

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



University Supervisor Handbook
Policies and Guidelines for Working with Student Teachers and Interns

September 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

The University Supervisor

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

Requirements

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

- confer one-two times with both the cooperating teacher and the student teacher present at the conference during the semester
- attempt to have a three-way conference involving her/himself, the cooperating teacher, and the student teacher or intern before or after each observational visit, but responsibilities and time constraints on all of the parties involved may make such a three-way conference impossible on some observational visits.
- after completing the last observation on a student, the university supervisor will also complete a recommendation form of whether or not the student teacher/intern is recommended for teaching licensure.

Responsibilities

It is the responsibility of the university supervisor

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

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

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

The Evaluation Process

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

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

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

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

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

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

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

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

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

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

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

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

Evaluation Materials

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

Paper Evaluation Process:

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

Electronic Evaluation Process:

Electronic Student Teacher Evaluation Tutorial

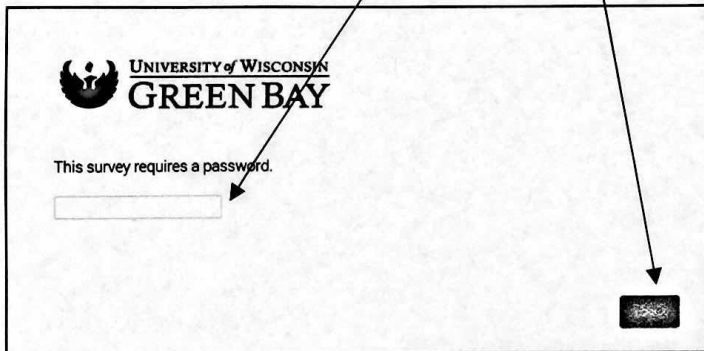
The Student Teacher Evaluation can be accessed via the UWGB Education Website:

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

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

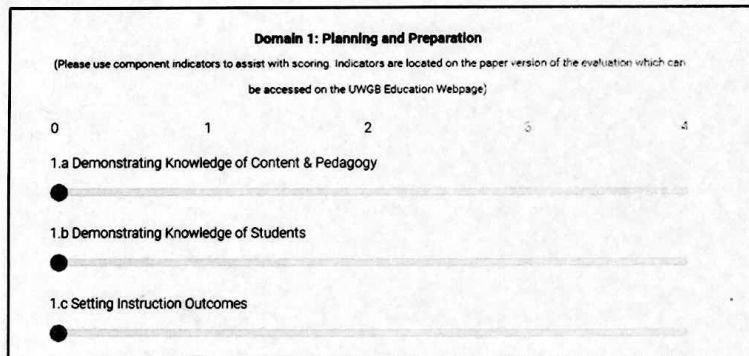
http://uwgreenbay.qualtrics.com/jfe/form/SV_1NrnPEdTKQrF8PP

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.



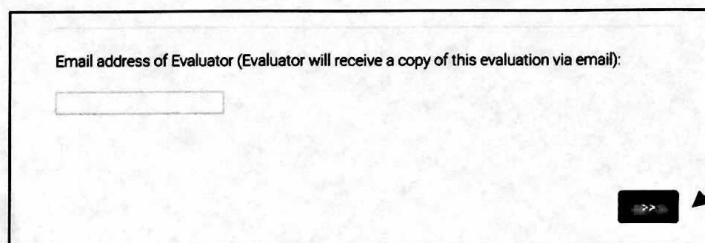
****For more information on what is included in each domain, please refer to the paper evaluation located in the Cooperating Teacher Handbook, which has been posted on the UWGB Education Website.**

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.



**** Remember the most important reason for completing evaluations is to assist our students in growing into successful and professional educators. ****

Appendix A: Student Teacher Evaluation



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:

Appendix B: Recommendation for Certification

UNIVERSITY OF WISCONSIN – GREEN BAY
Professional Program in Education

University Supervisor/Cooperating Teacher Recommendation for Teacher Certification

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

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

A Final Word

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

Role of the Cooperating Teacher

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

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

The cooperating teacher role also includes

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

The cooperating teacher is expected

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

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

Responsibilities of the Cooperating Teacher

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

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

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

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

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

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

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

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