

Handbook for Student Teaching



School of Education
University of Wisconsin-Stevens Point

Updated Spring 2026

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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](#). 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 on the Office of Field Experiences website, represents the most up-to-date information on all subjects addressed in this handbook.

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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

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 field experience assessments (Appendix M).
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.
 - a. 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:

- a. Submission of negative tuberculosis test results (unless, as applies to graduate students and those seeking licensure through the ACEE and CWIC programs, already submitted and collected by a district as part of the teacher candidates' employment).
- b. Completion of a Conduct & Competency Affidavit, in which the applicant provides full disclosure of criminal behavior and court records.
- c. Completion of a criminal background check per specifications of the OFE (unless, as applies to graduate students and those seeking licensure through the ACEE and CWIC programs, already submitted and collected by a district as part of the teacher candidates' employment)..
- d. Completion of Mandatory Reporting of Child Abuse and Neglect Training published and updated by the Wisconsin Department of Public Instruction
- e. Any district-specific requirements as presented by the cooperating school district
 - i. Districts requiring their own background checks will inform teacher candidates of the appropriate process/paperwork.
 - ii. 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 ensure students are informed of this requirement.

Applications for teacher candidate status are obtained at announced meetings held the semester prior to the scheduled student teaching experience. Attendance at the Application Meeting is mandatory for all students planning to student teach. All meetings are announced via email to those who have declared their intent to

teach. Information may also appear in the School of Education (SOE) [Newsletter](#). An asynchronous online option will be provided to those in graduate-level licensure programs.

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 to the Office of Field Experiences Manager prior to the deadline.

Placements for student teaching are initiated by requests from the Office of Field Experiences to school district administrators. All assignments are arranged consistent with policies, procedures and negotiated agreements between cooperating schools/districts 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 students seeking certification in additional licenses such as Health, adapted physical education, and early childhood special education. Third, and sometimes fourth, placements will run concurrently with major-related placements.

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 state of Wisconsin must receive written approval from the Office of Field Experiences Manager (see Placement Options, below).

Conflicts 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 classroom; 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. Other circumstances may apply regarding other relationships, such as significant others/partners. It is the teacher candidate's responsibility to inform the OFE of any potential conflict of interest. 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

UWSP allows teacher candidates to request placement throughout the entire state of Wisconsin; thus, teacher candidates are empowered to make request decisions based on individual housing and transportation availability. Fees are assessed to cover the travel costs of supervisors who travel to placement schools. [Appendix A](#) shows the graduated fee zones associated with placements based on their distance from campus. Fees are assessed as a Special Course Fee attached to the student teaching seminar course.

Please note: UWSP cannot guarantee student teaching placements *anywhere* as placements depend on the district's ability to guarantee a qualified cooperating teacher.

Out-of-state Student Teaching placements are sometimes unattainable. Student teachers requesting a placement outside of Wisconsin may be responsible for locating their own placement with a cooperating teacher, school, and school district. When the student teacher has acquired a placement, the OFE will contact the school for confirmation of the assignment. Teacher candidates interested in an out-of-state student teaching placement must obtain permission from the Office of Field Experiences Manager during the application process.

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 Wisconsin 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 minimum 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](#).

If student teaching occurs through an internship, 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 (IUE) facilitates successful student teaching placements and experiences in Milwaukee area schools for teacher candidates from institutes of higher education (IHE). The teacher candidate is a student of and earns teaching certification from their home IHE. However, IUE facilitates a successful urban placement and provide support during that placement. We are confident that your semester as an IUE student will be a rewarding one filled with experiences to prepare you for effective urban teaching.

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 Office of Field Experiences Manager 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 for completing 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 the semester prior to student teaching is required. Meeting date(s) are announced in the application materials and the [SOE Newsletter](#) as well as emailed to students who have declared an intent to teach. An asynchronous online option will be provided to those in graduate-level licensure programs.

Transportation and Housing

Transportation

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

Note: Teacher candidates are *strongly* advised to *not* transport students in a personal vehicle.

Housing is the responsibility of the teacher candidate.

Special programs providing transportation and/or housing stipends and reimbursement may be available, depending on placement location. Current opportunities will be shared with teacher candidates at the application meeting. Additional questions should be directed to the OFE.

Program Policies

Statement of Expectations

By the end of the first week of each placement, a written plan for the student teaching experience, also known as a Statement of Expectations, should be completed through coordination of the teaching candidate and cooperating teacher. It should include schedules, duties, specific subject areas, lesson formats and groupings in as much detail as can be arranged at the time. 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 before their 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 the performances and needs of the teacher candidate as they unfold during the experience ([Appendix B](#)). The destination goal for the Statement of Expectations is a successful final evaluation. Note: There is no single correct format for the written statement ([Appendix C](#)); teacher candidates and CTs are encouraged to create something that works for their specific partnership.

Evaluations

Protocols for evaluation are found in [Appendix E](#). When the Statement of Expectations is drafted, Triad members will agree on the format, timelines, 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 E](#) and [Appendix F](#)). Ongoing and actionable formative feedback is essential to the growth and development of teacher candidates.

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 Office of Field Experiences Manager 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 a student teaching placement "consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating school or the equivalent" ([Wis. Stats. 118.19 \(3\) \(a\)](#)). As a result, teacher candidates are not granted days off, unless specifically contracted by the district, as part of a regular teacher contract for those on a license-with-stipulations or an internship.

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, including those due to COVID, should be communicated to the cooperating teacher in a way agreed upon between the teacher candidate and CT, in addition to following any school and/or district policies. The Office of Field Experiences should be notified if a teacher candidate must be absent for three or more days. These cases will be reviewed by the university supervisor, in consultation with the Office of Field Experiences Manager, to 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, sports participation, etc.) are *not* recommended whenever possible to allow full attention to the demands of teaching, and they *may not* impact the teacher candidate's ability to meet the full days for a full semester requirement. If performance is negatively impacted by participation in such outside activities, the teacher candidate may be advised to relinquish participation 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 factors into the teacher candidate's grade for the one-credit seminar course (400). Seminar meetings must be accommodated in the Statements of Expectations and weekly schedules. Teacher candidates enrolled in EDUC 700 will be provided online alternatives for in-person seminar activities, but they are also welcome to attend in-person if they desire. The teacher candidate will inform cooperating teachers of these dates at the orientation visit. Teacher candidates should consult the syllabus for EDUC 400/700 for details regarding seminar requirements and meetings.

Appearance & Personal Hygiene

Teacher candidates must dress professionally and be always neat and well-groomed. All school and district guidelines for teacher dress must be followed by the teacher candidate.

Co-Teaching

The student teaching experience is a full-time commitment. 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 beginning on day one of their placement ([Appendix B](#)). UWSP advocates a co-teaching model for this important experience. Co-teaching in student teaching enables the teacher candidate and cooperating teacher to collaborate in the classroom as two professionals, 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 partnership allows the cooperating teacher and teacher candidate 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 G](#) provides more information resources and information about co-teaching. 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.

Duties

The student teaching experience should include all duties assigned to the cooperating teacher under their regular teaching assignment, such as classroom instruction and planning, student assessment, IEP meetings, parent-teacher conferences, staff meetings, supervisory duties, observing other teachers, etc. 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 C](#)) 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. If a cooperating teacher has assumed additional duties beyond their regular teaching assignment, such as coaching, club advising, or school/district committees, the teacher candidate may participate if invited, but they may not be compelled to attend. 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 required to share any concerns with appropriate school personnel per the Mandatory Reporting laws in Wisconsin and the training completed during the student teaching application.

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 teacher's classroom. 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 that follows the requirements of the cooperating school or district. All plans from the placement must be readily available upon request of the cooperating teacher, the university supervisor, or the Office of Field Experiences Manager. Lesson plans should be shared with the university supervisor prior to each of their scheduled observations.

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; however, the default format should be the format the cooperating teacher is required to use (if applicable). The lesson plan template from the EMB or other methods experience is also an example of a high-quality template that may be used in the absence of a required format.

Whatever form lessons plans choose or are required to take, a teacher candidate must always be able to respond to these questions:

- ✓ What are you teaching?
- ✓ Why are you teaching this? (Which objectives or standards are being addressed?)
- ✓ 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?

Program & Licensing Regulations

Supervisory Observations

The Office of Field Experiences will provide the university supervisor with CT contact information as well as the university email address of each teacher candidate on their caseload. Supervisors may request teacher candidates share additional contact information and/or information about their placement(s), such as phone numbers and/or a teaching schedule. 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 three such sessions are required per semester. At least two sessions must include a conference that involves the CT and teacher candidate. An additional “observation” should address the professional responsibility standards (9 & 10) and may take place virtually. A total of four assessment forms are required from supervisors each semester. All observations, supervisory conferences and evaluations must be documented on approved forms (p.42) and become a part of the candidate’s permanent certification file.

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. A teacher candidate must demonstrate readiness (ratings of “Proficient” or “Approaching Mastery”) in all 10 teaching standards on the summative Cooperating Teacher Evaluation for each placement in which they are required to have one in order to pass the courses associated with the field experience portion of student teaching (398/498/798). 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 Office of Field Experiences Manager regarding the professional behavior of the teacher candidate as it relates to the Wisconsin Educator Standards ([Appendix F](#)) and UWSP Teacher Candidate Dispositions ([Appendix I](#)).

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 Office of Field Experiences Manager. A teacher candidate may also elect to withdraw from an assignment, subject to notice, usually without penalty (regular university procedures and deadlines apply for withdrawal) or prejudice.

Classroom Supervision by the Cooperating Teacher

A student teacher 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 and must maintain status as the “teacher of record” during the student teaching placement. Intern teachers, by license and design of the assignment, are allowed to teach up to 50 percent of their assignments on their own. LEAs should refer to the definitions and stipulations for internships as described in the [WIP Handbook](#).

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 organizations and private companies. Candidates are strongly recommended to obtain this coverage.

Health, Safety & Injury

Prior to any assignment, teacher candidates must submit documentation 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 may request additional information, such as 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 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. Teacher candidates who are employed by a district, such as interns and those on a license with stipulations, may also have access to EAP services through the school district.

Statement of Non-Discrimination

The UWSP does not discriminate based on 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 the 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, 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 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 Office of Field Experiences Manager to provide experiences in a different location on a standby basis until the stoppage in the assigned school is terminated.

Substitute Teaching

Student teachers are only allowed to act as substitutes under very specific circumstances, as outlined under [PI 34.023 \(2\) \(f\)](#) which states that “student teaching shall be for full school days for a full semester of the cooperating school or the equivalent as determined by the state superintendent.” In an effort to be responsive to the needs of schools, this administrative rule was recently updated so that “equivalency for the purpose of this subdivision shall include one of the following:”

34.023 (2) (f) 1. a. “The length of the semester of the student’s institution of higher education if the educator preparation program determines a student meets completion requirements. If an institution of higher education operates on a calendar other than semesters, the duration of student teaching shall be no less than 15 weeks.

b. Full days for a full semester of the cooperating school with an option to substitute teach for no more than ten days during the semester if agreed to by the educator preparation program. Short-term substitute teaching authorized under s. PI 34.032 may only occur in the classroom of the cooperating teacher and if the student [teacher] possesses a short-term substitute teaching license.”

While interns do have a license, *they are never to be utilized as substitutes*; please see this specific point outlined in the [WIP Handbook](#). Interns are licensed only to teach independently in their subject area and only up to 50% of the time.

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. If you have any questions regarding these rules and policies, please contact the Office of Field Experiences Manager. More specifics regarding subbing for the cooperating teachers and teacher candidates are outlined in their respective sections of this handbook.

Wisconsin State Statute Chapter 118 General School Operations

118.19 Teacher certificates and licenses; administrator and pupil services professional licenses. (3)
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.

The student teaching placements MUST be complete before a teacher candidate may begin a licensed teaching position.

Teacher Candidates

To the Teacher Candidate:

You're about to embark upon the culminating clinical experience of your professional preparation; congratulations on all the hard work that got you to this point! Throughout this experience, you will no doubt find teaching to be incredibly fulfilling, but also incredibly challenging. Your success will depend not only on how you apply what you've learned about teaching through your program's methods courses, but also what you continue to learn in partnership with your cooperating teacher and your university supervisor. Teachers are most successful when they're in community with one another, not when they work in isolation, so you should make every effort in this placement to begin building your professional community.

This handbook is a product of collaboration across a community of 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 continually evolving to best meet the needs of students and student teachers.

Take every opportunity to become familiar with the recommendations, rules, standards and criteria in this handbook and the working relationships that depend upon them. At all points in this process, the Office of Field Experiences is ready to assist you in completing your teacher education at the highest possible level of accomplishment. Our goal is to send our teaching candidates into the field with the level of preparation and support necessary to begin successful and lasting careers in education. Please let us know how we can help you in building your career in our profession.

Sincerely,



Kelly Seefeldt
Office of Field Experiences Manager

The following sections are addressed to you, the teacher candidate. Because learning to teach is a gradual process the outcomes of which 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 (school and district) for personal comportment during 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, reflective journal, or otherwise participate in cohort discussions as assigned by the university supervisor.

- maintain records of the above activities (i.e., plans, Statement of Expectations, evaluations) as directed by the cooperating teacher and university supervisor.
- fully understand the methods and nature of evaluation required to successfully complete the student teaching experience, which is tied to passing field placement courses, and thus graduation and licensure.

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. Begin your term by introducing yourself to building administration 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.

The checklist below can give you a starting point for orienting yourself to your placement school. It is not exhaustive, so be cognizant of what you can/should add that is relevant to your specific situation.

Orientation checklist:

- Familiarize yourself with the school district (philosophy, structure, current goals, and community).
- Read the school district/school handbook, student handbook, and parent handbook.
- Discuss the [student teaching duration choices](#) (Appendix D) with your CT(s) and administration.
- Follow school policies as applied to employed staff, including (but not limited to):
 - Arrival and departure time
 - Dress Code
 - Reporting absences
 - Parking
 - Use of the teachers' lounge/workroom
 - School-wide PBIS/disciplinary procedures
 - Computer usage
 - Lesson planning procedures
 - Inservice or workday sessions
 - Faculty/staff meetings
- Become Familiar with:
 - Your personal workspace
 - School Media Center(s)
 - Guidance/Counseling Services
 - Health Services
 - Co-curricular Activities
 - Technology Resources
 - Grading and Assessment Procedures
 - Emergency & safety procedures
 - Student referral procedures
 - School and classroom demographics



Words of Advice: Take the initiative to learn and grow; don't wait to be asked to do something!

The Work of Student Teaching

The following section provides an overview of what you can expect as part of the daily work as a student teacher. Remember that while all professional teachers' jobs include prep, planning and reflection in addition to the delivery of lessons, your experience as a teacher candidate also includes regular evaluation and observation. Like the orientation checklist above, these lists are not exhaustive, and should serve as a starting point upon which you will add tasks and points specific to your placement and situation.

Planning & Teaching

- Create a Statement of Expectations that outlines your responsibility for co-and-lead-teaching.
 - See [Appendices B](#) and [C](#) for the phases of your experience and an example statement.
- 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 delivery.
- Maintain a collection of lesson plans developed and taught.
- Reflect upon lessons: what went well, what didn't work, and what you might adjust for future use.
- Respect student/family, ethnic and cultural backgrounds.
- Assist in maintaining a positive learning environment and classroom community.
- Collect data on student learning, analyze that data, reflect upon its implications for your planning, and plan upcoming instruction and lessons to improve student learning outcomes.
- Apply research-based classroom management strategies.
- Utilize educational 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

- Actively 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.
- 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.
- Record yourself teaching for self-analysis and reflection.
- Invite the building principal to observe you and conduct a conference, when possible.



Words of Advice: When you receive feedback from your cooperating teacher and/or university supervisor, remember that they are offering you feedback in service of making you a better teacher. It is not always easy to receive feedback, especially when it may feel negative; however, a strong teacher never shies away from feedback. In addition to reflecting on what your CT and supervisor share, we encourage you to ask your students for feedback as well.

Evaluation

- Review the evaluation protocol with your CT 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.
- Utilize the evaluation forms and other feedback tools provided in this handbook to gather formative feedback about your performance and formulate a plan for improvement that will ensure you successfully demonstrate readiness in all 10 standards by the end of your placement.
- Verify that all supervisor and cooperating teacher evaluations are sent to the Office of Field Experiences and keep a copy for your records.

Professionalism

- Embrace professional values and dispositions (Appendices [E & J](#)).
- 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.
- Do not take for granted that your cooperating teacher will take over the class in your absence. Plan and communicate as if you were preparing for a temporary substitute.
- Meet deadlines for lesson plans; be well prepared and organized to deliver them.
- Use technology appropriately:
 - clearly maintain a line between your personal and professional personas online;
 - consider that students, colleagues, and parents may try to interact with you on social media and establish professional boundaries;
 - never, under any circumstances, post images of your students, their names or any other identifiable information on your personal social media accounts.
- Interact with colleagues professionally.
- Remember you are there to learn – ask for advice/suggestions while respecting people's time and boundaries.
- Keep communication channels open by participating in regular exchange of information with your cooperating teacher and university supervisor.
- Remember that as a student teacher you must always be supervised by a licensed teacher or substitute teacher. *You may only serve as a substitute while student teaching under very specific circumstances.* It is your responsibility to maintain those conditions are met.
 - If you are asked to perform duties outside of or change your substitute teaching status, contact the Office of Field Experiences Manager right away.
- Seek support, advice or other assistance from the Office of Field Experiences Manager should situations arise in your relationship(s) with your cooperating teacher or supervisor.



Words of Advice: Student teaching may be your first *true* experience seeing yourself or being seen as a professional educator. Take advantage of the opportunity to build your professional network but be mindful to maintain the boundaries between the personal and professional. Find a personal outlet to unwind after a long week at school that is far removed from your school community.

Regular Communication with Supervisor

The teacher candidate is responsible for communicating regularly with the university supervisor. This may be in the form of weekly email exchanges, journal reflections, or bi-weekly Zoom meetings. Teacher candidates should follow the guidance and direction from their supervisor provided during the first seminar meeting on campus at the beginning of the semester.

Teacher candidates observed by more than one supervisor must provide each one with the appropriate documents including the statement(s) of expectations, schedule, and reflections.

Lesson plans prior to observation

- 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.

Letters of Recommendation & References

You are not owed letters of recommendation, nor do your cooperating teacher(s) carry any obligation to serve as your professional reference simply because you completed your student teaching with them. It is your responsibility to request letters of reference from your cooperating teachers and/or administrators and ask if they are willing to serve as references on your behalf.

These letters and references are a very important component of your credentials, and you should be mindful of who can (and will) speak to your skills as an educator when gathering them.

Information about building your professional network, including letters or recommendation and references, will be provided as part of the student teaching seminar, as it will be useful at the job fair. You may also seek out resources and support provided by the Academic and Career Advising Center, which remains available to you as a UWSP student, even when you are in the field as a teacher candidate. (See [Appendix K](#) for more information about the ACAC.)



Words of Advice: Make it easy for those whom you ask to be part of your professional network to sing your praises. CTs and principals will not be impressed by a teacher candidate who does the bare minimum, so take initiative and give them plenty of examples of your strengths as a teacher.

Student Teaching Equivalency Choices

Prior to the beginning of your student teaching semester, you will be asked to determine which of the following options for the duration of your student teaching placement you plan to follow. You will be asked to report your choice and any supporting information to the Office of Field Experiences and update the office with any changes that arise throughout the semester ([Appendix D](#)).

Please note that the options outlined below are *new*, having only been adopted into emergency rule in November of 2023. And the Office of Field Experiences will communicate with your placement school, district, cooperating teacher(s), and university supervisor regarding these options, but we do expect some confusion in the LEAs to be common. If you are asked to do something that you believe to be outside the scope of the duration choice that you are following, contact the Office of Field Experiences Manager right away. You may also direct your CT, principal, or other administrator to the Office of Field Experiences with any questions they have regarding your options for subbing and/or following the school district or university calendar.

PI.34.023 (the administrative rule that governs student teaching) states: “For educator preparation programs leading to the student's first license under subch. VI, the student teaching shall be for full school days for a full semester of the cooperating school or the equivalent as determined by the state superintendent. Equivalency for the purpose of this subdivision shall include one of the following:

“a. The length of the semester of the student’s institution of higher education if the educator preparation program determines a student meets completion requirements. If an institution of higher education operates on a calendar other than semesters, the duration of student teaching shall be no less than 15 weeks.”

Program-specific Requirements for Option A:

- The university supervisor has completed all (3) required in-person classroom observations prior to the end of the UWSP semester.
- The Office of Field Experience has received all (4) required observation assessment forms from the university supervisor prior to the end of the UWSP semester.
- The Office of Field Experience has received a thorough summative assessment signed by the Cooperating Teacher(s) that proves the teacher candidate has demonstrated readiness in all 10 Wisconsin Teacher Standards.
- Administrator(s), supervisor, and cooperating teacher are all in agreement as to the readiness of the teacher candidate, as defined by the Wisconsin Teacher Standards.
- The teacher candidate has not served as a substitute teacher in the absence of the Cooperating Teacher, or any other teacher, at all throughout the course of the placement.
- The final day of the student teaching placement will be the final day of the university semester, including finals week.

“b. Full days for a full semester of the cooperating school with an option to substitute teach for no more than ten days during the semester if agreed to by the educator preparation program. Short-term substitute teaching authorized under s. PI 34.032 may only occur in the classroom of the cooperating teacher and if the student [teacher] possesses a short-term substitute teaching license.”

Program-specific Requirements for Option B:

- The teacher candidate must hold an active substitute teaching license.
- Administrator(s), supervisor, and cooperating teacher are all in agreement as to the readiness of the teacher candidate to perform all duties of a substitute teacher.

The school district, or the contracted agency, must hire the student teacher as a substitute teacher and compensate them for all time spent substituting.

In addition, teacher candidates may follow the state statute as written, “student teaching shall be for full school days for a full semester of the cooperating school,” and as it has been followed in previous semesters, without subbing.” This is known as option C.

Program-specific Requirements for Option C:

- No additional requirements beyond those outlined by the Educator Preparation Program to student teach will apply. (Teacher candidates have already met all requirements to student teach.)

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. It is not hyperbole to say that without your time and commitment to the work of preparing the next generation of educators, our systems could not continue. Students deserve, and our profession demands, incoming professional teachers who cannot only succeed in meeting Wisconsin Standards of competence but are also prepared for the demands a career in education will impose upon them. Quality schools depend upon highly qualified teachers and student teaching is a crucial part of quality assurance. Through three-way interaction between 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 for our teacher candidates.

Beyond the logistics of compliance, this handbook provides guidance and suggestions for collaboration that can have positive and lasting effects upon you, your colleagues, your students, and your schools and communities. We understand the work that goes into mentoring our teacher candidates, and we hope you are able to glean something positive from the experience too.

Please contact us at any time with your questions, concerns, or comments. Thank you again for your participation. My direct email and phone number can be found below. 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.

Sincerely,



Kelly Seefeldt
Office of Field Experiences Manager
kseefeld@uwsp.edu
715-346-2440

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 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 (per WI Administrative Code [\[PI34.023\(4\)\]](#)):

- 1) Hold a valid WI license, or an equivalent license if the clinical program is out of state.
- 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]. See Training Section below.

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.
- Ability to foster and maintain a mentoring relationship in support of early career teachers.

Training

Due to program updates and state-level changes, we strongly encourage all Cooperating teachers working with UWSP teacher candidates to attend the UWSP-specific training provided prior to each semester. Training will be held via Zoom in (or around) August and December each year, and a recording of the training will be sent to all CTs for later reference and for those unable to attend synchronously.

Cooperating Teachers must have an Affidavit of Training ([Appendix L](#)) on file with the Office of Field Experiences.

Additional Training for Credit

UWSP also offers EDUC 758: Cooperating Teacher Fundamentals, a one-credit, asynchronous course, for anyone looking to host *future* student teachers, or explore professional development around mentoring and supporting student teachers. This course is offered as needed each semester and can be taken as elective credit towards UWSP's MS-Ed program or as a non-degree seeking student. Credit reimbursement may also be available through a scholarship program.

Responsibilities of Cooperating Teachers

The cooperating teacher will:

- Familiarize themselves with the phases of the student teaching experience ([Appendix B](#)).
- Assist the teacher candidate in developing a Statement of Expectations ([Appendix C](#)) 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.
 - This means that teacher candidates should have access to all duties that are assigned to the CT as part of their regular contract, including but not limited to supervision responsibilities, communication with students (and their adults),
- 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.37) submitted to the Office of Field Experiences [PI34.13]. Student teachers are encouraged to keep a copy for their personal files.

Teacher Candidates and Subbing

There are only very specific circumstances under which a teacher candidate is able to act as a substitute in the absence of a qualified CT. Recent emergency rules and updates to PI.34 have made things confusing and challenging to enforce. We ask that all CTs review the [Student Teaching Equivalency Choices](#) with their teacher candidates, and understand the parameters of the choice their student teacher makes ([Appendix D](#)).

*Please note that Interns are governed by the WIP rules and are not to be used as substitutes, under any circumstances. See the [WIP Handbook](#) if you are working with an intern.

Other Points for the Cooperating Teachers to Remember:

While the suggestions in the following section are not *requirements*, we do strongly suggest using this list as a starting point for working with your teacher candidate. If through your experience, you discover essential

additions to the below list, we encourage you to share them with us to assist your fellow cooperating teachers.

At a first meeting (or “Orientation”):

- Arrange a tour of the school or campus.
- Provide a workspace for the teacher candidate.
- Share school and classroom procedures and policies in an easy-to-access format.
- Introduce the teacher candidate to administrators, faculty, support staff, and other co-workers.
- 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 with encouragement and by answering any questions they may have.

During 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 & Mentoring

While you may be more than willing to welcome a teacher candidate into your classroom, we recognize it can be extremely difficult to hand over control and entrust your students to an inexperienced educator. With that in mind, we thank you, once again, for your willingness to host a teacher candidate, and invite you to review the resources in this section included to support you and the teacher candidate in developing a healthy and successful partnership. The following information is meant to support you in your efforts to prepare our UWSP teaching candidates to become effective teachers.

Fostering a Mentoring Relationship

It is an expectation of this program that teacher candidates assume *all* the duties of a full-time teacher for a significant amount of time. And while they will be expected to follow any curriculum and policies set-forth by your school district, we do hope they will go through the full experience of planning, preparing, teaching, and reflecting upon lessons independently.

As teacher candidates assume more of the planning and instructional duties in your classroom, this is an opportunity for you to support them through coach-like mentorship. Remember, you and your teacher candidate may have different delivery styles, and they may not handle situations or deliver instruction the way you would. When you begin to hand over more control to the teacher candidate, it can be helpful to assume a

more coach-like role as opposed to a directive, supervisory stance. Cheliotis and Reilly lay out in *Coaching Conversations: Transforming Your School One Conversation at a Time* (2018) “Rather than being judgmental, a coach-like leader/teacher helps others plan, reflect, problem solve, and make their own decisions. The conversation time is spent on mediating resources, clarifying intentions, and identifying multiple options to assist [teacher candidates] in self-directed learning” (p. 17).

Additionally, it may be helpful to assume different roles on a continuum of support, depending on the situation. *The Ultimate Student Teaching Guide* (2011) introduces three different roles, that of *model*, *mentor*, or *guide* (Daniels, Patterson, & Dunston, pp.29-30).

- When acting as a *model*, you may demonstrate a lesson in the morning, and the teaching candidate will mimic the instructional moves you modeled later in the afternoon.
- As a *mentor*, your teaching candidate may attempt a lesson and you would provide feedback and answer questions either during or after instruction.
- And finally, in acting as a *guide*, the teaching candidate would share ideas, you would provide expert advice, and then the teaching candidate would make an instructional choice or planning decision.

Offering Feedback through Discussion

Ongoing feedback and discussion with the teacher candidate is an essential step in preparing them to be reflective, educators. However, for feedback to land effectively, an established level of trust and openness is very helpful.

Early in the placement, discuss and clarify with the teacher candidate your processes for observation and providing feedback and seek input from the teacher candidate for how they would like to receive feedback.

Remember, you do not have to be sitting in the back of the classroom in order to observe, discuss or offer feedback. For example, you could take some time to explain why you made a specific instructional choice after a lesson and ask the student teacher to share what they observed. You could also conference with the teacher candidate before and after they assume the lead teaching duties and ask them clarifying or open-ended questions to help them think through their choices.

The following are some discussion questions that may be helpful when conferencing with your teacher candidate:

- *What did you notice while I was explaining that assignment?*
- *How do you think the students responded to the instructions you gave? How could you tell?*
- *What skill are you hoping students will learn from this lesson? How will you know they learned this skill?*
- *What do you think is your next instructional move?*
- *What worked during that lesson?*
- *What would you change if you taught that lesson again?*
- *What successes did you see during that lesson?*

One of the best ways to open your teacher candidate up feedback is to provide it early and often. Find time to regularly talk about instruction during your workday; don't just wait until problems arise! Providing a mix of formal and informal feedback fosters that mentoring relationship and gives the teacher candidate many opportunities to be reflective. You could also support opportunities for the teacher candidate to gather feedback from other professionals by encouraging them to invite your building principal(s) to observe and/or conference (when possible).

Evaluation

Formal evaluation is an essential piece of the student teaching experience, and the teacher candidate must

have your evaluation in order to complete their degree and license requirements. Thus, we encourage you to review the evaluation protocol with the teacher candidate early in the placement ([Appendix E](#)).

You may also utilize the Cooperating Teacher Evaluation (p.37) as a reflection tool several times (especially at the mid-term) during the placement, not just at the end. This form enables you to work with the teacher candidate to determine areas of strength and growth, and areas requiring further attention. The goal is for growth to be clear from the formative assessment ratings to the summative assessment ratings for each standard. We suggest completing the formative assessment ratings in coordination with your teacher candidate at the midpoint of their placement.

It is also part of your responsibility as a cooperating teacher to 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, but you may also feel the need to contact the supervisor if a problem is developing. The Office of Field Experiences Manager is always available as a resource for you if you need help navigating an uncomfortable situation with a supervisor or a teacher candidate.

Complete the summative assessment rating of 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 via email. Please format your evaluations.

Professionalism

The Office of Field Experience recognizes the professionalism of all our educational partners and will always respect you as the professional you are. With that in mind, we do offer the following reminders and suggestions for maintaining a professional and appropriate relationship with your teacher candidate:

- 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 I](#)).
- Model best practices.
- Continuously 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.
 - Reminder: Teacher candidates are required to participate in all duties of a full-time teacher; however, they cannot be compelled to do any additional duties (such as coaching, advising extra-curriculars, or committee meetings) that you assume on top of your regular contract.
- 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 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: <https://www.uwsp.edu/ACAC/Pages/default.aspx>.

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 between 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 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. Thank you again for your time and commitment to this job and our profession.

Sincerely,



Kelly Seefeldt
Office of Field Experiences Manager

Qualifications

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.
- Training and experience in the licensure area they plan to supervise.
- 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:

1. provide the teacher candidate and cooperating teacher with information about DPI and University

- requirements.
2. 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.
 3. be available for evaluative conferences or other hearings with the teacher candidate, cooperating teacher, cooperating administrator, or their delegates.
 4. keep accurate records of the assignment and supervision evaluation of the teacher candidate.
 5. review the teacher candidate reflective journal submissions on a weekly basis and provide timely feedback.
 6. ensure that university supervisor formative assessments ([Appendix E: p.42](#)) are filed with the Office of Field Experiences within one week of completion of the student teaching observation.
 - o Email PDFs/Word docs to field.experiences@uwsp.edu.
 7. participate in the final assessment and submit the evaluation report in a timely fashion.
 8. submit TERs monthly to the OFE. Payment Services will not reimburse trips after 90 days.
 9. Maintain and monitor communication through your UWSP email account.
 - o Once the semester begins, all communications from the OFE will arrive through your @uwsp.edu email account, as well as communication regarding financial information. To avoid missing anything important (to the OFE or to you), we ask that you login regularly.

For University Supervisors to Remember

The following 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, written lesson plans, etc.
- Review the Statement of Expectations ([Appendix C](#)) 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 your 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. This may mean scheduling observations around prep periods as well as before and after school hours.
- 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 Office of Field Experiences Manager as soon as possible if you notice potential problems – with either a teacher candidate or cooperating teacher.

Evaluation

- Review the evaluation protocols ([Appendix E](#)) 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.42) for each observation. Review with the teacher candidate and cooperating teacher. Provide the OFE a copy for inclusion in the student's teaching file.
- 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 Office of Field Experiences Manager at the end of the placement.

Professionalism

As newly-minted professionals, teacher candidates will be looking for role models in fostering their careers in education. They will look to you as experts in the field, and your experience will be a valuable resource. We appreciate all our university supervisors for demonstrating mastery of the values and dispositions of the profession ([Appendix I](#)). In addition, we offer the following reminders regarding professionalism:

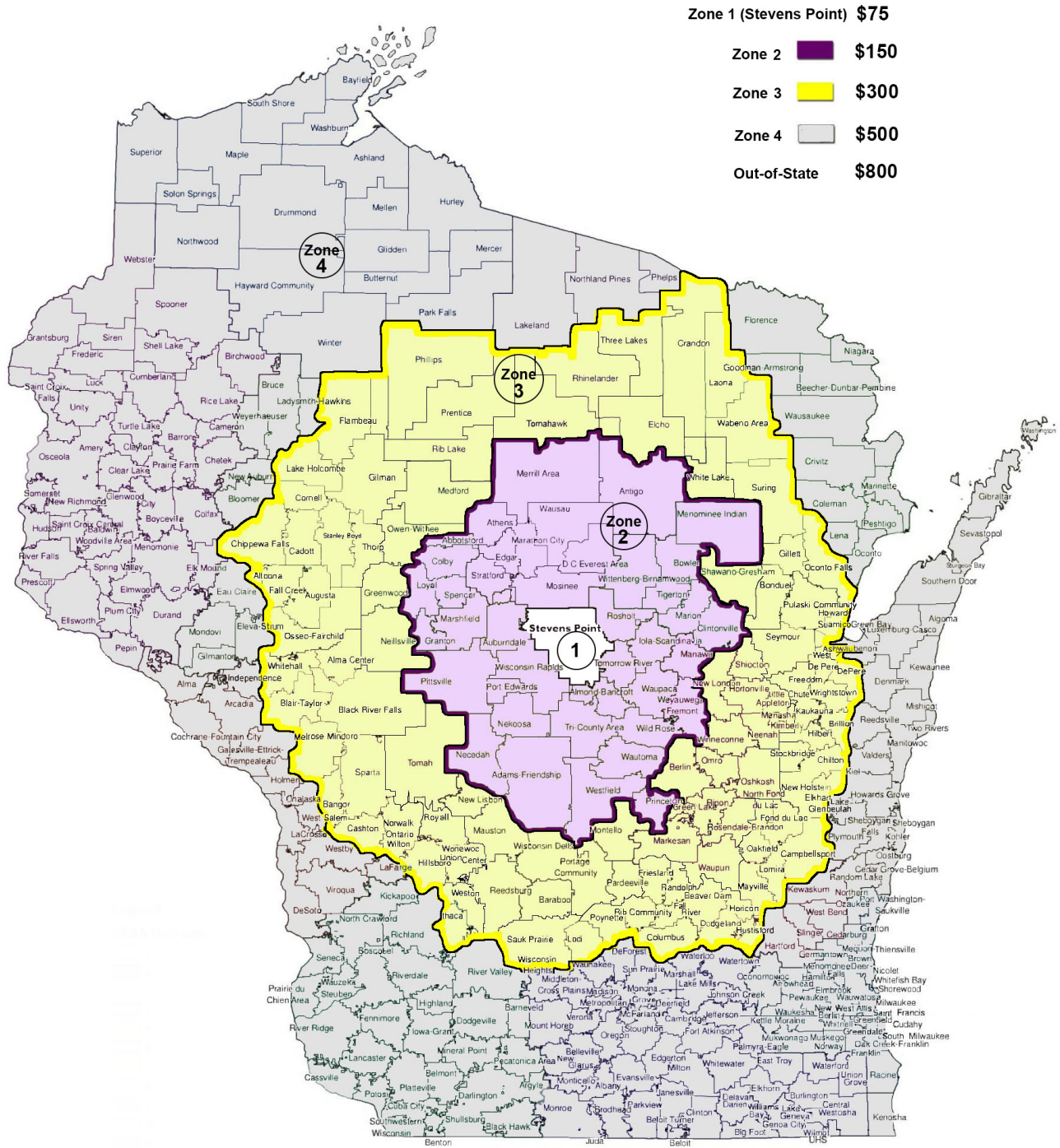
- Exhibit a positive attitude toward the education of teachers and respect for the integrity of the teacher education program.
- Guide your teacher candidate in the values and dispositions of the profession ([Appendix I](#)).
- Be a positive, guiding force by sharing useful ideas in helping the teacher candidate to grow.
- Arrive on time for scheduled observations.
- Be respectful of the cooperating teacher's classroom.
- Demonstrate respectful confidentiality in all aspects of your job. For example, do not discuss a teacher candidate's performance with other teacher candidates, or cooperating teachers who are not working with that teacher candidate.

APPENDICES

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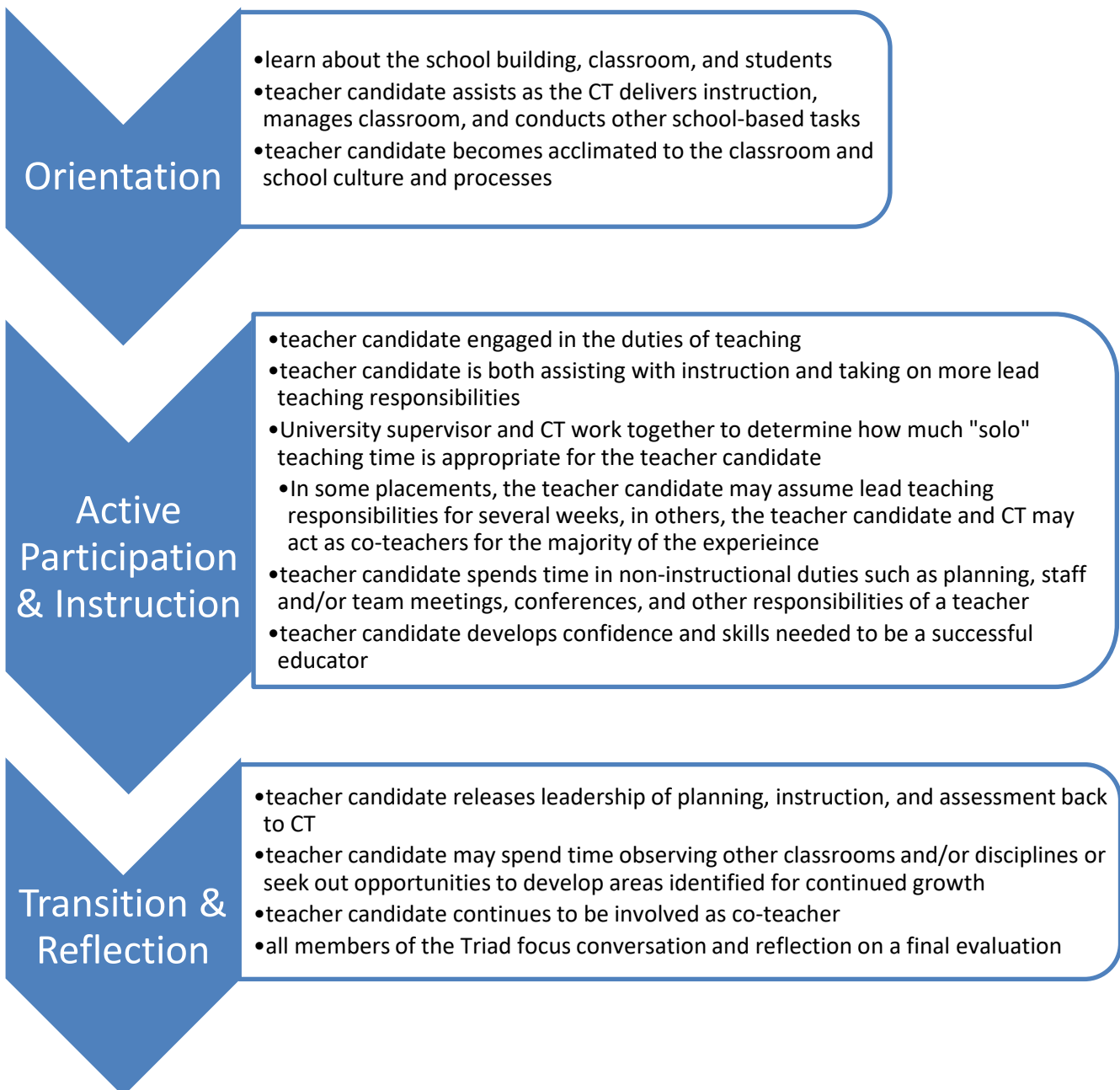
Note: Most required forms are available online at <http://www.uwsp.edu/education/Pages/fieldExp/>
These fillable documents are for your convenience and ease of use.

Wisconsin School Districts SoE Fee Zones



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.



The Student Teaching Experience – Suggested Timeline

Triad →	Teacher Candidate (TC)	Cooperating Teacher (CT)	University Supervisor (US)
Before Placement Begins	<ul style="list-style-type: none"> ✓ Familiarize yourself with information in Student Teaching Handbook ✓ Contact CT and arrange to meet ✓ Meet with CT to discuss upcoming placement ✓ Introduce yourself to school principal ✓ Secure information needed to complete the 'TC Placement Information' form; provide to US in a timely fashion ✓ Familiarize yourself with the classroom, building and district ✓ Complete required school/district paperwork ✓ Begin to review curriculum/textbooks/ materials 	<ul style="list-style-type: none"> ✓ Familiarize yourself with information in Student Teaching Handbook ✓ Meet with TC to discuss upcoming placement ✓ Investigate the Co-Teaching model ✓ Orient TC to the school/classroom ✓ Reach out to the OFE Manager with questions or concerns 	<ul style="list-style-type: none"> ✓ Familiarize yourself with information in Student Teaching Handbook ✓ Make sure your UWSP email is active ✓ Investigate the Co-Teaching model ✓ Meet with TC at first seminar held just prior to start of the semester ✓ Provide clear expectations regarding weekly reflection journals and schedule information ✓ Receive and review TC placements from the OFE ✓ Reach out to the OFE Manager with questions or concerns
First Week	<ul style="list-style-type: none"> ✓ Discuss Statement of Expectations with CT ✓ Respond with input/questions ✓ 'Actively observe' and participate in all daily activities ✓ Assume minor administrative/support duties Be an active member of the Co-Teaching Team 	<ul style="list-style-type: none"> ✓ Develop Statement of Expectations and discuss with TC ✓ Finalize Statement of Expectations and secure signatures of both TC & yourself ✓ Prepare to share with US at first visit ✓ Include TC in assisting with daily activities ✓ Lead the Co-Teaching Team 	<ul style="list-style-type: none"> ✓ Email CT to introduce yourself and establish a line of communication ✓ Find a date for first classroom observation ✓ Communicate date/time of first visit to both CT and TC
	<ul style="list-style-type: none"> ✓ Discuss participation in other school activities such as grade level, department team, or IEP meetings, supervision duties, in-service sessions, and faculty meetings 		

Second Week	<ul style="list-style-type: none"> ✓ Participate as an active member of the Co-teaching Team 	<ul style="list-style-type: none"> ✓ Involve TC in all aspects of planning, instruction, and assessment of student learning <ul style="list-style-type: none"> ✓ Regularly provide both written and verbal feedback 	<ul style="list-style-type: none"> ✓ Make introductory visits, as <i>needed</i> ✓ Review Statement of Expectations and make comments/suggestions, as needed, OR continue email contact to assure TC and CT are clear about expectations <ul style="list-style-type: none"> ✓ Provide feedback to weekly reflection journals through end of placement
Third-Fourth Week	<ul style="list-style-type: none"> ✓ Continue to be involved in all aspects of the school day ✓ Assume leadership for some aspects of co-teaching as established by Statement of Expectations 	<ul style="list-style-type: none"> ✓ Contact the OFE if <i>any</i> concerns about the progress of the placement arise 	<ul style="list-style-type: none"> ✓ Make first classroom observation (no later than third week) ✓ Complete the Supervisor's Formative Assessment ✓ Contact OFE Manager if <i>any</i> concerns about the progress of the placement arise
Fifth-Seventh Week	<ul style="list-style-type: none"> ✓ Expand leadership role in planning, instruction, and assessment ✓ Assume the primary role for planning, preparation, instruction and assessment 	<ul style="list-style-type: none"> ✓ Complete a midterm evaluation with the TC using CT Final Evaluation so as to show progress through the end of placement ✓ Allow TC to take on lead role in Co-Teaching Team 	<ul style="list-style-type: none"> ✓ Confer regularly with CT & TC regarding progress ✓ Make classroom observation during the time the TC is in the primary instructor role ✓ Complete the Supervisor's Formative Evaluation
Eighth Week	<ul style="list-style-type: none"> ✓ Remain active in all aspects of classroom activities while turning the leadership role back over to CT 	<ul style="list-style-type: none"> ✓ Discuss with TC their interest in visiting other classrooms in the school/district to further develop identified needs/interests ✓ Assist in arrangements for other classroom visits 	<ul style="list-style-type: none"> ✓ Discuss CT Evaluation ✓ Contact OFE Manager <i>immediately</i> if TC will not successfully complete the placement
Ninth Week	<ul style="list-style-type: none"> ✓ Use Part of your time this week to observe other classrooms to 	<ul style="list-style-type: none"> ✓ Complete CT Evaluation and discuss with TC and 	<ul style="list-style-type: none"> ✓ Remind both the TC and CT that all evaluations must be to

	<p>further expand upon areas of identified challenge and interest</p> <ul style="list-style-type: none"> ✓ Discuss and provide input to CT Evaluation 	<p>the supervisor</p> <ul style="list-style-type: none"> ✓ Identify areas for continued growth ✓ Sign and date the CT Evaluation 	<p>the OFE within one week of the end of the placement (CT Evaluations must be signed by both the CT and TC; Supervisor Assessments do not require signatures.)</p>
Follow-up	<ul style="list-style-type: none"> ✓ Assure that all paperwork is submitted to the OFE within one week of the end of the placement 	<ul style="list-style-type: none"> ✓ Send the TC Evaluation to the Office of Field Experiences <i>with signatures</i> via Word or PDF documents 	<ul style="list-style-type: none"> ✓ Assure that all paperwork is submitted to the OFE within one week of the end of the placement
<p>PLEASE NOTE: This timeline is based on a 9-week placement. An appropriate expansion of this sequence should be made for the semester.</p>			

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, etc.)
- 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 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 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
- 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
- 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"
 - 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
-



University of Wisconsin-Stevens Point
 College of Professional Studies
 School of Education
 Office of Field Experiences

Stevens Point WI 54481-3897
 715-346-2449; Fax 715-346-2549
 E-mail: field.experiences@uwsp.edu
 www.uwsp.edu/education/Pages/fieldExp

Directions: Contact your CT and building principal to solicit their input on your choice. Likewise, if you do not want to sub or end your placement early, you should take that into consideration. After considering your CT and administrator’s input, your own readiness and personal preferences, initial your chosen option and submit this completed document no later than August 1, 2024.

Student Teacher Name (First Last):	
First Placement Location (School required, district optional):	
<i>If applicable</i> , Second Placement Location:	

Option A- I elect to end my student teaching placement at the end of the university semester, making my final day in my placement Friday, December 20, 2024.

Start Date:		Total Number of weeks in placement(s); <i>rule states a minimum of 15:</i>	
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Option B – I elect to follow the school district’s calendar for my student teaching placement, allowing me to serve as a substitute teacher in my cooperating teacher’s classroom for no more than 10 days*.

**Student Teachers are responsible for tracking the number of days they served as a substitute teacher and may be asked to provide a record of time subbed at any time throughout their placement.*

Option C – I elect to follow the school district’s calendar for my student teaching placement *without* the option to substitute teacher for my cooperating teacher.

I agree to all conditions outlined as a part of my chosen option, including the conditions outlined in the emergency rule as well as the program-specific requirements listed above. I understand that any failure to meet all conditions may result in defaulting to my unchosen option, or even the termination of my student teaching placement.

I will communicate any circumstances that would impact my ability to meet the conditions of my chosen option, and/or if I need to switch options, to the Office of Field Experiences in a timely manner.

 Signature of Teacher Candidate _____
 Date

Evaluation Protocols

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 for providing an 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 placement. If multiple certifications result from a single placement, performance in all areas must be addressed (i.e. health/physical education). Cooperating teachers working concurrently with a teacher candidate may collaborate on a combined document, recognizing that all certification areas must be addressed, and signatures attained from each responsible cooperating teacher.
- Teacher candidates must demonstrate readiness (earn a rating of 'Proficient' or 'Approaching Mastery') in all 10 standards on their summative evaluation in order to be licensed.
- University Supervisor Formative Assessments, when conducted for teacher candidates seeking multiple certifications resulting from a single placement, must similarly address all areas.
 - It is not always possible to observe evidence for all standards during a single observation; therefore, supervisors' assessment forms must record observed evidence/feedback for as many standards as possible during each observation and the 10 standards must be addressed cumulatively across the 4 required observation assessment forms.

Signed and completed evaluations should be submitted to the Office of Field Experiences electronically as PDF or MS Word documents (PDF preferred).

Email to:

Field.experiences@uwsp.edu

If you need assistance formatting documents or answering questions about evaluations, please contact OFE Manager at kseefeld@uwsp.edu or 715-346-2440.



School of Education
College of Professional Studies
University of Wisconsin - Stevens Point

University of Wisconsin - Stevens Point School of Education
Instructions for completing the
Cooperating Teacher Evaluation of Teacher Candidate

1. You will receive a copy of the evaluation document in a welcome email from the OFE Manager close to the beginning of the semester. We suggest you collect evidence relating to each standard and review said evidence regularly with your teacher candidate. 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 Wisconsin Teacher 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**' 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 this novice professional demonstrates as well as examples of challenges they have overcome throughout their placement.
- ★ 6. A candidate will be successful when the Overall Rating for each standard is rated **Ready**.
 - Standards in which the teacher candidate is marked 'Not Ready' will become the focus for a possible extension of placement, should the teacher candidate choose to continue pursuit of a teaching credential after an unsuccessful field experience.
7. Required signatures:
 - All parties included on evaluation (CT and teacher candidate) must sign and date the evaluation. This ensures the evaluation has been received and reviewed.
 - 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.
 - Original signatures are required; typed names cannot be accepted.
8. Please submit completed evaluations within one week of the close of the semester.

Cooperating teachers may submit the evaluation by mail or email to:
Office of Field Experiences; 464 CPS/UWSP; Stevens Point, WI 54481
Field.experiences@uwsp.edu

Cooperating Teacher Summary Evaluation Report

INSTRUCTIONS: Specify at least two separate examples of evidence for each standard along with identifying the teacher candidate's overall progress, as outlined on the assessment scale below. Successful teacher candidates must be rated **READY** for licensure in all 10 standards as per [PI34.023 \(2\)](#).

NA (No Attempt):	B (Beginning):	D (Developing):	P (Proficient):	AM (Approaching Mastery):
Teacher candidate has made no attempt to demonstrate this standard despite having the opportunity to do so.	Teacher candidate is beginning to demonstrate some characteristics of this standard, but without enough progress needed to successfully lead a classroom.	Teacher candidate demonstrates some characteristics of standard but is continuing to develop those skills; aspects of the standard have not become a regular part of their practice.	Teacher candidate is proficient for an early-career educator; all aspects of this standard are a regular part of the teacher candidate's practice.	Teacher candidate is approaching mastery of the standard, meaning all aspects of the standard have become fully integrated into their practice.
Not Ready Yet			Ready	
Teacher candidate is lacking progress toward proficiency and has not yet demonstrated the skills needed to be an early career educator licensed in Wisconsin.			Teacher candidate demonstrates the skills needed to be inducted into the profession, where they will continue to learn and grow.	

Additional formats of this document can be found at

<https://www.uwsp.edu/education/school-of-education/student-resources/field-experiences/>

Teacher Candidate:	<i>Select One</i> <input type="checkbox"/> Student Teacher <input type="checkbox"/> Intern Teacher				
Cooperating Teacher:	Date:				
Subject(s):	School/City:				
Grade Level(s):	Start Date:				
	End Date:				
Description of Context:					
The Learner & Learning					
#1: Pupil Development					
The teacher candidate understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.					
Standard 1 Formative Rating; Date:	NA	B	D	P	AM
	Not Ready Yet			Ready	
Standard 1 Summative Rating:	NA	B	D	P	AM
	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 pupil to meet high standards.

Standard 2 Formative Rating; Date:	NA	B	D	P	AM
	Not Ready Yet			Ready	

Standard 2 Summative Rating:	NA	B	D	P	AM
	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.

Standard 3 Formative Rating; Date:	NA	B	D	P	AM
	Not Ready			Ready	

Standard 3 Summative Rating:	NA	B	D	P	AM
	Not Ready Yet			Ready	

Evidence:

#4: Content Knowledge

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

Standard 4 Formative Rating; Date:	NA	B	D	P	AM
	Not Ready Yet			Ready	

Standard 4 Summative Rating:	NA	B	D	P	AM
	Not Ready Yet			Ready	

Evidence:

#5: Application of Content

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

Standard 5 Formative Rating; Date:	NA	B	D	P	AM
	Not Ready Yet			Ready	

Standard 5 Summative Rating:	NA	B	D	P	AM
	Not Ready Yet			Ready	

Evidence:

#6: Assessment

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

Standard 6 Formative Rating; Date:	NA	B	D	P	AM
	Not Ready			Ready	

Standard 6 Summative Rating:	NA	B	D	P	AM
	Not Ready Yet			Ready	

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, pedagogy, pupils, and pupils' communities.

Standard 7 Formative Rating; Date:	NA	B	D	P	AM
	Not Ready Yet			Ready	

Standard 7 Summative Rating:	NA	B	D	P	AM
	Not Ready Yet			Ready	

Evidence:

--

#8: Instructional Strategies

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

Standard 8 Formative Rating; Date:	NA	B	D	P	AM
	Not Ready Yet			Ready	

Standard 8 Summative Rating:	NA	B	D	P	AM
	Not Ready Yet			Ready	

Evidence:

#9: Professional Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning. The teacher candidate uses evidence to continuously evaluate the teacher’s practice, including the effects of the teacher candidate’s choices and actions on pupils, their families, other educators, and the community. The teacher candidate adapts the teacher’s practice to meet the needs of each pupil.

Standard 9 Formative Rating; Date:	NA	B	D	P	AM
	Not Ready			Ready	

Standard 9 Summative Rating:	NA	B	D	P	AM
	Not Ready Yet			Ready	

Evidence:

#10: Leadership and Collaboration

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for pupil learning, to collaborate with pupils, educators, and the community, and to advance the profession.

Standard 10 Formative Rating; Date:	NA	B	D	P	AM
	Not Ready Yet			Ready	

Standard 10 Summative Rating:	NA	B	D	P	AM
	Not Ready Yet			Ready	

Evidence:

Summary Comments:	
Original Signatures Required	
Cooperating Teacher	Date
Cooperating Teacher (if two)	Date
<i>My signature below signifies that I have read this evaluation.</i>	
Teacher Candidate	Date

Cooperating Teachers:

- ❖ We suggest the formative assessment be done around midway through the placement, allowing the teacher candidate time to focus and make gains on areas that require growth.
- ❖ Evidence for each standard can be collected cumulatively.
- ❖ Please return completed forms to field.experiences@uwsp.edu within one week of the last day of the teacher candidate's placement.

University Supervisor Formative Assessment

Teacher Candidate		Coop Teacher	
Subject/Grade		School/City	
Date		Start Time	End Time

ASSESSMENT SCALE					
NO (No Opportunity):	NA (No Attempt):	B (Beginning):	D (Developing):	P (Proficient):	AM (Approaching Mastery):
No opportunity to demonstrate this standard.	Teacher candidate made no attempt to demonstrate this standard despite having the opportunity to do so.	Teacher candidate is beginning to demonstrate some characteristics of this standard, but without enough progress needed to successfully lead a classroom.	Teacher candidate demonstrates some characteristics of standard but is continuing to develop those skills; aspects of the standard have not become a regular part of their practice.	Teacher candidate is proficient for an early-career educator; all aspects of this standard are a regular part of the teacher candidate's practice.	Teacher candidate is approaching mastery of the standard, meaning all aspects of the standard have become fully integrated into their practice.

Disclaimer: The observations recorded here are based on a singular snapshot of the teacher candidate's time in the classroom and not wholly representative of the teacher candidate's skills, proficiency in regard to all the standards, or summative evaluation.

Wisconsin Educator Standards – Teachers	Feedback and Observations
1. Pupil Development: The teacher candidate understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.	Observed Rating: NO NA B D P AM
	Observations/Evidence:
2. Learning Differences: The teacher candidate uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.	Observed Rating: NO NA B D P AM
	Observations/Evidence:
3. Learning Environment: 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.	Observed Rating: NO NA B D P AM
	Observations/Evidence:
4. Content Knowledge: The teacher candidate understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher candidate creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.	Observed Rating: NO NA B D P AM
	Observations/Evidence:

5. Application of Content: The teacher candidate understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Observed Rating: NO NA B D P AM
	Observations/Evidence:
6. Assessment: The teacher candidate understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher candidate's and pupil's decision making.	Observed Rating: NO NA B D P AM
	Observations/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, pedagogy, pupils, and pupils' communities.	Observed Rating: NO NA B D P AM
	Observations/Evidence:
8. Instructional Strategies: The teacher candidate understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in a meaningful way.	Observed Rating: NO NA B D P AM
	Observations/Evidence:
9. Professional Learning & Ethical Practice: The teacher candidate engages in ongoing professional learning. The teacher candidate uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher candidate's choices and actions on pupils, their families, other educators, and the community. The teacher candidate adapts the teacher's practice to meet the needs of each pupil.	Observed Rating: NO NA B D P AM
	Observations/Evidence:
10. Leadership & Collaboration: The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for pupil learning, to collaborate with pupils, educators, and the community, and to advance the profession.	Observed Rating: NO NA B D P AM
	Observations/Evidence:

Comments, Feedback and Guidance for Teacher Candidate's Growth:

Who discussed these observations in a post-observation debrief? (Check all who attended) Teacher Candidate Cooperating Teacher Supervisor

Prepared by Supervisor (name):		On (date):	
--------------------------------	--	------------	--

[Wisconsin Educator Standards](#) (Teacher Standards)

The ten teacher standards for teacher development and licensure are:

1. **Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
2. **Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
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.
4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice,

including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

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)

Strategies of Co-Teaching in Student Teaching

Strategy	Definition
One teach, one observe	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.
One teach, one assist	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.
Station teaching	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.
Parallel teaching	Parallel teaching occurs when the class is divided, with each teacher instructing half the students. However, both teachers are addressing the 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.

Supplemental teaching 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.

Alternative (differentiated) teaching 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.

Team teaching 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.

Nancy Bacharach PhD, Teresa Washut Heck & Kathryn Dahlberg (2010) Changing the Face of Student Teaching through Coteaching, *Action in Teacher Education*, 32:1, 3-14, DOI: [10.1080/01626620.2010.10463538](https://doi.org/10.1080/01626620.2010.10463538)

Teacher Candidate Information

Personal Information			
Name			
Address while student teaching			
Telephone (best to call)		Email	
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.

Period	Time	Subject	Grade	Room Number
Before School				
After School				
Best time to contact/meet				
Best contact number to use				
Dates during the placement that classes will not meet (vacations, testing days, conference days, in-service days, etc)				
Employment outside of student teaching (include work schedule)				
Other Important Information				

Professional Dispositions of UWSP Teacher Candidates

Statement of Dispositions

The University of Wisconsin-Stevens Point (UWSP) School of Education (SOE) faculty, staff, and school-based partners believe that well-prepared teacher candidates understand and effectively demonstrate the knowledge, skills and dispositions of the teaching profession. Within a teacher education program, dispositions can be thought of as, “values, beliefs, attitudes, knowledge, or personality traits of their teacher candidates” (Saltis, Giancaterino, & Pierce, 2021, p. 117-118). While effective educators come from diverse backgrounds and have varied opinions, interests, abilities, and personalities; some effective educator qualities are common to all good educators. These qualities include thriving within social, cultural, economic and demographic changes; skillfully using technology and other educational tools to promote teaching and learning; and acting in caring, fair, professional, respectful and responsible ways.

The Council for the Accreditation of Educator Preparation (CAEP) requires teacher education programs to assess teacher candidates’ application of knowledge, skills, and dispositions. Thus, teacher candidates are expected to conduct themselves in a manner consistent with the highest degree of professionalism in UWSP courses and within Pre-Kindergarten through 12th grade educational settings. Additionally, it is important for teacher candidates to recognize when their own dispositions may need to be modified and develop plans to do so. All UWSP professional education candidates are assessed on and expected to show growth in the following dispositions throughout their teacher preparation program in the School of Education:

1. Professionalism
2. Perseverance for Excellence
3. Commitment to Inclusivity
4. Self-Reflexivity
5. Collaboration and Communication

Dispositions Framework and Glossary of Terms

Dispositions	Emerging (Starting to grow)	Integrating (Making connections)	Proficient (Consistently applying)	Distinguished (Exceptional)
Professionalism WTS: 9, 10	<ul style="list-style-type: none"> • Often late, absent, or unprepared for class or fieldwork. • Demonstrates little to no awareness of ethical guidelines or professional boundaries. • Rarely participates in professional development/activities. 	<ul style="list-style-type: none"> • Sometimes punctual and prepared; attendance is inconsistent. • Shows limited understanding of ethical standards; and may cross professional boundaries. • Occasionally participates in professional development/activities. 	<ul style="list-style-type: none"> • Consistently on time, attends regularly, and usually prepared. • Understands and upholds ethical guidelines and professional boundaries. • Regularly participates in professional development/activities. 	<ul style="list-style-type: none"> • Always on time and fully prepared. • Consistently models ethical behavior and maintains professional boundaries. • Actively seeks out and contributes to professional activities.
Perseverance for Excellence WTS: 1 - 10	<ul style="list-style-type: none"> • Avoids acknowledging challenges. • Shows limited self-awareness and resists new ideas. • Fails to recognize teaching methods. 	<ul style="list-style-type: none"> • Mentions challenges but needs support to address. • Occasionally shows self-awareness and openness to feedback. • Uses limited teaching methods. 	<ul style="list-style-type: none"> • Shows willingness to learn and adapt from challenges. • Demonstrates consistent self-awareness and openness to feedback. • Uses a variety of teaching methods. 	<ul style="list-style-type: none"> • Uses challenges as learning opportunities. • Always demonstrates strong self-awareness and a positive attitude. • Consistently uses a wide range of teaching methods.
Commitment to Inclusivity WTS: 1, 2, 3, 4, 5, 7	<ul style="list-style-type: none"> • Designs instruction with no or little consideration of diverse learners. • Fails to recognize culturally and linguistically sustaining practices. • Fails to recognize developmental needs. 	<ul style="list-style-type: none"> • Attempts to design instruction with consideration of diverse learners. • Shows growing awareness of culturally and linguistically sustaining practices. • Shows a basic awareness of developmental needs but struggles to apply in practice. 	<ul style="list-style-type: none"> • Shows thoughtful planning when designing instruction with differentiation included. • Demonstrates a solid understanding of culturally and linguistically sustaining practices. • Shows clear understanding of developmental needs and applies in practice. 	<ul style="list-style-type: none"> • Instruction is thoughtfully differentiated to support diverse learners. • Consistently integrates culturally and linguistically sustaining practices. • Demonstrates deep understanding of developmental needs and consistently applies in practice.
Self Reflexivity WTS: 2, 3, 8, 9	<ul style="list-style-type: none"> • Rarely reflects on teaching experiences. • Teaching philosophy is undeveloped or vague. 	<ul style="list-style-type: none"> • Attempts to reflect on teaching experiences when supported. • Teaching philosophy includes some basics. 	<ul style="list-style-type: none"> • Regularly reflects on teaching experiences. • Teaching philosophy clearly expresses core educational values. 	<ul style="list-style-type: none"> • Consistently reflects on teaching experiences to improve. • Teaching philosophy is well-developed and grounded.
Collaboration & Communication WTS: 9, 10	<ul style="list-style-type: none"> • Rarely speaks or is unclear. • Does not work with others • Writing is unclear or unprofessional. 	<ul style="list-style-type: none"> • Speaks clearly sometimes. • Attempts to work with others, but may need support. • Writing shows some organization but lacks polish. 	<ul style="list-style-type: none"> • Speaks regularly and clearly. • Often works well with others. • Writing is organized and professional. 	<ul style="list-style-type: none"> • Speaks professionally and respectfully. • Regularly seeks others and works well in a team. • Writing is polished, professional, and effective.

Term or Phrase	Definitions
Adapt Instruction	The ability to modify teaching strategies and materials to meet the diverse needs of all learners effectively.
Advocacy/Advocates	Actively supporting and prompting the rights, needs, and interests of students.
Boundaries	Clear limits maintained in professional relationships to ensure respectful and appropriate interactions.
Collaboration & Communication	Working effectively with colleagues, students, families, and the community through open, respectful dialogue and shared goals.
Culturally & Linguistically Sustaining Practices	Teaching practices that respect, value, and build on students' cultures, experiences, and languages.
Diverse Learners	Students who differ in abilities, backgrounds, learning styles, and needs; requiring varied instructional approaches.
Ethical	Acting in accordance with moral principles and professional standards that guide professional actions.
Ethical Behavior	Consistently demonstrating honesty, fairness, integrity, and respect in all professional actions.
Ethical Conduct	Upholding the code of ethics established by the teaching professional in decision making.
Inclusive Excellence	Creating learning environments that value diversity and equity, enabling all students to succeed.
Perseverance for Excellence	Sustained commitment to continuous improvement and high standards in teaching and learning.
Professionalism	Exhibiting behaviors, attitudes, and values that reflect the standards and responsibilities of the teaching profession.
Professional Development	Engaging in ongoing learning and reflective practices to enhance teaching knowledge, skills, and dispositions.
Self Reflexivity	The habit of critically reflecting on one's own beliefs, biases, and practices to improve teaching effectiveness.
Respectful	Treating others with consideration, valuing their ideas, perspectives, and dignity.
Responsibility	Accountability for one's actions, choices, and commitments.
Self-Awareness	Understanding one's own emotions, values, biases, and how they influence ones' actions or interactions.
Teaching Philosophy	Personal statement that outlines a teacher's core beliefs, values, and approaches to education and student learning.

Understanding the Value of Teacher Candidate Professional Dispositions

The National Council for the Advancement of Educator Ethics (NCAEE) cites a movement for teacher education programs “to ensure educators and prospective educators understand how professional decision-making can impact all aspects of the schooling community” (NASDTEC 2023, p.1). As such, the School of Education has the responsibility to foster an environment in which to nourish the growth and motivation of teacher candidates. Similarly, the SOE Professional Education Program teacher candidate dispositions have been developed in alignment with the [Wisconsin Department of Public Instruction Teacher Standards](#) (as noted as WTS under the name of each disposition on the framework). Teacher candidates need to demonstrate professional dispositions throughout the program when engaging in practicum, collaboration with classmates, communicating with professors, and completing student teaching. Furthermore, these Teacher Candidate Professional Dispositions exemplify the behaviors, values, and skills necessary to build relationships with families, complete progress reports, contribute within Professional Learning Communities, and collaborate with other professionals. By prompting self-evaluation, providing feedback from professors and cooperating teachers, and holding teacher candidates accountable for Teacher Candidate Professional Dispositions, the SOE will graduate teacher candidates who have the ability to have a successful and promising career in education.

Integration of Teacher Candidate Dispositions in the Professional Education Program

Teacher Candidate Self-Evaluation Embedded in the Following Courses:

- EDUC 110
- EDUC 351 and PEX 400/401
- Student Teaching

Professor Evaluation of Teacher Candidate Dispositions Embedded in the Following Courses:

- EDUC 351 and PEX 400/401

Cooperating Teacher Evaluation of Teacher Candidate Dispositions Embedded in the Following Courses:

- EDUC 351 and PEX 400/401

*Teacher Candidate Self-Evaluations, Professor Evaluations, and Cooperating Teacher Evaluations may be stored in a teacher candidate’s unofficial student file, accessible by SOE faculty and staff

and any teacher candidate dispositions committees in accordance with FERPA and confidentiality guidelines.

Dispositions Intervention Process

Stage 1: Formal Documentation of Previous Discussions

Students should recognize a Stage 1 meeting as an indicator they need to make positive adjustments to their professional dispositions before they further interfere with their success in the teacher education program.

Stage 2: Formal Review

Students should recognize a Stage 2 meeting as an indicator they have not yet made sufficient positive changes to demonstrate appropriate professional dispositions, and the dispositional issues are interfering with their success in the teacher education program.

Stage 3: Formal Intervention

Students should recognize a Stage 3 meeting as a serious indication that they need to make significant changes because the lack of professional dispositions is severely interfering with the student's success and progress in the teacher education program.

Stage 4: Formal Hearing

If the teacher candidate does not demonstrate growth in Stages 1-3, the Stage 3 Dispositions Committee meets with the teacher candidate to recommend removal from the Professional Education Program. Depending on the severity of the concern, teacher candidates can be escalated to Stage 4 without having a Stage 1, 2, and/or 3 meeting.

Teacher Candidate Rights

Teacher candidates have the right to receive written documentation of disposition concerns and plans, share their perspective during meetings, participate in the intervention process, and bring an advocate for support. They also have the right to appeal decisions made by the dispositions committee.

Appendix J

Certification and Licensure

After you have successfully completed an approved program of teacher preparation for initial certification, the UWSP Certification Officer will upload your license information to the Wisconsin Department of Instruction licensing portal. 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 can provide a “pending letter” that states 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.

Any questions about licensing should be directed to the UWSP Certification Officer and/or the Office of Field Experiences.

Academic and Career Advising Center
209 Collins Classroom Center
1801 4th Ave
Stevens Point, WI 54481
715/346-3226 acac@uwsp.edu
<https://www3.uwsp.edu/ACAC/Pages/default.aspx>

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. The following is an outline of services and resources for Education majors.

Career Workshops

The Career Team in ACAC offers workshops on writing resumes, interview best practices, and several other topics of interest to aspiring teachers. See this semester's workshop schedule [here](#).

Online Resources

The Career Team has assembled sample resumes, cover letters, and other materials needed during a job search. Find those resources [here](#). There are also a plethora of virtual resources that can help you prepare for successful interviews, available 24/7 [here](#).

One-on-One Appointments

[Career Development Coordinators](#) 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. Book using the Navigate App or by calling the phone number above.

Co-Sponsor of Educational Fairs

The Academic and Career Advising Center co-hosts the Wisconsin Educational Recruitment Fair (WERF) which takes place mid-Spring semester. School districts from across the state and throughout the country attend in order to hire Wisconsin educators.

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

Wisconsin Education Career Access Network (WECAN) is an electronic application system many WI school districts use to post positions. Candidates need only complete one application which can then be used to apply for positions in any WECAN-user district. <https://wecan.waspa.org/>
Handshake: Many school districts in and out of Wisconsin post within Handshake as well. View openings, research employer information, and upload your resume ease of application. <https://uwsp.joinhandshake.com/login>

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. Digital and print copies are available for purchase on the *American Association for Employment in Education* website. <https://aaee.org/>

First Destinations Survey Results

Curious about where alumni go after graduation? What their roles are and how much they are making? Those data can be found [here](#).

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)
 - Be sure to make copies of your references to send out and keep the originals
 - Transcript (most school districts 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 Experience suffices until you receive your teaching license)
- Read and follow instructions: 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 Career Development Coordinators strongly encourage students not to share personal information during the hiring process, including personal pictures, as employers must remain in compliance with Equal Employment Opportunity and Affirmative Action employment laws.



University of Wisconsin-Stevens Point

College of Professional Studies
School of Education
Office of Field Experiences

Stevens Point WI 54481-3897
715-346-2449; Fax 715-346-2549
E-mail: field.experiences@uwsp.edu
www.uwsp.edu/education/Pages/fieldExp

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 that you completed training as a Cooperating Teacher: _____

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

Signature

Date

Please return to:
Office of Field Experiences

Field.Experiences@uwsp.edu

Thank you for your cooperation!

UWSP offers a variety of training options. If interested, contact the Office of Field Experiences at the email listed above.

University of Wisconsin-Stevens Pre-Student Teaching Assessment
To be completed by: COOPERATING TEACHER

DIRECTIONS: Cooperating teachers should complete this evaluation of UWSP students placed with them for pre-student teaching field experiences. Course instructors may provide additional guidance on when and how to complete this assessment.

Practicum Student		<p>Assessment Scale:</p> <p>NO = No opportunity to demonstrate this standard.</p> <p>NA = No attempt to demonstrate this standard despite having the opportunity to do so</p> <p>B = Beginning to demonstrate characteristics of this standard.</p> <p>D = Demonstrating some characteristics of this standard and continuing to develop in this area</p> <p>P = Proficient with this standard at the pre-student teaching teacher candidate level.</p>
Student ID Number		
Cooperating Teacher		
School/City		
Grade Level		
Course		
Term		
University Supervisor		

Wisconsin Educator Standards – Teachers	Knowledge, Skills or Dispositions	Assessment Rating	Comments/Notes
<p>#1: Pupil Development The teacher candidate understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.</p>	<ul style="list-style-type: none"> The practicum student creates developmentally appropriate instruction that takes into account individual learners' assets, interests, and needs. 	<p>NO NA B D P</p>	
	<ul style="list-style-type: none"> The practicum student understands and knows how to use instructional strategies that promote student learning. 	<p>NO NA B D P</p>	
	<ul style="list-style-type: none"> The practicum student is committed to using learners' assets as a basis for growth. 	<p>NO NA B D P</p>	
<p>#2: Learning Differences The teacher candidate uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.</p>	<ul style="list-style-type: none"> The practicum student designs, adapts, and delivers instruction to address each student's diverse learning assets and needs and creates opportunities for students to demonstrate their learning in different ways. 	<p>NO NA B D P</p>	
	<ul style="list-style-type: none"> The practicum student plans for students with exceptional needs, including those associated with disabilities, giftedness, and 	<p>NO NA B D P</p>	

	<p>second language acquisition.</p> <ul style="list-style-type: none"> The practicum student respects learners as individuals with differing personal and family backgrounds. 	NO	NA	B	D	P	
<p>#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.</p>	<ul style="list-style-type: none"> The practicum student manages the learning environment to actively and equitably engage learners. The practicum student helps learners work productively and cooperatively with each other to achieve learning goals. The practicum student fosters respectful communication among all members of the learning community. 	NO	NA	B	D	P	
<p>#4: Content Knowledge The teacher candidate understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher candidate creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> The practicum student stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. The practicum student uses academic language of the discipline and to makes it actively accessible to learners. The practicum student actively works toward each learner's mastery of disciplinary content and skills. 	NO	NA	B	D	P	
<p>#5: Application of Content The teacher candidate understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<ul style="list-style-type: none"> The practicum student actively engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g. environmental literacy). The practicum student applies digital and interactive technologies for efficiently and effectively achieving specific goals. 	NO	NA	B	D	P	
<p>#6: Assessment The teacher candidate understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher candidate's and pupil's decision making.</p>	<ul style="list-style-type: none"> The practicum student uses formative and summative assessment to support, verify, and document learning. The practicum student takes responsibility for aligning instruction and assessment with learning goals. 	NO	NA	B	D	P	

<p>#7: Planning for Instruction The teacher candidate plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, pupils, and pupil's communities.</p>	<ul style="list-style-type: none"> ▪ The practicum student creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. ▪ The practicum student understands content and aligns curriculum and instruction with content standards. 	<p>NO NA B D P</p> <p>NO NA B D P</p>	
<p>#8: Instructional Strategies The teacher candidate understands and uses a variety of instructional strategies to encourage pupils to develop deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.</p>	<ul style="list-style-type: none"> ▪ The practicum student uses appropriate strategies and resources to adapt instruction to meet the individual and group needs of learners. ▪ The practicum student applies a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. 	<p>NO NA B D P</p> <p>NO NA B D P</p>	
<p>#9: Professional Learning and Ethical Practice The teacher candidate engages in ongoing professional learning. The teacher uses evidence to continually evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.</p>	<ul style="list-style-type: none"> ▪ The practicum student actively seeks professional feedback from cooperating teacher and others in the greater school community. ▪ The practicum student uses a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. ▪ The practicum student 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. 	<p>NO NA B D P</p> <p>NO NA B D P</p> <p>NO NA B D P</p>	
<p>#10: Leadership and Collaboration The teacher candidate seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.</p>	<ul style="list-style-type: none"> ▪ The practicum student works with other adults and has developed skills in collaborative interaction. ▪ The practicum student reflects on professional practice and works toward continuous improvement and change. 	<p>NO NA B D P</p> <p>NO NA B D P</p>	

Signatures: by signing this document, the practicum student and cooperating teacher verify the total number of hours required by this course have been completed.

Total hours completed: _____

Practicum Student: _____ Date: _____

Cooperating Teacher: _____ Date: _____

University Liaison: _____ Date: _____

Practicum Comments and Goals Section:

Cooperating Teacher: From the ten Standards listed above, please identify one or two asset areas demonstrated by the practicum student. Also, include one standard or more area(s) to work on for future field experiences (including student teaching).

Asset Areas:

Areas for growth:

Any additional comments: