Field Experience Handbook
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Introduction

Fieldwork is an integral part of teacher education designed to integrate theory and coursework into practice. The university collaborates with K-12 schools to provide all education students with field placements that will develop their knowledge, skills, and dispositions in the ten Wisconsin Teaching Standards of planning, organizing, instructing, evaluating, and managing a classroom of students. UWEC is truly grateful to the many people who contribute to the success of our fieldwork programs.

This handbook contains the mission, vision, goals, admissions and advancement policies, and fieldwork policies of the teacher education program. It is written for students, cooperating teachers and administrators, university supervisors, and associated teacher education faculty. This handbook also provides students, cooperating teachers and administrators, and university faculty the guidelines and information needed concerning roles, responsibilities, and procedures involved with the field experience program at the University of Wisconsin-Eau Claire.

UW-Eau Claire College of Education and Human Sciences fieldwork experiences are coordinated through the Field Experience, Certification and Licensing Office in the areas of communication disorders, middle childhood-early adolescence, early adolescence-adolescence, early childhood-adolescence, library media and special education. Schools and agencies servicing UW-Eau Claire are within an approximate 70 mile radius of Eau Claire. Placements are arranged in public/private schools, preschools, residential treatment centers, or other agencies.

It is our intention and commitment to provide positive field experiences for all of our students. If you have comments, questions, or suggestions regarding the placement of field experience students, please direct them to the Coordinator for the Field Experience.

Thank you to everyone who contributes to the preparation of future teachers!

Leslie

Leslie Klay
Field Experience Coordinator
715-836-5544
klayla@uwec.edu
Collaborative Leadership: The Conceptual Framework
UW-Eau Claire Teacher Education Program

Collaborative Leadership
We define Collaborative Leadership as the involvement of two or more people in a group working toward a shared vision or goal. They choose to act in ways that demonstrate commitment to that vision by giving of their time, efforts, and resources to bring that vision to life. For our context that means educators, students, families, caregivers and community members working together so that students obtain the knowledge, skills, respect, and understanding to create a more equitable society.

We believe that a Teacher who acts as a Collaborative Leader demonstrates the following dispositions: Strives for shared understanding, seeks beneficial solutions, is responsible for him- or herself and takes on responsibility for others, perseveres to form interpersonal relationships and complete tasks, and has a passion for excellence.

Mission Statement
The Teacher Education programs at the University of Wisconsin-Eau Claire are committed to the preparation and support of professional educators of the highest quality.

Vision Statement
UWEC’s Teacher Education Programs will be nationally recognized as a premier institution for developing beginning Teachers to become Collaborative Leaders on their journey to becoming master teachers.

Beliefs
Our beliefs define who we are. The following three beliefs are the moral foundation of what we do.

1) Learning as a journey
We define learning as “a change in thoughts, actions or beliefs” (i.e., knowledge, skills and dispositions). All learning is therefore personal learning – each individual gets to choose what they change about themselves – as well as informed by praxis (i.e., the reciprocal cycle of theory, practice, reflection, and action). This personal learning becomes individual journeys which represent self-discovery, personal inquiry and on a larger scale organizational renewal. These journeys become transformational for both the individual and educational reform.

Our belief is that individual and organizational transformation, both as an act and a process, involve collective will and vision. Individuals on a learning journey trying to effect transformational change always undergo a series of tests and initiations that require moral courage, fortitude, assembled resources and external support through companions along the way. Therefore for us, collaboration is essential for the kind of personal learning and organizational transformation that the journey requires.

We choose to use the journey metaphor as an affirmation of the power and courage of shared vision, purpose and inquiry. We believe that through a shared vision, individuals work together to find viable answers to the riddles of chaos and complexity troubling educators, students, families, caregivers, and community members everywhere.

We are both individual and collaborative seekers, searching for viable ways to transform our classrooms and schools into communities of academic integrity, lifelong learning and extraordinary caring for the children and families we serve.
2) Serving Diverse Students, Families and Communities
We are committed to preparing collaborative educators to develop and maintain respectful inclusive learning environments as well as understand and respect the identities of their students and families. Identities consist of many levels of diversity which include, but are not limited to, emotional, physical or developmental needs, socioeconomic status, ethnicity, race, religion, gender, sexual orientation, and multilingual heritages. Educators must honor and respond to the needs and interests of their students and their familial cultures in and out of their classrooms and promote the role that education plays in creating an equitable society. Therefore, we must assure that our candidates acquire knowledge, skills, and dispositions to ensure human dignity, equity and justice for all students, families, caregivers and communities they serve as educators.

3) Collaborations
Collaborations require that the teacher education community work with multiple partners to achieve a shared vision of education. Collaborations work toward ensuring that collective insight outweighs individual and group viewpoints. Working toward a shared goal provides participants with greater awareness of diverse points of view, increases the chances for powerful new solutions and builds relationships among the education community members. We believe that collaboration provides for win-win solutions, allows for people to commit to a shared vision and allows participants to build and maintain relationships.

These beliefs are enacted within the framework of the ten Wisconsin Teaching Standards.
1. Content is the vehicle by which we help people learn. Content is framed around the big ideas in the field, new facts are being discovered and the trick is to make content relevant to each learner.
2. Our audience is continually changing. Instruction is framed to address changes in intellectual, social, and personal development.
3. Diversity enhances both the individual’s and the community’s learning experience.
4. Educators understand that when students seek out and create solutions to learning issues it leads to more powerful learning.
5. Building and nurturing relationships is what we do to develop learners who display positive social interactions, engage in active learning, and increase self-motivation.
6. Effective communication is on-going and enhances collaboration and inquiry with the classroom.
7. Planning begins with the end-in-mind and addresses the needs of the diverse students in the classroom.
8. Assessments mark milestones in learning and guide the journey.
9. All instruction requires reflection and leads to personal learning.
10. We know more as a community than as a collection of individuals.

Collaborative Leadership | A detailed explanation
Successful collaborations comprise the following: 1) Are based on trust; 2) Conflict is viewed as an opportunity to increase understanding; 3) Individuals are committed to the shared goal; 4) Members are held accountable for their actions; and 5) Everyone is result-driven. We believe that the following core concepts are at the heart of collaborative leadership:

- Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a shared vision.
- Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects shared ownership, authorship, use, or responsibility.
- Collaboration is not the outcome or goal. Collaborations are processes that align individual’s actions to accomplish a shared goal or solve a problem.
- Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.
• Collaborative leaders focus on the building and maintaining of interpersonal relationships.

Managing and sustaining collaborative relationships requires leaderful actions on the part of all participants including the following:

• Advocating for people, ideas and organizations in ways that are inclusive rather than exclusive.
• Facilitating open group discussion, problem solving and decision-making.
• Exercising sound judgment and political skills while working with educational partners.
• Promoting systemic and long term solutions versus symptomatic and short term change.
• Sustaining ideas, trust and collaborative focus while responding to changing circumstances.
• Accepting responsibility at professional and personal levels.
• Providing the means for group members to set incremental and obtainable goals and celebrations along the way.

Collaborative leadership exists at varying levels and is exhibited in a variety of ways. Ultimately, though, collaborative leaders in education achieve some degree of expertise at all/most of the following levels:

• Self-directedness
• Classroom leadership
• Peer leadership
• School leadership
• Professional leadership
• Community leadership
• Global citizen leadership

Leaderful Actions

• Advocating (pleading the cause of the shared vision) in ways that are inclusive means to respect diverse experiences and perspectives, and put forth time, effort and resources for those who cannot or will not speak for themselves. It is the moral imperative of teaching.
• Facilitation means to create the space to say the hidden things that create barriers and blocks to finding long-term solutions. It includes actively listening, asking clarifying questions and keeping the conversation on track toward the shared vision.
• Sound judgment and political skills means to self-monitor your actions in respect to the context in which you are operating. It means to be aware of the needs of others with whom you are working – and working toward win-win solutions.
• Systemic solutions means to look for and directly address the hidden structures that create the current situation so that any solutions taken result in fixes that remain after the participants have moved on to other vision and goals.
• Sustaining ideas embeds the notion of “keeper of the vision” - someone whose number one commitment is to the shared vision. If there is not a “keeper” the vision dies.
• Responsibility means to keep your word and promises to and for yourself.
• Journeys are hard. Small achievable goals help keep everyone engaged, on track and celebrations acknowledge the challenge learning journeys provide.
Differences between Practicum and Student Teaching

The pre-student teaching practicum gives students firsthand knowledge of the classroom environment and the role of the teacher. For many students, the practicum will be the initial encounter with the real world of teaching. Practicum students are usually not expected to assume the degree of classroom responsibility that occurs during student teaching. Practicum students are under the supervision of an experienced teacher while they observe classroom activities, assist with day-to-day classroom management tasks, interact one-to-one with students, and instruct small groups. Equally important, the pre-student teaching practicum give students an opportunity to determine the appropriateness of teaching as a career, and allows the cooperating teacher and university supervisor to assess the student’s readiness for the student teaching experience.

Student teaching, the culminating field experience is a full-time, school district semester assignment that places a university student under the guidance of an experienced, qualified cooperating teacher. Following an orientation period that varies in length according to the needs of the student teacher and cooperating teacher, the student teacher becomes involved in the classroom instructional program and gradually assumes increasing responsibilities for planning, instruction, and classroom management. As a student teacher, the student follows the daily schedule of the cooperating teacher and the building policies of the school, and functions as a regular staff member regarding arrival and departure times and attendance at school events (e.g. faculty meetings, parent/teacher conferences, in-service sessions, and team meetings.)

The student teaching experience follows the calendar of the local school district. A fall semester assignment will typically begin the latter part of August and end the latter part of January. A spring semester assignment will begin the latter part of January and end the first part of June. Holiday breaks follow the school district calendar. Students should recognize this requirement when planning for housing, job searches, and vacations. Carrying other formal course work during the student teaching semester is discouraged. Finally, students volunteering or working as coaches must regard student teaching as their priority and plan accordingly.

Therefore, there are major differences between practicum field experiences and student teaching/interning. ALL students need to continually reflect on their role as teachers and their impact on kids, and the schools and agencies they work in every day.
Policies of the Professional Semester

Out of Area Placements / Special Requests

Schools and agencies servicing UW-Eau Claire are usually within a 70 mile radius of Eau Claire. Only four situations will be considered for out of area placements:

- Spousal/Domestic Partner/Active Military Duty for Student Teacher or Spouse/Registered Domestic Partner Relocation Situations (This is NOT to accommodate wedding plans or possible relocation opportunities)
- Medical/Health Related Situations (Please submit a statement from the primary physician that you are the primary caregiver for the immediate family member.)
- Change to a family situation such as birth, adoption, fostering and/or elder care (Please submit a statement from the primary physician that you are the primary caregiver for the immediate family member.)
- On the Job Situations (For additional certifications)

Approved out of area placements will have a fee associated with the placement that may range from $200.00 - $1500.00 in addition to the UW-Eau Claire tuition.

Any special request that meets the above criteria should be attached to the professional semester application. All special requests will be reviewed by the Field Experience Council and students will be notified of the Council’s decision. All Field Advisory Council decisions are final. Decisions will be made in October for spring student teaching candidates and in February for fall student teaching candidates.

NOTE: It is the practice of UWEC not to place student teachers at the school they recently attended.

Field Experience, Certification & Licensure Office

The Field Experience Coordinator is responsible for locating, selecting, and placing student teachers and interns at various sites. He/she considers the needs of the student teachers and interns, the needs of the school districts, and available resources of the university. Student teaching experiences and internships are arranged in cooperation with university departments, supervisors, and cooperating school and agency officials.

Provisions relating to cooperating teachers must:

a) Hold a Wisconsin license and have volunteered for assignment as a cooperating teacher or practicum supervisor, in addition to administration approval.

b) Have at least 3 years of teaching experience with at least one year of teaching experience in the school or school system of current employment or have at least 3 years of pupil service or administrator experience with one year in the school or school system of current employment.

c) Have completed training in both the supervision of clinical students and in the required Wisconsin teaching standards.
The Field Experience, Certification and Licensure Office conducts the complicated and involved placement process; **THEREFORE, STUDENTS ARE NOT TO INITIATE CONTACT WITH ANY SCHOOL OR TEACHER FOR THE PURPOSES OF PLACEMENT.** A regular process for administrative approval of prospective cooperating teachers is conducted at least twice a year. Administrators may reject a student placement based on the results of a student’s criminal background check. Students are encouraged to contact their cooperating teachers once all placements have been confirmed.

Conflict of interest principles forbid the placement of students with family members, friends or former teachers. Such placements jeopardize the objective decision-making and evaluation that are at the core of effective field experiences. It is the student’s role to inform the field experience coordinator with any information that would possibly conflict with a field placement prior to confirmation.

Cooperating teachers, principals, and district administrators are encouraged to refer questions and comments to the Field Experience, Certification and Licensure Office. One of our major objectives is to establish positive and continuing communication with area districts with respect to field experiences. We want to ensure that our students are making positive contributions wherever they are placed.

**Tardiness & Absences**

Regular attendance is required. Excessive tardiness or absences for any reason may result in an extension of the professional semester experience. Student teachers and interns must inform their cooperating teacher and university supervisor as early as possible regarding an absence for illness or appointments. Appointments should be made at a time when the least amount of student teaching is missed and should be approved by the cooperating teacher PRIOR to the absence. The student teacher should remember that consistent attendance is expected and is a criteria used in the evaluation of the field experience. Time lost due to significant absences may require extension of the field assignment into another semester. Prolonged absences due to illness may require documentation from a doctor. The cooperating teacher and university supervisor will determine if additional time at the placement is required.

**Calendar**

Student teachers/interns are required to follow the calendar, vacation dates, and building policies of the school in which they are placed. However, UW-Eau Claire personnel will identify dates for the completion of Quarter 1 and Quarter 3 placements.

Student teachers/interns are required to function as regular staff members of the school/agency in terms of arrival and departure times. This includes attending school functions such as team meetings, faculty meetings, in-service sessions, and parent/teacher conferences.

Students enrolling at UW-Eau Claire for the spring semester or participating in overseas student teaching may encounter conflicts due to an overlap of the end of the fall semester calendar in the school and the beginning of the spring semester at UW-Eau Claire.
Student teachers/interns are required to honor any extended school year calendars due to school cancellation because of weather or other extenuating circumstances.

**Injury**

All expenses associated with health surveillance and cares are borne by the student unless the Student Health Service specifically indicates otherwise. Students are not covered by health or accident insurance by UW-Eau Claire, the practicum facility, or the practicum institution. Workers’ compensation insurance does not cover students. Joining SWEA may be something a student may want to consider.

**Workload**

The student teaching experience is a full-time commitment for the entire school district semester. A satisfactory workload for the student teacher should be cooperatively arranged and agreed upon by the cooperating teacher, the student teacher, and the university supervisor. In addition, the workload should consist of the full range of activities to include but not limited to:

- classroom instruction
- assessment
- parent-teacher conferences
- faculty meetings
- supervisory duties
- co-curricular activities
- co-teaching

Because student teachers are considered learners at this stage of their teacher education, they normally do not start out by carrying as heavy a teaching load as a regular teacher but gradually assume more responsibility throughout the experience. The student teacher should have experience teaching a full load for at least one week during each nine-week placement. The actual numbers of classes which are assigned to student teachers/interns vary across programs and are dependent on several factors such as the student’s readiness to assume increased responsibility, the number of preparations involved, the needs of the pupils, and the workload of the cooperating teacher. Student teachers are encouraged to become involved in co-curricular activities, but they should limit their participation to assisting rather than assuming leadership of the activity.

**Absence of the Cooperating Teacher**

If a cooperating teacher must be absent on a short term basis (1-5 days) a substitute teacher must be present in the classroom. The student teacher’s responsibilities should include only those which have been previously defined. The student teacher may observe or assist the substitute in ongoing classroom activities.
Long Term Absence of the Cooperating Teacher

If the cooperating teacher is expected to be absent for an extended period of time (in excess of a week) the university supervisor and the Field Experience Office must be contacted to determine whether alternative arrangements must be made for completion of student teaching requirements.

The Cooperating Teacher Leaving the Room

The student teacher may be in the classroom by himself/herself for short periods of time when there is a necessity. This should only occur when the cooperating teacher decides that the student teacher can handle the classroom. If an emergency arises and the cooperating teacher must leave the room for more than a few minutes he/she should tell another teacher that the student teacher is in the room alone. During the student teacher’s full time teaching part of the experience, the cooperating teacher may leave the room for extended periods of time. The cooperating teacher should always inform the student teacher of where he/she is going in the building.

* This policy regulating the cooperating teacher leaving the student teacher in the room alone will be different if the student teacher is completing an internship.

Student Teachers/Interns as Substitute Teachers

Student teachers are not licensed and therefore cannot be utilized as substitutes. This is a University of Wisconsin policy and is intended to protect the cooperating school system and its students as well as the student teacher. While interns do have a license, they are not to be utilized as substitute teachers.

Professional Liability

Professional liability coverage is provided by the State of Wisconsin under provisions of S.S. 165.25(6) and 895.46(1) of Chapter 81, Laws of 1975 for all University of Wisconsin System student teachers, intern teachers, or for any others assigned to field experiences. This coverage protects the university student against claims from third parties for personal injury or property damage caused while performing within the scope of duties as a student teacher/intern. Questions about liability insurance should be directed to the Associate Dean’s Office in the College of Education and Human Sciences, Centennial Hall.

Extra-Curricular Assignments

Student teachers/interns are encouraged to participate in school functions. In some cases, assistant coaching or other paid opportunities may be offered. Before accepting any offers, it must be discussed with your cooperating teaching to ensure they will not place considerable demands on time and effort or detract from the major purpose of student teaching. **Student teaching is the top priority** everything else comes after that.
Student Teaching/Intern Transportation of Students for School Event Purposes

All student teachers/intern drivers must follow the school district approval processes and policies for driving students to/from academic and/or co-curricular activities/events. If a student teacher/intern would be involved in an accident with their personal vehicle, while transporting students, the student teacher/intern’s insurance will be the primary insurance. Therefore, a student teacher/intern shall NOT use their personal vehicle for student transportation.

Statement of Non-discrimination

No student of the University of Wisconsin – Eau Claire may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or centers because of the student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, gender identity and expression, pregnancy, marital status or parental status in accordance with Wisconsin Statute Chapter 36.12 and Board of Regents policy. This statement is published, in part, to fulfill requirements of Section 86.9 of the title 45, Code of Federal Regulations, which implements Title IX of the Educational Amendments of 1972.

Access and Accommodation

The American with Disabilities Act (ADA) requires state and local governments and places of public accommodation to furnish appropriate auxiliary aids and services where necessary to ensure effective access and communication for individuals with disabilities, unless doing so would result in a fundamental alteration to the program or service or an undue burden. Therefore, the University of Wisconsin – Eau Claire, in conjunction with its cooperating schools and agencies, is accessible to student teachers/interns with disabilities and will make every effort to provide reasonable accommodations for qualified individuals with disabilities. If the student teacher/intern is so qualified, they will arrange to meet with the Field Experience Coordinator to secure suitable student teaching placements.
Certification & Licensure

Certifying Officer
The Certifying Officer of the College of Education and Human Sciences is the University’s certifying agent. The Certification Officer’s signature is recognized by the Wisconsin Department of Public Instruction and other states’ teacher licensing agencies for the official verification of completion of a teacher education program at UW-Eau Claire. **No teacher licensing information can be submitted to the Department of Public Instruction by the Certification Officer until the student teaching experience is completed, the grades submitted, the final graduation review completed by the Registrar’s Office, and the degree awarded.**

Proof of Licensure
As you are applying for teaching positions prior to graduation, districts will request proof of licensure or proof that you will be eligible for a license. The Field Experience Office has a standard letter that verifies a student is a candidate for graduation and indicates the grades and subjects for which he/she will be endorsed. This letter is available after you have completed one quarter of student teaching/interning. **Letters will be distributed at the second seminar occurring after the first quarter of student teaching/interning.**
You should **keep the original** and **make copies for school districts** as needed.

Initial Wisconsin Licensure
The easiest way to fill out the license application is to go to the Wisconsin DPI website at [http://dpi.wi.gov/tepdl/elo](http://dpi.wi.gov/tepdl/elo)

- Click on “Initial –WI”
- Click on “First-time request for a teacher licensure........”
- Follow Directions for applications by Teacher Prepared in Wisconsin.
- Endorsed Candidates for Licensure (ECL) data is required to complete your online license application. If you are unsure whether your EPP has submitted this data to the DPI, please contact your Certification Officer.
Points to Remember About Your Initial License

- Processing time for applications varies based on the type of application and when you apply. On average it takes between 6 – 12 weeks depending on the application. Please note that additional time may be needed if not all materials were received with the application, if questions were not answered completely, or if the application must be routed for additional background check information. Our Check Application Status web page shows the current processing dates for our top five application types.

Licensing in Other States ([www.uky.edu/Education/TEP/usacert.html](http://www.uky.edu/Education/TEP/usacert.html))

Students seeking licensure in other states should do so by contacting the Education or Public Instruction Department of the state in which they expect to work. The University of Kentucky College of Education [https://2b.education.uky.edu/acadserv/pdac/certification-by-state/](https://2b.education.uky.edu/acadserv/pdac/certification-by-state/) maintains a website that attempts to collect the teacher certification requirements for all 50 states. Find contact information for each state via this site. Note that your license may have to be signed by a representative of the endorsing institution, which will be UW-Eau Claire.

It is the responsibility of the student to seek out Licensure requirements of other states if so desired. UW-Eau Claire is only responsible for certifying teachers in Wisconsin.

Licensing requirements differ from state to state and students may need to take additional course work and additional exams in order to be certified outside Wisconsin.
Phases of the Professional Semester

Three Phases Comprise the Professional Semester:

Phase 1: Orientation

During Phase 1, the Cooperating Teacher:

- Orients the student teacher/intern to the school/agency and community.
- Provides the student teacher/intern with opportunities to observe teacher and student behaviors and classroom management techniques.
- Communicates to the student teacher/intern school/agency, department, and program policies and practices.
- Identifies performance expectations of the student teacher/intern.

It is suggested that the university supervisor contact the cooperating teacher early in the semester to discuss the expectations for the student teacher/intern. In addition, this early contact can serve to clarify procedures for communication should any problems occur during the professional semester.

Phase 2: Beginning Teaching/Team Teaching/Co-Teaching

The focus during Phase 2 shifts from the assistant activities of Phase 1 to assuming some actual teaching duties on a limited basis or working as part of a team with the cooperating teacher.

The student teacher/intern enters a classroom situation where many important decisions regarding curriculum and classroom procedures have been made prior to their arrival. It is important for the cooperating teacher to provide the student teacher/intern with a background to the curriculum and classroom practices.

In these initial lessons taught by the student teacher/intern, it is very important for the cooperating teacher to discuss the lesson plans before the lesson is taught and then provide immediate feedback on all facets of the performance of the student teacher/intern.

Phase 2 may begin as early as the first week of student teaching depending on the skills and confidence of the student teacher/intern(s).
Phase 3: Independent Teaching

In Phase 3, the cooperating teacher assigns the student teacher/intern responsibility for regular teaching duties. The student teacher/intern should assume teaching responsibility for entire lessons and unit(s) working as the lead or primary teacher. The goal of this phase is for the student teacher/intern to exhibit skills expected of a beginning teacher. The student teacher/intern should work with the cooperating teacher to plan lessons that meet curriculum goals and the needs of the pupils.

Near the end of the quarter or semester each student teacher/intern is expected to assume the teaching responsibilities which are typical of the cooperating teacher for a minimum of one week.

Providing feedback to the student teacher/intern continues to be an important and necessary function of the cooperating teacher. Furthermore, the cooperating teacher should encourage the student teacher/intern to reflect and evaluate his/her own performance.

Summary

The degree of teaching responsibility assigned to the student teacher/intern is based on the principle of gradual induction. The student's work should progress from observing and assisting to teaching short lessons or teaming with the cooperating teachers to assuming responsibility for developing and teaching lessons with less direct supervision.

All student teachers/interns complete one or more pre-professional semester field experiences and, therefore, should be ready to assume responsibilities in the classroom. However, the cooperating teacher, university supervisor, and student teacher/intern should cooperatively develop a teaching schedule that suits the student teacher/intern's abilities and the needs of the pupils.

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

While gaining experience in preparation for a career in teaching, the student teacher/intern's presence in the classroom should add value to the instruction process in the school to which the student teacher/intern(s) are assigned.
Evaluation of the Professional Semester

Philosophy

Evaluation of student teachers/interns is the joint responsibility of the university supervisor(s) and the cooperating teacher(s). Evaluation is an ongoing process throughout the professional semester and is a combination of informal and formal assessments. Evaluation data are gathered from a variety of sources including:

- observation of the student teacher/intern
- lesson plans
- conference sessions

The university supervisor has responsibility for assigning the final grade of the student teacher/intern. This grade should be determined after consultation with the cooperating teacher and any other involved supervisor.

Monitoring Progress

1. The cooperating teacher should provide daily feedback/documentation to the student teacher/intern about lessons taught during the day and discuss the student teacher/intern’s plans for the following day. This feedback can be:
   - oral and written
   - formal and informal.

2. The cooperating teacher shall conduct formal observations of the student teacher/intern’s teaching several times during the semester. Formal observations are defined as those times when the cooperating teacher functions solely as an observer. These observations should supplement "informal" observations that are made on a continuing basis.

   It is also recommended that the cooperating teacher hold at least two formal conferences per quarter with the student teacher/intern at which time the primary focus will include but not be limited to the student teacher/intern’s:
   - strengths and areas needing improvement
   - meeting the needs of students
   - development of lesson plans, etc.
   - various assessment procedures
   - growth in the teaching standards

   These reflection conferences are excellent opportunities to complete the Mid-Quarter (SPED only) and End of Quarter Curriculum & Instruction Evaluation Form.

3. When the cooperating teacher is not able to participate in a conference following the university supervisor’s observation, the supervisor is encouraged to arrange another time to talk with the cooperating teacher and student teacher about the student teachers’ progress.
4. When circumstances warrant, a recommendation for the extension of the professional semester experience may occur. The cooperating teacher, university supervisor(s), and department chair should make this documented decision and negotiate with student teacher/intern.

5. At the conclusion of the student teaching/intern experience, the student may request the cooperating teacher(s) and/or university supervisor(s) to write a letter of recommendation. Student teachers/interns involved in co-curricular activities may seek a letter of recommendation from those individuals.

**Grading System**

The grading system for student teachers/interns in Education Studies Department programs (MCEA, EAA, and ECA) is:

- Satisfactory
- Unsatisfactory

Student teachers/interns in Special Education, Library Media programs receive grades of A, B, C, D, F.

**Special Education**

Completion of student teaching courses requires undergraduates to earn at least a grade of B- (minus).

Graduate students must earn a grade of B in student teaching courses.

If the grade requirement is not met, the undergraduate student may repeat the student teaching course and earn the appropriate minimum grade of B- or may graduate without the recommendation for teaching licensure.
Hosting a Student Teacher and the edTPA

Your mentorship of our teacher candidates has never been more valued than now with the advent of the edTPA. UWEC Teacher Education Faculty are confident that we are sending you our best and our brightest teacher candidates. All teacher candidates are required to complete the edTPA by the State of Wisconsin for teacher licensure. Your assistance in facilitating this process is invaluable and greatly appreciated. If you have any questions or concerns about the edTPA, please contact the edTPA Coordinator. We are here to help!

Role of edTPA
The edTPA is a subject-specific teacher performance assessment completed during student teaching by teacher candidates. The assessment focuses on a learning segment of 3-5 lessons conducted over multiple days in one class. Candidates submit artifacts (lesson plans, instructional materials, teaching videos, assessments, and sample student work) and written commentaries as evidence of teaching proficiency. The edTPA is one measure of readiness to teach. The State Superintendent of Public Instruction, based on a recommendation from teacher preparation programs, has made successful completion of the edTPA one of the conditions of initial teacher licensure.

Role of Cooperating Teacher
Your role will not be too different from what you have done in the past when hosting a student teacher. We encourage you to continue to mentor the candidate as you would normally and provide them with adequate opportunities to perform the tasks required of them. In addition, we would also encourage you to have frequent and on-going discussions regarding the components of the edTPA including interpreting the Handbooks and the Rubrics provided to the student. However, because the edTPA process is intended as an ‘un-biased’ appraisal of the candidate’s abilities we would ask that you read the document edTPA Guidelines for Acceptable Candidate Support (contact edTPA Coordinator for a copy–edtpa.uwec.edu) to better understand the limits of your mentorship. The Timeline page on this site gives you an idea of what the teacher candidate will be doing when in relation to the edTPA. This is an approximate timeline that will be modified to meet needs of your classroom and school.

How the edTPA is Scored
Once the teacher candidate has uploaded their edTPA portfolio to Pearson, an evaluator will be assigned to review the plans, instructional video materials and assessment narratives. That evaluation of their edTPA portfolio will stand as evidence of their success in student teaching along with your appraisal of their performance.

Role of Teacher Candidate
The Teacher Candidate will be supplied with all necessary documentation to complete their edTPA within the timeframe allotted. These documents include edTPA Handbooks and Commentary prompts. They will also be supplied with devices from which video recordings can be made. If signed video release forms have not been collected by the school/school district, Teacher Candidates must begin the process of distributing them and collecting them. Here again, they will be supplied with a DPI-sanctioned form that parents / guardians will need to sign. Once all the necessary documentation has been accounted for, each Teacher Candidate should proceed independently with the planning for their lesson segment,
initiating the instructional phase and the evaluation / assessment phase. Finally, the completion of the writing portions of the edTPA will also be completed independently of the Cooperating Teacher.

**Confidentiality and the edTPA**

Confidentiality is very important through the entire edTPA process and beyond. As educators, we are concerned with the privacy and rights of our students and our classrooms. Shooting video in a classroom is a professional responsibility. Every attempt will be made by the teacher candidates, supervisors, university staff and faculty to ensure that confidentiality of student images and images of their work is maintained. Permission from parents/guardians for students is required before shooting video can commence. The form is headed Video/Audio Permission Form - Student Teacher in the Classroom. A general video/audio permission form for the school will not suffice for the edTPA. If the form was not distributed by your school district, the Teacher Candidate will need to distribute the form to students in the classroom for which they are completing the edTPA. Teacher Candidates will also need to obtain a video release from any adult likely to be in the classroom during the video shooting.

Teacher Candidates may request that any identifying marks such as bulletin board displays, name tags, team sweaters, etc. be out of view of the video recording or temporarily covered up. This is to ensure the confidentiality of the students been video recorded. It also helps to ensure the evaluator remains as impartial as possible.

**Confidentiality and the Ownership of Files**

The video release forms are explicit in what can be done with the video associated with the edTPA. You are encouraged to read the releases. Realize that the video shot by teacher candidates does not belong to the candidates nor does it belong to UW-Eau Claire. Posting any portion of classroom video to web sites, showing video to anyone outside of the teacher education program at UW-Eau Claire, showing the video with friends or family, etc. are prohibited. Failure to follow the video release requirements may result in dismissal from the university and inability to obtain a teaching license. UW-Eau Claire, the State of Wisconsin Department of Public Instruction, Stanford and Pearson take the responsibility associated with classroom video very seriously. There are no second chances. Teacher Candidates have signed a confidentiality assurance agreement to this effect.

Supervisors, staff and faculty also have responsibilities associated with the video clips. If they have a need to review the clips, they must take care to download the clips onto secure equipment and delete the video from any devices they use upon completion of their work. They too must maintain the confidentiality of the students and the classroom.

**Could I become a national scorer?**

Yes. Pearson Publishing is partnering with Stanford University to prepare national scorers. Pearson will pay qualified personnel including retired Education faculty, field supervisors, and Cooperating Teachers to be trained as national scorers. Visit the Pearson edTPA Scoring page for more information about becoming a scorer. Scorers are paid for each portfolio evaluated.
Academic Grievances and Appeals for Student Denied or Removed from Field Experience Courses, Student Teaching, or Intern/Practical Programs

An academic grievance is an allegation by a student of substantial and unjustified deviation, to the student’s detriment, from any of the following:

1. Officially announced or published policies, procedures, and/or requirements regarding admission into programs, schools, or individual courses;
2. Officially established grading policies of the University
3. The instructor’s requirements for a course as announced to the class at the beginning of the semester.
4. The instructor’s own grading policies as announced to the class or as demonstrably applied to other students in that same class.

Sexual Harassment Policy Statement and Mechanism for Implementation

It is the policy of the Board of Regents of the University of Wisconsin system, consistent with its efforts to foster an environment of respect for the dignity and worth of all members of the University community, that sexual harassment of students and employees in the University of Wisconsin System is unacceptable and impermissible conduct which will not be tolerated.

Refer to the Dean of Student’s website for further information for academic grievances and sexual harassment policies: http://www.uwec.edu/DOS/policies/grievances.htm

✓ for teacher candidates to have more opportunities to teach;
✓ for teacher candidates and cooperating teachers to enhance their communication skills
Co-Teaching in Student Teaching
St. Cloud State University, MN

What is Co-Teaching?
Co-Teaching is defined as two teachers (cooperating teacher and teacher candidate) working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

Co-Teaching is an Attitude...
An attitude of sharing the classroom and students
Co-Teachers must always be thinking
We're Both Teaching!

<table>
<thead>
<tr>
<th>Why Co-Teach?</th>
<th>Data show Co-Teaching is a way...</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Increases instructional options for all students</td>
<td>✓ for teacher candidates to have more opportunities to teach;</td>
</tr>
<tr>
<td>✓ Addresses diversity and size of today's classrooms</td>
<td>✓ for teacher candidates and cooperating teachers to enhance their communication skills;</td>
</tr>
<tr>
<td>✓ Enhances classroom management</td>
<td>✓ to build stronger connections between universities and school partners;</td>
</tr>
<tr>
<td>✓ Provides mentoring and guidance throughout the experience</td>
<td>✓ to provide both support and professional development for cooperating teachers;</td>
</tr>
<tr>
<td>✓ Creates an opportunity to plan, teach and evaluate as a team</td>
<td>✓ to increase opportunities for placements;</td>
</tr>
<tr>
<td>✓ Helps develop knowledge, skills and dispositions for teaching</td>
<td>✓ to better meet P-12 student needs;</td>
</tr>
<tr>
<td>✓ Improves the academic performance of students in the classroom</td>
<td>✓ for teacher candidates and cooperating teachers to build strong relationships;</td>
</tr>
</tbody>
</table>

Co-Teaching Strategies

| One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation. |
| One Teach, One Assist — One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. |
| Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used. |
| Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio. |
| Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated. |
| Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different. |
| Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. |

Co-Teaching Won't Happen Without PLANNING. Pairs Are encouraged to:
✓ Designate a co-planning time. This time is used to determine what co-teaching strategies will be used and how you will teach collaboratively. You will be responsible for additional planning beyond this planning time; the focus is on planning for co-teaching.
✓ Try each co-teaching strategy.
✓ Adjust the lead role. Lead of the planning shifts from the cooperating teacher (early in the experience) to the teacher candidate as the experience progresses.

For more information:
http://www.stcloudstate.edu/soe/coteaching/default.aspx

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What does a typical quarter look like for Cooperating Teachers who are hosting a student teacher candidate? This has changed recently with the inclusion of the edTPA (Teacher Performance Assessment) as a licensure requirement. (Include link to edTPA pdf). The edTPA is a sample of the candidate’s teaching in a portfolio format. It includes lesson planning, instruction (video of classroom teaching) and the assessment of instruction. These components are packaged in an electronic portfolio and uploaded to a third-party (i.e., not a UW – Eau Claire faculty) for an official evaluation. Because this is a licensure requirement, it is important that student teachers get as much of their edTPA done in the 1st or 3rd quarters as possible. Due to the urgency of the edTPA the following student teaching pacing guide is recommended for teacher candidates (TCs).

Cooperating Teachers (CTs) should note that although the edTPA is a major part of TCs initial quarter of student teaching, it does not replace other facets of classroom practice.

<table>
<thead>
<tr>
<th>Week</th>
<th>edTPA-related Tasks</th>
<th>All Other Facets of Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>TCs observe the students and the classroom/school environment. TCs investigate various learning-related objectives for the pupils they will be teaching. Verify permission to video record students.</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>TCs identify a group/individual and an instructional unit they could use for their edTPA.</td>
<td>TCs design a few lessons and begin to instruct their pupils</td>
</tr>
<tr>
<td>Three</td>
<td>TCs design lesson plans for their edTPA instructional unit.</td>
<td>TCs design and teach a week’s worth of lessons in one or two areas</td>
</tr>
<tr>
<td>Four</td>
<td>TCs design assessments for the evaluation of edTPA-related instruction</td>
<td>TCs pick up additional teaching load</td>
</tr>
<tr>
<td>Five &amp; Six</td>
<td>TCs video record their lessons</td>
<td></td>
</tr>
<tr>
<td>Seven</td>
<td>TCs analyze the effectiveness of their instruction</td>
<td>TCs assume full teaching load. CT conduct mid-quarter evaluation of TC.</td>
</tr>
<tr>
<td>Eight</td>
<td>TCs provide learning feedback to the pupils and initiate follow-up activities that will evaluate the impact of the feedback on the learning objectives.</td>
<td></td>
</tr>
<tr>
<td>Nine</td>
<td>Ready to submit edTPA components</td>
<td>TCs begin to hand back responsibilities to CT. TCs observe other teachers in building. Assist with district assessments. CT discuss final evaluation with TC.</td>
</tr>
</tbody>
</table>
Responsibilities of Student Teachers/Interns

For each student teacher/intern placement, a number of individuals and offices commit themselves to making the experience a success. Their responsibilities are enumerated below.

Student Teachers/Interns

1. Dress, act, talk, and conduct oneself as a professional both in school and in the community.
2. Familiarize oneself with the school district to include but not be limited to its philosophy, structure, materials, and neighborhood.
3. Read the school district/school handbook, student handbook, and parent handbook.
4. Understand and follow the school’s policies as applied to regularly employed staff to include but not limited to:
   - Arrival and departure times
   - Dress code
   - Reporting absences
   - Parking
   - Use of the teacher’s lounge and/or work room
   - School wide discipline plan
   - Computer usage (both student and staff)
   - Cell phone usage (both students and staff)
   - Lesson plan deadlines
   - Rapport with students
   - In-service sessions
   - Faculty meetings
   - Parent/teacher conferences
   - Electronic device usage
   - Cell phone policy for students/staff
5. Maintain ethical conduct in all relations with the staff, student body, school patrons, the administration, and other student teachers/interns.
6. Maintain confidentiality with respect to information given by students, parents and families, faculty, administrators, or supervisors. This includes information derived from student performance, pupil data records, personnel records, or faculty meetings.
7. Teach the curricula approved by the school and the district where placed. The cooperating teacher(s), in conjunction with the student teacher/intern will determine the programs or units to be taught.
8. Assess pupil growth resulting from the student teacher/intern’s efforts. This may or may not include the determination of final grades for a reporting period in the school. Cooperating teacher is responsible for making a final judgment.

9. Plan all lessons and assignments thoroughly. Submit individual lesson plans to the cooperating teacher prior to class presentation.

10. Apply the principles of effective teaching of lessons by practicing and observing effective classroom management.

11. Assist with co-curricular activities.

12. Become familiar with the following:
   - School media center
   - Health services
   - Guidance services
   - Co-curricular activities
   - Technology resources
   - Use of duplicating materials
   - Grading procedures
   - Emergency procedures
   - Fire and tornado drill regulations
   - Student referral procedures
   - Rules of conduct in assemblies, on playgrounds, etc.

13. Attend school functions that occur in the building. It is most desirable to attend faculty or departmental meetings and to participate in Parent Teacher Organization meetings.

14. Be receptive to suggestions and constructive criticism. Constructive feedback from the cooperating teacher and university supervisor is essential for growth as a professional educator.

15. Ask for advice or suggestions from cooperating teachers and supervisors.

16. Keep the communication channels open by setting up regular meetings with the cooperating teacher to discuss concerns, plans, and lessons in progress.

17. Complete all written assignments related to student teaching course requirements.
Responsibilities of Cooperating Teachers

The cooperating teacher is an important part of the student teaching/interning experience and plays a vital role in the experience. It is important to accept the student teacher/intern as a co-worker and convey that acceptance to both their students and colleagues. The following suggestions, which are not all inclusive, are offered to aid the cooperating teacher in helping the student teacher/intern become a positive and enthusiastic educator.

1. Develop a plan for integrating the student teacher/intern into the teacher role.
2. Provide a desk or work space for the student teacher/intern whenever possible.
3. Prepare the students for the arrival of the student teacher/intern and establish the idea of two teachers in the classroom.
4. Introduce the student teacher/intern to building staff and administration.
5. Describe the community that the school serves and the role of parents in school affairs.
6. Explain the organizational structure of the school and/or department.
7. Share school duties and routine matters.
8. Orient the student teacher/intern with:
   - School policies, procedures, and philosophies
   - Staff
   - School facilities
   - Equipment
   - Materials
8. Describe individual students, particularly those with special needs.
9. Demonstrate effective teaching methods and discuss these methods with the student teacher/intern.
10. Establish daily times to discuss lessons, acquired skills, or progress, and weekly times for extended conferences.
11. Engage in ongoing dialogue through the use of the following:
   A. Initial conferencing including student’s background, philosophy, previous field experiences, lesson planning and expectations of cooperating teacher.
   B. Developmental conferencing including student’s reflection on personal growth, analysis of teaching skills, evaluation of performance, long range planning, classroom management, rapport with students, specific lessons taught, and goals for future.
C. Summary conferencing including review of established goals, growth that has occurred, areas that need improvement, attitudes toward teaching, comfort with grade/age level of students, reflection on teaching as a profession.

12. Provide written evaluations which include the following:
   ➢ Positive aspects of lessons taught
   ➢ Identification of specific areas that need improvement
   ➢ Anecdotal notes of successes or reoccurring problems
   ➢ Final evaluation of the performance of the student teacher/intern

13. Provide opportunities for the student teacher/intern to gain experience in a variety of teaching formats that may include the following:
   ➢ Small groups
   ➢ Large groups
   ➢ Individual
   ➢ Team teaching

15. Provide the student teacher/intern with experiences in such areas as the following:
   ➢ Student conferences
   ➢ Parent conferences
   ➢ Co-curricular activities
   ➢ School reports and records
   ➢ Departmental and faculty meetings

16. Work with the university supervisor(s) to assist the student teacher/intern.
   (Arrange time to converse with the student teacher and university supervisor)

17. Exhibit a positive attitude toward the education of teachers and maintain respect for the integrity of the teacher education program.

18. Complete the Mid-Quarter and End of Quarter Education Studies Evaluation Form. This would be an excellent opportunity for you, the student teacher, and the university supervisor to evaluate the progress of the student teacher.

19. Write a letter of recommendation (see appendix F for tips)

If a Student is Struggling

It is critical that the cooperating teacher share any concerns about the student teacher as EARLY in the placement as possible. The cooperating teacher should contact the university supervisor and/or seminar instructor immediately. If the student feels they are struggling, he/she should contact their university supervisor/seminar instructor who will take appropriate action. Students have the right to remediate!
Dispositional Flow Chart

This flowchart requires that the proper paperwork accompany each step.

Level 1: The University Supervisor or Cooperating Teacher (CT) perceives a problem with the Teacher Candidate (TC)
Step 1 – University Supervisor or CT fills out a Disposition Incident or a Formative Assessment Form indicating a problem was evidenced. The forms are available through the ES 497 /SPED 476 Instructor.
Step 2 – University Supervisor and CT meet with TC, fills out Level 1 Remediation Form
Remediation Form placed in student files at UWEC
If problem is appropriately addressed, no further action required.

Level 2: If problem continues or a different problem emerges
Step 3 – University Supervisor and/or CT asks for a meeting with the TC, and the ES 497 / SPED 476 Instructor and for EAA/ECA students the Content Supervisor. The forms are available through the ES 497 /SPED 476 Instructor.
   Level 2 Remediation Form filled out
   Copies to university files
If problem is appropriately addressed and remediated, no further action required.

Level 3: If problem(s) continues
Step 4 – ES 497 / SPED 476 Instructor meets with CT, TC, University supervisor(s) (and for EAA/ECA the Content Supervisor) and Department Chair
   Course of Action decided –
   Removal from program OR
   Another quarter or semester of student teaching required
   Paperwork completed and placed in student files
   Associate Dean of Education and Human Sciences notified

Note* Any teacher Candidate may be removed from their placement at any time if supervising faculty believe the Teacher Candidate is unviable.

Contact Information:
ES 497 Instructors:
MCEA Victoria Rosin 836-4213 rosinvk@uwec.edu
EAA/ECA Mickey Kolis 836-4960 kolismw@uwec.edu

SPED 476 Instructor:
Rose Battalio 836-5352 battalrl@uwec.edu
Cooperating Teacher’s Checklist Suggested Time Line of Activities

This is a reminder list of things you need to do or your student teacher needs to know – not all on the first day – check it over to jog your memory about your school.

**Before student teacher arrives**

- Prepare your students for student teacher’s arrival
- Review student’s resume and philosophy
- Review requirements and expectations for cooperating teachers
- Prepare work area for the student teacher
- Develop a plan for student’s entry into teaching

**The First Day**

- Show space for personal belongings, i.e. coat, purse, papers, food, car
- Show faculty room and/or lunch arrangements
- Discuss school calendar, with vacations, events
- Give a copy of teacher handbook
- Introduce student teacher to class
- Introduce student teacher to principal and other staff
- Discuss expected teacher arrival/departure and phoning in notice of personal illness
- Discuss school norms for teacher dress
- Exchange home phone numbers or email addresses
- Give seating chart/class list/daily/schedule(s)
- Set up available times for conferences/chats
- Give textbooks, manuals and curriculum guides for assigned classes
- Discuss how the student teacher can begin to work in your classroom immediately
- Discuss how to get help quickly in absence of a cooperating teacher
- Show floor plan/tour of school

**Soon...During the First Week or Two**

- Discuss expected relationship/communications with cooperating teacher
- Discuss expectations of accomplishment over entire range of student teaching
- Determine areas and topics for teaching
- Set up calendar of teaching schedule
- Plan for observations and feedback
- Discuss expectations for lesson plan submission
- Discuss how to work with paraprofessionals
- Introduce custodians
- Introduce services of office, i.e. mailbox, announcements, telephones, FAX
- Review schedule of grading periods, staff meetings, and in-service meetings
- Review procedures for reporting accidents
- Demonstrate operation of fire extinguishers
- Discuss evacuation/protection procedures
- Discuss location of text, materials, supplies
- Show supplies available from school
- Demonstrate access to computer(s)/network
- Show work room equipment
- Discuss student arrival/leaving times, routines
- Discuss attendance policies, reports, handling excuses for absence, tardiness, and make-ups
- Discuss reporting count for lunch (elementary)
- Discuss classroom behavior rules in place
- Discuss routine expectations for student behavior in building, discipline policies, including procedures for sending student to office
- Discuss maintenance policies assigned to students
- Discuss homework policy of classroom
- Discuss supervision duties
- Discuss playground access and rules (elementary)
- Discuss access to building after regular hours

**Before the Student Teacher Takes Over the Class**

- Discuss responsibility for reporting incidents of abuse, suicide, etc.
- Talk about Media Center services and policies
- Demonstrate use of audio/visual equipment
- Discuss handling grading and return of student papers and projects
- Discuss record-keeping and parent report system
- Discuss handling bus violations (elementary)
- Discuss handling student illness, medications
- Discuss students receiving special services
- Discuss availability of planning time/location
- Model contacts with parents about behavior

**End of Quarter**

- Complete and share final evaluation

**Whenever it occurs . . .**

- Participation in seminars, in-service
- Schedule for school-wide tests
- Access to student records
- Assemblies and another all-school activities
- Extracurricular activities involving students
Responsibilities of University Supervisors

Requirements for Supervisors of Student Teachers/Interns

1. Conduct a minimum of 4 classroom supervisory visits of at least one hour in length for each student teacher/intern (PI 34.15). Collaboration between the supervisors of a student teacher/intern is encouraged. (A minimum of four one-hour supervisory visits is required by state statute, but the programs in the College of Education and Human Sciences strive towards achieving excellence.) Therefore, although a minimum of four supervisory visits is required, more visits may be necessary to adequately support the student teachers.

2. Provide at least two (2) – per quarter – written evaluations of each student based on classroom observations by the cooperating teacher and the supervisor (PI 34.15). These written evaluations will be done by the general supervisor and an additional evaluation will be completed by the content area supervisor. Collaboration between the supervisors is required.

3. Provide at least two (2) – 1 per quarter – cooperating teacher evaluation conferences involving the student teacher/intern, the cooperating teacher, and the supervisor (PI 34.15). These evaluation conferences can be done by either the general supervisor or the content area supervisor and/or by both supervisors in collaboration with the cooperating teacher and the student teacher or intern.

Requirements for General Supervisors of Student Teachers/Interns

1. Communicate with the cooperating teacher and student teacher/intern within the first two weeks of the quarter/semester to discuss expectations and procedures for evaluation of the student teacher/intern.

2. Consult with the cooperating teacher regularly regarding the student teacher/intern's performance.

3. Serve to eliminate misunderstandings and resolve conflicts between the cooperating teacher and the student teacher/intern.

4. Assign the final grade AFTER consultation with the cooperating teacher and other involved supervisor(s).

5. Monitor and evaluate any special circumstances that may occur during the placement. (E.g. extended absence.

Requirements for Content Supervisors of Student Teachers/Interns

Content supervisors are assigned to Early Adolescence-Adolescence and Early Childhood-Adolescence majors.

1. Provide a minimum of one supervisory visit to each student teacher/intern in a semester. This visit should be made as early in the semester as possible.

2. Assist the student teacher/intern with concerns about the content being taught. These concerns may focus on content, instruction, assessment, and resources.
3. In cases where a student teacher/intern may be experiencing difficulties, work with the general supervisor and cooperating teacher to rectify the situation.

4. Provide input into final grade for the student teacher/intern(s).

**Wisconsin Improvement Program: Internships**

**What is the Wisconsin Improvement Program?**

Originally funded by the Ford Foundation in the latter 1950s, the Wisconsin Improvement Program (WIP) was founded and directed by John Guy Folks, then Dean of the School of Education at the University of Wisconsin-Madison. By action of the Wisconsin 1987-89 budget bill, WIP is now an integral component of the Department of Public Instruction (DPI). WIP is a consortium of 32 teacher education institutions, and the DPI. The purpose of WIP is to promote and encourage the professional development and education of teachers throughout their careers.

Two major initiatives of WIP are the teacher intern program and the funding of professional development programs for interns and cooperating teachers throughout the state. The internship program offers pre-service teachers throughout Wisconsin a chance to enter the profession as licensed teachers with a specialized contract.

WIP gives final approval to internship designs as they are submitted and amended, and coordinates placement between districts that need interns and campuses that have qualified students. The internship experience is an important component of the teacher education program, and all parties must strive to ensure that a supportive learning environment exists.

**What is a WIP Teacher Internship?**

Each WIP internship is designed by the cooperating school and the participating college or university. An internship is organized around an intern team. The team guides and advises the teacher intern. The intern team consists of the teacher intern, the cooperating teacher, select school staff, and the college or university supervisor who provide input, direction and support for the teacher intern.

**Who is the Teacher Intern?**

The teacher intern is a college or university student in the process of completing a teacher education program leading to professional licensure. Teacher interns are selected based on criteria established by individual campuses.

Interns are licensed by the Department of Public Instruction. Intern applicants are interviewed and selected based on high admission standards. Interns are paid a minimum stipend of $4,500 per semester by the district while working under the guidance of an experienced cooperating teacher, and the district pays a $500 professional development fee per intern per semester to the DPI. Students attending Wisconsin colleges and universities and some out-of-state member schools are eligible to participate in the WIP teacher intern program.
**What is the Intern’s Role in the School District?**

The teacher intern assumes a partial teaching assignment. The assignment can be no more than 50 percent of the workload of a full-time teacher in the district. *The rule applies to time, not number of assigned students.* A more detailed explanation of the 50 percent workload is as follows:

- **Example 1** - A full-time teacher in a district teaches students six periods a day. The intern may teach three periods per day on his/her own. The remainder of the day the intern may observe the cooperating teacher or other teachers in the building/district.

- **Example 2** - A full time teacher in a district teaches four periods a day. The intern may teach one period per day on his/her own for the first six weeks. For the second six weeks, the intern may teach two periods per day on his/her own. For the final six weeks, the intern may teach three periods per day on his/her own. Throughout the semester, the intern may observe the cooperating teacher and other veteran teachers during the periods he/she is not teaching.

The intern is assigned a variety of instructional duties; planning, teaching, observing, and conferring with colleagues. **The intern is not a substitute teacher.** An intern usually is not enrolled in formal coursework during the internship. The actual workload of an intern will vary depending on the program worked out by team members. The normal work week for a teacher intern is to be on site at the district school five days per week during the semester (as defined in the district’s policy manual, association contract, and so forth.)

**What is the Role of the Cooperating Teacher?**

The cooperating teacher provides day-to-day guidance to the intern and is available to observe the intern and provide feedback on a daily basis. The cooperating teacher introduces the intern to other team members, other faculty, administrators and resource persons in the school district, and orients the intern to team operations. The cooperating teacher will also advise the intern on the expectations of the school building, district, and community; and how to maintain student-teacher-parent rapport and professional ethics. The cooperating teacher will report to the intern’s college or university and complete an evaluation of the intern necessary for the intern’s certification.

**What Legal Requirements must Cooperating Teachers Meet?**

PI 34.15(6) Wis. Admin. Code, Cooperating Teachers, requires that local school districts shall ensure cooperating teachers utilized in their clinical programs meet all of the following requirements:

- a. Hold a regular Wisconsin License and have volunteered for assignment as a cooperating teacher.
- b. Have at least three years of teaching experience with at least one year of teaching experience in the school system of current employment.
- c. Have completed training in both the supervision of clinical students and in the applicable standards.

School personnel should contact local campuses for information about supervisory courses or workshops that may be offered.
The State of Wisconsin requires individuals who work in certain professions to report child abuse and neglect. With some exceptions, any of the following individuals who “has reasonable cause to suspect that a child seen by the person in the course of professional duties has been abused or neglected or who has reason to believe that a child seen by the person in the course of professional duties has been threatened with abuse or neglect and that abuse or neglect of the child will occur” must report as described below [See Wis. Stat. sec. 48.981(2)(a)]. Every new instance of child abuse or neglect must be reported. Reporters are protected from discharge for reporting child abuse. Reports must be made to law enforcement, the child welfare agency (CWA), or child protective services (CPS) agency. Law enforcement must refer all reports to CWA or CPS agencies within 12 hours. CWA or CPS agencies must refer reports of sexual abuse to law enforcement within 12 hours and must also develop a policy regarding referrals for other types of abuse. These agencies are required to collaborate with each other when investigating sexual abuse.

**Who Must Report?** Wis. Stat. 48.981(2)(a)(1)

The following individuals are mandated reporters:
- Physician
- Coroner
- Medical examiner
- Nurse
- Dentist
- Chiropractor
- Optometrist
- Occupational therapist
- Dietician
- Audiologist
- Acupuncturist
- Physical therapist & PT assistant
- Alcohol or other drug abuse counselor
- Medical or mental health professional
- Social worker
- Mediator under s. 767.11
- First responder
- Public assistance worker, including a financial and employment planner, as defined in s. 49.141(1)(d)
- Member of the treatment staff employed by or working under contract with a county department under s. 46.26, 51.42, or 51.437
- Marriage and family therapist
- Professional counselor
- Day care provider
- Speech-language pathologist
- Emergency medical technician
- Count appointed special advocate
- Police or law enforcement officer
- Child care worker in a day care center, group home as described in s. 48.625(1m), or residential care center for children and youth
- School teacher, school administrator, school counselor
- Clergy (See section below.)

**What is Reportable Child Abuse?** Wis. Stat. sec. 48.02(1)

Physical abuse inflicted on a child by non-accidental means, serious physical harm inflicted on an unborn child, and the risk of serious physical harm to a child when born, caused by the habitual lack of self-control of the expectant mother in the use of alcoholic beverages, controlled substances, or controlled substance analogs, exhibited to a severe degree.
• Sexual intercourse or sexual contact under s. 940.225, 948.02, or 948.025 (sexual assault, sexual assault of a child, and repeated acts of sexual assault of the same child)
• Sexual exploitation of a child
• Causing a child to view or listen to sexual activity
• Permitting, allowing, or encouraging a child to engage in prostitution
• Exposing genitals or pubic area

*Emotional damage* for which the child’s parent, guardian, or legal custodian has neglected, refused, or been unable for reasons other than poverty to obtain the necessary treatment or to take steps to relieve the symptoms.

*Neglect* is the “failure, refusal or inability on the part of a parent, guardian, legal custodian, or other person exercising temporary or permanent control over a child, for reasons other than poverty, to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child” [Wis. Stat. sec. 48.981(1)(d)].

Notably, acts that would constitute the crime of sexual intercourse with a child age 16 or over are not reportable abuse, but acts that would constitute sexual assault under Wis. Stat. sec. 940.225 are reportable child abuse. Wis. Stat. sec. 940.225 describes the acts of sexual contact or intercourse with another person without consent, with a person incapable of giving consent, or between people in certain relationships, such as inmate-guard.

**Exceptions to Reporting Requirements:** Wis. Stat. sec. 48.981(2m)

The State of Wisconsin carved out an exception to reporting requirements to allow children to obtain confidential health care services. Health care services means family planning services as defined by law, pregnancy testing, obstetrical health care or screening, and diagnosis or treatment for a sexually transmitted infection. For purposes of this exception, health care providers include physicians, physician assistants, and registered or licensed nurses.

The exception applies when one of these persons provides a health care service to a child or when a mandatory reporter obtains information about a child who is receiving or has received health care services from one of these persons. However, this exception is not absolute. A report is required in spite of the exception whenever the health care provider suspects any of the following:

• The sexual intercourse or sexual contact occurred or is likely to occur with a caregiver.
• The child suffered or suffers from a mental illness or mental deficiency that rendered or renders the child temporarily or permanently incapable of understanding or evaluating the consequences of his or her actions.
• The child, because of age/immaturity, was or is incapable of understanding the nature or consequences of sexual intercourse or sexual contact.
• The child was unconscious at the time of the act or for any other reason was physically unable to communicate unwillingness to engage in sexual intercourse or sexual contact.
• Another participant in the sexual contact or sexual intercourse was or is exploiting the child.
• There is any reasonable doubt that the child’s participation in the sexual contact or intercourse was voluntary.

*This information sheet was compiled in 2004 by the Wisconsin Coalition Against Sexual Assault (WCASA). WCASA is a membership organization of sexual assault service providers, other organizations, and individuals throughout Wisconsin working to end sexual violence. For information sheets on other topics or to become a member contact WCASA, 600 Williamson St., Suite N-2, Madison, WI 53703, (608)257-1516, www.wcaso.org. For more information about sexual assault or to receive support with a sexual assault experience, contact your local sexual assault program. This sheet may be reproduced in its original format only. This information does not constitute legal advice.*
AFFIRMATIVE ACTION COMPLAINT PROCEDURES


The University of Wisconsin - Eau Claire is committed to a policy of providing equal educational and employment opportunity for all persons regardless of race, religion, creed, color, sex, gender identity or expression, ancestry, national origin, age, marital status, sexual orientation, disability, veteran's status, membership in the military forces, arrest or conviction record, political affiliation or other protected status. Discrimination or harassment based on any protected category that has the purpose and effect of adversely affecting any aspect or condition of a person’s education, employment, housing, or participation in a university activity or program is prohibited.

As a part of its continuing commitment to eliminate discrimination and harassment, the university has established procedures for providing prompt and fair resolution of complaints. All complaints, questions, or requests for information should be referred to the Affirmative Action Office, 217 Schofield, (715) 836-2387, affirm01@uwec.edu, http://www.uwec.edu/affirm/index.htm.

II. INFORMAL RESOLUTION OF COMPLAINTS

To the extent practical, all complaints should be settled through informal discussions among the parties involved. If discussions among the parties involved are ineffective, employees may seek assistance from their union officials, supervisors, directors, chairs, or deans; and students may contact an Associate Dean of Student Development, 240 Schofield Hall, 836-2325.

Employees and students may also at any time seek advice and assistance on informal resolution from the Affirmative Action Officer, 217 Schofield Hall, 836-2387, affirm01@uwec.edu

III. COMPLAINT PROCEDURES IN THE AFFIRMATIVE ACTION OFFICE

Should informal discussions fail, initiation of a complaint may take the form of an inquiry in person, in writing, or by telephone to the Affirmative Action Officer, at 217 Schofield Hall, 836-2387, affirm01@uwec.edu. A complaint form is available on the Affirmative Action website.

A. Time for Filing
B. Investigation and Review
C. Hearing Committee
D. Committee Recommendation.

IV. DISCIPLINARY ACTION

Any individual who is disciplined as a result of this procedure retains applicable rights and procedures with regard to the disciplinary action.
Suggestions for Mental Health Issues

Mental health trauma, difficulties, illnesses, and disorders can have a disabling impact on those who struggle to cope with them. They can cause an individual irrational fear, overwhelming stress, and changes in behavior. While undergraduate and graduate students enrolled at UW—Eau Claire encounter situations and expectations that can tax mental health conditions, off-campus practicum experiences can be particularly challenging.

The Americans with Disabilities Act (ADA; http://www.ada.gov/cguide.htm) prohibits discrimination on the basis of disability in employment and education settings. To be protected by the ADA, one must be “a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such impairment.” The ADA does not specifically name all of the impairments that are covered, but mental health conditions are explicitly protected. In order to receive services and accommodations for the disability, a student must provide current documentation from an appropriate licensed professional that identifies a disability and demonstrates that it substantially limits a major life activity, including learning. The documentation must show how the disability impacts the student and support specific accommodation requests.

Teacher Education in the College of Education and Human Sciences (COEHS), as part of UW—Eau Claire, is committed to providing equal educational opportunity for all students, including undergraduate and graduate students enrolled in part- and full-time off-campus practicum experiences (e.g., student teaching, internships, etc.). Students with disabilities protected by ADA can seek services and accommodations to facilitate successful practicum experiences. Furthermore, the mental health and well-being of our COEHS students who do not have a documented disability is held in high regard. The following suggestions, responsibilities, and guidelines are designed to facilitate success for all COEHS practicum students.

Student Responsibilities

Just as we are all responsible for our physical health, we are equally as responsible for our emotional health. Some students enrolled in off-campus practicum experiences may find themselves encountering sudden, acute, transient, or situational mental health challenges that do not constitute a disability. In those situations, the following suggestions are offered:

- Contact your immediate supervisor, University Liaison Supervisor, Field Placement, Certification and Licensure Coordinator, or another faculty member from your department. These individuals can assist practicum students during moments of crisis and concern. Temporary accommodations may be offered to allow the practicum student necessary time and/or services. This may include making a contact with the Dean of Students Office, especially when a period of time off from the practicum experience is deemed necessary.

- Contact the UW—Eau Claire Counseling Services. This office offers free, confidential, short-term individual, group, and couples counseling to assist students with personal, developmental, or psychological concerns related to their educational progress and personal growth. This office also offers counseling support to students experiencing crisis involving traumatic events and emotional trauma. Referrals to outside services are provided when necessary.
• Stay connected with wellness activities throughout the practicum experience. Maintain healthy routines and relationships.

When mental health challenges are more than moderate, transient, or situational, it is up to the student to request access to needed services and accommodations. UW—Eau Claire provides academic services and accommodations for all students who provide appropriate documentation of the existence of a disability, as this is in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and UW System policy. It is important to remember that it is the student's responsibility to initiate the provision of any accommodations. Practicum students who have a confirmed psychological disability should refer to the following process:

1. Contact the Services for Students with Disabilities Office (715-836-5800), Centennial Hall 2106.
2. Provide current documentation that demonstrates that a disability exists resulting in a substantial limitation to a major life activity, and supports the requested services.
3. Be prepared to discuss the accommodations you feel are necessary and appropriate. Follow all appropriate policies and procedures when requesting services and/or accommodations.
4. Make necessary contacts with the University Liaison Supervisor, departmental field placement coordinators, and/or the Field Experience Coordinator for COEHS Teacher Education to discuss how approved accommodations will be provided.
5. Be aware of and follow the established Grievance Policy for Students with Disabilities when necessary.
Appendix A - Answers to Some of Your Field Experience Questions

When Do I apply for Student Teaching?
You usually apply the year before you will be student teaching. If you are student teaching in fall, you apply the previous fall. If you are student teaching in spring, you apply the previous spring. With your application, you need to submit a resume and a philosophy of education. These are given to your cooperating teachers so that they know a little more about you before you arrive.

What Are the Typical Placements for Various Majors?
If you are an Middle Childhood-Early Adolescence major with a minor such as language arts, math, social studies, Spanish, English, etc., you will be placed for a quarter in an elementary school and a quarter at the middle school in your minor.
If you are an Early Adolescence-Adolescence or Early Childhood-Early Adolescence major, you will be placed for a quarter at the middle level and a quarter at the high school level or a semester placement at the middle school or high school level.
If you are a comprehensive Special Education major, you will be placed for a quarter at the elementary level and a quarter at a middle or high school level or a semester at your needed level.
If you are a Special Education major with dual certification in MCEA you will be placed a quarter in an elementary school and a quarter in a middle or secondary school in special education or a semester in your needed level.

How Do I Apply for Internships?
First of all, you must be eligible, as determined by your department, for an internship. Then, you will receive a list of all internship openings by email. You will need a copy of your resume, a cover letter and a copy of your transcript to apply. The principal and cooperating teacher will screen all electronic applications and contact you if they wish to interview you. If the school district hires you, you will need to report back to the Field Experience, Certification and Licensure office for information on obtaining your Internship License.

Are There Any Special Projects to Participate in for Student Teaching?
Yes, we also have opportunities to teach in an urban setting in Milwaukee Public Schools or in Aldine School District in Houston, Texas. Finally, we have an opportunity to complete part of your student teaching overseas through Global Student Teaching. Please contact the Field Experience, Certification and Licensure Coordinator for further details.
What is the Length of my Student Teaching Placement?
DPI requires that you student teach for an entire semester following the school district calendar, not the UW-Eau Claire calendar. If you student teach in fall, you should expect to be ready to begin your placement in mid-August and finish about mid-January. In this situation, you will be graduating in December and continuing to student teach about three weeks after you graduate. If you student teach in spring, you should expect to be ready to begin your placement in mid-January and finish the first week in June. In this situation, you will be graduating in May and continuing to student teach about three weeks after you graduate.

Can I Take a Winterim Course Before I Student Teach in Spring?
The answer to this question is usually "no" unless the course meets after 4:00 p.m. Most schools begin their second semester before the UW-Eau Claire Winterim session ends. You must be ready to report to your placement when the second semester begins.

Can I Make Special Requests Regarding My Placement for Student Teaching?
The personnel in the Field Experience, Certification and Licensure Office ask that unless you have an extreme request that meets one of the criteria listed on page 13, you do not make a special request for your student teaching placement. If you feel you must make a special request, we try our best to meet all special requests, but cannot guarantee it. If we cannot meet your request, the Field Experience, Certification and Licensure Coordinator will telephone you to see what can be worked out. We place in Wisconsin in a service area of approximately 70 miles.

What Can the Field Experience, Certification & Licensure Office Do For Me?
The personnel in the office are here to serve students. We believe in placing students first; therefore, we will make every effort possible to work with you with any concerns you have. Please feel free to stop in at any time and check on how your placement is coming, recommend a good teacher whom you have worked with so other students may benefit, or inform us of a placement that we should not use again. We place about 1000-1200 students each academic year in field experience placements. We are thorough and constantly communicate with teachers, principals, students, and UW-Eau Claire faculty. We promise to do our best in helping you have a successful student teaching/interning experience.

Leslie Klay  
Field Experience Coordinator  
715-836-5544  
klayla@uwec.edu

Donna Anders  
Licensing and Certification Officer  
715-836-5984  
andersdm@uwec.edu
Appendix B - Tips for Teachers: Writing Letters of Recommendation

1. Tell the student about the letter you feel you can honestly write for them; and give them a chance to ask someone else if you cannot write a strong letter.
   - If a positive recommendation cannot be written, the individual should be so informed. One should never agree to write a letter of recommendation and then write a letter of condemnation.
   - If a letter of recommendation, but with some reservations, can be written, the person requesting the letter should be informed and his/her agreement to proceed should be obtained.
   - It is possible and sometimes preferable to distinguish between a letter of evaluation and a letter of recommendation.

2. Ask for as much information from the student as possible (due date, resume)

3. Use a letterhead that matches your relationship with the student. In other words, use your school letterhead when writing a letter.

4. Explain how long, how well, and under what circumstances you have come to know this student.

5. Address aspects of the student’s performance you know first-hand. Eyewitness accounts are more convincing than hearsay.

6. Support your generalizations with specific details or anecdotes; help the reader to imagine the student by illustrating with examples the student’s performance.

7. End the letter with a summary paragraph recapping your main points and your final recommendation of the student as a teacher.

8. Ask the student to let you know what happens to his/her application.
Appendix C - Questions to Ask at the Beginning of Your Placement

1. What is the district/school calendar and contract hours (workdays, holidays, special events)?
2. What are the district/school procedures and policies about discipline?
3. What are the building philosophy and goals?
4. What procedures do I follow when absent or tardy?
5. Where can I get curriculum materials?
6. When are class list(s) and bell schedules available?
7. What are the fire/tornado/emergency procedures for the building?
8. What are the procedures for events such as field trips, school pictures, etc.?
9. Where should I park my car? Is a permit required?
10. Where can I safely store my purse, coat, and other valuables?
11. Where are computers located for faculty use?
12. What is the district/school policy regarding appropriate bulletin board displays?
13. Where is the faculty workroom? Restroom? Lounge? Lunchroom?
14. What/when is the district/school grading policy?
15. What is the district/school homework policy?
16. How will I know if a student has an excused absence?
17. How do I obtain copies of worksheets, quizzes, and tests?
18. What is the district/school policy regarding writing passes for students (hall, library, locker, water fountain, restroom)?
19. How do I find out if school is canceled?
20. What do I do with a sick student?
21. Can I leave the school during the day to run errands?
22. Am I required to turn in lesson plans in advance? When?
23. To whom do I refer students who I suspect may be abused? Chemically dependent? Suicidal?
24. What is the district/school crisis plan? May I have a copy?
25. What are the procedures for removal of a student from the classroom?
26. May I take a couple of days off to interview for jobs?
27. How will you be evaluating me?
28. May I observe other classes during the final week of my placement?
29. Are there any extra-curricular activities you would recommend for me?
30. When can we meet to plan for each week?
Appendix D – Student Teaching What If Quick List

What if...........

I am sick or will need to be absent from my student teaching placement?
✓ Contact your Cooperating Teacher ASAP
✓ Email your supervisor as well

I am going to be absent from my evening Seminar?
✓ Contact your Seminar Instructor

I need mental health services and/or stress management help?
✓ Contact your supervisor, advisor, or seminar instructor
✓ Contact UW- Eau Claire Counseling Services

I am missing evaluations/forms from UWEC
✓ Check online for copies of all forms
✓ Contact the Field Experience Office if forms cannot be located

I have issues with my Cooperating Teacher?

Do you feel comfortable speaking with your Cooperating Teacher? Yes

Work on resolving the issue with your CT

No
Contact your supervisor or the seminar instructor

Your supervisor or seminar instructor will meet with you to discuss the issues and help you strategize to solve them.