

Clinical Field Experience Program Handbook
Pre-Student Teaching, Student Teaching and Internship Experiences



University of Wisconsin – La Crosse
School of Education, Professional and Continuing Education

Last Updated Fall 2017



Welcome from the Dean

Congratulations on successfully navigating your voyage thus far in the School of Education! You are now ready to become immersed in the hands-on, authentic classroom experience that is foundational to your professional growth and development. You have been well prepared for excellence in this next step to becoming a future educator. We are proud that you will be representing UWL and the School of Education and your program as you enter our local schools and community. It is our hope that you find these experiences to be beneficial, rewarding and transformative on many levels. Please utilize this handbook and the resources included in it to achieve great success throughout the remainder of your preparation program at UWL. If I can be of assistance please don't hesitate to contact me: Dr. Marcie Wycoff-Horn (608-785-8134)
"Teachers Touch the Future" -- Anonymous

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The School of Education at UW-La Crosse strives to become a leader in the preparation of globally responsive teachers through a University-wide commitment to teacher education.

The Globally Responsive Teacher

The globally responsive teacher believes that all learners can learn at high levels and persists in helping all learners achieve success. The teacher appreciates and values human diversity, shows respect for learners' varied talents and perspectives, and commits to the pursuit of excellence for all learners. Globally responsive teaching includes infusion of a strong academic curriculum linked to world events, geography, world cultures, and diverse perspectives. Globally responsive teachers act to make the world a healthy and more sustainable and just environment.

A globally responsive professional education program includes the following:

- Teacher candidates gain understanding of contemporary content issues from a variety of perspectives.
- Teacher candidates learn how to employ discipline-specific skills in their analyses of global issues.
- Teacher candidates design integrated curricular units so their students will have a greater understanding of the world.
- Teacher candidates are encouraged and supported to engage in international study abroad programs.
- Teacher candidates develop model lessons that infuse global awareness into their curriculum.
- Teacher candidates develop enrichment or enhancement activities that are designed to expand students' understanding of cultural, environmental, and/or civic issues.
- Teacher candidates consider content issues, both local and global, using technology, and utilizing community resources to enhance learning and expand their resource networks.

Mission

To combine research, teaching and service to develop teacher candidates for our region and our world.

Values

Lead: We are engaging and leading many disciplines of teacher education. We are focused on teaching and learning with best practice and dynamic strategies in mind that result in high student achievement.

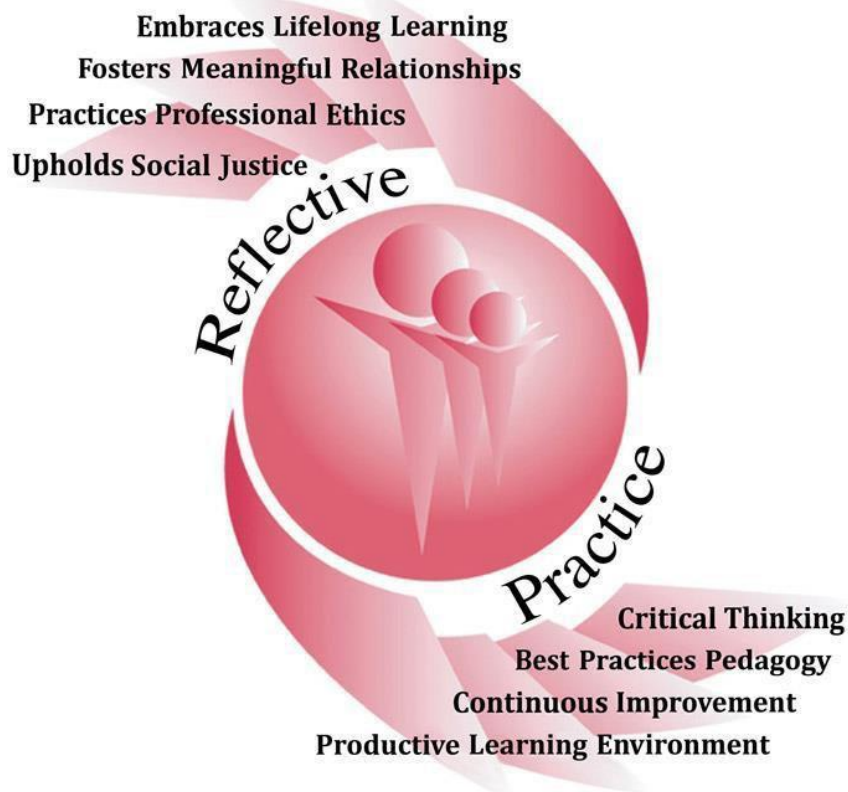
Educate: We strive for the highest quality professional teacher education programs, and we believe in continuous improvement with 21st century teaching and learning in mind.

Collaborate: We believe teacher quality matters and through partnerships with our regional school districts and outstanding veteran educators our teacher candidates are afforded high quality experiences.

Innovate: We are dedicated to supporting the use of technology to support teaching and learning, so that our teacher candidates are prepared for the 21st century learning environment.



UWL School of Education Conceptual Framework



Across the United States and around the world, teachers face many challenges. Especially problematic are the economic, social, and political contexts that make difficult our attempts to address differences and inequities in schools and other learning environments. Yet, in the face of these challenges, we are committed to preparing teachers who teach all learners.

The core of the School of Education's conceptual framework depicts our vision and commitment to providing professional education programs focused on preparing globally responsive teachers. Learners inhabit the core of our visual as a constant reminder that our purpose is ultimately to serve the needs of diverse learners across the age spans. We have intentionally placed reflective practice near the core of our vision and around the learners to illustrate the importance of reflection in all aspects of the teaching profession. Our teacher education candidates will become globally responsive teachers only through meaningful and ongoing reflective practice and professional development. Reflective practice builds and sustains the critical components of an effective teacher, as illustrated by the surrounding text.

Pre-Student Teaching Field Experiences [\(Link to Appendix B\)](#)



Prerequisites

Teacher candidates must meet all prerequisites specified by their program prior to their first field experience semester. Field experiences require admission to the School of Education and designated courses. Please consult your advisor to determine the best timing of field experiences in your respective program.

Pre-Student Teaching Field Experience Application Process

A separate electronic field experience application must be completed for each clinical field experience. The application includes the mandatory forms related to conduct for that particular experience and the electronic signature indicates understanding and agreement to follow the policies. An email will be sent to all students around the sixth week of the semester announcing the times of the Field Experience Information meeting and application dates. Further important information will be shared during those meeting times. Students are advised to be in close contact with their advisors as to when they should anticipate applying for Field.

Criminal Background Checks

Teacher candidates who are registered for clinical field experience courses will receive an email with the criminal background check instructions prior to the field experience semester. Teacher candidates must complete the designated national

criminal background check within the specified time and be cleared by the Office of Field Experience before entering the schools or field experience site. Please see the criminal background check policy for more information.

Pre-Student Teaching Field Experience Placement Procedures

All clinical field experience placements are arranged through the Office of Field Experience in collaboration with course instructors. Placements will be made with our contracted schools in a 50-mile radius of La Crosse based on school needs and requests each semester.

The School of Education has developed partnerships with several local schools and placements for these sites will be honored first. Teacher candidates may not attempt to arrange a placement or contact schools, principals, and teachers to discuss placements according to the agreements between UW-La Crosse School of Education and school districts.

Cooperating teachers must hold a current teaching license, have volunteered for an assignment as a cooperating teacher, and have principal approval. Prior to the field experience semester, teacher candidates are encouraged to provide preferences and requests on the field experience application, which will be considered along with other factors in meeting program requirements for certification.

Every effort will be made to provide a neutral setting for teacher candidates and placements will generally not be made in schools that teacher candidates attended, or where relatives have worked or attended. More information about placements will be provided on or before the first day of the field experience course each semester. Any questions regarding field experiences or any other school experience should be directed to the Office of Field Experience.

Name Badges

Teacher candidates must wear UW-La Crosse name badges at all times while at schools and clinical field experience sites. Name badges are available in 1131 Student Union to those who are registered for clinical field experiences and other approved experiences. Teacher candidates are expected to pay for name badges. Name badges should denote the teacher candidate's last name; for example, Mr. Sanchez as opposed to Rafael Sanchez.

Transportation

Teacher candidates are responsible for providing their own means of transportation to and from schools. Carpooling is encouraged.

Absences

Excused absences include personal illness, illness in the family, or death in the family. Absences due to work schedules and student schedules are not acceptable.

In rare instances when teacher candidates need to miss an assigned placement time, they must communicate with both the cooperating teacher and the university supervisor immediately to make alternative arrangements.

Excessive or repeated absences in either the field experience or related courses may result in removal from the program.

Criminal Background Check Policy

All teacher candidates must complete the designated national criminal background check process prior to entering the schools for their first clinical field experience or any other school experience at the University of Wisconsin–La Crosse. This is a requirement of the school placement sites, and it is the teacher candidate's responsibility to follow the instructions and complete the process by the dates specified.

Teacher candidates are responsible for all costs associated with the criminal background checks. Policies and procedures must be followed for teacher candidates to receive a placement. Prior to student teaching, teacher candidates must complete a second designated national criminal background check if more than one year has passed since their last criminal background check.

The Office of Field Experience will record the criminal background checks conducted each semester.

Procedures for the Criminal Background Check

1. Criminal background check policies and procedures will be shared with teacher candidates at clinical field experience meetings prior to registration each semester, and will also be available on the Office of Field Experience [website](#).
2. The Office of Field Experience will e-mail the criminal background check instructions and electronic forms to those teacher candidates registered for clinical field experience courses and other approved school experiences prior to the semester.
3. The mandatory electronic forms related to conduct, including the Questionnaire for Admission to Student Teaching, Internship, Practicum, and Clinical Field Experiences self-disclosure form, must be completed by teacher candidates each semester they participate in any field or school experience. The electronic signature indicates understanding and agreement of the policies and teacher candidates are encouraged to read each form carefully before signing.

4. Teacher candidates who have ever been charged for any criminal conduct must mark "yes" and indicate the charge and date in the space on the questionnaire.
5. Teacher candidates must notify the Office of Field Experience of any new offenses as soon as possible, according to the terms stated on the Authorization, Acknowledgement, and Release Form.
6. In the event the background check discloses criminal activity or information the teacher candidate has failed to report, the teacher candidate may be required to meet with the Office of Field Experience to discuss the discrepancy. The result of this discussion may alter or terminate the teacher candidate's participation in a field experience or student teaching assignment.
7. Students who have criminal charges that would prohibit them from obtaining teacher certification will not be allowed to participate in field experiences.
8. Course instructors will discuss the criminal background check process at the beginning of the course. Before students enter the field, instructors will confirm with the Office of Field Experience that all students have completed the required electronic forms and criminal background check process.
9. The Office of Field Experience staff will notify course instructors when the teacher candidates have been cleared to enter the schools. Students may not participate in a clinical field experience or any other school experience before the Office of Field Experience confirms that they have completed the required procedures.

Frequently Asked Questions: Pre-Student Teaching Field Experience Program



When should I enroll in my pre-student teaching field experiences?

Please keep in frequent communication with your advisor to determine the best timing in your respective program. All course prerequisites must be met before students are eligible for any field experience and many are part of other required courses. A Clinical Field Experience Student Information Meeting will be held each semester and students who will be registering for Field are expected to attend.

When will the pre-student teaching field experience student information meeting be held?

The meeting will be held prior to advising each semester, in late October for spring semester, and late February for fall semester. The exact dates for each semester are located on the SoE website and are also sent via email to all students who have been admitted to the School of Education.

What if I can't attend the pre-student teaching field experience student information meeting?

Attendance is highly encouraged. For those not able to attend, the meeting will be recorded, and the link will be located on the SoE website the day after the meeting. If you are unable to attend please notify the Office of Field Experience. Students are expected to either attend the meeting or view the recording, as they are responsible for any information, policies, and procedures provided during the meeting.

How do I apply for pre-student teaching field experiences?

Students are expected to attend the Clinical Field Experience Student Information Meeting the semester prior to registering for field experiences to receive the most current information regarding the application procedure. All students must complete the electronic application and be in good academic standing in order to be placed in a field experience.

I tried to register for my pre-student teaching field experience and it won't let me register. Why not?

Students will be registered by the School of Education based on the pre-student teaching field experience electronic application. You will no longer register for the Field Block portions of your academic requirements. You will, however, register for your program/major/minor specific coursework as discussed with your advisor. Students need to ensure they have no holds on their accounts in order to be registered for their field experience.

When will I receive my pre-student teaching field experience placement?

Pre-student teaching field experience placements begin at different times during the semester, depending on the program and level of field experience.

Placements in Professional Development Schools (PDS) are generally completed first, and these field experiences often begin during the first week of the semester. Course instructors will communicate with students regarding their placements and other requirements.

Placement beginning dates are determined by school needs and schedules, and once students receive their placements, they are expected to commit to the same times throughout the semester.

Most traditional field experience placements begin during the first month of the semester and students will receive their placements as soon as possible during the first month of the semester.

Placements are subject to change, due to variables that are out of one's control (i.e., cooperating teacher's grade level changes, cooperating teacher moves schools, another placement gets adjusted, medical emergencies, better meeting the teacher candidate's needs, etc.)

How much time do I need to allow in my schedule for the pre-student teaching field experience?

Teacher candidates are expected to reserve a minimum of 3-4 consistent half days throughout the semester for participation in the pre-student teaching field experience, either from 7:30-11:30 am, or 11:30-3:30 pm. Some experiences will require students to be at the school during specific days and times. More

Information will be provided at the Pre-Student Teaching Field Experience Student Information Meeting each semester.

What if I have a schedule change after completing the electronic survey?

Please notify the Office of Field Experience as soon as possible with any schedule changes. Students should reserve large blocks of time in their schedules so that placements can align with their availability.

In what school will I be placed?

Placement locations vary by field experience. Students are generally placed in schools within a 50-mile radius of La Crosse.

Students are asked to provide specific information and special considerations on the electronic application, which are then used in making placements.

What if I want to be placed with a specific teacher or school?

Please indicate your preferences on the electronic application and requests will be considered, although not guaranteed.

Students are not allowed to arrange their own placements. SOE policies prohibit students from contacting schools, principals, or teachers in an effort to obtain a placement. All placement contacts must be made through the Office of Field Experience.

What if I don't have a car?

Teacher candidates are responsible for providing their own means of transportation to and from schools. The Office of Field Experience will strive to facilitate carpooling for those students who do not have transportation. Limited placements may be possible within walking distance or on the bus line.

What if I have a job and my pre-student teaching field experience conflicts with my work hours?

Field experiences and student teaching are one of the most important parts of your journey to becoming a teacher. These experiences prepare you for your future role as an educator. As such, these experiences must be treated with the utmost importance.

Schools and cooperating teachers depend on pre-student teaching field experience teacher candidates to be present on their assigned days to assist in meeting the needs of the P-12 learners.

Some field experiences have additional times and/or requirements that are non-negotiable.

Students need to commit to the specific requirements of the field experience in order to participate, which may mean limiting or adjusting their work hours, or taking the field experience another semester.

May I be placed in the same school as my children or other family members?

No, it is the policy of the SoE that students not be placed in the same school as their children or other family members. Students are expected to disclose potential conflicts of interest during their application process.

May I be placed at a school that I graduated, attended, or worked?

No, this is considered to be a conflict of interest for the school as well as the student. Students will be placed in a different school than those where they graduated, attended, or worked.

What if I have an underage drinking citation or a criminal charge?

Students who have received citations or charges are required to disclose this information in the first section of the electronic application, even if the charges were dismissed. Students with previous citations and charges are not automatically excluded from participating in Field experiences. As this information often shows up on the online national criminal background check, we prefer students to be honest about any potential findings.

What if I don't disclose a criminal charge and something shows up on the national criminal background check?

In the event the background check discloses criminal activity or information the teacher candidate has failed to report, the teacher candidate may be required to meet with the Office of Field Experience to discuss the discrepancy. The result of this discussion may alter or terminate the teacher candidate's participation in a field experience or student teaching assignment.

When do I complete the online criminal background check?

All teacher candidates must complete the designated criminal background checks prior to entering the schools for their first clinical field experience or other school experience. This is a requirement of the school placement sites/school districts, and it is the teacher candidate's responsibility to follow the instructions and complete the process by the dates specified. Teacher candidates are responsible for all costs associated with the criminal background checks.

Prior to student teaching, teacher candidates must complete a second designated criminal background check if more than one year has passed since their last criminal background check.

Instructions will be sent by email to those who are scheduled to complete the background check during the month prior to the beginning of the first day of classes.

Do I have to complete another criminal background check if I have had one done somewhere else?

Yes, teacher candidates must complete the designated online criminal background check. Criminal background records cannot be shared between agencies, even between school districts. The Office of Field Experience is required to keep each student's records on file.

What do I do if I receive a citation or criminal charge after completing the application or during a pre-student teaching field experience?

Teacher candidates are required to notify the Office of Field Experience as soon as possible, but no later than the next day they are expected to attend the field experience, when they have received any new charges or citations, or are being investigated by any governmental agency for any act or offense. Failure to do so may result in termination from participation in field experience placements.

Student Teaching Experience



Eligibility for Student Teaching / Prerequisites

To be eligible for student teaching, undergraduate candidates must meet the prerequisites specified for student teaching:

- 2.75 combined cumulative grade point average, 2.75 grade point average in the major(s), minor(s), concentration(s), and professional sequence.
- On file in 145 Graff Main Hall with the Certification Officer, **an official Praxis II content test score report documenting passing scores on Praxis II content tests in the appropriate certification area/discipline; an official Wisconsin Foundations of Reading Test (FoRT) score report documenting passing scores (EC-MC, MC-EA, and Special Education candidates) and/or an official ACTFL oral and written proficiency rating of Intermediate-High (modern language certification candidates).**
- Successful completion of all course work required for the program including: requirements in education, special methods courses, and recommendation by the appropriate education faculty for student teaching readiness.
- Successful completion of all previous Field and Student Teaching experiences.

Application for Student Teaching

- Attend Application Day to submit an application for student teaching one year (two semesters) in advance of the intended student teaching semester, normally late fall for following fall placements and late spring for the following spring placements. The application for student teaching can be viewed at <http://www.uwlax.edu/school-of-education/>
- Identify the major(s), minor(s), and/or concentrations for which the teacher candidate is seeking certification at the time of application to student teaching. Teacher candidates are expected to provide updates on eligibility status (TESOL testing, language proficiency or other Praxis II testing). If changes in areas of certification are made after the application process is completed, the teacher candidate must notify the Office of Field Experience of these changes.

Health Assurances: TB Test and Hepatitis B Immunizations

- All student teachers must have a TB skin test within one year of the beginning of the student teaching experience. If you have a positive test that requires medical treatment, please notify the Office of Field Experience immediately at 608.785.8126.
- All student teachers must also have the Hepatitis B immunization series completed or started prior to student teaching. The series is given as a series

of three injections over a 16-24 week period. (Wisconsin birth residents may find it easiest to go to the [Wisconsin Immunization Registry](#) online and print off record to submit to the OFE.) You may also be able to obtain a record of your immunization records from your family pediatrician. If you have not received the vaccinations due to allergies, please contact the Office of Field Experience.

- The written results of the TB test and a record showing that the Hepatitis B immunizations have been completed or are currently in process is due in the Office of Field Experience **one month** before Student Teaching Orientation Day to the Office of Field Experience.
- Records may be scanned and emailed to sofieldexp@uwlax.edu, faxed to 608.785.8926, or mailed to the Office of Field Experience, 1725 State Street, La Crosse, WI 54601 by the deadline. Teacher candidates who move from one student teaching semester directly into another will not be required to do an additional TB test. (These tests and/or immunizations are available at the UWL Health Center, La Crosse County Health Department, OR with your family physician. Documents should have the name of the clinic, dates and signature of physician or RN.)

Student Teaching Placement Process

Considerations and Processes

Teacher candidates who meet the eligibility for student teaching criterion stated above will receive a student teaching placement.

The process for making student teaching placements is not an exact science. The OFE is juggling all the moving parts involved in meeting the needs of our various stakeholders – schools, cooperating teachers, and students. As such, every effort will be made to provide placements to teacher candidates by week ten of the semester prior to your student teaching experience. Teacher candidates will be notified via UWL email when placements are confirmed.

Under NO circumstances should a teacher candidate solicit, arrange, or plan the student teaching placement.

Availability of placements

The OFE staff will survey school districts to determine availability of student teaching sites and potential cooperating teachers every year.

- Local placements will be made within an approximate 50-mile radius of La Crosse to allow for the most efficient use of both teacher candidate and supervisor time and travel funds.

- Students can expect to travel further away for some placements during the breadth of the field experiences at UWL, and, specifically during student teaching, most teacher candidates will have one closer placement and one more distant from UWL. Carpooling is highly encouraged.
- Placements will not be made in another UW-System institution's service area as per a mutual agreement between the Wisconsin System schools.
- Placements must be made with verified, licensed cooperating teachers and must comply with all applicable DPI, UW-La Crosse, and teacher education program requirements.
- Placements are made with all other previous field experience placements in mind to ensure all candidates have experiences throughout the breadth of their program's licensure range.
- Placements are made only with the authorization of the school / center administration.
- Early Childhood-Middle Childhood (EC-MC) certification candidates will have two placements--one in kindergarten and one in grades 1 through 5. Prior to the final student teaching semester, candidates will complete student teaching in pre-kindergarten (Birth- 4) concurrent with a field experience in a kindergarten classroom.
- Middle Childhood-Early Adolescence (MC-EA) certification candidates will have two placements--one in an elementary classroom and one in a middle school classroom, usually in the minor area of study.
- Early Adolescence-Adolescence (EA-A) certification candidates will have two placements--one in a middle school classroom and one in a high school classroom in the content area(s) of certification.
- Early Childhood-Adolescence (EC-A) certification candidates will have two placements selected from elementary, middle school, and high school classrooms.
- Depending on the number of desired minors, a teacher candidate's placement will be completed with all factors considered (developmental range, content areas, cooperating teacher availability, etc.)
- The OFE will notify the candidate by email, using the teacher candidate's official UWL email address, when student teaching placements have been

confirmed.

- The OFE will register candidates for student teaching or internship credits and the corresponding student teaching seminar.

Other Placement Considerations



Placements in certain content areas or developmental ranges can be more difficult to secure within our 50-mile placement radius. The Office of Field Experience works diligently to constantly seek new, high quality placements for teacher candidates in every area for which we have a certification program, in addition to carefully nurturing those existing relationships we have already established.

The most important way placement relationships are maintained is through the successful practices of our UWL student teachers each semester. Their displayed skills and dispositions at a placement site can either nurture or destroy a continuing placement relationship.

The Department of Public Instruction also provides a framework with which placements must comply to ensure all UW-La Crosse teacher candidates meet the standards required of a successful Wisconsin beginning teacher.

PI34.15(5)(b) states "student teaching experiences must be developmental in scope and sequence, occur in school settings, and meet the statutory requirements identified in s.118.19(3) (a), Stats."

The OFE Student Teaching Placement Process:

Teacher candidate preferences for student teaching placements are gathered during the application process. Sometimes teacher candidates have worked with an individual teacher with whom they would like to work again. In these cases, teacher candidates are encouraged to suggest specific school districts, school names, and cooperating teacher names in their preference areas on the application form.

- Preference is often given to existing relationships such as PDS partnerships. Cooperating teachers are encouraged to request a specific TC back for their student teaching experience by contacting the OFE or completing the request form.
- PDS and all other SoE faculty are encouraged to make placement suggestions based upon relationships they have built with teacher candidates and cooperating teachers with the use of this form.
- Out of area placements are filled in next -- Institute for Urban Education, Educators Abroad, WIP Intern Pool, etc.

Out of Area Student Teaching Placements

Additional student teaching placement options include Institute for Urban Education (IUE, Milwaukee Public Schools), Educators Abroad, and Wisconsin Improvement Program Teaching Internship (WIP).

Each option requires a different application and screening process. All out-of-area options require 3.0 cumulative GPA and recommendations from School of Education faculty. Teacher candidates who indicate an interest in any of these options on the student teaching application, will be invited to attend special information meetings with the OFE to receive in-depth information as well as the special applications for each program.

Special Note:

All out of area student teaching placements require recommendations from School of Education faculty, and are available to candidates demonstrating outstanding knowledge, skills, and dispositions necessary for the rigors of non-local placements. Teacher candidates considering applying for these placements should work closely with their advisors and program faculty to determine if they are prepared for the different types of rigor entailed within these special programs.

These special student teaching options may not be paired (i.e. Urban Institute for nine weeks and local student teaching for nine weeks). Teacher candidates must choose one program for which to apply.

Institute for Urban Education (IUE), Diverse, Urban Teaching Experience (Full



The University of Wisconsin-La Crosse School of Education has established a partnership with the Milwaukee Public School District through the [IUE](#). This partnership is designed to provide teacher candidates with a culturally diverse, urban student teaching experience. Placements in IUE do not carry an out-of-area fee; however, students must provide own room, board and transportation.

Those who are accepted for IUE student teaching are required to fulfill all of the UW-L requirements for the professional semester. IUE teacher candidates are required to attend UWL's on-campus Orientation, edTPA Support

Sessions and Teacher Employment Seminar, and complete the program evaluation for the UW-L School of Education.

The student teaching seminar is offered weekly in Milwaukee for IUE teacher candidates. IUE physical education and adapted physical education teacher candidates will complete all of their UW-L seminar requirements by special arrangements with the course instructor.

Educators Abroad (EA) (second or fourth quarter only)

The University of Wisconsin-La Crosse School of Education has established a partnership with [Educators Abroad](#). This partnership is designed to provide



teacher candidates with an opportunity to complete ten weeks (second or fourth quarter) of the student teaching semester

abroad. The student teacher will complete the first placement locally, in order to complete the edTPA required for certification, before going abroad to complete the second placement. This option is not currently available for all SoE programs.

Teacher candidates are encouraged to plan well in advance to be eligible to apply for Educators Abroad student teaching placement. Participants will be required to sign an agreement with the Office of Field Experience and UWL Office of International Education and Engagement confirming the study abroad placement details PRIOR to finalizing a placement with Educators Abroad.

The teacher candidate is responsible for any additional costs of this special program. If the student teaching placement dates abroad extend beyond the typical 18 weeks, there may be a delay in graduation and application for licensure.

Wisconsin Improvement Program Teaching Internships (WIP). (Full Semester)

UWL participates in the Wisconsin Improvement Program Teaching Internship (WIP) that certifies internships throughout the state. School districts seek approval from WIP for their internship designs. Only UWL candidates who apply and are accepted into the UWL intern pool may apply for these competitive internships in their certification area. Candidates then apply directly with a school district following the application procedures designated.

A teaching internship is a licensed, full-semester placement 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. Interns teach 50% of the teaching day with the remaining time scheduled for planning, observations and collaborating with cooperating teachers.

Internship locations and opportunities are fluid year to year. They often are located in schools some distance from La Crosse and require a candidate to relocate for the duration of the experience.

After acceptance into the UWL intern pool, candidates are responsible for securing an internship with a school district. Then, they are responsible for obtaining the requisite intern license. The number and type of WIP teaching internships available will vary each semester. Currently, UWL does not allow students to complete Special Education (SPE) internships.

Additional information is available in the Wisconsin Improvement Program [Handbook](#).

Hardship Placement Policy for Student Teachers

[Adopted by the SoE 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. Local placements allow teacher candidates to access the support of faculty as well as campus and community resources during this professional semester. Local placements are made within a 50-mile radius of the university. A teacher candidate may request consideration for a special placement to accommodate an unusual hardship. In the interest of protecting the rights and responsibilities of teacher candidates, the OFE considers the teacher candidate's ability to manage the rigor of the professional teaching semester while coping with the hardship. Placements are rarely made outside of the 50-mile radius due to:

- Increased difficulties with other teacher education institutions that place TCs in their area;
- Costs for supervision;
- Concerns regarding optimal faculty support for the teacher candidate;
- Challenges in maintaining UWL program integrity and teacher education standards.

Criteria

Placements outside UWL's 50-mile radius area are considered if the request meets the following criteria:

- 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 a hardship placement. Currently, this flat fee is billed on the tuition statement for the student teaching semester. Please contact the Office of Field Experience for the current fee rate.

Procedures

A teacher candidate must submit an official request as soon as the hardship is identified to allow sufficient time for processing the request, obtaining committee approval, and locating and arranging placement.

- Write a formal letter of request for a hardship placement, including a rationale, and submit letter to the Office of Field Experience, UW-La Crosse, 1221 Centennial Hall, 1725 State Street, La Crosse WI 54601.
- Include appropriate documentation (letters, bills, a call from a doctor, phone numbers) with the request.

Decisions

Decisions are made by the teacher candidate's faculty advisor, program director, the Office of Field Experience, and the School of Education Dean.

Please be advised that financial difficulties are not considered hardship situations.

Teacher candidates will be notified in writing of the decision. If the request is approved, the Office of Field Experience will meet with the teacher candidate to discuss potential placement locations. The Office of Field Experience will work to confirm placements under the standard timeline.

Frequently Asked Questions: Student Teaching

When will I student teach?

Student teaching occurs during the final semester of study. All course, program, and testing requirements must be successfully completed before candidates are eligible for student teaching.



Student Teaching/Intern Information Meetings will be held each semester, prior to Application Day. Teacher candidates are encouraged to attend this information meeting one year (two semesters) before the expected student teaching semester. Attendance at the information meeting

will ensure a candidate's most up to date information necessary to submit a complete and accurate application for student teaching.

Please keep in frequent communication with your academic advisor to plan your program completion.

When will the Student Teaching Information Meeting be held?

Student Teaching Information Meetings are generally held in November and April of each year. Exact dates will be posted on the SoE website and on the SoE

Facebook page. An email will be sent to all students admitted to the School of Education. Please check our website and Facebook page for updates.

What if I can't attend the Student Teaching/Intern Information Meeting?

Attendance is highly recommended. Candidates are responsible for any information regarding policies and procedures provided during the meeting.

How do I apply for to student teach?

Candidates are expected to attend the Student Teaching Information Meeting one year (two semesters) prior to student teaching to receive the most current information regarding the application procedure.

All candidates must complete the online application and have successfully completed all requirements in order to be placed for student teaching.

What if I want to take an evening class during student teaching?

Teacher candidates are expected to have all course, program, and testing requirements successfully completed prior to student teaching. While permission may be granted under *rare, extenuating* circumstances to take a course concurrent with student teaching, it is in your best interest to successfully complete all coursework prior to student teaching due to the rigors of the full-time student teaching experience.

Teacher candidates will have meetings and other responsibilities after school hours. In addition, placement locations vary and are made within a 50-mile radius of UWL, which may make it difficult to meet the attendance requirements for both.

If I tried to register for my student teaching experience and I was blocked from doing so, what do I do?

Much like the Field, teacher candidates will be registered for student teaching/ internship and seminar credits by the OFE. Teacher candidates need to ensure they have no holds on their accounts in order to be registered for the student teaching semester(s).

When will I receive my student teaching placement?

Securing student teaching placements is a complex process and most traditional placements will be completed approximately week 12 of the semester preceding student teaching. Placements are subject to change and some certification areas may be more difficult to arrange, which may result in later confirmation dates. Teacher candidates will be notified of confirmed placements via email by the Office of Field Experience.

Note: Out of area placements follow unique timelines and should be confirmed with OFE.



Where will I be placed for student teaching?

Candidates may be placed in schools within a 50-mile radius of La Crosse. Candidates are asked to provide specific information regarding preferences and special considerations on the application. This information will be carefully considered when arranging placements with schools requesting student teachers for that particular semester.

Are there other placement options?

Exemplary teacher candidates may apply for out-of-area experiences with the Institute for Urban Education in Milwaukee, Educators Abroad, or Wisconsin Improvement Program (WIP) internship experiences. Applications for these programs are part of the student teaching application. Candidates should indicate their interest in any of these programs when submitting their applications on Student Teaching Application Day. These are all selective / competitive programs, and applicants will be carefully screened and reviewed before being approved.

Information about these experiences will be provided at the Student Teaching Information meetings and online at the SoE website in addition to option-specific information meetings held just prior to the placement semester.

What if I want to be placed with a specific teacher or school?

Please indicate all your preferences on the application so that requests may be considered. We realize preferences can change after you have more experience working in P-12 classrooms and we ask that keep the OFE informed of any preference updates.

What if I don't have a car?

Candidates are responsible for providing their own transportation to and from schools. The Office of Field Experience will strive to facilitate carpooling for those candidates who do not have transportation. Limited placements may be possible within walking distance or on the bus line.

May I work during student teaching?

Student teaching is a full-time responsibility. Candidates are *highly* discouraged from working during their student teaching semester in order to devote time, attention, and energy to meeting the high demands of the experience. Current student teachers report that they spend many hours beyond the school day reflecting, evaluating, and preparing for instruction as well as completing the edTPA assessment.

May I be placed in the same school as my children or other family members?

No, it is the policy of the SOE that teacher candidates not be placed in the same school as their children or other family members. Students are expected to disclose potential conflicts of interest during their application process

May I be placed at a school that I attended or one from which I graduated?

No, it is considered to be a conflict of interest and is not permitted.

When will I start my student teaching/intern experience?

The Department of Public Instruction (DPI) stipulates that all student teachers and interns must student teach or intern full days for a full semester according to the placement school calendar in order to be certified in Wisconsin. Candidates are expected to follow the same schedule and calendar as the cooperating teacher with whom they are placed, including all in service days at the beginning of the semester and any other meetings. Student teachers are also encouraged to meet

their cooperating teachers before the semester and assist with room set-up and preparation prior to the semester.

How do I know when my school begins the semester?

As soon as you receive your placements, please access the school calendar on the school district website and make note of important dates. Your next step is to contact your cooperating teachers with your introductory letters, and inquire about in-service dates and a time to meet prior to the student teaching experience.

Am I finished student teaching after commencement?

No, the university calendar does not coincide with host school calendars, and student teachers are required to complete the semester of the host schools. School calendars vary, although the fall semester usually ends the third week of January and spring semester usually ends in early to mid-June, depending on school vacations, snow days, and other factors. Degrees are not awarded during the University commencement ceremony.

May I do my special education semester of student teaching in Minnesota or another state outside of Wisconsin or participate in the Institute for Urban Education (IUE) in Milwaukee or Educators Abroad?

Out of state placements and IUE are now available for UW-L special education minors during the special education semester.

May I apply for an internship for my special education student teaching semester?

UW-L special education minors may now complete the special education semester through an internship. Careful consideration should be made to timing the student teaching experiences to permit this option. The regular education semester should be completed first. See your advisor and the Office of Field Experience to coordinate your plan at least one year in advance of your student teaching.

Who should I contact if I have more questions about student teaching experiences?

Visit us at the Office of Field Experience, 1221 Centennial Hall, for answers to all your student teaching-related questions. Another great source for answers is the School of Education Website.

What if I have an underage drinking citation or a criminal charge?

Students who have received citations or charges are required to disclose this information in the first section of the electronic application, even if the charges

were dismissed. Students with previous citations and charges are not automatically excluded from participating in student teaching. As this information often shows up on the online national criminal background check, we prefer students to be honest about any potential findings.

What if I don't disclose a criminal charge and something shows up on the national criminal background check?

In the event the background check discloses criminal activity or information the teacher candidate has failed to report, the teacher candidate may be required to meet with the Office of Field Experience to discuss the discrepancy. The result of this discussion may alter or terminate the teacher candidate's participation in a field experience or student teaching assignment

When do I complete the online criminal background check?

All teacher candidates must complete the designated criminal background checks prior to entering the schools for their first clinical field experience or other school experience.

This is a requirement of the school placement sites/school districts, and it is the teacher candidate's responsibility to follow the instructions and complete the process by the dates specified.

Teacher candidates are responsible for all costs associated with the criminal background checks. Prior to student teaching, teacher candidates must complete a second designated criminal background check if more than one year has passed since their last criminal background check. Instructions will be sent by email to those who are scheduled to complete the background check during the month prior to the beginning of the first day of classes.

Do I have to complete another criminal background check if I have had one done somewhere else?

Yes, teacher candidates must complete the designated online criminal background check. Criminal background records cannot be shared between agencies, even between school districts. The Office of Field Experience is required to keep each teacher candidate's records on file.

What do I do if I receive a citation or criminal charge after completing the application or during a student teaching?

Teacher candidates are required to notify the Office of Field Experience as soon as possible, but no later than the next day they are expected to attend the field experience, when they have received any new charges or citations, or are being investigated by any governmental agency for any act or offense. Failure to do so may result in termination from participation in student teaching.

Student Teacher Considerations

Student Teaching Calendar

All teacher candidates will be expected to complete a full semester, full day experience that coincides with the calendar, vacation dates, and building policies of the cooperating school. Teacher candidates do NOT follow the UWL calendar. Breaks are limited to the placement school's calendar. Student teaching is completed at the end of the placement school's semester -- usually in January for fall semester and June for spring semester.

Per 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 or the equivalent, as determined by the state superintendent."

Professional Expectations

As a hosted teacher, the teacher candidate is expected to follow the building policies of the school in which he or she is teaching. The teacher candidate 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.

Absences

There are no excused, personal leave days for teacher candidates during student teaching; however, a teacher candidate who becomes seriously ill or detained by some other emergency, must follow the **3-point contact** model to inform appropriate personnel of the absence.

1. Immediately phone cooperating teacher to inform of absence.
2. Email university supervisor the same day.
3. Copy OFE on email to university supervisor the same day.

Student Health Center Use and other Doctor Appointments

Student teachers are eligible to use the Student Health Center on campus if they are registered for at least one (1) credit during student teaching or have paid the Student Health Center fee. The Student Health Center is only open when the university is in session. Summer session service is available. For more information regarding services and fees, see <http://www.uwlax.edu/student-health-center/>. Regular dental and medical appointments should be scheduled at times that do not conflict with school hours whenever possible.

Jury Duty

Jury duty absences may require make-up days and will be determined on a case-by-case basis. 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.

The Office of Field Experience also has a letter that can accompany your notice to assist you in deferring your jury service.

Extended Illness

Serious, extended illness may require a withdrawal from or extension of student teaching extending the depending upon the individual situation.

Unreported or excessive absences may result in removal from the program or extending the student teaching experience. Make up days may not be available in all situations.

The Rare, Crisis Circumstance

In the event of a crisis or traumatic life event, the student teacher should notify the Office of Field Experience immediately. Steps will be taken to support the teacher candidate and work through these rare events with the guidance of SoE Faculty, the Office of Student Life and the Dean.

Student Teaching Seminar

The first student teaching seminar is Student Teacher Orientation Day. All student teachers are expected to attend the full Student Teacher Orientation Day(s) as this is also the first meeting of both supervisors and seminar leaders with their assigned teacher candidates.

Teacher candidates must attend required UWL seminars. Candidates are expected to share these dates at the beginning of each placement with their cooperating teacher. A candidate placed a greater distance from campus is allowed to leave the host school a few minutes early to ensure safe, on time arrival at seminar. Candidates must make alternate car pool arrangements for these days so as not to impact a fellow student teacher's workday.

Special Notes

ECE 425 Student Teachers are always welcomed but need not attend Student Teaching Orientation Day.

Special Education Student Teachers are always welcomed to attend a second Student Teacher Orientation Day during their special education student teaching semester, but they are not required to do so if they have already completed their regular education semester of student teaching.

Those special education teacher candidates who do their special education student teaching first, however, will need to attend a second Student Teacher Orientation Day afternoon session to review edTPA updates and meet with regular education supervisors and seminar leaders.

Interviewing for Teaching Positions

Teacher candidates are permitted to attend “out of area” interviews during *the final weeks* of the student teaching experience for jobs that are professionally oriented to full-time teaching employment. The number of days excused from student teaching are monitored and should be factored into approving permissions to interview “out of area”. Permission must be requested and approved by the OFE, the university supervisor and the cooperating teacher **prior** to the anticipated interview date.

Substitute Teaching

Teacher candidates *may not* serve as substitute teachers. Substitute teachers must possess a bachelor's degree and either a license to teach or a substitute teaching permit. (Wisconsin Statute 118.19 (3) (a).) The assigned cooperating teacher must be easily accessible to the teacher candidate. Interns, also, may not serve as substitute teachers (page 4, Wisconsin Improvement Program (WIP) [Handbook](#)).

Teacher Candidate Workload

The student teaching experience is a full-time commitment for the entire school district's semester. The teacher candidate's experience in the school may include such activities as direct teaching responsibilities, small and large group instruction, planning and conference time with the cooperating teacher, as well as observation experiences. The actual number of classes assigned to a teacher candidate varies across programs and is dependent on such factors as the candidate's readiness to assume increased responsibility, the needs of the learners, the number of different preparations involved, etc. As a general rule, after a suitable induction period, the teacher candidate will assume primary responsibility for a minimum of four classes per day in his or her major area.

A satisfactory workload for the candidate should be cooperatively arranged by the university supervisor, the cooperating teacher, and the student teacher. Student teaching is the final fieldwork experience in teacher education. Candidates do not start out by carrying as heavy a teaching load as a regular teacher, but are expected to assume increasing responsibility for the classes they are assigned/teaching.

As a beginning teacher, it is important that some regular time be set aside in the candidate'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 three weeks. More is expected of most candidates.

Extracurricular Activities

Student teachers may be employed as assistants in extracurricular activities; however, the student teaching experience is the top priority for the semester, and any other commitment is secondary. The Office of Field Experience must approve any involvement in extracurricular activities prior to a student teacher accepting that responsibility. Teacher candidates must complete a [request for permission form](#).

Part time employment cannot interfere with the placement school district's schedule, and it is expected the part time job be limited to weekends during the student teaching semester to ensure health / balance, and a successful student teaching experience.

Workload of a WIP Intern – (50% teaching duties, accelerated teaching)

See section 2, page 3 of the WIP [Handbook](#), states “internships are full-time, one-semester positions in Wisconsin public and private schools, per Wisconsin Statute 115.41. Although interns are placed in their schools for full days, they may teach no more than 50% of the time over the course of the semester. Interns should be on-site at the school five days per week and work the same hours as full-time teachers, as defined in the district's policy manual or teacher association contract.

Interns' actual workload will vary by internship. Interns teach up to 50% of the time and spend the remaining time planning, observing, and conferring with colleagues. Some internships include co-teaching or team-teaching responsibilities; in these cases, one-half the time of the co-teaching or team-teaching duties counts toward the 50 percent teaching duties.” Examples of the 50% rule can be found in the WIP [Handbook](#).

Work Stoppage

If a work stoppage, such as a strike, 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 teacher associations. Interns are not to be considered employees.

This purpose of this policy is not to favor one side or the other, but to realistically recognize the interns' or student teachers' status as a temporary assignee to the school and non-participant in the labor dispute. This policy protects all parties in the field experience program from a conflict of interest. If an extended work stoppage should occur, the Office of Field Experience will attempt to arrange an alternate placement.



Assessment of the Teacher Candidates

Assessment of teacher candidates is the 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 but not limited to: 1) observations of the student teacher, 2) lesson plans, 3) teaching performance, 4) mid-term and final triad conference sessions, 5) self-reflection, 6) completed SIPs forms, and 7) the completion of the edTPA requirement.

Monitoring the Teacher Candidates' Progress

- The cooperating teacher should provide daily feedback to the teacher candidate about lessons taught during the day and discuss the teacher candidate's plans for the following day. This regular assessment should include oral and written feedback.

- It is recommended that the cooperating teacher conduct "formal" observations of the teacher candidate'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 continual basis. One formal observation must be submitted to the university supervisor, and the format is the choice of the cooperating teacher.
- It is not likely that the cooperating teacher will be able to participate in all of the conferences following the supervisor's observations; therefore, cooperating teachers and university supervisors are encouraged to maintain close contact regarding the teacher candidate's work. The candidate, cooperating teacher, and university supervisor should meet for formal mid-term and final triad conferences.
- A letter of reference from the cooperating teacher is an important piece of information included in a teaching applicant's credential file. Near the conclusion of the student teaching experience, the candidate may request a letter of reference from the cooperating teacher. Letters are provided at the discretion of the cooperating teacher and should not be assumed by the candidate. The letter of recommendation should be signed, dated, and printed on school letterhead. Students may make copies of this letter for application purposes.
- It is important that visits/observations be scheduled for times that are mutually acceptable for the university supervisor, student teacher, and cooperating teacher. Most visits / observations should involve a pre-observation conference, an observation of teaching, and a post-observation conference with the student teacher and cooperating teacher if possible. The university supervisor shall conduct a minimum of two formal observations per quarter utilizing an observation form.
- The university supervisor is the lead member of the Triad, and will see that all SIP evaluation forms, as well as observations forms are submitted to the School of Education Assessment Coordinator per instructions provided by the Office of Field Experience. If the student teacher's performance is "Unsatisfactory", s/he should be notified of the specific deficiencies by the university supervisor.

Teacher Candidate Progress Review

In the event a student teacher is asked to leave a placement by school personnel, the OFE staff will complete a TCPR form and arrange a meeting of the Teacher Candidate Progress Review Committee under the direction of the Dean.

Teacher Candidate Progress Review Support -- TCPR form and information is available at <http://www.uwlax.edu/SOE/Teacher-Candidate-Progress-Review/>.

If the teacher candidate is permitted to continue student teaching, an action plan will be developed under the direction of the TCPR committee. The university supervisor(s), cooperating teacher(s), and student teacher will work within the teacher education program's outcomes to develop written goals, strategies, and a time frame required for accomplishing the goals. In addition to strategies the TC will employ, the plan will also identify strategies with a timeline 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 School of Education Office.

If the teacher candidate is permitted to continue with the student teaching placement, the university supervisor(s), cooperating teacher(s), and student teacher will evaluate the progress in meeting the established goals. After evaluating the entire student teaching experience, a decision regarding the final grade and recommendation for certification will be made by the Office of Field Experience, and university supervisor(s), with collaboration of the cooperating teacher(s).

Frequently Asked Questions: Teacher Candidate Progress Review (TCPR)

What is a TCPR?

A Teacher Candidate Progress Review is a support system for UWL SoE students that can be implemented at *any* stage of the teacher preparation program by a concerned faculty / staff person.

This form initiates a process of follow up and support for the student, and helps the committee address academic, dispositional, or other concerns that may hinder a teacher candidate in successfully completing course and field experience and, ultimately, qualifying for teaching certification.

This system of support goes beyond the University-wide Eagle Alert system to provide program-specific, targeted support for School of Education students.

What type of referrals are made through the TCPR form?

There are two types of referrals:

A notice of concern

This is documentation of a minor concern deemed to be within a student's immediate power to correct, and does not require a visit to the committee. This type of TCPR referral provides an opportunity for faculty member and student to discuss a minor concern and develop a plan to correct it. The forms, after the discussion and signing, are logged into the database unless further action is required.

An automatic referral

This is the second type of TCPR and is reserved for serious concerns and/or a second report of concerns from an earlier notice of concern.

These referrals trigger the committee to gather to provide a hearing for the student to determine ways for the SoE or campus community to assist in supporting the student in finding solutions to the obstacles for success in a course or field experience.

Students preparing for the automatic referral process will work with the Office of Field Experience to write a personal narrative reflecting upon the issue and potential ways to address concerns utilizing the support available.

The teacher candidate will then meet with the committee to discuss the concern and develop a support plan with related resources and a timeline for addressing the issues. The Teacher Candidate Progress Review is not a punitive system, but rather a system of support to ensure all UWL teacher candidates are provided with opportunities to be fully successful.

Who serves on the Teacher Candidate Progress Review Committee?

Faculty and staff across campus programs within the School of Education make up the committee. The committee is chaired by the Dean, and nonvoting, support members include the certification office / assistants to the Deans and the Office of Field Experience.

Grading

Ultimately, it is the recommendation from the university supervisor, in consultation with the cooperating teacher and the Office of Field Experience to determine satisfactory student teaching performance. All assessment forms shall be submitted to the School of Education Assessment Coordinator via TaskStream no later than the date of the completion of the student teaching experience. Grades are submitted by the Office of Field Experience after the conclusion of the student

teaching semester, typically mid-January for fall student teaching placements and mid-June for spring student teaching placements. Teacher candidates earn a grade of "S" (Satisfactory) or "U" (Unsatisfactory) for each student teaching semester.

- A **satisfactory grade of "S"** indicates that the teacher candidate has met all program requirements as well as demonstrated the skills and dispositions necessary for success as a beginning teacher. Teacher candidates will not be qualified to apply for certification if they do not earn the "S."
- **An unsatisfactory grade of "U"** indicates the teacher candidate has not met all program requirements and/or has not demonstrated the skills and dispositions necessary for success as a beginning teacher as evidenced by the assessments and other documentation.

Commencement Ceremony

The teacher candidate may participate in the commencement ceremony before the end of the student teaching experience; however the degree is not conferred until after the successful completion of the student teaching semester and successful final portfolio including edTPA. Teacher candidates are eligible to apply for certification after completing all graduation requirements following the processes outlined by the Certification Officer.

Policy and Procedures for Withdrawal of a Student

(Adopted by the Teacher Education Council 12/17/97 SEE website 2009 version)

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:

- Verifiable health reasons or student's personal reasons, which are acceptable to the university supervisor and Office of Field Experience as well as the classroom teacher, principal, and/or other school personnel;
- 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
- Violation of rules and responsibilities outlined in the University of Wisconsin-La Crosse Teacher Education Field 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 (<http://www.uwlax.edu/SOE/Teacher-Candidate-Progress-Review/>)

When school personnel and university staff contemplate withdrawing a student from a directed student teaching assignment, the university supervisor and the Office of Field Experience 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 teacher shall be given an opportunity to present information relating to the reasons for withdrawal consideration.
- c) After the student teacher has had the opportunity to be heard, he/she may be excused from the conference and the professional shall evaluate both the reasons for withdrawal, the documentation thereof, and any responses of the student teacher to said reason and documentation.
- d) If a professional decision is made to withdraw the TC from the student teaching assignment, the university supervisor shall consult with the Office of Field Experience. The Office of Field Experience shall communicate with the cooperating teacher, building principal, and the Dean of the School of Education regarding the withdrawal of any TC from student teaching for any reason. The Office of Field Experience also communicates the withdrawal decision to the TC.
- e) The university supervisor and/or the Office of Field Experience will complete the Teacher Candidate Progress Review referral form.
- f) Upon completion of the referral form, the Office of Field Experience will schedule a meeting to include the TC, university supervisor, program director or coordinator, and Office of Field Experience staff member. 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 Dean of the School of Education.
- g) 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 Dean of the School of Education within the timeframe specified by the TCPR committee. Once the

action plan has been approved by the Dean 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 Dean 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.*

NOTE: Unless the withdrawal was for health or personal reasons, all withdrawals from student teaching are automatic referrals to the TCPR.

h) 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.

The university supervisor and the Office of Field Experience must recommend termination for any TC who fails to complete a student teaching assignment successfully in two separate academic semesters.



Assessments During the Clinical Field Experience Program

edTPA

edTPA Introduction

The edTPA is a performance-based, subject-specific assessment and support system used to assess, emphasize, measure and support the skills and knowledge that all teachers need. The Wisconsin Department of Public Instruction (DPI) requires the successful completion of the edTPA for all beginning teachers before licensure. The edTPA is for *initial* licensure only. Teachers already in possession of a valid Wisconsin teaching license do not need the edTPA for additional licensure areas or when renewing a valid license. For detailed information on Wisconsin's edTPA, visit the DPI edTPA website: <http://dpi.wi.gov/tepd/epd/edtpa>. For general information and national updates go to the American Association of Colleges of Teacher Education (AACTE) website <http://edtpa.aacte.org/faq#51> and click on General Information. Teacher candidates are not able to create a member log in with AACTE, but can access useful information.

edTPA Pre-Student Teaching Field Experiences

During field courses, teacher candidates will complete portions of the edTPA, or complete an edTPA-like assessment. This edTPA coursework will be submitted to faculty through the Taskstream assessment management system. Faculty will provide evaluative input to the teacher candidate through Taskstream. During clinical field experiences, detailed feedback, discussion, and sharing of edTPA work among peers and faculty is both allowed and encouraged. Faculty members are urged to give detailed edTPA feedback during pre-student teaching field experiences.

edTPA Student Teaching Experience

Student teachers are required to submit their completed edTPA both to faculty via Taskstream, and to Pearson for official scoring, also via Taskstream. Scores will be sent to WI DPI before the teacher candidate may be licensed.

The cost for official scoring is currently \$300.00. Payment is the responsibility of the teacher candidate and is deducted from tuition through a course fee attached to the student teaching seminar. Teacher candidates will receive a voucher from the SoE to pay for the official scoring. Information can be found at the edTPA.com website <http://www.edtpa.com/Home.aspx>

Please do not register on this site until your edTPA is complete and ready to submit.

edTPA Retakes

The edTPA is a summative assessment for student teachers (not field candidates). If a teacher candidate does not meet the minimum scores mandated by the WI DPI, according to Pearson official scoring, teacher candidates are required to retake

part or all of the edTPA for licensure. Teacher candidates are encouraged to complete their edTPA on or before all deadlines to increase the likelihood of being recommended for licensure in a timely manner.

Submission and reporting dates are posted by Pearson on this site each semester:

http://www.edtpa.com/PageView.aspx?f=GEN_ScoreReportDates.html

edTPA Ethics and Candidate Support

All edTPA materials and handbooks are solely the property of the Stanford Center for Assessment, Learning, and Equity (SCALE) at Stanford University. They are protected by copyright law; therefore, teacher candidates shall not reproduce or distribute edTPA materials without the expressed written consent of SCALE.

During student teaching placement, the edTPA must be completed solely by the teacher candidate. Peer to peer discussion and collaboration are encouraged, but all content, writing, and revising must be solely the work of the individual teacher candidate during student teaching.

Faculty may provide support for the edTPA during student teaching, but must follow strict support guidelines, as defined in the *edTPA Guidelines for Acceptable Candidate Support*. Faculty with an AACTE member log in can access this directly through the AACTE site

https://secure.aacte.org/apps/rl/res_get.php?fid=1242&ref=edtpa

edTPA and Privacy

Respect for the privacy of students, families, and staff in our partner schools is vitally important. It is the responsibility of the teacher candidate to ensure the privacy policies of the placement school are followed.

Teacher candidates must request a list of students who may not be photographed or video-recorded from the cooperating teacher(s). Students on that list should never be recorded visually. Their voices may be captured on video recordings, but no photographs or video of the student may be used for the edTPA.

Teacher candidates must read, sign, and turn in the edTPA Privacy Agreement Form before video recording in any placement school or setting.

Teacher candidates are forbidden from posting any photograph or video of any students from placement schools on social media or anywhere online. Video required for the edTPA may not be shared on any site or device, except for the uploading to Taskstream or other secure UW-La Crosse sites.

Teacher candidates are required to delete all video containing students from placement schools after successful completion of the edTPA. According to state regulations and federal privacy laws, teacher candidates are legally liable for following privacy requirements of their placement schools.

<http://www.edtpa.com/Content/Docs/VideoConfidentialityCandidates.pdf>

edTPA Assessment Handbooks

Teacher candidates are required to purchase edTPA Assessment Handbooks per course requirements. Handbook selection is driven by student teaching placement. In some instances, teacher candidates will not know which handbook title to purchase until after the placement has begun. The teacher candidate should purchase the appropriate edTPA Assessment Handbook, through the UWL online bookstore www.bkstr.com

Standards in Practice (SIP) rubric

What is the Standards in Practice (SIP) rubric?

This is a comprehensive, performance-based tool that aligns to the new Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers. This evaluation tool serves as a vehicle for reflection, conversation, and on-going assessment. The use of this tool should be viewed as a 'process' with a constant focus on continual improvement and used as a support mechanism for teacher candidates (TCs). Therefore this tool documents TC performance over time.

How will I use the SIP rubric?

The SIP rubric and process serves many purposes depending on the user, intent, and timing.

As a teacher candidate I will use the SIP rubric as an ongoing self-reflection and progress-monitoring tool to establish goals in order to improve my performance. I will use it to document evidence of my proficiency over time in meeting the standards required of initial educators. I will use it to communicate with my cooperating teachers, university supervisor and course instructors.

As a cooperating teacher I will use the SIP rubric as a collaborative communication tool to provide feedback to TCs based on observations, discussions, lesson plans, and instructional materials. I will use the rubric as a guide to share ongoing feedback with the TC, university supervisor and the program personnel.

As the university supervisor I will use the SIP rubric to facilitate ongoing dialogue between the TC and cooperating teacher. I will use the SIP rubric to share feedback to support TC development and growth as an initial educator. I will also use the rubric to report TC's level of proficiency to the School of Education.

As a course instructor I will use the SIP rubric as a guide for planning course content and learning experiences. I will foster the TC's understanding and use of the SIP rubric as an ongoing self-reflection and progress-monitoring tool. Depending on the course, the rubric may be used for feedback and assessment.

As a program we will reflect on the data collected from the use of the SIP assessment process to inform our practice. We will use the SIP rubric to collaborate with our partners, celebrate strengths, and address areas of concern.

As the School of Education we will use the SIP rubric to document and report data to the Department of Public Instruction. We will use data gathered from the SIP process to support on-going professional development and continual improvement.

How is the rubric scored for field and student teaching placements?

The SIP rubric includes one comment section following each category (i.e., the learner and learning, content knowledge, instructional practice, and professional responsibility). The comments section must include explicit and specific evidence to support the overall rating for each category of the rubric.

Comments should reflect collaborative input from TC, cooperating teacher, and university supervisor based on the entire field or student teaching experience.

Evidence can come through direct observation of TC, from written instructional and assessment materials designed by the TC, or through other means (e.g., emails, conversations, etc.).

The SIP rubric is designed with progressive levels. In order to score a 4 the TC satisfies a level 3 as well as the additional criteria for level 4. Likewise to score a 5 the TC satisfies both levels 3 and 4 as well as the additional criteria for level 5.

When a standard has more than one criterion, each criterion should be scored independently.

Evaluating TC progress is multifaceted and grounded in contextual variability. Given the complexity of these variables the scoring is fluid, and a TC's scoring from placement to placement may not be linear.

At any level of placement, a score of 3 or above in all criteria should indicate that the TC is ready to advance. This does not take into account other factors that may impact readiness to advance.

When a TC is performing at level 1 during Field I or II placement, the university supervisor should communicate with the TC, cooperating teacher, and program director. The program director should document the concern in collaboration with the university supervisor and/or course instructor in order to determine necessary supports.

A score of 1 upon completion of placement will result in a School of Education Notice of Concern that is completed collaboratively by the university supervisor and/or program director, and is communicated to relevant program faculty involved with the TC and their next placement.

When a TC is performing at level 1 during student teaching, the university supervisor should communicate with the TC, cooperating teacher, program director, and School of Education Office of Field Experience. The program director should document the concern and in collaboration with the university supervisor and Office of Field Experience determine next steps.

Any other scoring situations that cause concern should be documented on the overall comments page on the SIP rubric, and brought to the attention of the program director and/or the School of Education Office of Field Experience.

Pre-Student Teaching and Student Teaching Portfolios

The School of Education pre-student teaching and student teaching portfolios are part of the comprehensive assessment system required by the Wisconsin Department of Public Instruction, which is used to evaluate teacher candidate's development in the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. Each portfolio is a compilation of evidence, including the edTPA that demonstrates teaching and learning efforts collected from teacher candidates' professional preparation sequence.

Taskstream:

Teacher candidates in field courses and student teaching will submit portfolios to faculty through their Taskstream account. Faculty and university supervisors will provide evaluation feedback to teacher candidates through Taskstream.

APPENDIX A: Terms and Acronyms

Criminal background check (CBC)

For our purposes, a criminal background check is a compilation of criminal records from local and state information on an individual. These records include details of an individual's past criminal history, everything from misdemeanors and felonies to pending charges and even acquitted charges.

Clinical Field Experience Program

Field experience refers to all forms of teacher candidate education that takes place in the classroom setting at an educational entity like a school or center under the supervision of a cooperating teacher and a university supervisor. Teacher candidates are engaged in at least two pre-student teaching experiences and a semester-long student teaching experience.

Cooperating Teacher (CT)

A highly qualified and experienced teacher who partners with the university to serve as a guide for the teacher candidate through the clinical field experience program. The cooperating teacher seeks and provides opportunities for the teacher candidate to practice the skills and dispositions of a teacher, and the cooperating teacher also provides continual verbal and written feedback on progress, growth and goals.

Department of Public Instruction (DPI)

The governing body for Wisconsin schools, colleges and universities.

edTPA

The edTPA is a teacher candidate assessment method used to determine if a student teacher is "ready for the job." It is a process completed during pre-service experience by the teacher candidate with the guidance of their university supervisor. This edTPA assessment documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students.

Office of Field Experience (OFE)

This office within the School of Education supports teacher candidates throughout their clinical field experience program. The comprehensive experience is handled through this office, from ensuring prerequisites are completed prior to securing placements for pre-student teaching and student teaching experiences. Staff members are located in 1221 Centennial Hall.

Professional Development School (PDS)

Professional development schools (PDSs) are innovative institutions formed through partnerships between professional education programs and P–12 schools. PDS partnerships have a four-fold mission: the preparation of new teachers, faculty development, and inquiry directed at the improvement of practice, and enhanced student achievement. PDSs improve both the quality of teaching and student learning.

<http://www.ncate.org/ProfessionalDevelopmentSchools/tabid/497/Default.aspx>

Standards in Practice (SIP) document

This document is an assessment tool to be used by the triad to assess a teacher candidate's progress toward mastering the teaching standards. This assessment was designed to help support a teacher candidate's growth and development from his/her pre-student teaching field experiences through student teaching experiences.

School of Education

The School of Education is comprised of programs that support the preparation of teachers, pupil services and administrative services. These programs extend across all the colleges and schools at UW-La Crosse.

Teacher Candidate (TC)

A student who is admitted to the School of Education at UW-La Crosse and is seeking a program degree with the eligibility to apply for a Wisconsin teaching certification(s).

Teacher Candidate Progress Review (TCPR)

The School of Education's Teacher Candidate Progress Review Committee is charged to oversee the development and assessment of knowledge, skills, and dispositions among teacher candidates as assessed by the multiple measures of the Teacher Education Assessment System. For more information

www.uwlax.edu/SOE/Teacher-Candidate-Progress-Review

Triad

The triad is the three-person team that guides each teacher candidate's growth and development during the clinical field experience program. The triad comprises the teacher candidate, the cooperating teacher, and the university supervisor. Assessment of all pre-student teaching and student teaching experiences takes place.

University Supervisor (US)

A highly qualified and experienced supervisor of teacher candidates who supports teacher candidates in conjunction with the cooperating teacher. The university supervisor provides the leadership and program support from the School of Education, University of Wisconsin – La Crosse. The university supervisor is the only member of the triad to submit official documents to UWL via Task Stream.

APPENDIX B: Pre-Student Teaching Field Experience Courses

Early Childhood-Middle Childhood (EC-MC)

- ECE 213
- ECE 327/425
- EDS 402 (Field I)
- EDS 445 (Field II)

Middle Childhood-Early Adolescence (MC-EA)

- EDS 402 (Field I)
- EDS 445 (Field II)

Early Adolescence-Adolescence (EA-A) - STEP

English

- EDS 351 (Field I)
- ENG 405 Teaching and Learning (Field II)

Math

- EDS 351 (Field I)
- MTH 421 Teaching and Learning (Field II)

Science

- EDS 351 (Field I)
- BIO 469 / CHEM 469 / PHY 469 Teaching and Learning (Field II)

History/Social Studies

- EDS 351 (Field I)
- HIS 408 / GEO 408 / POL 408 / SOC 408 / PSY 408 / ECO 408 Teaching and Learning (Field II)

Early Childhood-Adolescence (EC-A)

Art

- EDS 351 (Field I)
- EDS 450 (Field II)

Music

- EDS 351 (Field I)
- EDS 450 (Field II)

Modern Languages

- EDS 351 (Field I)
- EDS 450 (Field II)

Physical Education Teacher Education (PETE)

- ESS 419 (Field I)
- ESS 420 (Field II)

School Health Education (SHE)

- SHE 310
- SHE 410

Special Education Minors

Middle Childhood-Early Adolescence (MC-EA) and Early Childhood-Adolescence (EA-A)

- SPE 461/561

APPENDIX C: University Supervisor Expectations for Pre-student Teaching Field Experiences

Before the Field Experience

1. Communicate clinical field experience course expectations and requirements to both students and cooperating teachers
2. Write and send introductory supervisor letter/email message to cooperating teachers
3. Review and approve student letters to cooperating teachers before letters are sent to cooperating teachers
4. Ensure that all teacher candidates have purchased name badges (available in Student Union 1131)
5. Reinforce completion of electronic application and criminal background check
6. Communicate with Office of Field Experience to ensure that students have completed all criminal background check requirements before they receive placements
7. Provide explicit instructions for professionalism, dispositions, courtesies, and procedures
8. Distribute and monitor student sign-in sheets (to be kept in the binder at each placement site)

During the Field Experience

1. Provide edTPA support to teacher candidates as defined by program
2. Maintain frequent communication with cooperating teacher (minimum of three emails – introduction, check in, and final / thank you)
3. Conduct face-to-face conversations with cooperating teachers throughout the semester
4. Share and provide guidance for cooperating teachers with training modules, SIPS forms, and procedures / expectations
5. Monitor student progress through observations, videos, journals, emails, and provide oral and written feedback
6. Address issues and concerns immediately and directly with teacher candidate and cooperating teacher
7. Meet with teacher candidate and the Office of Field Experience, as concerns arise, including attendance, inappropriate appearance, insufficient preparation and other issues as needed
8. When appropriate, complete the Teacher Candidate Progress Review (TCPR) form at:
<https://www.uwlax.edu/globalassets/academics/colleges-schools/soe/tcpr-original-10-31-14-ver-3.pdf>. Write remediation plans/interventions for students not meeting proficiency on standards
9. Lead completion of SIP form through three-way triad conference

After the Field Experience

1. Submit university supervisor observations and action plans to SoE Assessment Coordinator
2. Submit final SIPS forms to Task Stream
3. Collect completed student sign-in sheets, review for signatures and total number of hours, and return to the Office of Field Experience before the date grades are due
4. Complete Travel Expense Report (TER) forms online (Keep travel log and submit monthly)
5. After all requirements are met, enter grades on Wings, following instructions provided by Records and Registration

APPENDIX D: Cooperating Teacher Expectations for Pre-Student Teaching Field Experiences

Before the field experience begins

1. Communicate with the Office of Field Experience and University Supervisor to confirm and clarify expectations
2. Review SIP and other documents
3. Prepare specific classroom expectations and materials to share with teacher candidates

During the field experience

1. Communicate school schedules, planning, and other responsibilities.
2. Create a small workspace for the teacher candidate.
3. Welcome the teacher candidate as a teaching colleague, and introduce the teacher candidate to students and staff.
4. Provide your teacher candidate with necessary resources and curriculum for teaching.
5. Seek opportunities for teacher candidates to collaborate in planning, implementing and assessing lessons.
6. Communicate clear expectations for teacher candidates regarding classroom procedures and interactions with students and colleagues.
7. Share knowledge and expertise.
8. Observe teacher candidate's instruction and provide both oral and written feedback on instructional delivery, interactions with students and staff, and other aspects of professionalism – including areas of strengths as well as those requiring additional practice and growth.
9. Support the teacher candidate in developing an accurate and comprehensive understanding of a classroom teacher's workday including both instructional and non-instructional activities.
10. Provide opportunities for the teacher candidate to observe other aspects of the teaching profession including professional learning communities, special education meetings, staff meetings, team meetings and parent conferences.
11. Communicate and collaborate with university supervisor in addressing ANY concern.
12. Refer any additional concerns to the Office of Field Experience.

Toward the End of the Field Experience

1. Prepare comments and collaborate with university supervisor on final Triad conference.
2. Provide comments and suggestions on UWL School of Education survey.

APPENDIX E: Teacher Candidate Expectations for Pre-Student Teaching Field Experience

Before the Experience

1. Write a formal letter of introduction to assigned cooperating teacher using standard formal letter format.
2. Obtain UWL School of Education name badge.
3. Read and demonstrate understanding of placement expectations and professional dispositions.

During the experience

1. Dress appropriately and professionally.
2. Wear UW-La Crosse School of Education name badge on school sites.
3. Power down all cell phones or leave them in your car.
4. Arrive on time – preferably a few minutes prior to your scheduled arrival time.
5. Demonstrate courtesy, kindness and respect to all of the school community.
6. Sign in and out of school each day you visit. Log and total hours on the UWL timesheet.
7. Follow all school policies and procedures.
8. Participate in the building orientation, tour and other professional opportunities.
9. Meet with cooperating teacher / team leaders to exchange contact information and discuss expectations.
10. Establish and keep a CONSISTENT schedule for the semester of 3-4 half days each week.
11. Communicate any rare changes in schedule with the cooperating teacher and the university supervisor.
12. Collaborate with cooperating teacher / team leaders to plan, deliver, and assess lessons and activities to meet district curricular expectations as well as provide for individual student modifications.
13. Submit complete lesson plans to cooperating teacher / team leaders for review at least two days prior to date of implementation.
14. Receive approval for all lesson plans from cooperating teacher / team leaders prior to implementation.
15. Demonstrate evidence of complete preparation of materials prior to implementation.
16. Teach a minimum of 3-5 lessons with large and / or small groups.
17. Reflect upon and refine lessons for future instruction with the emphasis on student learning.
18. Demonstrate professional demeanor and maintain confidentiality.

Toward the end of the experience

1. Self-reflect for final Triad conference.
2. Return all materials to cooperating teacher and school site.
3. Complete all requirements and submit all assignments as specified.
4. Total hours / minutes on sign-in sheet, sign, and submit form to supervisor.

APPENDIX F: University Supervisor Expectations for Student Teaching Experiences

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

- While observation requirements vary, generally, four 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 conversation, the actual observation, and a post-observation conference. The supervisor will provide a copy of the completed observation form to the teacher candidate, the cooperating teacher, retain a copy for his/her files, and forward the original to the School of Education Assessment Coordinator.
- The university supervisor must also serve as an intermediary, eliminating misunderstandings and resolving conflict between the cooperating teacher and the teacher candidate. 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 teacher candidate's teaching experience. Most importantly, it is the overall responsibility of the university supervisor to be the monitor and manage the growth and development of the teacher candidate.
- **Any problems that may arise during the student teaching process should be reported to the Office of Field Experience immediately.**

Before the student teaching experience

1. Participate in Student Teaching Orientation for University Supervisor breakout session and meet with assigned teacher candidates.
2. Establish modes of communication for weekly check-in between teacher candidate and university supervisor.
3. Discuss expectations for student teaching binder and lesson plan monitoring protocol.

4. Develop a professional rapport with the teacher candidate and learn about his / her goals, strengths and interests.
5. Guide the teacher candidate's development in each of the Standards.
6. Share teaching expertise and insights to help the teacher candidate succeed in the experience.

During the student teaching experience

1. Coordinate and lead introductory TRIAD conference with teacher candidate and cooperating teacher(s).
2. Communicate with each assigned teacher candidate weekly regarding teaching schedules, goals and concerns. Contact the cooperating teacher every two weeks to answer questions, provide guidance, or to get updates on the teacher candidate's progress in developing competence in each of the Standards.
3. Arrange convenient times for announced student teacher observations.
4. Review past and upcoming lesson plans and documentation in the student teaching binder.
5. Check in at each school site upon arrival and departure from the building as per custom of each site.
6. Coach the cooperating teacher and teacher candidate through all aspects of the observation and evaluation process. Monitor and ensure effective communication between the parties.
7. Observe the teacher candidate for a **minimum of one hour two times each quarter**. Provide written and verbal feedback to the teacher candidate. Submit the appropriate observation forms for these visits to the assessment coordinator.
8. Communicate highlights and concerns to OFE.
9. Collect **one** observation feedback form from the cooperating teacher prior to the midpoint of the placement and submit to the assessment coordinator.
10. Lead mid-term TRIAD conference with teacher candidate and cooperating teacher(s). Submit mid-term Standards in Practice (SIP) document via Task Stream.
11. Offer support to the teacher candidate and the cooperating teacher in solving day-to-day teaching concerns that impact the quality of the field experience for all constituents.
12. Cultivate and nurture relationships with cooperating teachers to mentor teacher candidates.
13. Make recommendations of potential cooperating teachers to the OFE.
14. Participate in all university supervisor activities including training and orientation sessions and various School of Education meetings at the discretion of the Dean.
15. Complete Travel Expense Report (TER) forms online. (Keep travel log and submit monthly).

Toward the end of student teaching experience

1. Lead final Triad conference with teacher candidate and cooperating teacher(s). Submit final SIP document via Task Stream.
2. Complete and review all paperwork and evaluation documents prior to submission.
3. Complete Travel Expense Report (TER) forms online. (Keep travel log and submit monthly).
4. Complete online student and program evaluation surveys as requested.
5. Provide, at your discretion, letters of recommendation for your supervisees

APPENDIX G: Cooperating Teacher Expectations for Student Teaching Experiences

The cooperating teacher is a vital member of the student teacher triad along with the teacher candidate and the university supervisor. The cooperating teacher models, observes, and discusses teaching styles and strategies daily with the teacher candidate. 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 teacher candidate as a co-worker and convey that acceptance to both their pupils and colleagues. The cooperating teacher is expected to demonstrate professional conduct and be a positive, effective role model in all aspects of teaching.

Considerations prior to mentoring a UWL student teacher

- At the beginning of the semester, the teacher candidate, cooperating teacher, and university supervisor will meet for the introductory triad meeting to discuss the written expectations of the members of the triad and develop a timeline of progression for the teacher candidate to assume additional teaching responsibilities. The cooperating teacher and teacher candidate will meet on a weekly basis throughout the placement to: 1) monitor progress in meeting the expectations, 2) collaborate and develop opportunities for the teacher candidate to demonstrate meaningful instruction and an understanding of the district curriculum, 3) assess the student teacher's understanding and development of the district's expectations for teachers, 4) review written assessments of the student teacher's teaching, based on the expectations, 5) clarify other teacher- teacher candidate responsibilities.
- It is natural for the teacher candidate to feel anxious and have many questions about the student teaching experience. The cooperating teacher can help the student teacher 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 the teacher candidate with the administrators, faculty, support staff, curriculum programs, and other available resources.
- It is important to involve the teacher candidate in some classroom activities early in the 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 placement. This planning time is useful in identifying performance expectations for both the teacher candidate and the cooperating teacher. It is important that this discussion include a plan for

the gradual increase of responsibility of the teacher candidate building up to full time teaching for a minimum of three weeks.

Before the placement begins

1. Communicate dates for in-service days, planning sessions, and other responsibilities.
2. Create a workspace including a safe storage place for personal items for your teacher candidate.
3. Introduce your teacher candidate to administrators, faculty, support staff, families and students.
4. Provide your teacher candidate with necessary resources and curriculum for teaching.
5. Welcome the teacher candidate as a teaching colleague, and convey acceptance to students and other colleagues.

During the placement

1. Communicate with teacher candidate and university supervisor to set a convenient date for the Introductory Triad Meeting within the first week of the placement.
2. Communicate any concerns regarding your student teacher promptly to the University Supervisor or to the Office of Field Experience
3. Demonstrate effective role modeling behavior in all aspects of teaching and professional conduct.
4. Contribute observations and suggestions during the TRIAD conferences.
5. Communicate regularly with the University Supervisor regarding the development of your teacher candidate in the Standards.
6. Assist the teacher candidate in developing competence in all Standards
7. Maintain high expectations for your teacher candidate and communicate these clearly.
8. Provide a supportive environment and a variety of teaching experiences to help your teacher candidate develop competence.
9. Share teaching expertise and experience to help the teacher candidate succeed in the placement.
10. Plan instruction with your teacher candidate. Cooperatively develop a timeline describing the teacher candidate's gradual assumption of the teaching duties toward **a minimum** of three weeks of full time lead teaching. (More weeks are expected and optimal.) The teacher candidate should begin lead teaching by mid quarter and maintain active involvement throughout the end of the quarter.
11. Be present and easily accessible throughout the experience, and if absent, ensure a substitute is available.
12. Provide daily, oral feedback on teacher candidate's progress.
13. Provide frequent written feedback on teacher candidate's progress including one formal observation form to hand in to the university supervisor. (The university supervisor will submit the forms to the School of Education

Assessment Coordinator.)

14. Review SIP document and prepare comments for TRIAD conference.
15. Participate in mid-term TRIAD conference with teacher candidate and university supervisor.
16. Guide the teacher candidate in developing individual teaching style.
17. Hold the teacher candidate accountable for all professional duties during the school day including faculty meetings, team meetings, parent conferences, supervision duties and professional development sessions.

Toward the end of the placement

1. Review SIP document and prepare comments for final TRIAD conference
2. Participate in final SIP conference with teacher candidate and university supervisor.
3. Provide feedback on UWL School of Education surveys.
4. Share interviewing and employment advice.
5. Write a professional letter of recommendation on school letterhead for the teacher candidate.
6. Serve as a reference for teacher candidate if requested.

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. Are encouraged to take a supervision of student teaching training in the supervision of clinical students and in the applicable standards.
4. Are vetted through the building administrator for approval.

APPENDIX H: Teacher Candidate Expectations for Student Teaching

As the primary member of the student teaching triad, the teacher candidate's main objective is to gradually acquire and demonstrate the knowledge, skills and disposition of a successful beginning teacher. Throughout the semester The TC must work on the development of all Standards and demonstrate reflective teaching. The TC should also, along with the assistance of the cooperating teacher, gradually assume responsibility for planning, instruction, and management of the classroom to work toward a minimum of three weeks of full-time, lead teaching (more is expected). The formal assessment document must show satisfactory performance by the end of each experience.

Planning, implementing, and assessing lessons and units using a variety of instructional strategies/approaches, technology integration, and additional resources is a part of the teaching process and should incorporate 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 including record keeping, grading, conferences, in-services and staff and team meetings. The goal of the teacher candidate is to become an active member of the school community. Opportunities for involvement may include family nights, class plays, athletic events, musical performances, forensics competitions and parent-teacher organizations. Teacher candidates are expected to dress and conduct themselves in a professional manner and maintain ethical conduct. Professionals maintain a positive tone in discussions, even in informal settings such as the teachers' workroom. TCs must understand and practice professional confidentiality and refuse to discuss information about any member of the school community including another TC. Professional confidentiality is required in any form of communication including face-to-face, telephone, texting and email. Information about the placement and school community may only be posted/shared to school-approved social media accounts under the supervision of the cooperating teacher.

Developing a receptive, coachable attitude toward feedback is essential for professional growth. The TC is encouraged to ask for advice or suggestions from the cooperating teacher and university supervisor and incorporate these ideas into future instruction and practice. Setting up regular meetings with the cooperating teacher to discuss concerns, plans, and progress is recommended to keep the lines of communication open. Each week, TCs shall notify the university supervisor of their teaching schedule, including changes and update their student teaching binder with current lesson plans.

Before the placement begins

1. Email formal letters of introduction to all cooperating teachers within two weeks of receiving placement confirmation then forward a copy of the letters to the Office of Field Experience (OFE).
2. Submit results of tuberculosis (TB) to OFE.
3. Complete criminal background recheck if required
4. Familiarize yourself with the school district including, but not limited to, teaching and assessment philosophies, structure, materials, administration and the surrounding neighborhood.
5. Read the school district/school handbook, student handbook and parent handbook paying close attention to the following and discuss with cooperating teacher:
 - a. Arrival and departure times
 - b. Reporting absences
 - c. Dress code
 - d. Parking
 - e. Use of teacher's workroom
 - f. School-wide discipline plan
 - g. Computer usage
 - h. Lesson plan deadlines
 - i. Appropriate interactions with students
 - j. In-service sessions
 - k. Staff meetings
 - l. Parent/teacher conferences
 - m. Health services
 - n. Emergency procedures
 - o. Fire and tornado drill regulations
 - p. Grading systems (philosophy)
 - q. Additional responsibilities and duties (before and after school, hallway, recess, bus, lunch etc.)
6. Become familiar with school resources including:
 - a. School Code of Conduct for students and teachers
 - b. Staff directory (People are your biggest resource!)
 - c. Health services
 - d. Guidance services
 - e. School media center
 - f. Co-curricular activities
 - g. Technology resources
 - h. Printing and copying procedures
 - i. Assessment system
 - j. Student support and referral system
7. Attend Student Teaching Orientation Day on the UW-La Crosse campus.

NOTE: Interns and IUE Student Teachers must attend UWL Orientation, edTPA Support Sessions, and Teacher Employment Seminar.

During the placement

1. Dress, act, speak and promote yourself as a professional both in school and in the community.
2. Understand and follow the school's policies as applied to regularly employed staff.
3. If you are ill and cannot attend school, notify your cooperating teacher, student teaching supervisor and the OFE (your three-point contact model) of your absence prior to the start of the school day. Additionally, make arrangements to get your lesson plans to your cooperating teacher prior to the start of the school day (send as an email attachment to the cooperating teacher, have someone else drop off your lesson plans, etc.)
4. In accordance with P-I 34, attend full days for the entire school district quarter and/or semester.
5. Follow the calendar, daily schedule and vacation dates of the placement site.
6. Maintain ethical conduct in all relationships with the staff, students, families, administrators and other teacher candidates.
7. Attend school functions that occur in the building including staff and team meetings, parent-teacher conferences, in-service days and other professional development.
8. Maintain confidentiality with respect to information given by families, staff, administrators or supervisors. This includes information derived from student performance, student data records, personnel records and staff meetings. Establish regularly scheduled meetings with cooperating teacher to discuss planning, instruction, assessment, and identify areas for professional growth.
9. Plan all lessons and assignments thoroughly. Submit individual lesson plans to the cooperating teacher at least two days prior to the class instruction and keep copies in student teaching binder.
10. Teach only the curricula approved by the placement site and district. The cooperating teacher(s), in conjunction with the teacher candidate, will determine the programs or units to be taught.
11. Apply the principles of effective teaching to promote a well-managed learning environment where all students can learn.
12. Develop technical competencies and reflective teaching practices.
13. Actively participate in nurturing an inclusive environment for understanding individual differences relating to race, class, gender, culture and ability.
14. Assist with co-curricular activities.
15. Be receptive and incorporate suggestions. Feedback from the cooperating teacher and university supervisor is essential for professional growth.
16. Maintain continual communication with the cooperating teacher to

discuss

concerns, plans, and lessons in progress.

17. Assess student growth resulting from the teacher candidate's efforts. This may include the determination of final grades for a reporting period. The cooperating teacher is responsible for making a final judgment.

18. Complete all written assignments related to student teaching course requirements.

19. Attend professional seminars on the UW-La Crosse campus including Teacher Employment Seminar, edTPA and others as required.

Toward the end of the placement

1. Submit edTPA as directed.

2. Request letters of recommendation from cooperating teacher and university supervisor.

3. Write thank you notes and express appreciation to cooperating teachers, students, school support staff and others who were influential in your experience.

4. Reflect on experience and actively participate in final Triad conference.

5. Follow the Certification Officer's instructions for teaching certification application.

6. Gather and return all borrowed materials from the school.

7. Return borrowed iPad and accessories to School of Education.

8. Complete online program evaluation.

9. Remain fully engaged with your teaching through to the last day of your placement.

10. Follow the emailed instructions from the Certification Officer to complete your online application for certification.