

Student Teaching Policies and Procedures

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 P1 3.01 of the Wisconsin Administrative Code state 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 (absence 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 coincides with the calendar, vacation dates and building policies of their cooperating school. You do NOT follow the UW-L calendar; NOR do you 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 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.

(February 2008)

POLICY AND PROCEDURES FOR WITHDRAWAL FROM STUDENT TEACHING

Policy

A teacher candidate (TC) may be withdrawn, by the university or at the request of the school district, from a student teaching assignment for cause shown, including:

1. Verifiable health reasons or student's personal reasons, which 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 student teaching program would not be in the best interests of the TC 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.

**Terms: The student teacher shall be the teacher candidate (TC). 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 TC from a student teaching assignment, the university supervisor must schedule a conference with the TC in a timely manner. Appropriate university personnel will be present during the conference. Appropriate school personnel may be present.
 - a) Specific reasons for withdrawal consideration will be presented at the scheduled conference.
 - b) The TC shall be given an opportunity to present information relating to the reasons for withdrawal consideration.
 - c) After the TC has had the opportunity to be heard, the TC shall be excused from the conference and the professionals shall evaluate the reasons for withdrawal, the documentation thereof, and any responses of the TC to said reason and documentation.

2. If a professional decision is made to withdraw the TC from the student teaching assignment, the university supervisor shall consult with the Director of Field Experience. The Director of Field Experience shall communicate with the cooperating teacher, building principal, and the Director of the School of Education regarding the withdrawal of any TC from student teaching for any reason. The Director of Field Experience also communicates the withdrawal decision to the TC.
 - a) The university supervisor and/or the Director of Field Experience will complete the Teacher Candidate Progress Review referral form.
 - b) Upon completion of the referral form, the Director of Field Experience will schedule a meeting to include the TC, university supervisor, program director or coordinator, and Director of Field Experience. The concerns and reasons for withdrawal documented on the TCPR referral form will be shared with the TC. After the meeting, the TC will sign the referral form, acknowledging receipt. The referral form will be filed with the Director of the School of Education.
 - c) The referral will be added to the agenda for the next TCPR committee meeting for review and action; the TC is expected to be present for the meeting. If the committee recommends completion of an action plan, the TC will, under the guidance of the appropriate program director or faculty member, complete and submit an action plan to the Director of the School of Education within the timeframe specified by the TCPR committee. Once the action plan has been approved by the Director of the School of Education, the TC will implement the plan and submit a written report back to the TCPR committee by the date specified in the written approval from the Director of the School of Education. The TCPR committee will review the TC's report and, if approved, the TC will be permitted to attempt student teaching in a subsequent semester. If the report is not approved, the TC may be asked to repeat the action plan process or will be recommended for dismissal from the teacher education program. *If the TC fails to meet with the committee, s/he will be unable to continue in his/her program of study.*
 - d) Unless the withdrawal was for health or personal reasons, all withdrawals from student teaching are automatic referrals to the TCPR.
3. When the TC reapplies for a student teaching assignment, s/he may also need to comply with any new degree/program requirements for the completion of the teacher education program.
4. The university supervisor and the Director of Field Experience must recommend termination for any TC who fails to complete a student teaching assignment successfully in two separate academic semesters.

(April 2010)