This handbook is for reference by all members of the teacher candidate support **Triad**: the cooperating teacher, the university supervisor, and the teacher candidate. Reference to the Triad is made throughout this document. The importance of open, honest, and ongoing communication between all members of the Triad is essential to the success of this capstone field experience.

Requirements detailed within this handbook are those of the Office of Field Experiences in the University of Wisconsin-Stevens Point School of Education and are in compliance with the regulations of the [Wisconsin Department of Public Instruction](https://www.wisconsin.gov). The purpose of these requirements and regulations is to assure the competence of each teacher licensed to teach in the State of Wisconsin.

This handbook provides guidelines for collaboration that can have strong and enduring impacts upon the preparation of future teachers. This, in turn, impacts students, schools, and communities throughout Wisconsin and the other destinations of the future teachers we prepare and certify.

Information contained in this handbook is subject to change. The online version, located at [http://www.uwsp.edu/education/Documents/fieldExp/STHandbook.pdf](http://www.uwsp.edu/education/Documents/fieldExp/STHandbook.pdf) represents the most up-to-date information on all subjects addressed in this handbook.

Cathleen Olds  
Director of Field Experiences  
University of WI-Stevens Point  
715.346.2449  
715.346.2549 (FAX)  
Field.Experiences@uwsp.edu  
http://www.uwsp.edu/education/Pages/fieldExp

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**School of Education Mission Statement**  
The School of Education develops highly qualified professional educators who honor the uniqueness of all learners and actively demonstrate the knowledge, skills, and dispositions of effective teachers, leading to productive learning environments.
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I. PROGRAM FRAMEWORK

Eligibility, Application, and Assignment Procedures
Criteria for admission to student teaching include competence in the area of academic specialization, competence in the professional education sequence and competence in the pre-student teaching clinical experience. This includes methods courses based on and leading to direct involvement in pre-school, elementary, middle and secondary level classrooms. Detailed eligibility requirements are provided in the Professional Education Program’s Undergraduate Handbook or on the SOE Graduate Program webpage.

Minimum requirements for a student teaching assignment are:

1. Admission to the Professional Education Program. Applications must be approved by the School of Education Office, Room 469, College of Professional Studies (715) 346-2040.
2. An overall grade point average of at least 2.75, including Professional Education courses as well as every subject area for which licensure is sought: major, minor or concentration. Consideration for internships requires a minimum 3.00 GPA.
3. Completion of mandatory courses in pedagogical methods and techniques, and all required pre-student teaching practicum experiences.
4. Demonstrate content knowledge by either 1) obtaining a 3.00 or higher in each teaching major and teaching minor or 2) submit passing scores on the required Praxis Subject Assessment exams. Students must meet one of the above requirements for teacher licensure. NOTE: Any student seeking a teaching license in French, German or Spanish are required to pass the ACTFL OPIC and WPT exams, regardless of their major/minor GPA.
5. Written approval from designated UWSP personnel for each program area for which licensure is sought.

Additional requirements:

- Submission of negative tuberculosis test results.
- Completion of a Conduct & Competency Affidavit, in which the applicant provides full disclosure of criminal behavior and court records.
- Completion of a criminal background check by CastleBranch.com. Districts requiring their own background checks will inform teacher candidates of the appropriate process/paperwork.
- Districts requiring teacher candidates to complete the WECAN online application, Teacher Insight, or an interview with school personnel, will provide necessary instructions and information to the OFE to assure students are informed of this requirement.

Applications for teacher candidate status are obtained at announced meetings held the semester prior to the student teaching scheduled experience. Attendance at the Application Meeting is mandatory for all students interested in applying to student teach. All meetings are announced in the School of Education (SOE) Newsletter. This online newsletter is available on the SOE Homepage. Application deadlines will be posted for each term. Late applications may not be accepted. Requests for waivers or exemptions from the above rules must be made in writing to the Director of Field Experiences prior to the deadline.

Placements for student teaching are initiated by requests from the Director of Field Experiences to school district administrators. All assignments are arranged consistent with policies, procedures and negotiated agreements in place among cooperating schools and the University. Because of the number of applicants involved each semester and because there are long-standing established procedures, students should not attempt to formally arrange a placement.

In requesting placements, the University will provide cooperating administrators and teachers with copies of a Teacher Candidate Resume submitted by the student as a part of the application process.
Two assignments per semester are the maximum, except for physical education/health and preschool/kindergarten/elementary.

Special requests by teacher candidates for grade levels, teachers or cooperating schools, or additional endorsements, can be noted on the application form. Requests to be placed outside the UWSP service area must receive written approval from the Director of Field Experiences (see Placement Options, below). Any such placements cannot be guaranteed. Requests for placements outside of the state will not be accepted unless they result from relocation or as a result of military assignment.

Conflict of Interest: Teacher candidates may not be assigned in cooperating schools and classrooms where the following conflicts occur: the teacher candidate has a child in that school building; the teacher candidate has a direct relative in that school building in a teaching or administrative capacity, or a direct relative in that school district in an administrative capacity; the school district has explicitly stated a policy regarding former students of that district's schools returning as teacher candidates. It is the policy of the Office of Field Experiences (OFE) to defer to local school district policies regarding assigning teacher candidates. The OFE may terminate any assignment in which a conflict of interest is found to occur.

Every effort will be made to provide satisfactory placements for all teacher candidates, but there can be no assurances of specific placements, nor are there guarantees that changes in placements will not occur. It is necessary that teacher candidates remain ready to accommodate all demands that the teaching semester will place upon their personal and travel arrangements. All placements are subject to approval by cooperating administrators and teachers and the teacher candidate. No party involved shall discriminate in the choice of schools, cooperating teachers, or teacher candidates on the basis of race, religion, ethnic origin, gender, physical disability or age.

Placement Options
Out of Area
Students may request placement outside of the UWSP service area. The UWSP service area is defined by the map in Appendix A; (p.29). Any requests for assignments outside this area must be made in person to the Director of Field Experiences and accompanied by the Request for Out of Area Student Teaching (Appendix B; p.30). Availability of meeting times for this purpose is included in the application packet. Approval is subject to the ability to satisfy all program components. Out of Area placements cannot be guaranteed. Out-of-state placements can only be requested as the result of relocation or military assignment. Approval is subject to the decision of the Director of Field Experiences and the Head of the School of Education. Fees are assessed to cover expenses incurred for such placements.

Internships
The Wisconsin Improvement Program (WIP), under the auspices of the Wisconsin Department of Public Instruction, sponsors internships that are funded by local education agencies. WIP is a consortium of teacher education institutions and the WI DPI. The internship program offers pre-service teachers throughout Wisconsin a chance to enter the profession as licensed teachers with a specialized contract. Interns are paid a stipend of $4,500 per semester by the district while working under the guidance of an experienced cooperating teacher. The intern is licensed by the WI DPI and assumes increased responsibilities in the classroom setting. Detailed information about this program can be found at the site above.

To learn more about the UWSP process for pursuing an internship, go to Internship Information at OFE:Students. An Interest in Intern Placement (Appendix C; p31) form should be on file with the OFE.
If student teaching occurs in this manner, most of the rules in this handbook remain applicable within the jurisdiction of local education agency contracts. Applicants for internships must have a cumulative GPA of at least 3.0. Fees are assessed to cover expenses incurred for internships.

Institute for Urban Education
The Institute for Urban Education offers a program for initial preparation of educators, for in-service teachers, and for scholars with a focus on urban education.

Schools and programs of education have a responsibility to respond to the persistent education gap that exists in public schools. This gap has consequences throughout our society. Although the structure of economic opportunities provides a major influence on the gap in performance, school-related variables also have an impact on the performance of culturally and socio-economically diverse youth. Within the dialogue around, and research on school reform, one factor consistently identified as influential is the presence of an effective teacher in the classroom. The preparation of highly effective, culturally relevant and responsive teachers to serve the needs of culturally diverse youth should be central to the mission of schools and programs of education within the UW System.

This UW System program provides placements in most certification areas. Students interested in a placement in an urban setting (i.e. Milwaukee) must meet with the Director of Field Experiences at the earliest possible opportunity. A deadline for application to the program precedes that of UWSP's. An application specific to the program is required in addition to UWSP’s application.

Fees are assessed to cover expenses incurred for IUE participation.

Student Teaching Abroad
Eligible students may apply for international student teaching opportunities through a program administered by Educators Abroad Student Teaching. Opportunities to student teach in over 40 different countries are available to approved candidates. Liaisons in each country supervise the academic experience for the candidate. Students participating in this program work with UWSP’s International Programs Office to negotiate the general logistics of the international student teaching component. International teacher candidates must complete a one quarter placement stateside and ten weeks in a host country. Additional costs are involved for participants of the Educators Abroad Student Teaching program. Students interested in this option are advised to plan three semesters in advance and must meet with the Director of Field Experiences at the earliest possible opportunity.

Placement Protocols
The Office of Field Experiences will work diligently to secure acceptable placements for teacher candidates. Students will be informed of approved placements beginning in April for fall semester and November for spring semester. As placements are finalized after the initial announcement date, notice will be provided immediately to students using UWSP email.

Upon receipt of information pertaining to the placement, the student must immediately contact the cooperating teacher to set up a meeting. At this meeting the student should seek information about additional district placement procedures required of them. The student is responsible to complete all required paperwork/protocols required of the host district and school. Failure to do so will result in withdrawal of the placement.

Attendance at an Orientation Meeting held during finals week prior to the semester of student teaching is required. Meeting date(s) are announced in the application materials and the SOE Newsletter.
II. PROGRAM POLICIES

Statement of Expectations
By the end of the first week of each assignment, a written plan for the student teaching experience should be created. This plan should take the form of a Statement of Expectations that gives as much detail as can be arranged. It should include: schedules, duties, specific subject areas, lesson formats and groupings. Most importantly, it should include an evaluation plan that specifies the format, the schedule and the procedures for self-evaluations, evaluative conferences and the completion of formative and summary evaluation reports. Please note that specific statements are of great value to teacher candidates in preparing their credentials. Accompanying signatures of both the teacher candidate and the cooperating teacher will represent agreement to the content of the statement. The Statement of Expectations must be shared with the university supervisor at the first visit or as requested.

The purpose of a Statement of Expectations is to open a process of communication about requirements, schedules, supervision and evaluation. These plans should be responsive to performances and needs of the teacher candidate as they unfold during the experience. (Appendix D; p.32) The destination goal for the Statement of Expectations is a successful final evaluation. Note: There is no single correct form for the written statement (Appendix E; p.36).

Evaluations
Protocols for evaluation are found in Appendix F (p.48). When the Statement of Expectations is drafted, Triad members will agree on the format, time lines and procedures for evaluating teacher candidate performance. It is recommended that the teacher candidate and cooperating teacher discuss progress and evaluation on a regular basis throughout the placement. It should be noted that student teaching must be evaluated in reference to evaluation criteria not to norms referring to other teacher candidates (Appendix G; p.58 and Appendix H; p. 68).

Any indication that a teacher candidate might be failing to meet these criteria must be fully documented and remediated at the earliest possible opportunity. The university supervisor and Director of Field Experiences must be notified to allow planning for appropriate action that could include extension of or withdrawal from the student teaching assignment.

Cooperating teacher final evaluations must be signed by the teacher candidate and the cooperating teacher(s) and filed at the Office of Field Experiences within one week of the completion of the student teaching semester; failure to complete this will result in a grade of ‘incomplete’ and delay the certification process.

Attendance
Teacher candidates are assigned to full days for a full semester following the daily schedule and semester calendar of the cooperating school (Wis. Stats. 118.19 (3) (a)), or the equivalent. Cooperating teachers, administrators and university supervisors determine the exact dates upon which specific assignments take place within each term. Absences are permitted for professional reasons, such as attending seminars (attendance at teacher candidate seminars is mandatory) and other activities sponsored by UWSP, job interviews, or approved attendance at professional development offerings. All absences (including those for illness) require sufficient notice to both the cooperating teacher and university supervisor. The teacher candidate is responsible for providing lesson plans and all required instructional materials required during the absence in a timely fashion.

Absences due to illness of three or more days in succession require a doctor’s excuse be provided to the cooperating teacher and university supervisor immediately upon return. The university supervisor, in consultation with the Director of Field Experiences, will determine if additional time at the placement is required.
The teacher candidate is required to attend every teacher contracted day of the cooperating school schedule to which they are assigned. They must arrive at the cooperating school at the beginning of the cooperating teacher's day and depart at the end of the cooperating teacher's day. No arrivals or departures from school after the beginning or before the end of the school day (except for designated lunch periods) will be allowed without the express permission of the cooperating teacher and approval by the university supervisor.

Extra commitments (jobs, coaching, etc.) are recommended against whenever possible to allow full attention to the demands of teaching. If performance is negatively impacted by participation in such outside activities, the teacher candidate may be advised to relinquish participation in the outside activity or withdraw from the student teaching experience until they are able to make it their priority.

**Teacher Candidate Seminars:** Attendance at all seminars is mandatory and must be accommodated in the Statements of Expectations and weekly schedules. The teacher candidate will inform cooperating teachers of these dates at the orientation visit. At the final seminar, teacher candidates participate in a ‘Professional Presentation’ to peers, colleagues and invited guests.

**Appearance & Personal Hygiene**
Teacher candidates must dress professionally, be neat and well-groomed at all times.

**Co-Teaching**
The student teaching experience is a full time commitment for the entire school district semester. Teacher candidates are considered learners at this stage in their pre-service program. They should not start out by carrying a heavy teaching load, but should be actively engaged in student learning at all times (Appendix D; p32). UWSP advocates a co-teaching model for this important experience. Co-teaching in student teaching enables two adults to collaborate in the classroom, actively engaging students for extended periods of time. The co-teaching model of student teaching allows students in the classroom increased opportunities to get help when and how they need it. This is a partnership model that allows the cooperating teacher and teacher candidate to work together, to maintain ongoing conversation about student needs and learning, and to deeply develop the professionalism of education. The teacher candidate can be actively engaged from the beginning of the placement and identified as an important contributor to all aspects of the classroom and school community.

To successfully co-teach, the cooperating teacher and teacher candidate must have a mindset of sharing the classroom and students. They must both be teachers. (Appendix I, p.70).

Responsibility for subjects/classes taught will vary among placements and is dependent on factors such as the candidate’s readiness to assume increased responsibility, the number of preparations involved, the needs of the pupils, and the workload of the cooperating teacher. This will look different for internship assignments.

**edTPA**
Implementation of the edTPA as a requirement for initial educator licensure in Wisconsin will necessitate the teacher candidate assuming solo teaching during their selected learning segment.

Student learning in the content area is the central focus of the edTPA (Appendix J; p.72). Teacher candidates must explain the thinking underlying their teaching decisions, include the strategies they use to connect students with content, and analyze student performance and adjust their teaching accordingly. They must ensure support for students with special and diverse learning needs, while paying close attention to academic language throughout the learning segment.

The edTPA learning segment should reflect the teacher candidate’s own teaching, rather than a co-teaching effort. Co-planning, co-teaching, and co-assessing throughout the student teaching experience is common; however, during the edTPA learning segment the teacher candidate must plan, teach, and assess alone. Cooperating Teachers are not expected to coach the teacher
candidate through completion of the edTPA process. Video recording of instruction is a component of this important performance assessment. If you have questions about this, please confer with the university supervisor.

**Duties**
The student teaching experience should include such activities as classroom instruction and planning, student assessment, IEP meetings, parent-teacher conferences, staff meetings, supervisory duties, observing other teachers. Teacher candidates are expected to share school duties and responsibilities as governed by cooperating agency or school rules for professional conduct and confidentiality. Their duties and responsibilities will be specified by the cooperating teacher in a Statement of Expectations (Appendix E; p. 36) along with any accompanying manuals or guides. Teacher candidates are required to attend after-school staff or parent meetings and any other extramural activities pertinent to the assignment.

Teacher candidates are encouraged to become involved in co-curricular activities, but should limit their participation to assisting rather than assuming leadership roles. When co-curricular involvement or other outside commitments interfere with the candidate’s performance in the classroom, the university supervisor must be notified immediately.

Teacher candidates work under the direct supervision of the assigned cooperating teacher(s), who is a mandated reporter under state laws pertaining to abuse and neglect of children. Teacher candidates are strongly encouraged to share any concerns with appropriate school personnel.

**Confidentiality Laws**
All educators are responsible for awareness of state and federal confidentiality laws including HIPAA (Health Insurance Portability and Accountability Act) and the district’s policies and procedures relating to HIPAA and FERPA (Family Educational Rights and Privacy Act). Teacher candidates must become familiar with these policies and how they affect the role of educators.

**Enrichment Experiences**
Cooperating teachers and supervisors may recommend visits to educational programs outside the cooperating programs. These visits could include remedial and support programs, various grade levels and other classrooms. Schedules for these visits must be approved by cooperating teachers and administrative staff in both the assigned cooperating site and the visit site.

Teacher candidate attendance at professional conferences, involvement with district curriculum committees, and other enriching experiences is encouraged. Under the direction of the cooperating teacher and supervisor, these opportunities help to broaden the candidate’s learning and personal experience with a broad range of professional expectations.

**Lesson Plans**
Teacher candidates must make and maintain a file of written plans for all instruction they are responsible for, including **detailed** written plans for the full period of their edTPA teaching segment; the edTPA lesson plan format will be guided by the candidate’s department/program. All plans from the placement must be readily available upon request of the cooperating teacher, the university supervisor, or the Director of Field Experiences.

Typically, detailed plans are in outline form so that they may be read quickly and accurately. Detailed plans allow for review and analysis by the cooperating teacher prior to presentation. They also provide the framework for reflection and improvement.

There are many approaches to detailed planning. The format that planning takes for each teacher candidate will be determined by the collective expectations of all Triad members.
A teacher candidate must always be able to respond to these questions:
What are you teaching? Why are you teaching this? How are you actively involving all students in their learning? How do you know students are learning? How will student performance guide your next plan(s) for instruction?

Transportation and Housing
Transportation to and from the placement location is the responsibility of the teacher candidate. No insurance coverage is provided by the state or the UWSP. Personal insurance coverage should be purchased.

Note: Teacher candidates are strongly advised not to transport students in a personal vehicle.
Housing is the responsibility of the teacher candidate.

Supervisory Observations
Teacher candidates provide needed placement contact information to their university supervisor (Appendix K; p. 75). Teacher candidates are observed, supervised and evaluated by a university supervisor during formal sessions of at least one hour each; this period does not include conferencing time. A minimum of four such sessions are required per semester. At least two sessions must include a conference that involves all members of the Triad. All observations, supervisory conferences and evaluations must be documented on approved forms (p.56) and become a part of the candidate’s certification file and portfolio.
In addition to supervisory visits, teacher candidates maintain weekly contact with their university supervisor through required journal reflections and sharing upcoming teaching schedules/plans (Appendix L; p.76).

Grades/Degrees: The grade assigned for student teaching through consultation with the university supervisor and cooperating teacher will be 'pass,' ‘fail,’ ‘incomplete’ or ‘withdrawn,’ according to the grading system stated in the appropriate UWSP Catalog. There must be consistent criteria for all evaluations. Because teacher candidates follow the semester schedule of the cooperating agency, the assignment does not end until after the close of the university semester. Grades of ‘not reported’ occur in the university record until the close of the student teaching semester, when final grades are submitted. Degrees are not conferred until grades are reported and posted by the Registrar.

Communications between Cooperating LEAs and UWSP
Cooperating LEAs may provide ongoing feedback to the university supervisor or the Director of Field Experiences regarding the professional behavior of the teacher candidate as it relates to the InTASC standards (P. 56) and UWSP Teacher Candidate Dispositions (p. 78).

Termination of Assignment
A teacher candidate assignment is severable, which is to say that UWSP reserves the right to remove any teacher candidate, cooperating teacher, or university supervisor from any assignment, subject to documented notice to all parties to the assignment. Furthermore, the cooperating local education agency likewise has the right to terminate a teacher candidate's or supervisor's assignment. In the event of a terminated assignment, the teacher candidate may request an alternate assignment subject to time and place conditions determined by the Director of Field Experiences. A teacher candidate may also elect to withdraw from an assignment, subject to notice, usually without penalty or prejudice.

Classroom Supervision by the Cooperating Teacher
The teacher candidate must be supervised by the cooperating teacher at all times. The cooperating teacher must be readily available to assist with classroom situations that arise unexpectedly. Intern teachers, by license and design of the assignment, are allowed to be unsupervised for up to 50% of the placement.
Professional Liability
Student teaching assignments are covered for professional liability by the State of Wisconsin under provisions of S.S. 165.25(6) and 895.46(1) of Chapter 81, Laws of 1975 for all University of Wisconsin System teacher candidates, or for any other assigned field experience. This coverage protects teacher candidates against claims from third parties for personal injury or property damage caused by the acts of teacher candidates while performing within the scope of their duties, including mandated reports of child abuse. Professional liability insurance is available through professional or- ganizations and private companies. Candidates are strongly recommended to obtain this coverage.

Health, Safety & Injury
Prior to any assignment, teacher candidates must submit an affidavit certifying them non-contagious for tuberculosis. It is strongly recommended that a hepatitis test be conducted before beginning an assignment. At the beginning of an assignment, the cooperating school office will request personal emergency forms from the teacher candidates.
It is required that teacher candidates become aware of each cooperating school's policies for dealing with health and safety emergencies, particularly those involving infectious diseases and blood-borne pathogens. All local school policies governing the reporting of any accidents or illness that affect the assignment must be followed.
Teacher candidates must make arrangements for their own health services. At the UWSP, all graduate and undergraduate students who are registered as full-time students are eligible for medical care at the University Health Service facility, which does not include hospitalization care. Personal health insurance is the responsibility of the teacher candidate.
Student teaching can be a stressful time in a candidate's life. Be aware that the UWSP Counseling Center is available to assist any student needing support during this time. Phone: 715.346.3553; Email: counsel@uwsp.edu

Statement of Non-Discrimination
The UWSP does not discriminate on the basis of race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, gender identity and expression, pregnancy, marital status or parental status in accordance with WI Statute Chapter 36.12 and Board of Regents policy. This statement is published, in part, to fulfill requirements of Section 86.9 of title 45, Code of Federal Regulations, which implements Title IX of the Education Amendments of 1972.

Access & Accommodations
The Americans with Disabilities Act (ADA) requires state and local governments and places of public accommodation to furnish appropriate auxiliary aids and services where necessary to ensure effective access and communication for individuals with disabilities, unless doing so would result in a fundamental alteration to the program or service or an undue burden. Therefore, the UWSP, in conjunction with its cooperating schools and agencies, is accessible to teacher candidates with disabilities and will make every attempt to provide reasonable accommodations for qualified individuals with disabilities. Such requests must be indicated in writing upon application for student teaching or at the earliest applicable time.

Job Actions
If the student teaching assignment is affected by a job action or work stoppage of any kind, the Office of Field Experiences must be notified immediately. When a job action involving work stoppage occurs in a cooperating school system where teacher candidates are assigned, it is the policy of the UWSP that the teacher candidates be non-participants. They would remain away from the assignment on a standby basis during the period of time when schools are closed or during the period of time when schools are declared open without resolution between the parties involved.
Arrangements may be made by the Director of Field Experiences to provide experiences in a different location on a standby basis until the stoppage in the assigned school is terminated.

**Substitute Teaching**
Teacher candidates who do not possess a valid Wisconsin teaching license, a substitute teaching license, or a substitute teacher permit may not, under any circumstances, serve as a substitute teacher for their cooperating teacher or for any other teacher. In the absence of the cooperating teacher, teacher candidates may continue with regularly assigned duties only when a licensed teacher is employed in place of the cooperating teacher. While interns do have a license, they are never to be utilized as substitutes.

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**The University of Wisconsin-Stevens Point, School of Education, Office of Field Experiences abides by the rules set by the Wisconsin Department of Public Instruction**

**Wisconsin State Statute Chapter 118 General School Operations**

118.19 Teacher certificates and licenses; administrator and pupil services professional licenses.  
(3)  
(a) No license to teach in any public school may be issued unless the applicant possesses a bachelor's degree including such professional training as the department by rule requires, except as permitted under par. (b) and ss. 115.28 (17) (a), 118.191, 118.1915, 118.192, 118.193, 118.194, and 118.197. Notwithstanding s. 36.11 (16), no teacher preparatory program in this state may be approved by the state superintendent under s. 115.28 (7) (a), unless each student in the program is required to complete student teaching consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating school.

- Only the Office of Field Experiences may establish, alter, move, or terminate a placement.
- No placement may end prior to the last day of the semester set by the district in which a teacher candidate has been placed.
- The student teaching placements MUST be complete before a teacher candidate may begin a licensed teaching position.
III. TEACHER CANDIDATES

To the Teacher Candidate:
Welcome to student teaching, the culminating clinical experience of your professional preparation! Your success in this experience will depend upon your initiative in applying what you have learned about teaching. Help will be available from your cooperating teacher and university supervisor, with whom you form a Triad whose purposes are building our profession and serving our students and communities. To the extent that this team communicates and collaborates, we can all achieve our goals.

This handbook is a product of collaboration and consultations among teacher educators, cooperating teachers and administrators, with the assistance of teacher candidates and the efforts of the staff of the UWSP Office of Field Experiences, School of Education, College of Professional Studies and Teacher Education Preparation & Licensing Team of the Wisconsin Department of Public Instruction.
Suggestions and comments are welcome at any time, because this handbook, like teaching, is an open work always in progress.
Take every opportunity to become familiar with the recommendations, rules, standards and criteria in this book and the working relationships that depend upon them. At all points of this process, the Office of Field Experiences is ready to assist you in completing your teacher education at the highest possible level of accomplishment. Please let us know how we can help you in building your career in our profession.

Cathleen Olds
Director of Field Experiences

The following sections are addressed to you, the teacher candidate. Because learning to teach is a gradual process whose outcomes cannot always be precisely predicted, most of the information presented is made up of samples and approximations. All UWSP teacher candidates are expected to professionally fulfill the responsibilities described.

Responsibilities of Teacher Candidates
The teacher candidate will
☐ abide by standards of professional decorum established by the local education agency for personal comportment in interactions with students, staff, administrators and community members.
☐ design, deliver and assess instructional programs and participate in their supervision and evaluation.
☐ maintain written plans for all lessons taught in a collection that is available for review upon request.
☐ submit a weekly schedule and reflective journal to the assigned university supervisor.
☐ maintain records of the above activities (i.e., plans, Statement of Expectations, evaluations) as directed by the cooperating teacher and university supervisor.
☐ complete the edTPA according to the established timeline and guidance provided by the department/program.
Orientation to the Cooperating School: Upon notification of your assignment, you must contact the cooperating teacher and arrange a first meeting as soon as possible so that you can learn specifics of the school’s calendar and daily schedule. Complete the Teacher Candidate Information form (Appendix K; p.75) and share it with your university supervisor as soon as it is completed. Begin your term by introducing yourself to the administrator and the office staff. Schools differ in many ways and each cooperating school's styles and policies must be learned, not assumed. You must find out rules and protocols for such matters as parking, appearance, demeanor and manners of address (i.e., how students address teachers and vice versa). The earlier you begin planning your assignment with your cooperating teacher, the better your chances of success.

Beginning with the first week of each assignment, you must send a weekly journal reflection and upcoming weekly schedule to your university supervisor (Appendix L; p.76). These reports are important for documenting your work and arranging for optimal supervision and evaluation. These reports must continue until the last week of the placement.

Portfolio
A portfolio is required for UWSP graduation and certification for a Wisconsin teaching license (PI34.18.2). Evidence of your teaching should be maintained and prepared for your portfolio. University supervisors and cooperating professionals can assist you in selecting and documenting materials that must be presented for initial licensure requirements.

For Teacher Candidates to Remember

Orientation
- Familiarize yourself with the school district (philosophy, structure, materials, and neighborhood).
- Read the school district/school handbook, student handbook, and parent handbook.
- Follow school policies as applied to employed staff, including (but not limited to):
  - Arrival and departure times
  - Dress code
  - Reporting absences
  - Parking
  - Use of teacher’s lounge/work room
  - School wide discipline plan
- Become familiar with:
  - School media center
  - Health services
  - Guidance services
  - Co-curricular activities
  - Technology resources
  - Duplication of materials
  - Computer usage
  - Lesson plans
  - Rapport with students
  - Inservice sessions
  - Faculty meetings
- Grading procedures
- Emergency & safety procedures
- Fire & tornado drill regulations
- Student referral procedures
- Rules of conduct in the school (for students & staff)

 ➔ Take the initiative to learn and grow; don’t wait to be asked to do something!

Planning & Teaching
- Take responsibility for being a co-teacher in the classroom.
- Become familiar with curricula approved by the district.
- Understand expectations for lesson plan format, due dates, procedures for feedback from the cooperating teacher and the process for revisions.
- Prepare lessons well in advance of actual classroom teaching.
- Maintain a collection of lesson plans developed and taught. Reflect for future use.
- Respect student/family, ethnic and cultural backgrounds.
- Assist in maintaining a positive learning environment.
Collect data on student learning, analyze it, reflect on your work and develop strategies to improve student learning.

Apply research-based classroom management strategies.

Utilize information technology to improve student learning.

Contribute to the development of higher order thinking.

Actively engage all learners.

Be actively engaged in all aspects of the classroom environment during the entire placement.

Observation & Feedback

- Observe the cooperating teacher and continue to learn.
- Show initiative and willingness to work.
- Be receptive to suggestions and criticism. Constructive feedback from the cooperating teacher and university supervisor is essential for growth.
- Ask questions of, and for advice or suggestions from, the cooperating teacher and university supervisor.
- Discuss and clarify with the cooperating teacher the processes for observation and gathering feedback on your performance.
- Conference with the cooperating teacher – both pre- and post-observations.
- Participate in regular conferences with the cooperating teacher to assure that regular feedback is provided – not just when problems arise.
- Brainstorm with the cooperating teacher specific means of improving.
- Video record yourself teaching for self-analysis and reflection.
- Invite the building principal to observe you and conduct a conference (when possible).

Evaluation

- Review the evaluation protocol with your cooperating teacher and university supervisor early in the placement.
- Determine together with the Triad your areas of strength and growth, and areas requiring further attention. Create SMART goals to future your development.
- Participate in conferences with the cooperating teacher and the university supervisor and reflect upon your ongoing growth as a teacher candidate.
- Include all supervisor and cooperating teacher evaluations in the teaching portfolio.

Professionalism

- Embrace professional values and dispositions (Appendix M; p.78).
- Actively demonstrate your philosophy of teaching.
- Be flexible – in all aspects of the experience.
- Remember that you are a guest in the school and classroom.
- Demonstrate respectful confidentiality in all aspects of your job.
- Request to observe in classrooms to expand your experiences in areas you find to be challenging.
- Participate in faculty meetings, parent-teacher conferences and other pertinent school functions.
- Be on time; dress professionally; don’t make excuses.
- Report absences in a timely fashion – and always leave lesson plans and materials prepared.
- Meet deadlines for lesson plans; be well prepared and organized to deliver them.
- Use technology appropriately – that is, only for school/university business!
- Interact with colleagues – professionally.
- Remember you are there to learn – ask for advice/suggestions.
- Keep communication channels open by participating in regular exchange of information with your cooperating teacher and university supervisor.
- Complete all work related to your student teaching requirements.
- Submit your portfolio to your university supervisor for ongoing review and final assessment.

edTPA
- Share your edTPA Handbook with your cooperating teacher and university supervisor early in your placement.
- Assure that video permission is granted; note any student exceptions.
- Discuss possible learning segment with your cooperating teacher to plan for the edTPA.
- Request assistance from your cooperating teacher in selecting focus student(s).
- Communicate with your university supervisor about your lesson planning and request feedback as allowed.
- Request information about the availability of video recording equipment, as needed.
- Complete the edTPA according to the timeline provided by your department/program. Upload and submit via the Chalk & Wire platform, and submit to Pearson for scoring.
- Contact UWSP’s edTPA Coordinator if you have questions.

Weekly Schedule & Reflection Journal
The teacher candidate is responsible for reporting weekly to the university supervisor (Appendix J; p. 68. The report must include two things: reflection of learning from the week just completed and a detailed schedule for the upcoming week in which teacher candidate involvement in the classroom is clearly indicated.

- **Reflection Journal**
  - At the end of each teaching week, make time to reflect upon the activities of the week and the things learned. Conversation with your cooperating teacher and other school personnel can help you in this process.
  - Focus your reflection on the InTASC Teaching Standards (Appendix G; p. 58).
  - Remember, a reflection is not a story about what happened – it is a discussion of what has been learned from what was experienced and how this learning will influence future teaching.
  - Your reflection is shared with your university supervisor as an important means of communication and monitoring your progress.
  - Use this opportunity to pose questions, request feedback, and to monitor your own growth.

- **Upcoming Weekly Schedule**
  - Include time of day (listing ‘Period 3’ does not provide sufficient information!).
  - Indicate subject and activities for the time period.
  - Clearly identify times that will be spent observing/team teaching/assisting/teaching (color coding works nicely); this allows the supervisor to determine the best time to visit
  - Indicate room number where activities will take place.

→ This assignment is a **required** component of your student teaching experience.

→ These forms are important documentation of the progress of the student teaching assignment. In addition, reflective journal entries about events of the previous week can be a vital and confidential means of addressing a host of issues. To the extent that teacher candidates communicate with university supervisors, successful collaboration is possible.

→ The university supervisor will establish specific expectations (i.e., day of the week due, possible modification of sample format*) for the submission of the reflection journal and weekly schedule.
This requirement is an important component of your student teaching experience. Your performance reflects upon you as a future professional.

→ Teacher candidates observed by more than one supervisor must provide each one with the appropriate documents (reflection/schedule).

* A sample reflection journal/weekly schedule format is included in Appendix L (p.76). In cooperation with the university supervisor, this form may be modified as desired.

**Letters of Recommendation**

It is your responsibility to obtain letters of reference from cooperating teachers and administrators. These letters are a very important component of your credentials. For information about the preparation of reference letters and credentials, see Appendix O; p.80.
IV. COOPERATING TEACHERS

To the Cooperating Teacher:

This handbook is to guide you in meeting the requirements for student teaching that are set by the UWSP Office of Field Experiences, in compliance with the regulations of the Wisconsin State Department of Public Instruction. The purpose of these requirements and regulations is to assure the competence of each teacher licensed to teach in the State of Wisconsin.

In order to achieve this purpose your professional cooperation is indispensable. With your assistance, along with commitments by educators at your school and district, the work of preparing professional teachers can succeed in meeting Wisconsin Standards of competence and setting criteria for exemplary professional knowledge, skills and dispositions. Quality schools depend upon highly qualified teachers and student teaching is a crucial part of quality assurance. Through three-way interaction among you, the teacher candidate and the university supervisor, this process is both a capstone of pre-service courses and a foundation for in-service professional growth.

This handbook provides guidelines for collaboration that can have strong and enduring effects upon you, your colleagues, your students and your schools and communities. The Office of Field Experiences extends our gratitude for your contribution to this process and will express it with our support in every possible way.

Please contact us at any time with your questions, concerns or comments. Thanks again for your participation.

Cathleen Olds
Director of Field Experiences

Selection of Cooperating Teachers

Cooperating teachers play a vital role in the development of future teachers. They are an integral part of the Student Teaching Triad and strategic to the development of future teachers. Their mentorship of Teacher candidates contributes to a strong and promising future for our schools and their students.

To serve as a cooperating teacher, teachers must meet these requirements
(WI Administrative Code [PI34.15(6)]):

1. Hold a WI license and have volunteered for the assignment as a cooperating teacher or practicum supervisor
2. Have at least three years of teaching experience with at least one year of teaching experience in the school or school system of current employment
3. Have completed training in both the supervision of clinical students and in the applicable standards [WI Teacher Standards] in PI34 subchapter II [PI34.02].

In addition, the following qualifications are important:

- Demonstrate a strong desire to serve as a cooperating teacher
- Demonstrate professional and ethical behavior and attitudes.
- Demonstrate a high level of professional teaching skills.
- Recommended by school and university personnel.

Many avenues exist for training. UWSP offers an online, one credit, graduate course, EDUC 758, Cooperating Teacher Fundamentals in Preservice Teacher Education, which meets the DPI
requirement for training. Cooperating teachers must have an Affidavit of Training (Appendix Q; p.83) on file with the Office of Field Experiences.

**Responsibilities of Cooperating Teachers**

*The cooperating teacher will*

- develop a Statement of Expectations (Appendix E; p.36) plan that provides for the teacher candidate to demonstrate proficiency.
- direct the day to day activities of the teacher candidate, providing opportunities for them to become engaged in all steps of the teaching assignment.
- provide opportunity for the teacher candidate to engage in all activities required of their edTPA in the timeline established by the university.
- participate in observations, conferences and the preparation of reports for the purposes of evaluating the teacher candidate’s performance, in conjunction with the university supervisor.
- provide at least one written Cooperating Teacher Evaluation (p.49) to be included in the teacher candidate’s portfolio [PI34.13].

**For Cooperating Teachers to Remember**

*These suggestions are provided to help assure a successful experience:*

**Orientation**
- Provide a workspace for the teacher candidate.
- Assemble a packet of school and classroom procedures and policies.
- Introduce the teacher candidate to administrators, faculty, support staff, and other coworkers.
- Share school duties and routine matters with the teacher candidate.
- Discuss record keeping and parent report systems.
- Review important dates/meetings/planned activities.
- Ease the teacher candidate’s anxiety and apprehension about the experience.

**Planning & Teaching**
- Provide the teacher candidate with district curriculum and assessment resources.
- Assist the teacher candidate in locating teaching resources.
- Establish clear expectations for lesson plans: format, due date, procedure for feedback and revisions.
- Encourage the teacher candidate to experiment with new materials, methods, and techniques.
- Discuss and support a range of teaching strategies to meet the needs of diverse students.
- Provide opportunities for the teacher candidate to gain experience in a variety of teaching formats (i.e. small group/large group/team teaching).
- Assist the teacher candidate in understanding specific needs of your students.
- Require that the teacher candidate maintain a folder of lesson plans.
- Include the teacher candidate as an active member of the ‘teaching team’ from the onset of the placement; include a variety of experiences. Incorporate the practice of co-teaching.
- Allow the teacher candidate to gradually assume responsibility for the teaching load.
- Make it clear to your students that the teacher candidate is a co-teacher in the classroom.
- Allow for lesson delivery with redirection/interruption only as needed; give feedback after the lesson.

**Observation & Feedback**
- Discuss and clarify with the teacher candidate your processes for observation and providing feedback.
- Demonstrate effective teaching methods and discuss these methods with the teacher candidate.
Conference with the teacher candidate – both pre- and post-observations.
Schedule regular conferences between the cooperating teacher and the teacher candidate to assure that regular feedback is provided – not just when problems arise.
Always include a discussion of strengths...as well as challenges!
Focus on specific skills/performances.
Brainstorm with the teacher candidate specific means of improving.
Include both formal and informal observation practices.
Provide both written and oral feedback.
Allow the teacher candidate to video tape their teaching for self-analysis and reflection.
Encourage the teacher candidate to invite the building principal to observe them and conference (when possible).
Be responsible to the day-to-day development of the teacher candidate.

Evaluation
Review the evaluation protocol with the teacher candidate early in the placement (Appendix F; p. 48).
Utilize the Cooperating Teacher Evaluation (p.49) as a reflection tool several times (especially at the mid-term) during the placement, not just at the end.
Recognize that use of the form enables an objective and positive evaluation rather than one that may be subjective and non-specific.
Determine together with the teacher candidate areas of strength and growth, and areas requiring further attention.
Work with the university supervisor to assist the teacher candidate. Participate (when possible) in Triad conferences when the supervisor visits the classroom.
Document and report to the university supervisor limited progress or concerns about the teacher candidate as soon as they are noted. The supervisor is responsible for informing the Office of Field Experiences of problems.
Complete the Cooperating Teacher Evaluation no later than one week following the completion of the student teaching placement. Review with the teacher candidate, acquire signatures required, and return to the Office of Field Experiences in the SASE provided, or any other appropriate manner.

Professionalism
Exhibit a positive attitude toward the education of teachers and respect for the integrity of the teacher education program.
Guide your teacher candidate in the values and dispositions of the profession (Appendix M; p.78).
Model best practices; coach the teacher candidate to grow and develop.
Demonstrate your philosophy of teaching.
Demonstrate respectful confidentiality in all aspects of your job.
Provide opportunities for the teacher candidate to observe classroom teaching other than your own. Select role models who will demonstrate skills the student needs to develop.
Involve the teacher candidate in faculty meetings, parent-teacher conferences, IEPs, and other pertinent school functions.
Share your professional involvement in organizations, projects, etc. with your teacher candidate. Connect them to the profession beyond the classroom walls!
Encourage your teacher candidate to attend teacher conferences and other workshops.
Complete a letter of recommendation for the teacher candidate, upon their request. This is considered to be one of the most important pieces of information in an application file. For helpful information about the preparation of letters of reference refer to the UWSP Academic & Career Advising Center webpage at: http://www.uwsp.edu/career/ (search in the Faculty & Staff menu).
o In the absence of the cooperating teacher, teacher candidates may continue with regularly assigned duties only when a licensed teacher is employed in place of the cooperating teacher.

edTPA
o Discuss expectations of the edTPA with your teacher candidate.
    o Refer to the document Guidelines for Acceptable Candidate Support to learn more about allowable feedback.
    o Assist the teacher candidate in identifying the learning segment for the edTPA.
    o Assist the teacher candidate in identifying focus student(s) for the edTPA.
    o Assist the teacher candidate in securing video permission and noting any student exceptions.
    o Assist with video recording, as requested.
    o Continue to provide feedback and formative refection opportunities for the teacher candidate to discuss their teaching effectiveness.
To the University Supervisor:

This handbook is for your reference in meeting the requirements for student teaching that are set by the UWSP Office of Field Experiences, in compliance with the regulations of the Wisconsin State Department of Public Instruction. The purpose of these requirements and regulations is to assure the competence of each teacher licensed to teach in the State of Wisconsin.

Your supervision and guidance of the teacher candidate in their placement allows them to gain further insight into the complex act of teaching. Additionally, you serve as an important resource to cooperating teachers and administrators in schools. Quality schools depend upon highly qualified teachers and student teaching is a crucial part of quality assurance. Through three-way interaction among you, the teacher candidate and the cooperating teacher, this process is both a capstone of pre-service courses and a foundation for in-service professional growth. Your assessment and evaluation of the teacher candidate's performance and portfolio is the deciding factor in their successful completion of our program and their certification for licensure.

This handbook provides guidelines for collaboration between the university and the education community. The Office of Field Experiences extends our gratitude for your contribution to this process and will express it with our support in every possible way.

Please contact us at any time with your questions, concerns or comments. Thanks again for your support and participation.

Cathleen Olds
Director of Field Experiences

To serve as a university supervisor faculty must have ‘at least 3 years of teaching, pupil services, or administrative experience or the equivalent as determined by the department in prekindergarten through grade 12 settings.’ (WI Administrative Code [PI34.11 (2)(c)]). Adjunct supervisors must have at minimum a master’s degree in addition to the experience listed above.

In addition, for adjunct faculty, the following qualifications are considered:

- Experience with supervision/mentoring and evaluation of teachers in classroom environments.
- Demonstrate a strong desire to serve as a university supervisor.
- Demonstrate professional and ethical behavior and attitudes.
- Demonstrate a high level of professional teaching skills.
- Recommended by school and university personnel.

Responsibilities of University Supervisor

The university supervisor will

- provide the teacher candidate and cooperating teacher with information about DPI and University requirements;
- ensure that at least four formal supervisory visits take place within each student teaching semester, each of at least one hour in length (not including conferencing time),
structured so that the teacher candidate and cooperating teacher have access to the observer for conferences within reasonable times prior to or after each visit;

- be available for evaluative conferences or other hearings with the teacher candidate, cooperating teacher, cooperating administrator or their delegates;
- provide acceptable guidance to the teacher candidate to facilitate timely submission of their edTPA
- keep accurate records of the assignment, supervision evaluation and portfolio of the teacher candidate;
- review the teacher candidate reflective journal submissions on a weekly basis and provide timely feedback;
- ensure that university supervisor formative assessments (Appendix F; p.54) are filed with the Office of Field Experiences within one week of completion of the student teaching observation. Email PDFs/Word docs to field.experiences@uwsp.edu.
- provide ongoing review of the teacher candidate’s portfolio, participate in the final assessment, and submit the evaluation report in a timely fashion.
- submit TERs monthly to the OFE. Payment Services will not reimburse trips after 90 days.

For University Supervisors to Remember

*These suggestions are provided to help assure a successful experience:*

**Orientation**
- Contact the cooperating teacher early in the placement – explain your role and expectations of the student teaching experience.
- Establish clear guidelines for the teacher candidate regarding weekly schedule, reflection journal submissions (Appendix L; p. 76) written lesson plans.
- Review the Statement of Expectations (Appendix E; p.36) established by the cooperating teacher and shared with the teacher candidate. Assure that both parties have clarified expectations – especially concerning lesson plans and evaluative feedback.
- Discuss observations and evaluations – with both the teacher candidate and cooperating teacher.
- Establish a tentative timeline for visits – with both the teacher candidate and cooperating teacher.
- Discuss your process and timeline for portfolio review and final assessment.
- Ease the teacher candidate’s anxiety and apprehension about the experience.
- Be supportive of the cooperating teacher’s efforts and be readily available to them.

**Observation & Feedback**
- Assure that the minimum number of visits is conducted – of at least one hour in length, not including conferencing time.
- Arrange convenient times for observations and allow for time to conference with the teacher candidate and cooperating teacher.
- Provide feedback to the teacher candidate from your observations and review of weekly reflection journals.
- Inform the teacher candidate as soon as possible if there are concerns about a successful completion.
- Notify the Director of Field Experiences as soon as possible of potential problems – with either a teacher candidate or cooperating teacher.
**Evaluation**

- Review the evaluation protocols (Appendix F; p. 48) with the teacher candidate and cooperating teacher early in the placement.
- Determine together with the teacher candidate areas of strength and growth, and areas requiring further attention.
- Work with the cooperating teacher to assist the teacher candidate.
- Complete the University Supervisor Formative Assessment (p.54) for each observation. Review with the teacher candidate and cooperating teacher. Provide the teacher candidate a copy to include in their portfolio, and provide a copy to the OFE for inclusion in the student’s teaching file.
- Review the teacher candidate’s portfolio throughout the semester and provide feedback as needed.
- Discuss the final evaluation of the teacher candidate with the cooperating teacher.
- Submit a final grade of pass/fail/incomplete for the student teaching experience(s) to the Director of Field Experiences at the end of the placement.

**Professionalism**

- Exhibit a positive attitude toward the education of teachers and respect for the integrity of the teacher education program.
- Guide your teacher candidate in the values and dispositions of the profession (Appendix M; p.78).
- Be a positive, guiding force by sharing useful ideas in helping the teacher candidate to grow.
- Arrive on time for scheduled observations.
- Be respectful of the teacher’s classroom.
- Demonstrate respectful confidentiality in all aspects of your job.

**edTPA**

- Familiarize yourself with the edTPA and your teacher candidate’s handbook(s).
- Discuss expectations of the edTPA with your teacher candidate.
- Refer to and closely adhere to the Guidelines for Acceptable Candidate Support.
- Check with the teacher candidate before scheduling a supervision visit during the identified learning segment.
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**Note:** Most required forms are available online at [http://www.uwsp.edu/education/Pages/fieldExp/](http://www.uwsp.edu/education/Pages/fieldExp/)

These fillable documents are for your convenience and ease of use.
Appendix A
UWSP Service Area

Wisconsin School Districts
SoE Fee Zones
(effective Fall 2014)

Source: Wisconsin Department of Public Instruction, 2009
Appendix B
Request for Out of Area Student Teaching Placement

Instructions: If you are interested in student teaching out of the UWSP Service Area, complete this form [online] and bring it to a meeting with the Director of Field Experiences during [open] office hours.

<table>
<thead>
<tr>
<th>Personal Information</th>
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<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td>School District I Graduated From</td>
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<tr>
<td>Placement Sought</td>
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</table>

The school district I would like to student teach in is:

<table>
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<tr>
<th>Name</th>
<th>School</th>
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<tbody>
<tr>
<td>Name</td>
<td>School</td>
</tr>
<tr>
<td>Name</td>
<td>School</td>
</tr>
</tbody>
</table>

The reason for this request is

Fee = $ This will be applied to your

Student Signature ___________________________ Date ___________________________
Appendix C
Interest in Internship Placement

Instructions: If you are interested in an Internship you must come to the Office of Field Experiences during one of the scheduled open office hours to interview with the Director of Field Experiences. You may also schedule an interview by contacting field.experiences@uwsp.edu. Complete this form online and bring it with you.

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<th>Personal Information</th>
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<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Email</td>
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<tr>
<td>Certification Area</td>
</tr>
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</table>

The location(s) I would consider a placement: (ex: state-wide, central WI)

<table>
<thead>
<tr>
<th>References</th>
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<tbody>
<tr>
<td>Written letters must be secured and submitted to the OFE. At least two must be from UWSP faculty members.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email Address</th>
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</table>

Access to my ePortfolio will be provided no later than ___________________________ Date

ePortfolio link:

<table>
<thead>
<tr>
<th>Internship Fee $200</th>
<th>Intern License $75</th>
</tr>
</thead>
<tbody>
<tr>
<td>WI Fee $_____</td>
<td>(if out of UWSP Service Area)</td>
</tr>
</tbody>
</table>

Student Signature ___________________________ Date ___________________________

Notes:

____________________________________ Date ___________________________

DoFE Signature ___________________________ Date ___________________________
Appendix D

Phases of the Student Teaching Experience

A teacher candidate must be actively involved in the classroom from the beginning through the end of the term. The depth of that involvement follows a progression from orientation to increasing levels of engagement followed by a period for closure. These phases will best be determined by the cooperating teacher. There is not a hard and fast rule about how much time should be spent in each phase.

Phase 1: Orientation is a time for learning about the school building, classroom, and students. It includes time for the teacher candidate to learn and assist as the cooperating teacher delivers instruction, manages the classroom, and conducts other school-based activities. The purpose of this phase is for the candidate to become acclimated to the classroom and to the school.

Phase 2: Active Participation and Instruction is time spent engaged in the duties of teaching and encompasses the majority of the student teaching experience. This phase includes time for the teacher candidate to assist with instruction throughout the day. This also includes time spent in non-classroom duties, such as planning periods, faculty meetings, team meetings, conferences, and other professional responsibilities. The goal of this phase is to help the teacher candidate experience the demands of full-time teaching and to develop the confidence and skills needed to become a successful educator.

The cooperating teacher, in consultation with the university supervisor, will determine how much ‘solo’ teaching time is appropriate for the teacher candidate. In some classrooms, the teacher candidate will have several weeks of leadership in which s/he assumes most of the responsibility for planning and implementing instruction and assessment of student learning. In other classrooms, the cooperating teacher and teacher candidate will share the classroom duties as co-teachers for a majority of the experience. In this situation the teacher candidate must still demonstrate the capacity to fill the leadership role in a competent manner. The candidate must also be allowed to complete a 3-5 day ‘learning segment’ as required by the edTPA.

Phase 3: Transition and Reflection is time for the teacher candidate to release leadership of planning, instruction, and student assessment back to the cooperating teacher. The teacher candidate may want to spend time in other classrooms where s/he can continue to develop areas identified for continued growth. They are still involved as a co-teacher. The final evaluation should be the focus of conversation and reflection by all members of the triad.
## The Student Teaching Experience – Suggested Timeline

<table>
<thead>
<tr>
<th>Triad</th>
<th>Teacher Candidate (TC)</th>
<th>Cooperating Teacher (CT)</th>
<th>University Supervisor (US)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Placement Begins</strong></td>
<td><strong>Familiarize yourself with information in Handbook for Student Teaching</strong></td>
<td><strong>Familiarize yourself with information in Handbook for Student Teaching</strong></td>
<td><strong>Familiarize yourself with information in Handbook for Student Teaching</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Contact CT and arrange to meet</strong></td>
<td><strong>Meet with TC to discuss upcoming placement</strong></td>
<td><strong>Investigate the Co-Teaching model</strong> (An excellent resource is: Co-Teaching with Student Teachers)</td>
</tr>
<tr>
<td></td>
<td><strong>Meet with CT to discuss upcoming placement</strong></td>
<td><strong>Investigate the Co-Teaching model</strong></td>
<td><strong>Meet with TC at first seminar held just prior to start of the semester</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Introduce yourself to school principal</strong></td>
<td><strong>Orient TC to the school/classroom</strong></td>
<td><strong>Provide clear expectations regarding weekly reflection journals and schedule information</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Secure information needed to complete the ‘TC Placement Information’ form; provide to US in a timely fashion</strong></td>
<td><strong>Familiarize yourself with the classroom, building and district</strong></td>
<td><strong>Receive the TC Placement Info form</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Familiarize yourself with the classroom, building and district</strong></td>
<td><strong>Complete required school/district paperwork</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Begin to review curriculum/textbooks/materials</strong></td>
<td><strong>Begin to review curriculum/textbooks/materials</strong></td>
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<tr>
<td><strong>First Week</strong></td>
<td><strong>Discuss Statement of Expectations with CT</strong></td>
<td><strong>Develop Statement of Expectations and discuss with TC</strong></td>
<td><strong>Make email contact and introduce yourself to CT establish date for first classroom observation</strong></td>
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<td></td>
<td><strong>Respond with input/questions</strong></td>
<td><strong>Finalize Statement of Expectations and secure signatures of both TC &amp; yourself Prepare to share with US at first visit</strong></td>
<td><strong>Provide your contact information and let them know when you anticipate a first visit</strong></td>
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<td><strong>‘Actively observe’ and participate in all daily activities</strong></td>
<td><strong>Include TC in assisting with daily activities</strong></td>
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<td></td>
<td><strong>Assume minor administrative/support duties</strong></td>
<td><strong>Lead the Co-Teaching Team</strong></td>
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<td></td>
<td><strong>Be an active member of the Co-Teaching Team</strong></td>
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<td><strong>Discuss participation in other school activities such as grade level, department or IEP meetings, supervision duties, inservice sessions, and faculty meetings</strong></td>
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<tr>
<td>Week</td>
<td>Task</td>
<td>Responsibility</td>
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<tr>
<td><strong>Second Week</strong></td>
<td>Participate as an active member of the Co-Teaching Team</td>
<td>Involve the TC in all aspects of planning, instruction and assessing student learning</td>
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<td>Regularly provide both written and oral feedback</td>
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<td>Make introductory visits, as appropriate</td>
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<td>Review <strong>Statement of Expectations</strong> and make comments/suggestions, as needed OR continue email contact to ensure that TC and CT are clear about expectations</td>
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<td>Provide feedback to weekly reflection journals through end of placement</td>
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<tr>
<td><strong>Third/Fourth Week</strong></td>
<td>Continue to be involved in all aspects of the school day assuming leadership for some aspects of co-teaching.</td>
<td>Contact US if any concerns about the progress of this placement exist</td>
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<td>Make first classroom observation no later than third week</td>
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<td>Complete the Supervisor’s Formative Assessment</td>
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<td>Contact DFE if any concerns about the progress of this placement exist</td>
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<td>Provide feedback to weekly reflection journals through end of placement</td>
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<td>Make introductory visits, as appropriate</td>
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<td>Review <strong>Statement of Expectations</strong> and make comments/suggestions, as needed OR continue email contact to ensure that TC and CT are clear about expectations</td>
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<td>Provide feedback to weekly reflection journals through end of placement</td>
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<tr>
<td><strong>Fifth/Sixth/Seventh Week</strong></td>
<td>Expand leadership role in conversations of planning, instruction and assessment</td>
<td>Complete a ‘mid-term’ evaluation with the TC (use the CT Final Evaluation so as to show progress through the end of the placement)</td>
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<td></td>
<td><em>Assume the primary role for planning, preparation, instruction and assessment activities.</em></td>
<td>Allow TC to play the lead role in the Co-Teaching Team and to complete edTPA learning segment</td>
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<td><em>During this time, complete the edTPA.</em></td>
<td>Confer regularly with CT &amp; TC regarding progress</td>
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<td>Review TC Portfolio and provide feedback, as needed</td>
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<td>Make classroom observation during the time the TC is in primary instructor role</td>
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<td>Complete the Supervisor’s Formative Evaluation</td>
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<td><strong>Eighth Week</strong></td>
<td>Remain active in all aspects of classroom activities while turning the leadership role back over to the CT</td>
<td>Discuss with TC their interest in visiting other classrooms in the school/district to further develop identified needs/interests</td>
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<td>Assist in arrangements for this to occur during the final weeks of TC placement</td>
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<td>Discuss CT Evaluation</td>
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<td>Contact DFE immediately if TC will not successfully complete the placement</td>
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<td>Complete final assessment of portfolio</td>
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<td>Ninth Week</td>
<td>Use part of your time this week to observe other classrooms/programs to further expand upon areas of identified challenge and interest. Discuss and provide input to CT Evaluation.</td>
<td>Complete the CT Evaluation and discuss with TC and the US. Identify areas for continued growth. Sign and date the CT Evaluation.</td>
<td>Remind both the TC and CT that all evaluations must be to the OFE within one week of the end of the placement. [CT Evaluations must be signed by CT and TC; US Assessments do not require signatures.]</td>
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<td>Follow-up</td>
<td>Assure that all paperwork is submitted to the OFE within one week of the end of the placement.</td>
<td>Send the TC Evaluation to the Office of Field Experiences (a postage paid envelope was provided with notification of the placement; the TC could also convey to the OFE).</td>
<td>Assure that all paperwork is submitted to the OFE within one week of the end of the placement.</td>
</tr>
</tbody>
</table>

This timeline is based on a 9-week placement. An appropriate expansion of this sequence should be made for the semester-long experience that similarly represents the Co-Teaching Team working closely together in all aspects of classroom/school activities. The team leadership role will move from the CT to the TC and slowly back again as the semester draws to a close.

DFE = Director of Field Experiences
Appendix E

Statement of Expectations

The purpose of a Statement of Expectations is to open a process of communication about requirements, schedules, supervision and evaluation. It is a tentative process rather than a guaranteed product.

There is no single correct form for the written statement. Samples follow for your consideration.

Statement of Expectations

The Teacher Candidate Will Be Expected To:

- Arrive 15 minutes prior to the start of the school day (School day: 7:30–3:30)
- Dress professionally
- Establish and Reinforce Classroom Rules:
  - Be Safe
  - Be Respectful
  - Be Responsible
- Follow Established Grading Practices: Follow John Muir’s grade scale and cooperating teacher’s expectations for late/missing assignments
- Communicate Effectively With:
  - Students
  - Parents
  - Colleagues
  - The Teacher candidate-Cooperating Teacher-University Supervisor Triad
- Demonstrate Organizational and Time Management Skills:
  - Lesson Plans
  - Equipment/Material Reservations
  - Photo Copying
- Follow all [School/District] rules and policies (see school handbook)
- Collaborate in his/her Evaluation Process
- Self-Reflect Upon Observations and Teaching Experiences
- Follow Protocol To Address Potential Conflicts/Concerns During Field Experience

Timeline:

Weeks 1 and 2:
- Continue introductions to team, support staff, administration as needed
- “Refresher” Tour of building
- Review district and school handbooks
- Read and discuss the Statement of Expectations; Revise
- Observe day’s lessons and interact with students
- Get acquainted with students (Ice Breakers)
- At week’s end, lead one warm-up activity (grammar, read-aloud, est.)
  - Video tape warm-up and self-reflect in composition notebook after viewing
- Complete the “Self-Reflection Tool of the 10 Wisconsin Teaching Standards”
- At week’s end, review revised Statement of Expectations that reflects teacher candidate’s input; discuss and agree on the terms
- At weeks’ end, cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections

Week 3:
- Meet and plan co-teaching for Week 4
- Continue observing day’s lessons and interacting with students
• Lead one warm-up activity (grammar, read-aloud, est.) and self-reflect in composition notebook
• At week’s end, facilitate a small group reading/writing workshop and self-reflect in composition notebook
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections; Cooperating teacher will share evaluation comments:
  -Anecdotal notes
  -Collaborative Log

Week 4:
• Meet and plan co-teaching for Week 5
• Lead three warm-up activities (grammar, read-aloud, est.) and self-reflect on each in composition notebook
• Team teaching with cooperating teacher as the lead teacher and teacher candidate as facilitator; teacher candidate will be encouraged to participate and elaborate throughout the lessons
• Continue to facilitate small groups in reading/writing workshops and self-reflect in composition notebook
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections; Cooperating teacher will share evaluation comments:
  -Anecdotal notes
  -Collaborative Log

Week 5:
• Meet and plan co-teaching for Week 6
• Lead four warm-up activities (grammar, read-aloud, est.) and self-reflect on each in composition notebook
• Continue co-teaching with cooperating teacher as the lead teacher and teacher candidate as facilitator; teacher candidate will be encouraged to participate and elaborate throughout the lessons
  - Video tape one lesson and self-reflect in composition notebook after viewing
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections; Cooperating teacher will share evaluation comments:
  -Anecdotal notes
  -Collaborative Log

Week 6:
• Meet and plan co-teaching for Week 7
• Lead five warm-up activities (grammar, read-aloud, est.) and self-reflect on each in composition notebook
• Continue co-teaching with teacher candidate as the lead teacher and cooperating teacher as facilitator; cooperating teacher will be encouraged to participate and elaborate throughout the lessons
  - Video tape one lesson and self-reflect in composition notebook after viewing
• Cooperating and teacher candidate meet to outline themes and objectives for Weeks 8 and 9
• Teacher candidate will plan lessons for Weeks 8 and 9
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections; Cooperating teacher will share evaluation comments:
  -Anecdotal notes
  -Collaborative Log

Week 7:
• At beginning of week (Monday or Tuesday), teacher candidate will submit lessons for Week 8; cooperating teacher and teacher candidate will discuss revisions and suggestions the next day
• Lead five warm-up activities (grammar, read-aloud, est.) and self-reflect on each in composition notebook
• Continue co-teaching with teacher candidate as the lead teacher and cooperating teacher as facilitator; cooperating teacher will be encouraged to participate and elaborate throughout the lessons
  o Video tape one lesson and self-reflect in composition notebook after viewing
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections; Cooperating teacher will share evaluation comments:
  -Anecdotal notes
  -Collaborative Log

Week 8:
• At beginning of week (Monday or Tuesday), teacher candidate will submit lessons for Week 9; cooperating teacher and teacher candidate will discuss revisions and suggestions the next day
• Teacher candidate will assume the responsibilities for each period of the day; the cooperating teacher will assume the role of supervisor and critique the day’s lessons; cooperating teacher will take pictures for teacher candidate’s professional portfolio
  o Video tape one lesson and self-reflect in composition notebook after viewing
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections; Cooperating teacher will share evaluation comments via:
  -Anecdotal notes from each lesson
  -Collaborative Log
  -University’s evaluation tool
  -Pertinent Wisconsin Teaching Standard(s)

Week 9
• Teacher candidate will continue with the responsibilities for each period of the day; the cooperating teacher will assume the role of supervisor and critique the day’s lessons; cooperating teacher will take pictures for teacher candidate’s professional portfolio
  o Video tape one lesson and self-reflect in composition notebook after viewing
• Cooperating teacher and teacher candidate will contact colleagues in the literacy department for the teacher candidate to observe (grades 6, 7, and 8)
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections; Cooperating teacher will share evaluation comments via:
  -Anecdotal notes from each lesson
  -Collaborative Log
  -University’s evaluation tool
  -Pertinent Wisconsin Teaching Standard(s)

Week 10:
• Teacher candidate will assume the role of facilitator in the classroom while the cooperating teacher assumes the responsibilities for each period of the day
• Throughout the week, observe at least one colleague from each grade level and record reflections in his/her composition notebook
• Shadow one student for one whole day and record reflections in his/her composition notebook
• Complete the “Self-Reflection Tool of the 10 Wisconsin Teaching Standards”
• Continue working on professional portfolio
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections
* Cooperating and teacher candidate conferences will be flexible and include the University Supervisor’s four evaluation visits
Statement of Expectations for Student Teaching

Dates:
Teacher Candidate:
Cooperating Teacher:
School:
Grade:

All lessons must be pre-approved at least one day prior to teaching. Bulletin boards, games, supplemental activities and learning stations should be included in planning where best applicable. The Cooperating Teacher will conduct daily informal reflections on lessons. The teacher candidate will lead 50% of the workload over the nine-week assignment period.

Week 1:
- Learn the students’ names and important information about them
- Learn classroom and school environment, procedures, rules, and expectations
- Become familiar with teachers, school personnel, and other school resources
- Reflect daily on school experiences
- Discuss goals and expectations with cooperating teacher
- Observe all lessons
- Provide assistance to teachers and students wherever suitable
- Create and send home “Hello” letter to parents introducing self
- Introduce self to principal
- Attend daily team meetings
- Attend after school “Special Education Staff” meeting
- Attend after school parent meeting with permission from all members
- Prepare to teach 2nd hour reading lessons

Week 2:
- Begin teaching 2nd hour reading lessons
- Participate in Boys and Girls Club after school activities/meetings at least one day
- Attend daily team meetings
- Attend after school “All Staff” meeting
- Build experiences team teaching during 7th hour language arts
- Provide students with individual help and/or feedback regarding academics and/or behavior
- Observe students during various gen. ed. inclusion classroom settings
- Further discuss with cooperating teacher upcoming weeks’ schedules

Week 3:
- Continue to teach 2nd hour reading lessons
- Attend daily team meetings
- Create and send home permission slip form for portfolio pictures
- Attend IEP meetings with permission from all members
- Continue to build experiences co-teaching during 7th hour language arts
- Continue to participate in Boys and Girls Club after school activities/meetings at least one day a week
- Observe at least one different classroom
- Assist in student referral/testing/IEP process
Prepare for 2nd hour reading lessons and 6th hour math lessons
Begin gathering resources from cooperating teacher
Further discuss with cooperating teacher upcoming weeks’ schedules

Week 4:
- Continue to teach 2nd hour reading lessons
- Begin teaching 6th hour math lessons
- Continue to build experiences team teaching during 7th hour language arts
- Continue to help assist in student referral/testing/IEP process
- Attend daily team meetings
- Continue to participate in Boys and Girls Club after school activities/meetings at least one day a week
- Observe at least one different classroom
- Continue gathering resources from cooperating teacher
- Further discuss with cooperating teacher upcoming weeks’ schedules

Week 5:
- Continue to teach 2nd hour reading and 6th hour math lessons
- Continue to build experiences team teaching during 7th hour language arts
- Prepare to teach lessons in 3rd hour English lessons
- Attend daily team meetings
- Continue to help assist in student referral/testing/IEP process
- Continue to participate in Boys and Girls Club after school activities/meetings
- Review “Statement of Expectations”
- Observe at least one different classroom
- Attend after school “Special Education Staff” meeting
- Continue gathering resources from cooperating teacher
- Further discuss with cooperating teacher upcoming weeks’ schedules

Week 6:
- Continue to lead 2nd hour reading and 6th hour math lessons
- Continue to build experiences team teaching during 7th hour language arts
- Begin to teach 3rd hour English lessons
- Attend after school “All Staff” meeting
- Continue to help assist in student referral/testing/IEP process
- Observe at least one different classroom
- Continue to participate and/or volunteer for after school activities
- Continue gathering resources from cooperating teacher
- Prepare for full responsibility for planning/teaching/assessing in weeks 7 and 8
- Further discuss with cooperating teacher upcoming weeks’ schedules

Week 7 and 8:
- Begin full responsibility for planning/teaching/assessment in all subjects
- Invite principal in to observe
- Continue gathering resources from cooperating teacher

Week 9:
- Develop and implement “closure” activities to wrap-up placement
- Observe at least one other classroom
- Continue to work with, plan, and observe cooperating teacher to gain more knowledge, and skills about teaching
**University Supervisor will need to observe two different teaching lessons within the nine-week placement**

We agree to this statement and to further discussion of these objectives as the term proceeds.

Cooperating Teacher’s Signature: ____________________________ Date: __________
Teacher Candidate’s Signature: ______________________________ Date: __________

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**Statement of Expectations**

- This statement includes all requirements listed in the UWSP Handbook for Student Teaching
- A ten part evaluation form will be used, as attached, to be discussed in monthly evaluative conferences including a self-evaluation prepared by the ST
- All lessons must be approved the Friday before the week the lesson is taught
- Bulletin boards, games, and centers should be included in planning where best applicable
- Cooperating teacher(CT) and TC will conduct daily informal reflections on lessons
- CT and TC will work together as co-teachers throughout the experience

**Week 1:** Observe all lessons and assist with activities as the TC feels comfortable. Learn students’ names and procedures of the classroom. Spend time during free choice getting to know children on a personal level. Begin attending all school activities including staff, unit, and committee meetings. Attend student events and home visits. Coordinate and participate in a “get to know you” activity with the students. Lead music for one class, either using their own music or classroom music. TC will participate in required teacher duties; lunchroom, bus, and recess. Begin planning an art lesson for week 2.

**Week 2:** Continue to lead music each day. Continue getting to know students during free choice play. Introduce and instruct art activity. Begin planning center activities for week 3. First interim self-evaluation; first CT’s formal written evaluation.

**Week 3:** Continue to lead music and plan and instruct art activities. Introduce and instruct center activities. Begin assisting with some calendar activities. Plan for first supervisor’s proactive evaluation.

**Week 4:** Lead music; plan and instruct art and center activities; lead calendar activities. Begin planning a large group gym activity for week 5. Second interim self-evaluation; second CT’s formal written evaluation.

**Week 5:** Conduct calendar activities; lead music, art and center activities daily. Introduce and lead large group gym activity. Work with CT and plan a Smart Board lesson to be introduced in week 6.

**Week 6:** Teach all of the above, as well as attend guidance with the students. Carry out and assist with Smart Board activity. Begin planning a Parent/Child Activity Day. Plan for full responsibilities in week 7. Third interim self-evaluation; third CT’s formal written evaluation.

**Week 7:** Teach full time, as well as attend library with the students. Observe teacher in another classroom. Plan for student evaluations.

**Week 8:** Teach full time. Second supervisor’s proactive evaluation; fourth interim self evaluation; fourth CT’s formal written evaluation.
Assist with completing “Glow and Grow” reports or 4K report cards. Attend Parent/Teacher conferences if they occur during your experience. 


We agree to this statement and to further discussion of these objectives as the term proceeds.

Date________________ ST________________ CT_____________________

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**Cooperating Teacher:**

**School Building:**

**District:**

CT Phone: W- 
H- 
Cell-

Email:

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**Statement of Expectations**

The Teacher Candidate Will Be Expected To:

- Arrive 15 minutes prior to the start of the school day (School day: 7:30—3:30)
- Participate in Project Presentations Days and Evening Family Functions
- Attend at least one PAC meeting and one Governing Council Meeting
- Take on an "extra duty" role that all teachers in building have.
- Arrange to bring in experts into classroom when possible.
- Assist in planning one field trip.
- Attend staff meetings and stay till finished (sometimes past 3:30)
- Dress professionally
- Establish and Reinforce Classroom Rules:
  - Be Safe
  - Be Respectful
  - Be Responsible
  - Be Ready
- Communicate Effectively With:
  - Students
  - Parents
  - Colleagues
  - The Teacher Candidate-Cooperating Teacher-University Supervisor Triad
- Demonstrate Organizational and Time Management Skills:
  - Lesson Plans
  - Equipment/Material Reservations
  - Photo Copying
• Follow all NCES and District rules and policies (see school handbook)
• Collaborate in his/her Evaluation Process
• Self-Reflect Upon Observations and Teaching Experiences
• Follow Protocol To Address Potential Conflicts/Concerns During Field Experience

Timeline: (Flexible according to needs)

Weeks 1 and 2:
• Monday (Jan 21st) is Professional Development/Work Day
  o Attend meetings and in-services with me (I will inform of schedule when I know)
  o Familiarize yourself with other district building names, services, and locations
• Continue introductions to team, support staff, administration as needed
• Review District and school handbooks
• Read and discuss the Statement of Expectations; Revise
• Observe day’s lessons and interact with students
• Get acquainted with students
• Review materials available to you
• Begin to co-facilitate morning meetings/greeting
• At week’s end, review revised Statement of Expectations that reflects teacher candidate’s input; discuss and agree on the terms
• At weeks’ end, cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections as well as next week’s activities.
• Get familiar with Curriculum Companion.

Week 3:
• Meet and plan team teaching for Week 4
• Continue observing day’s lessons and interacting with students
• Begin assisting with morning reading log/homework checks.
• Begin assisting with attendance and lunch routines.
• Familiarize self with Words Their Way Program.
• Lead one activity (Morning meeting, Brian Break, read-aloud, etc.) and self-reflect in composition notebook
• At week’s end, facilitate a small group reading/writing workshop and self-reflect in composition notebook
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections; Cooperating teacher will share evaluation comments.

Week 4:
• Meet and plan team teaching for Week 5
• Lead three activities (Morning meeting, Brian Break, read-aloud, etc.) and self-reflect on each in composition notebook
• Co-teaching with cooperating teacher as the lead teacher and teacher candidate as facilitator; teacher candidate will be encouraged to participate and elaborate throughout the lessons
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections; Cooperating teacher will share evaluation comments:

Week 5:
• Meet and plan team teaching for Week 6
• Lead four warm-up activities (grammar, read-aloud, etc.) and self-reflect on each in composition notebook
• Continue co-teaching with cooperating teacher as the lead teacher and teacher candidate as facilitator; student teacher will be encouraged to participate and elaborate throughout the lessons
• Video tape one lesson and self-reflect in composition notebook after viewing
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections; Cooperating teacher will share evaluation comments.

Week 6:
• Meet and plan team teaching for Week 7
• Lead five warm-up activities (grammar, read-aloud, etc.) and self-reflect on each in composition notebook
• Continue team teaching with teacher candidate as the lead teacher and cooperating teacher as facilitator; cooperating teacher will be encouraged to participate and elaborate throughout the lessons
• Video tape one lesson and self-reflect in composition notebook after viewing
• Cooperating and teacher candidate meet to outline themes and objectives for Weeks 8 and 9
• teacher candidate will plan lessons for Weeks 8 and 9
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections; Cooperating teacher will share evaluation comments:

Week 7:
• At beginning of week (Monday or Tuesday), teacher candidate will submit lessons for Week 8; cooperating teacher and teacher candidate will discuss revisions and suggestions the next day
• Lead five warm-up activities (grammar, read-aloud, etc.) and self-reflect on each in composition notebook
• Continue co-teaching with teacher candidate as the lead teacher and cooperating teacher as facilitator; cooperating teacher will be encouraged to participate and elaborate throughout the lessons
  o Video tape one lesson and self-reflect in composition notebook after viewing
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections; Cooperating teacher will share evaluation comments:

Week 8:
• At beginning of week (Monday or Tuesday), teacher candidate will submit lessons for Week 9; cooperating teacher and teacher candidate will discuss revisions and suggestions the next day
• Teacher candidate will assume the responsibilities for each period of the day; the cooperating teacher will assume the role of supervisor and critique the day’s lessons; cooperating teacher will take pictures for student teacher's professional portfolio
  o Video tape one lesson and self-reflect in composition notebook after viewing
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections; Cooperating teacher will share evaluation comments via:
  o -Anecdotal notes from each lesson
  o -University’s evaluation tool
  o -Pertinent InTASC Standards

Weeks 9-15:
• Teacher candidate will continue with the responsibilities for each period of the day; the cooperating teacher will assume the role of supervisor and critique the day’s lessons; cooperating teacher will take pictures for teacher candidate’s professional portfolio
  o Video tape one lesson and self-reflect in composition notebook after viewing
• Cooperating teacher and teacher candidate will contact colleagues in the literacy department for the teacher candidate to observe (grades 6, 7, and 8)
• Cooperating teacher and student teacher conference for 15-30 minutes regarding week’s observations and reflections; Cooperating teacher will share evaluation comments via:
  o -Anecdotal notes from each lesson
  o -University’s evaluation tool
  o -Pertinent InTASC Standards

Weeks 15-16:
• Teacher candidate will gradually assume the role of facilitator in the classroom while the cooperating teacher assumes the responsibilities for each period of the day.
• Throughout the next 4 weeks, observe at least one colleague from each grade level and record reflections in his/her composition notebook
• Shadow one student for one whole day and record reflections in his/her composition notebook
• Continue working on professional portfolio
• Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections

**Weeks 17-18:**

• Teacher candidate will assume the role of facilitator in the classroom while the cooperating teacher assumes the responsibilities for each period of the day
• Throughout the weeks continue to observe at least one colleague from each grade level and record reflections in his/her composition notebook
• Shadow one student for one whole day and record reflections in his/her composition notebook
• Complete the “Self-Reflection Tool of the 10 Wisconsin Teaching Standards”
• Continue working on professional portfolio
• Cooperating teacher and student teacher conference for 15-30 minutes regarding week’s observations and reflections

* Cooperating and student teacher conferences will be flexible and include the University Supervisor’s four evaluation visits

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**Statement of Expectations**

TC will gradually take on duties in the classroom. TC will begin by familiarizing herself with the school and classroom procedures and routines. She will get to know students and staff by assisting in the classroom and by participating in staff meetings and events. TC will also be asked to attend meetings with me. These meetings will include literacy team meetings, BAT (Building Assistance Team) meetings, IEP meetings and grade level team meetings. She will also participate in collaboration meetings with the other first grade teachers in the building. Attendance will be required every Friday afternoon for professional development. Students will be released from school at approximately 1:45 every Friday. Staff will be attending various professional development meetings. TC will also be invited, but, not required to attend REA (Reedsburg Education Association) meetings.

TC will be required to complete lesson plans one day in advance for lessons to be taught. This will allow for me to review the lesson plans, clarify, and offer suggestions as needed.

TC will be provided daily feedback and evaluation on lessons taught. A rubric will be developed to evaluate lessons.

TC will be expected to be familiar with the Student Learning Outcomes for the school year and to develop lessons which will enable students to grow as learners and meet their educational goals.

Cooperating Teacher (CT) expects the TC to portray and handle themselves professionally at all times. CT will provide prompt feedback and evaluations of lessons planned and taught. CT will be available to assist TC as necessary.
TIMELINE:

Week 1-2 (September 2-12) Observe all lessons, learn students’ names and become familiar with their educational levels and pertinent background information, get acquainted with the administration, office personnel, cooks, custodial staff and paraprofessionals, and learn the school layout. Attend open house, staff meetings, and staff development sessions. Meet with the first grade team to plan curriculum for the opening weeks of school. Become familiar with student report cards to facilitate lesson planning. Become knowledgeable of the Common Core State Standards for first grade. [http://standards.dpi.wi.gov/tn_ccss](http://standards.dpi.wi.gov/tn_ccss) Begin team teaching the morning meeting during week 1 and be ready to teach the morning meeting alone during week 2.

Week 3-4 Continue to lead morning meeting routines. Begin to take attendance and report lunch counts. Team teach math lessons during week 3. Develop two math game activities for week 4. Observe math box routine, begin assessing students with CT support and changing math box numbers as necessary. Plan math lessons and be ready to teach math alone by Wednesday of week 4. Attend MAPS test taking sessions during weeks 3 and 4. Attend Friday teacher development sessions.

Week 5-6 Continue to lead morning meeting routines and plan to teach math alone during week 5. Begin team teaching writer’s workshop during week 5. Assist students as necessary during writer’s workshop during week 5. Plan to teach writer’s workshop Units of Study mini-lessons beginning Monday during week 6. Attend Friday teacher development sessions.

Week 7-8 Continue to lead morning meeting routines and plan to continue teaching writer’s workshop during week 7. Team teach Daily 5/CAFE lessons during weeks 7-8. During week 8 the ST will plan and teach two of the four focus lessons for each block of Daily 5/CAFE. Attend Friday teacher development sessions. Attend monthly staff meeting.

Week 9-10 Continue to lead morning meeting routines and plan to teach alone Daily 5/CAFE lessons for week 9. Assist in preparing for and attending Parent/Teacher conferences during week 10. Attend Friday teacher development sessions.

Week 11 Continue to lead morning meeting routines and assist during student work times. Plan to teach alone during weeks 12 and 13. Attend Friday teacher development sessions.

Week 12 Plan to teach full time during week 12. Attend Friday teacher development sessions. Attend monthly staff meeting.

Week 13 Continue teaching morning meeting and math. Attend Friday teacher development sessions.

Week 14-17 Plan to teach full time during these weeks. (Week 17 is only two days). Attend Friday teacher development sessions. Attend monthly staff meeting.

Week 18-20 Continue to work with small groups, and assist in the classroom as necessary. Participate in MAPS testing and end of semester assessments. Assist in filling out reports semester report cards. Attend Friday teacher development sessions. Attend monthly staff meeting. Visit and observe other grade levels and classrooms in the building or district.
Collaborative, ongoing evaluation is essential to the growth of teacher candidate knowledge, skills and dispositions about teaching. All members of the Triad bear responsibility to this continued growth. The teacher candidate must continually reflect, guided by tools that will focus them on the many aspects of teacher performance. The cooperating teacher is responsible to provide ongoing, formal and informal, assessment of the teacher candidate’s performance. The university supervisor monitors teacher candidate weekly reflections, searching for evidence of growth; they also provide an important assessment role during observational visits to the classroom.

Of note:

- A **Cooperating Teacher Evaluation of Teacher Candidate** must be submitted for each certification placement. If multiple certifications result from a single placement, performance in all areas must be addressed (i.e. health/physical education; special education). Cooperating teachers may collaborate on a combined document, recognizing that all certification areas must be addressed and signatures attained from each responsible cooperating teacher.

- **University Supervisor Formative Assessments**, when conducted for teacher candidates seeking multiple certifications resulting from a single placement, must similarly address all areas.

Cooperating teachers receive an addressed/postage-paid envelope for return of the evaluation. The evaluation may be returned in any manner that assures its delivery to:

Office of Field Experiences
1901 Fourth Ave 464 CPS
Stevens Point, WI 54481

Fax: 715-346-2549
[Field.experiences@uwsp.edu](mailto:Field.experiences@uwsp.edu)
University of Wisconsin-Stevens Point School of Education

Instructions for completing the

Cooperating Teacher Evaluation of Teacher Candidate

1. This document is prepared in Microsoft Office Word 2007 (compatible with Word 97-03). Please complete it electronically. You will receive the link in a welcoming email from the Director. A print copy, signed by the cooperating teacher and the teacher candidate, is required for the student’s certification file. You may submit a PDF (preferred) or Word document to the student for inclusion in their electronic portfolio. If you have any questions, please contact the Office of Field Experiences at Field.Experiences@uwsp.edu or 715-346-2449 for support.

2. Complete the requested information at the beginning of the form.
   - Be specific as to the subjects taught and grade levels in which the teacher candidate gained experience.

3. Provide a brief description of the school and classroom(s) in which the student teaching placement took place. [The response box will expand to accommodate any length.] Important information to include is:
   - School/classroom demographics
   - Resource personnel working with the students
   - Special education/second language learners in the classroom
   - Curriculum/program information; school goals
   - Length of class periods (secondary)
   - Teaming/team teaching that occurs

4. For each InTASC Teaching Standard, assess the level of performance demonstrated by the teacher candidate. Evidence of their practice must be included to support the assigned ratings. The ‘Evidence/Comments’ box expands to accommodate written statements. It is important to remember that you are assessing the teacher candidate’s readiness to become a new member of the profession. A ‘Ready’ rating indicates the student is able to apply their learning, reflect upon practice, and demonstrate growth. A successful teacher candidate is one that is prepared to be inducted into the profession where they will continue to learn and grow.
   - Ratings of Not Ready Yet must be accompanied by specific evidentiary statements. Include specific recommendations for needed growth experiences.

5. Comments/evidence for each standard are required. Consider the teacher candidate’s overall performance and comment on strengths and challenges this novice professional demonstrates. [The response box will expand to accommodate your complete comments.]

6. A candidate will be successful when the Overall Rating for each standard is rated Ready.

7. Required signatures:
   - The designated cooperating teacher must sign and date the evaluation.
   - If two designated cooperating teachers (i.e. in a combined physical education & health placement) collaborated to produce the evaluation, both teachers must sign the form. An alternative would be to have each designated cooperating teacher complete a separate evaluation form.
   - After discussion with the student, a signature is required indicating the document has been received and reviewed.

8. The university supervisor is accountable for all required evaluations/assessments being in the candidate’s file within one week of the end of the placement.
Cooperating Teacher Summary Evaluation Report

INSTRUCTIONS: Specify at least two separate examples of evidence for each standard. Successful candidates must be rated READY for licensure under all 10 standards as per PI34.15.5 (5) B (3).

Ready - the teacher candidate is able to:
- apply their learning
- reflect upon practice
- demonstrate growth
- is prepared to be inducted into the profession where they will continue to learn and grow

Not Ready Yet - must be accompanied by specific evidentiary statements related to the four expectations stated above. Include specific recommendations for needed growth experiences.

This fillable DOCX file is also available at http://www.uwsp.edu/education/Pages/fieldExp/CooperatingTeacher.aspx

<table>
<thead>
<tr>
<th>Student Teacher Candidate Name:</th>
<th>Select One</th>
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<tbody>
<tr>
<td></td>
<td>☐ Student Teacher ☐ Intern</td>
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<tr>
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<th>End Date:</th>
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Description of Context:

The Learner & Learning

#1: Learner Development
The teacher candidate 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.

Rating for Standard 1
- Not Ready Yet _
- Ready ___

Evidence:

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

Rating for Standard 2
- Not Ready Yet _
- Ready ___

Evidence:

#3: Learning Environments
The teacher candidate 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.

<table>
<thead>
<tr>
<th>Rating for Standard 3</th>
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</table>

Evidence:

### Content Knowledge

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

<table>
<thead>
<tr>
<th>Rating for Standard 4</th>
<th>Not Ready Yet</th>
<th>Ready</th>
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</table>

Evidence:

### #5: Application of Content
The teacher candidate 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.

<table>
<thead>
<tr>
<th>Rating for Standard 5</th>
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</table>

Evidence:

### Instructional Practice

#### #6: Assessment
The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate’s and learner’s decision making.

<table>
<thead>
<tr>
<th>Rating for Standard 6</th>
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</table>

Evidence:

#### #7: Planning for Instruction
The teacher candidate 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.

<table>
<thead>
<tr>
<th>Rating for Standard 7</th>
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Evidence:
### #8: Instructional Strategies
The teacher candidate 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.

<table>
<thead>
<tr>
<th>Rating for Standard 8</th>
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<th>Ready ____</th>
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**Evidence:**

#### Professional Responsibility

### #9: Professional Learning and Ethical Practice
The teacher candidate 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.

<table>
<thead>
<tr>
<th>Rating for Standard 9</th>
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<th>Ready ____</th>
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</table>

**Evidence:**

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

<table>
<thead>
<tr>
<th>Rating for Standard 10</th>
<th>Not Ready Yet _</th>
<th>Ready ____</th>
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</table>

**Evidence:**

**Summary Comments:**

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**Original Signatures Required**

<table>
<thead>
<tr>
<th>Cooperating Teacher Signature</th>
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</thead>
<tbody>
<tr>
<td>Cooperating Teacher Signature (if two)</td>
<td>Date</td>
</tr>
<tr>
<td>Student Teacher Candidate Signature</td>
<td>Date</td>
</tr>
<tr>
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</table>

My signature below signifies that I have read this evaluation.
### Sample

#### University Supervisor Formative Assessment

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Coop Teacher</th>
<th>Supervisor</th>
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<tr>
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</table>

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<tr>
<th>InTASC Standard</th>
<th>Observations</th>
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</thead>
</table>

#### The Learner and Learning

1. **Learner Development**
   - 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.

2. **Learning Differences**
   - 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.

3. **Learning Environment**
   - 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.

#### Content

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

5. **Application of Content**
   - 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.

#### Instructional Practice

6. **Assessment**
   - 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.

7. **Planning for Instruction**
   - 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.

8. **Instructional Strategies**
   - 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.

#### Professional Responsibility

9. **Professional Learning & Ethical Practice**
   - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of choices and actions on others, and adapts practice to meet the needs of each learner.
| 10. Leadership & Collaboration | The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. |

**Guidance/Feedback for Teacher Candidate:**

Please underline conference participants:
The [teacher candidate] [cooperating teacher] [university supervisor] discussed the observation in a conference.

Prepared by university supervisor: ____________________________ Date: _________________

The university supervisor will send an electronic version of this evaluation to the teacher candidate for inclusion in the ePortfolio.
## Appendix G

**InTASC Model Core Teaching Standards**

### Standard #1: Learner Development

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.

<table>
<thead>
<tr>
<th><strong>PERFORMANCES</strong></th>
<th><strong>ESSENTIAL KNOWLEDGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</td>
<td>1(d) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.</td>
</tr>
<tr>
<td>1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</td>
<td>1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.</td>
</tr>
<tr>
<td>1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</td>
<td>1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</td>
</tr>
</tbody>
</table>

### CRITICAL DISPOSITIONS

| 1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development. | 1(i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning. |
| 1(j) The teacher takes responsibility for promoting learners’ growth and development. | 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development. |
Standard #2: Learning Differences
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.

<table>
<thead>
<tr>
<th>PERFORMANCES</th>
<th>ESSENTIAL KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</td>
<td>2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.</td>
</tr>
<tr>
<td>2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</td>
<td>2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</td>
</tr>
<tr>
<td>2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</td>
<td>2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</td>
</tr>
<tr>
<td>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.</td>
<td>2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</td>
</tr>
<tr>
<td>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</td>
<td>2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.</td>
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<tr>
<td>2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</td>
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<thead>
<tr>
<th>CRITICAL DISPOSITIONS</th>
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<tbody>
<tr>
<td>2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</td>
</tr>
<tr>
<td>2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</td>
</tr>
<tr>
<td>2(n) The teacher makes learners feel valued and helps them learn to value each other.</td>
</tr>
<tr>
<td>2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</td>
</tr>
</tbody>
</table>
### Standard #3: Learning Environments

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.

#### Performances

| 3(a) | The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. |
| 3(b) | The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. |
| 3(c) | The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. |
| 3(d) | The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention. |
| 3(e) | The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments. |
| 3(f) | The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. |
| 3(g) | The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. |
| 3(h) | The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. |

#### Essential Knowledge

| 3(i) | The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. |
| 3(j) | The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals. |
| 3(k) | The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. |
| 3(l) | The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. |
| 3(m) | The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways. |

#### Critical Dispositions

| 3(n) | The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. |
| 3(o) | The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning. |
| 3(p) | The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. |
| 3(q) | The teacher seeks to foster respectful communication among all members of the learning community. |
| 3(r) | The teacher is a thoughtful and responsive listener and observer. |
Standard #4: 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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**PERFORMANCES**

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.

**ESSENTIAL KNOWLEDGE**

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

**CRITICAL DISPOSITIONS**

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r) The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.
**Standard #5: Application of Content**

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.

### PERFORMANCES

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

### ESSENTIAL KNOWLEDGE

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

### CRITICAL DISPOSITIONS

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
Standard #6: Assessment

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.

**PERFORMANCES**

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

**ESSENTIAL KNOWLEDGE**

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

**CRITICAL DISPOSITIONS**

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.
### Standard #7: Planning for Instruction

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.

<table>
<thead>
<tr>
<th>PERFORMANCES</th>
<th>ESSENTIAL KNOWLEDGE</th>
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<tbody>
<tr>
<td>7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</td>
<td>7(g) The teacher understands content and content standards and how these are organized in the curriculum.</td>
</tr>
<tr>
<td>7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</td>
<td>7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.</td>
</tr>
<tr>
<td>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</td>
<td>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</td>
</tr>
<tr>
<td>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</td>
<td>7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</td>
</tr>
<tr>
<td>7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, counselors, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.</td>
<td>7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</td>
</tr>
<tr>
<td>7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.</td>
<td>7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</td>
</tr>
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<tr>
<th>CRITICAL DISPOSITIONS</th>
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<tbody>
<tr>
<td>7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</td>
<td>7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.</td>
</tr>
<tr>
<td>7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</td>
<td>7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</td>
</tr>
<tr>
<td>7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</td>
<td>7(r) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.</td>
</tr>
</tbody>
</table>
### Standard #8: Instructional Strategies

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.

<table>
<thead>
<tr>
<th>PERFORMANCES</th>
<th>ESSENTIAL KNOWLEDGE</th>
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<tbody>
<tr>
<td>8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</td>
<td>8(i) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</td>
</tr>
<tr>
<td>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</td>
<td>8(j) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</td>
</tr>
<tr>
<td>8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</td>
<td>8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</td>
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<tr>
<td>8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</td>
<td>8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</td>
</tr>
<tr>
<td>8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</td>
<td>8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</td>
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<tr>
<td>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</td>
<td>8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</td>
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<tr>
<td>8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</td>
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<tr>
<td>8(h) The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.</td>
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</tr>
<tr>
<td>8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</td>
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### CRITICAL DISPOSITIONS

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<tr>
<th>CRITICAL DISPOSITIONS</th>
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<tbody>
<tr>
<td>8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</td>
</tr>
<tr>
<td>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</td>
</tr>
<tr>
<td>8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.</td>
</tr>
<tr>
<td>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</td>
</tr>
</tbody>
</table>
Standard #9: Professional Learning and Ethical Practice

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.

**PERFORMANCES**

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

**ESSENTIAL KNOWLEDGE**

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

**CRITICAL DISPOSITIONS**

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
Standard #10: Leadership and Collaboration

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

**PERFORMANCES**

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

**ESSENTIAL KNOWLEDGE**

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

**CRITICAL DISPOSITIONS**

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.
APPENDIX H

A Comparison

InTASC\(^1\)
Model Core Teaching Standards

The Learner and Learning

S#1: Learner Development
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.

S#2: Learning Differences
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.

S#3: Learning Environments
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.

Content Knowledge

S#4: 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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

S#5: Application of Content
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.

Instructional Practice

S#6: Assessment
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.

WI Standards\(^2\)
For Teacher Development and Licensure

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

S#3: Teachers understand that children learn differently.
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

S#5: Teachers know how to manage a classroom.
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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

S#8: Teachers know how to test for student progress.
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

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A Comparison

**Instructional Practice (cont.)**

S#7: Planning for Instruction
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.

S#8: Instructional Strategies
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.

**Professional Responsibility**

S#9: Professional Learning and Ethical Practice
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.

S#10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and
opportunities to take responsibility for student learning,
to collaborate with learners, families, colleagues, other
school professionals, and community members to ensure
learner growth, and to advance the profession.

S#11: Teachers are able to plan different kinds of lessons.
The teacher organizes and plans systematic instruction
base upon knowledge of subject matter, pupils, the
community, and curriculum goals.

S#4: Teachers know how to teach.
The teacher understands and uses a variety of
instructional strategies, including the use of technology,
to encourage children’s development of critical thinking,
problem solving, and performance skills.

S#9: Teachers are able to evaluate themselves.
The teacher is a reflective practitioner who continually
evaluates the effects of his/her choices and actions on
pupils, parents, professionals in the learning community
and others who actively seek out opportunities to grow
professionally.

S#10: Teachers are connected with other teachers and
the community.
The teacher fosters relationships with school colleagues,
parents, and agencies in the larger community to support
pupil learning and well-being and acts with integrity,
fairness and in an ethical manner.

S#6: Teachers communicate well.
The teacher uses effective verbal and nonverbal
communication techniques as well as instructional media
and technology to foster active inquiry, collaboration,
and supportive interaction in the classroom.
Appendix I  
Co-Teaching

Co-teaching is defined as “two or more educators working collaboratively to deliver instruction to a heterogeneous group of students in a shared instructional space.”

Applying this practice to the student teaching experience has many benefits, well presented in the literature. Some excellent resources are:

Changing the Face of Student Teaching Through Coteaching*

A New Student Teaching Model for Pairing Interns

The Academy for Co-Teaching & Collaboration (at St. Cloud State University)

Middle School Co-Teaching: Effective Practices and Student Reflections

Voices from the Field: Multiple Perspectives on a Co-Teaching in Student Teaching Model

*Strategies of Co-Teaching in Student Teaching

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition</th>
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<tbody>
<tr>
<td>One teach, one observe</td>
<td>One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation on specific behaviors. Both the teacher candidate and the cooperating teacher are able to take on either role.</td>
</tr>
<tr>
<td>One teach, one assist</td>
<td>One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors or corrects assignments, often lending a voice to students or groups who hesitate to participate.</td>
</tr>
<tr>
<td>Station teaching</td>
<td>Station teaching occurs when the co-teaching pairs divide the instructional content into parts. Each teacher instructs one of the groups. The groups then rotate or spend a designated amount of time at each station. Independent stations are often used along with the teacher-led stations.</td>
</tr>
<tr>
<td>Parallel teaching</td>
<td>Parallel teaching occurs when the class is divided, with each teacher instructing half the students. However, both teachers are addressing the</td>
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same instructional material, using the same instructional strategies and materials. The greatest benefit to this method is the reduction of the student-to-teacher ratio.

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<tr>
<th>Method</th>
<th>Description</th>
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<tbody>
<tr>
<td>Supplemental teaching</td>
<td>Supplemental teaching allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information or materials extended or remediated.</td>
</tr>
<tr>
<td>Alternative (differentiated) teaching</td>
<td>This teaching strategy provides two approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.</td>
</tr>
<tr>
<td>Team teaching</td>
<td>Team teaching incorporates an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From the students’ perspective, there is no clearly defined leader -- both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.</td>
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(From Changing the Face of Student Teaching Through Co-Teaching. Bacharach, N., Heck, T.W. & Dahlberg, K.)
Appendix J
edTPA Resources

Frequently Asked Questions about the edTPA

**What is the edTPA?**

The edTPA is a subject-specific teacher performance assessment completed during student teaching. The assessment focuses on a learning segment of 3-5 lessons in one class. Candidates submit artifacts (lesson plans, instructional materials, teaching videos, assessments, and sample student work) and written commentaries as evidence of teaching proficiency. Professional scorers rate candidate performance in planning, instruction, and assessment using rubrics in the edTPA handbook for that subject area. Tony Evers, State Superintendent explains EdTPA Video: [https://www.youtube.com/watch?v=ID4KuGlHwo4](https://www.youtube.com/watch?v=ID4KuGlHwo4)

**Where did the edTPA come from?**

The edTPA was developed by the Stanford Center for Assessment, Learning, and Equity (SCALE) in partnership with the American Association of Colleges of Teacher Education (AACTE). It is modeled after the National Board for Professional Teaching Standards’ assessments of accomplished veteran teachers and was developed with input from teacher and teacher educators across the country. Pearson Corporation scores the teacher candidate portfolios.

**What should School Districts and Cooperating Teachers know when accepting a teacher candidate?**

Candidates must have the ability to complete the edTPA. It is therefore essential that the placement give the candidate the opportunity to satisfy the requirements in the relevant edTPA handbook. The candidate must be able to: take sole responsibility for planning, instruction, and assessment of a particular class during the edTPA learning segment; make video recordings as needed; and complete the edTPA within an acceptable timeframe.

**What is a co-teaching model of student teaching, and how can it be used for the edTPA?**

Many educator preparation programs are shifting to a co-teaching model of student teaching, where the cooperating teacher and student teacher plan collaboratively and share teaching responsibilities. Co-teaching can take a variety of forms: one teaching while the other observes or assists students; one teaching while the other works with a small group needing extra support or challenge; both teaching as a team or in parallel at different stations; both taking turns with the teaching of particular classes, units, lessons, or activities; and so on. Co-teaching provides extensive modeling and feedback for the student teacher while boosting student learning and sustaining a high quality of instruction in the cooperating teacher’s classes. Student teachers are still responsible for writing their own plans for instruction and may often teach on their own while the cooperating teacher attends to other duties. Student teachers will also need to take responsibility for planning, instructing, and assessing the class during the edTPA learning segment.

**Supporting Candidates**

**How can the cooperating teacher support candidates?**

In the weeks leading up to the edTPA, the cooperating teacher can help the candidate get to know the students, build confidence as a teacher, and choose a class, topic, and focus students for the edTPA learning segment. During the learning segment (3-5 class days), the cooperating teacher should give the candidate full responsibility for planning, teaching, and assessing the class. In the week or two after the learning segment, the cooperating teacher should be aware that the candidate will need time to select video clips, write commentaries, and submit the edTPA for scoring, in addition to normal teaching duties.
Appropriate supports are outlined in the document “Guidelines for Supporting Candidates.”

**How can the university supervisor support candidates? How can the cooperating teacher support candidates?**

It is recommended that the university supervisor NOT observe the teacher candidate during the week in which they are completing their edTPA instruction. The type of feedback and support that can be given to the teacher candidate regarding their work for the edTPA is very specific (Guidelines for Supporting Candidates) and is inconsistent with the type of feedback that is encouraged and expected by university supervisors.

As a summative assessment, the edTPA should represent a teacher candidate’s own, authentic work. As such, university supervisors should not provide feedback on artifacts (e.g., lesson plans, instructional materials, video clips, or student work samples) to teacher candidates. Lesson plans prior to the completion of the edTPA can be evaluated and feedback can be provided to teacher candidates and used as formative experience, shaping their work on the edTPA, but feedback on the artifacts that will be submitted as part of the edTPA is not permitted.

During regular observations of teacher candidates, it is important to continue providing the formative and constructive feedback that is expected of a university supervisor. University supervisors play a key role in determining a candidate’s readiness to teach and as such should be discussing areas of strength and points of concern they have for their candidates.

**Where can I find more information?**

The Wisconsin edTPA site ([http://tepdl.dpi.wi.gov/epp/edtpa](http://tepdl.dpi.wi.gov/epp/edtpa))

The Pearson edTPA site ([www.edtpa.com](http://www.edtpa.com)) is the official source of information for candidates & faculty.

The AACTE edTPA site ([edtpa.aacte.org](http://edtpa.aacte.org)) provides additional resources and an online community for edTPA Coordinators.

UWSP’s School of Education edTPA site ([http://www.uwsp.edu/education/Pages/edtpa.aspx](http://www.uwsp.edu/education/Pages/edtpa.aspx))

edTPA & Your Role in Supporting Teacher Candidates

DPI Mandate
Beginning September 1, 2015 all Teacher Candidates (TC) must successfully complete an edTPA to be recommended for Initial Licensure in Wisconsin.

edTPA and EE
edTPA developed by Stanford University in partnership with educators, shares key constructs with WI Educator Effectiveness models. Where EE is designed to answer the question: "Is this practicing teacher an effective educator?", the edTPA is designed to answer the question: "Is this beginning teacher ready to teach?"

Description of edTPA
Each of the three edTPA tasks are linked through the use of Academic Language and an analysis of the candidate's teaching effectiveness. All require the creation of authentic artifacts and written commentaries, much like what a professional educator is asked to do for EE.

Dos and Don'ts for Helping Your Teacher Candidate:
DO provide mentoring and ongoing feedback before TC begins their edTPA
DO help identify class/student for their edTPA
DO help identify focus student(s)
DO assist in distributing, collecting, and recording video permission forms
DO help secure video equipment and recording instruction if necessary or possible
DO limit your audio/visual presence in the video recordings; remember this is an assessment of your TC
DO use this as an opportunity to talk about the cycle of Educator Effectiveness that your TC will be completing when they are a practicing educator
DON'T take the lead in planning, instructing, or assessing during the learning segment
DON'T edit your TCs work (i.e., lesson plans, commentaries...)
DON'T help select video segments

edTPA as an Educatve Assessment
Both Educator Effectiveness and the edTPA assess teaching effectiveness.
edTPA
• Develop lessons that build on student, class, community, and cultural assets
• Plan for diverse learning needs
• Deliver engaging lessons that deepen student learning and build on current knowledge
• Use student data to inform instructional decisions
• Provide meaningful feedback and opportunities for students' use of feedback
• Engage in reflection on teaching effectiveness

Educator Effectiveness Models
• Use pedagogical best practices to plan and deliver standards-based instruction that supports individual student learning
• Actively engage students in learning
• Employ data-driven decision-making
• Provide timely feedback to students
• Engage in reflection on goal achievement

Resources: Wisconsin DPI edTPA Homepage, edTPA: A New Step on the Pathway to Teacher Licensure in Wisconsin (6:33 minutes), Dr. Tony Evers Message on edTPA (2:09 minutes), edtpa.com, edTPA.aacte.org

Authors: Dr. Lori Kroeger, University of Wisconsin Oshkosh; Angel Hessel, University of Wisconsin-Milwaukee

Created Date: January 13, 2016
**Please initial each section to indicate that you have read, understand, and agree to follow each statement in order to protect the confidentiality of your students to the best of your ability during the completion of the edTPA.**

Video recordings are included in the Teacher Performance Assessment (edTPA) to add valuable context and richness to the evaluation of your teaching. However, because videos include identifiable images of students, the creation of edTPA video recordings carries significant ethical and legal responsibilities for you. In order to protect the privacy and safety of their students, parents and guardians are rightfully concerned about videos and photos, especially any that might be used outside the classroom. In addition to video taping your instruction of students, you will also be required to collect and submit student work samples that might be comprised of written work, projects, audio files, and/or additional video recordings. For both legal and ethical reasons, **concerns for the privacy and safety must be respected at all times with regard to any potentially identifying information about the students you are teaching.** Doing so will require the following of you:

1. **ENSURE that PERMISSION from Parents/Guardians has been obtained.**
   *Parents/guardians must provide consent for their student to appear in edTPA video recordings.* Depending on the district, there may be different ways of satisfying this responsibility: some districts might already have parental consent that would apply to the edTPA video/audio recording. You should work with your cooperating teacher to learn the district procedures. Your program faculty and/or edTPA coordinator can also help you determine the process for obtaining content in your classroom. *If you are not fully informed about this by the beginning of your student teaching, or if you have additional questions, it is your responsibility to ask how this requirement needs to be handled. Please initial that you have read and agree to this section ________*

2. **DETERMINE if there are STUDENTS in your class you who cannot appear in video recordings because consent is not in place.**
   *Before creating edTPA video recordings,* you must be sure you know the complete list of students in the class whose parents/guardians did not grant permission, and you must avoid including those students in video by positioning the camera so that it does not capture their images. **Important note:** Non-consenting students must **not** be excluded from any portion of the learning activity. You should work with you cooperating teacher to understand the district policy for ensuring these students are not seen in your videos. *Please initial that you have read and agree to this section ________*

3. **PREPARE for and SELECT Video Recordings and other edTPA Evidence that will not reveal private student information and DE-IDENTIFY Work Sample Evidence.**
   During the course of video-taping lessons, students who cannot appear in the video due to lack of the required consent might walk in front of, or accidentally be captured in, a portion of the video recording. You, another teacher, or a peer might state the full name of a student during video-taping. One or more students might come to school wearing clothing that identifies their school and/or their last name and you do not realize that is the case until after video-taping has occurred. If these or any other circumstances arise that jeopardize the privacy of one or more of your students, you must exclude such portions of video clips from your edTPA submission. Instead, you will need to select one or more video clips that do not include privacy-violating circumstances. In order to further protect the anonymity of the students who will be included in your video recordings, you **MUST** disable the GPS Locator function on any device that is able to capture such data.
   In addition, all student work you submit as part of your assessment evidence, including additional video and audio recording, if applicable, must not contain student last names or other identifying information (address, phone number, town, family-specific information, etc.). This will mean planning assessments for your edTPA
lessons such that sensitive personal information from your students is not included. Please initial that you have read and agree to this section ________

4. USE edTPA Video Recordings only for edTPA submission.
No portion of video recordings created as part of your evidence for edTPA submission (whether or not included with your submission) can be used for any other personal or professional purpose. In particular, video containing images of your students must not be posted online, sent to friends and family, or included in your job portfolio.
Your preparation program may seek your explicit, written consent to share the video with them, as part of your completed edTPA portfolio, for purposes of program improvement, provided consent for this activity was included in the consent form signed by parents/guardians.

*Anyone suspected of misusing video clips (s) will be reported to your college/university and will be held accountable for any sanctions imposed by your college/university. This violation falls under the FERPA laws and are subject to an investigation. Other possible civil and criminal investigations and/or penalties can apply.
(Remember: Once you have shared the video electronically with anyone, you have effectively lost control of it.)
Please initial that you have read and agree to this section ________

5. DESTROY Video Recordings after confirmation of successful edTPA completion.
Once you have received your scores from Pearson and received confirmation from your program that you have successfully completed the edTPA, all video footage obtained in relation to the edTPA must be destroyed. This includes the segments submitted and all video material created as part of your effort to prepare for and complete the edTPA. Destruction of video means removal from all devices (cameras, iPads, phones, computers, jump drives, etc.) you used to record and store video images. Please initial that you have read and agree to this section ________

6. Use and reproduction
The edTPA resources that you are receiving electronic access to and will be using as part of your edTPA are and always remain the exclusive property of Stanford’s Center for Learning, Assessment, and Equity (SCALE). You have no right to reproduce in any manner, shape or form any of the edTPA resources that you have been granted access to as part of this assessment. The foregoing includes, but is not limited to the following: reproducing, in whole or in part, a hard copy of any edTPA resource; electronically sharing, in whole or in part, any edTPA resource; posting on any internet site, the whole or part of any edTPA resource. You may not loan or give any edTPA resources to any person, corporation, or entity not associated with your college/university. These resources include, but are not limited to all documents, training videos, edTPA Assessment Handbooks, and Commentary templates. Please initial that you have read and agree to this section ________

I have read the above requirements and agree to follow them in order to protect the confidentiality of my students to the best of my ability during the completion of the edTPA.

Name (printed)______________________________________________

Signature_________________________________________________

Permanent email Address: _________________________________
Permanent mailing Address: _________________________________
Date________________
## Appendix K

**Teacher Candidate Information**

### Personal Information

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Address while student teaching</td>
<td></td>
</tr>
<tr>
<td>Telephone (best to call)</td>
<td>Email</td>
</tr>
<tr>
<td>Portfolio web address</td>
<td></td>
</tr>
</tbody>
</table>

### School Information

| Name of School |  |
| School Address |  |
| School Telephone | Principal |
| Cooperating Teacher | Email of CT |
| Placement Begins | Placement Ends |

*Modify to provide your daily schedule and location, as appropriate.*

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Subject</th>
<th>Grade</th>
<th>Room Number</th>
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<tbody>
<tr>
<td>Before School</td>
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**Best time to contact/meet**

**Best contact number to use**

**Dates during the placement that classes will not meet** *(vacations, testing days, conference days, inservice days, est.)*

**Employment outside of student teaching** *(include work schedule)*

**Other Important Information**
Appendix L

Teacher Candidate Journal Reflection & Weekly Schedule

A sample reflection journal/weekly schedule format is shown below. In cooperation with the university supervisor, this form may be modified as desired.

<table>
<thead>
<tr>
<th>Teacher Candidate Journal Reflection</th>
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<tbody>
<tr>
<td>Name:</td>
<td>For the week of:</td>
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</table>
# Teacher Candidate Upcoming Weekly Schedule

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Telephone</th>
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<tbody>
<tr>
<td>School</td>
<td>City</td>
<td>School Telephone</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td>Email</td>
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</table>

**Week Dates:** Monday: through Friday:

<table>
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<tr>
<th>Time</th>
<th>Room #</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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Figure 1
UW-Stevens Point
Professional Education Program
Teacher Candidate Dispositions

Dispositions

Emerging
- Recognizes democratic values; demonstrates awareness of diversity
- Explores responsibility to self in relation to others
- Acknowledges one’s strengths and limitations; develops metacognition
- Values creative approaches to problem-solving
- Demonstrates a willingness to be challenged and persists in professional growth
- Values respectful working relationships with others

Integrating
- Demonstrates understanding of the complexity of multiple perspectives and forms of diversity
- Explains and demonstrates collaborative, respectful behavior; articulates personal responsibility within a group setting
- Articulates and demonstrates creative multiple problem-solving strategies
- Understands and articulates interpersonal relationships across coursework, life experiences and their impact on one’s learning
- values respectful working relationships with others

Mastering
- Allows multiple perspectives and accepts forms of diversity in non-threatening manner in actions, speaking and writing
- Integrates and collaborates in respectful ways with others
- Listens attentively to, accepts, considers, and appropriately responds to alternate perspectives and constructive criticism
- Demonstrates critical thinking, flexibility and creativity in problem-solving; seeks and respects the perspectives of others
- Takes initiative to do what needs to be done and seeks input and resources to ensure greater success
- Models professionalism in interactions with others; uses current and best practices in content and methods of the profession; committed to and engages in life-long learning

Differentiates instruction; advocates for and supports teaching and learning of diversity; sustains democratic classroom climate; reflects in practice.
Seeks wisdom and help when needed; mentors others wisely.
Ongoing integration of awareness and careful consideration to inform practice; accepts responsibility for self and others; demonstrates reflexivity and “withitness”
Models flexibility, creativity and critical thinking in all aspects of teaching and learning; inspires students and others to think critically and creatively when problem-solving
Establishes and pursues an ongoing professional growth agenda that fosters success for self and others
Appendix N
Certification and Licensure

After you have successfully completed an approved program of teacher preparation for initial certification, the UWSP Certification Officer can recommend you for licensure. To be eligible for institutional recommendation, students must have a conferred degree fulfilling all academic requirements for certification programs, including a grade of “pass” for all student/intern teaching assignments. All supervisor and cooperating teacher final evaluations must be received by the Office of Field Experiences before certification will be processed.

Important information is available at
http://www.uwsp.edu/education/Pages/TeacherLicense/default.aspx
See Frequently Asked Questions about licensing at:
http://www.uwsp.edu/education/Pages/TeacherLicense/faq.aspx

If you apply for jobs prior to the end of the student teaching semester, the Office of Field Experiences will provide a “pending letter.” This letter states that you are completing a teacher preparation program on the basis of which certification in the State of Wisconsin will be completed.

If you wish to apply for licensure in another state, submit the required documents to the Office of Field Experiences. Information on 50 State Certification Requirements can be found at
http://education.uky.edu/AcadServ/content/50-STates-certification-requirements

You may request license endorsements for each course and section for which you were approved and registered at the beginning of your student teaching semester and received a successful evaluation. Additional endorsements on your initial license application must be requested in writing to the Director of Field Experiences and must be approved by cooperating teacher(s) licensed in the appropriate fields and levels, as well as approved by your University Supervisor. Your transcript would then be changed accordingly. It is your responsibility to ensure that your transcripts indicate all your teaching majors or minors; having incomplete transcripts will delay the processing of certification.

The sole conditions under which licensure may be requested before the end of the student teaching semester are: first, proof that a Bachelor’s degree has been conferred; second, proof of an offer of professional employment contingent upon emergency licensure, attested by a Wisconsin DPI Form 1602-EL Emergency License Request, or the equivalent from another state. Such requests for conversion of remaining student teaching to on-the-job status must be made in writing to the Office of Field Experiences and must be accompanied by a statement of recommendation by the Director of Field Experiences, then must be approved by the Superintendent of Public Instruction.
Congratulations! You are almost ready to begin your career as a teacher. Before you embark on this new and exciting journey, make sure you are familiar with the Academic and Career Advising Center and the services and information they provide. Following is an outline of services and resources for Education majors:

**Career and Job Search Assistance/Resources**

**Individualized/Tailored Assistance:**
Career Specialists are at your service to answer questions (e.g. provide information on supply & demand), and assist with resume, cover letter, job search and other career/employment needs. Take advantage of this service and schedule an appointment early on before you begin student teaching.

**Education Workshops and Sponsored Seminars:**
Workshops for Education majors are presented each semester addressing various aspects of the job search process. To see the current schedule of workshops, visit the Academic and Career Advising Center home page, click "Career Advising Services" and select “Calendar of Events.” By attending workshops, you will receive samples of resumes, information on cover letters, interviewing, job fairs, the application process, and sources for locating employment. Additionally, there are forums on “Hiring Tips from School Personnel Administrators.”

**Co-Sponsor of Educational Fairs:**
The Academic and Career Advising Center co-sponsors the Wisconsin Educational Recruitment Fair (WERF). Co-sponsorship means that UWSP students/alumni may pre-register at a reduced cost to attend this fair. Wisconsin school districts are in attendance in addition to out-of-state schools with positions they are looking to fill.

**Career Library/Publications:**
The career library houses several shelves of information for Education majors. Subjects include resumes, cover letters, portfolios, and the interviewing process. There are directories of schools in Wisconsin and the US, books discussing the first year teaching, and career alternatives. One shelf is dedicated to traveling, studying, working, and teaching overseas and includes TIE: The International Educator.

Be sure to visit the Academic and Career Advising Center to pick up your complimentary copy of the AAEE Job Search Handbook for Educators, and a Career Planning Guide.

**A few popular websites for locating teaching positions and additional resources:**

**Career Services page for Education Majors:**
http://www.uwsp.edu/career/Pages/fields/education.aspx

**Wisconsin Department of Public Instruction (DPI):** http://dpi.wi.gov

**The Wisconsin Education Career Access Network (WECAN):** an electronic application system many WI school districts are jointly using. Candidates need only complete one application which can then be used to apply for positions in any WECAN-user district. https://wecan.education.wisc.edu

**CareerPoint:** the UWSP Academic and Career Advising Center database. View openings, link to employer information, upload your resume for referral to employers.
https://www.myinterface.com/uwsp/STudent

**For teaching positions out-of-state:**
The Job Search Handbook for Educators contains a list of job search websites for all 50 states along with certification/licensing offices. Be sure to visit individual school district websites as well. The
Academic and Career Advising Center receives a publication entitled “Job Fairs for Educators” listing fairs held throughout the United States.

**Follow-up studies of Former Graduates (placement reports):**
The Academic and Career Advising Center is responsible for producing the official follow-up reports on UWSP graduates, tracking their employment or continued education. These reports can be found at: [http://www.uwsp.edu/career/Pages/annualReports.aspx](http://www.uwsp.edu/career/Pages/annualReports.aspx)

**Applying for Teaching Positions:**
**Terminology** – as you apply for teaching positions, schools may ask for any of the following:
- **Letter of application** (sometimes referred to as a cover letter)
- **Resume** (no longer than two pages)
- **References** (also referred to as Letters of Recommendation or Credentials)
- **Transcript** (most school district accept unofficial copies; if an official copy is requested, you should send an official transcript from each college you have attended. A degree progress report does not suffice as a transcript!)
- Copy of your **teaching license** (the ‘Pending Letter’ provided by the Office of Field Experiences suffices until you receive your teaching license)
- NEVER SEND YOUR ORIGINAL COPIES OF REFERENCES – MAKE COPIES!

**Read and follow instructions:** it could be a test! If it says “hand write,” do not type; if it states, “send three letters,” send only three letters. Be sure to spell check everything multiple times. Ask a trusted colleague to review your materials.

**The Portfolio for Employment Purposes:**
General consensus among school district hiring personnel supports the preference for a short and condensed portfolio for employment purposes. The employment portfolio should contain a variety of samples of your best work as a teacher. Ideally, samples of teaching lessons include those you have already used in the classroom so that you can discuss those experiences in greater detail during an interview.

Employers strongly discourage applicants from sharing any type of personal information early in the hiring process, including personal pictures, as employers must remain in compliance with Equal Employment Opportunity and Affirmative Action employment laws.
Appendix P

Affidavit of Cooperating Teacher Training

Note: PI 34.15(6)(c) requires cooperating teachers to ‘have completed training in both the supervision of clinical students and in the applicable [WI Educator Standards].’ To clarify, your training may have been provided by institutions other than UWSP and need not be a credited course. If you are uncertain as to your status, please contact the Office of Field Experiences for additional clarification.

Your Name: ________________________________

If training was completed under a previous name, please list it here:

______________________________

School District: ________________________________

School: ________________________________

Teaching Assignment: ________________________________

Email address (work): ________________________________

The Year you were trained as a Cooperating Teacher: ________________________________

School/College/Department /Agency that conducted the training:

____________________________________

Your Signature ________________________________  Date ________________________________

Please return to:
Office of Field Experiences
464 College of Professional Studies
UW-Stevens Point
Stevens Point WI 54481-3897
Fax: 715-346-2549
Field.Experiences@uwsp.edu

Thank you for your cooperation!

UWSP offers a one credit, online course cooperating teacher training course. If interested, contact the Office of Field Experiences at the email or phone number listed above.