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This handbook has been prepared by a committee composed of University faculty and staff, cooperating
teachers, and student teachers. It is our hope that this handbook will support your involvement with the
University of Wisconsin-Madison Elementary Education Student Teaching Program and make your
experience more effective and rewarding.
Carl Grant, Student Teaching Program Director
Revised: October, 2011; date of current printing: October, 2011.
# Names and Addresses of Field Experience Personnel

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BEFORE STUDENT TEACHING

OVERVIEW OF THE ELEMENTARY TEACHER EDUCATION PROGRAM

The Elementary Teacher Education Program serves students who are pursuing teacher certification in one of two areas: Early Childhood – Middle Childhood (EC-MC) and Middle Childhood – Early Adolescence (MC-EA).

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 identity\(^1\) shapes all thinking and action: their own, their students’ and that of all those connected to schooling;
- 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; and
- Contribute to and benefit from communities of professional practice.

Standards-Based Assessment

The Elementary Education Program uses a standards-based assessment system to support and evaluate the professional development of pre-service teachers. This performance-based assessment system will document knowledge and skills necessary for teacher certification relative to the UW-Madison Teacher Education Standards (Appendix A). Cooperating teachers will provide feedback to university supervisors for standards assessment.

The program provides multiple opportunities for students to learn content related to the standards, as well as multiple opportunities for them to demonstrate that learning. Each course and field experience will specify its links to the UW-Madison Teacher Education Standards in syllabi. In all courses except student

\(^{1}\) By identity we mean to include such categorical markers as race, ethnicity, culture, language, socioeconomic group, gender, sexual orientation, abilities, religion, and experiences.
teaching, instructors evaluate student standards-based performance using a 2-point rubric: 1) Insufficient Evidence or 2) Sufficient Evidence. Student teaching is evaluated on a four-point rubric: 1) Unacceptable, 2) Emerging, 3) Acceptable, and 4) Exemplary. In addition, prior to student teaching, students submit artifacts identified by instructors for inclusion in the electronic teaching portfolio that provide evidence of learning.

The student teaching semester is the final stage in the Elementary Teacher Education Program at the University of Wisconsin-Madison. The required five-semester sequence of professional education courses is as follows:

1\textsuperscript{st} Semester  
CURRIC 364: Introduction to Education: Preschool – Middle School  
CURRIC 425: Concerns & Constraints in Teaching Young Children (EC/MC)  
CURRIC 340: Elementary Teaching Practicum I (This community-based practicum places students in day care centers, after-school programs, community centers, and tutoring programs. Placements are for four hours, typically T&R 3-5 or 4-6PM. ECMC stdts may be placed from 8-12AM one day per wk. Accompanying weekly seminar is held on campus.)

2\textsuperscript{nd} Semester  
CURRIC 368: The Teaching of Reading  
CURRIC 369: The Teaching of Language Arts  
CURRIC 422: The Teaching of Children’s Literature  
CURRIC 506: Strategies for Inclusive Schooling  
CURRIC 367: Elementary Teaching Practicum II (In this practicum students are placed in pairs three mornings per week. An accompanying weekly seminar is held on campus.)

3\textsuperscript{rd} Semester  
CURRIC 370: Teaching Mathematics  
CURRIC 322: Teaching Art  
CURRIC 373: Elementary Teaching Practicum III (Both morning and afternoon placements are available during this practicum. An accompanying weekly seminar is held on campus.)

4\textsuperscript{th} Semester  
CURRIC 371: Teaching Social Studies  
CURRIC 372: Teaching Science  
CURRIC 354: Teaching Music  
KINES 323: Physical Education for Elementary School Children  
CURRIC 440: Elementary Teaching Practicum IV (This practicum has afternoon placements three times a week. An accompanying weekly seminar is held on campus.)

5\textsuperscript{th} Semester  
CURRIC 463: Seminar in Kindergarten through Middle School Student Teaching  
CURRIC 464, 465, or 498: Student Teaching

Additionally, students select a variety of courses in Educational Psychology and Educational Policies Studies and must complete required courses and experiences in health education, inclusion, environmental education and human relations. Elementary education students must also select a minor area of study chosen from a current list of approved subject areas. Minor requirements vary from 22-27 credits, depending on the subject area of interest.

**A SUMMARY OF UW-MADISON ELEMENTARY TEACHER EDUCATION FIELD EXPERIENCE PROGRAMS**

School-based placements (practicum) prior to the student teaching semester have two elements: a site placement with a practicing educator in an educational context three half-days per week for nine weeks.
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. In addition, students participate in a weekly seminar in which they will discuss their experiences in the field.

The Student Teaching Program is an 18-20 week (extending over the entire school semester) full-day teaching experience in schools in Madison and the surrounding area. Students participate in either the Professional Development Program (PDS) or the Elementary Student Teaching Program (ESTP) at the certification level they have chosen. Both programs are designed to give students input in determining their school placement and cooperating teacher. Students must lead teach for a minimum of two weeks in the classrooms and must participate in a community experience that helps them interact with the students and their parents outside of the classroom to learn about the communities in which their students live. 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.

**Required Field Experiences in all Programs of the Elementary Education Major (EC-MC, MC-EA)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>CURRIC 340</td>
<td>Elementary Teaching Practicum I</td>
</tr>
<tr>
<td>CURRIC 367</td>
<td>Elementary Teaching Practicum II</td>
</tr>
<tr>
<td>CURRIC 373</td>
<td>Elementary Teaching Practicum III</td>
</tr>
<tr>
<td>CURRIC 440</td>
<td>Elementary Teaching Practicum IV</td>
</tr>
<tr>
<td>CURRIC 464, 465, or 498</td>
<td>Student Teaching</td>
</tr>
</tbody>
</table>

**STUDENT TEACHING ELIGIBILITY REQUIREMENTS AND APPLICATION PROCEDURES:**

**ELIGIBILITY REQUIREMENTS**

**Prerequisites**

- **MC/EA Program** – Completion of the following courses: Curric. 364, 368, 369, 422, 506, 322, 370, 371, 372, 354; Kines. 323; and practica: Curric. 340, 367, 373, and 440.
- **EC/MC Program** – In addition to the required courses listed above, students enrolled in the EC/MC program must also complete the following course: Curric. 425.
- The student must possess an overall G.P.A. of at least 2.5.
- **Content Exam** – Beginning September 1, 2004 students must pass the state mandated content exam in their area of certification (EC-MC, MC-EA) in order to receive a teaching license in the state of Wisconsin. Students will be able to take this examination any time after being admitted to the program and before student teaching.
- **Tuberculosis Test** – The negative results of a tuberculin skin test (or x-ray result) must be submitted to Education Academic Services (EAS) one semester prior to the student teaching semester. EAS and University Health Services provide two clinics per year to help accommodate Education students in fulfillment of this requirement, at no cost to enrolled students. Watch for postings and emails from EAS.
- **Criminal Background Check** – Some school districts require that an additional criminal background check be done on students prior to the beginning of their student teaching semester.
- To be recommended for certification, students must **achieve a minimum G.P.A. of 2.75** based on coursework in the major, minor, and professional education coursework excluding work in clinical programs.
OPTIONS FOR FULL-TIME STUDENT TEACHING

International Student Teaching

International student teaching experiences are available to a limited number of students in the School of Education who are seeking opportunities to enrich their preparation for teaching by including global experiences in an educational environment that is culturally different from their own. The international experience is not a substitute for the entire regular student teaching experience. Rather, the student will be required to complete ten weeks of the student teaching experience in a local school prior to undertaking the ten week international assignment. Students participating in the international teaching experience register on the Madison campus for their regular and their international student teaching assignments. Costs vary depending on the program, and fees are assessed and the program is coordinated in collaboration with International Academic Programs.

Students placed in international teaching assignments are expected to be in school, on-the-job daily during their assignment with expectations for performance paralleling those which are usually required in a local teaching assignment.

To be eligible for an international student teaching placement, the student must:

- meet student teaching eligibility requirements as determined by the School of Education and the student's major subject area or program;
- have the approval of the student teaching program director in his or her subject area and the international program director (Maggie Hawkins);
- successfully complete coursework, the pre-student teaching practica and a ten-week, full-time student teaching experience in a Madison area (or other local) school prior to the international experience; and
- participate in all of the orientation seminars held for international student teachers, there are approximately, three such meetings immediately preceding the actual international assignment.

Students will be given information about international student teaching possibilities in the third semester of their UW program. At that time they will be directed to informational resources about programs, costs, and application procedures.

Milwaukee Schools

The Milwaukee student teaching option accommodates students who wish to have a more urban student teaching experience than what is available in Madison and surrounding districts and who wish to eventually teach in an urban community. The student teaching placements are currently made by the Director of the UW System Institute for Urban Education and/or UW-Madison faculty and staff. Placements are made in which the UW System Institute for Urban Education and/or UW-Madison faculty and staff have worked diligently to establish partnership relations with the administration and faculty. Since the UW-Madison is one of many teacher education institutions that seek placements for student teachers in Milwaukee, students do not have as great a choice of assignments as they do in the Madison or area districts.

Interested students must indicate a preference for a Milwaukee placement the semester before student teaching, attend an informational meeting, be interviewed by the program director (Carl Grant) and the director of Urban Education. If selected to participate students attend several preparatory meetings prior to the student teaching semester. Placements may be made somewhat later than for those students who wish to remain in the Madison or area district schools. Once an assignment has been made, a student will have an opportunity to arrange a visitation at the school to meet with the participating cooperating teacher before the student teaching semester begins.
A supervisor designated by the UW-System Institute for Urban Education and/or UW-Madison will visit the student teacher 6 times during the semester and be available by e-mail and phone for mentoring. Additionally, students will attend a 2 credit seminar in Milwaukee and participate in community involvement activities to further their knowledge of urban teaching, community and culture.

Partner School Network
The Partner School Network is a partnership in teacher education involving the Madison Metropolitan School District (MMSD), Madison Teachers’ Incorporated (MTI), and the School of Education at UW-Madison to provide a unique opportunity for students to forge on-going professional and community relationships by working in specific school-based cohort groups over the practicum II, III, IV, and student teaching semesters. The primary aim of this program is to prepare people to be successful teachers in culturally diverse schools serving racially, economically, and linguistically diverse populations of children.

In this program students:

- are grouped together in supportive cohorts made up of peers working at different levels of the field experience sequence;
- receive consistent on-site supervision by established, school-based supervisors who are knowledgeable about and involved with school procedures, curriculum, faculty, families and community as well as university requirements and curriculum;
- participate in weekly seminars at the schools. These seminars, which address topics generated collaboratively by supervisors and students, include frequent contributions from school/university personnel and community members;
- participate in local community events and activities in order to develop intercultural competence and forge caring relationships with children and families outside of school; and
- are expected to fulfill all elementary education requirements and maintain an acceptable grade point average for all elements of the program.

Application to the Partner School Network program is an option open to all interested students in the UW-Madison Elementary Education program who are committed to the Partner School Network mission for urban teaching preparation. Typically, Partner School Network supervisors visit the "Introduction to Elementary Education" courses to share information about the partnership and solicit applications for the program, which starts during the literacy Practicum II semester.

Molly Garner is director of the Partner School Network. Students wishing to obtain further information about recent developments in the program or about the application process should go to the Partner School Network website at: [http://psn.education.wisc.edu/TheNetwork.aspx](http://psn.education.wisc.edu/TheNetwork.aspx).

Special Students

Students who are adding elementary certification to another teaching credential and who are classified as Education Specials should consult one of the student teaching program directors to determine the specific nature of their student teaching experience.
STUDENT TEACHING PLACEMENT PROCEDURES

The Student Teaching Placement Process
Student teaching placements are obtained the semester prior to the student teaching experience. The following procedures are used in the placement process.

- Education Academic Services (EAS) solicits participation of area schools and teachers.
- Student teachers are notified by EAS to attend an orientation meeting to learn about the interview-observation-final placement process.
- Elementary student teaching program staff interview student teacher applicants.
- Based on preferences expressed in the interview, students are initially given two classrooms in which to observe during the specified observation period and may request more, if needed, to make the choice for their final placement.
- Cooperating teachers are also given the opportunity to express preferences regarding the students who have completed observations in their classroom.
- Final student teacher/cooperating teacher assignments are made by the program coordinator Professor Grant (Note: It is recommended that UW-Madison students are not placed in classrooms in which any other UW practicum students and/or student teachers are placed from other teacher preparation institutions).
- Final placement letters are prepared by EAS to mail to cooperating teachers and mail or distribute to the student teachers.
- EAS prepares and distributes assignment lists to the program coordinators and cooperating schools.

Because of the number of individuals involved in the placement process, and because established procedures have been approved by cooperating school personnel, under no circumstances should a student contact a school to arrange her or his own placement. The contact person for special requests is the Program Coordinator, Room 574, Teacher Education Building.

Because of the large number of applicants and geographical restrictions, it must be emphasized that individual location requests cannot always be honored. Students are informed of their student teaching assignments during the latter part of the semester immediately preceding the student teaching semester.

Guidelines for Placement Visits to Schools
As stated earlier, students will visit two or more classrooms during the semester preceding student teaching for the purpose of choosing a placement. These visits include observation time and are scheduled at times that are convenient for both students and cooperating teachers. It is recommended that students spend at least one-half day at each potential placement. In arranging these visits, the students should adhere to the following suggestions.

- Contact the cooperating teacher via phone to introduce yourself and to determine a convenient date and time for the observation. Cooperating principals and teachers will have been notified that you will be contacting them.
- Be prompt for the observation.
- Report first to the main office of the school giving your name and the purpose of the visit. The student may then be directed to the teacher's classroom or the teacher may come to the office to greet the student teacher.
- Dress appropriately for the interview. First impressions are important.
Observe attentively, show interest, and interact with the pupils/teacher when appropriate. It is desirable that students meet with the cooperating teachers alone, at some point, to discuss the following questions, the answers to which may help them choose their final placement.

- What activities, subjects, or units of study will be taught during the semester? For what units/topics will the student teacher be responsible?
- What is the general background and ability level of the children in the classroom?
- What are the cooperating teacher's general instructional objectives/goals?
- What texts, instructional materials, etc., are used?
- What materials/resources will be available to the student teacher?
- What elements of the UW teacher education standards and electronic portfolio requirement will be worked on during the student teaching semester?
- How is the school day structured? What is the length of each class period?
- How does instruction take place (e.g., one large group, small work groups)?
- What classroom management principles are incorporated in the classroom?
- What are the special duties of the teacher outside of classroom teaching (e.g., before and after school, supervision of corridors or playgrounds, etc.)?
- What opportunities will the student teacher have to engage in collaborative teaming and on-site professional development?
- What kinds of opportunities are there for the student teacher to connect with parents, families, and the neighborhood community?
- What preparation or planning prior to the experience would be helpful for the student teacher?

Since the length of the visit is often limited by the cooperating teacher's class schedule, it is important that the student be somewhat selective in determining which information is essential for advance planning and which may be deferred until beginning the actual student teaching assignment. It is recommended that the student teacher arrange to observe at least one of the cooperating teacher's classes on the day of the visit.

Please note the following placement and scheduling requirements:

- **Dates of the student teaching experience** follow the local school calendar (in terms of beginning and ending dates). Under this plan, fall semester assignments typically begin after Labor Day and end the latter part of January. Spring assignments will begin the latter part of January and end in early June. Students should plan their living accommodations accordingly.

- **Grade Level Requirements**: Students should be aware of the grade level distribution requirements that apply to the four practica and student teaching experience. It is required that students earning an EC-MC certification have experience working with three of the following levels: PreK, K, 1-2, and 3-6. Similarly, it is required that students earning a MC-EA certification have experience working with the following grade levels: 3-5 and 6-8. MC-EA students may be placed in grade levels 1-2 for their practica, but will only be able to student teach in grade levels 3-5 and 6-8.

- **Diversity Requirement**: Of the four semesters the students are in the schools for their 367 Literacy, 373 Math/Art, 440 Social Studies/Science practica and their 464/465/498 student teaching, at least one must be in a diverse school. Diverse schools are designated by the school district as having numbers of children at or above the average percent of children in the district who are racially/ethnically diverse and/or who qualify for free/reduced lunch.
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.

This general program orientation is more fully elaborated in the section of this handbook entitled Criteria for the Assessment of Student Teachers. All of the specific evaluation criteria listed in this section reflect a commitment to preparing teachers who are able to monitor their practice and improve their teaching throughout their careers. 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.

Curriculum and Instruction 463: Seminar in Elementary Classroom Teaching

The seminar meets every week for approximately two and one-half hours. Generally, the purpose is to help students clarify and revise their teaching goals and their positions on a wide range of educational issues. Although the seminar is related to and builds upon students’ classroom experiences, it is not intended solely to provide specific methods and techniques for direct application to particular classrooms. On the contrary, because students are not merely being inducted into a particular school setting but into the profession in a wider sense, the seminar is designed primarily to help students broaden their perspectives on teaching at the same time that they are becoming familiar with specific methods and
procedures and are developing competence within a single classroom. Consequently, many of the issues that are examined in this course are designed to help students establish reflective "habits of thought" (e.g., ability to evaluate one's own teaching) which are conducive to and will provide a foundation for continued growth as a teacher rather than providing techniques and procedures to solve immediate classroom problems.

Although the content will vary somewhat according to the individual instructor, the following are examples of the kinds of issues that are generally addressed:

- teaching English Language Learners (ELLs);
- exploring alternative views on organizing and managing a classroom;
- planning for units of study;
- designing and using educational media in the classroom;
- examining, analyzing and evaluating curriculum design;
- acquiring pedagogical content knowledge;
- discerning the hidden curriculum in the classroom;
- discovering non-instructional teacher roles (e.g., working with parents, teacher unions);
- educating for a multicultural society; and
- learning how legislation and regulations affect classroom practices.

Students are expected to complete several types of seminar assignments. Most, but not all, of these assignments will be directly linked in some way to the students’ classroom experiences. For example, students may be asked to complete such tasks as analyzing video tapes of their own or someone else's teaching, conducting a case study of an individual child, leading a discussion on an educational issue or conducting an action research project. Assignments will vary among the different sections of the seminar but all of the tasks will be flexible enough to allow for adaptation to a wide variety of classrooms. Supervisors will provide a copy of the seminar course syllabus for each cooperating teacher.

**ROLES OF STUDENT TEACHING TRIAD MEMBERS**

Each of the triad members - student teacher, cooperating teacher, 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 **twenty-four hours** in advance. 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 THE 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, inservice 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*. Prior to the Statement of Expectations conference, the student teacher will prepare a reflective self-assessment goal-setting statement (pg. 17). 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.

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 focuses and her/his expectations for the lesson(s). (For sample ideas on observation focuses, see Appendix B.) 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. The student teacher will continue to address the standards and document her or his growth and experiences through the completion and exhibition of an electronic teaching portfolio.

8. 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.


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 supervisors' work and the overall program in the future. Although the written evaluations (see Appendix F) 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.

10. 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.

*Note: Successful completion of C&I 860: Supervision of Student Teachers is required of all Elementary Education Program cooperating teachers who work with fulltime student teachers.

Responsibilities of Cooperating Teachers
I. The Orientation of the Student Teacher
   A. In preparation for the student teaching experience, the cooperating teacher should:
      1) arrange a time to become familiar with the Teacher Education Student Teacher Standards and Performance Indicators, the program goals as outlined in this handbook, and the student teacher, particularly her/his previous experiences and in-progress teaching portfolio;
      2) provide a work space and a locker or closet for the student teacher (a desk, if possible);
      3) introduce the student teacher to the principal, staff, and parents; and
      4) orient the student to the school and local community.

II. The cooperating teacher should prepare the student teacher for teaching by:
   A. 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.;
   B. participating in writing the Statement of Expectations that includes the student teacher’s reflective self-assessment goal-setting statement;
   C. 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
   D. 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.

III. Supervision and Evaluation Responsibilities
   A. 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 criteria for assessment as explained on page 24.
   B. Cooperating teachers are required to submit a written evaluation of the student teacher's work which will be included in the student’s teaching portfolio and filed in the UW student teaching office (room 556, Teacher Education Building). This needs to be done within two weeks after the student teacher's last day at school. Students may also choose to ask for a reference letter from the cooperating teacher (See Appendix D), to be placed in their job placement file.
C. 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.

D. 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.

E. 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.

F. The cooperating teacher should participate in at least two triad conferences (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.

G. The cooperating teacher is required to sign two observation forms for a full-time student teacher, documenting the visits of the university supervisor. The university supervisor will provide these forms.

H. The cooperating teacher will support student teachers in collecting Standards evidence and the development of their electronic teaching portfolios.

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 university supervisor must make at least four one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the student, cooperating teacher, and university supervisor. Written evaluations of each observation must be completed and included in the student’s permanent file (two weeks after the first 10 weeks of the semester [mid-term] and within two weeks of the student teacher’s last day of student teaching (room 556, Teacher Education Building).

The focus of these visits 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. 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 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 (room 556, Teacher Education Building).

The supervisor is 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, inservice 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

REFLECTIVE SELF-ASSESSMENT – In preparation for the initial Statement of Expectations conference, each student teacher will prepare a written reflection (no more than 2 pages) of his/her current level of development with regard to the University of Wisconsin-Madison Teacher Education Standards (Appendix A). Referring to the standards, the student teacher will reflect upon what she/he feels they have accomplished thus far in the program, and what areas they would like to work on and strengthen during the student teaching semester. It is not necessary to address every standard in this reflection. The written reflection will be given to the university supervisor and cooperating teacher prior to the initial triad conference and will be used as a resource during the conference in planning the student teaching semester.

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 Statement of Expectations (p. 21) 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.

JOURNAL – The student teacher is required to keep a journal related to his or her student teaching experience according to guidelines that are provided by the university supervisor. These journals (although not graded) will be collected on a regular basis by supervisors and are considered an important part of the supervisory process.

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.

UNIT OF STUDY – Each student teacher is required to plan and implement a unit of study, which is usually culminated during lead teaching.

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.
An initial agreement regarding the assumption of teaching responsibilities should be reached as part of the
process of writing a Statement of Expectations. Of course, this initial agreement may be modified as the
semester progresses.
CLASSROOM OBSERVATIONS – The student teacher is required to conduct a minimum of three
observations in classrooms other than the primary site. The supervisor will provide more specific
information regarding the nature of these observations. The student teacher is expected to arrange times
for these visits with the teachers of these classrooms and her/his cooperating teacher well in advance of
the scheduled dates. The student teacher should plan these visits in consultation with both the
cooperating teacher and university supervisor.
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.
TEACHING PORTFOLIO – Each student is required to continue the development of an electronic
teaching portfolio relating to course work and field experiences according to guidelines that are provided
by the university supervisor. Upon completion of the student teaching semester, the student teacher will
present the electronic teaching portfolio to their university supervisor and will present a portion of their
portfolio at a public portfolio presentation. Cooperating teachers are encouraged to provide their student
teacher with some classroom release time so that she/he can work on the electronic teaching portfolio.
NOTE: These program requirements may be modified in the case of some students, e.g. international,
Partnership Network Program, and special students. All modifications must be arranged with one of the
program directors.

STUDENT TEACHING EXPERIENCE PRECEDING AN INTERNATIONAL ASSIGNMENT

Because of the relatively brief nature of this experience, international student teachers are not expected to
complete the same program requirements as student teachers who will complete their entire student
teaching experience in the U.S. There are also differences between the U.S. portion of the international
student teacher program and what regular student teachers experience. The U.S. portion of the
international student teaching program consists of four and one-half full days per week in a classroom
(and one half-day per week in seminar) for ten weeks. Following is a discussion of those program
requirements which international student teachers are expected to fulfill during their ten-week U.S.
student teaching experience:

REFLECTIVE SELF-ASSESSMENT- In preparation for the initial Statement of Expectations conference,
each student teacher will prepare a written reflection (no more than 2 pages) of his/her current level of
development with regard to the University of Wisconsin-Madison Teacher Education Standards
(Appendix A). Referring to the standards, the student teacher will reflect upon what she/he feels have
been accomplished thus far in the program, and to what areas that should be worked on and strengthened
during the student teaching semester. It is not necessary to address every standard in this reflection. The
written reflection will be given to the university supervisor and cooperating teacher prior to the initial triad conference and will be used as a resource during the conference in planning the student teaching semester.

STATEMENT OF EXPECTATIONS – Each international student teacher and his or her cooperating teacher and university supervisor should construct a Statement of Expectations for the ten-week 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 Statement of Expectations (p. 21) for more details.

SEMINAR – International students should attend the weekly student teaching seminars. Students are strongly encouraged to complete all seminar requirements prior to leaving for international student teaching. 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.

JOURNAL – The student teacher is required to keep a journal related to her/his student teaching experience according to guidelines that are provided by the university supervisor. These journals (although not graded) will be collected on a regular basis by supervisors and are considered an important part of the supervisory process.

WRITTEN LESSON PLANS – The student teacher is required to provide comprehensive written lesson plans each time the university supervisor observes. The university supervisor will observe the international student teacher at least three times during the ten-week U.S.-based experience. The specific format to be used for these written plans should be discussed and agreed upon by the student teacher, cooperating teacher and university supervisor. The cooperating teacher may require written lesson plans in addition to those that are required by the university supervisor. Requirements for these additional written lesson plans should be included in the Statement of Expectations.

UNIT OF STUDY – Each international student teacher is required to plan and implement a unit of study consisting of two-three lessons related to a common theme or topic. The lessons within this unit should build upon one another and can be related to any content area(s) in the school curriculum.

LEAD TEACHING – Lead teaching for the international student teacher will occur after the gradual assumption of instructional and non-instructional classroom responsibilities, and will consist of a minimum of one week of full classroom responsibility. During this week, the student teacher should assume major responsibility for instruction of all content areas and for the management of the classroom program. The student teacher and cooperating teacher are encouraged to plan for more lead teaching to prepare the students for teaching abroad where they may not have as much guidance or support. An initial agreement regarding the assumption of teaching responsibilities should be reached as part of the process of writing a Statement of Expectations. Of course, this initial agreement may be modified as the semester progresses.

CLASSROOM OBSERVATIONS – The international student teacher is required to conduct a minimum of two observations in classrooms other than their program site. The supervisor will provide more specific information regarding the nature of these observations. The student teacher is expected to arrange times for these visits with the teachers of these classrooms and the cooperating teacher well in advance of the scheduled dates. The student teacher should plan these visits in consultation with both the cooperating teacher and university supervisor.

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.

TEACHING PORTFOLIO – Students are required to continue the development of an electronic teaching portfolio relating to course work and field experiences according to guidelines that are provided by the university supervisor. They are expected to meet half of the standards’ requirements (there are 15 total standards). Student teachers are required to demonstrate an acceptable level of performance on at least one performance indicator for each standard and achieve an exemplary level of performance on three of these. Upon completion of the ten-week U.S.-based experience, the international student teacher will present the electronic teaching portfolio to the university supervisor and will present a portion of their portfolio at a public portfolio presentation. Cooperating teachers are encouraged to provide their student teacher with some classroom release time so that she/he may work on the electronic teaching portfolio.

NOTE: These program requirements may be modified in the case of some students. All modifications must be arranged with one of the program directors.

It is important that the international student teacher become involved in the classroom instructional program as quickly as possible. She/he should attempt to become involved in as many areas of the school curriculum as possible during the ten weeks. The university evaluation criteria (pp. 23-26) will be employed by the university supervisor in evaluating the work of the international student teacher, taking into account the differences between this experience and a full-time student teaching experience of 20 weeks.

At the end of the ten weeks, the cooperating teacher and university supervisor will jointly make a recommendation as to whether the international student teacher is ready to begin a full-time international student teaching experience. In some cases, the student may be required to spend more time teaching in the U.S. either before or after the international portion of the student teaching experience. In most cases the student will be made aware of any such requirement well before the end of the initial ten-week experience.

A final grade for the student teaching experience (credit or non-credit) will be based on the student's combined performance in the U.S. and international and cannot be awarded until letters of evaluation are received from international cooperating school personnel.

Finally, an orientation meeting will be held for all international student teachers sometime during the beginning of each semester by Professor Maggie Hawkins.

**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 reflective self-assessment done by the student teacher about her/his accomplishments and areas of needed growth.

2. A statement recording mutually agreed upon expectations for each person, including all specific requirements and other experiences for the student teacher.

3. 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.

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? (see Appendix A) 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.

• The student teacher is required to develop an electronic teaching portfolio throughout the course of the elementary education program sequence. Presentation of the completed portfolio will take place at the end of the student teaching semester, thus it is recommended that students draw up a plan of portfolio-related tasks to accomplish over the course of the semester in order to satisfactorily complete this requirement on time.

*Note: See Appendix C for a sample Student Teaching Timeline form.*
**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 will leave a copy of these notes with the student teacher.

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 a narrative evaluation of the student teacher's work during the semester that must then be sent for placement in the student's university file to: Diane Falkner, 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 Education Portfolios and Career Services Office (Room 141 Educational Sciences Building) and to arrange for the placement of the necessary letters in this file. See Appendix D for more detailed information about the narrative evaluation and reference letters.
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 U.W.-Madison Teacher Education Standards (Appendix A) 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 coursework and field experiences and contribute artifacts to their portfolios each semester that they are in the program.

During the student teaching experience, students will need to earn at least an Acceptable rating on a minimum of one performance indicator under each standard and achieve an Exemplary rating on one performance indicator under 5 different standards. The electronic (e)-portfolio is used to document student teachers’ progress in meeting the standards, as is packet titled “UW-Madison Elementary Education Teacher Education Standards and Performance Indicators for Student Teaching,” which will be provided by the supervisor. This packet includes a description of the performance indicators for each of the 15 standards that will serve as assessment criteria during the student teaching experience.

The Electronic Teaching Portfolio

The electronic e-portfolio has several purposes. First, it is a tool to be used for teacher learning and development. Completing an e-portfolio will help teacher education students become more thoughtful, articulate, and effective teachers. Second, the e-portfolio is used to document the achievement of the UW-Madison teacher education standards that are required for initial teacher certification in Wisconsin. As students proceed through the elementary teacher education program, they contribute artifacts (e.g., lesson plans, photographs, papers) to their portfolios that serve as evidence that they have addressed the knowledge and performance standards that are included by the various courses and field experiences in the program. Finally, upon completion of the program, the e-portfolio is transformed by students into a professional portfolio to be used as part of their job search process. Students will receive technology training throughout the program that supports their e-portfolio work and enhances their overall ability to use technology in the classroom.

At the end of the student teaching semester, students will publicly present a portion of their e-portfolios at a portfolio presentation. The entire portfolio will be examined by the university supervisors and cooperating teachers. In addition to assessing the quality of the evidence that is presented by student teachers, that they have achieved the individual teacher education standards and performance indicators, there are several general criteria that students should keep in mind that will be used to cumulatively assess the overall quality of the e-portfolios:

- Everything in the portfolio should be placed there for a reason that should be clear to someone viewing the portfolio. It is suggested that students use “entry slips” to explain what the artifacts in their portfolios represent and illustrate.
The e-portfolio should show evidence of student teachers’ growth over time as teachers and of their ability to learn from their practice.

The e-portfolios should include samples of pupil work that demonstrate student teachers’ abilities to analyze pupil work (e.g., the mistakes they make, their growth and development) and plan instruction based on this analysis. These work samples can also be used to demonstrate student teachers’ abilities to create situations in which pupils produce high quality work.

The e-portfolios should show evidence of student teachers’ abilities to be analytic and to think critically about their teaching.

The e-portfolio should show how student teachers have gone beyond achieving the minimum standards required by the state for initial certification and how they have achieved excellence.

Student teachers develop and publish e-portfolios within the School of Education’s internet-based e-portfolio system. Each student receives a password protected account plus training and support in e-portfolio development. Student teachers must follow the guidelines that have been established for the use of pupil work and images in e-portfolios in different school districts. University supervisors will provide this information to student teachers at the beginning of each semester in which they are enrolled in a field experience. More detailed information about the U.W.-Madison e-portfolio system can be found at http://portfolios.education.wisc.edu.

The Teaching and Learning Presentation
At the end of the student teaching semester, each student teacher will make a presentation (30 minutes including discussion). This presentation is an opportunity for student teachers to discuss their growth as teachers over the course of the five semesters in the elementary education program. Drawing on evidence in their portfolios, student teachers should select one of the focal areas below and discuss how they have grown in their ability to teach multiculturally and work for social justice. This presentation should demonstrate student teachers’ ability to reflect analytically on their teaching practice.

• Evidence that you have grown over time as a teacher and that you have acquired the ability to learn from your teaching practice.
• Evidence that you have taken risks that demonstrate growth in your intercultural sensitivity and intercultural competence.
• Evidence that you have grown in your ability to teach multiculturally and in your ability to work for social justice through your teaching.
• Evidence that you have deepened your knowledge in one or more content areas and have used this new knowledge to improve student learning.
• Describe a teaching dilemma that you have dealt with as a student teacher and use evidence from your portfolio to discuss how you have made progress in managing this dilemma.
NOTE: The review of evidence that you have met the standards requirement for the student teaching program will not occur during this presentation, but will be done by the university supervisor and cooperating teacher at another time. The Teaching and Learning Presentation is not a time for you to provide a tour of your entire portfolio. Rather, the purpose of The Teaching and Learning Presentation is for you to focus on a chosen area of evidence in your portfolio and to be reflective and analytic in a public setting about your growth as a teacher. The 30-minute presentation will be divided as follows:

- Personal Introduction - 5 minutes
- Evidence of Growth in chosen focus area: Presentation and Critical Analysis - 15-20 minutes
- Discussion - 5-10 minutes

Key Components of the Presentation

- Choice of a focal area.
- Discussion of teaching for diversity and social justice.
- Reflection and analysis.
- Use of evidence from the e-portfolio.
- Identification of areas for further growth.
GENERAL POLICIES, PROCEDURES, AND RESOURCES

STUDENT POLICIES

ABSENCES – Student teachers should follow the proper notification procedures when illness or an emergency situation necessitates an absence. The student teacher should notify the cooperating teacher in advance, and make suitable provisions to have lessons and other responsibilities covered. The student teacher is also expected to notify her/his university supervisor if an observation or conference has been scheduled. Time lost due to an extensive absence may require extension of the student teaching assignment into another semester.

BLOOD-BORNE PATHOGENS AND FIRST AID TREATMENT – During the student teaching experience, students may be required to provide first aid treatment or may be in a situation in which they could be exposed to human blood or other body fluid. In these cases, students must always practice the universal precaution approach to infection control. The school nurse can provide information about this approach. While it is generally inadvisable to give any medication, even cough drops and aspirin, to pupils because of liability for improper treatment, application of first aid should be administered in cases of extreme emergency such as profuse bleeding or choking. When first reporting to a placement, student teachers should take the initiative to find out what procedures are followed at the school site and where the first aid materials are kept.

CONFLICT RESOLUTION – If any member of the triad feels that the supervisor, cooperating teacher, or student is not meeting his/her role expectations, that member should initially discuss the problem within the triad. Should this discussion not clarify the problem, the member should contact the program director. Sometimes a mismatch can occur and an alternative placement may be needed. This should not be looked upon as a failure by those involved. No changes in student teaching placements will be made without the full participation of all individuals involved.

EMERGENCY PROCEDURES IN CASE OF ILLNESS OR ACCIDENT– Because an emergency may arise in which a student teacher becomes ill or is injured at school, the student teacher is expected to complete emergency forms in the school office at the beginning of their placement semester. Education Academic Services (262-1651) can provide information for use by the school principal and cooperating teacher in notifying the parent or guardian and in securing medical attention for the student.

INDEPENDENT TEACHING – Most cooperating teachers gradually extend the time they are out of the room and the student teacher is alone with the class. During the two (or more) weeks of full-time lead teaching, it is most beneficial for the student teacher if the cooperating teacher is out of the room at least some of the time, thereby increasing the student's independence. Some student teachers are ready for independence very early in the semester; others must be encouraged to take their professional first-steps. The aim is for all student teachers to have at least some experience alone in the classroom. This issue should be discussed by the student teacher, cooperating teacher and university supervisor at some point during the semester. Any time the cooperating teacher is out of the room when pupils are present, she or he must be readily accessible to the student teacher in case there is an emergency or assistance is needed.

PLAYGROUND DUTIES – The student may assist with playground duties if there is at least one certified member of the school staff in the immediate area with the student teacher. However, student teachers should check the school policy for any additional requirements.

PROFESSIONAL LIABILITY COVERAGE – All University of Wisconsin System education students who work in the schools as part of the professional preparation are protected by a personal injury and property damage liability policy. In the event that liability is the responsibility of the student teacher or university, professional liability coverage is provided by sections 165.25(6) and 895.46(1) of Chapter 81.
of the State of Wisconsin Statues. The University of Wisconsin Risk Management Office will provide additional information about this coverage. Phone: (608) 266-1866. Additional insurance coverage is required of students teaching international.

REQUIRED TUBERCULIN TESTING – All teacher education students in a full-time student teaching placement are required by the State Department of Public Health to produce evidence that they are free of tuberculosis. Students will not be placed in schools if EAS has not received the negative TB test results. Each semester EAS and University Health Services offer a TB testing clinic to help meet this requirement. It is the student's responsibility to submit the results a semester in advance of student teaching. Call Education Academic Services at 262-1651 for more information.

SCHOOL CALENDAR – Like their cooperating teachers, student teachers are expected to follow the local school calendar, vacation dates, and the building policies of the school in which they are working. The student is to function as a regular staff member in terms of professional behavior, arrival and departure times, and attendance at school functions such as team meetings, faculty meetings, inservice sessions, and parent-teacher conferences.

SCHOOL DISTRICT POLICIES – Students should become informed about individual school district policies governing issues such as sexual and other forms of harassment; use of physical force; confidentiality; standards of conduct for internet, email, and curriculum use; and drug-free environments. Students are expected to act according to local school district regulations for pupils and professionals.

SEMINAR ATTENDANCE – To give elementary student teachers the experience of working in a school full-time without interruption, permission to not attend the university seminar during lead weeks can be negotiated with the university supervisor. Students are expected to attend the seminar at all other times.

SUBSTITUTE TEACHING – Student teachers are not licensed and because their legal authority in the classroom is questionable, they may not serve as a substitute teacher during the absence of the cooperating teacher or another member of the faculty. This position is a University of Wisconsin policy as well as a legal statute, and is intended to protect the cooperating school and its pupils as well as the student teachers.

WITHDRAWAL FROM STUDENT TEACHING – Students attempting student teaching who withdraw or receive a “U” or “I” from student teaching and/or practicum courses may not repeat such courses unless they receive written approval from the director of the student teaching program concerned and/or the director of the certification program involved and the Dean of Education Academic Services (EAS). Students may elect to receive a degree without certification after consultation with the program director.

WORK STOPPAGE – When a work stoppage occurs in a cooperating school system in which a student teacher is assigned, it is the policy of the School of Education that the student teacher be declared a non-participant. The student teacher will remain on a standby basis during the period of time when schools are closed or are declared open but without resolution of conflicting issues. The intent of this policy is not to favor one side or the other but to realistically recognize the student teacher's status as a temporary assignee to the school and non-participant in the negotiation process. In the case of extended work stoppages, the university retains the right to reassign student teachers.
WISCONSIN D.P.I. REQUIREMENTS FOR COOPERATING TEACHERS*

Cooperating teachers working in partnership with colleges and universities in Wisconsin must meet the following criteria:

- Hold a regular Wisconsin Teaching License (or its equivalent for a teaching assignment).
- Three years of teaching experience with at least one year of experience in the school system of current employment.
- Completion of a course or seminar in the supervision of student teachers/interns and the applicable teacher education standards or successful service as a cooperating teacher. (Successful service as a cooperating teacher shall be determined by the recommendations of an immediate supervisor, a college supervisor, and from a student teacher who has worked with the teacher in a student teacher situation.)

*Note: Cooperating teachers are teachers in private and public preschool, elementary, and middle schools who supervise fulltime student teachers. Those teachers who work with university students in a short teaching practicum prior to the fulltime student teaching semester need not be included under these state regulations (PI34). Any questions about this regulation should be directed to the director of Education Academic Services.

PROGRAM EVALUATION PROCEDURE: EVALUATION OF FIELD EXPERIENCE PROGRAMS

Education Academic Services (EAS) systematically solicits comments and impressions from cooperating teachers, student teachers, and administrators concerning reactions to their involvement in field experience programs. The instruments used vary from simple three-item satisfaction surveys to more complex questionnaires sampling such areas as rapport with cooperating teacher, student teacher, classroom students, and university supervisor; attitudes toward teaching as a profession and the professional preparation of student teachers; curriculum issues; and human relations skills. Results of the completed surveys are summarized and tabulated by subject area and participants' comments are recorded verbatim. The information is then made available to those individuals responsible for program planning in the various subject areas.

JOB SEARCH PROCEDURES

Teaching Certification and Licensing Policies*

Upon completion of all teaching certification requirements, students may apply for a teaching license. For detailed information about the license application process, students should see the following EAS website: http://www.education.wisc.edu/eas/more-Licenseapplication.asp. Applications for other states are available from the school district in which one is seeking employment. Completed Wisconsin license applications and most out-of-state applications should be submitted to Education Academic Services, 139 Education Bldg., 1000 Bascom Mall for processing.

Please note that out-of-state certification requirements may differ from Wisconsin requirements. Therefore, Wisconsin certification does not guarantee certification in other states. Students who intend to teach in states other than Wisconsin are advised to plan ahead by obtaining the specific certification requirements in effect in the state in which they are seeking employment. Students may obtain a list of licensing agencies in other states from the Education Academic Services Office, 139 Education Bldg., 1000 Bascom Mall.
Reference Letters (see Appendix D & E)
The following are recommended procedures for obtaining reference letters for your credential file.

1. Letter writers will use their school letter head.

2. Select individuals you think would know the most about your teaching ability and your potential as a teacher. These would normally include the cooperating teacher and university supervisor of your student teaching experience and other professional educators who are familiar with your progress in preparing for teaching.

3. Contact the individuals you have selected.
   - Make an appointment with each person and make a personal request for her or his recommendation.
   - If the person is too far away for personal contact, send an accompanying letter with the appropriate form requesting a reference letter for your credential file.
   - Provide all of the people you ask for reference letters with a brief summary (verbally or written) of your aims, goals, and related accomplishments. Allow a reasonable time period for the letter to be completed.
   - Reference letters should be sent directly to EPCS. If the writer is not on campus, provide her/him with a stamped envelope addressed to EPCS.
   - Keep track of reference letters on file by checking your EPCS On-Line account or by calling EPCS.

4. It is generally advisable to make the request for a reference letter from your cooperating teacher and university supervisor before the conclusion of the student teaching experience. If too much time is allowed to lapse between the end of the student teaching experience and the time at which the request is made, it becomes difficult for the individuals involved to recall some of the specific details of the assignment as well as the impressions held of you as a prospective teacher.

Education Portfolios and Career Services
Education Portfolios and Career Services provides comprehensive career counseling and job-search assistance to all students and graduates of the School of Education. Education Portfolios and Career Services is located in 141 Educational Sciences Bldg, 1025 W. Johnson St. For further information, or to make an appointment with a consultant, phone (608) 262-1755.

EPCS services are listed below. For more information, including current fees, please see our website at http://careers.education.wisc.edu.

EPCS Services:

- Career Counseling - providing job-search assistance in all areas. Consultant staff is available to assist candidates in the preparation of their job-search materials, such as resumes, e-portfolios and letters, and to discuss job-search strategies and skills.

- EPCS Registration fee includes the following services:
  - Authentic Credential Services – The majority of school districts in Wisconsin and the Midwest request that you provide a professional teaching credential to apply for a position. EPCS provides convenient, cost effective credential service. The credential includes your resume, copies of university transcripts, and authentic references, all key components of most applications. “Authentic references” means that letters come directly from the writer to EPCS and are then sent directly to the employer. The registration fee includes sending 20 copies of your credential file to employers that can be requested on-line and includes copying, packaging and mailing within 1-3 business days or electronic transfer.
- Position Vacancies – EPCS collects and distributes thousands of position vacancy announcements each year. The EPCS vacancy listings include those sent only to UW-Madison plus all DPI and Project Connect vacancies. They are available on-line or by mail. Mailed vacancies are matched to your areas of teaching interest and geographic preferences.

- Electronic Portfolios – EPCS will assist you in developing an on-line portfolio and will provide direct electronic distribution to employers.

- Direct Job Referral – School districts contact EPCS to request the names and qualifications of people whom they might hire. EPCS uses its database and the credentials on file to refer candidates. Often, employers request a copy of your credentials as part of this referral.

- EPCS On-Campus Interviews and Job Fair – With an active file, enjoy priority scheduling for interviews and discounted admission to the Wisconsin Education Recruitment Fair (WERF) job fair which is coordinated by EPCS.

- EPCS On-Campus Interviews, Workshops and Fairs – Valuable job-search opportunities are available throughout the year.

- EPCS also offers Career Website and Resource Library – Rich job-search resources available via the website at http://careers.education.wisc.edu. There are also many helpful handouts available in the EPCS reception area and mini computer lab.

After Graduation
The School of Education is proud of its graduates and makes every attempt to keep them informed of departmental news and upcoming alumni activities. Graduates are urged to keep addresses current by contacting the School of Education External Relations Office in room 181 Education Bldg., (608) 262-0054 or soenews@education.wisc.edu. Feedback from former students regarding the adequacy of their professional preparation is a critical source of information for strengthening the teacher education program. If faculty and staff in the School of Education can be of further assistance, especially in the initial years of teaching, please let them know.

Professional Organizations
As regularly enrolled students in the School of Education, student teachers are eligible for student membership in the National Education Association (NEA) and the Wisconsin Education Association Council (WEAC). If enrolled as such, they are members of the Student National Education Association (SNEA) and Student Wisconsin Education Association (SWEA). Membership privileges include NEA and WEAC publications, eligibility to attend WEAC conventions, and liability insurance. Check the website at http://www.weac.org/Home.aspx for membership information. Membership information for the American Federation of Teachers can be obtained from the local area representative.
FIELD EXPERIENCE LIAISON COMMITTEES

There are two committees that have been established for the purpose of monitoring the effectiveness of the Elementary Education field experience programs. Members of these committees represent university faculty, cooperating teachers, students, and school administrators who are involved in the teacher preparation process. Following is a brief description of each of these groups:

Clinical Associates Committee
The purpose of this committee is to plan for and oversee elementary education field experience programs in the Madison Metropolitan School District and surrounding school districts. The committee meets on a regular basis and is intended to give advice to the U.W. and M.M.S.D. regarding policies and procedures related to practica and student teaching programs. All participants in these programs may voice their concerns and make suggestions regarding these programs through their representatives on the committee. Teachers on the committee are referred to as "Clinical Associates." For more information about Clinical Associates, contact Ms. Jo Richards at (608)263-4054, richards@education.wisc.edu

Clinical Associates Committee members include:
- Faculty members from the Elementary area of the UW – Madison, School of Education
- Representative from the UW Office of Education Academic Services
- Cooperating teachers
- UW Coordinators of Field Experiences
- UW Supervisor representatives
- Teacher education student representatives

Each cooperating teachers serving on the committee as a Clinical Associate (C.A.) represents cooperating teachers in several specific schools in addition to her or his own school. A non-committee member may also make a presentation to the committee by scheduling a time with the chairperson. Specifically, a C.A. performs the following duties:
- serves as the coordinator and provides information within her or his building for the UW-Madison practica and student teacher programs;
- is a contact person (in addition to the building principal) for the university supervisor;
- plans various school-based seminars for both teachers and university students (i.e., building, orientations at the beginning of a semester) in conjunction with the university supervisor;
- serves as a sounding board for all staff and students who are involved in the clinical programs in her or his school and within the cluster of schools he/she represents;
- serves on the Clinical Associates and attends all meetings. Release time for these meetings is provided by the cooperating teacher’s school district; and
- recruits cooperating teachers in her or his building for the pre-student teaching practica in Elementary Education.

UW Coordinator of Elementary Education Student Teaching Program
Each year the University of Wisconsin employs a "coordinator" who has the following responsibilities.
- Acts as a liaison between all university courses and clinical programs assigning Elementary Education students to the Madison Metropolitan School District, surrounding districts, and private schools and their administrative and teaching personnel.
• Works closely with the Clinical Associates and university program directors in program development and program evaluation activities.

• Attends and records minutes of all meetings of the Clinical Associates and distribute minutes of each meeting to the appropriate university and school district personnel.

• Assists university and school district personnel (e.g., C.A.s) in arranging seminars, discussions, and workshops for program participants.

• Assists university program directors and the School of Education Academic Services Office in the orientation, interview, observation, and final placement of Elementary Education student teachers in the M.M.S.D. and area schools.

• Supplies information to all student teachers regarding UW, M.M.S.D., and area school policies, courses and workshops.

• Assumes other responsibilities as developed by the Clinical Associates Committee and UW-Madison Elementary Education program directors.

Support Service for Cooperating Teachers

Cooperating teachers working in partnership with the elementary student teaching program may request individual consultations, workshops, and seminars related to the supervision of student teachers.

During the summer sessions and sometimes during the academic year (Check the Schedule of Classes at http://registrar.wisc.edu/schedule_of_classes_students.htm for the semester you are thinking of taking the course) the Department of Curriculum & Instruction offers a graduate seminar that is directly related to the supervision of student teachers (Curric. 860). The course fulfills the D.P.I. requirements for persons wishing to become certified as cooperating teachers and is also open to experienced cooperating teachers if enrollment limits permit.
APPENDICES

Appendix A

UNIVERSITY OF WISCONSIN-MADISON
TEACHER EDUCATION STANDARDS

STANDARD 1: INCORPORATES UNDERSTANDING OF HUMAN LEARNING AND DEVELOPMENT
Teachers design learning environments and pedagogical practices for students that are grounded in concepts and interpretive frameworks provided by disciplines that study human development and learning.

STANDARD 2: UNDERSTANDS SOCIAL CONTEXT OF SCHOOLING
Teachers understand how local, state, national, and global social and political contexts differentially affect schooling and its outcomes for students.

STANDARD 3: DEMONSTRATES SOPHISTICATED CURRICULAR KNOWLEDGE
Teachers understand the central concepts, assumptions, tools of inquiry, ways of reasoning, uncertainties, and controversies of the disciplines that they teach to students.

STANDARD 4: DEMONSTRATES PEDAGOGICAL KNOWLEDGE IN SPECIFIC DOMAINS
Teachers are knowledgeable about the problems, challenges, and opportunities that commonly arise as students develop understanding or competence in particular domains.

STANDARD 5: EXPLAINS AND JUSTIFIES EDUCATIONAL CHOICES
Teachers can articulate and defend their curricular and instructional choices with sound ethical and pedagogical justifications.

STANDARD 6: CONNECTS SCHOOL AND COMMUNITY
Teachers use the knowledge and abilities necessary for collaboration with individuals, groups and agencies within the school and community. They base instruction of students on an understanding of curricular goals, subject matter and the community, and help the students make connections between community-based knowledge and school knowledge.

STANDARD 7: UNDERSTANDS AND ADAPTS TO MULTIPLE FORMS OF COMMUNICATION
Teachers understand and adapt to students’ multiple forms of expressing and receiving experiences, ideas and feelings.

STANDARD 8: EMPLOYS VARIED ASSESSMENT PROCESSES
Teachers understand and thoughtfully use formal and informal evaluation strategies to assess students’ achievements, strengths, challenges and learning styles for continuous development.

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1 The performance indicators specific to each standard will be provided to the student teachers by their university supervisor.
2 The term domain was chosen because teachers are called upon to teach school subjects, not necessarily academic disciplines. Those school subjects include content and skills that fall within particular disciplines but often cut across those disciplines.
STANDARD 9: MANAGES LEARNING ENVIRONMENT
Teachers establish and maintain an environment that engages students in learning while providing for their physical and socio-emotional well-being.

STANDARD 10: EMPLOYS VARIED INSTRUCTIONAL STRATEGIES
Teachers understand and use a variety of instructional strategies to enhance students’ learning.

STANDARD 11: USES TECHNOLOGIES
Teachers appropriately incorporate new and proven technologies into instructional practice. They understand the major social, cultural, and economic issues surrounding their implementation.

STANDARD 12: ACCOMMODATES FOR ALL STUDENTS
Teachers design educational environments and use instructional practices that accommodate students’ achievements, strengths, challenges, interests and learning styles.

STANDARD 13: IS A REFLECTIVE PRACTITIONER
Teachers are reflective practitioners who evaluate the effects of their assumptions, choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. They examine assumptions enmeshed in ways of thinking and in familial, institutional, and cultural lore and practices.

STANDARD 14: RELATES WELL WITH STUDENTS, FAMILIES, AND COMMUNITIES
Teachers relate to students, families, and community members in a fair, respectful and sensitive manner. They show an appreciation for the cultural\(^1\) diversity of our society.

STANDARD 15: UNDERSTANDS LEGAL RIGHTS AND RESPONSIBILITIES
Teachers understand the legal rights and responsibilities of professional educators and the law as it applies to their specific domains of teaching.

\(^1\) Culture is broadly meant here to include the social patterns, arts, beliefs, institutions and all other products of human work and thought characteristic of a community or population. Cultural patterns are related to language, sex/gender, race, national origin/ethnicity, social class, creed/religion, disability, and sexual orientation.
Appendix B

POSSIBLE ISSUES TO REFLECT UPON WHEN TEACHING OR OBSERVING

Curriculum Issues
1. Whose knowledge is valued in the curriculum?
2. Who determined the curriculum?
3. How do the students interpret the curriculum?
4. Examine curriculum for stereotypes/generalizations by: class, race, gender, age, and religion.
5. What are the hidden values in the curriculum? We must look at curriculum politically as a value-laden document and process.
6. How is students' previous knowledge included in the learning process?
7. What degree of involvement do the students have--are they actively involved or passive recipients of knowledge?
8. Is knowledge viewed as content to give students or as a process of discovery for the students?
9. Have ethical issues or questions been raised regarding the curriculum content, issue or topic?
10. Is learning holistic or separate disconnected pieces of information?
11. What role does student motivation play?
12. How does the curriculum vary for different students?
13. When should learning involve individual or group work?
14. How can individual or group work add to the purpose or outcome of the experience?
15. What is the role of standardized texts and what does it mean in the classroom? What are the strengths and weaknesses of the texts, and how can they be used as tools to build upon?
16. What degree of creativity are students able to develop using curriculum materials and format?
17. What other options are possible for presenting particular concepts?
18. Are concepts being presented in a variety of ways, while fostering student involvement and interest?

Lesson and Unit Planning
1. What are the objectives?
2. How do the objectives influence/determine the activities?
3. How are the lessons/units different for students?
4. How are individual needs being met?
5. Have students been involved in the planning process?
6. To what degree are classroom activities determined by lesson plans?
7. To what degree are classroom activities determined by student reaction to activities/discussion?
8. What is the role of standardized texts, media, and equipment?
9. How are the students evaluating the lessons/units?
10. How are you evaluating the lessons/units?
11. Does evaluation measure student learning or student performance?
12. What materials are being used?
13. Where else can you go to find resources?
14. How are your lessons/units being carried out?
15. Are the lessons/units appropriately challenging?
16. Are you able to successfully use standardized texts and build on them?
17. Are you able to successfully use supplementary material and build on it?
18. How are questions used in the classroom?
19. How are discussions used in classroom?
20. How can one get good student involvement in lessons and discussions?
21. Do the lessons reflect best practice for the content being addressed and the students involved?

**Classroom Management**
1. What is the learning atmosphere in the classroom?
2. Have the students been involved in creating classroom expectations?
3. How is time used in the classroom?
4. What does the use of time tell students about the definition of schoolwork and play?
5. Who controls what actions are allowed in the classroom--amount of control over students vs. student control?
6. Who controls the standards set in a classroom regarding academics, noise, student interaction, etc.?
7. How do students interact in the classroom?

**Discipline**
1. How are students reacting to your lessons?
2. Who is "following" and who is not?
3. What are the students doing who are off-task?
4. What is your reaction/the teacher’s reaction to discipline problems? What positive and punishment techniques are employed?
5. How effective are the discipline techniques?
6. What kinds of patterns emerge - kind of lesson, who is off-task, when?
7. Is discipline aimed at correcting behavior of child or at the child's personality?
8. Are you/is the teacher consistent in your/their evaluation of students’ behavior?
9. Do positive statements outnumber those that are corrective or disciplinary?
10. Regarding the "hidden curriculum" of discipline techniques--what behavior is your classroom supporting, what work ethic, which students benefit, etc.?

**Evaluation**
1. How are lessons/units being evaluated?
2. To what degree should evaluation be standardized or individualized according to different needs of students?
3. Is the evaluation tool measuring learning or performance or both?
4. Do the evaluations consider the aesthetic benefits of a lesson?
5. What does student performance say about the lesson/unit? About instruction?
6. What does student reaction/behavior say about the lesson/unit? About instruction?
7. Have students been asked to do a self-evaluation? An evaluation of the curriculum and/or instruction?
8. Are rubrics for assignments, projects, and unit evaluations established and shared with the students?

**Students**
1. How do the students view your teaching? What are their different perspectives?
2. How do the students view learning?
3. What personal involvement do students have in the learning process?
4. What kind of relationships does the classroom environment foster among the students?
5. How are special needs met in the classroom?
6. How are students motivated—intrinsically or extrinsically?

**Societal Considerations**
1. What does the classroom environment and curriculum really say about the view of childhood or early adolescents?
2. How are classroom resources allocated?
3. After examining application of rules and classroom expectations, when are the rules always obeyed, when not, by whom, and why?
4. Whose culture/values are acknowledged in the classroom and whose are not—consider holidays, customs, traditions, etc.?
5. Have students experienced a curriculum that has included political, ethical, and aesthetic views of learning?
6. Has the classroom experiences advanced the idea of a democratic education?
Appendix C

**SAMPLE STUDENT TEACHING TIMELINE FORM**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CLASSROOM RESPONSIBILITIES</th>
<th>PROGRAM-SEMINAR REQUIREMENTS</th>
<th>PERSONAL/OTHER COMMITMENTS</th>
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Guidelines for Writing Evaluation and Reference Letters

Narrative evaluation letters (rather than check lists or rating scales) are used to evaluate the work of the UW-Madison Elementary student teachers. The purposes for using this method of evaluation are: (1) to encourage evaluations to provide contextual information about the nature of the classroom in which the student teacher worked, and (2) to encourage evaluators to document (with descriptive information and specific examples) judgments and inferences contained in the evaluations. It is believed that this method of evaluation is more informative about the work of student teachers and is more useful to potential employers of student teachers than the widely used rating scale or checklist.

The Criteria for the Assessment of Student Teachers and agreements contained in the Statement of Expectations should be used as sources for the evaluation criteria. Cooperating teachers and supervisors should feel free to add to these criteria whenever they want to express an opinion or make a judgment that is not covered by these categories. Evaluation letters are due two weeks after the end of the student teacher's last day in the classroom. Students may also choose to ask for a reference (or recommendation) letter from the cooperating teacher and supervisor, to be placed in their job placement file. If appropriate, the Reference Letter can be the same letter as the Evaluation Letter. Following is a suggested format for organizing an evaluation/reference letter.

Sample Format for an Evaluation Letter/Reference Letter

- **Instructional Setting** – A description of the setting in which the student teacher worked (e.g., grade level, school, nature of classroom program, student population, etc., length of student teaching experience).

- **Student Teacher’s Activities** – A brief description of the range of the student's activities during the semester; examples of lessons or units taught; subject areas taught; materials created; modes of instruction utilized (e.g., led discussions, created learning centers); the extent of the student's experiences with one-to-one, small group, and large group instruction, etc.

- **Planning and Teaching Skills** – General ability to develop and implement lessons; creativity and resourcefulness evidenced in the student's planning; ability to plan for a range of pupil differences (e.g., ability levels, interests); ability to adapt instructional methods and curriculum materials to the setting in which they are used, etc.

- **Pupil Relationships/Classroom Management** – Ability to initiate and maintain a classroom environment that enables realization of her/his classroom intentions; awareness of what is happening while she or he is teaching; ability to react on the spot to unpredictable events; ability to set and enforce limits in a humanistic manner; ability to communicate and empathize with pupils and their families; awareness of academic and social characteristics of individual students, etc.

- **Commitment to Teaching** – Degree to which the student is willing to take responsibility and exercise initiative; degree to which the student can be depended upon to follow through on commitments; ability to evaluate the effectiveness of her or his teaching and to incorporate the results of these self-assessments into the future actions, etc.

- **Content Knowledge** – Knowledgeable of content to be taught at this particular grade level; understanding of content at the preceding and following grade levels; particular strengths and weaknesses related to specific content areas.
- Human Relations Skills – Sensitivity to and display of a positive attitude toward individual differences (e.g., intellectual, cultural, social, gender, racial and physical) within the classroom and role in bringing about an understanding of and respect for individual differences through the teaching methods and materials used over the course of the semester and through interactions with children and adults (e.g., used materials which do not promote derogatory stereotypes of particular groups).

- Interpersonal and Professional Collaboration Skills– Note the student’s ability to relate well to both pupils and adults (professional colleagues and families), the student’s openness to new ideas and methods, the student’s ability to accept constructive criticism in a positive and professional manner, and the student’s ability to contribute productively in team teaching situations.

- Demonstrated Strengths and Areas of Needed Growth – A summary of judgments made throughout the evaluation letter about the student teacher’s demonstrated potential as a teacher, and a recommendation regarding the student's certification.

Note: Wherever possible, evaluations should attempt to illustrate and support judgments that are made about the student's competence in particular areas. This documentation will give a potential employer a better understanding of the basis by which specific conclusions were reached.

What Happens to the Evaluation and Reference Letters?
A copy of the cooperating teacher's and university supervisor's written evaluation will be placed in the student's file in the Elementary Student Teaching Office (Room 556 Teacher Education Building). Cooperating teachers may either give a copy of their letter to the university supervisor at the end of the semester or mail the letter to the Elementary Student Teaching Office, UW-Madison, 556 TEB, 225 N. Mills St. Madison, WI 53706 (within two weeks of the student teacher’s last day of student teaching). Student teachers will usually ask their cooperating teacher and university supervisor to write a Reference Letter for their placement file. The Reference Letter is usually the same letter as the Evaluation Letter; however, reference letters for several placement offices (e.g., UW - Madison) must be typed on school letterhead, with an original signature. If a cooperating teacher or supervisor does not choose to submit a Reference Letter to the student's placement file, the Evaluation Letter should still be submitted on school stationery to the student teaching office.
Appendix E  SAMPLE REFERENCE LETTER

EVALUATION OF PROFESSIONAL COMPETENCIES (WRITTEN BY A SUPERVISOR)

Name of Candidate  Amanda Davis  File No.  
Major  Early Childhood-Middle Childhood  Minor  

Amanda Davis recently completed a 20-week student teaching practicum under my supervision. She taught in a 2nd grade classroom at Midvale Elementary School in the Madison Wisconsin Metropolitan School District, from August 2002 to January 2003. Midvale Elementary serves an ethnically, economically, and linguistically diverse population of children, and is a Student Achievement Guaranteed in Education (SAGE) school.

In my many visits to her student teaching classroom, I observed Amanda working in consistently productive and respectful ways. She has a sincere attitude toward children and demonstrates concern for both the intellectual development and personal growth of the students with whom she works. This was clearly evident in her warm, comfortable, and effective academic interactions with her 2nd grade class. She demonstrated a strong ability to manage a room full of young children, and became skilled at maintaining a positive learning community where children cared for each other and could focus on learning. By taking part in parent/teacher conferences and school-wide events, and consistently attending staff meetings and inservices, Amanda also developed productive collegial relationships with families and professional colleagues. She listened respectfully to others’ opinions and ideas, and worked well in both grade-level and cross-categorical teaming situations.

Amanda familiarized herself with national, state, and district academic and social growth standards, and had many discussions with her cooperating teacher about how to incorporate standards into curriculum and help all students meet them successfully. She became versed in Primary Balanced Literacy practices and Everyday Math curriculum this semester, had experience modifying lessons to meet individual needs, and drew creatively from a wide range of educational and community resources to design theme-based units. Her lesson plans in all content areas were thorough and engaging, making good use of a variety of appropriate instructional approaches and providing students with a range of different learning opportunities.

The classroom atmosphere that Amanda created during her lead teaching weeks reflected many fine pedagogic skills. In an interdisciplinary unit on insects, she planned for and presented standards-referenced material to her class that maximized their freedom of choice and allowed them to explore new areas of interest on their own. She was able to motivate her students not only with the materials she presented but also with the enthusiastic manner in which she taught her lessons. While she showed concern for the individual students in her class, she encouraged them to be self-reliant and self-guiding in their daily activities. The experiences she provided her students had an element of discovery to them and were accompanied with words of encouragement: "Let's find out," "What do you think will happen," and "Try and see what happens." She developed some critical notions concerning classroom management, and learned to control the flow of activities by using explicit directions, strategic pacing, anticipating possible outcomes to certain activities, and connecting content to students’ lives in authentic ways.

Outside of the classroom, Amanda actively participated in weekly university seminars on a range of educational topics such as curriculum development and the equitable promotion of academic and social success for all students. Through contributions to discussions and the creation of a professional e-portfolio, she showed a strong capacity to ask questions, search for information, and be reflective about the nature of education and the effectiveness of her own teaching. Another of the UW-Madison program
requirements is for students to forge close connections with children and families outside of school, as a way to build stronger communication and increase opportunities for student success. In addition to attending a number of cultural events involving Midvale families, Amanda spent evening and weekend time mentoring a pair of sisters who are considered to be "at risk" for school failure, accompanying the girls to local activities, helping with homework, and building what promises to be an enduring friendship with the family.

In sum, Amanda is a bright and talented beginning teacher, and her work with children is effective and caring. Given her conscientious, cooperative and hardworking nature, I believe that she will make a fine classroom teacher and an excellent addition to any elementary education setting.
Appendix F

SUPERVISOR AND SEMINAR EVALUATION FORM

Please respond to the following questions as completely and honestly as you can. You are encouraged to write in comments to help explain your feelings and to make your responses clearer. This evaluation will not affect your grades in student teaching or the seminar in any way. Evaluations will be shown to your university supervisor after she/he has turned in grades for the semester.

Supervisor's Name

I. Your university supervisor

A. Availability

1. Your university supervisor has been available to you for observations and/or discussions as often as you wanted.

   Adequate 5 4 3 2 1 Inadequate

   Comments:

B. Conferences and Feedback

1. Your supervisor provided you with sufficient feedback to facilitate your student teaching experience.

   Too much 5 4 3 2 1 Not enough

2. The quality of the feedback has been:

   High 5 4 3 2 1 Low

3. Comments:

C. Supervisory Relationship

1. Did you feel that you could communicate honestly and openly with your supervisor (i.e., share your problems and concerns)?

   Yes 5 4 3 2 1 No

   Please explain:
2. Did your supervisor make it clear to you what his/her expectations were with regard to the practicum?

Yes 5 4 3 2 1 No

Were these expectations reasonable?

Yes 5 4 3 2 1 No

Please explain:

3. Did your supervisor encourage you to express new ideas and to try out different teaching strategies (i.e., to expand your perspective)?

Yes 5 4 3 2 1 No

Please explain:

4. Generally, did you feel that your supervisor was accepting and understanding of your mistakes and failures and supported you when you needed support?

Yes 5 4 3 2 1 No

Please explain:

D. Evaluations of Your Teaching

1. Has your supervisor been clear and open about his/her evaluations of your teaching throughout the semester?

Yes 5 4 3 2 1 No

2. Do you feel that your supervisor's evaluations of your teaching have been fair?

Yes 5 4 3 2 1 No
3. Have your supervisor's evaluations been helpful?
   Yes 5 4 3 2 1 No

4. Comments about 1, 2, and/or 3:

E. General Comments, Suggestions and Reactions Regarding Your University Supervision:

II. C&I 464-University Seminar

A. Generally, were you satisfied with your weekly university seminar?
   Yes 5 4 3 2 1 No

B. Comments:

C. What suggestions do you have for improving the seminar?

_________________________________________ Your Name (optional)