

Elementary Education Program Supervisor Handbook

**Department of Curriculum & Instruction
School of Education**



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

Information for supervisors of practicum students and student teachers.

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Elementary Education and Field Experience Personnel

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Note: Your Cohort Leader and UW Supervisor will provide you with their contact information. Messages can be left with the Administrative Assistant for all supervisors and cohort leaders.

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Mission Statement of the Elementary Education Program

To provide an intellectually challenging professional program that promotes social justice through multicultural education and critical reflection.

This entails educating teacher leaders who:

- Are well educated in academic content and dedicated to continued learning;
- Recognize the powers, limits, and controversies of particular disciplines;
- Understand that schooling is fully integrated with the ways in which people conceive of themselves and others;
- Know that institutions like schools have the potential to both perpetuate inequities and effect change in society;
- Work for social justice through research-based curricular planning and instructional practices that promote high academic achievement for all students, particularly those who have been historically underserved;
- Are responsive to their students' needs by learning from their teaching, collaborating with other professionals, and changing their practices;
- Welcome, recruit and work as partners with families, caregivers and community members;
- Contribute to and benefit from communities of professional practice;
- Treat teaching as intellectual work that requires developing and refining beliefs, dispositions and specialized knowledge over time.

Overview of the Elementary Teacher Education Program

The Elementary Teacher Education Program serves students who are pursuing teacher certification in one of four areas: Early Childhood and English as a Second Language/Bilingual (EC/ESL), Middle Childhood and English as a Second Language/Bilingual (MC-EA/ESL), Dual certification in Middle Childhood – Early Adolescence and Special Education (MC-EA/SpecEd) and Content Focused Middle Childhood – Early Adolescence (MC-EA/Content). The early childhood area covers birth-8 or grades pre-K – 3 and the MC-EA area covers ages approximately 5 – 13 or grades 1-8.

The two year (four semester) professional sequence of each of these areas operates under the cohort system. Each cohort (25 students each) takes courses together and shares experiences throughout the sequence. The cohort leader is a faculty member who will also serve as the students' advisor throughout these four semesters. Two of the cohorts (EC/ESL and MC-

EA/SpecEd) begin in the fall semester and two cohorts (MC-EA/Content and MC-EA/ESL) begin in the spring semester.

In addition to the professional sequence of courses in the following tables, there are additional requirements which are specific to each certification program. Students should discuss these requirements with their EAS advisor.

Please note: The following courses and the semester in which they are taught are subject to change without further notice to this document.

Elementary Education Cohort Schedules

Content Focused MC/EA Certification Program Sequence (MC-EA/Content)

Semester 1	Semester 2	Semester 3	Semester 4
<p>CURRIC 364 Intro to Elementary Education (3 credits)</p> <p>CURRIC 309 Reading/Writing Across the Curriculum (3 credits)</p> <p><i>6 Credits Total</i></p>	<p>CURRIC 368 Teaching Reading (3 credits)</p> <p>CURRIC 369 Teaching Language Arts (3 credits)</p> <p>CURRIC 370 Math Methods (3 credits)</p> <p>CURRIC 367 Field Experiences (3 credits)</p> <p><i>12 Credits Total</i></p>	<p>CURRIC 372 Science Methods (3 credits)</p> <p>CURRIC 371 Social Studies Methods (3 credits)</p> <p>CURRIC 506 Inclusive Schools (3 credits)</p> <p>CURRIC 311 Language Acquisition and Use In and Out of Schools (3 credits)</p> <p>CURRIC 373 Field Experiences (3 credits)</p> <p><i>15 Credits Total</i></p>	<p>CURRIC 464 or 454 Student Teaching (10 credits) Elementary = 464, Middle = 454</p> <p>CURRIC 463 Seminar (2 credits)</p> <p><i>12 Credits Total</i></p>

Early Childhood & ESL/Bilingual Certification Program Sequence (EC/ESL)

Semester 1	Semester 2	Semester 3	Semester 4
<p>CURRIC 660 Early Childhood Education (3 credits)</p> <p>CURRIC 550 Methods of ECE (3 credits)</p> <p>CURRIC 663 ECE Environments (3 credits)</p> <p>CURRIC 328 Artistic Lives of Children (3 credits)</p> <p>CURRIC 363 EC Practicum (Preschool) (3 credits)</p> <p>CURRIC 325 Educating Young English Learners (3 credits)</p> <p><i>18 Credits Total</i></p>	<p>CURRIC 314 Becoming Literate in and out of Schools (3 credits)</p> <p>CURRIC 370 Teaching Mathematics: EC (3 credits)</p> <p>CURRIC 506 Inclusive Schooling (3 credits)</p> <p>CURRIC 326 Language Use and Acquisition in Early Childhood (3 credits)</p> <p>CURRIC 367 Elem Practicum 2: Early Childhood (3 credits)</p> <p><i>15 Credits Total</i></p>	<p>CURRIC 371 Teaching Social Studies: Early Childhood (3 credits)</p> <p>CURRIC 372 Teaching Science: Early Childhood (3 credits)</p> <p>CURRIC 315 Reading and Writing Across the Curriculum in Early Childhood (3 credits)</p> <p>CURRIC 327 Methods of Teaching Young English Learners (3 credits)</p> <p>CURRIC 373 Elem Practicum 3: Early Childhood (3 credits)</p> <p><i>15 Credits Total</i></p>	<p>CURRIC 468 EC/ESL/Bilingual Student Teaching (10 credits)</p> <p>CURRIC 463 Student Teaching Seminar (2 credits)</p> <p><i>12 Credits Total</i></p>

Middle Childhood & ESL/Bilingual Certification Program Sequence (MC-EA/ESL)

Semester 1	Semester 2	Semester 3	Semester 4
<p>EPS 300 Schools and Society (3 credits)</p> <p>CURRIC 317 Dimensions of Literacy (3 credits)</p> <p>CURRIC 312 ESL/Bilingual Issues (3 credits)</p> <p>CURRIC 339 Cultural Foundations of Learning & Development (3 credits)</p> <p>CURRIC 340 Practicum (3 credits)</p> <p><i>15 Credits Total</i></p>	<p>CURRIC 506 Inclusive Schooling (3 credits)</p> <p>CURRIC 318 Teaching Reading & Writing (3 credits)</p> <p>CURRIC 371 Teaching Social Studies (3 credits)</p> <p>CURRIC 338 The Language of Schooling (3 credits)</p> <p>CURRIC 367 Practicum (3 credits)</p> <p><i>15 Credits Total</i></p>	<p>CURRIC 372 Teaching Science (3 credits)</p> <p>CURRIC 370 Teaching Mathematics (3 credits)</p> <p>CURRIC 311 Language Acquisition In and Out of Schools (3 credits)</p> <p>Arts/Technology Course***</p> <p>CURRIC 373 Practicum (3 credits)</p> <p><i>12 Credits + Arts/Technology Course.</i></p>	<p>CURRIC 463 Student Teaching Seminar (2 credits)</p> <p>CURRIC 316 ESL/Bilingual Methods (3 credits)</p> <p>CURRIC 464 Student Teaching Elementary OR</p> <p>CURRIC 454 Student Teaching Middle School (10 credits)</p> <p><i>15 Credits Total</i></p>

*** This course may be taken during the third semester of the program, or at any time preceding the final student teaching semester.

MC-EA/Special Education Dual Certification Program Sequence (MC-EA/Special Ed.)

Semester 1	Semester 2	Semester 3	Semester 4
<p>CURRIC 364 Intro to Elementary Education (3 credits)</p> <p>CURRIC 368 Teaching Reading (3 credits)</p> <p>CURRIC 369 Teaching Language Arts (with Children's Literature infused) (3 credits)</p> <p>CURRIC 367 Practicum in Literacy in an Elementary Education Classroom (3 credits)</p> <p>RPSE 466 Diversity in Special Education (3 credits)</p> <p><i>15 Credits Total</i></p>	<p>RPSE 473 Classroom Management for Students with Learning and Behavioral Disabilities (3 credits)</p> <p>RPSE 465 Language & Reading Instruction for Students with Disabilities (4 credits)</p> <p>RPSE 475 Practicum in a Special Education Classroom (3 credits)</p> <p>CURRIC 506 Strategies for Inclusive Schooling (3 credits)</p> <p>RPSE 401 Augmentative and Alternative Communication and Assistive Technology for Students with Disabilities (1 credit)</p> <p><i>14 Credits Total</i></p>	<p>RPSE 464 Diagnosis, Assessment and Instructional Planning for Students with Disabilities (4 credits)</p> <p>CURRIC 372 Teaching Science (3 credits)</p> <p>CURRIC 365 Teaching Mathematics in Inclusive Settings (4 credits)</p> <p>CURRIC 371 Teaching Social Studies (3 credits)</p> <p>CURRIC 373 Math and Science Practicum in an Elementary Education Classroom (3 credits)</p> <p><i>17 Credits Total</i></p>	<p>RPSE 477 Student Teaching Learning and Behavioral Disabilities K-9 (7 credits)</p> <p>CURRIC 463 Student Teaching Seminar (1 credit)</p> <p>CURRIC 464 Student Teaching (7 credits)</p> <p>RPSE 467 Student Teaching Seminar (1 credit)</p> <p>RPSE 402 Teaching Functional Skills (1 credit)</p> <p><i>17 Credits Total</i></p>

Tests

PRAXIS II

You must have taken and passed the Praxis II exam before you will be allowed to student teach. Please take this exam early so, in the unlikely event you need to retake it, you will have time to do so. When you do take this exam, please print out your results when you are finished so you will have a record of them in case there is a delay in getting your results to EAS. It takes several weeks for scores to be processed and sent to EAS. It is recommended that the Praxis II be taken during the third semester of the professional sequence.

The English to Speakers of Other Languages (ESL) Praxis II tests are not required before student teaching, but are required before certification in Wisconsin. It is recommended that this test be taken upon completion of all ESL courses.

Required Praxis II Exams for Elementary Education Programs:

Program	Required Test
EC/ESL – Early Childhood/English as a Second Language	Test # 5018, Elementary Education: Content Knowledge. Must also take the English to Speakers of Other Languages (ESL), test # 5362
MC-EA/Content – Middle Childhood – Early Adolescence Content Focus	Middle School: Content Knowledge, exam #5146
MC-EA/ESL – Middle Childhood-Early Adolescence/English as a Second Language	Middle School: Content Knowledge, exam #5146. Must also take the English to Speakers of Other Languages (ESL), test #5362
MC-EA/Special Ed. – Middle Childhood – Early Adolescence and Special Education Dual Certification	Middle School: Content Knowledge, exam #5146

Please be sure to take the correct version of the Praxis II. The exam number must match those listed above.

Further information about registration, preparation and specific program details may be found at the following website:

<http://www.education.wisc.edu/docs/soe-documents/contentexams41A52AF98EF1.pdf?sfvrsn=2>

Students can also access this website via the School of Education website (www.education.wisc.edu)>Academics>Student Testing and Assessment>the “content exam” link under the heading “Content Exams”.

Test takers needing special accommodations for disabilities or health-related needs can find information through the following link: www.ets.org/praxis/register/disabilities. Please note that requests for test modifications take several weeks to process.

IMPORTANT: Test takers must list a “**recipient code**” to indicate where scores will be reported. The recipient code for UW-Madison School of Education is **1846**. It is not enough to put UW-Madison as your attending university.

TB Test

TB test requirements are determined by the school district in which a student is doing their student teaching. Information regarding this requirement will be provided to students before they enter their particular school.

Wisconsin Foundations of Reading Test (WFORT)

Students are required to take and pass the Wisconsin Foundations of Reading Test in order to be certified to teach in the state of Wisconsin. It is recommended that students take this test as soon as possible following their courses in literacy so the material covered will be fresher. Further information about the test and a practice test can be found at the following website: <http://www.wi.nesinc.com/>

Teacher Performance Assessment – edTPA

Effective September 1, 2016, all candidates for licensure in the State of Wisconsin must complete an edTPA and achieve a passing score. Your cohort leader and supervisors will be working with you on the edTPA leading up to and during your student teaching semester. Most students will take the “Literacy TPA” but there will be other options depending on students’ interests and their student teaching placements. Information for the practice modules of the edTPA may be found at:

<http://eop.education.wisc.edu/eop/professional-learning/courses/edtpa>

Celeste Hunter facilitates training for cohorts on the edTPA and maintains handbooks and materials. Information in her edTPA Box can be found at:

<https://uwmadison.box.com/s/x92w1upbfu41orjb7rt79peipu87qn53>

Please contact her at cahunter@wisc.edu for permission to access this information. In a very few hardship cases, there may be money available from the Dean’s Office to cover testing costs. Please contact your cohort leader or Dean Hamm if you have a particular need.

Elementary Education Policy Concerning Absences

As we prepare prospective teachers through our teacher education programs, we expect them to show the discipline and commitment required of school professionals. This policy speaks to student absences from courses, fieldwork, and supervisory seminars. This policy is built on several pedagogical assumptions: 1) that learning to teach is a social practice for which the learner needs to be present, 2) part of the learning is constructed among students so one needs to be there to support the learning of all, and 3) it is impossible to do good assessment when someone is not present. Additionally, our programs are designed as a partnership with school districts and school staff members. We and our students have a professional obligation to all stakeholders in the program.

Voluntary, non-essential absences are prohibited. Should a student in an elementary education program choose to miss 3 or more days, the semester in which this occurs must be repeated, resulting in re-enrollment in the parallel semester of the next cohort group (in the following academic year). Voluntarily missing fewer than 3 days also will result in penalties.

Absences are permitted when the absence is due to a student's family member's serious illness or death. Students need to contact their course and field experience instructors and cohort leaders and apprise them of the need for excused absences. As soon as possible, a plan should be developed for the student's return to the program and completion of any necessary course or fieldwork.

A student's serious illness also requires notification of course and fieldwork personnel and cohort leaders as well as negotiation of work completion upon return to the program.

Some courses may have more restrictive policies. Please see specific course syllabi.

Leave of Absence Policy

Students who wish to take a leave of absence are required to get permission from their current cohort leader and the chair of the Elementary Education program. Students are not guaranteed readmission.

To be considered for readmission, students should contact the chair of the Elementary Education program. Because of cohort schedules, students may not be able to take the required classes immediately upon returning and may have to wait until they are offered again.

Field Experience Placements

Under Wisconsin state regulations, all teacher education students are required to complete at least one pre-student teaching practicum and at least one full semester of student teaching. Most programs at UW-Madison require students to complete additional field experiences.

Practica

Pre-student teaching practica give students first-hand knowledge of the classroom environment and the teacher's role. For many students, a practicum is the initial encounter with the real world of teaching. Practicum students do not assume the degree of classroom responsibility they do during student teaching. Under the supervision of an experienced teacher, practicum students observe classroom activities, assist the teacher with day-to-day classroom management tasks, interact one-to-one with students, and instruct small groups. In some programs practicum students will lead activities and assume responsibility for whole class instruction. The cooperating teacher and university supervisor use the practicum to assess the student's readiness for the student teaching experience. For this reason, active student engagement in the practicum experience is necessary and expected.

School-based placements (practica) prior to the student teaching semester have two elements: a site placement with a practicing educator in an educational context (three half-days or one full and one half day per week) for nine weeks and a weekly seminar in which they discuss their experiences in the field. Students are required to do observations, supervise small groups, develop lesson plans for instruction, and teach a series of lessons in the related subject areas. Students are supervised by university staff who visit students on site and conduct observations and conferences related to their professional development.

Student teaching is a full-time, school district semester assignment that places a university student under the guidance of an experienced, qualified cooperating teacher. The student teaching experience follows the calendar of the local school district. A fall semester assignment will typically begin the latter part of August and end the latter part of January. A spring semester assignment will begin the latter part of January and end mid-June. Holiday breaks follow the school district calendar.

After an orientation period, the student teacher assumes gradually increasing responsibility for planning, instruction, and overall classroom management. Student teachers follow the daily schedule of the cooperating teacher and the building policies of the school, and function as regular staff members in arrival and departure times and attendance at school events. *Daily attendance at school, barring emergencies, is required.* A seminar is conducted each week to allow students to reflect on their experience, learn from one another, and discuss ideas and topics that are relevant to the beginning teacher. Students are released from teaching duties one-half day per week for the seminar.

Required Field Experience

MC-EA/Content

CURRIC 367 - Elementary Teaching Practicum II
CURRIC 373 - Elementary Teaching Practicum III
CURRIC 454 or 464 - Student Teaching

EC/ESL

CURRIC 363 - Elementary Teaching Practicum I
CURRIC 367 - Elementary Teaching Practicum II
CURRIC 373 - Elementary Teaching Practicum III
CURRIC 468 - Student Teaching

MC-EA/ESL

CURRIC 340 - Elementary Teaching Practicum I
CURRIC 367 - Elementary Teaching Practicum II
CURRIC 373 - Elementary Teaching Practicum III
CURRIC 454 or 464 - Student Teaching

MC-EA/Special Ed.

CURRIC 367 - Elementary Teaching Practicum II
CURRIC 373 - Elementary Teaching Practicum III
RPSE 475 - Special Education Practicum
RPSE 477 and CURRIC 464 - Student Teaching

* A practicum seminar is scheduled along with the practicum placements. C&I 463, Student Teaching Seminar, is an additional course which is taken during the student teaching semester.

The Student Teaching Semester

The Student Teaching Experience

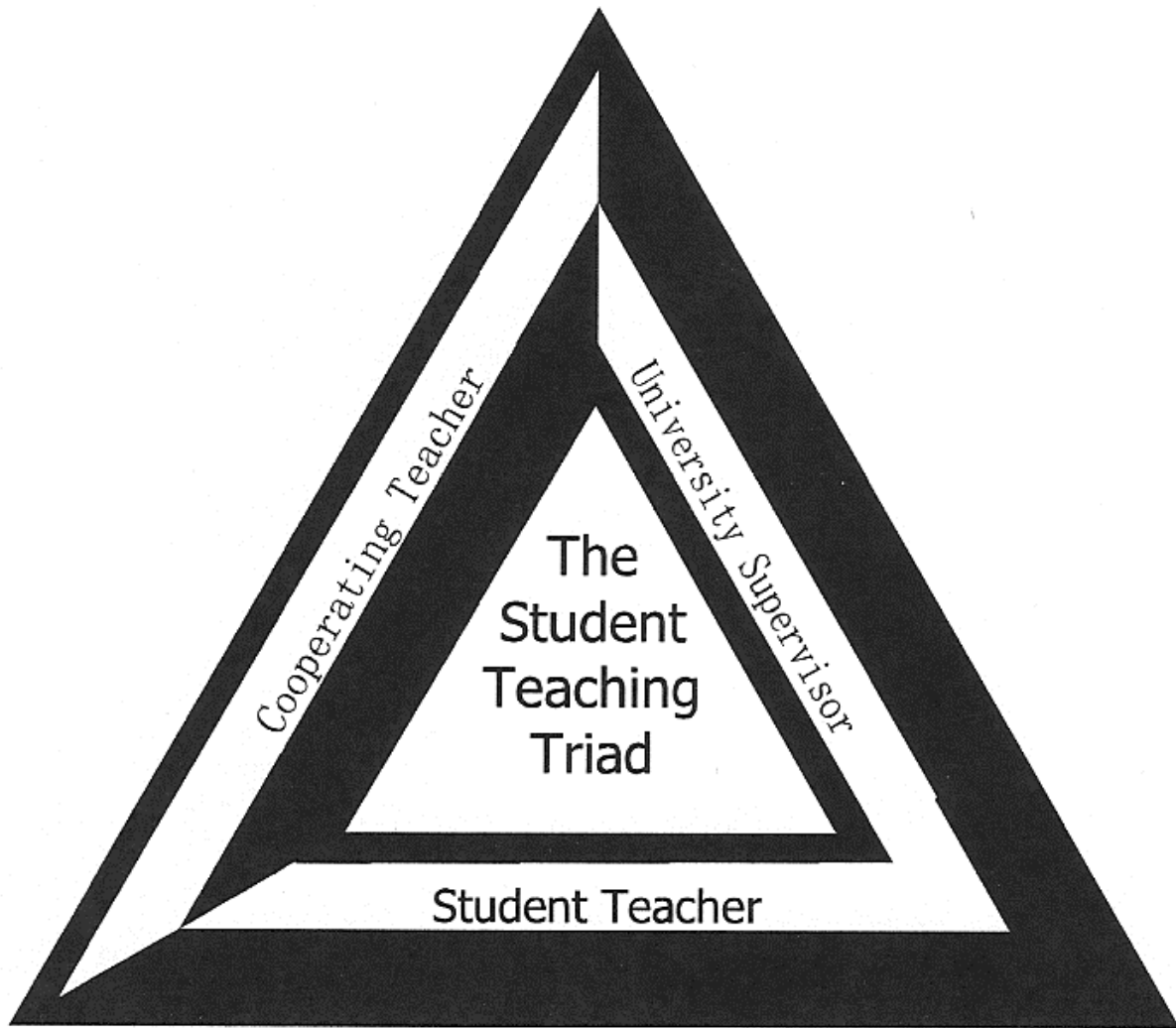
The student teaching experience is very important to the process of learning to teach. The program is designed to encourage students to assume active roles in their own learning during the student teaching semester (e.g., through the Statement of Expectations). The program is also designed to encourage the active involvement of cooperating teachers in planning specific activities for the student teaching experience. It is expected that by the end of this experience, students will be ready to begin careers in teaching and that they will be prepared to continue to learn about teaching throughout their careers.

The student teaching program staff firmly believes that the placement of student teachers in classrooms by itself does not guarantee an educative experience. It cannot be emphasized enough that careful planning of the experience (e.g., utilizing the Statement of Expectations, Timeline, etc.) is crucial to its success. Whatever triad members plan can always be revised as the need arises, but careful planning that includes input from all members is essential.

This student teaching program is designed to help prepare teachers who are reflective about their work and responsive to the cultural needs of their students, and who are willing and able to assume active roles along with other school personnel and community members in shaping school policies that provide equity and social justice for all students. Because of this emphasis on reflective teaching, culturally responsive teaching, and the need for teachers to continue to learn about teaching throughout their careers, three aspects of the student teacher's work are of particular concern.

1. What student teachers do during the experience in the classroom, in the school, and/or with parents and colleagues, etc. (the concern is with the value and relevance of the activities, how culturally engaging they are, and how successful they are in teaching each and every student).
2. How student teachers think about, analyze, and modify their classroom actions, and how they show evidence of learning from their teaching (including their mistakes).
3. The student teachers' willingness to take risks and experiment with materials and methods that may be new and/or challenging.

The student teaching experience is intended to further the capacity of student teachers to learn from experience and should not be viewed merely as a time to apply things previously learned. Student teaching is hard work for all triad members. It can also be a very rewarding experience for all persons involved if there is careful planning and regular monitoring of the experience. The remainder of this section of the handbook is intended to assist student teachers, cooperating teachers, university supervisors, and principals in planning a student teaching experience that is educative and productive for everyone involved.



Roles of Student Teaching Triad Members

Each of the triad members - student teacher, cooperating teacher, and university supervisor - brings to the student teaching experience a set of expectations for the behaviors or performances of each other. While there are a number of forces that influence individual role performance, the most influential determiner of any given role is the expectations held by others: the school, community, the university, and Wisconsin Department of Public Instruction. In the triad relationship, perceptions of roles, acceptable behaviors, and appropriate classroom procedures, etc., held by each triad member will influence interpretation of actions that evolve over the student teaching semester. Thus, at the outset of the student teaching experience, it is important to negotiate common expectations held for the performance of each member of the student teaching team.

Effective communication and interaction among team members can be enhanced if expectations are clarified and understood. For example, while electronic mail can be an effective communication tool among the members of the student teaching triad, **certain time sensitive expectations apply**. E-mails containing lesson plans, announcements of upcoming classroom visits or changes in schedules must be sent **in a time specified by the cohort leader**. This time frame makes it possible for the recipient to receive and respond to the message, if necessary. Expecting that an email sent at night will be read by the start of the next school day is an unrealistic and therefore ineffective way of communicating.

Role of Student Teacher

Each student teacher brings to the experience a unique combination of teaching characteristics and skills. Therefore, the goal of the student teaching experience is to provide the student with maximum opportunity to perform to the degree which his or her personal interests, abilities, and individuality allow. Student teaching needs to be viewed as a partnership in teaching.

There are three major aspects to the student teacher's role during the semester:

1. Her or his activities in the classroom, school and community;
2. Participation in the weekly student teaching seminar; and
3. Continued reflection and documentation of professional growth.

With regard to the school portion of the student teacher's experience, it is recommended that the student become involved in the instructional program of the classroom as soon as possible. Following a brief period of observation which will vary in length according to the needs and desires of people in each situation, the student teacher will gradually assume more responsibility for planning and instruction and the overall management of the classroom.

During the semester, the student teachers will engage in a variety of experiences in their placement classrooms, in their schools, and in the communities served by their schools. Experiences in the school and community are intended to enhance the quality of student teachers' classroom practice and to help prepare teachers who are knowledgeable about and comfortable with the contexts in which they work.

Throughout the semester, the student teacher is encouraged to be creative in her/his planning and teaching and to ask first before assuming that something cannot be done. It is recommended that the student teacher gain some experience in all areas prior to her/his two weeks of lead teaching. The specific roles that the cooperating teacher and student teacher will play during the lead teaching period (e.g., how often the cooperating teacher will leave the room) should be worked out in advance among all members of the triad.

The student teacher is expected to play an active role in determining the substance of her or his student teaching program and to become increasingly able to evaluate the effectiveness of

her or his instruction. While the student teacher is generally expected to follow the existing school curriculum and all school and classroom rules and procedures, she or he is also expected to make original contributions to the classroom program within the boundaries set by existing programs and policies.

Finally, the student teacher should function as a regular staff member of the school in terms of professional behavior, arrival and departure times and attendance at all school functions such as team meetings, faculty meetings, in-service sessions, and parent/teacher meetings.

Student Teacher Responsibilities and Experiences

1. The student teacher is required to participate in the student teacher program orientation meeting that is held during the first week of university classes.
2. At the very beginning of the semester, the student teacher and cooperating teacher should discuss the following issues as part of the student teacher's orientation to the school and classroom:
 - the school layout, its resources, and the overall philosophy of the school;
 - the nature of the community in which the school is located and the ways in which parents and other community members are involved in school affairs;
 - personal philosophies of teaching and personal/professional backgrounds;
 - curriculum content and curriculum materials;
 - individual pupils;
 - the classroom schedule, absences/punctuality, appropriate behavior, sensitivity to classroom and community, routines, and procedures;
 - the decision making process as it will affect the student teacher; and
 - how the student teacher will be introduced to the children, families, and school staff.
3. The student teacher will participate with his or her cooperating teacher and university supervisor in the writing of a *Statement of Expectations*. The student teacher will work with the supervisor and cooperating teacher in setting up a program for the student's gradual assumption of classroom responsibilities leading to a minimum of two lead teaching weeks. This statement should be given to the student teacher, the cooperating teacher, the supervisor, and to Thomas Tegart, the administrative assistant for Elementary Education, to keep in the student's file.
4. Within the first two weeks of the semester the student teacher is required to submit to the university supervisor a schedule of the academic program in her or his classroom and to keep the supervisor informed of any changes in this schedule as the semester progresses (e.g., when the different subject areas are taught, planning times, etc.).

5. The student teacher should actively participate in regular conferences with the cooperating teacher and supervisor.
6. Student teaching is accompanied by a clinical supervision process. One purpose of this supervision is to aid in the development of good communication between the student teacher, cooperating teacher, and the university supervisor so that the student teacher has support in developing her/his teaching ability. Communication and a collegial relationship are important to the student teacher and other triad members in their professional development. In the pre-observation conference, the student informs the supervisor of observation foci and her/his expectations for the lesson(s). The supervisor takes notes during the observation and shares them with the student teacher and cooperating teacher at the post-observation conference. This discussion gives triad members a chance to discuss classroom situations, pupils, technical skills, curriculum issues, societal considerations, etc., to help the student teacher clarify her/his ideas, analyze effectiveness, and make plans for improvement.
7. In addition to the general program requirements for all student teachers and any additional requirements that are included in the *Statement of Expectations*, the following experiences are recommended for student teachers:
 - experience in one-to-one, small group, multiple small-group and large-group teaching;
 - experience in planning and teaching lessons in all content areas taught by the cooperating teacher. In those cases where content areas such as art, music, and physical education are taught by someone other than the cooperating teacher, it is recommended that the student teacher observe these classes with the consent of the special teachers;
 - experience in designing and implementing lessons using a variety of instructional patterns (e.g., learning centers, leading discussions) and a variety of instructional media and other resources that are available in their school;
 - experience in administering and interpreting standardized achievement tests, teacher-made tests, informal assessments, and keeping records of pupil growth as well as assisting with report cards;
 - experience in planning and conducting a field trip;
 - experience in participating in parent/teacher conferences, teacher/specialist conferences, team meetings, open-house programs, and home visits; and
 - experience and/or discuss classroom set-up and closure procedures.
8. Evaluation of the university supervisor:

The Department of Curriculum & Instruction requires that each university supervisor is evaluated by her or his students and that these evaluations are discussed with the program directors at the end of each semester. More importantly, this evaluation gives the supervisor feedback about her or his performance and what changes she or he needs to make in the future. These evaluations are taken very seriously and efforts are

always made to incorporate constructive suggestions into the supervisor's' work and the overall program in the future. Although the written evaluations only need be completed at the end of the semester, supervisors would appreciate any verbal or written feedback prior to the end of the semester so that they can more effectively help students.

Although student teachers do not formally evaluate the supervision that is provided by their cooperating teachers, cooperating teachers and student teachers might think about discussing similar issues raised in the supervisor evaluation form so that cooperating teachers will also have an opportunity to improve their supervision of the student teachers. The issues that are raised in the evaluation form represent some of the more important aspects of student teacher supervision, and with the exception of those dealing with the university seminar, all of these items are equally appropriate for cooperating teachers.

9. General suggestions for the student teacher:

- Enter the student teaching experience with a positive, professional, and ethical attitude.
- Consider student teaching to be full-time task. Part-time jobs and/or heavy social engagements should be avoided if possible.
- Plan your budget for the student teaching semester. Students often find this semester to be more expensive due to increased transportation costs, additions to a "teaching" wardrobe, etc.
- Determine what is considered to be appropriate dress in your particular school and look the part of a professional.
- Spend as much time as possible with your cooperating teacher and university supervisor discussing the exact expectations for your performance.
- Look for ways to become involved from the very first day as you begin student teaching, and expect to give more assistance than you receive. Volunteer special assistance for individual students or small groups, playground duty, clubs, whole-school events, etc.
- Attend all required meetings. Faculty meetings, grade level meetings, and other meetings involving your cooperating teacher and school staff are "musts."
- Return borrowed school materials or texts promptly.
- Develop a receptive attitude toward suggestions and criticisms. Constructive feedback from your cooperating teacher and university supervisor is essential for your continued growth as a professional.
- Plan to give yourself some quiet time at the end of each day to reflect on the day's activities, lessons you have taught, your progress, and your plans for modifying or improving your teaching skills, interactions with students, etc. Writing in a teaching journal can be a productive way to process what you are experiencing and plan next steps.

- Keep communication lines open. Your cooperating teacher and university supervisor are there to help you in any way that they can. Ask for their advice and suggestions.
- If you open a file at the EPCS office and want your cooperating teacher and/or supervisor to write a letter of reference, you must ask them to put the letter on their school letterhead, with an original signature, and provide a stamped self-addressed envelope for the cooperating teacher to send directly to EPCS. The supervisor can send it via campus mail.

The Role of the Cooperating Teacher

The cooperating teacher is the person who plays a fundamental role in any field experience program because he/she works most closely with the student teacher. This working relationship must be based upon mutual respect and understanding and fostered by empathy, openness, and trust. Student teaching should be viewed as a partnership in teaching. It must be emphasized that if the student teacher is able to assume the role of partner and co-teacher, an optimum environment is created for experiencing and evaluating various values and beliefs in the profession.

The cooperating teacher typically gives the student teacher a variety of classroom episodes to observe, analyze, and discuss. This on-the-spot observation of an experienced teacher handling a class in a wide variety of situations is invaluable to the student. As the student assumes responsibilities in the classroom, the cooperating teacher should observe the student's performance with the pupils and hold regular conferences to discuss and assess the teaching.

When the student teacher enters a classroom, he/she should be made aware that many important decisions (e.g., curriculum, school and classroom procedures, etc.) have already been made prior to her/his arrival. It is important for the cooperating teacher to discuss with the student teacher why particular choices were made and why others are rejected concerning the curriculum, instructional methods, and classroom procedures and routines, so that the student teacher will gain some degree of understanding of the motives and rationales underlying particular policies. Cooperating teachers are encouraged to continue this practice of communicating the rationales underlying their classroom decisions as the semester proceeds.

It should be emphasized that student teachers are preparing for a career in teaching and not solely for work in a particular classroom and school. Perhaps the most difficult and challenging responsibility of a cooperating teacher is allowing the student teacher to develop her/his own style, which may differ from the cooperating teacher's. This may mean the cooperating teacher will need to encourage the student teacher to be innovative and creative in the classroom even though this could involve risks for both. The University expects the student teacher to work within the general curriculum that has been established in a school and to follow all school rules and procedures. At the same time, we hope that the student teacher is given opportunities to try alternative instructional approaches and to develop curriculum materials in

areas that have been approved by the cooperating teacher. Accepting a student teacher is an indication that the cooperating teacher welcomes this responsibility and understands the importance of the experience for the student teacher's growth.

The evaluation of the student teacher is a continuous process undertaken by the cooperating teacher, the university supervisor, and the student. DPI requires a minimum of two conferences with all triad members in attendance. The emphasis should be on the honest, positive study of behavior and growth, and on the use of a wide variety of tools and techniques to gather needed information. Student teachers invariably want to be evaluated; they want assistance in their teaching and they seek advice and suggestions from their cooperating teacher and supervisor. They specifically need suggestions and constructive criticisms that are followed by an opportunity to concentrate on a given set of points, followed by a conference to discuss progress.

Responsibilities of Cooperating Teachers

The Orientation of the Student Teacher

In preparation for the student teaching experience, the cooperating teacher should:

- arrange a time to become familiar with the Teacher Education Student Teacher Standards and Performance Standards, the program goals as outlined in this handbook, and the student teacher, particularly her/his previous experiences and in-progress teaching portfolio;
- provide a work space and a locker or closet for the student teacher (a desk, if possible);
- introduce the student teacher to the principal, staff, and parents; and
- orient the student to the school and local community.

The cooperating teacher should prepare the student teacher for teaching by:

- communicating school and classroom policies and procedures, the curriculum, the daily/semester schedule, and providing the student teacher with a class list, school handbook, curriculum guides, etc.;
- participating in writing the Statement of Expectations that includes the student teacher's reflective self-assessment goal-setting statement;
- working with other members of the student teaching triad to set up a program for the student teacher's gradual assumption of all classroom responsibilities and building up to a minimum of two weeks of lead teaching. This plan should include provisions for student teacher involvement in all instructional tasks as well as non-instructional tasks such as home-school communication, parent conferences and staff development; and
- working with the student teacher and university supervisor to set up a lesson plan format to be used by the student teacher. The student is required to provide the supervisor with comprehensive written plans prior to each formal observation. Cooperating teachers may also want to require written plans in addition to those required by the supervisor.

Supervision and Evaluation Responsibilities

- The cooperating teacher will be asked to determine a pass/fail grade for the student teacher's work during the semester in conjunction with the university supervisor. This evaluation is based upon how well the student teacher has met the Teacher Education Standards and other applicable criteria.
- Students may choose to ask for a reference letter from the cooperating teacher to be placed in their job placement file.
- The cooperating teacher should try to give daily feedback to the student teacher about lessons taught during a particular day and to discuss the student's plans for the following day.
- It is recommended that the cooperating teacher attempt to conduct formal observations of the student teacher's teaching at least once per week. Formal observations are defined as those times when the cooperating teacher functions solely as an observer and are in addition to the informal observations that the cooperating teacher makes on a continual basis. The primary focus is on the student teacher's concerns, progress in teaching, lesson plans, etc. If possible, a regular weekly time should be scheduled for a conference to discuss these observations.
- It is recommended that the cooperating teacher keep some form of written record summarizing her or his formal and informal observations of the student teacher's teaching.
- The cooperating teacher should participate in at least three triad conferences (first to participate in constructing the statement of expectations, at mid-term and at the end of the semester). Cooperating teachers and university supervisors are encouraged to maintain close contact regarding the student teacher's work.

The Cooperating Teacher as a Teacher Educator

The following questions are intended as a self-evaluation tool to assist cooperating teachers in carrying out their roles as teacher educators. Cooperating teachers are encouraged to discuss these and similar issues with their student teachers.

- Do I encourage confidence and creativity in my student teacher?
- Do I support her/him in developing her/his own teaching style?
- Do I allow her/him to solve problems in class without interference unless asked?
- Do I help her/him to feel comfortable in the classroom?
- Do I provide for a gradual assumption of teaching responsibilities?
- Do I provide tactful and constructive criticism of her/his teaching practices?
- Am I open and willing to discuss problems and issues with her/him?
- Do I encourage her/him to interact with other staff members, families, and the neighborhood community in formal and informal ways?
- Do I provide her/him with responsibilities that are appropriate for her/his growth as a teacher?
- Do I support her/him so that she/he has confidence and feels well-prepared and in charge during her/his lead teaching weeks?

- Do I share my reasons, rationales, and reflections on curriculum and classroom organization with my student teacher?
- Do I make time on a regular basis for checking in, planning, reflecting, evaluating, and discussing issues with my student teacher?

Role of the University Supervisor

The university supervisor is the official representative of the university who assumes responsibility for the supervision of student teachers, serves as the liaison between the School of Education and the cooperating schools' personnel, and helps establish and maintain positive relationships between the university and schools. Through classroom observations, conferences, and the weekly seminar the supervisor helps the student teacher in the development of her/his own philosophy of education and classroom practice. The emphasis throughout the semester should be to establish a partnership between the cooperating teacher, student teacher, and supervisor and to maintain the closest possible working relationship.

At the beginning of the student teaching semester, the supervisor should arrange a three-way (Triad) conference which includes the student, supervisor and cooperating teacher to negotiate the *Statement of Expectations*. Then, during the semester, the university supervisor must make at least **four one-hour observation** visits with at least **two** of these visits followed by a Triad conference involving the student, cooperating teacher, and university supervisor to discuss the student teacher's practices.

The focus of the observations will vary and will depend upon the needs of individual student teachers. The usual practice for an observation visit is for the supervisor to arrange a pre-conference with the student to discuss the lesson plan, followed by an observation and analysis of at least one lesson or activity, and concluding with a two or three-way post-observation conference. The supervisor will write notes during each observation and share them with the student teacher and cooperating teacher. After each observation, the supervisor must complete a student teaching observation form and turn it in to Thomas Tegart in Room 556 along with the student's self-reflection and lesson plan.

At the end of the semester, the supervisor, in conjunction with the cooperating teacher, will determine a pass/fail grade for the student's work during the semester. In addition, the supervisor will write a letter of evaluation to be placed in the student teacher's university file within two weeks of the student teacher's last day of student teaching.

The supervisor is also responsible for conducting the weekly student teaching seminar and will determine a letter grade for the student teacher's work in the seminar. The supervisor is expected to provide each cooperating teacher with a copy of the syllabus for the seminar within the first few weeks of the semester.

The supervisor will participate in the campus-based student teacher orientation at the beginning of the semester and attend any additional orientation meetings that include cooperating teachers and/or student teachers. In addition, the supervisor may hold an in-building orientation for her/his student teachers and cooperating teachers.

The Role of the Principal

A cooperating principal is a building administrator who has one or more student teachers assigned to her or his school. While the cooperating principal is not usually directly involved in the training of the student teacher, she or he can play an important role in the student teaching experience.

Student Teacher Placement and Orientation

Each semester Education Academic Service (EAS) solicits qualified individual teachers for student teaching placements. Each cooperating principal reviews the names for approval and signs the solicitation form. During the first few weeks of the student teaching semester, it is suggested that the principal plan time to meet the student teachers in her or his building.

The Role of the Cooperating Principal During the Semester

It is suggested that the principal include student teachers in all general staff activities such as faculty meetings, in-service sessions, and staff social activities. While the principal is not usually directly involved in the daily supervision of the student teacher, she or he is encouraged to observe the student teacher at least a few times during the semester and to meet with the student teacher following these observations. If possible, the principal should conduct a mock job interview with the student teachers in her or his building near the end of the semester to help prepare them for the job search process. In the past, student teachers have found these job placement-related interactions with their cooperating principals to be extremely helpful.

Summary of General Program Requirements for Student Teachers

Statement of Expectations – Each student teacher and his or her cooperating teacher and university supervisor should construct a *Statement of Expectations* for the twenty-week student teaching experience at the beginning of the semester. Other and more context-specific requirements for the student teacher are agreed upon during the process of writing the *Statement of Expectations* and should be included in the Statement. See the section *Negotiating a Statement of Expectations* for more details.

Seminar – This is a required, two credit course that is taken concurrently with the student teaching practicum. The student teacher will receive a letter grade for the seminar, which is separate from the grade in student teaching. The student teacher is expected to attend all seminar sessions, participate actively, and complete all seminar requirements. A list of the seminar topics and assignments will be provided to both the student teacher and cooperating teacher during the first few weeks of the semester.

Written Lesson Plans – The student teacher is required to prepare comprehensive written lesson plans (according to a format agreed upon by all members of the triad) each time the university supervisor observes. The cooperating teacher may also require written lesson plans over and above those that are required for the university supervisor.

Lead Teaching – Lead teaching will occur after the gradual assumption of instructional and non-instructional classroom responsibilities, building up to a minimum of two weeks of lead teaching. The specific nature of lead teaching (including when it will occur) will be negotiated and defined somewhat differently by each student teaching triad. It is suggested that the student teacher assume responsibility for lead teaching either one-half day or one full-day per week prior to lead teaching. This should give the cooperating teacher and student teacher a good idea of whether the student is ready for lead teaching and the student's experiences during this initial attempt at full responsibility can be used to plan for the student's work during lead teaching. Lead teaching can be either consecutive or split in some way. It is recommended that lead teaching not be planned for the last week of the semester so that the cooperating teacher will have time to re-assume responsibilities for the class before the student teacher leaves.

On-Going Community Experience – All elementary education students are required to engage in on-going community experiences beyond the initial community-based practicum. This requirement is intended to assist students in building caring, respectful relationships with families and community members and to learn from them in ways that will productively impact intercultural competence, classroom practice, student advocacy, and home-school-community relations. The supervisor will clarify specific expectations, share information about available options, and provide opportunities to reflect on how these experiences impact teaching.

Teacher Performance Assessment (edTPA) – The edTPA is a subject area-specific, performance-based assessment for pre-service teacher candidates, which is centered on student learning. Evidence of candidate teaching proficiency in the areas of planning, engagement and instruction, and assessment is drawn from a subject-specific learning segment, 3–5 lessons from a unit of instruction. Assessment artifacts include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. These artifacts will be taken together and scored by trained evaluators using the standardized set of edTPA rubrics. Initial license candidates will be required to pass the edTPA before they can be recommended for licensure.

Any student appearing in a video made of a student teacher's instruction of students must have signed permission forms from their parents. All videos uploaded to the edTPA are password protected and cannot be accessed by persons other than the person evaluating the portfolio, the student, or the cooperating teacher.

Note: These program requirements may be modified in the case of some students, e.g. Partnership Network Program and special students. All modifications must be arranged with one of the program directors.

Important!

Information regarding Legal, Health and Safety Issues including mandatory reporting of suspected child abuse may be found in pages 6 – 10 of the School of Education Teacher Education Field Experience Policies at:

https://www.education.wisc.edu/docs/WebDispenser/soe-documents/fe_policies.pdf?sfvrsn=4

Establishing Expectations Among Triad Members

Expectations for the student teaching semester are negotiated between the student teacher, cooperating teacher, and the university supervisor. This process consists of three parts:

1. A statement recording mutually agreed upon expectations for each person, including all specific requirements and other experiences for the student teacher.
2. A tentative timeline for the semester, indicating how the student teacher will gradually assume classroom responsibilities, coordinated with program and seminar requirements as well as other commitments of the student teacher.

Negotiating a Statement of Expectations

The process of arriving at an agreed statement is important because it encourages communication about each person's plans, goals, and expectations for her or himself and each other. The mutually agreed upon statement may take many forms, e.g., a list of goals for each person or an open letter. It is vital that the student teacher is very active in this process to ensure that the semester is individually tailored to meet her or his needs. The final Statement of Expectations represents the curriculum for the student teaching experience.

Each person will need to prepare for the initial three-way conference by thinking about her or his plans, goals, and expectations. As a result of the discussion and agreements made during this conference, the student should finalize a statement specifying the agreements and ensure that the cooperating teacher and supervisor each receive a copy. This should be completed in the first two weeks of the semester. The Statement of Expectations will be useful during triad conferences to discuss the student teacher's progress and to reflect upon the roles of all concerned.

This conference will begin a discussion and documentation of the student teacher's progress toward meeting the program requirements of the Teacher Education Standards and Performance Indicators. This requires final documentation be sent to the student teacher, the cooperating teacher, and given to Thomas Tegart, administrative assistant to the Elementary Education program.

Questions to Ask

Below are some questions to assist in the development of the Statement of Expectations.

- What are the things that the student teacher would like to do during the semester? How can these goals and/or experiences be integrated into the student teaching program? (For example, does the student teacher have any special interests or talents that she or he would like to use in the classroom?) It will be useful to review notes from methods classes to glean ideas for things to try.
- What are the cooperating teacher's and university supervisor's expectations for the student teacher above and beyond the general program requirements for all student teachers? Are there any specific experiences that the student teacher is expected to have in addition to lead teaching and planning and teaching a unit of study? (For example, are there any seminar requirements that the student teacher will have to complete within the classroom or that will affect their actions in the classroom?)
- What criteria will be employed by the cooperating teacher and university supervisor in determining whether the student teacher has successfully completed the course requirements in addition to the university's teacher education standards? What might be evidence of meeting these criteria?
- How will all general program requirements be met?
- What new and varied teaching methods and strategies will be explored that reflect the pluralistic nature of society and respect for individual differences? What are the cooperating teacher's "musts" with regard to curriculum materials, instructional methods, and classroom procedures and routines? What practices would the cooperating teacher like the student teacher to follow without substantial alteration? On the other hand, where may the student teacher supplement existing materials and experiment with alternate methods (e.g., what curriculum materials must the student teacher use? What other kinds of materials may the student use? Are there any kinds of materials that the student teacher may not use?) Finally, to what degree and in what areas is the student teacher expected to make original contributions to the classroom program and to try out alternative instructional approaches?
- When will the cooperating teacher and student teacher meet each week to check in, reflect, and plan? How often will the cooperating teacher and student teacher have

formal conferences regarding the student teacher's plans and progress in teaching?
How often will there be three-way conferences following the university supervisor's observations?

- How often will the cooperating teacher formally and informally observe the student teacher and vice versa? When will the cooperating teacher and student teacher be teaching at the same time? How often and when will the cooperating teacher leave the classroom?
- What specific lesson plan format(s) will the student teacher use when submitting her or his plans to the university supervisor and cooperating teacher? How often is the student teacher expected to submit her or his plans to the cooperating teacher and how far in advance of scheduled lessons?
- When and in what content area(s) will the student teacher develop and teach her or his unit of study?
- What will be the student teacher's role in grading pupils, record-keeping, and parent/teacher conferences?
- What responsibilities will the student teacher have when a substitute teacher is present in the classroom?
- What discussions and support will the student teacher and cooperating teacher engage in to further the development of the student teacher's electronic teaching portfolio and documentation of the student teaching Teacher Education Standards and Performance Indicators?

Timeline

The timeline will grow out of the broad overview provided by this Statement of Expectations. In planning for the student teacher's gradual assumption of classroom responsibilities, there are many different time sequences that cooperating teachers and student teachers may want to work out. Following is a list of suggestions that should be considered in constructing a timeline:

- Most student teachers begin almost immediately to assume some instructional responsibilities.
- Whatever this initial responsibility (e.g., reading stories to the class, assuming responsibility for a reading or math group), it is best for the student teacher to be involved in some way as soon as possible.
- Naturally, student teachers will need to spend more time in the beginning of the semester getting to know the children, the school and its curriculum, the community, etc. It is usually best to identify some specific times within the first weeks for the student teacher to observe, take notes, and ask questions. It is also recommended that

additional time be set aside for ongoing observations throughout the semester except during the weeks of lead teaching.

- It is important that the pace at which classroom responsibilities are assumed is continually
- re-examined in relation to the student teacher's demonstrated abilities. If, for example, it is later discovered that the initial timeline progresses at too quick a pace, it would be important to readjust the timeline. The assumption of classroom responsibilities should be gradual enough so that the student teacher has time to adjust to her or his new situation and responsibilities, yet rapid enough so that the student faces continuing challenges.

Evaluation of the Student Teacher

The Evaluation Process

The evaluation of the student teacher is a continuous process undertaken by the student teacher, cooperating teacher, and university supervisor. There are several aspects to this process: (1) the evaluation of specific lessons taught by the student teacher, (2) the analysis of the strengths and weaknesses and progress of the student teacher over a period of time, and (3) the determination of a final grade for the course.

The *Statement of Expectations*, general university program requirements, and the UW-Madison Teacher Education Standards & Performance Indicators serve as the basis for the student teacher's evaluation. The student teacher is expected to play an active role in this process.

Following are several specific recommendation policies for the evaluation process:

1. It is recommended that the student teacher and her/his cooperating teacher hold conferences on a regular basis during which time the main emphasis is on the student teacher's concerns, progress in teaching, lesson plans, etc. If possible, a regular time should be scheduled for this conference at least once a week.
2. Each time the university supervisor comes to observe the student teacher, there will be a conference following the observation that focuses on the lesson(s) just observed. Cooperating teachers are encouraged to participate in these conferences as often as possible. The supervisor will write notes during the observation and share these notes with the student teacher. The supervisor must then fill out an observation form and collect the student's self-reflection and lesson plan and give these to Thomas Tegart in Room 556, TEB.
3. Twice during the semester (at mid-term and at the end) there will be a triad formal evaluation conference that focuses on the general progress of the student teacher in relation to the program requirements and the *Statement of Expectations*.

The following format is suggested for use during the midterm evaluation conference:

- What has the student teacher done thus far? A general review of the experiences of the student teacher to date (e.g., subjects taught, groups of children taught, non-instructional experiences).
 - Strengths that have been demonstrated by the student teacher to date.
 - Areas on which the student teacher needs to work during the second half of the semester.
 - A review of any specific agreements that have been reached during this conference (e.g., specific experiences that the student teacher should have that were not anticipated prior to the conference), and an action plan for the rest of the semester.
4. At the end of the semester, the cooperating teacher and university supervisor will jointly determine a pass/fail grade for the student's work in the course and will make a recommendation to the program directors regarding the student's certification for teaching.
 5. After the final evaluation conference, the university supervisor and cooperating teacher are each required to write an evaluation of the student teacher's work during the semester that must then be sent for placement in the student's university file to: Thomas Tegart, UW-Madison Dept. of C&I, Room 556 Teacher Education Building, 225 N. Mills St., Madison, WI 53706. The student teacher may also ask the university supervisor and cooperating teacher to write reference letters to be placed into her or his job placement file. Students are encouraged to open a placement file at UW-Madison School of Education Career Center located in Room L107 of the Education Building and to arrange for the placement of the necessary letters in this file.

Criteria for the Assessment of Student Teachers

The student teaching program is designed to prepare teachers who are reflective about their work and culturally responsive to the needs and strengths of their pupils and their families and who can promote a high level of academic achievement for all students. These teachers are committed to work for greater equity and social justice through their teaching and are also committed to continue improving their teaching to become better teachers throughout their teaching careers. These teachers are committed to considering points of view other than their own and continually testing their beliefs and perspectives against alternative points of view and against the realities of their own teaching practice. These teachers play an active role in affirming respect for different forms of diversity in our society by the way they conduct themselves in the classroom, school, and community. During student teaching, they show an active interest in taking risks and initiative in assuming responsibility for the benefit of their pupils. These teachers are aware of and can articulate their goals for their teaching and are able to give educationally and ethically defensible rationales for their actions.

The UW-Madison Teacher Education Standards provide the basis for the assessment of student teachers throughout their participation in the elementary education program including

student teaching. Students meet various aspects of these standards in their field experiences. Students will be keeping a chart logging which standards they have met during their seminars and field experiences.

Possible Issues to Reflect Upon When Teaching or Observing

Reflecting on teaching practices is essential to growing as an educator. Students should relish in the moments that went well, dissecting why those aspects were positive and be open to examining the areas that could be improved. After each lesson that you observe, students are required to write a Critical Reflection and submit it to you for inclusion in their file. This reflection is due within 7 days of when they taught the lesson.

Each Critical Reflection needs to address the two questions below from the student's perspective:

1. As you reflect upon this lesson, what aspects do you feel went really well?
2. If you were to teach the same lesson again, what might you do differently?

As they are writing their reflections, students should peruse the suggestions listed below to guide their thinking:

1. What did you do to work toward meeting your personal goal/focus?
2. What did you learn from the lesson?
3. What did your students learn from the lesson? Did they meet your objectives? How do you know?
4. Describe and evaluate anything new that you tried during the lesson.
5. Did the transitions between activities run smoothly? If so, why? If not, what might you restructure to make the transitions more cohesive?
6. How might you follow up on this lesson with your students?
7. How did you address the School of Education Standards in this lesson?
8. How did you address the Common Core State Standards in this lesson?
9. Additional thoughts.

UW-Madison Performance Standards

Standard Area 1. Learner and Learning Environment: Teachers use knowledge of learners and human development to create responsive, inclusive, and respectful learning activities and environments that maximize learners' cognitive, linguistic, social, emotional, and physical development.

1.1 Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.

1.2 Collaborates with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potentials.

1.3 Reflect on and meaningfully justify decisions relating to the learner and the learning environment.

Standard Area 2. Planning: Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to plan and adjust developmentally appropriate and challenging learning activities and assessments.

2.1 Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and resources.

- Learning experiences (1) are appropriate for curriculum goals and content standards and (2) make the discipline accessible and relevant to learners.
- Choose and sequence appropriate instructional strategies, accommodations, technologies and other informational resources, and materials to differentiate instruction providing multiple ways for learners to access instruction and demonstrate knowledge, skill, and mastery of content standards.

2.2 Choose, modify, and/or create formative and summative assessments to measure each learner's progress toward instructional goals.

2.3 Use assessment data to systematically adjust plans to respond to each learner's learning strengths and needs in relation to short- and long-range goals.

2.4 Reflect on and meaningfully justify planning decisions and base justifications in knowledge of learners, development, curriculum, pedagogies, and resources.

Standard Area 3. Engagement and Instruction: Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to implement planned and unplanned developmentally appropriate, challenging, and learner-responsive learning activities and maintain safe, inclusive, and respectful learning environments.

3.1 Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning.

- Learning activities address learning objectives and content standards.

3.2 Adapt teaching, using effective, linguistically and culturally responsive scaffolds and supports to capitalize on learner's strengths and meet learners' needs.

3.3 Provide learners with opportunities to use timely, consistent, and informative feedback to revise their work and/or improve their performance.

3.4 Create and maintain positive, challenging, inclusive, and efficient learning environments by providing clear behavioral and learning expectations and supports, effectively managing learning environments, and promoting mutual respect for differing perspectives.

- Efficient learning environment includes promoting learning and minimizing loss of instructional time.

3.5 Support learners to develop and apply different perspectives of authentic (real-world) issues.

3.6 Use formal and informal assessment to continuously monitor learners' learning, and adjust instruction as appropriate.

3.7 Reflect on and meaningfully justify decisions relating to engagement and instruction and base justifications in knowledge of learners, development, curriculum, and evidence-based pedagogies and resources.

Standard Area 4. Assessment: Teachers create and implement meaningful assessments and use assessment results to inform instruction, communicate with parents and others, and provide feedback to learners to guide their future performance and learning.

4.1 Use multiple methods of unbiased, accessible assessment to monitor, verify, and document learner progress towards mastery of learning objective(s) and standards, and use data to plan or modify instruction to support each learner's learning.

- Unbiased and accessible assessment includes selecting or modifying assessment tools and processes to accommodate learner language and learning differences.

4.2 When appropriate, work with others to create and implement comprehensive and appropriate assessment.

4.3 Use assessment to provide meaningful feedback to learners to guide future learning and/or performance.

4.4 Clearly and accurately communicate assessment results to parents/guardians and other professionals.

4.5 Reflect and meaningfully justify assessment decisions, considering the strengths and limitations of assessments methods in relation to learners' characteristics and experiences, development, curriculum, pedagogies, and resources.

Standard Area 5. Professionalism and Ethics: Teachers exhibit professionalism and adhere to ethical practices as they continue their own development and collaborate with others to improve their profession, school communities, and outcomes for students and families.

5.1 Use evidence to continually evaluate the effectiveness of their practices, and choice and use of technology and resources, adjusting as needed to improve communication and each learner's learning.

- Includes making informed decisions about current technologies and their applications as they relate to improving learning.

5.2 Directly model safe, legal, and ethical use of technologies and information resources.

5.3 Maintain accurate instructional and non-instructional records while adhering to confidentiality requirements related to state and federal mandates.

5.4 Use professional ethics, and school and district, state and federal policies and regulations to guide their practices, decisions, and relationships with others, including learners, colleagues, and families from different cultural and linguistic backgrounds.

5.5 Communicate and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

5.6 Engage in ongoing professional learning.

5.7 Demonstrate leadership.

5.8 Reflect on and meaningfully justify decisions relating to professionalism and ethics and how professionalism and ethics inform their practices, decisions, and communications.

Guide Information

We aspire to keep this guide up-to-date with the latest contact information and class schedules. If you notice any incorrect information, please email Thomas Tegart at tstegart@wisc.edu. He is located in Room 556 in the Teacher Education Building.

Forms & Sample Documents

Practicum and student teaching evaluation & observation forms along with sample documents, the performance standards and other useful information are available online on our Handbooks & Resources page at <https://ci.education.wisc.edu/ci/academics/handbooks-and-resources>.