Student teaching is the capstone academic experience in the Professional Education Program and a necessary stepping stone into a career as a Wisconsin licensed teacher. Novice and veteran teachers alike consistently report that student teaching is the most impactful aspect of their professional preparation. This field experience is cited in the teacher education literature and by prospective employers as the component of a teacher education program which has the greatest influence on future teachers. It is my hope that this handbook provides valuable information and helpful ideas to facilitate a productive and successful student teaching experience for all parties involved.

The candidate, cooperating teacher, and university supervisor make up the three parts of the “triad”, the primary audience for whom this handbook is written. As in any successful apprenticeship program, it is imperative to have well-prepared students and high-quality, experienced mentors. UW Oshkosh teacher candidates are well qualified in content, pedagogy and field practices. A Bachelor of Science in Education degree is simultaneously awarded to undergraduate candidates along with endorsement for Wisconsin licensure upon successful completion of student teaching, edTPA and any other state-qualifying competencies.

The cooperating teacher has had at least three years of classroom experience, has completed training in the supervision of student teachers and has been recommended by the respective school district administration. These professionals provide the appropriate setting for their candidate’s licensure needs and an opportunity to challenge their mentee’s teaching and interpersonal skills with students. Cooperating teachers are role models who have a tremendous impact on the professional, and most often, personal lives of teacher candidates.

A university supervisor is assigned to the candidate based upon their particular expertise in content and developmental level. The supervisor takes the role as advocate and evaluator and serves as the liaison for the University. Periodic visits to observe the teacher candidate enable the supervisor to assess the knowledge, skills, and dispositions of the candidate. The supervisor facilitates “triad discussions” with the cooperating teacher and candidate, reviews required college assignments, supports edTPA work, manages serious performance concerns and awards final grades for student teaching and the associated seminar.

The “village of educators” stands united in supporting the development of capable, talented and committed future educators to serve the children of Wisconsin and beyond. I wish you all the best as you work together to advance this most noble profession.

MaryBeth Petesch,
Director Office of Field Experiences
Certifying Officer for licensure
College of Education & Human Services

Good teachers inform, Great teachers transform.
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SECTION I: PREPARATION FOR STUDENT TEACHING

TEACHER LICENSURE PROGRAM... AND BEYOND

The University of Wisconsin Oshkosh and the Teacher Licensure Program has been in the business of training teachers since its inception as the Oshkosh Normal School in 1871. This proud tradition continues into the 21st century, adapting and adjusting to meet the needs and challenges emerging in PK-12 education communities and recently reflected in Department of Public Instruction (DPI) rule changes. UW Oshkosh’s teacher candidates choose from programs in regular and special education that are sanctioned by the Wisconsin DPI.

To become a licensed teacher, undergraduate students start their journey with the Professional Education Program (PEP) in the College of Education and Human Services (COEHS). Our program guides students along their teacher education pathway from the application to the professional college through the capstone experience of student teaching ensuring compliance with program and state licensure requirements. This is facilitated by monitoring student progress through a system of Gateways using a data management system called Tk20. This approach permits faculty, staff, and candidates to track progress and learning throughout the Professional Education Program.

Student teaching is the capstone academic event for candidates seeking licensure and remains to be one of the most transformative educational experiences during the licensure program. Candidates have a variety of options to choose from both within and outside of the UW Oshkosh Service Region. As careers develop and mature, the College of Education and Human Services provides exciting Graduate level career advancement opportunities. Excellent Master’s degree programs are available with or without state licensure; the newest exciting offering is the Doctorate program leading to superintendent licensure. Additionally, for those seeking to build upon their teaching resume, the Center for Additional Teaching Licenses is available to assist. Promotion and support of life-long learning is part of our mission and vision for all Wisconsin citizens and beyond!

DEPARTMENT OF PUBLIC INSTRUCTION LICENSURE

The Wisconsin Department of Public Instruction (DPI) under the State Superintendent of Public Instruction Carolyn Stanford Taylor is responsible for outlining the rules and regulations for educator licensure. Wisconsin Administrative Code for Teacher Education Program Approval and Licensing or Pi 34 is the policy manual for the state’s educators.

The Department of Public Instruction works to remain responsive to the changing needs of our Wisconsin school districts. School staffing needs are at a critical point for many districts. The DPI has advanced new licensure rules to provide flexibility and clarity around teacher licensing.

A shift from letters depicting developmental nomenclature (i.e. EC – A) to grade levels (PK – 12) along with other programmatic changes will be implemented in the near future. Each Wisconsin licensing institution is required to submit program plans facilitating relevant DPI changes prior to 2023. The DPI website is an excellent resource to remain abreast of any licensure changes implemented by the state.
CURRENT DPI LICENSURE LEVELS:

EC-MC = Early Childhood through Middle Childhood (birth-age 11/PK-grade 6)
MC-EA = Middle Childhood through Early Adolescence (ages 6-14/grades 1-8)
EA-A = Early Adolescence through Adolescence (ages 10-21/grades 5-12)
EC-A = Early Childhood through Adolescence (birth-age 21/grades PK-12)

CURRENT UW OSHKOSH PROGRAM OFFERINGS:

ELEMENTARY EDUCATION

Elementary Education: EC-MC
Elementary Education: MC-EA (with a minor)
Note: EC-MC + MC-EA is an option

SECONDARY EDUCATION

EA-A (Science, English, Social Science, Mathematics)
EC-A (Art, ESL, World Languages, Music, and Physical Education)

SPECIAL EDUCATION CROSS CATEGORICAL: ID, SLD, EBD

ECSE
MC-EA Cross Categorical (choose emphasis area)
EA-A Cross Categorical (choose emphasis area)
Note: MC-EA + EA-A is recommended

DUAL EDUCATION

EC-MC Elementary Education with Early Childhood Special Education ECSE (Birth-age 8)
MC-EA Elementary Education with MC-EA Special Education Cross Categorical (Choose emphasis area)
WHAT IS edTPA?

The edTPA is a subject-specific teacher performance assessment developed by the Stanford Center for Assessment, Learning, and Equity (SCALE) in partnership with the American Association of Colleges of Teacher Education (AACTE). This portfolio-based assessment is completed during student teaching and focuses on a learning segment of 3-5 lessons in one class/content area. You will submit artifacts (i.e., lesson plans, instructional materials, selected videos, assessments, and feedback and student work samples) video clips, and written commentaries as evidence of your teaching proficiency.

The Wisconsin Department of Public Instruction (DPI) has mandated that all teacher candidates completing their licensure program after August 31, 2015 submit an edTPA to Pearson Education, Inc. for official scoring and receive a passing score (38 for 15 rubric Handbooks, 32 for 13 rubric Handbooks) in order to be endorsed for their initial Wisconsin teaching license.

HOW DOES THIS IMPACT ME?

The edTPA will serve as the majority of your Gateway 4 Portfolio. Individual licensure programs may require additional artifacts, documentation and/or evidence; you will receive more information on this as the semester progresses.

Teacher candidates will be assigned an appropriate edTPA Handbook (HB) based on major, licensure, student teaching placement, and list of allowable HBs provided by the WI DPI. This HB, along with supporting documents, is your guide to the edTPA’s requirements, structure, language, and evaluation rubrics. It is critically important that you read, understand and consistently review the HB, commentary templates and associated documents while working on your edTPA.

All teacher candidates are requested to attend a kick-off event prior to student teaching and three edTPA Writing Days designed to get you off to a good start and provide you with time to focus on your commentaries and videos, and support you in completing your edTPA. These sessions will be held on the UW Oshkosh campus. Attendance will be taken at each session.

WHAT HAPPENS IF I DO NOT PASS edTPA?

Teacher candidates who do not meet the WI passing edTPA score will be required to retake all or part of the edTPA in order to be endorsed for licensure. To begin the retake process the teacher candidate is responsible for contacting the edTPA Coordinator (edTPA@uwosh.edu), and your content specialist within 48 hours of receiving the edTPA Score Report to schedule a Retake Meeting. The meeting with the Coordinator will provide advice about your options moving forward.

Here are several resources that will help you become more familiar with the edTPA process:
edTPA.com is the official site for edTPA information for candidates
Information specific to Wisconsin can be found on the WI DPI website
Canvas sites created by the COEHS coordinator: edTPA Resource Site and edTPA Writing Seminar
UW Oshkosh website: The edTPA
STUDENT TEACHING PLACEMENT PROCESS

Teacher candidates now apply for their respective field experience one year prior to that experience. Application Meetings to introduce the process and invite candidates to the Tk20 application are held in mid-March/October. The Office of Field Experience (OFE) determines what type of field placement(s) is required for each candidate based upon their previous fieldwork and departmental and DPI licensing requirements. Classrooms are sought by the OFE working in tandem with candidates’ application requests, college department chairs, COEHS program coordinators and relevant school administrators and district offices.

TIMING OF PLACEMENT

- Wis. Admin. Code PI 34 states that for educator preparation programs leading to the candidate’s first license, student teaching shall be for full school days for the full semester of a host school district(s).
- If a student is placed in two different districts with overlapping quarters, it is suggested that the triad team negotiates feasible start and end dates.
- Fall candidates are required to attend in-service meetings provided by the school district prior to the start of the school year. These are typically held in mid to late August.
- If a school district is on a trimester or year-round calendar, the OFE will negotiate the appropriate timing of the placement.

ACCOMMODATIONS

Students who have a documented disability as outlined in the Americans with Disabilities Act (ADA) should contact either Disability Services in the Dean of Students Office or Project Success to request reasonable accommodations during student teaching. Students are also required to make a note of any such special needs on their application to student teaching. A meeting with the OFE Director may be requested to discuss the specifics of the accommodation.

The OFE will work with the candidate, the Dean of Students Office/Project Success and the assigned cooperating teacher and building principal to ensure reasonable and proper accommodations are provided in the school sites. University supervisors should be made aware of the accommodations by the candidate.

DISTRICT REQUIREMENTS FOR PLACEMENTS

Processes for teacher candidate acceptance vary by district and can include but are not limited to an additional application, criminal background check, TB test or an informal interview. Students need to comply with each respective district’s expectations to be endorsed prior to the beginning of the experience. A notification will be provided by the OFE or the district office regarding additional requirements prior to acceptance and placement.

CHANGE OF PLACEMENT

- Either the school district or the university may change or terminate the assignment of any teacher candidate when it is considered to be in the best interests of all involved. This decision is made collaboratively with the participation of all key professionals.
- Students may not initiate a change in assignment.
- Student may request, in extreme situations, to withdraw from or change a school site
POLICY NOTE: LOCAL HIGH SCHOOL, FAMILY OR RELATIVES ON SITE
The college does not recommend placement of a candidate in a school where family members or close relatives are engaged. Student teaching is a high stakes professional experience that requires objective evaluation and discretion in communication regarding performance assessments. Having close relatives involved or on site may create unnecessary discomfort or conflict of interest, particularly if performance issues emerge. For these reasons it is requested to disclose on the application any relevant schools where close relatives and family members are involved.

The college also encourages candidates to consider taking advantage of new settings for professional networking, opportunities to compare and contrast school experiences and experiences in a variety of teaching venues. For these reasons you typically will not be placed into the high school from which you matriculated. We like to challenge you to step outside of your comfort zone! This is your (last?) chance to spend concerted time in a school site as an apprentice teacher - take advantage

WITHDRAWAL FROM STUDENT TEACHING
PRIOR TO INITIATING STUDENT TEACHING
If a candidate decides to withdraw from student teaching prior to the confirmation of placement, it is important to inform the OFE immediately. Simply withdrawing from the associated courses does not mean that the OFE is aware of the decision to withdraw. A confirmed student teaching assignment is considered to be a semi-formal agreement between the University and participating district. Under this agreement, cooperating teachers, teacher candidates, the university, and school administration have all made a commitment to create this opportunity.

AFTER INITIATING STUDENT TEACHING
Once a student begins the student teaching experience, withdrawing from student teaching will affect all parties involved including the children in the classroom. Consequently, a student’s withdrawal from student teaching should occur only under the most serious circumstances. The OFE will facilitate this discussion and process.

FIELD EXPERIENCE SERVICE REGION
SITE OPTIONS
Many universities define a geographic area within which teacher candidates are placed for field sites. For our college this Service Region is defined by a large semi-circle surrounding Oshkosh and most of Lake Winnebago. The service area was expanded in recent years to include several more rural school districts. It now includes over 36 participating school districts. Close proximity to the university assures programmatic continuity, seminar compliance and ease of personal contact and supervision.
Teacher Candidates choose preferred geographic clusters within the service region when they apply for student teaching. (See map next page.) In the following cluster list, the districts in italics denote a state-designated rural district. This could be significant if the current CESA-sponsored Rural School Teacher Talent Grant is maintained and supported by state legislators. Information regarding the grant will be provided to affected candidates by the OFE when and if relevant.

SERVICE REGION DISTRICT CLUSTERS FOR UW OSHKOSH TEACHER CANDIDATES

- Appleton, Hortonville
- Clintonville, Shiocton, Manawa
- Mayville, Horicon, Hustisford, Juneau
- Oshkosh, Neenah, Menasha
- Brillion, Hilbert, Reedsville, Stockbridge
- Omro, Winneconne, Berlin
- Campbellsport, Lomira, Kewaskum
- Ripon, Green Lake, Rosendale
- Chilton, New Holstein, Kiel, Elkhart Lake
- Seymour, Freedom, Wrightstown
- Fond du Lac, North Fond du Lac, Oakfield
- Waupun, Beaver Dam, Markesan
- Kaukauna, Kimberly, Little Chute
- New London, Weyauwega

OUT OF AREA REQUESTS
Teacher candidates may, as of fall 2019, request placement outside of the designated COEHS Service Region without an appeal to the college. Candidates provide on the student teaching application at least 3 viable Wisconsin school districts, not communities, in which they would prefer to be placed. An Out-of-Area fee of $750/semester will be assessed for an out of area placement and is due by the time of the Orientation Seminar prior to beginning student teaching.

Students requesting an Out-of-Area student teaching placement are not allowed to student teach in the high school from which they matriculate or in a building where close family members work or attend. Candidates are required to return to the UWO campus for mandatory meetings.
STUDENT TEACHING SPECIAL OPTIONS

The college offers several exciting options to the standard field placements for eligible candidates. All of these experiences satisfy the Wisconsin statute requiring one full school semester (18 weeks minimum) of student teaching. *These special options require a separate additional application, a resume and a positive pre-student teaching evaluation; some require a higher minimum GPA and/or have an associated fee.* Respective application directions will provide more details specific to that option.

GUEST STUDENT TEACHING

**Guest Student Teaching (GST)** is a UW Milwaukee program designed to provide opportunities for candidates from non-urban campuses to student teach in an urban setting. School districts included in this urban program are: Milwaukee, Brown Deer, West Allis, Racine, Kenosha and Waukesha. Students applying to student teach in Milwaukee become part of a cohort from several participating UW Regional Universities.

The GST coordinator in Milwaukee procures the placements, assigns university supervisors and facilitates professional development seminars.

The opportunity to apply for paid teaching internships through the DPI Wisconsin Improvement Program is also a possibility with this urban program.

TEACHING INTERNSHIPS

The teaching internship option is administered by the [Wisconsin Improvement Program (WIP)](https://www.dpi.wi.gov) in the Department of Public Instruction. The Office of Field Experiences Director serves as the campus liaison for WIP. School districts create a design for a semester-long internship and provides this document to the DPI for review. If the design is approved the internship is posted on a pass-protected website for the campus liaisons to review.

A teacher internship is a licensed (Tier 1), full-semester assignment in a Wisconsin school district. The intern is under contract to a participating school district and is paid a salary ($4500 minus taxes) for a 50% teaching assignment. A cooperating teacher is provided; there can be additional roles and responsibilities related to internships. Wisconsin internship opportunities are limited and are competitive.

Students are admitted to the internship program based on their program (must be able to have a full-semester placement), the availability of a classroom situation that satisfies licensure requirements, a strong academic record and positive pre-student teaching evaluations. Most districts review the candidate as they would any potential employee. A resume and an interview are required along with an extensive application process.

INTERNATIONAL (EAST)

Students may apply for international student teaching opportunities through a program administered by [Educators Abroad, Ltd.](https://www.educatorsabroad.com) – Educators Abroad Student Teaching (EAST).

EAST provides the option of student teaching in over 60 different countries. Liaisons in each country supervise the academic experience for the candidate and provide assistance with housing. Students participating in this program work with the [UW Oshkosh Office of International Education](https://www.uwosh.edu/oie) (OIE) to negotiate general logistics and university expectations. The OIE provides an orientation for candidates and their families.
International teacher candidates student teach nine weeks stateside and ten weeks in a host country of their choice. A state-side placement is arranged first and in the fall semester will need to be "split" so as to provide a contiguous ten weeks in the overseas placement prior to winter (Christmas) break. The OFE Director determines the level, content and timing for each placement and works with EAST and the candidate to provide pertinent information relative to placement. Special education majors cannot participate in this option due to the structure of special education classrooms and pedagogy used in different countries. Dual majors will complete special education student teaching stateside.

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TEACHER IN RESIDENCY PROGRAM

Teacher in Residency (TIR) Programs have features that make them different from regular student teaching:

- Candidates are vetted and placed in a cohort
- Cooperating teachers are selected by the administration
- Intensive professional development is offered by a district coordinator or peer coaches/mentors
- Observation from district administration is provided
- Unique features and specific TIR offerings > see below

APPLETON AREA SCHOOL DISTRICT TIR

The Appleton Area School District (AASD) (fall semester only) offers a true immersion experience in public school teaching in a variety of licensure areas.

Special features include:

- Placement in schools having high diversity and low socioeconomic populations
- Extensive (new teacher) in-service training in August
- A District TIR Coordinator whose role is to facilitate placement, observe, critique, provide professional development and advise candidates
- Intensive teaching experience while incorporating frequent opportunities for reflective dialogue
- Coordinator provides relevant training workshops exposing the cohort to strategic district initiatives and important first-year teacher issues
- School administrators and university supervisors provide observations and evaluation
- Opportunities for compensated school duties such as recess and lunch supervision
- “Educational Rounds” to observe and debrief master teachers’ practice and instruction in cohort groups

LOMIRA SCHOOL DISTRICT TIR

The Lomira TIR program offers a full semester student teaching placement each semester for dual majors, either EC-MC or MC–EA.

Special features include:

- Special education coordinator facilitates the design of simultaneous and coordinated placements in regular and special education customized to the needs of the teacher candidate
- Coordinator provides relevant training workshops exposing the candidate to strategic district initiatives and relevant first-year teacher issues
- School administrators and university supervisors provide observations and evaluation
- Opportunities for compensated school duties, such as recess and lunch supervision
ARTSCORE TIR – Badger Elem, AASD, Merrill MS, OASD
ArtsCore is a grant-based partnership between UW Oshkosh, the Paine Art Center and Gardens, and regional public-school districts. The intent is to support pre service and early career educators to effectively teach in their respective content using arts integration. The pre service teacher initiative is a TIR Program focused on arts integration and hosted by the Appleton Area School District at Badger Elementary and the Oshkosh Area School District at Merrill Middle. This program is offered each semester for many majors. (Double and Dual majors will require careful planning and collaboration.)

Special features include:
- Explore and express a passion for the arts through an Arts Integration (AI) approach to teaching practice
- Opportunities for Arts Integrated professional development and collaboration with a range of teachers to design and implement art integrated units and lessons
- Attend school team’s Arts Integration meetings and planning sessions.
- Meet with the ArtsCore District Coordinator two times during the semester to review AI lesson plans and outcomes.

School administrators and university supervisors provide observations and evaluation with an eye toward Arts Integration in your practice.

EXCEPTIONS TO REGULAR PLACEMENTS

ON-THE-JOB (OTJ) EMERGENCY (Tier I) LICENSE REQUEST
In certain cases, students already possessing a Bachelor’s degree and in good standing at UW Oshkosh may be considered for an On The Job (OTJ) opportunity.

- The respective school district must request a Tier 1 (former emergency) license from the DPI and justify the need for a non-licensed teacher.
- On-The-Job candidates are then employed by a district on an approved Tier One license, sometimes referred to as a License With Stipulations 1, to fulfill a specific instructional assignment.
- An OTJ placement requires the permission of the college department chair and, when applicable, the respective college graduate program coordinator.
- OTJ candidates have a university supervisor but are observed less frequently than a typical candidate. They may not have to attend mandatory on-campus meetings depending upon their academic and licensure situation.

An OTJ assignment typically leads to permanent employment with the school district.
Section II: STUDENT TEACHING EXPERIENCE

STUDENT TEACHING LOGISTICS & IMPORTANT CONSIDERATIONS

COMMUNICATION

Checking your UW Oshkosh email regularly will ensure responsiveness to pertinent information!

College to Candidate

Effective communication is the foundation of a successful field experience office. The OFE is the hub for paper, electronic and verbal contacts between the college and external constituents related to field placements.

- The OFE manages all communication associated with procuring placements.
- Candidates are requested not to initiate contact with districts for purposes of placement.
- Teacher candidates contact their cooperating teachers after receiving a placement confirmation from the OFE.
- Conversations about initial meeting days, times and expectations for the first day of class with the CT are the responsibility of the candidate.
- Students will receive periodic emails from the OFE with pertinent information about seminars, surveys, placement adjustments and licensure.
- Each candidate in the undergraduate teacher licensing program possess a TK20 account which serves as a repository for pertinent assignments, forms and other strategic data. The following forms relevant to student teaching are part of your Field Experience Binder:
  - Teacher Candidate Handbook Acknowledgement Form
  - Independent Professional Development Activity Form (IPDA)
  - Field Experience Evaluation Forms including a self-evaluation
  - Final Narrative Student Teacher/Intern Report
  - External Commitment Report
  - Field Experience Observation Form
  - Independent Mock Interview Form, if necessary
  - edTPA Assessment Portfolio

Checking your UW Oshkosh email regularly will ensure responsiveness to pertinent information!

Supervisor to Candidate

- University supervisor assignments are made by the respective licensing department. These assignments are provided to the candidate by the OFE on or near the day of Student Teaching Orientation
- University supervisors assigned to the teacher candidates are encouraged to meet their protégées at the Student Teacher Orientation in early August/January.
- Many instructors will use a Canvas course to connect with their cohort of teacher candidates.
Tk20 will be the platform for observation and evaluation materials. EdTPA handbook information will also be housed here.

Checking your UW Oshkosh email regularly will ensure responsiveness to pertinent information!

WORKLOAD
The student teaching experience is a full-time commitment for the length of a school district’s entire semester. A full semester in Wisconsin is considered to be approximately 18 weeks but your experience could be more than 18 weeks.
- The teaching workload for the teacher candidate that should be cooperatively arranged and agreed upon by the cooperating teacher, teacher candidate, and university supervisor in the opening triad conference.
- It is important that some regular time be set aside in the teacher candidate’s daily and weekly schedule for planning, evaluating, reflecting, and conferencing with the cooperating teacher.
- The seminar component of the semester involves both large group (OFE and department) and small groups (supervisor) gatherings.
- It is reasonable to expect a teacher candidate to assume a full teaching load for at least two weeks of a 9-week placement, and possibly more in an 18-week placement.
- The edTPA will require focused attention during the first segment of your placement.
- You might want to review suggested academic timelines for 9-week (Quarter); academic timelines for 18-week (Semester)

ABSENCES
- Daily attendance is required during the full school semester.
- A teacher candidate must inform the school and the university supervisor as early as possible regarding an absence. Reasons for absences will be shared with the university supervisor and cooperating teacher. Excused absences might be personal illness or a family emergency.
- Teacher candidates and interns do not have personal days like contracted teachers.
- Personal appointments should be made so as not to marginalize student teaching. If it is imperative that such an appointment needs to be scheduled during working hours it needs to be discussed with the cooperating teacher and university supervisor prior to the absence.
- One or two days away from your classroom to interview for a job is reasonable but you MUST request for permission to be away from your students for those appointments.
- Absences greater than 3 days during a placement must be brought to the attention of the university supervisor and recorded. This may warrant a discussion about general performance and a plan of action if more absences occur.
- In the case of repeated absences, the impact of absences on the ability of the candidate to carry out their field experience successfully will be discussed by the triad. If needed, a plan of action shall be developed, recorded and shared with all pertinent parties including the field experiences director.
  - If a student has two placements during the semester it is important for the OFE to be informed of the collective absences over the course of the two placements if they exceed 5 or 6 days
  - A plan of action might require additional time at the placement or a special arrangement to make up the missing days prior to endorsing teacher licensure.
A decision to involve the candidate in additional time in a classroom will be the responsibility of the OFE director and respective department chair in consultation with the supervisors and cooperating teachers of the respective placements.

COOPERATING TEACHER CLASSROOM PRESENCE
- As the semester progresses and the teacher candidate assumes primary responsibility for designated classes, they may benefit from a cooperating teacher’s occasional absence from the classroom.
- This procedure should be negotiated within the student teaching triad as appropriate for individual situations and should always be considered in light of the building and district policies relative to pupil safety and professional liability.

SUBSTITUTE TEACHING DURING PLACEMENT
Teacher candidates are not licensed and their legal authority in the classroom is limited, therefore, teacher candidates may not serve as substitute teachers. This is intended to protect the school system and its students as well as the teacher candidate. Interns, despite the fact they possess an intern license, are not allowed, per DPI rules, to serve as a substitute teacher.

TRANSPORTATION
- The student is responsible for their own method of transportation for the student teaching assignment. The student’s vehicle insurance coverage is primary.
- There is no state coverage when driving to and from a student teaching assignment or when using the personal vehicle during a student teaching assignment for any reason.
- It is not advisable to transport anyone in a personal vehicle, such as students on field trips, etc. during the student teaching assignment.
- Any type of transport of a child or student should be approved by the building principal.

NON-CLASSROOM TEACHING ACTIVITIES OR WORK

IN-SCHOOL TEACHER DUTIES
- Involvement in extra activities related to school functions but outside of the regular classroom curriculum/instruction can enhance a student teaching experience. Most (cooperating) teachers are involved in extra activities or duties that may be part of their contractual responsibilities. Many teachers also get involved in volunteer activities for which they have a personal or professional interest such as after school clubs or morning pre-school-day groups.

- These extra activities help to enhance the school experience for all involved. It is recommended that the triad has an early discussion about ways a candidate might get involved in the school above and beyond classroom teaching. Thoughtful consideration of your personal stamina and academic strength needs to take place before committing to extra duties and responsibilities.
NON-SCHOOL BASED ACTIVITIES OR HEAD COACHING

- Extensive participation in external commitments can place a strain on a candidate’s performance. The focus for the semester needs to be on the teaching experience as it is a performance-based assessment leading to potential licensure.

- The External Commitment Form in your Tk20 field experience binder documents significant external commitments such as, athletic coaching, university coursework, and non-school employment. Open communication regarding non-teaching activities that demand more than 10 hours a week will enable the triad to discuss strategies and accommodations for successful performance.

OFF-SITE ACTIVITIES

- Student teaching in a learning setting outside of the classroom can be part of the expectation for a field experience student – particularly in the special education arena. Off-site community activities can be a very rich learning environment for both students and teacher candidates alike. District approved policies and procedures should be provided so as to ensure legal liability is covered and student safety maintained.

- Oversight should be provided by a professional who is familiar with district policy and procedures and who has the authority to respond to a range of emergency situations. Sufficient training in emergency procedures and policies is important in this scenario.

OTHER IMPORTANT CONSIDERATIONS

MILITARY DUTY
Students who are called to active duty during the student teaching experience are required to contact the Director of Field Experience immediately upon receiving their orders to discuss their options.

JURY DUTY
In the event that a candidate is summoned to jury duty, the student will need to follow the directive to serve. We counsel students to plead their case to the judge during the selection process stating that they are currently engaged in a required full-time field experience which is part of an academic teaching licensure program.

A student selected to act as a juror must notify the OFE, cooperating teacher, and university supervisor. A plan for making up extensive missing days may need to be developed.

RELIGIOUS OBSERVANCES
Teacher candidates requesting absence from a student teaching assignment because of religious observance should notify the cooperating teacher and university supervisor as soon as possible (or at the first triad meeting). Strategies for making up missed time, if deemed necessary, should be formulated by the triad and shared with the OFE.
HEALTH INSURANCE
- Health Insurance is not provided by the University of Wisconsin Oshkosh or the school district. Be sure that your personal health insurance is in effect and will cover you when you are on location at the school.
- See Campus Health Services for information on short-term policy options.

WORKERS COMPENSATION
- Teacher candidates are considered to be in a “volunteer status” during their field experience, and most school districts do not provide workers’ compensation to volunteers. Each district’s liability carrier would need to review a claim and determine the district’s liability.
- There is no coverage by the UW Oshkosh for the cost of medical treatment for a student who should become ill or injured during the field experience program.
- Interns may be protected by district health insurance but need to check with the Human Resource office of the district to confirm this.

MENTAL HEALTH SUPPORT
- Student teaching can be an intense and stressful time in a candidate’s life. It may take concerted and thoughtful effort to achieve the type of work/life balance you will need to have during your career as an educator.
- Take time to exercise, recreate and relax.

Please be aware that the UW Oshkosh Counseling Center is available to assist any student needing advice or support. Our counselors are professional and discreet and have been part of many former student teachers’ support systems. Please don’t feel shame for a request for help. The Counseling Center can be reached at 920-424-2061.

LEGAL CONSIDERATIONS

CRIMINAL BACKGROUND CHECK
A Criminal Background Check (CBC) is required for admission into the teacher education program and again for admission to student teaching. UWO has partnered with CastleBranch to provide secure and comprehensive criminal background checks. Your CBC is maintained as a confidential component of your student records. You now have access to your own CBC if it is required for other field or district applications.

Candidates involved in a Birth - 3 field experience or those placed in a day care site will be required to complete an additional background check. The Department of Children and Families background check will be provided to these candidates.

It is becoming increasingly common that school districts require an additional CBC prior to placement confirmation. Candidates are sent the specific requirements by the OFE or the respective school district office.
The DPI provides a very detailed Frequently Asked Questions site related to state requirements for criminal background reviews. You will fill out a conduct and competency form and complete a CBC for Wisconsin teaching licensure and any employment within a school system.

**AGREEMENT WITH SCHOOL DISTRICTS**
A formal UW System agreement is provided to each participating district by the University outlining the legal responsibilities of each party including topics such as candidate eligibility, support and evaluation. This affiliation agreement is viable for three years and sent out by the OFE.

**TEACHER CANDIDATE LIABILITY**
Wisconsin law provides liability protection for actions taken within the scope of the placement of teacher candidates Wis. Stat. 895.46. This means that University students who are sued for actions within the scope of their placement are entitled to legal representation (or the payment of private attorney’s fees). This statute thus protects teacher candidates against claims from third parties for personal injury or property damage caused while performing their assigned duties in the field experience.

Professional liability insurance coverage is also available with policies offered by such sources as Aspiring Educators via the Student Wisconsin Education Association. It is strongly recommended that individuals take advantage of this additional coverage by joining this student organization.

**BLOOD BORNE PATHOGEN POLICY**
Because of the risk of exposure to blood borne pathogens in the classroom, the College of Education and Human Services and the DPI have developed the following recommendations:
- DPI Exposure Control Plan
- The cooperating teacher is responsible for clarifying the blood borne pathogen policy of the school and procedures used in his/her classroom.
- If an accident should occur, the teacher candidate should take the role of secondary caregiver rather than the primary one. If the cooperating teacher is not in the classroom, the teacher candidate should follow district policy to the best of their ability.

**CONFIDENTIALITY LAWS (FERPA/HIPAA)**
As a new educator, the teacher candidate will be responsible for all state and federal confidentiality laws including FERPA (Family Educational Rights and Privacy Act), HIPA (Health Insurance Portability and Accountability Act) and school district’s policies and procedures relating to these laws. Teacher candidates must be discreet when discussing any information related to students or colleagues. Follow your Cooperating Teacher’s advice and their lead regarding these laws. Professionals respect the dignity and privacy of their constituents. Note: Images of children/students cannot be shared or shown on any type of social media.

FERPA involves disclosure of student educational records beyond “directory information”. For a more complete explanation of this law, please refer to Student Records and Confidentiality on the DPI website, or view the FERPA law on the U.S. Department of Education website and please take the time to see the UWO policy regarding FERPA.
UW OSHKOSH CANDIDATE INFORMATION SHARING
In the event that a candidate desires a parent or other confidant have access to information regarding their candidacy that is not “directory information”, a FERPA override is required. To engage in the UW Oshkosh policy for sharing student information use Titan Web under Grant Access to Others to initiate the process. A User ID and password is created for the person designated so they can log into TitanWeb and access information. The candidate can select which areas they would like to share with an outside party.

The HIPAA Privacy Rule “protects the privacy of individually identifiable health information.” Most people are familiar with this rule if they have received medical attention and have been asked to sign the requisite “privacy form” prior to treatment. UW System requires the university to make all students aware of this federal law.

MANDATORY REPORTING
In a situation where there is reasonable cause to suspect that a child has been abused, neglected or threatened with abuse or neglect, the candidate should immediately confer with the cooperating teacher and building principal. This is a serious matter requiring professional action and discretion.

The State of Wisconsin requires individuals who work in certain professions to report child abuse and neglect. Wisconsin State Statute 48.981(2) (a) lists school teachers (14) as individuals who are mandatory reporters. Teacher candidates are not mandatory reporters for purposes of this statute but follow-up with your CT is required and perhaps university supervisor based upon the individual case. As part of application to student teaching, teacher candidates are required to complete a DPI sponsored webinar training on Mandatory Reporting of Child Abuse and Neglect. You can certainly add this training to your resume!
SERIOUS CONCERNS POLICY: PERFORMANCE & DISPOSITIONAL PROBLEMS DURING A FIELD PLACEMENT

Undergraduate Teacher Education; Clinical & Student Teaching

PREFACE
Recognizing that during any field experience, serious concerns may arise with the candidate in the context of the school/classroom learning environment, this policy provides an outline of the procedures suggested in dealing with such situations. The concerns could involve issues such as: attendance, instructional performance, planning, lesson appropriateness, professional dispositions, relationships with students and school personnel and/or response to feedback. The policy is not referencing periodic issues that might commonly arise in experiences novel to a teacher candidate, but where the concerns are repetitive and demonstrate inability or resistance to changing behaviors. The situation would be defined as serious by the cooperating teacher and/or the university supervisor.

This policy’s purpose is to describe protocols for recognition of a “serious concern”, necessity of documentation by the school and university persons involved, counseling of a student or teacher candidate, remediation, and when removal is deemed necessary, how that would be accomplished and documented.

WHEN TO USE THIS POLICY
All university supervisors need to be familiar with the policy, and inform cooperating teachers of the importance of following the processes and maintaining communications of their concerns to the university supervisor. The university supervisor must document communications from a student and/or a cooperating teacher in general, but most specifically if issues being raised suggest that there is a matter of “Serious Concern,” such as described above.

While not all issues are or will give rise to a serious concern, the university supervisor needs to exercise professional judgment when issues do rise to that level and inform the College’s Office of Field Experience and the respective department chair.

RESOURCES
Keeping in mind the limitations under FERPA where we are not allowed to pass certain information to school personnel, university supervisors can and should refer to previous Tk20 evaluations of a student to determine if there might be behavioral and/or performance patterns. If the circumstances warrant, and the Director of COEHS Field Experience approves, then the college administration and/or the Dean of Students Office can be contacted to determine if there are possible pre-existing files (specifically behavioral/dispositional) that might disclose information on a student to guide the supervisor, cooperating teacher and COEHS administrators (if the latter need to become involved). Again, a log needs to be kept by the supervisor or whoever is inquiring as to such files and only such information that meets a valid due process standard should be used in the current situation.

PROBLEM OCCURRENCES & ACTION PLAN PROCESSES
The following are intended as a protocol comprised of a series of stages which can result in: no further action to Teacher Candidate, dismissal and some action in between. The protocol stages also describe
documentation to ensure appropriate records to display fair and neutral processes to all concerned as well as minimize any subsequent reactions and/or legal concerns.

Each stage has a general description of intended actions and results, plus alternatives depending on Teacher Candidate reactions to the situation that has arisen as well as the proposed Action Plan developed in collaboration with the Supervisor and the K-12 Cooperating Teacher. This policy form can be used as a checklist as one moves through the process:

### COEHS SERIOUS CONCERNS POLICY REGARDING PERFORMANCE & DISPOSITIONAL PROBLEMS DURING A FIELD PLACEMENT -- Checklist and Procedure

#### I. Initial Stage

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University supervisor documents areas of concern and any corrective actions taken.</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>Cooperating teacher documents areas of concern and any corrective actions taken.</td>
<td>CT</td>
</tr>
<tr>
<td></td>
<td>University supervisor meets with student and cooperating teacher.</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>The student is provided the opportunity to respond, in writing, to the areas of concern.</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>A written action plan (with timeline and expectations) is developed and shared with the student teacher.</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>The action plan is shared with the Director of Field Experience and the Department Chair.</td>
<td>Supervisor</td>
</tr>
</tbody>
</table>

#### Outcomes -- Initial Stage

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student satisfactorily responds to the Action Plan in the timeline allowed. The supervisor notifies the OFE Director and Department Chair of the successful completion of the Action Plan.</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>The student does not respond appropriately to the Action Plan and the process moves to the <strong>Intervention Stage</strong>. The supervisor notifies the OFE Director and Department Chair of the unsuccessful completion of the Action Plan.</td>
<td>Supervisor</td>
</tr>
</tbody>
</table>

#### II. Intervention Stage

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A conference will be scheduled with the OFE Director, the University Supervisor, department chair, the cooperating teacher (if desired) and the student to discuss the concerns and a plan of action. Documentation is shared and discussed.</td>
<td>OFE Director</td>
</tr>
<tr>
<td></td>
<td>Documentation checklist (select relevant sources of evidence)</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>Cooperating Teacher or University Supervisor’s notation on performance deficiencies</td>
<td>CT or Supervisor</td>
</tr>
<tr>
<td></td>
<td>Record of dispositional issues</td>
<td>CT or Supervisor</td>
</tr>
<tr>
<td></td>
<td>Action Plan developed by the triad in the Initial Stage</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>Evidence that the student teacher has attempted to successfully follow the Action Plan</td>
<td>Candidate</td>
</tr>
</tbody>
</table>

#### Outcome 1 -- Intervention Stage: Appraisal with Intent to Complete Field Experience

*All parties agree that an ongoing performance appraisal is required in order to help the teacher candidate be successful in the current placement. Outcome 1 requires that the following steps be taken and documented:*

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop a detailed Action Plan or revise the initial plan and identify specific areas in need of improvement.</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>Establish a timeline for Action Plan improvements to be realized.</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>Provide a copy of the Action Plan and any relevant documents to all involved parties.</td>
<td>Supervisor</td>
</tr>
</tbody>
</table>
At the conclusion of the established timeline, a (triad) conference is scheduled to evaluate the student’s performance and/or professional behavior.

Submit all documentation generated during the process with the OFE.

Performance appraisal (select one):

- A positive response to the Action Plan results in recommendation for licensure
- An unsuccessful response to the Action Plan. Proceed to Option 2 or to Removal Stage of the field placement

Outcome 2 – Intervention Stage: Remediation with Possible Temporary Removal and Option to Continue or Repeat

All professional parties agree the teacher candidate is not performing at a level to warrant successful completion of the field experience. At this point, the removal of a student from a placement may be initiated by a school administrator, cooperating teacher, or university supervisor. Outcome 2 requires that the following steps be taken and documented:

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student meets with the Field Experiences Director, Department Chair, and University Supervisor to review areas of concern.</td>
<td>OFE Director</td>
</tr>
<tr>
<td></td>
<td>All parties work together to continue with or modify the existing Action Plan to develop strategies to improve performance.</td>
<td>Triad</td>
</tr>
<tr>
<td></td>
<td>Provide a copy of the revised Action Plan to all involved parties.</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>An Unsatisfactory Completion form is completed by the University Supervisor, signed by the student and supervisor and placed in the student’s file. This form will state support for continuation in the licensure program.</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>Provide student with a copy of COEHS policy appeals policy and process.</td>
<td>OFE Director</td>
</tr>
<tr>
<td></td>
<td>Candidate submits a formal letter to the Department Chair and Field Experiences Director to be considered for permission to repeat or continue the field experience. The signed letter should be submitted within one week of the on-campus conference and should address the following:</td>
<td>Candidate</td>
</tr>
<tr>
<td></td>
<td>▪ Explanation for the unsuccessful completion of the field experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Specific goals the candidate has, based upon the Action Plan developed during the on-campus conference, to ensure successful completion of repeated experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Request for the option to repeat and complete the licensure program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Description of how the candidate will prepare or remediate prior to the repeat placement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ If applicable, a confirmation of correspondence with the graduation examiner to change graduation date to a future semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A follow-up letter will be sent to the candidate outlining the on-campus meeting and decisions made by the professional team regarding a future field placement site.</td>
<td>OFE Director</td>
</tr>
<tr>
<td></td>
<td>The Department Chair in consultation with the OFE Director and current supervisor will decide if a new supervisor will be assigned for the new placement.</td>
<td>Department Chair</td>
</tr>
</tbody>
</table>

Resolution (select one):

- Change of placement in the current semester
- Assign student an 'I' or 'W' and provide a change of placement in the subsequent semester
- Assign student a 'W' and provide the option of returning to complete the placement at a time later than the subsequent semester

III. Removal Stage

All professional parties agree the teacher candidate is not performing at a level to warrant a passing grade for the field experience. In this event the “Initial and/or Intervention Stages” and the Action Plan prove inadequate
and no or marginal improvement is evidenced by the CT and the supervisor. At this point, the initiation of removal of a student from a placement may occur by a school administrator, CT or university supervisor.

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Responsibility</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The OFE Director, the Department Chair, the Supervisor, and the CT, if available, discuss the performance and/or dispositional concerns and determine the appropriate action.</td>
<td>OFE Director</td>
</tr>
<tr>
<td></td>
<td>Within 10 working days of the above meeting, a meeting must be arranged between university/school staff and the teacher candidate. Three of the four personnel cited above must attend. Prior to the meeting, the student must be provided with the decided future plan for the candidate and documentation related to the group’s decision. During this meeting the following must be discussed:</td>
<td>OFE Director</td>
</tr>
<tr>
<td></td>
<td>• Failure of the student to successfully complete the action plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review all relevant documentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An Unsatisfactory Completion Form is provided by the University Supervisor to be signed by the student and supervisor for the student’s file. This form will state non-support for continuation in the licensure program.</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>The proposed action by the group to codify the Unsatisfactory Completion Form</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The candidate must be advised in writing that s/he has a right to appeal under the COEHS Student Appeals Policy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student must be provided with the COEHS student appeals policy</td>
<td></td>
</tr>
</tbody>
</table>

**Outcome 1 - Appeal**

The student does not accept the group's decision and wishes to pursue an appeal.

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student submits an appeal that follows the COEHS Appeals Policy.</td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td>The student must meet with the Associate Dean of Teacher Education within ten working days. (The group’s decision will not take effect if the student pursues an appeal.)</td>
<td>Student/AD</td>
</tr>
<tr>
<td></td>
<td>Ruling on the student’s appeal.</td>
<td>Appeals Committee</td>
</tr>
<tr>
<td></td>
<td>Student and OFE is notified of the Appeals Committee’s decision.</td>
<td>AD</td>
</tr>
</tbody>
</table>

**Outcome 2 - No Appeal**

The student accepts the group’s decision and will proceed to graduate without licensure. The following are required:

<table>
<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A grade of “F” is provided to demonstrate unsuccessful completion of the field experience. A withdrawal grade may be considered if the closure of the placement is early in the semester and aligns with the UW Oshkosh policy for course withdrawal. Seminar grade is determined by the supervisor.</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>Candidate meets with the Director of Teacher Education to apply for a BSE degree without licensure.</td>
<td>Student/AD</td>
</tr>
<tr>
<td></td>
<td>Candidate is suggested to meet with Career and Professional Development Staff to discuss alternative career options and the University Counseling Center for personal counseling.</td>
<td>Director of TE/AD</td>
</tr>
<tr>
<td></td>
<td>A follow-up letter will be sent to the candidate from the OFE Director outlining the on-campus meeting and the protocol involved in the termination stage.</td>
<td>OFE Director</td>
</tr>
</tbody>
</table>
THE TRIAD – EXPECTATIONS AND RESPONSIBILITIES

Teacher Candidate + Cooperating Teacher + University Supervisor

EXPECTATIONS

- Student teaching is a collaborative endeavor and provides an action research setting within which the candidate seeks to gain practical understanding of the act of teaching.
- The student teaching triad works together to create a strong supportive structure (hence the triangle concept) to enhance learning and success for the teacher candidate.
- At the outset, it is strategic to discuss and establish common expectations among members of the triad. As the placement continues on-going discussions regarding expectations is warranted. Communication is vitally important!

TEACHER CANDIDATE

The teacher candidate is the active learner in the triad. Focus will be on the suitability of your knowledge, skills, and dispositions for the complex job of teaching. At this point a candidate should be completely finished with all required coursework, successfully completed any exams required for licensing, and have the required GPAs for the last capstone piece of the respective licensure program.
EXPECTATIONS PRIOR TO STUDENT TEACHING

- Start with an introductory email to the cooperating teacher (CT) at the school address. Include all your pertinent contact information and times/dates you are available to meet prior to the start of your assignment.
- Familiarize yourself with the information in this Handbook to understand associated roles, responsibilities, ethical considerations, policies and procedure.
- Find out as much as possible about the school and community. Use the School Familiarization Form to help you collect pertinent information.
- Arrange to visit the classroom to meet your mentor, the principal and other key school personnel such as the nurse, counselor or librarian.
- Consider how you will introduce yourself to parents.
- Obtain a school handbook, calendar and, if needed, a map and parking information and district ID (if required).
- Locate supplies, textbooks, relevant curriculum guides and resource materials.
- Collaborate with your University Supervisor and CT to arrange the first Triad Conference.

ASSIGNMENTS PRIOR TO STUDENT TEACHING

- Read the Student Teaching Handbook and complete the Acknowledgment Form/External Commitment Form in your TK20 account.
- Read your edTPA handbook; attend scheduled on-campus edTPA meetings.
- Develop a file or notebook for all student teaching materials.
- Purchase an academic planner or engage in an electronic calendar system.
- Complete a final draft of your professional resume.

THE OPENING TRIAD

- Clarify your teaching timelines and expectations.
- Make sure you understand your daily start and end times, parent teacher conference dates, any pertinent conferences or meetings for student teachers in the district/school and the end date of your assignment.
- Discuss strategies or ideas you would like to try during your time in this assignment.
- Share what you see as your content and pedagogical strengths and weaknesses to develop a context for effective growth and professional development.
- Notify your mentors about your on-campus meetings and commitments; ensure those dates do not conflict with important events in your placement.
- Openly share any significant External Commitments and how you plan to manage your time.
- Ask questions and take notes!

SUGGESTED TIMELINES

The following are suggested timelines to share with your cooperating teacher(s) use as you develop your semester teaching plan.

- Student Teaching Timeline - 9-week (quarter) placement
- Student Teaching Timeline - 18-week (semester) placement
PROFESSIONAL AND ETHICAL CONSIDERATIONS

Please make yourself aware of these important Professional and Ethical Considerations as you prepare for a successful and enjoyable semester of student teaching. These points are just as important as possessing academic knowledge and pedagogical strength!

- Appearance and conduct are important. Follow the lead of the faculty CT and their colleagues in the building as far as dress code. Use mature judgment with your choices and be respectful, so as not to distract from learning.
- Clean up any social networking sites, e.g., Facebook, Tumblr, Pinterest, that might give parents, pupils or teachers a negative impression.
- Arrive and leave at the same time as your cooperating teacher.
- Attendance is required. If you must be absent, call your cooperating teacher and university supervisor as soon as possible. Be sure you have all the appropriate phone numbers.
- Be on time for meetings and seminars. Promptness is expected.
- Confidentiality with information concerning students and colleagues is imperative. Be discreet with conversations both in and out of the school environment.
- Student teaching is a full-time task. Jobs and course work should be avoided or kept at a minimum. This will be addressed with the External Commitment Form.
- Look for ways to become involved in the classroom and school. Initiative is noticed and expected.
- You are part of a professional team with the cooperating teacher and university supervisor. Communication is vital. Your cooperating teacher and university supervisor are there to help, provide guidance, and deal with questions. Ask for their suggestions and advice.
- Develop a receptive attitude toward suggestions and criticisms offered. Constructive dialogue is essential for your continued growth as a professional teacher.
- You are a role model. Look and act like someone a child or adolescent could emulate.
- Liability and health insurance will provide you a peace of mind that all professionals deserve. Explore ways to enroll yourself in policies that can follow you into your career.
- Respect the seniority and expertise of your mentors including the cooperating teachers, university supervisor, classroom aids, principal, support staff, security, and other professionals. Remember, you are in a “volunteer” status for legal purposes and “learner” status for academic purposes.

ADDITIONAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO SERIOUSLY CONSIDER:
- Visit other classrooms and specialist teachers to observe classrooms and teaching styles.
- Use duplicating equipment/computers/technology, and so on.
- Participate in a teacher duty schedule/study halls/playground duties, and so on.
- Review student records (IEP) for special needs.
- Attend parent conferences, observe the cooperating teacher and participate if encouraged by CT.
- Correct and access student work in a variety of ways (grades, report cards, etc.).
- Attend staff meetings with the cooperating teacher.
- Create a learning center/bulletin board/teacher-made game, etc.
- Request the building principal stop in and observe you teach.
- Keep a journal/reflection diary.

---

**COOPERATING TEACHER**

The cooperating teacher is an integral part of the Professional Education Program and strategic to the development of each candidate in the education program. Willingness to serve as mentor is greatly valued and appreciated. Please use the university supervisor assigned to your classroom as a liaison to the university. Ask questions, be open and honest with any concerns and remember supervisors are available to support you as well as the candidate.

**EXPECTATIONS**

Cooperating teachers working with teacher candidates from UW Oshkosh must meet the following Wisconsin Department of Public Instruction code PI 34.15(6) requirements:

- Hold a regular Wisconsin licensure or equivalent
- Have at least 3 years of teaching experience, with at least one year of teaching experience in the school system of current employment
- Have completed a course/training in the supervision of student teachers
  - [Supervision of Student Teachers training](#) is offered by COEHS as a free on-line option. This training meets the DPI requirement to qualify as a cooperating teacher and is free to any interested teacher at any time of the year.

A teacher is under no obligation to serve as a cooperating teacher. Those who indicate willingness, accept students assigned to them after approval by the school and district administration.

Cooperating teachers agree to provide assessment information to the candidate and the university. Formative assessment is strategic to the student’s professional growth. The college and the DPI require summative assessment in the form of a final evaluation document and a final narrative.
PRIOR TO THE PLACEMENT

- Review the Student Teaching Handbook paying particular attention to Section II: Student Teaching Experience.
- Have an informal interview with the teacher candidate to share professional philosophies and personal contact information.
- If feasible, prepare your students, staff and parents for the teacher candidate’s presence.
- Prepare a workspace for the teacher candidate and show them where materials, supplies, and equipment are located. A tour of the school would be appreciated.
- Discuss an appropriate dress code.
- Provide the teacher candidate with a "Survival Packet":
  - Classroom information such as the handbook (or other resource) you developed in your supervision training
  - school/district handbook
  - teacher/curriculum guides
  - benchmarks/standards
  - snow/emergency days
  - basic semester calendar
  - your district’s Blood borne Pathogen and other pertinent policies
  - fire drill and building evacuation procedures
  - sample of report card and progress reports
  - map of school with room numbers for location of copy room, restrooms, faculty room, counselor’s office and library
  - policies for communication with parents-any special forms required
  - discipline policies for school and classroom-written and informal procedures
  - guidelines for referring students to principal-forms and expectations
  - supervisory duties during the school day (e.g., cafeteria, hall duty, study hall, etc.)
  - policies for reporting child abuse, neglect, and other legal issues-state laws
  - professional development opportunities during student teaching
  - procedures for supporting/assisting at-risk students
  - your preferred lesson plan format
  - student names, appropriate background and academic information

Here are some descriptors, provided by a local district administrator which illustrate an ideal teacher mentor

<table>
<thead>
<tr>
<th>Enjoys mentoring and sharing ideas, materials, and teaching time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values flexibility</td>
</tr>
<tr>
<td>Is able to provide ongoing and honest feedback</td>
</tr>
<tr>
<td>Will be willing to complete evaluations (2) including a final narrative that is used as a letter of recommendation</td>
</tr>
<tr>
<td>Has personal and professional availability</td>
</tr>
<tr>
<td>Is interested in learning from the mentee</td>
</tr>
<tr>
<td>Loves to teach!</td>
</tr>
<tr>
<td>Considers the opportunity to mentor as part of their professional development</td>
</tr>
</tbody>
</table>

28
• expectations regarding duties, extracurricular opportunities, hall procedures, teacher meetings, lock down and snow day procedures, preparation time, evaluation, etc.

OPPORTUNITIES TO CONSIDER FOR CANDIDATE DURING PLACEMENT
- Co-teaching - Seven models can be used effectively with your candidate
- Extracurricular involvement
- Videotaping of multiple lessons
- Interdisciplinary/team planning
- Community contact/involvement
- IEP participation
- Mock interviews with building administration
- Explore ways to incorporate multiculturalism in lessons
- Assessment - state-wide or federal tests and dates
- Effective ways to communicate with parents, guardians
- Be mindful of any gender bias
- Share your favorite professional resources, organizations, workshops

LENGTH OF PLACEMENTS
- Student teaching placements are a full semester following the calendar of the respective school district(s) in which a candidate is placed.
- Paid Internships in the Wisconsin Improvement Program are a full district semester in length in the same classroom.

SUGGESTED TIMELINES
The following links provide timelines with suggestions as you develop a teaching plan for the teacher candidate. Keep in consideration the edTPA expectations and timeline.
- Cooperating Teacher Timeline 9-week (quarter) placement
- Cooperating Teacher Timeline 18-week (semester) placement
  - Co-Teaching Timeline (optional)

IMPORTANT NOTES TO COOPERATING TEACHERS
Please take the time to read thoughtful and important suggestions from the OFE Director, University Supervisors, and Student Teachers.

FINAL EVALUATION
Your final assessment of the candidate will be provided with a Likert-scale form and a final narrative in the Tk20 student teacher binder. The narrative is essentially your letter of recommendation for use in the candidate’s portfolio and permanent file. It goes without saying that this document will be extremely important during the hiring process.

You may use school letterhead and/or the college final narrative form. Please provide a brief description of the setting and any unique aspects of your classroom situation. It’s useful to provide the date and semester. It may also be helpful to identify yourself as the classroom teacher with number of years of experience and the type of experience(s).
UNIVERSITY SUPERVISOR

The university supervisor is selected by the respective department to observe, assess and advocate for the teacher candidate. This person has content and grade level expertise to enable them to objectively evaluate and coach the respective candidates. Their role is strategic to accurate and open communications between the university, district employees and the teacher candidate.

EXPECTATIONS

Facilitator

- If possible, meet with student teachers at the opening Orientation seminar to introduce yourself and set up future meeting times and venues.
- Share your course syllabi for both student teaching and seminar.
- Outline expectations relative to university assignments, student performance and professional dispositions.
- If you find it useful, have your candidates fill out the School Familiarization Form.
- Take the lead in the triad to plan, enrich, and evaluate the student teaching experience; facilitate triad conferences.
- Clarify the teaching calendar and expectations for the candidate.
- The following links are suggested timelines for the teacher candidate.
  - Cooperating Teacher Timeline 9-week (quarter) placement
  - Cooperating Teacher Timeline 18-week (semester) placement
- When will the candidate teach full time and how many weeks?
- Clarify how absences will be handled - who should the student contact; how many days are reasonable?
- Conduct Student Teaching Small Group Seminars. You may combine your cohort with another supervisor if you desire. Seminars are assessed as a letter grade (A; A- B, etc.).
- Be as supportive as you can with the edTPA. Attend on campus Writing Days if you are able.
- Complete an Evaluation Form for each candidate toward the end of their placement.
- A Final Narrative is required to be used as part of the candidate’s credential file.
- Submit student teaching and Seminar grades when requested by the Certifying Officer prior to the end of the UW Oshkosh semester.

Mentor

- Assist the teacher candidate in the selection and planning of appropriate strategies, activities and resources to maximize learning.
- Schedule a minimum of 3 observations of each candidate per semester and complete an observation form for each of these visits.
- Coach the candidate about the value of differentiating instruction for a diverse population.
- Assist with any permissible edTPA questions that may emerge from candidate.
- Suggest various guided observations of the CT. The candidate can focus on:
  - Classroom Environment: physical organization, types of interactions with students
  - Instructional Strategies: type of pedagogy, use of other professionals, technology
  - Classroom Management: pacing, routines and procedures, positive reinforcement, use of voice, compassion for students who have trauma in their background.
Lesson Plan: a reasonable and effective structure, how written plan reflects actual practice, incorporation of assessment, long-range unit planning.

Liaison
- Check in at the school office before each observation visit. Wear your official UWO name tag.
- Provide relevant materials, evaluations and resources for the student teacher and cooperating teacher.
- Discuss expectations for lesson plans with sensitivity to possible school or district formats.
- Clarify how you will evaluate for a final grade of P/F. Confer with the CT on a performance grade.
- Submit all required evaluation materials before the end of the semester at the date suggested by the Certifying Office of the college.
- Ensure the CT has completed the required Tk20 evaluations.

REFLECTION
- You are the performance assessment expert - what do you need to observe to feel comfortable recommending this candidate for licensure? Make these expectations clear.
- Explore resources to stay abreast of new developments in teacher education, e.g., licensing rules, trauma sensitive care, working with students of poverty, etc. Who are your best "human resources"?
- Do all parties understand the college expectations and requirements? Has your syllabus been discussed for both student teaching and seminar? Lesson plan format and timing?
- Are there opportunities for you to engage in the edTPA on-campus meetings?
- Have all forms including Travel Expense Reports been submitted in a timely fashion?
- Has the department chair communicated the policy for Student Opinion Surveys (SOS)?

TRIAD CONFERENCES
Informal and formal conferences occur throughout the student teaching experience. The purpose of these conferences is to provide support, give suggestions, and assist in reflective analysis within the triad. Conferences typically include lesson feedback, reevaluation of contact time and schedule, issues of management, providing didactic help, providing techniques for teacher self-improvement, and developing incentives for self-analysis.

Triad conferences greatly assist in keeping all three members “on board” with concerns, issues and goals that support professional growth. Below are suggested topics to cover at Triad Meetings.

Remember that various technologies are available to do "chats" and "hangouts" rather than being physically present for such meetings.

INITIAL CONFERENCE – Developing Expectations
This is to be accomplished prior to or very early in the student’s placement.
Issues to address:
- Daily and weekly schedules along with a long-term timeline
- Schedule for student teacher to take over classes (see suggested timelines)
- Plans to meet various support staff and administrators
- Conferencing and plans for providing feedback
- Lesson planning—format, frequency, timing. Unit planning format.
- Involvement in parent-teacher conferences, reporting to parents, IEP meetings, etc.
- Strategies related to differentiation for diverse learners
- Professional involvement in faculty meetings, team meetings, conventions, in-service, duties
- Pupil assessment – both formative and summative
- Participation in required university seminars and assignments
- edTPA expectations

FINAL CONFERENCE
Academic and Personal Disclosure (Suggested to do the day of the final observation)

Issues to address:
- Use the college evaluation form as a common tool to verbally assessing the candidate.
- Suggest ideas for further professional growth.
- Ensure all final narratives are completed and signed for inclusion in the credential file.
- Concur on final grade(s).

STUDENT TEACHING SEMINAR
The seminar is a required course that runs concurrently with student teaching. The 2-credit, 28-hour seminar course has a large and small group component.

LARGE GROUP
The Director of Field Experience and the licensing departments of the college organize large group on-campus seminars. Dates and times will be provided via email.
- Orientation (three hours) is held in early August or January prior to the student teaching experience. It is an opportunity to meet with the whole student teaching cohort to provide announcements, expectations and encouragement.
- Mock Interviews will be required of all candidates and is offered by Career and Professional Development about midway through the semester. This is often the first opportunity for a meeting of the candidate and supervisor.
- Department meetings to review expectations, progress, edTPA coordination and provide congratulations
- The Independent Professional Development Activity is a documented activity of your choice that will enhance professional development. It takes the place of one on-campus large group seminar and should last a minimum of two hours.
- In service trainings provided by the district or CESA are excellent ways to satisfy this requirement
- Discuss possible opportunities with your cooperating teacher, teaching teams, building principals and supervisors.
Attending a local school board meeting would be a good experience if no other relevant opportunities exist.

**SMALL GROUP**

The university supervisor conducts the small group seminar.

- Supervisors provide a course syllabus and confirm times and venue.
- Typical topics include: teaching challenges, classroom management, differentiation ideas, curriculum sharing, professional growth, planning and evaluation, and job searching.
- This is an opportunity to discuss any required assignments.
- If you have two university supervisors, each one will run their respective quarter-long seminar and provide a grade for that one-credit course.

There are approximately 16 hours available for small group meetings during the semester. This works out to be two two-hour meetings with your cohort per month.
The Wisconsin DPI website is an excellent resource for all types of questions related to licensure. Get familiar with this informative site. Your Frequently Asked Questions (FAQs) can often be answered on the DPI webpages.

**PROCESS FOR LICENSURE APPLICATION:**
1. All prerequisite courses must be completed and grades entered.
2. The student teaching experience, qualifying exams, seminar or field experience requirements and edTPA need to be successfully completed.
3. All student teaching paperwork including the university supervisor and cooperating teacher evaluations must be uploaded in Tk20.
4. The Registrar Office (graduation examiner) posts the degree (BSE, BFA, etc.) when all university requirements have been met.
5. The college reviews eligibility for licensure after steps 1 - 4 are complete.
6. The Certifying Officer verifies that a candidate is approved for licensure.
7. The Certifying Officer submits candidate Endorsed Candidate for Licensure (ECL) data to the DPI. Candidate is notified and provided instructions for using the ELO process.
8. The candidate applies for a Wisconsin license using the ELO website.
9. If a name change occurs and you would like your new name to appear on your teaching license, please notify the Certifying Officer for the college prior to graduation.
10. Each teacher is provided an identifying number which remains with them during their teaching career.
11. Once the application is submitted the candidate can check if it is being processed by checking the “License Lookup” feature on the DPI website.

**TIMING OF APPLICATION SUBMISSION**
There is no date when an application for licensure is “due.” Most candidates apply at the end of their student teaching experience but can postpone application for licensure depending upon their life situation. **DO NOT** apply for a Wisconsin Teaching License if you do not plan to ever teach in Wisconsin.

It is suggested you apply for your license even if you do not have a job because:

- It will lock you into the current PI 34 rules
- You can substitute teach with this license
- You have endorsement from the state of Wisconsin if you are applying for a job in a different state or country
EDUCATOR LICENSING ONLINE (ELO)

The Educator Licensing Online (ELO) system is a portal for all things related to Wisconsin teacher licensure.

The DPI web site is well designed and will take you through the process effectively and efficiently. As an educator, you will have an online opportunity to apply for a new license, renew a license, change an existing license, and track the status of your application. There is also an excellent section for Frequently Asked Questions.

New licensing rules have provided more flexibility for teacher candidates and teachers in general. The DPI now has a “tier system” for identifying the various types of licenses ranging from a Tier 1 to Tier 4. This graphic is an excellent representation of the new Wisconsin licensing system for teachers, administrator and pupil services professionals.

Some candidates will be interested in applying for teaching positions prior to completion of student teaching. If a district requests a verification of your future program completion, use the verification letter that you received the semester before student teaching from the college that states you will be eligible for a teaching licensure upon successful completion of your student teaching semester.

Substitute teaching is a favorite part time job of many graduates. There are different options for substitute teaching licenses – long term, short term, etc. This DPI FAQ is very helpful for those students who are interested in working for school districts as a substitute. Please note that you will be required to participate in training to be a “sub”. Local CESA districts (CESA 6) offer the training as do school districts human resource offices.

Initiate work on your WECAN account. This is the main go-to site for education positions in the state. The Career Services and Professional Development office stands by to assist you with any job search questions and resources. You can continue to utilize these services after you graduate! See next page in Handbook.

OUT OF STATE LICENSES
If you plan to move out of Wisconsin to teach you will need to work with the COEHS Certifying Officer to provide verification paperwork to the respective state department. You might find this website helpful to locate the appropriate state department or office: State Departments of Education Website

LOAN FORGIVENESS AND CANCELLATION
Teachers receiving employment in low-income schools and/or in designated shortage areas could be eligible for loan forgiveness (a variety of loans including Stafford) or loan cancellation (Federal Perkins Loans). Please refer to this helpful DPI website if you procure a job in these special categories and have college loan debt.
CAREER AND PROFESSIONAL DEVELOPMENT

Applying for a teaching position can be overwhelming. Career & Professional Development aims to make this process easier by providing candidates with up-to-date, industry-specific information and resources. Through professional development workshops, resume feedback, a mock interview experience, and advising appointments, candidates will have the opportunity to explore and ask questions regarding a number of topics:

- WECAN and national/international job searches
- Developing and editing resumes and cover letters
- Interview tips and tricks, including conducting one-on-one practice interviews
- Negotiating and accepting job offers
- Alternative careers to teaching

Students can also take 4 free items per semester from the Career Closet. Area businesses, stores and community members donate clothing, and it’s a great way to begin building a professional wardrobe. Students can drop-in any time the office is open to access the Career Closet, or use the contact information below to set-up an appointment with an advisor.

Education Career Advisors:
Erin Rammer - rammere@uwosh.edu
Alicia Stuedemann - stuedema@uwosh.edu
920.424.2181 / www.uwosh.edu/career
Student Success Center / Suite 125

Career & Professional Development Hours:
Monday - Thursday: 8:00 am – 5:00 pm
Friday: 8:00 am – 3:00 pm

THE JOB SEARCH
- **Wisconsin**: For the upcoming school year, most districts will begin posting on WECAN in the beginning of March and continue to add open positions year round. Teaching candidates are encouraged to apply for positions before officially obtaining a license.
- **International**: The University of Northern Iowa hosts an Overseas Recruiting Fair each February where schools worldwide hire candidates to teach their licensure area. Many participants sign contracts during the 3-day event.

JOB APPLICATIONS

While application procedures vary by district, a typical position requires a combination of the following: cover letter, resume, transcripts, professional references and recommendation letters.

- **Unofficial Transcripts** can be used until final grades are posted and official copies can be ordered from the Registrar’s Office. Further details can be found here.
- An education-specific cover letter, resume and reference page have been provided as a reference.

REFERENCES & RECOMMENDATION LETTERS

WECAN requires candidates to list 3 references in the standard application, and many districts will also request recommendation letters during the application process. Candidates should start soliciting letters from cooperating teachers, supervisors, principals and instructors early on in their program. It is OK if individuals who are listed on a reference page also write a letter of recommendation.
Sample Resume

EMILY EDUCATOR
1320 High Avenue • Oshkosh, Wisconsin 54901 • (920) 424-1639 • emily.educator@gmail.com

EDUCATION
Bachelor of Science in Education
University of Wisconsin Oshkosh
Major: Elementary Education (1-8)
Minor: Math
Anticipated Graduation: January 2019
Major GPA: 3.7/4.0
Overall GPA: 3.3/4.0

LICENSEUR
Wisconsin Licensure Pending:
Middle Childhood through Early Adolescence: Elementary Education (1777) and Math (1400)

HIGHLIGHTS OF QUALIFICATIONS
● Knowledge and experience implementing Tier 1 and Tier 2 PBIS including promotion of the school wide behavior expectation matrix, incentive programs, point sheets, and check-in/check-out
● Ability to differentiate instruction to meet the needs of students from diverse, international backgrounds
● Familiar with using Add+VantageMR to assess students' mathematical strengths and weaknesses
● Experience utilizing Fountas & Pinnell Leveled Literacy Intervention System in pull-out literacy instruction
● Skilled at using Smart Boards, videos and music to enhance lessons and appeal to various learning styles
● Experience collaborating with a math interventionist to collect data for a Functional Behavioral Assessment

TEACHING EXPERIENCE
Einstein Middle School
Student Teacher
Begins November 12, 2018

Lincoln Elementary School
Student Teacher
Fall 2018

● Utilize the Fountas & Pinnell Benchmark Assessment System to determine reading abilities and help students select books aligned to their level
● Implement PBIS interventions by participating in a Cafeteria Cleanliness Program to encourage positive behavior and support students' needs
● Collaborate with the math interventionist to conduct Add+VantageMR assessments by observing and listening to students solve mathematical problems
● Use musical rhyme schemes to redirect behavior and help distracted students concentrate on the current task
● Guide multiple classroom activities, including Multiplication War and Snag a Spoon to make learning multiplication and fractions collaborative and engaging for 18 fourth grade students
● Participate in drafting IEP goals with a team of professionals to implement modifications into lesson plans
• Collect student behavior data using ABC charts to determine intervention strategies, including rearranging the classroom and modifying lessons to improve learning.

James Madison Middle School  Appleton, WI  
Clinician  Spring 2018

• Adapted instruction in a fifth grade classroom to assist 3 LD students understand the concept of mean, median and mode during a math lesson
• Incorporated Smart Board technology to facilitate a Dream Room lesson that taught students how to use spreadsheets to keep track of their spending habits
• Facilitated small group math and literacy support for students during daily RtI time
• Communicated with parents through Web PP Parent Portal software suite and weekly classroom newsletters

RELATED EXPERIENCE  
Winnebago County Literacy Council  Oshkosh, WI  
Volunteer Tutor  March 2015 - present

• Support and assist approximately 6 teenage ELLs per year from Thailand, Sudan and South America develop their reading, writing, and speaking skills
• Differentiate and tailor instruction by using Mind Map and Photo Essay activities to help visual learners and movement to aid tactile learners

INTERNATIONAL EXPERIENCE  
Guy Healy Japan  Tokyo, Japan  
USA Summer Camp Counselor  Summer 2015

• Demonstrated adaptability by planning and customizing curriculum based on language abilities for over 300 non-English speaking students during 12 different camp sessions
• Collaborated with American and Japanese counselors to develop innovative activities, including skits and language competitions

COACHING EXPERIENCE  
Oshkosh Youth Soccer Club  Oshkosh, WI  
U8 Girls Coach  Summers 2014, 2016 - present

• Utilize games such as Tag the Flag and Knockout to enhance the kicking skills and engagement level of 14 girls
• Maintain the team website to update parents on schedule changes and game delays/cancellations
• Created a Star Award to present at the end of each season in celebration of the participant who displayed the highest level of sportsmanship throughout the summer

LEADERSHIP EXPERIENCE  
Kwik Trip  Oshkosh, WI  
Team Leader  September 2015 - August 2017

• Promoted to team lead after 9 months as a result of hard-work, excellent communication skills and initiative
• Guided new hires through training and maintained accurate progress records
• Motivated a team of 5 employees to use their knowledge and skills to achieve shared goals

PROFESSIONAL DEVELOPMENT  
Member - National Council of Teachers of Mathematics: Fall 2017 - present
Attendee - Love and Logic Conference: Spring 2018
Attendee - Classroom Management Seminar: Spring 2018

COMMUNITY INVOLVEMENT 14
Volunteer Rickshaw Driver - Miravida Living, Oshkosh, WI: May 2017 - August 2017
Volunteer Usher - Oshkosh Opera House Foundation, Oshkosh, WI: October 2014 - April 2015

HONORS AND ACHIEVEMENTS
Inductee - Kappa Delta Pi Honor Society in Education: Fall 2017

ADDITIONAL EXPERIENCE 15
Sales Associate - Kohl’s, Green Bay, WI: Fall 2016 - Fall 2017

FOOTNOTES and TIPS:
1 Create and use a non-UWO email, as this one will expire shortly after graduation. Right-click to remove the hyperlink.
2 Your official graduation date will fall in either January or June due to interim sessions.
3 Include the grade levels you are licensed to teach, so administrators can quickly reference this when looking at your resume.
4 Include your 4-digit WI Licensure code(s) that aligns with your degree. For example, a student licensed in math will use 1400 and history is noted with 1725. See the DPI website or refer to the code sheet in D2L for assistance.
5 Skills sections are optional, but highly recommended. If you do include one, it should be a mix of technological abilities and your experience as an educator. Tailor this section for each job you apply for and focus on skills detailed in the position description.
6 For two 9-week placements, include the start date of your 2nd placement. Once it begins, remove this date and add bullets.
7 Avoid stating your duties and responsibilities in a position. Instead, focus on your skills and accomplishments – the highlights that will make you stand out from your peers. Here are a few ideas to get you started on your bullets…
   1. Experience with special needs students and individuals who are at-risk – indicate specific needs and ages
   2. Collaboration with teachers, parents, support staff, etc.
   3. Familiarity with and demonstration of classroom and behavior management techniques
   4. Specific examples of unique/successful lesson plans and activities you developed and taught
   5. Extra-curricular activities and professional development opportunities you participated in
   6. Demonstrated experience incorporating various literacy models and STEM concepts into lessons
   7. Evidence of your ability to analyze data through various forms of assessment
   8. Specific examples of times you’ve differentiated instruction and used intervention strategies with struggling students
   9. Proof of your ability to reflect on lessons and interactions with students in order to continuously improve and develop
   10. Understanding of educational concepts and models specific to each school/district you are applying to
8 Start each bullet with an action verb. Use present tense for current positions, and do not use the same verb multiple times. Avoid using aided, observed, and assisted as they only demonstrate what you saw another
individual do. Also refrain from using worked, helped and responsible for as these words tend to convey duties and responsibilities instead of skills and accomplishments.

9 Acronyms can be used if a term is well known, but remember that your resume should be more than a list of terms.

10 Your resume will have 3 fixed section headings: Education, Licensure, and Teaching Experience. If a heading in the sample does not pertain to you, then do not include it. Create headings that are unique to you. Sections should be arranged in order of relevance to your future career.

11 Most education résumés are two pages. Include your name and p. 2 in the upper right hand corner of the 2nd page.

12 Include experiences outside of education. Demonstrating soft skills, including leadership, communication, teamwork, conflict resolution, decision making, problem solving, flexibility, and adaptability helps you to stand out from other candidates. Avoid listing duties and responsibilities, and instead focus on the skills that will transfer to the classroom.

13 Include seminars, conferences, and trainings that have provided you with valuable tools as an educator.

14 School districts want to see involvement outside of teaching. If you gained pertinent skills, add bullets to demonstrate these. One-time experiences, or opportunities that provide little skill development do not need to be explained further with bullets.

15 Some positions may have provided you with very few, or no transferable skills. If this is the case, it can still be included, but only list the four main tenants noted below. These should be included for every position on your resume.

   1. Name of the organization
   2. Your role
   3. Location
   4. Dates

General Tips and Tricks:

- Stick with the basics – no need for fancy fonts, colors, or images. Size 11 or 12 font in Times New Roman is the standard, and feel free to extend the margins (up to 0.6 on all sides) to better utilize white space.
- Consider putting your contact information onto one line to save room. The top ¾ of the page is the most valuable space on a resume, and you’ll want to take advantage of it.
- If you’re having trouble with formatting your bullets, consider using the Wingdings font. By pressing the lowercase “L” key, you are able to create a bullet that doesn’t need to adhere to Word’s formatting rules. You can then copy and paste the text bullet throughout your document.
- Avoid including “resume filler” experiences. Attending one Student WEA meeting a year, or being inducted into the National Society of Leadership & Success will not add value to your resume. Only include these if you are an active participant, hold a leadership position, and/or gained relevant and transferable skills from the experience.
- Show the administrator why you are the best qualified candidate for the position. Conduct research on the school/district and tailor your resume to meet what they are seeking. Make sure that every bullet helps you to stand out from the competition, by focusing on skills and experiences that make you unique and a great fit for their school.
Sample Cover Letter

Dear Mr. Feeney:

In response to your recent advertisement on WECAN, I would like to apply for the 7th grade teaching position at John Adams Middle School. As I have experience using Add+VantageMR, Fountas & Pinnell and PBIS, I was thrilled to see that these tenants are integral to the curriculum at John Adams. I also believe that my commitment to inclusive practices and dedication to creating engaging lessons for all learners will be a great addition to your school’s diverse culture. I am excited about the prospect of beginning my career in a position where I can leverage my strengths to instill a love of learning within my students and school community.

Through my student teaching placements and undergraduate studies, I have developed a strong foundation in educational theories and classroom management. I have experience differentiating instruction to better serve varying learning styles in my classroom, and have adapted lessons in math and literacy for LD students. My time spent as a camp counselor in Japan and 3 years of ELL tutoring experience have also equipped me with an appreciation and respect for all backgrounds and understanding of diverse student learning. In my current teaching placement, I collaborated with the math interventionist to administer the Add+VantageMR assessment. After adjusting instruction based on the results, I was able to see marked improvement in students’ understanding of fractions. This process has shown me the benefit of assessing performance to ensure student learning. I incorporate SMART Board technology into lessons, allowing students to participate in drag and drop and other interactive activities. Students have enjoyed using technology, and it has helped to generate meaningful discussion. To keep learning interactive and engaging, I also incorporate learning centers, group work, physical activity, and musical rhyme schemes on a regular basis.

As an educator, I value holistic education and supporting students socially and behaviorally in order to help them succeed in school. I’m currently participating in a Cafeteria Cleanliness Program to promote positive behaviors and assisted in drafting IEP goals with a team of professionals. Through these experiences, my leadership and collaboration capabilities have grown immensely. I believe that my student-centered approach, teamwork skills, and dedication to personal and professional growth would be a great asset to John Adams Middle School and the Lawrence community.

To further review my qualifications for this position, please see the additional materials submitted through WECAN. Thank you for your time and consideration.

Sincerely,

Emily Educator

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1When applying for positions in WECAN, you will paste your cover letter into a text box, and do not need to use business format.

2Identify the name of the person who will receive your materials. Use ‘Mr. or Ms.’ and avoid using ‘To whom it may concern.’

3Include the position you are applying for and where you found the posting.

4Express your interest in the school by mentioning something that connects you to their curriculum, culture, mission statement, etc. This paragraph should be brief.

5Format your sentences so they don’t all start with an “I” phrase. This eliminates a feeling of repetition throughout the document.

6Include the skills and abilities you’ve gained through your courses and current/past experiences that align with the job description. This is your chance to conduct research on the school/district and show them why you are the most qualified candidate. Don’t be generic!

7Avoid letting your cover letter turn into a written out summary of your resume. A mixture of terminology and brief snippets of stories usually comprise the most successful cover letters.

8Thank the recipient for their time and consideration. You do not need to include contact information in the final paragraph – administrators have access to your resume and know how to get in touch.
Sample Professional References

EMILY EDUCATOR
1320 High Avenue • Oshkosh, Wisconsin 54901 • (920) 424-1639 • emily.educator@gmail.com

PROFESSIONAL REFERENCES

1 Tom Carter, Third Grade Teacher
   Lincoln Elementary School
   102 Way Street
   Oshkosh, WI 54901
   Work: (920) 555-1234
   Cell: (920) 540-5497
   tom.carter@oshkosh.k12.wi.us
   Current Cooperating Teacher

2 Erin Schumer, Principal
   Lincoln Elementary School
   102 Way Street
   Oshkosh, WI 54901
   Work: (920) 555-5678
   Home: (920) 867-5309
   erin.schumer@oshkosh.k12.wi.us
   Current Principal

3 Kelly George, Eighth Grade Teacher
   James Madison Middle School
   52 College Avenue
   Appleton, WI 54956
   Work: (920) 555-2468
   Cell: (920) 564-8712
   kgeorge@aadl.k12.wi.us
   Former Clinical Supervisor

4 Dr. Anthony Hill, Professor of Elementary Education
   University of Wisconsin Oshkosh
   800 Algona Boulevard
   Oshkosh, WI 54901
   Work: (920) 424-1234
   anthill@uwosh.edu
   Former Professor

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1 Use the heading that is on your resume.
2 Center the page to minimize white space.
3 List 3-5 professional references that can attest to your abilities in the classroom and instructing in some capacity. This may include cooperating teachers, supervisors, principals, bosses and professors – past or present. It is expected that there will be overlap with your references, letters of recommendation and individuals listed in your WECAN Standard Application.
4 The following information should be included for each reference:
   Reference Name
   Organization Name
   Address
   Phone Number(s)
   Email Address
   Professional Relationship

5 Include a work and personal phone number for references who are not in the office during summer. A district needs an alternative way to connect with these individuals when school is not in session.
IMPORTANT SUGGESTIONS TO COOPERATING TEACHERS

FROM THE OFE DIRECTOR

- First and foremost, have open and consistent communication.
- In the beginning, try to incorporate your candidate (TC) teacher into your classroom as much as possible. Encourage first day interaction with your students. Ensure parents/guardians are aware of the TC's presence.
- Set parameters and an expectation timeline for content to be taught - with resources, if possible.
- Contribute expertise, understanding of learning, and teaching strategies to support the TC.
- Carry out focused observations of lessons with specific feedback. Telling your mentee "good job" is not helpful for their need to learn specific ways to grow and improve. Compliment but also critique.
- Ongoing feedback is strategic to the TC's professional and personal development!
- At all times have your first responsibility be the students in your classroom.
- Demonstrate that you want to help the TC be successful. This may take the form of “tough love”.
- Coach your mentee on appropriate use of social media. Talk to them about proper dress.
- Emulate professionalism.
- Contact the UW Oshkosh supervisor if questions or concerns arise during the semester. This is appropriate and important to be done in a timely fashion.
- Refer to the Serious Concerns Policy in this Handbook if needed.
- Be a model and a coach. Listen to successes and concerns of the TC.
- Help the TC practice skills of self-assessment with the ultimate goal of improving performance and student learning.
- Provide opportunities for the TC to observe classroom teaching other than your own. Select role models
- And master teachers who will demonstrate skills the student could emulate.
- Tap into the expertise and energy of your mentee. Challenge them to be a true colleague a serious professional, and to put students’ learning first.
- Remember that the TC is a “work in progress” and is looking to you as a role model and inspiration.

FROM UNIVERSITY SUPERVISORS

- Gradually work the TC into the class. Don’t hand the class over to the candidate on day one. It is overwhelming.
- Talk about professional dress. Yes this is addressed in classes, but sometimes they don’t get it.
- Share often. Don’t assume the student knows what makes an effective teacher. Share your rationale, your philosophy, your passion!
- Provide feedback - on the lessons that don’t go well and the ones that do.
Although you have your own system of management, require them to carry out their own
Classroom and behavior management - assist, advise, recommend. This is usually most
candidate's greatest anxiety.
Give the TC feedback to help them become a better educator, not a replica of how you teach.
Encourage them to see other teacher’s programs and classrooms.
Be clear about “professional expectations” with correct oral language and accurate
written work (including
E-mail communications).
Feel free to communicate with your UW Oshkosh supervisor if a concern should arise, the sooner the better. We are here to support the both of you. There is nothing worse than having someone come to me late in the placement to tell me they were concerned about something. Fortunately, that seldom happens.
Discuss connecting with colleagues through professional organizations, summer professional
development, etc.
Remember that student teachers take part of you into their future and they will never forget you.

FROM TEACHER CANDIDATES

Don’t assume we know the school policies, the building, or the expected rules of behavior.
A tour of the school and introductions to other staff members will put me at ease.
Do accept different ideas freely. They might not work but I’d like to try my ideas.
I’ll willingly join/assist you in recess duty or hall supervision.
Regard me as an individual. Don’t compare me to your last/past student teacher.
Allow me time to be alone with the students. I would like to try my wings. Trust me.
Give me regular and consistent feedback, both positive and negative. I can take it.
Do give me tips. Experience is more valuable than book knowledge.
Regard me as a colleague. I’m learning, I don’t know it all, but I am willing to learn.
Set aside some time each day or each week to touch base. We know you’re busy and it’s hard to do, but having some form of communication (like a journal or even sticky notes) to give feedback is a great idea!
Let us know how to handle any students that need special approaches or have specific needs.
Use me to your advantage. I am here to learn from you but feel free to pick my brain as well.
## TEACHER CANDIDATE TIMELINE 9 WEEK (QUARTER) PLACEMENT

Please use this timeline to help you discuss and negotiate a plan of action for your field placement. Your cooperating teacher may have additional ideas or suggestions.

- Co Teaching suggestions are provided in a separate section for any teams participating in that model.
- All activities, tasks and timelines around the edTPA will be shared during on-campus seminars and writing sessions and are intentionally omitted from this timeline.

<table>
<thead>
<tr>
<th>First Week Acclimating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete <strong>School Familiarization Form</strong> in Appendix.</td>
</tr>
<tr>
<td>Schedule opening Triad meeting. Discuss participation in activities such as grade level, department or IEP meetings, duties, professional development opportunities, involvement with parents, pupil assessment, and informal social activities at the school. University expectations including edTPA are discussed</td>
</tr>
<tr>
<td>Define lesson plan structure. (See Appendix for samples)</td>
</tr>
<tr>
<td>Learn your student’s names, behaviors, and learning styles. Prepare a letter of introduction to send home if cooperating teacher agrees</td>
</tr>
<tr>
<td>Observe cooperating teacher. Assist whenever possible. Become acquainted with school management policy and building resources</td>
</tr>
<tr>
<td>Begin interacting with students; plan the schedule for your instruction and edTPA classroom</td>
</tr>
<tr>
<td>Confirm EdTPA Handbook and focus class/students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 2-4 Early Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take on the planning, instruction, management and assessment of one curricular area or part of a period</td>
</tr>
<tr>
<td>Begin to intensify interaction with students. As time and confidence warrants, take on more curricular areas and/or classes</td>
</tr>
<tr>
<td>Initial observation by University Supervisor</td>
</tr>
<tr>
<td>Collect written feedback from cooperating teacher and supervisor</td>
</tr>
<tr>
<td>Task 1 edTPA; begin Task 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 5-7 Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect artifacts for Transition to Teaching Portfolio.</td>
</tr>
<tr>
<td>Take on planning, instruction and assessment of additional curriculum/classes</td>
</tr>
<tr>
<td><strong>TEACH a minimum of 2 weeks full time.</strong></td>
</tr>
<tr>
<td>Additional observation(s) by University Supervisor AND, if feasible, a mid-term triad occurs.</td>
</tr>
<tr>
<td>Task 2 edTPA; Task 3 and submission of edTPA</td>
</tr>
<tr>
<td>Weeks 8-9 or 10</td>
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</tbody>
</table>
TEACHER CANDIDATE TIMELINE 18 WEEK (FULL SEMESTER) PLACEMENT

Please use this timeline to help you discuss and negotiate a plan of action for your field placement. Your cooperating teacher may have additional ideas or suggestions.

- Co-Teaching suggestions are provided in a separate section of the Appendix for any participating Teacher in Residency and intern teams or for other candidates interested in using this model.
- All activities, tasks and timelines around the edTPA will be shared directly with the teacher candidates and are intentionally omitted from this timeline.

<table>
<thead>
<tr>
<th>Weeks 1-2</th>
<th>Provide your university supervisor with a copy of your schedule and contact information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acclimating</td>
<td>Provide the main office your emergency contact form</td>
</tr>
<tr>
<td></td>
<td>Complete School Familiarization Form [see Appendix]</td>
</tr>
<tr>
<td></td>
<td>Arrange for Initial Triad meeting</td>
</tr>
<tr>
<td></td>
<td>Learn about your students as individuals – names, learning styles, needs (IEP’s) and strengths</td>
</tr>
<tr>
<td></td>
<td>Begin interacting with students on a daily basis</td>
</tr>
<tr>
<td></td>
<td>Understand expectations for lesson planning – format, timing, and frequency of submitting to both CT and supervisor</td>
</tr>
<tr>
<td></td>
<td>Do a planned introduction activity and send home letter of introduction to parents, if CT agrees</td>
</tr>
<tr>
<td></td>
<td>Take on the planning, instruction, management and assessment of one class or curricular area, one small group or part of a period</td>
</tr>
<tr>
<td></td>
<td>Confirm EdTPA Handbook and focus class/students.</td>
</tr>
<tr>
<td></td>
<td>Task 1 edTPA</td>
</tr>
</tbody>
</table>

| Weeks 3-4          | Initial observation by university supervisor.                                          |
| Early Participation | Intensify instruction with students, increase teaching as directed by CT.               |
|                    | Collect written feedback from CT and supervisor.                                       |
|                    | Task 2 edTPA                                                                          |

<p>| Weeks 6-15         | Additional observations by university supervisor                                      |
| Teaching           | Midterm evaluation is suggested for the triad                                          |
|                    | Take on all teaching duties according to schedule                                      |
|                    | FULL TIME TEACH! (a minimum of 2 weeks)                                               |
|                    | Co-teach with CT if possible                                                           |
|                    | Get involved in duties or assignments outside of classroom responsibilities             |
|                    | Task 3 and submission of edTPA                                                         |</p>
<table>
<thead>
<tr>
<th>Weeks 16-18+</th>
<th>Reflection Analysis &amp; Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Final triad. Complete final evaluations in TK20.</td>
<td></td>
</tr>
<tr>
<td>▪ Return instructional responsibilities back to CT</td>
<td></td>
</tr>
<tr>
<td>▪ Complete all student assessment obligations</td>
<td></td>
</tr>
<tr>
<td>▪ Observe other teachers in the building (and beyond) if time and schedule allow</td>
<td></td>
</tr>
<tr>
<td>▪ Solicit feedback from students (survey, short answer, interview, etc.) and analyze to inform future instruction and planning</td>
<td></td>
</tr>
<tr>
<td>▪ Complete all university and departmental assignments</td>
<td></td>
</tr>
<tr>
<td>▪ Return resources to staff if necessary.</td>
<td></td>
</tr>
<tr>
<td>▪ Write a thank you note to your cooperating teacher</td>
<td></td>
</tr>
<tr>
<td>▪ Achieve closure with your students and colleagues</td>
<td></td>
</tr>
</tbody>
</table>
COOPERATING TEACHER TIMELINE 9 WEEK (QUARTER) PLACEMENT

Please use this chart to help you develop a plan of action for your teacher candidate. Feel free to embellish or modify the "to do" list to create the best learning environment for the candidate.

- Co-Teaching suggestions are provided in a separate Co-Teaching Student Teaching Timeline
- Detailed activities, tasks and timelines around the edTPA will be provided by the candidate’s respective department during the semester and are intentionally left without detail.

<table>
<thead>
<tr>
<th><strong>WEEK 1</strong></th>
<th><strong>Acclimating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher Things to do</td>
<td>Candidate’s Expectations</td>
</tr>
<tr>
<td>Meet with University Supervisor in the first triad meeting to discuss expectations, a tentative schedule, paperwork, assessment, and your involvement in the edTPA tasks</td>
<td>Opportunities for introductory experiences:</td>
</tr>
<tr>
<td>Discuss items such as your preferred lesson plan format, management policies, district/ building expectations</td>
<td>- Take attendance, morning routines</td>
</tr>
<tr>
<td>Allow your mentee to observe you in action specifying certain things to look for (flow of a lesson, interactions, rapport development, management, activities, transitions, etc.)</td>
<td>- Collect (and checking) assignments</td>
</tr>
<tr>
<td>Plan a common time for discussing lesson plans, observation, debriefing and evaluation</td>
<td>- Transition students between classes</td>
</tr>
<tr>
<td></td>
<td>- Work with individuals and small groups</td>
</tr>
<tr>
<td></td>
<td>- Operate equipment and computers</td>
</tr>
<tr>
<td></td>
<td>- Present a “get acquainted” lesson</td>
</tr>
<tr>
<td></td>
<td>- Take on a routine in the day</td>
</tr>
<tr>
<td></td>
<td>- Teach a section of a period or one simple lesson that could be a repeat of an observed lesson</td>
</tr>
<tr>
<td></td>
<td>- Meet colleagues, building principal, support staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WEEKS 2 – 4</strong></th>
<th><strong>Early Participation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher Things to do</td>
<td>Candidate’s Expectations</td>
</tr>
<tr>
<td>Continue to allow the teacher candidate to observe you in action</td>
<td>- Take on more curricular areas or periods per week - leading up to 2 weeks of full time teaching</td>
</tr>
<tr>
<td>Get candidate involved in creating lesson and unit plans. Plans should be provided at least 3 days in advance to provide opportunity to critique and revise</td>
<td>- Co-teaching or shadow teaching may be appropriate during these weeks</td>
</tr>
<tr>
<td>Provide on-going verbal and written feedback to the mentee.</td>
<td>- Collaborate on planning, preparing, teaching, sequencing, and evaluating instruction</td>
</tr>
<tr>
<td>Contact the University Supervisor with any serious concerns if they emerge</td>
<td>- Assessment of pupils’ progress and understandings and use of this data to inform instruction</td>
</tr>
<tr>
<td>Ensure proper formative and summative evaluation is taking place.</td>
<td>- More autonomy in planning and instruction</td>
</tr>
<tr>
<td>Guide the student teacher’s assessment and record keeping</td>
<td></td>
</tr>
</tbody>
</table>
| WEEKS 5-7 Teaching | ・ Support the arrangement of an observation by the University Supervisor; provide ANY concerns you have regarding professionalism and performance  
・ Ensure proper formative and summative evaluation is taking place.  
・ Guide the student teacher’s assessment and record keeping  
・ More curricular areas or periods should be added to facilitate the minimum 2 weeks of full-time teaching requirement  
・ Use of formative and summative assessment to critically evaluate their impact on student learning  
・ Participate in parent teacher conferences if possible |
| WEEKS 8-9 Reflection, Analysis & Closure | ・ Allow for observations of other professionals if possible. (Suggest master teachers with varying styles and perspectives)  
・ Ensure that all records and assessments for which the student teacher was responsible are managed  
・ Check to see that any resources you provided are returned  
・ Complete COEHS evaluation and the final narrative report and review in the final triad meeting. Provide these forms to the candidate and the OFE office  
・ Be clear about your willingness to serve as a job reference  
・ Check in with the university supervisor on progress, concerns or final evaluations  
・ Begin to give back content areas or class periods to the CT  
・ A comfortable transition out of the classroom is encouraged so as not to disrupt student learning  
・ Finish all student assessments, record keeping, UWO assignments, edTPA, etc.  
・ Observations of exemplary teachers with-in the candidate’s licensure areas |
## COOPERATING TEACHER TIMELINE 18 WEEK (SEMESTER) PLACEMENT

Please use this chart to help you develop a plan of action for your teacher candidate. Feel free to embellish or modify the "to do" list to create the best learning environment for the candidate.

- Co-Teaching suggestions are provided in a separate Co-Teaching Student Teaching Timeline
- Detailed activities, tasks and timelines around the edTPA will be provided by the candidate’s respective department during the semester and are intentionally left without detail.

<table>
<thead>
<tr>
<th>WEEK 1-2</th>
<th>Cooperating Teacher Things to do</th>
<th>Candidate’s Expectations</th>
</tr>
</thead>
</table>
| **Acclimating** | ▪ Meet with University Supervisor in the first triad meeting to discuss expectations, a tentative schedule for the 18 weeks, paperwork, assessment, and your involvement in edTPA tasks  
▪ Discuss items such as your preferred lesson plan format, management philosophy and/or processes, district/building expectations  
▪ Allow teacher candidate to observe you in action specifying certain things to look for (flow of a lesson, interactions, rapport development, management, activities, transitions, etc.)  
▪ Plan a common time for discussing lesson plans, observation, debriefing and evaluation | Provide opportunities for introductory experiences such as:  
▪ Take attendance, morning routines  
▪ Collect (and checking) assignments  
▪ Transition students between classes  
▪ Work with individuals and small groups  
▪ Operate equipment and computers  
▪ Present a “get acquainted” lesson  
▪ Take on a routine each day  
▪ Teach a section of a period or one “simple” lesson a day that could be a repeat of an observed lesson  
▪ Begin edTPA work  
▪ Meet colleagues, building principal, support staff |

| WEEK 3 – 5 | Cooperating Teacher Things to do                                                                 | Candidate’s Expectations                                                                 |
| **Early Participation** | ▪ Continue to allow the teacher candidate to observe you in action  
▪ Get candidate involved in creating lesson and unit plans. Plans should be provided at least 3 days in advance to provide opportunity to critique and revise  
▪ Provide ongoing verbal and written feedback to the student teacher.  
▪ Contact the University Supervisor with any serious concerns when they emerge  
▪ Support first observation by University Supervisor | ▪ Depending on confidence and performance, the student teacher should take on one (or more) curricular areas or periods per week  
▪ Co-teaching or shadow teaching may be appropriate during these weeks  
▪ Collaborate on planning, preparing, teaching, sequencing, and evaluating instruction |
### WEEK 6 – 15
**The Teaching Experience**

- Provide on-going verbal and written feedback to the student. No surprises in week 18 please!
- Meet with University Supervisor in a mid-term triad meeting to discuss areas of strength and goal setting, etc. Use the College evaluation as a common tool for a performance evaluation discussion.
- Ensure that your mentee has full control of your classroom for a minimum of 2 weeks
- Involve the student teacher in parent teacher conferences, IEP’s if appropriate
- Ensure proper formative and summative evaluation is taking place. Guide the student teacher’s assessments and student record keeping
- If the teacher candidate is involved in an edTPA assignment, support the facilitation of this work
- Support additional observations by University Supervisor. Attempt to find time for a conversation with them about the candidate
- Taking on more curricular areas or periods per week leading up to full-time teaching
- Allow for a minimum of 2 to 3 weeks full-time instruction
- To become independently responsible for planning, preparing, teaching, sequencing, and evaluating instruction to provide a realistic classroom experience teaching
- Co-teaching may continue during the early weeks of the teaching experience and beyond if the triad strategized the model appropriate for the full-time teaching segment
- Assessment of pupils’ progress and under-standings and use of this data to inform instruction
- Parent teacher conferences; communicate with parents/guardians
- Complete edTPA requirements including videotaping exercises

### Weeks 16-18 and beyond
**Reflection, Analysis & Closure**

- Complete COEHS evaluation and the final narrative.
- Ensure that all records, resources and assessments for which the student was responsible are managed and/or returned
- Suggest opportunities for the student teacher to observe exemplary colleagues, both in and outside of your building
- Meet with University Supervisor in the final triad meeting to discuss performance, thoughts on the placement, etc.
- Be clear about your willingness to serve as a job reference
- Give back content areas or class periods depending on performance and schedule; an attempt to not disrupt student learning is considered
- Finish all student assessments, record keeping, UWO assignments, etc.
- Observations of exemplary teachers within relevant licensure area(s)
CO-TEACHING STRATEGIES AND EXAMPLES

Educational researchers report that co-teaching in pre-service placements with teacher candidates: increases instructional options for all students, reduces student/teacher ratio, addresses diversity and size of today’s classrooms, enhances classroom management, increases student participation and engagement, enriches collaboration skills and has a positive measurable effect on student learning.

*The strategies are not hierarchical – they can be used in any order and combination to best meet the needs of the students*

<table>
<thead>
<tr>
<th>SUPPORTIVE TEACHING</th>
<th>DIFFERENTIATED TEACHING</th>
<th>COMPLEMENTARY TEACHING</th>
<th>TEAM TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One Teach, One Observe</strong> – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key is to focus the observation. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.</td>
<td><strong>Supplemental</strong> – this strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.</td>
<td><strong>Parallel Teaching</strong> – each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies.</td>
<td><strong>Team Teaching</strong> – this strategy, in which both teachers are actively involved in the lesson, exhibits an invisible flow of instruction with no prescribed division of authority. Both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</td>
</tr>
<tr>
<td><strong>One Teach, One Assist</strong> – one teacher has primary instructional responsibility while the other assists students’ with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.</td>
<td><strong>Alternative</strong> – this strategy provides two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</td>
<td><strong>Station Teaching</strong> – the co-teaching pair divide the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often independent stations will be used along with the teacher led stations.</td>
<td></td>
</tr>
<tr>
<td><strong>Example:</strong></td>
<td><strong>Example:</strong></td>
<td><strong>Example:</strong></td>
<td><strong>Example:</strong></td>
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</tr>
<tr>
<td>• The greatest benefit to this approach is the detail in observation.</td>
<td>• The greatest benefit to this approach is the differentiation opportunities it provides.</td>
<td>• The greatest benefit to this approach is the reduction of student to teacher ratio.</td>
<td>• The greatest benefit to this approach is “having 1 brain in 2 bodies” while modeling respectful relationships.</td>
</tr>
<tr>
<td>• The greatest disadvantage to this approach is the possible overuse/underutilization of two instructional specialists.</td>
<td>• The greatest disadvantage to this approach is the possibility of “pigeonholing” students and reducing the efficacy of inclusion.</td>
<td>• The greatest disadvantage to this approach is that it requires excellent timing, which can take practice.</td>
<td>• The greatest disadvantage to this approach is that it requires a genuine rapport and meticulous planning.</td>
</tr>
<tr>
<td><strong>Example:</strong></td>
<td><strong>Example:</strong></td>
<td><strong>Example:</strong></td>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td>• While one teacher teaches, the other sits in the back of the room observing and taking notes on a student, strategy and/or behavior.</td>
<td>• While one teacher delivers the lesson, the other teacher walks around rewarding students with stickers, check marks, or private conversations. The floating teacher also narrates behavior and enforces class rules/consequences as necessary.</td>
<td>• One instructor leads a group in subtraction by modeling the process with equations. The other instructor accomplishes the same outcome but uses manipulatives to demonstrate the subtraction process.</td>
<td>• Both instructors can share the reading of a story or text so that the students are hearing two voices.</td>
</tr>
<tr>
<td>• While one teacher teaches, the other sits in the back of the room observing and taking notes on a student, strategy and/or behavior.</td>
<td>• The large-group teacher teaches a lesson on writing story introductions while the small-group teacher helps students brainstorm topics for a story.</td>
<td>• The class is split in two, both teachers teach the same lesson on cell cycles to a smaller group of students.</td>
<td>• During a math lesson, one instructor models the traditional method of multiplication. The students are having difficulty with the concept and the other instructor demonstrates the lattice method as another option.</td>
</tr>
</tbody>
</table>
**SOLO TEACHING** – check for University requirements

The teacher candidate is the lead planner and teacher for the lesson. The lesson is designed specifically for only one teacher.
# CO-TEACHING TIMELINE (FULL SEMESTER)

<table>
<thead>
<tr>
<th>Week</th>
<th>Cooperating Teacher Actions</th>
<th>Teacher Candidate Actions</th>
</tr>
</thead>
</table>
| **Week 1** | **PLANNING**  
- leads all planning conversations related to all areas of instruction  
- takes the lead in all areas of instruction  
- leads all reflection conversations  

**TEACHING**  
- takes the lead in all areas of instruction  

**REFLECTION**  
- leads all reflection conversations | **PLANNING**  
- participates in planning conversations - paying special attention to those concerning the edTPA curriculum/chosen class  

**TEACHING**  
- takes on a co-teaching role in any/all areas of instruction  

**REFLECTION**  
- participates in reflection conversations |
| **Week 2** | **PLANNING**  
- allows the TC to begin leading at least part of the planning conversation as related to the edTPA curriculum/chosen class AND  
- leads most aspects of planning conversations for all other areas of instruction  

**TEACHING**  
- keeps some or no part of the lead teacher role in the edTPA curriculum/chosen class lessons AND  
- takes the lead in all other areas of instruction  

**REFLECTION**  
- allows the TC to begin leading at least part of the reflective conversation as related to the edTPA curriculum/chosen class AND  
- prompts most aspects of reflections for all other areas of instruction | **PLANNING**  
- begins leading at least part of the planning conversation as related to the edTPA curriculum/chosen class AND  
- takes a more active role in the planning conversations for all other areas of instruction  

**TEACHING**  
- takes on part or all of the lead teacher role in the edTPA curriculum/chosen class lessons AND  
- takes on a co-teaching role in any/all other areas of instruction  

**REFLECTION**  
- begins leading at least part of the reflective conversation as related to the edTPA curriculum/chosen class AND  
- takes a more active role in contributing to the reflections for all other instructional areas |
| **Week 3** | **PLANNING**  
- supports the TC in the planning conversation as related to the edTPA curriculum/chosen class  
- allows the TC to begin leading at least part of the planning conversation as related to a second curriculum/class AND  

**TEACHING**  
- takes on part or all of the lead teacher role in the edTPA curriculum/chosen class lessons AND  
- takes on a co-teaching role in any/all other areas of instruction  

**REFLECTION**  
- begins leading at least part of the planning conversation as related to the edTPA curriculum/chosen class AND  
- begins leading at least part of the planning conversation as related to a second curriculum/class AND | **PLANNING**  
- leads the planning conversation as related to the edTPA curriculum/chosen class  
- begins leading at least part of the planning conversation as related to a second curriculum/class AND  

**TEACHING**  
- takes on part or all of the lead teacher role in the edTPA curriculum/chosen class lessons AND  
- takes on a co-teaching role in any/all other areas of instruction  

**REFLECTION**  
- begins leading at least part of the planning conversation as related to the edTPA curriculum/chosen class AND  
- begins leading at least part of the planning conversation as related to a second curriculum/class AND |
<table>
<thead>
<tr>
<th>Week 4</th>
<th>PLANNING</th>
<th>TEACHING</th>
<th>REFLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>supports the TC in the planning conversation as related to the edTPA and second curriculum/class</strong>&lt;br&gt;<strong>allows the TC to begin leading at least part of the planning conversation as related to a third curriculum/class AND</strong>&lt;br&gt;<strong>equally shares leadership of planning conversations for all other instructional areas.</strong></td>
<td><strong>takes the lead role in the edTPA curriculum/chosen class lessons</strong>&lt;br&gt;<strong>takes on part or all of the lead teacher role in a second curriculum/class AND</strong>&lt;br&gt;<strong>equally shares taking the lead or co-teaching role in any/all other areas of instruction</strong></td>
<td><strong>leads the reflective conversation as related to the edTPA curriculum/chosen class begins to lead reflections as related to the second curriculum/class AND</strong>&lt;br&gt;<strong>takes the lead in all other areas of instruction</strong></td>
</tr>
<tr>
<td></td>
<td><strong>equally shares leadership of planning conversations for all other areas of instruction</strong></td>
<td><strong>takes on a directed co-teaching role in the edTPA and second curriculum/class lessons, if appropriate</strong>&lt;br&gt;<strong>keeps some or no part of the lead teacher role in the second curriculum/class lessons AND</strong>&lt;br&gt;<strong>equally shares leadership of planning conversations for all other areas of instruction</strong></td>
<td><strong>allows the TC to lead the reflective conversation as related to the edTPA and second curriculum/class</strong>&lt;br&gt;<strong>supports lead reflections as related to the third curriculum/class AND</strong>&lt;br&gt;<strong>equally shares leadership of reflections for other instructional areas</strong>&lt;br&gt;<strong>um/class AND</strong>&lt;br&gt;<strong>equally shares leadership of reflections for all other areas of instruction</strong></td>
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### TEACHING
- Takes on a directed co-teaching role in the edTPA and second curriculum/class lessons, if appropriate
- Keeps some or no part of the lead teacher role in the third curriculum/class lessons AND
- Takes the lead in all other areas of instruction

### REFLECTION
- Allows the TC to lead the reflective conversation as related to the edTPA and second curriculum/class
- Supports lead reflections as related to the third curriculum/class AND
- Equally shares leadership of reflections for other instructional areas

### Weeks 5-6

#### PLANNING
- Participates in the planning conversation as related to the edTPA ONLY TO THE DEGREE IT IS ALLOWED and supports the TC in planning conversations for those other curriculums/classes for which s/he has taken on the lead role
- Allows the TC to begin leading at least part of the reflective conversation as related to a fourth and fifth curriculum/class AND
- Equally shares leadership of planning conversations for all other areas of instruction

#### TEACHING
- Takes on a directed co-teaching role in the edTPA ONLY TO THE DEGREE IT IS ALLOWED and in those other curriculums/classes for which the TC has taken on the lead role, if appropriate
- Keeps some or no part of the lead teacher role in the fourth and fifth curriculum/class lessons AND
- Equally shares taking the lead or co-teaching role in all other areas of instruction

#### REFLECTION
- Supports the TC in the reflective conversation as related to the edTPA ONLY TO THE DEGREE IT IS ALLOWED and allows the

### TEACHING
- Takes the lead role in the edTPA and second curriculum/class
- Takes on part or all of the lead teacher role in a third curriculum/class AND
- Equally shares taking the lead or co-teaching role in all other areas of instruction.

### REFLECTION
- Leads the reflective conversation as related to the edTPA and second curriculum/class
- Begins to lead reflections as related to the third curriculum/class AND
- Equally shares leadership of reflections for other instructional areas

### PLANNING
- Leads the planning conversation as related to the edTPA and all other classes for which s/he is taking the lead teacher role
- Begins leading at least part of the planning conversation as related to a fourth and fifth curriculum/class AND
- Equally shares leadership of planning conversations for all other areas of instruction.

### TEACHING
- Takes the lead role in the edTPA and all other classes for which s/he is taking the lead teacher role
- Takes on part or all of the lead teacher role in a fourth and fifth curriculum/class AND
- Equally shares taking the lead or co-teaching role in all other areas of instruction.

### REFLECTION
- Leads the reflective conversation as related to the edTPA and all other classes for which s/he is taking the lead teacher role
<table>
<thead>
<tr>
<th>Weeks 7-18</th>
<th>TC to lead the reflective conversations concerning those other curriculums/classes for which s/he has taken on the lead role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• supports lead reflections as related to the fourth and fifth curriculum/class AND</td>
</tr>
<tr>
<td></td>
<td>• equally shares leadership of reflections for all other areas of instruction</td>
</tr>
<tr>
<td></td>
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<tr>
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<td>begins to lead reflections as related to the fourth and fifth curriculum/class AND</td>
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<td>• equally shares leadership of reflections for all other areas of instruction.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PLANNING</th>
<th>participates in planning conversations – taking back the lead role as placement winds down/ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING</td>
<td>takes on co-teaching roles as appropriate – taking back lead teaching role as placement winds down/ends</td>
</tr>
<tr>
<td>REFLECTION</td>
<td>participates in reflection conversations – taking back lead role as placement winds down/ends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLANNING</th>
<th>leads all planning conversations – relinquishing the lead role as placement winds down/ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING</td>
<td>takes the lead teaching role in all areas of instruction – relinquishing the lead role as placement winds down/ends.</td>
</tr>
<tr>
<td>REFLECTION</td>
<td>leads all reflection conversations – relinquishing the lead role as placement winds down/ends</td>
</tr>
</tbody>
</table>
ADVICE TO TEACHER CANDIDATES FROM PREVIOUS TEACHER CANDIDATES

You can learn from those who were in your shoes not so long ago...

- Have someone show you around or walk around the school. That way you will know where everything is—especially the copier and supply room.
- Get yourself involved in the classroom and school as soon as possible.
- Get to know your students’ backgrounds.
- Don’t work at another job unless absolutely necessary, and if necessary, work minimal hours.
- Get rest, put your social life on hold; avoid late nights of partying. Sleep is extremely important.
- Be organized; keep lists of things to do and dates so that you don’t forget about anything. Stay organized. Keep a good filing system for all your ideas.
- Be flexible – classroom schedules can get changed for many reasons, assemblies, concerts, etc.
- Be responsible. Student teaching is an important step toward your career as a teacher and needs to be taken seriously. Be prepared for all lessons.
- Troubleshoot—think of possible problems ahead of time and plan appropriately in case those problems do arise.
- Get to know the staff at the school; they can be very helpful and supportive.
- Try to schedule time so that you can reflect on your lessons when they are fresh in your memory. This analysis should include input from your cooperating teacher or supervisor.
- Be open to new ideas. This will help you to become a good, strong, and confident teacher.
- Have some age-appropriate ideas and activities ready before you go into your placement. This will impress your teacher.
- It may seem that having to do such specific lesson plans and unit organization is repetitive and time consuming, yet it’s extremely valuable because it sets a routine for quality lesson plans.
- If or when you have extra time, visit other classrooms at other levels and take notes.
- Keep a folder or notebook, categorized if possible, of all the bulletin boards, discipline ideas, class management ideas, and bibliography of professional books, websites or classroom materials. Be sure you add personal notes as reminders—remember you will be ordering materials.
- Be sure to sit down with your cooperating teacher and define your expectations. Be clear about what your cooperating teacher’s expectations are.
- Stay in good health. Have a strong, workable discipline routine and classroom management plan.
### Intern vs Teacher Candidate’s Roles and Responsibilities

**Cooperating Teacher Roles and Responsibilities**

<table>
<thead>
<tr>
<th>Role</th>
<th>INTERN</th>
<th>TRADITIONAL STUDENT TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor candidate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Plan with candidate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Gradually release lead teaching responsibilities to candidate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Regularly review and assess progress of candidate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Observe candidate teaching and provide feedback</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provide opportunities for the candidate to observe quality instruction</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Advise candidate on school policies</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Advise candidate on parent contact procedures and strategies</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provide role modeling and constructive feedback on classroom management</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Support candidate in learning about school community</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Have critical and constructive conversations with candidate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Set the candidate up for success in completing the EdTPA</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Engage candidate in professional development programs utilizing WIP funds</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Complete administrative tasks and/or interventions while candidate is lead teaching</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Complete program evaluation</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Teacher Candidate Roles and Responsibilities**

<table>
<thead>
<tr>
<th>Role</th>
<th>INTERN</th>
<th>TRADITIONAL STUDENT TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan with cooperating teacher</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Gradually take on lead teaching responsibilities</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Be observed by cooperating teacher and university supervisors</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Reflect on feedback from cooperating teacher and supervisors to improve instruction</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Observe quality instruction delivered by cooperating teacher and other teachers</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Obtain and follow advice on school community, school policies, parent contact, and classroom management.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Serve as a substitute teacher in the building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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<td>---</td>
</tr>
<tr>
<td>Participate in all cooperating teacher duties such as meetings,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>parent-teacher conferences, lunch/recess duties and scheduled in-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>service days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the EdTPA</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Serve as lead teacher while cooperating teacher is completing</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>administrative or other tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in professional development programs utilizing WIP funds</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Perform additional duties that are not part of the cooperating</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>teacher’s responsibilities such as recess duty or intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>during the school day</td>
<td></td>
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</tbody>
</table>