

6. Student Teaching and Internships Fieldwork Admission, Placements, Programs, and Policies

Unless noted, the phrase student teacher refers to student teachers and interns as well as others completing practicum fieldwork experiences in areas such as Special Education, Early Childhood, and Educational Media. The phrase "student teaching" refers to the activity of all those listed above as well.

Admission to Student Teaching

To be eligible for student teaching, undergraduate students must:

1. Have and maintain a 2.75 combined cumulative grade point average as well as a 2.75 in major, minor concentration, and professional sequence.
2. Meet pre-requisites specified for ECE, EDS, SHE, or SPE student teaching/internship courses.
3. Declare the major(s), minor(s), and/or concentrations for which they are seeking certification at the time of admission to student teaching.
4. Submit an application for admission to student teaching by deadline, normally in February for a fall semester placement, or in early October for a spring semester placement.

Additional requirements apply for graduate students, including maintaining a 3.0 grade point average. Graduate students should contact the Master of Education-Professional Development (ME-PD) program office for further information. Additional requirements also apply for Special Education fieldwork experiences. Please contact the Office of Field Experience or the Special Education program coordinator.

Student Teaching Placement Procedures

1. Applications for student teaching may be obtained on the web at www.uwlax.edu/soe/field. Questions or concerns can be directed to the Office of Field Experience, 145 Graff Main Hall. Completed applications are accepted at a Student Teaching Application Day early each semester for placements in the following year– watch for fliers. If timelines are not strictly adhered to, students cannot be assured of a placement.
2. Students who meet the minimum requirements indicated above will be admitted to student teaching pending verification of final grades. Every effort will be made to finalize placements by mid-May for fall semester and mid-December for spring semester. Students may pick up placements in 145 Graff Main Hall toward the end of the semester, and once notified via email that they are ready.
3. Students who do not meet the minimum requirements for admission to student teaching by the application deadline will receive a denial letter from the certification officer. Those students who will likely meet requirements or who choose to pursue a Hearing Appeals Board review of their application will be tentatively placed. These students must either meet eligibility requirements at the end of the semester or successfully appeal their denial.
4. Placement (and/or registration) by the Office of Field Experience does NOT guarantee the right to student teach. Students must meet and maintain academic and professional requirements. The latter includes providing requested medical records and submitting to a criminal background check.

Student Teaching Placement Additional Procedures

1. The Office of Field Experience, with input from each program, will determine where and with whom students are to be assigned using the following guidelines/procedures:
 - a) Each year the Office of Field Experience will survey school districts to determine availability of student teaching sites for the first and second semester of the following year.

- b) Assignments will be made within an approximate 50-mile radius of La Crosse – our normal service area. Most often assignments will be made as close to La Crosse as possible to allow for the most efficient use of our supervisors’ time and travel funds.
 - c) Assignments will not be made in another UW-System institution's service area unless clearance is obtained from the equivalent of our Office of Field Experience.
 - d) Assignments must be made with verified cooperating teachers and must comply with all applicable DPI, UW-La Crosse, and program requirements.
2. Student teachers desiring K-12 certification must student teach at two different levels (elementary and secondary) in order to meet the DPI requirements. Student teachers with double majors must teach in both areas in order to receive certification for those areas. Other DPI student teaching requirements are as follows:
 - a) Early childhood and middle childhood level certification requires that student teachers have three placements--one in Pre-kindergarten, one in Kindergarten and one in grades 1 through 6. (Reference: s.PI3.065(2))
 - b) Middle childhood level certification (grades 1-6) requires that student teachers have one placement in grades 1 through 6. (Reference: s.PI3.075)
 - c) Middle childhood/early adolescence level certification (grades 1-9) requires that student teachers have two placements--one in a grades 1-6 setting and one in a grades 6-9 setting. (Reference: s.PI3.075(1)(a)3)
 - d) Early adolescence/Adolescence level certification (grades 6-12) must have two placements--one in a grades 6-9 setting and one in a grades 9-12 setting. (References: s.PI3.115(c) and s.PI3.10(c))
 3. Those students desiring certification in their minors must teach at least one class per day in that minor.
 4. The Office of Field Experience will notify the student when student teaching assignments have been confirmed.
 5. The Office of Field Experience registers students for student teaching, intern, or practicum related credits.

Because of the number of individuals who must be involved in the assignment process, and because established procedures have been approved by cooperating school personnel, under no circumstances should a student contact a school to arrange his or her own placement.

Because of the large number of applicants, it is important that student teachers maintain maximum flexibility when making housing arrangements for the student teaching semester since they may be placed up to an approximate 50-mile radius from La Crosse. It should be remembered that during this semester students may be required to live off campus and become an active member of the school community in which they do their student teaching.

As soon as you receive your assignment, contact your cooperating teacher(s) and arrange an initial meeting. Student teaching begins the first day that teachers are to report for the semester. Be sure to let the cooperating teacher(s) know how to contact you during university breaks.

STUDENT TEACHING AND INTERNSHIP PROGRAMS

Internships

UW-L participates in the Wisconsin Improvement Program (WIP) that certifies internships throughout the state. School districts seek approval from WIP for their internship designs. UW-L students who apply and are accepted into the intern pool may apply for an internship in their certification area directly with a school district that specifies UW-L on its internship design form. A teacher internship is a licensed, full-semester assignment in a school system. Interns are employed by a school district under the policies of WIP. Interns receive a minimum stipend paid by the hiring school district.

Internship opportunities are often located in schools some distance from La Crosse and require a student to relocate for the duration of the experience. All students in good standing who have a 3.0 combined cumulative GPA are eligible to apply. Acceptance into UW-L's intern pool is based on: 1) Evidence of teaching potential and professional commitment, 2) Scholastic record, 3) Faculty recommendations, 4) Letters of recommendation, and 5) Personal interview. If accepted, students are responsible for securing an internship with a school district. The number and type of internships available will vary each semester. Currently, UW-L does not allow students to complete Early Childhood (ECE) or Special Education (SPE) internships. Please contact 145 Graff Main Hall for more information or check out WIP's website at www.dpi.state.wi.us/dpi/dlsis/tel/wip.html.

Intern applications are due in mid-February for the following academic year. This deadline ensures that spring students will have an opportunity to apply for spring internships. In the fall of 2009, the Office will be re-opening the intern pool for spring candidates – applications will be due Tuesday, September 29. We anticipate continuing to re-open the intern pool in the fall, but we strongly encourage spring candidates to apply in the spring for the subsequent year. Many school districts like to fill internships a year in advance.

Partnerships

UW-L has established partnerships with school districts outside of our normal service area. These partnerships are designed to provide students with a different student teaching experience. These placements are not currently available for Early Childhood (ECE) and Special Education (SPE) fieldwork assignments. Currently, placements in these partner school districts do not carry an out-of-area fee. Unless otherwise noted, students are expected to attend Orientation, Teacher Employment Seminar, and Program Evaluation Day at UW-L. All physical education majors return to campus for ESS 412. In Milwaukee, EDS 492 is offered locally for Educational Studies students; others write reflective papers. We encourage students to consider these options. Please be aware that the partnerships (and policies) are subject to change.

Milwaukee Public Schools (MPS), Wisconsin

Each semester University of Wisconsin-La Crosse students are offered an option of a culturally diverse, urban student teaching experience in the Milwaukee Public Schools. Please check out the MPS website for more information: www.milwaukee.k12.wi.us. Students must note on their application that MPS is of interest to them. Students are screened and interviewed by the Director of Field Experience before they are allowed to participate in the program. Acceptance into the program is based on scholastic record and evidence of teaching potential and professional commitment. Students who are not accepted by MPS will be placed locally.

Institute for Urban Education

Talk to the Director of Field Experience for more information on this program.

Certifications

Below is a brief description of student teaching credits completed for certification. Please see your certification office for more detailed information.

Add-on Certification

Student teachers who are currently licensed and seeking additional certification will only be required to complete a nine-week assignment. Each case will be evaluated on an individual basis. Please contact the Office of Field Experience by mid-February for a fall placement or early October for a spring placement.

Early Childhood Education (ECE)

Early childhood minors complete two eight-week sessions of student teaching in early childhood settings. During the semester prior to student teaching at the middle childhood level, early childhood minors are enrolled in ECE 400 for 4 credits (an eight-week pre-kindergarten placement), ECE 401 for 8 credits (an eight-week kindergarten placement), and ECE 490/590, a two-credit seminar.

Educational Studies

Initial teacher certification Educational Studies majors (including MC majors, MC/EA majors, EA/A majors, and EC-A Art and Music majors) complete a full semester of student teaching. Students are enrolled in EDS 403 or EDS 409 for 15 credits. These credits are split among majors and minors. In some cases, the credits are split within a major to indicate two placement sites. Students are also enrolled in EDS 492, a one-credit seminar.

School Health Education Majors/Minors (SHE)

Initial teacher certification School Health Majors certify EC-A completing a full semester of student teaching at two sites: elementary and secondary. School Health Minors (generally Physical Education Majors) complete certification requirements based on their major placement sites. Credits are split between majors and minors with SHE 493 representing Health placements. Health students are also enrolled in SHE 492, a one-credit seminar.

Physical Education Majors (ESS)

Initial teacher certification Physical Education Majors certify EC-A completing a full semester of student teaching at two sites: elementary and secondary. Students are enrolled in two sections of EDS 403 for 6 credits each to represent placement at two sites. Students may complete an Adaptive Physical Education Minor – course sections for these students differ, but students are also registered for two sections of EDS 403 for 6 credits each. Double majors or additional minors will vary registrations. All Physical Education students are enrolled in a seminar, ESS 412 (3 credits).

Special Education Minors (SPE)

UW-L is currently revising its Special Education program. Currently, initial certification students cannot certify their special education minors for licensure. Working teachers can complete a special education add-on certification. Please contact the Special Education program director for more information.

POLICIES

Workload of Student Teacher

The student teaching experience is a full-time commitment for the entire school district semester. The student teacher's experience in the school may include such activities as direct teaching responsibilities, small- as well as large-group instruction, planning and conference time with the cooperating teacher, as well as observation experiences. The actual number of classes that are assigned to student teachers varies across programs and is dependent on such factors as the student's readiness to assume increased responsibility, the needs of the pupils, the number of different preparations involved, etc. As a general rule, after a suitable induction period, the student teacher may be expected to assume primary responsibility for a minimum of four classes per day in his or her major area. The teaching load in a minor area usually involves one class per day for the semester. Students who are teaching in both a major and minor area are responsible for approximately four classes per day, three in the major area and one in the minor. Exceptions are made for Broadfield Social Studies and Broadfield Science because of the breadth of preparation.

A satisfactory workload for the student teacher should be cooperatively arranged and agreed upon by the university supervisor, the cooperating teacher, and the student teacher. As student teaching is the final fieldwork learning experience in teacher education, student teachers normally do not start out by carrying as heavy a teaching load as a regular teacher, but gradually build according to each individual's capabilities.

As a beginning teacher, it is important that some regular time be set aside in the student's daily and weekly schedule for planning, evaluating, reflecting, and conferencing with the cooperating teacher. By the end of the semester, the student teacher is expected to assume the full duties and responsibilities of the cooperating teacher for a minimum of two weeks.

Student teachers may be employed as assistants in extracurricular activities; however, the student teaching experience is the top priority for the semester; any other commitment is secondary. Your university supervisor and the Director of Field Experience must approve any involvement in extracurricular activities, prior to accepting that responsibility. Please write a letter to the Director of Field Experience stating your involvement and indicate why it will enhance, but not negatively impact, your fieldwork experience.

We do understand the reality of economic factors in a student teacher's world; however employment of any type during student teaching is strongly discouraged (for interns, this means any *other* job). Employment cannot interfere with your placement school district's schedule.

Students as Substitute Teachers

Interns may serve as a substitute teacher ONLY for their cooperating teacher and only for a limited period of time, if the principal of the school specifically authorizes the substitution and it meets with the approval of the intern and other team members. Under no circumstances will an intern serve as a substitute teacher for other teachers in the school district. The intern should, except in case of an unforeseen emergency, be notified at least one day in advance of the responsibility of serving as a temporary substitute teacher. Please refer to WIP policies for more information.

Wisconsin Statute 118.19 and Chapter PI 3.01 of the Wisconsin Administrative Code states that substitute teachers must possess a bachelor's degree and license to teach; therefore, most student teachers may not serve as substitute teachers. Students who hold a substitute teacher license may substitute teach outside of their normal student teaching schedule. Student teachers may not serve as long-term substitute teachers. This is a University of Wisconsin-La Crosse policy and is intended to protect the cooperating school system and its students as well as the student teacher. Please contact the Director of Field Experience for more information. Please note, even though a student teacher may participate in the graduation ceremony before the end of the student teaching experience, participation in commencement does NOT confer certification or license to teach.

Work Stoppage

If a work stoppage occurs in a cooperating school system where interns or student teachers are assigned, it is the policy of UW-La Crosse that interns or student teachers be declared non-participants to all parties involved in the dispute. Interns and student teachers will remain on a standby basis during the period of time when schools are closed or during the period of time when schools are declared open without resolve of conflicting issues between the Board of Education and the local teacher association. Interns are not to be considered employees or members of the local bargaining unit.

This policy is declared not to favor one side or the other but to realistically recognize the interns or student teacher's status as a temporary assignee to the school and non-participant in the negotiation process and to protect all parties in the field experience program from conflict and concern. If an extended work stoppage should occur, the Director of Field Experience will attempt to arrange an alternate placement.

Absences

When student teachers are ill or detained by some other emergency, they are to call the cooperating teacher at home or school before classes are scheduled to begin. Students must also call the school office as soon as it opens and inform the principal and/or the secretary of the unexpected absence. It is the students' responsibility to contact their university supervisor by telephone the same day.

Students must attend required UW-L seminars (leaving early from school is approved; please remind your cooperating teacher of these dates). Student teaching absences due to personal illness and job interviews are excused within reason (see below). All other absences must be pre-approved by the cooperating teacher, principal, and the university supervisor. Pre-approved absences will require make-up days.

Absences for conferences or job interviews are acceptable; however, student teachers must secure approval from the cooperating teacher, principal, and the university supervisor prior to leaving the assigned building. Dental and medical appointments should be scheduled at times that do not conflict with school hours.

Jury duty absences will require make-up days. In La Crosse County, absences can usually be avoided by promptly returning the Clerk of Court's jury duty notice indicating the dates you are student teaching. La Crosse County creates a jury pool from these notices and will try to work around your student teaching commitment if notified in advance. Please contact the Office of Field Experience for help.

Unapproved or excessive absences will result in extending the student teaching experience or removal from the program.

Interviewing Policy

Student teachers are permitted to attend interviews during their student teaching experience for jobs that are professionally orientated to full-time employment. In all types of job seeking experiences, arrangements should be made with the cooperating teacher, school administrator, and university supervisor concerning the absence for interviews.

To interview on campus, the student teacher must have registered with Career Services and uploaded a resume. Announcements of interviews are made when school districts finalize plans. Candidates must sign up prior to the scheduled interview date. For more information, please contact Career Services at (608)785-8514.

Calendar

All full-time student teachers will be assigned to a full semester, full day experience that coincide with the calendar, vacation dates, and building policies of their cooperating school. You do NOT follow the UW-L calendar – do NOT plan winter and spring breaks according to the UW-L calendar. Your breaks are limited to your placement school's calendar. Your coursework is NOT completed until the end of your placement school's semester (usually in January for fall semester and in June for spring semester).

WISCONSIN LAW: s.118.19(3)(a)

"Notwithstanding s.36.11 (16), no teacher preparatory program in this state may be approved by the state superintendent under 115.28 (7) (a), unless each student in the program is required to complete student teaching consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating school."

As a teacher, the student teacher is expected to follow the building policies of the school in which he or she is working. He or she is expected to function as a regular staff member of the school in terms of arrival and departure times and attendance at school functions such as team meetings, faculty meetings, in-service sessions, and parent/teacher conferences.

Student teachers are to assume the same responsibility for regular attendance that the cooperating teacher does. This is defined as the full teaching day, including in-services and field trips, for which a cooperating teacher is responsible. Please review information regarding absences above.

Student Health Center Usage

Student teachers are eligible to use the Student Health Center on campus if they have registered for at least seven credits during student teaching. The Student Health Center is only open when the university is in session. Summer session service is available for a fee. For more information, please contact the Student Health Center at (608)785-8558.

TB Test Reading and Hepatitis B Immunization Record

All student teachers must have a TB skin test no more than 90 days prior to the student teaching experience. If you have a positive test that requires medical treatment, please immediately notify the Office of Field Experience.

All student teachers must also have the Hepatitis B immunization series completed or started prior to student teaching. The immunization is given as a series of three injections over a 16-24 week period.

The written results of the TB test and a record showing that the Hepatitis B immunization has been completed or is currently being taken is due in the Office of Field Experience before Orientation. Records may be faxed to (608)785-8926.

The TB test and/or immunization can be given at the UW-L Student Health Center, the La Crosse County Health Department, or at your family physician.

Seminars

All student teachers are required to attend three all-day, on-campus seminars: **Orientation** at the beginning of the academic semester, **Teacher Employment Seminar** at approximately mid-semester, and **Teacher Education Program Evaluation Day** scheduled in conjunction with Commencement. The seminars provide orientation for beginning the student teaching experience, for providing job search and certification information including the opportunity to meet with school administrators, and licensing and evaluation of experiences. Teacher Education Program Evaluation offers you an opportunity to help us continue to provide outstanding teacher education.

Educational Studies student teachers are enrolled in EDS 492 for 1 credit. They attend six late afternoon seminars that have been designed to enhance the student teaching experience and correlate university course work with successful teaching. These seminars will provide student teachers with the opportunity to build on their knowledge base, reflect on their teaching, and network with peers. Out-of-area student teachers normally complete six reflection papers.

Health majors are enrolled in SHE 492 in a section coordinated by School Health Education. Early Childhood and Special Education minors completing the minor practicum requirement enroll in a corresponding seminar. Physical Education majors are enrolled in ESS 412.

EVALUATION OF STUDENT TEACHERS

Evaluation of student teachers is the joint responsibility of the university supervisor(s) and the cooperating teacher. Evaluation is an ongoing process throughout the student teaching semester. Evaluation data is gathered from a variety of sources including: 1) observation of the student teacher, 2) lesson plans, 3) teaching performance, 4) conference sessions, 5) and self-evaluation.

Evaluation procedures include at least two conferences involving the student teacher, the cooperating teacher, and the university supervisor(s).

Monitoring the Student Teacher's Progress

1. The cooperating teacher should provide daily feedback to the student teacher about lessons taught during the day and discuss the student's plans for the following day. This regular assessment should include oral and written feedback.
2. It is recommended that the cooperating teacher conduct "formal" observations of the student teacher's teaching several times during the semester. "Formal" observations are defined as the times when the cooperating teacher functions solely as an observer. Observations should include a pre-observation conference and a post-observation conference. These observations should supplement "informal" observations, which are made on a continuing basis.
3. It is not likely that the cooperating teacher will be able to participate in all of the conferences following the supervisor's observations, but cooperating teachers and university supervisors are encouraged to maintain close contact regarding the student teacher's work. The student teacher, cooperating teacher, and university supervisor should meet for formal mid-term and final three-way evaluation conferences.
4. A letter of reference from the cooperating teacher is considered to be one of the most important pieces of information included in a teaching applicant's credential file. Near the conclusion of the student teaching experience, the student usually requests that the cooperating teacher write a letter of reference. The letter should be signed, dated, and printed on school letterhead if possible. It is acceptable for students to make copies of this letter for application purposes.
5. The university supervisor and each cooperating teacher should provide the student teacher with completed and signed mid-term and final evaluation reports. The university supervisor has ultimate responsibility for assigning the final grade of the student teacher. This grade should be determined after consultation with the cooperating teacher and any other involved supervisor.

Supervisory Visits and Evaluation Procedures

University supervisors shall provide student teachers who are teaching for the entire semester at least five visits/observations. It is important that visits/observations be scheduled for times that are mutually acceptable and appropriate for the university supervisor, student teacher, and cooperating teacher. The original observation form should be returned to the Office of Field Experience. Each visit/observation shall involve a pre-observation conference, an observation of teaching, and a post-observation conference with the student teacher and cooperating teacher, if available.

The university supervisor will conduct two evaluation conferences (midterm and final) with the student teacher and cooperating teacher in attendance. The conference will include the analysis of performance of the student teacher, and culminate in the completion of the evaluation form that is then forwarded to the Office of Field Experience. An evaluation conference may occur (if feasible) on the same day that an observation has been conducted.

All observation forms and evaluation forms (signed by student teacher, cooperating teacher, and university supervisor) shall be turned in to the Office of Field Experience no later than the date of the completion of the student teaching experience.

As the semester progresses and as the student teacher assumes additional responsibility for classroom instruction, he or she will benefit from a cooperating teacher's occasional absence from the classroom. The actual amount of time the student teacher is left alone in the room will vary according to the individual situation. The objective is for all student teachers to have experience alone in the classroom. The student, cooperating teacher, and university supervisor will discuss how this will be accomplished.

Grading

1. Students receive a grade of "S" (Satisfactory) or "U" (Unsatisfactory) for each student teaching experience. A satisfactory grade indicates that the student has accomplished major/minor program outcomes for student teaching. Students will not be certified to teach if they do not receive an "S."
2. **Unsatisfactory Performance**
 - a) If the student's performance is "Unsatisfactory", the university supervisor should notify him/her of the specific deficiencies during consultation following an observation. If the student's performance continues to be "Unsatisfactory", a decision may be made to terminate the student teaching assignment. If removal or termination of the student teacher is selected, the Director of Field Experience will follow the Removal of Student Teachers Policy outlined in the Teacher Education Fieldwork Handbook. The student teacher and the Director of Field Experience should be notified as soon as it is determined that the student teacher's performance is "Unsatisfactory." Whenever possible this removal should be no later than the midpoint of the student teaching experience.
 - b) If the student teacher continues to student teach, a written action plan will be developed. The university supervisor(s), cooperating teacher(s), and student teacher will consult the teacher education program's outcomes to develop written goals, strategies, and a time frame required for accomplishing those goals. In addition to strategies the student will employ, the plan will also identify strategies to be utilized by the cooperating teacher(s) and university supervisor(s), i.e. multiple observations, more intensive supervision. All involved parties will sign the plan and a copy of the plan will be placed in the student's file in the Office of Field Experience.
 - c) If the student teacher continues with the student teaching assignment, the university supervisor(s), cooperating teacher(s), and student teacher will evaluate the progress, or lack thereof, in meeting the established goals. After evaluating the entire student teaching experience, the university supervisor(s), with collaboration of the cooperating teacher(s), will decide the final grade and make a recommendation for certification.

POLICY AND PROCEDURES FOR WITHDRAWAL OF A STUDENT TEACHER
adopted by the Teacher Education Council 12/17/97

Policy

A student may be withdrawn, by the university or at the request of the school district, from a directed teaching assignment for cause shown, including:

1. Verifiable health reasons, or student's personal reasons that are acceptable to the university supervisor and Director of Field Experience as well as the classroom teacher, principal and/or other school personnel;
2. Professional judgment of cooperating school personnel and university staff that continuation in the directed teaching program would not be in the best interests of the student teacher and/or cooperating school for reasons specified in writing; or
3. Violation of rules and responsibilities outlined in the University of Wisconsin-La Crosse Teacher Education Fieldwork Program Handbook.
4. Terms: The student teacher shall be the student. The university supervisor, classroom teacher(s), other university and/or school personnel shall be collectively designated as the professionals.

Procedures

1. When appropriate school personnel and university staff contemplate withdrawing a student from a directed student teaching assignment, the university supervisor must schedule a conference with the student when professionally desirable. Appropriate school personnel and additional university personnel may be present.
 - a) Specific reasons for withdrawal consideration will be presented at the scheduled conference.
 - b) The student shall be given an opportunity to present information relating to the reasons for withdrawal consideration.
 - c) After the student has had the opportunity to be heard, the student shall be excused from the conference and the professionals shall evaluate the reasons for withdrawal, the documentation thereof, and any responses of the student to said reason and documentation.
2. If a professional decision is made to withdraw the student from the directed teaching assignment, the university supervisor shall notify the Director of Field Experience. The university supervisor and the Director of Field Experience will then, in the exercise of their professional judgment and discretion, fill in the Withdrawal Form identifying the reasons and category for withdrawal and providing specific steps to be completed before any future directed teaching assignment can be made.
 - a) Without Prejudice: If the withdrawal is for verified health reasons or for the student's personal reasons, the student may reapply for assignment in a future semester.
 - b) Probationary: The university supervisor and the Director of Field Experience shall identify the specific problems and will, with the aid of the appropriate program director or coordinator, identify specific remedial steps to be completed before another assignment can be made. These specific remedial steps shall be filed with the Director of Field Experience with copies forwarded to the program director or coordinator.
 - c) Terminal: In the exercise of their professional judgment and discretion, the university supervisor and the Director of Field Experience may decide to terminate the student teacher with no provision for further placement. The university supervisor and the Director of Field Experience shall notify the chair of the Teacher Education Council on the decision to terminate the student teacher.
3. When a student is withdrawn from the student teaching assignment, the university supervisor will schedule a meeting to include: the student, the Director of Field Experience, the university supervisor, and the program director or coordinator. The student will be informed of the reasons for withdrawal and the category of withdrawal.

4. The Director of Field Experience shall send written notice to the cooperating school and the chair of the Teacher Education Council of the withdrawal of any student teacher for any reason.
5. When the student reapplies for a directed teaching assignment, s/he may also need to comply with any new requirements.
6. The university supervisor and the Director of Field Experience must recommend termination for any student who fails to complete a directed teaching assignment successfully in two separate academic semesters.
7. The student may appeal a withdrawal decision to the chair of the Teacher Education Council.

ROLES AND RESPONSIBILITIES

Role of Cooperating Teacher

The cooperating teacher is an important part of the student teacher triad. The cooperating teacher plays a key role in the student teaching experience because s/he models, observes, and discusses teaching styles and strategies daily with the student. To receive the greatest benefits from this relationship there must exist a mutual feeling of respect and understanding. It is important for the cooperating teacher to accept the student teacher as a co-worker and convey that acceptance to both their pupils and colleagues. The cooperating teacher should also demonstrate professional conduct and provide an effective role model in all aspects of teaching.

At the beginning of the semester the student teacher, cooperating teacher, and university supervisor will meet to develop written expectations for the student teacher that are acceptable to all three members of the triad. The cooperating teacher and student teacher will meet on a regular basis throughout the semester to: 1) monitor progress in meeting the expectations, 2) assess the student's understanding and utilization of the district curriculum, 3) assess the student's understanding and development of the district's expectations for teachers, 4) review written assessments of the student's teaching based on the expectations, 5) clarify other teacher-student responsibilities.

Initially, the student teacher may feel anxious and have many questions about the student teaching experience. The cooperating teacher can help the student feel more at ease and accepted by providing the student teacher with a desk or work space, an assembled packet of school and classroom procedures and policies, and familiarizing him/her with the administrators, faculty, support staff, curriculum programs, and available resources.

It is important to involve the student teacher in some classroom activities early in his/her experience even if these activities are somewhat limited in terms of responsibility. The cooperating teacher can begin by setting aside time to discuss a cooperative plan for the semester. This planning time is useful in identifying performance expectations for both the student teacher and the cooperating teacher.

Cooperating Teacher Qualifications

Cooperating teachers supervise student teachers on a daily basis throughout the quarter or semester. Cooperating teachers:

1. Hold a Wisconsin license.
2. Have taught for three years with at least one year of experience in the current school system.
3. Have completed a supervision of student teaching course.

Role of University Supervisor

The supervisor of student teachers/interns is an important member of the student teaching triad because s/he is an official representative of the university and is also responsible for the direct supervision of the student teachers. S/he also serves as a liaison between the School of Education and the personnel of cooperating schools and agencies. S/he must aid in the education of the student teacher by making sure that he/she is a thoughtful learner, leader, inquirer, and community member.

While observation requirements vary, generally five or more times during the semester, the university supervisor observes each student teacher for a minimum of one hour. Each visit is to include a pre-observation conference, the actual observation, and a post-observation conference. S/he will provide a copy of the completed observation form to the student teacher, the cooperating teacher, retain a copy for his/her files, and forward the original to the Office of Field Experience.

The university supervisor must also serve as an intermediary, eliminating misunderstandings and resolving conflict between the cooperating teacher and the student teacher. S/he should consult with the cooperating teacher regularly regarding the student teacher's performance. S/he is also responsible for helping the student teacher in his/her development of technical management competencies and reflective teaching and should offer support in practical and theoretical work by considering short- and long-term professional needs. S/he should be readily available to the student teacher and cooperating teachers for discussion of the student teacher's teaching experience. Most importantly, it is the overall responsibility of the university supervisor to be the monitoring component and manage the growth and development of the student teacher. Any problems that may arise during the student teaching process should be immediately reported to the Director of Field Experience.

University Supervisor Qualifications

The university supervisor shall have had at least three years of successful teaching experience in the elementary, middle, or secondary level classrooms. (DPI 4.10, 2f.)

Pre-kindergarten, kindergarten, elementary, middle, and secondary supervisors shall have paid experience and expertise in the specialty area and at the grade levels of pupils being taught by the student teacher. (DPI 4.10, 2g.)

Role of Student Teacher

As the third part in the student teaching triad, the student's main objective is to gradually acquire the knowledge and skills s/he needs to teach. Throughout the semester s/he must work on the development of both their technical competencies and reflective teaching. S/he should also, along with the assistance of the cooperating teacher, gradually assume responsibility for planning, instruction, and management of the classroom to work toward two or more weeks of full-time lead teaching. Designing and implementing lessons and units using a variety of instructional strategies/activities, experiencing one-on-one, small- and large-group settings, and using a variety of instructional media and resources is a part of the teaching process and should include bringing about an understanding of individual differences relating to race, class, gender, culture, and ability. It is also important to participate in all activities and responsibilities required of the cooperating teacher, such as record keeping, grading, conferences, in-services, faculty meetings, and other non-teaching responsibilities such as class plays, athletic events, musical performances, forensics competitions, and other student-centered activities. It should be the goal of the student teacher to become thoughtful learners, leaders, inquirers, and community members.

Student teachers/interns should dress and conduct themselves in a professional manner and maintain ethical conduct. Student teachers must understand the importance of professional confidentiality and must refuse to discuss information about any member of the staff, student body, school patrons, administration, or another student teacher that would be inappropriate to share. Professional confidentiality must always be considered in any type of discussion. Quality professionals maintain a positive tone in discussions, even in informal settings such as the teacher's lounge.

Student teachers/interns should develop a receptive attitude toward suggestions and criticisms. Constructive feedback from the cooperating teacher and university supervisor is essential for growth as a professional. Also, student teachers/interns should not be afraid to ask for advice or suggestions from their cooperating teacher and university supervisor. Setting up regular meetings with the cooperating teacher to discuss concerns, plans, and progress is one way to keep the communication lines open. Student teachers/interns should notify the university supervisor of any changes in their schedule and provide them with written lesson plans for each lesson observed.

Role of School Administrator

Two administrators provide key support to the student teaching triad: the School Building Administrator and the Director of Field Experience. The role of the School Building Administrator includes:

1. Approve all student teaching assignments.
2. Inform staff of student teacher(s) presence in the building.
3. Accept student teachers as staff members, and convey acceptance to other staff members and pupils.
4. Review credentials and recommend cooperating teachers.
5. Serve as a liaison between the Office of Field Experience, teaching personnel, and university faculty.
6. Provide orientation information and advice as needed by helping student teachers grow in their experience.
7. Build positive communication as a liaison between the school and University of Wisconsin-La Crosse by informing the university supervisor of any problems that arise.

Role of Director of Field Experience

1. Supervise all student teaching and intern placements.
2. Resolve conflicts and act as mediator between student teachers, cooperating teachers, and/or university supervisors.
3. Supervise and direct placements of university supervisors.
4. Advocate for student teachers.

GENERAL SUGGESTIONS FOR THE STUDENT TEACHER

1. Enter the student teaching experience with a positive attitude and determination to do your very best.
2. Treat student teaching as a full-time job. Part-time jobs and/or heavy social engagements should be avoided, if possible.
3. Plan your budget for the student teaching semester. Students often find this semester to be more expensive due to increased transportation costs, needed additions to a "teaching" wardrobe, etc.
4. Determine what is considered to be appropriate dress in your particular school and look the part of a professional. If you notice certain informalities in dress of those around you, remember that this may be a privilege of regular faculty members and may not apply to you as a student teacher.
5. Spend as much time as possible with your cooperating teacher and university supervisor discussing the exact expectations for your performance.
6. As you begin student teaching, look for ways to become involved from the very first day and expect to give more assistance than you receive. Volunteer special assistance for individual students or small groups, with playground duty, with clubs, etc.
7. Attend all required meetings. Faculty meetings, grade level meetings, and others involving your cooperating teachers are mandatory.
8. If you borrow school materials or texts from your cooperating teacher, return materials promptly.
9. 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.
10. Keep communication lines open. Your cooperating teacher and university supervisor are there to help you in any way they can. Ask for their advice and suggestions.

PHASES OF THE STUDENT TEACHING EXPERIENCE

The degree of teaching responsibility assigned to the student teacher is based on the principle of gradual induction. The student's work should progress from observation and assistance to small group instruction and to instruction of the entire class as the lead or primary teacher.

All student teachers complete at least two clinical field experiences prior to student teaching and, therefore, should be ready to assume responsibilities in the classroom. However, the cooperating teacher, university supervisor, and student teacher should cooperatively develop a teaching schedule that best suits the student teacher's abilities and the needs of the pupils.

The pace at which classroom responsibilities are assumed is continually re-examined in relation to the student teacher's demonstrated abilities. The assumption of classroom responsibilities should be gradual enough so that the student teacher has time to adjust to added responsibilities, yet rapid enough so that the student faces continuing challenges.

NOTE: EACH EXPERIENCE IS UNIQUE TO THE SCHOOL AND THE STUDENT TEACHER PARTICIPANT. THE PLANS BELOW ARE A SUGGESTED GUIDELINE AND MAY NOT MEET THE NEEDS OF ALL STUDENT TEACHERS OR SCHOOLS. COOPERATING TEACHERS MAY UTILIZE THIS PLAN OR DEVELOP A TIMELINE OF THEIR OWN IN CONJUNCTION WITH THE UNIVERSITY SUPERVISOR.

Sample Timeline for Student Teaching Activities--8 to 9 Week Assignment

Week 1	Observe all classes/activities, learn names, assist teacher in all areas possible (bulletin boards, correcting, attendance, etc.). Become familiar with school.
Week 2	Write and teach ONE lesson in two different subject/class areas.
Week 3	Write and teach a week's lesson plans in one or two areas. Teach/assist in a new subject/class area following the teacher's lesson plans.
Week 4	Write and teach a week's lesson plans in three areas. Teach/assist in a new subject/class area following the teacher's lesson plans.
Week 5	Write and teach a week's, lesson plans in four or more areas. Teach/assist in a new subject/class area following the teacher's lesson plans, if appropriate.
Week 6	Write and teach a week's lesson plans in all the areas you have already been doing so far. If appropriate, teach/assist in one or two new subject/class areas following the teacher's lesson plans.
Week 7-8	Write and teach all lesson plans for all subjects or classes taught during weeks 7 and 8.
Week 9	Complete files and bring student teaching experience to closure.

Sample Timeline for Student Teaching Activities--18 to 19 Week Assignment

Week 1	Observe all classes/activities, learn names, assist teacher in all areas possible (bulletin boards, correcting, attendance, etc.). Become familiar with school.
Week 2	Write and teach ONE lesson in one or two subject/class areas.
Week 3	Write and teach a week's lesson plans in one area. Teach/assist in another area following the teacher's lesson plans.
Week 4	Write and teach a week's lesson plans in two areas. Teach/assist in a new subject/class area following the teacher's lesson plans.
Week 5	Write and teach a week's lesson plans in two or three areas. Teach/assist in a new subject/class area following the teacher's lesson plans.
Week 6	Write and teach a week's lesson plans in two, three, or four areas. Teach/assist in a new subject/class area following the teacher's lesson plans.
Week 7	Write and teach a week's lesson plans in three, four, or five areas. Teach/assist in a new subject/class area following the teacher's lesson plans.
Week 8	Write and teach a week's lesson plans in three, four, or five areas. Teach/assist in a new subject/class area following the teacher's lesson plans.
Week 9	Write and teach a week's lesson plans in four, five, or six areas. If appropriate, teach/assist in a new subject/class area following the teacher's lesson plans.
Week 10	Write and teach a week's lesson plans in four, five, or six areas. If appropriate, teach/assist in a new subject/class area following the teacher's lesson plans.
Week 11	Take over all classes for the entire week.
Week 12-15	Write and teach all lessons for all subject/class areas taught during the week.
Week 16-17	Begin to return teaching responsibilities to cooperating teacher. Observe at other grade levels/subjects/schools.
Week 18-19	Complete files and bring student teaching experience to closure.

SAMPLE FORMAT - LETTER OF REFERENCE

The letter of reference or recommendation takes the form of a narrative description that summarizes the student's performance in the student teaching assignment and summarizes the student's demonstrated potential as a licensed teacher. Following is a sample format for a letter of reference/recommendation:

- Description of the setting in which the student teacher worked (e.g., grade level, subject, school, nature of classroom program, student populations, etc.).
- Description of the student teacher's activities showing the range of the activities during the semester including examples of lessons or units taught; subject areas taught; materials created; modes of instruction utilized (e.g., led discussion, created learning centers); the extent of the student's experiences with one-to-one, small- and large-group instruction, etc.
- Planning and teaching skills -- General ability to develop and implement lessons; evidence of creativity and resourcefulness in the student's planning; ability to plan for a range of pupil differences; ability to adapt instructional methods and curriculum materials to the setting in which they are used.
- Relationships with pupils and skills in classroom management -- Ability to initiate and maintain a classroom environment that enables realization of his/her classroom intentions; awareness of what is happening while he/she is teaching; ability to react on the spot to unpredictable events; ability to set up and enforce limits in a humanistic manner; ability to communicate and empathize with pupils; awareness of academic and social characteristics of individual students, etc.
- Commitment to teaching -- Degree to which the student teacher is willing to take responsibility and exercise initiative; degree to which the student teacher can be depended upon to follow through on commitments; ability to evaluate the effectiveness of his/her teaching and to incorporate the results of these self-assessments into future actions, etc.
- Content knowledge -- Knowledgeable of content to be taught at the particular age/grade level; understanding of content that may have preceded this age/grade level and the content that is likely to follow at the subsequent grade level; particular strengths and weaknesses related to specific content areas.
- Human relations skills -- Sensitive to and displays a positive attitude toward individual differences (e.g., intellectual, cultural, social, gender, racial, and physical) within the classroom; generally plays an active role in bringing about an understanding of respect for individual differences through the teaching methods and materials used and through interactions with children and adults.
- Interpersonal skills -- Ability to relate well both to pupils and adults with whom he/she works; openness to new ideas and methods; ability to accept constructive criticism in a positive and professional manner.
- Summary of student's general success and demonstrated potential as a licensed practitioner.

UNIVERSITY OF WISCONSIN-LA CROSSE
POLICY AND PROCEDURES FOR GUEST STUDENT TEACHERS
Adopted by the Teacher Education Council, December 13, 1999

The term "guest" in this document is defined as a registered student with another institution who may wish to complete student teaching with the support of the University of Wisconsin-La Crosse.

POLICY

In the spirit of reciprocity with fellow accredited institutions, the School of Education at the University of Wisconsin-La Crosse acknowledges that there may be special situations when students at other institutions may wish to complete student teaching in the La Crosse, Wisconsin area with support of the University of Wisconsin-La Crosse.

In situations where a genuine "hardship" situation exists, the School of Education will make every attempt to accommodate such guest student teachers upon request by an accredited institution.

Guest student teachers must enroll for student teaching at the requesting (home) institution.

FEES

Payments to the university supervisor, cooperating teacher(s), travel allowances and administrative fees result in a total cost to the student or home institution. In general, the home institution pays these fees since the student's tuition covers this cost. In situations where the home institution requires the student to absorb this cost, the fee must be paid before a placement can be arranged.

PLACEMENT REQUESTS

Guest student teachers may be accommodated during the fall and spring semesters, but not during the summer. Placement requests must be made in accordance with the date(s) set for fall and spring student teaching placement. Late requests will be made if time permits.

ACADEMIC AND PROFESSIONAL REQUIREMENTS FOR GUEST STUDENT TEACHERS

Guest student teachers must meet the same academic and professional standards required of students from the University of Wisconsin-La Crosse.

1. Official transcripts must be submitted indicating the student has achieved a 2.75 GPA overall and in the academic major, minor(s), and education course work.
2. A recommendation (letter of reference) is required from the Dean of the School of Education or from the Director of Field Experience/Student Teaching from the student's home institution.
3. Two additional letters of reference are required from faculty members or public school personnel attesting to the candidate's competence in academic pursuits and in working with children/youth.
4. Guest student teachers must pass the Pre-Professional Skills Test (PPST) in the areas of Reading, Mathematics, and Writing with scores at or above the requirements set by the State of Wisconsin. (This test is only required if a guest student teacher will be applying for Wisconsin licensure.)

APPLICATION PROCEDURES FOR GUEST STUDENT TEACHERS

1. Students who feel they have a legitimate reason for requesting a student teaching placement through the University of Wisconsin-La Crosse should write a letter to the Director of Field Experience, School of Education, requesting a placement and stating the reasons for the request.

Placements for guest students may be arranged for students with legitimate hardship reasons (i.e., spouse has been transferred). Prospective students must be able to document that a legitimate hardship exists.

2. A letter must accompany the student's request from the Dean or Director of Field Experience/Student Teaching from the student's home institution. This letter should be written as a letter of recommendation and must indicate support for a distant assignment through the University of Wisconsin-La Crosse.
3. The prospective student teacher must have completed all course work required for teacher certification at their current institution (student teaching excepted) and must be a student in good standing. A student must submit literature outlining course requirements and course descriptions of their current program. Students who have been unsuccessful in student teaching at their home institution will not be accepted as a guest student teacher at the University of Wisconsin-La Crosse.
4. The student's request, application materials, and support documentation will be reviewed by the Director of Field Experience and the Certification Officer. These individuals must approve the placement before a placement will be approved.

RESPONSIBILITIES OF THE REQUESTING INSTITUTION

1. Request a student teaching placement and write a letter of recommendation for the student. The letter must indicate that the student is in good standing and has demonstrated excellent potential for success in student teaching.
2. Provide specific requirements regarding the placement, requested grade level, number of weeks, and any additional requirements. Requests for two separate placements cannot always be honored (i.e., middle school and high school). Student teaching through UW-L is an eighteen-week placement, and guests must be willing to complete the full eighteen weeks.
3. Pay the placement/supervision/expenses fee, provided UW-La Crosse accepts responsibility for this fee.
4. Provide proof that the guest student has completed a criminal background check and those results are reported to UW-L before a placement is arranged.

RESPONSIBILITIES OF THE GUEST STUDENT TEACHER

1. Write a placement request letter stating the reasons for a distant placement and documenting that a "hardship" situation exists.
2. Submit complete, official transcripts of all course work attempted at all institutions attended.
3. Submit literature outlining course requirements and course descriptions of his/her current program at the home institution.
4. Provide documentation of having passed the required Pre-Professional Skills Test. For further information, contact Testing Coordinator/Office Manager, University of Wisconsin-La Crosse, La Crosse WI 54601. (This test is only required if a guest student teacher will be applying for Wisconsin licensure.)
5. Submit two recent letters of reference from faculty members or public school personnel
6. Complete the UW-L Student Teaching Application form.
7. Pay the placement/supervision/expenses fee, if not paid by the home institution.
8. Present proof from the home institution that a criminal background check was completed and those results are reported to UW-L before placement is arranged.
9. Present proof that the Hepatitis B immunization has been received or started.
10. Present proof that a two-part TB test has been completed no more than 90 days before student teaching begins. If positive TB test requires medical treatment, immediately contact the UW-L Office of Field Experience.

RESPONSIBILITIES OF THE UNIVERSITY OF WISCONSIN-LA CROSSE, (PROVIDED THE GUEST IS ACCEPTED)

1. Identify an appropriate student teaching placement.
2. Send background materials, request information, evaluation forms, handbook, etc., to principal and cooperating teacher.
3. Communicate placement information to home institution and student.
4. Arrange for supervision by a University of Wisconsin–La Crosse supervisor.
5. Provide evaluation material to student’s home institution and a final grade for student teaching. The UW-L evaluation materials are generally used since supervisors are familiar with these tools.

Submit all materials to:

Director of Field Experience
UW-La Crosse
145 Graff Main Hall, 1725 State Street
La Crosse WI 54601

SCHOOL OF EDUCATION
Hardship Placement Policy for Student Teachers
Adopted by the Teacher Education Council, March 24, 2000

The Office of Field Experience at the University of Wisconsin-La Crosse maintains firm criteria for student teaching placements because sending student teachers outside our normal service area:

- creates difficulties with other teacher education institutions that place student teachers in their area.
- increases costs for supervision.
- increases chances that student teaching will not be designed to match conceptual framework and teacher education program standards for UW-L students.

Please note: UW-L participates in the Wisconsin Improvement Program (WIP), a statewide internship program. Intern pool candidates may secure internship positions outside our normal service area. The intern is assessed a \$200 fee.

CRITERIA

The student teacher candidate should meet the following criteria for placement outside our normal service area:

- if, within the semester (or summer) immediately before student teaching, there are special needs of the immediate family.
- spouse or domestic partner relocation.
- the university cannot identify an acceptable placement for state licensing.

FEES

Students who receive approval for hardship placements are charged an administrative fee to compensate for added expenses associated with an out-of-area placement. It is a flat fee for privilege. Currently, this fee is billed on the tuition bill for the student teaching semester. Please contact the Office of Field Experience for the current fee rate.

PROCEDURES

As soon as the student teacher candidate knows s/he needs a placement out of our area, s/he must:

- write a letter of request for out-of-area placement, including a rationale, and give/send it to the Director of Field Experience, UW-La Crosse, 145 Graff Main Hall, 1725 State Street, La Crosse WI 54601.
- include appropriate documentation (letters, bills, a call from a doctor, phone numbers, etc.) with the application.

DECISIONS

Decisions are made by the student teacher candidate's faculty advisor, program director, and the Director of Field Experience. Please be advised that we are not likely to grant hardship approvals for financial difficulties. Students will be notified in writing of the decision. If approved, the Director of Field Experience will meet with the student to discuss placement. The Office of Field Experience will work to confirm placements under the standard timeline.