samples • Work on Task 2 an Task 3 Commentary
Additional Tuesday Evening Dates 4:30 – 6:30pm Tuesday, November 19 Tuesday, November 26 Tuesday, December 3 Tuesday, December 10	**Online**: Educational Themed Book Study Canvas Module (complete at your own pace) due December 13, 2019
Saturday, December 7, 2019 – 9:00am - Noon • Final Surveys • Licensing Discussion • Using edTPA for Interviewing • Celebration of Student Teaching Completion	**Saturday, December 7, 2019 – 9:00am – Noon** • Final Surveys • Licensing Discussion • Using edTPA for Interviewing • Celebration of Student Teaching Completion