

## **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 teacher candidate (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.
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 Support Days, 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.