

CLINICAL EXPERIENCES HANDBOOK



UNIVERSITY OF WISCONSIN
WHITEWATER

COLLEGE *of* EDUCATION AND
PROFESSIONAL STUDIES

2023-2024

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Introduction

This handbook is written for and distributed to individuals who participate in required or voluntary clinical experiences in the PK12 schools as part of their program of study in the College of Education and Professional Studies (COEPS). It is intended as a guidebook for students, personnel of cooperating schools and agencies, and university faculty and staff. It is not considered to be a contract. Clinical experiences are one of the most important activities for students preparing to become professional educators. Clinical study and student teaching represent the culminating experiences during which students transform their content knowledge into professional practice in a “real life” setting. Clinical experiences offer indispensable opportunities for guided practice. The cooperating schools and teachers provide invaluable services for the university, for our students, and for their profession.

A note on terminology. In general, references to “teacher candidates” and “student teachers” in this handbook also apply to COEPS majors who are completing their clinical experiences in library media, counselor education, and communicative disorders programs. Similarly, references to “cooperating teachers” also apply to cooperating librarians and other school-based professionals (such as speech language pathologists).

Information contained in this handbook is subject to change. For the most specific, up-to-date information on any subject that is part of this handbook, please contact the Office of Clinical Experiences (OCE). <http://www.uww.edu/coeps/offices-services/fieldex>

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all students to familiarize themselves with university policies regarding special accommodations, misconduct, religious belief accommodation, discrimination, and absence for university sponsored events. For more information on these issues please refer to the UW-Whitewater Dean of Student Resources at: <http://www.uww.edu/student-handbook>.

Program Objectives

Teacher candidates and cooperating teachers are reminded of the dual nature of the clinical experiences. The teacher candidate is both a student and a teacher. Facilitating learning among pupils while simultaneously improving one's own teaching competence are the objectives of the student teaching experience and the mark of a professional teacher.

The University of Wisconsin-Whitewater, the cooperating teacher, and the teacher candidate share responsibility in providing planned, sequenced, systematic, and guided experiences for the teacher candidate that actively promote:

- The practice of teaching as articulated in the COEPS Conceptual Framework: The Teacher is a Reflective Facilitator;
- The Wisconsin Department of Public Instruction Educator Standards <https://dpi.wi.gov/tepd/programs/standards/teacher>;
- The development of cognitive, physical, social-emotional, ethical, and aesthetic abilities in the context of significant teaching responsibilities;
- The development of a philosophy of education that is sound, workable, evolving, articulated, democratic, and reflected in practice;
- The development and application of traditional and state-of-the-art instructional techniques, methods, and strategies that reflect the findings of research and the wisdom of practice;
- The facilitation of learning among all pupils in response to physical, cognitive, developmental, behavioral needs, and cultural diversity;
- The assessment of teaching in terms of the needs of each individual pupil and the goals and objectives of school programs;
- The development of professional reflection, interests, attitudes, ideals, and accomplishments; and
- An understanding of the school as a learning community and as part of the larger community, the state, the nation, and the world.

The departments involved in teacher preparation programs have identified student objectives in the categories of knowledge, skills and dispositions to meet expectations of the UW-System and accrediting bodies. Varied assessment measures are utilized during student teaching to evaluate progress. In addition, the data collected are used in the on-going process of program improvement.

Conceptual Framework

The Teacher as a Reflective Facilitator

Our conceptual framework, The Teacher is a Reflective Facilitator, is the underlying structure in our teacher preparation program at UW-Whitewater. This structure gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In continuing to use teacher reflection as a focus in its goals and assessments, the College adheres to its philosophical stance for an emphasis on performance assessment. In large part, the aim of all licensure programs is to develop teachers and other school personnel as reflective facilitators who continually evaluate the effects of their choices and actions on others and who actively seek out opportunities to grow professionally. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

Since its founding, the UW-Whitewater has distinguished itself as a leader in teacher education. The COEPS continues this tradition of creating a community of learners. This community, composed of students, university faculty and staff, school educators, and community leaders, is characterized by reflection, engagement, service and responsiveness as befits reflective facilitators of learning. The College of Education and Professional Studies is the unit with the responsibility for coordinating all programs offered for initial and advanced licensure and for the on-going renewal of knowledge, skills, and dispositions of teachers and other school personnel. The essential mission of the teacher education program at the University of Wisconsin-Whitewater is the preparation of effective teachers and other school personnel in order to meet the needs of diverse student populations in the public schools and in other educational settings throughout the state of Wisconsin and elsewhere. In addition to providing an array of programs leading to initial licensure, the unit provides programs for advanced licensure, for advanced degrees, for licensure renewal, and for personal and professional enrichment. The unit holds that effective teachers and other school personnel must be well-educated and well-grounded in the content knowledge of their disciplines. They should be skilled in the practices of pedagogy and possess an array of interpersonal and technical skills. They should be committed to educating all students, have confidence in their power to make a difference in children's lives, be open to innovation and change, and be able to work effectively with diversity in colleagues, students, families, and contexts. In addition to knowing about children, subject matter, educational theory, and strategies for teaching, educators and other school personnel should be dedicated to the development of youth, and possess an openness to new ideas and the challenge of conflicting ideologies.

The conceptual framework is grounded in a knowledge base that cites research and educational philosophy to support practice. While there is recognition that unit faculty values vary and that

specific programs weigh some values more heavily than others, there is nevertheless universal agreement that candidates should think, solve problems, communicate, create positive learning environments, respect all learners, engage in life-long learning, conduct action research, and develop a style of leadership. In short, each candidate must facilitate and reflect. We affirm the essential role of education in assisting citizens to attain their inalienable rights of life, liberty, and the pursuit of happiness as reflected in the principles of our nation's founding documents. We affirm the democratic processes by which individuals and society are empowered. We share an abiding commitment to the ongoing development of democratic purposes, policies, and intents as they serve to benefit all. We affirm the role of educators as active contributors to the development of an informed citizenry that is committed to these principles. As educators we dedicate ourselves to developing and exemplifying a sense of civic responsibility and social justice, of interpersonal respect, a regard for scholarship, and the use of evidence in determining matters of public policy. We affirm the responsibility of educators to speak and act on behalf of children and youth and the responsibility of educators in furthering public understanding of the educational needs of children and youth.

To these ends, the faculty and staff of the COEPS commits to the preparation of teachers who will further these beliefs and empower their students to carry them out. To do this, prospective teachers must possess a combination of knowledge, understanding, skills, and dispositions that will allow them to help create an informed populace committed to participation in our democracy. We believe that effective teachers must be well-educated. They should be skilled in the practices of teaching and possess an array of interpersonal and technical skills. They should be committed to educating all students, have confidence in their power to make a difference in children's lives, be open to innovation and change and be able to work effectively with diversity in colleagues, students, and contexts. In addition to knowing about students, subject matter, educational theory, and strategies for teaching, teachers should be dedicated to the development of youth, espouse a dynamic conception of literacy, and possess a mind and disposition open to new ideas and the challenge of ideologies.

Commitment to Teacher Preparation

We affirm the essential role of education in assisting citizens to attain their inalienable rights of life, liberty, and the pursuit of happiness as reflected in the principles of our nation's founding documents. We affirm the democratic processes by which individuals and society are empowered. We share an abiding commitment to the ongoing development of democratic purposes, policies, and intents as they serve to benefit all.

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The College of Education and Professional Studies commitment is further elaborated in the following premises:

Premises

We believe that effective teachers must be well-educated. They should be skilled in the practices of teaching and possess an array of interpersonal and technical skills. They should be committed to educating all students, have confidence in their power to make a difference in children's lives, be open to innovation and change and be able to work effectively with diversity in colleagues, students, and contexts. In addition to knowing about students, subject matter, educational theory, and strategies for teaching, teachers should be dedicated to the development of youth, espouse a dynamic conception of literacy, and possess a mind and disposition open to new ideas and the challenge of ideologies.

Knowledge

Prospective teachers need a sound knowledge base from which to construct their professional lives. This knowledge base includes a strong foundation in the disciplines they will teach. It includes an understanding of how humans learn, develop, and construct meaning. The knowledge base includes knowing how to use an array of methods and technologies to carry out instruction effectively and to evaluate student learning and instructional effectiveness. The knowledge base also includes the historical and philosophical bases of education and an understanding of the complex social and cultural contexts of schools. Prospective teachers must be able to utilize theory in addressing educational problems and re-evaluating accepted practice, policy, and procedures.

Commitment

To become a teacher is to affect, forever, the lives of the young. It is a paramount that those entrusted with this responsibility be imbued with caring and commitment to youth, individually and collectively, that will sustain a demanding, and often frustrating, career. In the face of circumstances beyond school, the teacher should not relinquish belief in either his or her ability to make a difference or in the potential of each student to learn and to succeed.

Literacy

Teaching is a commitment to the future and requires consideration of the quality of literacy that will sustain society. Literacy is normally defined for schools as a repertoire of prescribed knowledge and skills. A more dynamic conception of literacy is implicit in the demand for adults who can reason effectively, who continue to learn, and who will address problems utilizing the democratic process. Thus, in addition to a prescribed repertoire of knowledge and skills, teachers need the ability to evaluate traditional ways of doing, to select from them, or to conceive new ways. They should be able to produce an unlimited number of plans and then to pursue those plans that will support questioning and adaptation to changing conditions. This concept of literacy depends on the capacity to question and to evaluate effectively, to think critically and creatively, and to confront problems with imagination and with ardor.

Decision-Making

Decision-making is both individual and collective; we are bound as a society to solve problems and make decisions collectively. Teachers, however, are continually required to make individual decisions; and as the complexity of the context increases, reliance on the teacher's judgment becomes greater. Reflection and critical analysis should be benchmarks for decision-making, and the bases for decisions should rest on egalitarian and emancipatory orientations to schooling and on a professional code of ethics.

Innovation

In every dimension of professional preparation, there are both discrete, factual knowledge and dynamic, fluid intellectual abilities that must be addressed. However, there are no fixed plans, algorithmic solutions, or prescribed practices for the day-to-day work of teachers. Rather teachers need the confidence and capacity to develop new ideas and new agendas, being sensitive to changing conditions, responding to diversity in student aptitude and interest, and being flexible in carrying out their responsibilities.

Change

A teacher is a transcendent being, a catalyst for change, whose task is to create the possibility that tomorrow will be peopled by principled individuals who will embrace the dialectic of life and in the changing circumstances that assuredly will occur will always subscribe to the principles of equality, justice and freedom for all. Teachers should be imbued with confidence in their role as change agents and in their ability to help shape society and to determine the future.

Self-Reflection and Self-Assessment

Critical self-reflection and self-assessment are essential to becoming a teacher. Self-reflection, self-assessment, and reflection about practice should be the measure of performance in the

teacher education program. Of critical importance for self-reflection and self-assessment is an understanding of the professional code of ethics and a commitment to the democratic process by which individuals are empowered.

Advocacy

Educators should be proactive in advocating for students and families and for those conditions which are most likely to ensure equality and justice for all students. Moreover, teachers should be committed to knowing the changing issues that affect students and schooling and be confident in providing an articulate and informed voice on behalf of students and schooling.

Collaboration

Collaborative relations with parents, families, school boards, administrators, and colleagues presage success in working with young people. Families and the community should be full partners in the educational process of all students.

The COEPS unit has selected teacher standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). These standards undergird all curricula leading to licensure in the state of Wisconsin. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under each of the following standards:

1. Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
2. Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
3. Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teachers and pupil's decision making.

7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Professional Dispositions for Teacher Education

I. Introduction/Definition

The College of Education and Professional Studies (COEPS) asserts that in order to be an exemplary teacher one must develop and exhibit certain key professional dispositions (in addition to requisite knowledge and skills). The purpose of this statement is to affirm our commitment to this idea and to offer some clarification about what this means.

Professional dispositions include a variety of attitudes, attributes, and behaviors relevant to high quality instruction that results in excellent learning experiences for students. These dispositions include everything from how to treat students and colleagues (e.g., respect, kindness) to how to behave as a professional (e.g., ethics, leadership) to a commitment to ongoing personal growth (e.g., self-awareness, lifelong learning, self-control, empathy).

II. The Process

Efforts in this regard should include 3 elements:

1. plans to promote dispositions;
2. plans to assess dispositions, and
3. plans to deal with problems related to dispositions.

As teacher educators we are responsible for making our expectations clear to our students as well as for evaluating our students on these qualities. We also should provide opportunities for students to reflect, self-evaluate, and make improvements regarding their dispositions.

III. Possible Specific Dispositions

Possible dispositions to be included in this process:

(adapted from Purdue University's "Teacher Education Council Candidate Disposition Process," 6/24/14 revision)

1. Collaboration
Demonstrates a willingness to work with other professionals to improve the overall learning environment for students
2. Commitment to improving teacher performance
Shows commitment to adapting instruction to students' responses, ideas, and needs in order to facilitate the development of students' critical thinking, independent problem solving, and performance capabilities
3. Legal and ethical conduct
Respects students as individuals and respects students' privacy and confidentiality of information

4. Lack of bias/Interactions with others
Is sensitive to community and cultural norms, and engages in and supports appropriate professional practices for self and colleagues
5. Learning environments and social interactions
Takes responsibility for establishing a positive classroom climate and recognizes the importance of peer relationships in establishing a climate of learning
6. Interactions with students
Treats all students fairly and equitably, valuing individual differences and experiences
7. Individual learning differences
Demonstrates an awareness of all aspects of a child's well-being (cognitive, emotional social and physical)
8. Communicative effectiveness
Demonstrates thoughtful, effective verbal and nonverbal communication and responsive listening
9. Commitment to student learning
Shows commitment to adapting instruction to students' responses, ideas, and needs in order to facilitate the development of students' critical thinking, independent problem solving, and performance capabilities
10. Adaptability
Demonstrates flexibility and is open to adjustment and revision based on needs and changing circumstances
11. Commitment to profession
Demonstrates enthusiasm for the discipline taught, keeps abreast of new ideas and developments in the field, and sees connections to everyday life

Student Teaching Overview

The Wisconsin Department of Public Instruction defines student teaching as classroom practice through observation, participation, and actual teaching practice under the direction of a college or university supervisor of teacher candidates and a cooperating teacher as part of the professional education program offered by an institution. Teacher candidates should gradually assume responsibility for teaching, culminating in full time/whole class/whole day teaching by the end of the experience. Students are observed and evaluated by their cooperating teacher, their university supervisor and through self-reflection. Teacher candidates are also responsible for all administrative duties associated with their placement including the planning of lessons and curriculum development, grading, co-teaching and administrative personnel in the district, and maintaining positive relationships with school employees, families, parents and the community. It is imperative that the teacher candidate demonstrates a professional demeanor and ethical behavior throughout this experience.

Prerequisites and Admission to Student Teaching

In order to be considered for a student teaching placement, and *in addition to* the requirements for admission to professional education, all students must meet certain milestones. These requirements differ based on major and license pursued and include:

- *Content GPA at or above 3.0 OR PRAXIS II and Content Area Assessment exams.* Secondary English, Science and Social Studies require all students to take and pass the Praxis II, regardless of GPA. Pass at least eight months prior to the start of student teaching. Content exams based on license and degree being sought.
- *Wisconsin Foundation of Reading Exam.* For all Early Childhood (EC), Elementary (MCEA), and Special Education* students. Attempt by Oct. 1st for spring student teaching or March 1st for fall student teaching. * *Special Education majors may submit the DPi approved FORT-Alternative and should seek guidance from the Special Education Department.*

For additional information about these exams please see:

<https://www.uww.edu/coeps/advising-licensure#licensure>

In addition to passing specific exams, students planning to student teach must meet the following requirements (students should refer to their advisor for program specific variations):

- Maintain a minimum cumulative 2.75 GPA
- Pass all required coursework
- Submission of a negative Tuberculosis test to the OCE (skin test or x-ray)
- Completion of a Criminal Background Check
- Transfer students must complete at least 18 undergraduate credits or 9 graduate credits of

- work at UW-Whitewater before admittance to the student teaching semester.
- Submission of Personal Information Sheet to the OFE
 - Submission of resume to the OFE

For additional information please refer to the UW-Whitewater Undergraduate Catalog or contact the OCE.

Teacher Internships

The teacher internship program is coordinated by the Wisconsin Improvement Program as a cooperative venture involving Wisconsin teacher training institutions, the Wisconsin Department of Public Instruction, and local school systems. The teacher internship is a full semester assignment in a participating school during which a student enrolls in twelve credits of directed teaching and is paid a salary by the local school system. The student is engaged in a full day, full semester experience, but may be required to attend a limited number of on-campus events during the day or evening (e.g., teacher candidate meetings, seminars for teacher candidates or interns). The intern is licensed by the Wisconsin Department of Public Instruction. Additional information about the teacher internship program (requirements, application process and deadlines, etc.) is available from the Office of Clinical Experiences.

For additional information please refer to:

<http://www.uww.edu/coeps/offices-services/fieldex/internships>

International Student Teaching Opportunities

The College offers a variety of international opportunities for students in partial fulfillment of program requirements. Students must be approved for participation in these programs by their program coordinator and/or academic department and the Director of the Office of Clinical Experiences. Students are responsible for all expenses associated with the international experiences, including but not limited to the cost of a passport, visa, airfare, land transportation, lodging, and meals. Students may be eligible for financial assistance to offset these experiences. Additional information is available at:

<http://www.uww.edu/international/global-experiences/programs/international-student-teaching>

Determination of Placements

Every student is required to fill out the student teaching placement form for their scheduled semester. This provides important information for OCE to look at educational program needs and teacher candidates' logistic concerns. The OCE Director then contacts prospective school districts to find a suitable placement matching the criteria given. The student and program coordinator will be notified, typically via email, when the placement is made. Please note the following placement policies:

- Students are *strictly prohibited* from arranging their own student teaching sites, assignments or cooperating teachers.
- The OCE generally avoids assigning teacher candidates to schools or agencies in communities where they have attended schools, or where they, their spouse/partner, their children, or other close family members are enrolled, employed or closely affiliated.
- Placement sites are selected to meet program objectives and to maximize the efficient use of university resources, including assignment of university supervisors.
- School districts, schools, and other agencies voluntarily provide prospective sites for student teaching assignments as a professional courtesy. They also have the right to cancel placements if they determine, based on their professional judgment, that deficiencies in the knowledge, skills, and/or dispositions of the UW-Whitewater students would be detrimental or have a negative impact on their pupils, teachers, or members of the school or agency community.
- Service as a cooperating teacher is a voluntary professional activity. Cooperating teachers are selected on the basis of criteria outlined elsewhere in this handbook.
- Cooperating teachers and/or other school district agency officials may require interviewing students or passing additional assessments (such as the Gallup TeacherInsight Assessment) before agreeing to accept them for a placement. As part of the interview, students may be asked to present a resume, a portfolio, or other documents. Students should inquire what will be required at the interview in advance.
- No changes in the officially assigned semester for student teaching are allowed without permission from the appropriate department and program coordinator.

Placement Attempts Policy

As stated above, school districts and other agencies provide clinical sites for our students as a professional courtesy. Many things affect their decision to take students including staffing needs, district priorities, curriculum, and timing. In addition, some schools ask our students to interview or take an assessment such as the *TeacherInsight* prior to accepting their placement request. How students interview or their score on these exams may disqualify them for a placement in a

particular school or district.

Another issue that could block or prevent a placement match is the student's own criminal background check (CBC). While the COEPS does not make placement determinations based on student background checks, items that show up on the CBC may prevent the OCE from making a placement, *even if these items would not preclude one from attaining a teaching license in Wisconsin.*

In these instances, the OFE will make three attempts at a placement. **If three school districts deny placements based on items in the student's CBC, or a professional disposition incident, the student will not be able to complete pre-student teaching or student teaching and shall graduate non-licensure, provided that all other requirements for the major are met.**

After Placement is Made

After learning about the student teaching placement, the teacher candidate arranges for an appointment with the cooperating teacher prior to beginning the student teaching experience. All assignments are tentative pending the completion of the orientation visit with the cooperating principal and teacher. Depending on local school or agency policy, students may be required to interview with school or agency personnel before the student teaching assignment is approved.

Host schools can decide to cancel placements at any time, for any reason.

Criteria for Selection of Cooperating Teachers

Cooperating teachers hold a significant and enviable position among teacher educators. Studies reveal that teachers describe their student teaching experience as having had a profound influence in determining the kind of teacher they become. Cooperating teachers are in a unique position to induct newcomers into the profession and to pass on the “torch of experience” to those who will follow them in their work.

To qualify as a cooperating teacher, [Wisconsin Administrative Code PI34.023\(4\)](#) states they must:

- Hold a Wisconsin license, or an equivalent license if the clinical program is located outside of Wisconsin.
- Volunteered for an assignment as a cooperating teacher or school-based supervisor.
- Has at least 3 years of teaching experience, including one year of teaching experience at the current place of employment, or have at least 3 years of pupil service or administrator experience including one year at the current place of employment.
- Has completed training in the supervision of clinical students and the applicable standards.

In addition, the College of Education and Professional Studies requires that the cooperating teacher have:

- A strong desire to serve as a cooperating teacher
- Professional and ethical behavior and attitudes
- Demonstrated a high level of professional skill
- Been recommended by the school or appropriate district office

Role and Professional Responsibilities of the Teacher Candidate

Essential Functions

Teacher licensure program faculty and staff in the College of Education and Professional Studies at the University of Wisconsin – Whitewater expect students to demonstrate the physical, cognitive, communicative and professional demeanor necessary to practice in the field as a teacher. Following are the required standards of performance:

Physical Expectations

- Sustain the necessary physical activity level in required classroom settings which may include the following: standing, bending to assist students or obtain materials or access files, moving around room and building, writing on whiteboard, writing on papers, keyboarding, viewing screens and papers
- Participate in professional responsibilities as appropriate for a defined work day (half day for pre-student teaching, full day for student teaching)
- Manipulate classroom materials and student work efficiently and effectively
- Monitor students
- Provide a safe environment in emergency situations including fire, active shooter, student behavior, choking, or other medical emergencies

Cognitive Abilities

- Assimilate verbal and written information sufficient to meet all academic and classroom/school based demands
- Analyze, synthesize, and interpret information in academic and classroom settings
- Solve problems through critical thinking and analysis, including the ability to identify multiple approaches for a problem within a specific context
- Initiate and implement solutions
- Deliberate the consequences of an action
- Reflect upon results of individual practice, and the practice of students, by using evidence
- Routinely time share or multi-task across activities or sources of information

Communication Abilities

- Demonstrate professional written and oral English language abilities in academic and classroom based settings
- Demonstrate awareness of context, audience, and purpose in all communication
- Oral communication techniques (posture, gesture, eye contact, and vocal expression) are appropriate and professional

Professional Demeanor/Behavioral and Social Attributes

- Project a professional image
- Maintain appropriate personal hygiene
- Comply with university and school district policies and procedures
- Project a positive and cooperative attitude

- Show respect for classmates, faculty/staff, students and families
- Demonstrate self control and stress tolerance while dealing with difficult, rapidly changing situations
- Demonstrate dependability, punctuality and the ability to meet deadlines
- Demonstrate a sensitivity for others
- Demonstrate adaptability and flexibility
- Independently make/manage transportation to and from site

Professionalism

All students seeking a recommendation for licensure upon program completion must have experiences in a school-based setting. Participating in these experiences pre-supposes acceptance of a code of ethics, a “professional” manner of behaving. Lack of professionalism can be grounds for lower evaluations or dismissal from any field experience. Professionalism can never be defined completely, but the following statements serve as guides to what is expected of students in completing their experiences within the schools.

- Students must be responsible. This includes meeting the attendance requirements, notification of absences, keeping hours appropriate to the assignments, and timely completion of tasks assigned as part of the experience.
- Students must adapt to reasonable expectations of the school concerning personal appearance and behavior. Students must dress appropriately for the school setting. They must conduct themselves to meet reasonable school and community expectations.
- Students must at all times interact with other university students, school personnel, pupils, and pupils’ parents or guardians in a professional and ethical manner. Students must not illegally or unethically discuss information about pupils, school personnel, university personnel, and university students. This includes communication on social media. Confidentiality regarding information resulting from personal knowledge, tests, reports, records, etc., must be maintained.
- Treatment of pupils within the school must be equitable and reasonable for all students regardless of race, color, gender, gender identity, gender expression, creed, religion, age, ancestry, national origin, disability, sexual orientation, marital status, political affiliation, Vietnam-era veteran status, parental status and pregnancy. Students must not use professional relationships for economic or social gain, or in any other way.
- Students must provide a reasonably balanced view of their subject, recognizing that the classroom should not be used for the indoctrination of personal views or values.
- Students will respect the rules and regulations of the university and the privacy of

communication with university personnel.

Professional Responsibilities

Adherence to the Calendar of Assigned School

Teacher candidates are required to follow the semester of the local school district, including vacation periods and evening or weekend obligations (e.g., family-teacher conferences, open houses). If the school site uses trimesters, then the teacher candidate should consult the high school calendar for guidance. If the high school is also using trimester scheduling, contact the OCE.

Attendance, Notification of Absence

Teacher candidates are under the same obligation for regular attendance as cooperating teachers. Personal illness or family emergencies are the usual reasons for approved absences. Special requests for absences must be discussed with and approved by the cooperating teacher and by the university supervisor. Such requests must be limited in number and mutually agreeable arrangements regarding student teaching responsibilities must be made between the cooperating teacher and the teacher candidate in advance whenever possible. For example, teacher candidates are not permitted to be absent from their assignment to participate in job interviews without first consulting with their cooperating teacher and informing their university supervisor.

Teacher candidates are required to notify their cooperating teachers (and sometimes principals) and their university supervisor of all absences. Teacher candidates are also required to inform their university supervisor when they will be absent from their assigned school due to school-sponsored activities, e.g., field trips, to prevent university supervisors from making unnecessary trips to observe teacher candidates.

Absence is dealt with on a case-by-case basis by the OCE Director in consultation with the university supervisor and cooperating teacher. *Excessive absence can result in dismissal from the program.*

Conflicting Activities

Teacher candidates are strongly urged not to undertake any campus or job activities that will interfere with their student teaching responsibilities. Students should consult with their advisors to eliminate the need for taking any additional courses during the period of full-time student teaching.

Dress and Personal Hygiene

Teacher candidates must dress appropriately and be neat and well-groomed at all times.

Teacher candidates should note local norms to determine what is considered appropriate, in consultation with their cooperating teacher, and to exercise good judgment in these matters. Students should be aware of and adhere to all school and district dress policies.

Housing

Housing is the responsibility of the teacher candidate. Students wishing to live in the community to which they are assigned should contact the cooperating teacher and/or the principal for possible assistance in finding housing. The student teaching experience extends beyond usual academic semester contracts for dormitory and most private housing arrangements.

Transportation

Transportation is the responsibility of the student. Students who commute from home or from the campus to placement sites are responsible for arranging transportation to ensure prompt arrival and uninterrupted attendance.

Pre-Student Teaching

Prior to student teaching, students in initial licensure programs complete pre-student teaching experiences. Although the placements and processes for pre-student teaching vary across programs within the COEPS, all pre-student teaching experiences include the following components:

- Onsite in a school setting
- Developmental in scope and sequence
- Occur in a variety of school settings
- A set Length and time in school settings, (Determined by program requirements.)
- Result in students being able to demonstrate knowledge and understanding of the Wisconsin Teacher Standards (as aligned with InTASC standards within the COEPS)
- Include at least 2 written evaluations completed by the cooperating teacher and/or the university supervisor.

Pre-student teaching experiences are embedded in coursework requirements and placements are organized through the Office of Clinical Experience or department. Students work with their program faculty and advisors to enroll in the correct pre-student teaching courses for their programs. With the exception of the General Student Teaching timeline, all policies and expectations outlined in this handbook apply to pre-student teaching as well as student teaching.

General Student Teaching Timetable

Prior to Student Teaching

The teacher candidate should become familiar with the physical features of the school, school policies, and the general school community. The teacher candidate also should become familiar with teachers, staff, and pupils in the school.

The teacher candidate should be in regular communication with the cooperating teacher on both an informal and formally scheduled basis. If possible the teacher candidate should begin to systematically observe the cooperating teacher in the typical classroom setting. These observations should be discussed with the cooperating teacher in order to understand the cooperating teacher's methods and procedures. The teacher candidate should assist teachers and pupils in whatever way possible prior to student teaching to build rapport and relationships.

Student Teaching

The timing of assuming teaching responsibilities will depend on the teacher candidate's demonstrated readiness and preparation. Both the cooperating teacher and the teacher candidate must agree that the teacher candidate is ready. Usually the teacher candidate begins limited classroom instruction within the first two weeks. For the elementary teacher candidate, this may mean presenting one or two lessons per day; for the secondary teacher candidate, it may mean assuming responsibility for one class period.

Planning

Because both teaching and learning are sequential and developmental processes, daily as well as long-range planning is critical. Therefore, the following guidelines are provided for the teacher candidate. Please work closely with your university supervisor and cooperating teacher to develop your own timetable.

- Submit written daily and long-range plans to the cooperating teacher sufficiently in advance for a conference prior to student teaching. No specific form is required by UW-Whitewater; the cooperating teacher, teacher candidate, and the university supervisor may choose or develop a lesson plan format together.
- Prepare duplicate plans--one for yourself, one for the cooperating teacher. Daily plans may also be required by the university supervisor. Weekly schedules and summaries are provided to the supervisors. Retain all plans and comments on them in a cumulative folder for referral in planning later lessons, for reviewing comments, and for the information of the university supervisor. Plans may also be used later as a beginning teacher.
- Be willing to explore and experiment with new materials, methods, and techniques. Seek and be willing to try suggestions by cooperating teacher and/or the university supervisor.

Conferring with the Cooperating Teacher

Conferences are basic to a successful student teaching experience. Routine conferences are usually scheduled by the cooperating teacher in advance. Other conferences may be requested by the cooperating teacher or teacher candidate on short notice. When anticipating or facing a teaching-related problem or challenge, the teacher candidate assumes the initiative for requesting a conference with the cooperating teacher. The purpose for conferences should be defined and the teacher candidate should view conferences as an opportunity for professional

assistance. Informal meetings should occur frequently throughout the student teaching experience and in all cases the teacher candidate must be considerate of the cooperating teacher's time. Conferences also provide regular opportunities to share successes and to reflect upon teaching experiences.

Opportunities to Teach

Although the cooperating teacher authorizes when the teacher candidate may begin to assume teaching responsibilities, much depends upon the initiative of the teacher candidate. The factors include the teacher candidate's readiness to assume responsibility, the nature of the subject or teaching area, the degree of competence the teacher candidate has demonstrated, knowledge of the subject matter, the instructional process, and the types of pupils. Generally, the portion of the cooperating teacher's schedule for which the teacher candidate assumes responsibility is gradually increased until such time that the teacher candidate has assumed most or all responsibilities for teaching.

Evaluation

The teacher candidate engages in continuous self-evaluation and is assisted in the process by the frequent informal conferences with the cooperating teacher. Periodic formal evaluation sessions should be planned after the cooperating teacher completes the InTASC evaluation at mid-term and final. The teacher candidate should make both mental and written notation of any suggestions given directly or indirectly.

Roles and Responsibilities of the Cooperating Teacher

Prior to Student Teaching

The cooperating teacher directs the teacher candidate's early classroom observations, focusing on both pupils and teaching. The cooperating teacher should share with the teacher candidate the steps involved in planning and implementing the instructional program, as well as taking an active part in the initial planning done by the teacher candidate.

Student Teaching

The teacher candidate should ordinarily be assuming limited teaching responsibility by the second week of the student teaching period. Prior to the initial teaching, the cooperating teacher and the teacher candidate agree upon definite guidelines for planning, e.g., format, due date, procedures for feedback and revision.

In the beginning, the cooperating teacher encourages the teacher candidate to prepare detailed plans and checks to see that objectives are clear, materials listed, and steps and procedures included. The cooperating teacher should feel free to make either oral or written suggestions, realizing that teacher candidates want and need assistance and that they look to their cooperating teachers for help in anticipating outcomes.

Revision of plans, when advisable, will be suggested by the cooperating teacher. Experimentation with new materials, methods, and techniques will be subject to approval of the cooperating teacher. The cooperating teacher keeps a cumulative folder of the teacher candidate's plans.

In summary, the cooperating teacher usually follows a sequential process in helping the teacher candidate develop independence in planning. The cooperating teacher first serves as a model, then plans with the teacher candidate, and finally encourages the teacher candidate to do independent planning. This sequence is usually achieved gradually and will vary according to the aptitude and readiness of the teacher candidate.

As the teacher candidate demonstrates growing confidence and competence, the cooperating teacher gradually increases the responsibilities for independent planning and teaching so that the limited teaching experience during the second week may gradually lead to the teacher candidate assuming significant or total teaching responsibilities during the last several weeks of the student teaching period. The pace of assuming teaching schedule will vary among teacher candidates and the cooperating teacher must gauge the amount and type of instructional duties that the teacher candidate can reasonably be expected to assume. The university supervisor can be consulted in this matter to the extent that the cooperating

teacher deems necessary.

Conferring

The cooperating teacher frequently has conferences with the teacher candidate about planning. Opportunities for post-teaching conferences are provided for evaluation of lessons taught and for further planning. The cooperating teacher should expect to meet periodically with the university supervisor, and with the teacher candidate and the university supervisor in two- and three-way conferences, respectively.

Regular conferences between the teacher candidate and cooperating teacher should be scheduled in advance and not just in response to a problem or crisis situation. Regularly scheduled conferences can and should provide the teacher candidate with opportunities to share successful experiences and to explore together with the cooperating teacher the teacher candidate's insights into teaching as a profession.

Observations

The cooperating teacher has two roles in the observation process--the observer and the observed. The cooperating teacher provides frequent opportunities for self-evaluation by the teacher candidate through providing alternate periods of observation and teaching. The cooperating teacher will arrange for the teacher candidate to observe other teachers and a variety of teaching styles whenever possible.

The cooperating teacher uses observation scales but attempts to limit the number of techniques being observed at any one time. The cooperating teacher may make notes during the lesson to provide direction for the post-teaching conferences. As a rule, the cooperating teacher does not offer suggestions at the time the teacher candidate is working with the class, but reserves comments for the post-teaching conferences.

Evaluations

The cooperating teacher, who is in continuous contact with the teacher candidate and in a position to observe day-to-day development, assumes the major responsibility for the on-going evaluation of the teacher candidate's progress. The university supervisor, functioning in a supportive role, is available to the cooperating teacher for consultation regarding the progress of the teacher candidate and will observe and confer with the teacher candidate.

The cooperating teacher is required to complete three formal reports for the student teaching:

(1) an interim evaluation report, (2) a final evaluation report, and (3) a written statement of reference or a letter of recommendation.

During the post-teaching conference, the cooperating teacher encourages critical self-evaluation by the teacher candidate and suggests specific means of improvement. Experience with teacher candidates has shown that they want to know how they are performing throughout the semester. Specific evaluations of daily lessons are frequently based on notes made by the cooperating teacher as the teacher candidate is at work in the classroom. These notes may become a part of the teacher candidate's own folder and can be used as a cumulative record of progress.

Evaluation of overall progress of the teacher candidate is a continuous process and the mutual responsibility of the cooperating teacher and the teacher candidate. Using the final evaluation form several times during the period, the cooperating teacher and teacher candidate can determine together the areas of strength and growth, and areas requiring further attention. A wise use of the form enables an objective and positive evaluation rather than unspecified and consequently minimally useful praise or criticism. The student signature on the final evaluation form indicates knowledge of contents.

Limited progress of any teacher candidate should be reported to the university supervisor at the earliest possible date. The supervisor assumes the responsibility for informing the Office of Clinical Placement if necessary. Recommending a student for dismissal from any field experience is an official function of the Office of Clinical Experiences in consultation with the teacher candidate, the cooperating teacher, program coordinator, and the university supervisor. Please refer to Policy and Procedures for Withdrawal or Dismissal elsewhere in this handbook.

Immediately upon completion of the student teaching period and with the assistance of the university supervisor, the cooperating teacher should complete the final checklist and prepare a written statement of reference, or letter of recommendation, for submission to the Office of Clinical Experiences. These documents should be submitted to the Office of Clinical Experiences within thirty days following the last day of the student teaching assignment.

Roles and Responsibilities of the University Supervisor

Prior to Student Teaching

- Serves as a Liaison Between the University and Cooperating School.
- Provides a communication link between the university and the cooperating school and clarifies for the cooperating teacher the goals and objectives for student teaching.
- Orients newly appointed cooperating teachers to their roles.
- Communicates any suggestions made by cooperating teachers to appropriate personnel of the university.
- Maintains communication with the administration of the cooperating school to enlist its assistance in the development of the student teaching program.
- Functions as consultant or resource person to school administrators, curriculum directors, directors of instruction, and cooperating teachers.

Student Teaching

- Makes a minimum of four observations of at least one hour in length. These visits should be across the length of the placement approximately once a month.
- At least one observation should be in person on site.
- Schedules observations based on the weekly schedules provided to them by teacher candidates. The initial observations may be arranged in advance with the teacher candidates and/or cooperating teachers. Some or all observations may be unannounced.
- Shares teaching and learning experiences in the classroom with teacher candidates and cooperating teachers.
- Confers regularly with the teacher candidate and the cooperating teacher through three-way (teacher candidate, cooperating teacher, and university supervisor) or two-way (university supervisor and teacher candidate or cooperating teacher) conferences.

Evaluation

- Discusses with the teacher candidate logs, journals, or lesson plans which the teacher candidate has prepared and which may be required by the university supervisor.
- Discusses with the teacher candidate teaching/learning experiences.
- Confers regularly with the cooperating teacher.
- Reviews cumulative notes or observations made available by the cooperating teacher.
- Provides continuous reinforcement and encouragement.
- Assists the cooperating teacher in writing the final statement of reference.
- Completes an observation report for each of a minimum of four visits and a written statement of reference. The observation reports and written statement of reference must be submitted to the Office of Clinical Experiences within thirty days following the last

day of the student teaching assignment.

- Conducts at least two conferences with the teacher candidate and the cooperating teacher.
- Determines a final grade for student teaching (Satisfactory or No Credit) in consultation with the cooperating teacher.
- Informs the Director of Clinical Experiences regarding special situations that may arise and areas of concern.
- Submits travel reports within the approved time frame including all necessary supporting documents

Roles and Responsibilities of the Program Coordinator

COEPS Faculty and academic staff members serve as program coordinators. In many cases, program coordinators also serve as university supervisors.

The program coordinator provides a liaison among the departments, the teacher candidates, and the Office of Clinical Experiences.

- The program coordinator makes a pre-student teaching or student teaching placement request to the OCE Director based on student needs, interests, abilities, as well as program and license requirements.
- Works cooperatively with the university supervisor in any problem situation which may develop within the department and assumes a joint responsibility for prompt communication of these situations to the Office of Clinical Experiences.
- Provides communication between the Office of Clinical Experiences and the respective departments.

Roles and Responsibilities of the Director of the Office of Clinical Experiences

- Provides the leadership in developing and maintaining appropriate field experience programs and in preparing and distributing information about them.
- Maintains liaison with public and private schools and makes all contacts with administrative personnel in:
 - Matters of placement of teacher candidates for field experiences.
 - Maintaining approved lists of personnel in cooperating schools.
 - Finalizing all field experience placements, for appropriate programs
 - Mediating problem situations as appropriate.
- Represents University of Wisconsin-Whitewater in its relationship with other institutions, professional associations and groups, and accrediting agencies.
- Meets with teachers and administrators to describe field experience programs, to answer questions, to address concerns, and to solicit recommendations for program improvement.
- Collects data regularly from student teachers, cooperating teachers, principals, district administrators, and center directors for the purpose of program improvement.

Liability and Insurance

It is of great importance that you are aware of the insuring position of the University of Wisconsin- Whitewater with respect to your participation in COEPS field experiences as required for your program of study.

Professional Liability Coverage

Professional liability coverage is provided by the State of Wisconsin under provisions of State Statute 165.25(6) and 895.46(1). This coverage protects teacher candidates against claims from third parties for personal injury or property damage caused by negligent acts while performing within the scope of duties in a student teaching assignment under the following conditions:

- Liability protection is extended only for the time specified by the agreement between the placement site and COEPS. By statute, the university liability coverage is excess to any collectable insurance.
- The program provides credit and is a requirement for your graduation or is otherwise approved by COEPS.
- You are a registered student in good standing.
- You were acting within the scope of the program at the time of the incident. “Scope of the program” includes classroom teaching and other typical teaching assignments and professional activities, including student supervision, school-sponsored field trips, and meetings (e.g., faculty, department, grade level, school board). “Scope of the program” does not include activities for which you are paid (e.g., coaching, taking tickets at a school event, chaperoning). If you are paid for an activity, liability is the responsibility of the employer.
- You report any incident that may result in a claim or legal action to an administrator at the placement site and the OCE Director or the Dean of the College.
- Should the incident result in a claim or legal action naming you or UWW staff, you should cooperate fully and follow instructions given to you by the Campus Risk Manager or UW-System legal staff. For more information please contact the OCE Director.
- A host site, such as a school, may request evidence of liability coverage prior to your start date with the host. If this happens please contact the OCE Director who will follow up.

Health and Accident Insurance

Health and Accident Insurance is *not* provided for you by the University of Wisconsin-Whitewater or the placement site. Be sure that your personal health insurance is in effect and will cover you when you are on location at your placement site.

Workers' Compensation Insurance

Workers' Compensation Insurance is *not* available for you as you are not an employee of the University of Wisconsin-Whitewater. Should you become ill or injured as the result of the field training program, there is *no* coverage by the University for costs of medical treatment. Again, be sure that you have personal health and accident insurance.

Transportation Liability

Your vehicle insurance coverage is primary when driving your own vehicle. There is no state or university coverage when driving to and from your student teaching assignment or using your vehicle for your student teaching assignment for any reason. Note: It is not advisable that you transport anyone in your vehicle, such as students on field trips, etc., during your student teaching assignment.

Additional Information and Policies

Academic Misconduct

“The Board of Regents, administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic misconduct. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions” (UWS Chapter 14, Wisconsin Administrative Code). Please refer to the UW-Whitewater Student Handbook for additional information. <http://www.uww.edu/student-handbook>

Length of Student Teaching Placement

In order to be recommended for a teaching license upon completion of their program, students must complete “full school days for a full semester of the cooperating school.” [PI 34.023 \(2\)\(f\)](#)

Ending Student Teaching Early

In order to be recommended for a teaching license upon completion of their program, all students must finish all requirements of their student teaching. These requirements include full day, full time student teaching for a full semester as outlined in Wisconsin’s Chapter PI34. On rare occasions when a teacher candidate is offered *full time, permanent* employment (not long term sub or temporary employment) student teaching may end up to one week early if the student has completed all regular assignments of their student teaching. This arrangement will only be allowed if the cooperating teacher, supervisor, school district administration (of both districts if moving to a new district) and Director of OCE approve.

Withdrawal from Student Teaching

Students who have withdrawn from the course(s) required for their student teaching experience are no longer authorized to return to their placement site(s) for any reason.

Military Duty

Students who are called to active military duty during their student teaching placement are required to contact the OCE Director immediately as soon as they receive their orders to discuss their options.

Reasonable Accommodation Requests

A student with a disability, requesting reasonable accommodations and having met all of the requirements to be eligible for fieldwork, must currently be approved for services through the Center for Students with Disabilities (CSD) <http://www.uww.edu/csd>. It is a student's responsibility to demonstrate, complete and comply with all requirements specified in this handbook and their program plan, and to adhere to all current Wisconsin teacher licensing requirements.

It is recommended that a student start this process at least one year prior to placement; reasonable accommodations are not retroactive. Additionally, a student should notify OCE Director at least one year prior to any planned field placement as some accommodations, such as sign language interpreters, orientation and mobility training, or specific site location preferences can take significant time to plan. **Please refer to “Determination of Placements” elsewhere in this handbook for additional general procedures and processes governing *all* clinical placements.**

Process for requesting accommodations:

1. A student requesting accommodations must be eligible for services with the CSD. A student not currently eligible for CSD services must apply. Please refer to website (link to website) for the application process.
2. A student currently eligible for CSD services should initiate a meeting with the OCE Director and license Program Coordinator. Prior to the meeting, the student should refer to the requirements and responsibilities for field placements and the “Elements and Expectations of Clinical Experiences” contained in this handbook to determine if any accommodations may be necessary for access.
3. After the initial meeting with the OCE director and Program Coordinator, an additional meeting that includes a staff member from CSD may be recommended or required.
4. A student's preferences are always considered, however, CSD and the OCE Director can offer alternative reasonable accommodations for access.
5. If a student is approved for field or site accommodations, the OCE Director will provide appropriate contact information and language for requesting the approved reasonable accommodations when making the placement request in the schools.
6. It is the student's responsibility to initiate timely contact with the identified site personnel to discuss the approved accommodations. Further meetings, including the school site personnel, may be necessary to successfully implement approved accommodations.
7. If there are any concerns related to the implementation or access to approved accommodations it is the student's responsibility to contact CSD and their university supervisor, Program Coordinator, OCE Director or advisor – as appropriate, as soon as possible.

Religious Observances

Teacher candidates requesting absence from a student teaching assignment because of religious observance should notify the cooperating teacher and university supervisor within the first two weeks of the starting date of the assignment. Strategies for making up missed work, if deemed necessary, should be formulated and approved by all parties involved.

Letters of Recommendation

It is the obligation of student to retain copies of final statements of reference written by university supervisors and cooperating teachers that may be required as part of application for teaching positions. To meet Wisconsin Department of Public Instruction requirements, the Office of Field Experiences is required to retain for five years documents related to the student teaching experiences, including those submitted by university supervisors and cooperating teachers. After five years, these documents are destroyed.

Substitute Teaching

Teacher candidates may not serve as substitute teachers, as per DPI policy.

In the absence of their cooperating teacher, teacher candidates may continue with regularly assigned duties only when a licensed teacher is employed in place of the cooperating teacher. This generally means that the school must provide a licensed substitute teacher in the classroom during the cooperating teacher's absence. If the cooperating teacher will be out of the classroom for an extended period of time the student should notify their university supervisor and the OCE Director to review the situation.

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 also university supervisor, based upon the individual case. Teacher candidates may be required by their host district to complete a DPI sponsored [webinar training](#) on Mandatory Reporting of Child Abuse and Neglect. Anyone can do this training at any time and add this training to your resume.

Work Stoppage or Strikes

When a work stoppage occurs in a cooperating school system where teacher candidates are assigned, it is the policy of the College of Education that teacher candidates be declared non-participants. Teacher candidates will not report to the school but will remain on a standby basis during the period of time when schools are closed or during the period of time when schools are declared open without resolution of conflicting issues between the board of education and the local teachers' association. Arrangements may be made by the Director of Clinical Experiences to provide experiences in a different location on a standby basis until the stoppage in the assigned school is terminated. Students may be required to report to campus during a work shortage.

Forms and Evaluation Instruments

Most of the evaluation instruments and observation forms needed for pre-student teaching and student teaching can be found on this page:

<http://www.uww.edu/coeps/offices-services/fieldex/resources-forms>

Evaluation instruments for pre-student teaching and student teaching are designed and sanctioned by individual programs and to meet unique licensure requirements. *Please check with your university supervisor or program coordinator to be sure you are using the correct instrument for your experience.*

Written Statements of Reference

Suggestions for Cooperating Teachers

Cooperating teachers are required to provide the Office of Clinical Experiences with a signed written statement of reference for each teacher candidate, as required by the Wisconsin Department of Public Instruction. These statements are filed for five years and then destroyed.

Most teacher candidates will also request that you provide them with a signed written statement of reference that they can use for employment purposes. It is the obligation of the student to obtain and keep these letters and you are not obliged to provide a “letter of reference.” While you may choose to write one letter that serves both purposes it is entirely at your discretion.

In composing your statement, you are encouraged to review the interim and final evaluation forms that you have completed for the teacher candidate, noting especially areas of strength, weakness, and improvement.

In organizing your statement, it is recommended that you include three sections:

Setting: Describe the nature of this placement, including number and size of classes, and characteristics of students (e.g., socioeconomic status, gender, race and ethnicity, general ability level). Also include information about teacher candidate's involvement in any co- or extra-curricular activities.

Teaching and Ability: Include information reflecting the Wisconsin Teacher Standards and provide specific examples whenever possible:

Potential: This is the place where you indicate whether or not you can recommend the teacher candidate as a viable candidate for a position. The statement should indicate the intensity of your teacher recommendation (e.g., recommend, strongly recommend, very strongly recommend; adequate, fine, good, excellent, outstanding candidate). If appropriate, you may want to include the level of position for which you are recommending this person (e.g., early elementary, intermediate grades, middle level, high school). You may want to indicate the quality of this teacher candidate among all the teacher candidates you have supervised (e.g., among the top 25% of the 12 teacher candidates I have supervised). It is also appropriate to indicate if you believe the success or effectiveness of the teacher candidate as a beginning teacher will be enhanced by beginning teacher induction support through a department chairperson, team leader, or mentor.

Withdrawal or Dismissal from any Required Clinical Experience

Leaving a required clinical experience for any reason is an important matter with serious consequences. It recognizes that the student, cooperating teacher, university supervisor, and OCE Director have explored and implemented all appropriate courses of action, but without success.

Terms:

Student refers to the UW-Whitewater student who is enrolled in an undergraduate or graduate course that requires a field experience in a school, center, or agency.

Clinical experience refers to any required experience in a school, center, or agency, including internships. Clinical experiences include but are not limited to Observation and Participation, Pre-Student Teaching, Alternate Directed Teaching, Student Teaching, Directed Teaching, Undergraduate or Graduate Internship, Graduate Practicum and Inservice Practicum, and Internship (counselor education).

Clinical supervisor refers to any individual employed in a school, center or agency who agrees to provide field experiences that are required as part of professional preparation.

University supervisor refers to any individual assigned by the University of Wisconsin-Whitewater to supervise a student during a required field experience.

Professional staff refers to clinical supervisors, school principals, center or agency directors, other school, center or agency personnel, University of Wisconsin-Whitewater supervisors, the University of Wisconsin-Whitewater Director of Clinical Experiences, and other relevant University of Wisconsin personnel, including program coordinators and department chairpersons.

Note: Only students can withdraw from courses in which they have enrolled. University personnel are not authorized to withdraw students from courses. *Students who leave or fail to complete any clinical experience without permission shall automatically receive a grade of "N/C" (No Credit) or "F" following standard university policy.*

Withdrawal from any Clinical Experience

A student may initiate a request to withdraw from student teaching at any time during their experience. This request shall be reviewed by the cooperating teacher/school district, university supervisor, program coordinator, OCE Director and Dean. If approved, the student will be guided through the process and will receive a "W" on their transcript for the associated courses. If not approved, the student shall continue with the clinical experience and shall receive the

appropriate grade upon completion. Withdrawals for medical reasons shall be handled by the UWW Dean of Students as per university policy.

It may be possible for a student who has withdrawn with permission from a required clinical experience to graduate from UW-Whitewater without recommendation for licensure by special permission of the Dean. Students who desire to graduate without licensure must meet all other graduation requirements.

Students who have withdrawn from their clinical experience and desire to return at a later date must re-apply for admission to the program. All readmissions are dependent upon the availability of suitable sites, clinical supervisors, departmental resources, meeting all new prerequisites and other requirements in place at the time of readmission to the program. Students seeking re-admission may be required to complete additional coursework, fieldwork or other assignments beyond those required by the program upon the recommendation of the program coordinator and/or university staff involved in supervising the student in the earlier fieldwork. The university may need up to one full year to find an adequate placement after being notified of readmission status and shall use the “three attempts” placement policy described elsewhere in this handbook.

Incomplete

If a student has been doing satisfactory work until near the end of the experience, and then because of illness or unavoidable circumstances has been prevented from completing their fieldwork, the student may initiate a request to receive an “incomplete” and extend the privilege of completing the fieldwork at a later date. This request shall be reviewed by the cooperating teacher/school district, university supervisor, program coordinator, OCE Director and Dean. If approved, a contract shall be made with the student specifying the work needed to complete the fieldwork and the date by which the work shall be finished. Successful fulfillment of an incomplete grade shall be dependent upon the availability of suitable sites, clinical supervisors, departmental resources, and meeting all new licensure prerequisites and other requirements in place at the time of completion. The university may need up to one full year to find an adequate placement after being notified of an approved incomplete and shall use the “three attempts” placement policy described elsewhere in this handbook.

Dismissal

The COEPS may dismiss a student from their clinical experience and revoke their admission to professional education status when it identifies deficiencies in expectations, standards or policies outlined in the Wisconsin Teacher Standards, the standards of relevant professional organizations, the College of Education and Professional Studies policies, University of Wisconsin-Whitewater policy, or University of Wisconsin-System policy that are so severe that they make successful completion of required clinical experiences highly unlikely. Dismissal prohibits future placement of the student in *any* clinical experience required by any program

under the purview of the College of Education and Professional Studies. A dismissal from a clinical experience and/or program does not equate to a dismissal from the University. To continue enrollment as a student, the student will need to change to a non-license major following the approved University process outlined at:

<http://www.uww.edu/aec/howto/declare-major>.

Procedures for Dismissal

1. Prior to seeking dismissal of a student from clinical experience and/or the program, the University shall make a reasonable attempt to resolve any performance deficiencies or conduct unless the University determines that such attempt would be unsuccessful in addressing the issues.
2. A decision to dismiss a student from a clinical experience and/or the program shall be made at the sole discretion of the OCE Director and Dean. Prior to making a decision, the OCE Director and/or Dean shall seek the recommendation of the student, the cooperating teacher/school district, university supervisor, program coordinator, OCE Director and/or Dean. Incidents or conduct that may warrant dismissal include but are not limited to personal circumstances; deficiencies in knowledge, skills or dispositions; absences; irresponsible, unprofessional or unethical behavior; and violations of the rules, responsibilities and policies outlined in the Wisconsin Teacher Standards, the standards of relevant professional organizations, the College of Education and Professional Studies policies, University of Wisconsin-Whitewater policies, or University of Wisconsin-System policies. If the University determines that the health and/or safety of a pupil, student, teacher or member of the public is at risk due to the student's conduct, dismissal may be initiated without requiring a recommendation.
3. The OCE Director shall notify the student in writing no less than five (5) business days prior to dismissal that the University intends to terminate the student's placement, clinical experience and/or admission to the program. The student's clinical supervisor(s) and the administrator of the placement sites shall be notified as well.
4. The OCE Director shall write a formal request to the Dean that outlines the reasons for dismissal. This request shall include relevant documentation, the steps taken to remedy the situation (if appropriate), supportive statements and/or signatures of the university supervisor, program coordinator, and cooperating teacher/school district staff (if appropriate). A copy of this document shall be sent to the student.
5. The university supervisor shall offer to meet with the student in regard to the dismissal. Other members of the university professional staff or school district personnel may be present at this meeting as appropriate.
6. Within seven (7) business days from receipt of the dismissal notification, a student may submit a written request to the Dean of the College of Education and Professional Studies to seek a review of the decision before a hearing panel of the Teacher Education, License and Clinical Experiences Committee (TELCE).

7. Upon receipt of the student's request, the Dean shall initiate a hearing panel of no less than three (3) members of the TELCE Committee, excluding the Director of Clinical Experiences Director, the university supervisor, and any program or placement coordinator appearing before the hearing panel if they are members of the TELCE Committee.
8. A hearing shall be scheduled within fourteen (14) business days from receipt of the student's request, unless additional time is required due to conflicts in the hearing panel or student's work or academic schedules. Written notice of the date, time and location of hearing shall be provided to the student, the university supervisor, the program or placement coordinator, the chairperson of the student's major, Director of Clinical Experiences and the hearing panel members of the TELCE Committee no less than five (5) business days prior to the date of the hearing.
9. No less than three (3) business days prior to the hearing, the Hearing Panel members shall receive a copy of all relevant materials for review. These may include evaluation forms, student journals and weekly reports as well as other documentation available at the time. The student shall receive a copy of said materials as well, with redactions per state or federal law.

Guidelines for the Review Hearing

1. The Hearing Panel shall designate one member to preside over the review hearing. The Hearing Panel may seek the assistance of a University official or System Legal Counsel to provide procedural guidance during the review hearing and deliberations.
2. During the review hearing, the student may submit a written or verbal statement in support of the student's position in regard to the University's decision. The student may present relevant documents and request other persons to provide a statement or information to the Hearing Panel during the review hearing.
3. The student may be accompanied by an advocate or legal counsel. However, the student shall be required to speak on the student's own behalf and neither the advocate nor legal counsel may make comments during the review hearing, unless the chair of the Hearing Panel gives advanced permission.
4. The University, or its designee, shall be given an opportunity to provide a written or verbal statement as well in support of its decision to dismiss.
5. The Hearing Panel may ask questions of the student, the University or any relevant person in attendance that may elicit relevant or material information. Additional information may be submitted by the university supervisor, student and other persons relevant to the situation, at the Hearing Panel's discretion.
6. Formal rules of evidence shall not apply and the Hearing Panel may impose reasonable

procedures for ensuring a fair and impartial review.

7. If the student fails to appear, the Hearing Panel may proceed in the student's absence and base its findings and recommendations on relevant information provided to the Hearing Panel prior to or during the review hearing.
8. The Hearing Panel may seek additional information from the OCE Director, the university supervisor, the student, school district personnel, or others deemed necessary before rendering a decision. The OCE Director will be responsible for obtaining this additional information. Delays in obtaining the additional information may require a re-convening of the Hearing Panel at a future date.
9. At the conclusion of the Hearing Panel's deliberations and consideration of the evidence, the Hearing Panel shall determine whether there is sufficient evidence to show by a preponderance of the evidence that the University's decision to dismiss the student is based in reliable and credible fact and in accordance with University policies and procedures. The Chair of the Hearing Panel shall seek a motion from the Hearing Panel members to either "support, modify or reject" the decision to dismiss the student from the program. Following a second to the motion, discussion, and a call for the question, a vote will be conducted. A simple majority of the Hearing Panel members is required to issue a final decision. A tied vote shall be counted as not supporting the motion. If no motion passes, then the Chair of the Hearing Panel shall notify the Dean of the College and the Provost. The Provost shall conduct a full review of the entire record and issue a final decision in place of the Hearing Panel.
10. The Hearing Panel (or Provost, if said process is used) shall issue a written notification of its findings and decision to the student and University no more than ten (10) business days from the date of the decision. A copy of the letter will be placed in the student's file in the Office of Clinical Experiences and copies will be distributed to the university supervisor, the school district, the placement or program coordinator, the department chairperson for the student's major, the student's permanent file, and the Registrar's Office.
11. If the Hearing Panel reverses the decision to dismiss the student from the program, a grade of "incomplete" will be entered for the course/semester in order to extend the privilege of completing the fieldwork at a later date. A contract shall be made with the student specifying the work needed to complete the fieldwork and the date by which the work shall be finished. Successful fulfillment of an incomplete grade shall be dependent upon the availability of suitable sites, clinical supervisors, departmental resources, and meeting all new licensure prerequisites and other requirements in place at the time of completion. The university may need up to one full year to find an adequate placement after being notified of an approved incomplete and shall use the "three attempts" placement policy described elsewhere in this handbook.

12. The decision of the Hearing Panel (or Provost, if required) shall be final.

Criminal Background Checks

The University of Wisconsin-Whitewater College of Education and Professional Studies (COEPS) requires a criminal background check conducted for all students participating in all clinical experiences. The comprehensive background check includes a residency check, nationwide criminal background check, and a national criminal database. Please see the back of this sheet for the policy related to background checks and placement attempts.

Specific instructions will be sent to students prior to their clinical experience.

Elements and Expectations of Clinical Experiences

All teacher education students are required to complete at least one pre-student teaching practicum and at least one full semester of student teaching. Most programs at UW-Whitewater require students to complete multiple pre-student teaching placements over the course of several semesters.

Pre-Student Teaching Semesters

The pre-student teaching semesters give students first-hand knowledge of the classroom environment and the teacher's role. For some students this is the second encounter with the real world of teaching after the Foundations Block semester. Other students have multiple clinical experiences prior to full time student teaching. For all students, clinical experiences span the developmental levels of the license and are designed to enhance the connection between teaching experiences and university coursework, and to foster reflection.

Pre-student teaching placements are typically between five and nine weeks long but can last an entire semester depending on the program. Under the supervision of an experienced teacher, teacher candidates begin by observing classroom activities, assist the teacher with day-to-day classroom management tasks, interact one-to-one with students, and instruct small groups. While students do not assume the full degree of classroom responsibility that they will have during their student teaching semester, pre-student teaching students are expected to take responsibility and lead whole class lessons over the course of several days, pending the placement and program goals.

The cooperating teacher and university supervisor use the clinical experiences to assess the student's readiness for the student teaching experience to come. For this reason, active student engagement in the practicum is necessary and expected. For most programs, students will be visited at least once by their assigned university supervisor for an observation of teaching. Additional supervisory visits may be scheduled if there are any problems or concerns about the student's readiness to continue on to the full time student teaching semester.

Pre-student teaching requirements are program specific. Students are expected to plan their experience jointly with their cooperating teacher, university supervisor and method(s) instructors. What follows is a general guideline for the pre-student teaching experience and should not be used as a “script.”

First phase of pre-student teaching: Student becomes familiar with the cooperating teacher, the students, the curriculum and the classroom, school and community contexts and gradually begins to build skills in curriculum planning and implementation.

Possible activities include:

- Observe instruction
- Participate in or conduct a community building lesson activity
- Provide assistance to individuals and small groups during instruction
- Read school and classroom documents (e.g. faculty handbook, school or class newsletters, class policies, parent handouts)
- Discuss students, curriculum, school and community contexts with cooperating teacher
- Read and evaluate student work
- Begin presenting lessons to small groups or whole class by mirroring the cooperating teacher, going over lessons plan in advance, observing one period (middle and secondary), then teach the next.
- Meet with cooperating teacher to get feedback on instructional classroom management skills.
- Identify one or more upcoming topics on which to independently plan a lesson to be taught
- Teach one independently planned lesson

Second phase of pre-student teaching: Student continues to build and develop skills in curriculum planning and implementation. Student could begin teaching lessons either planned independently or by mirroring the cooperating teacher. Possible activities include:

- Continue presentation of lessons by mirroring the cooperating teacher or implementing a lesson generated by the cooperating teacher.
- Present independently planned lessons as appropriate.
- Meet with cooperating teacher for feedback on instruction and classroom management skills.
- Present an assessment activity planned by the cooperating teacher or, if appropriate, planned independently.
- Identify one or more upcoming topics on which to independently plan a lesson to be taught.
- Read and evaluate student work
- Continue planning for additional independent lesson planning and implementation.

Final phase of pre-student teaching: Student continues to build and develop curriculum planning and implementation and, if required and appropriate, teaches a sequence of lessons. Possible activities include:

- Present independently planned lessons to small groups and whole class for a period or partial period as appropriate.
- Present a sequence of lessons over several days during the same period.

- Meet with cooperating teacher for feedback on instruction and classroom management skills.
- Read and evaluate student work.
- Begin pre-student teaching reflection and develop a list of goals for growing as an educator.
- Meet with cooperating teacher to discuss final evaluation.

Additional Recommended Activities for *all* pre-student teaching students include:

Observation: Make descriptive, critical, and reflective observations of the classroom.

Planning: Prepare materials, plan learning activities, plan instruction, plan evaluation/assessment

Instruction: Prepare a bulletin board, prepare the classroom for instruction, provide individual instruction, provide small group instruction, assist with whole group instruction, team teach whole group instruction, aim for two weeks of whole group instruction

Evaluation: Correct/record student work, grade student work, give students corrective feedback, choose appropriate evaluation measure(s), prepare evaluation instrument(s), diagnose/remediate student errors

Classroom Management: Correct/distribute papers/materials, take attendance, circulate around class for assistance, help supervise field trips, etc., enforce classroom/school rules of behavior, and establish expectations for behavior and success

Professional Activities: Become familiar with and/or join a professional organization, attend team/department planning sessions, attend faculty/department meetings, attend school in-services, participate in parent conferences and student staffing

Student Teaching Semester

The full-time student teaching semester is designed to give the student a full time experience, spanning the grade levels of their intended license, under the supervision of a cooperating teacher. It is expected that the student's total scholastic effort be devoted to the student teaching experience (all course work should be completed prior to student teaching). The broad goal of student teaching is that the student shall have the best possible introduction to the teaching profession. Under the supervision of a cooperating teacher, the student will be guided through a variety of experiences ranging from the practice of basic teaching skills to classroom management. The cooperating teacher and student should jointly decide on specific goals, objectives and timeline of the experience, under the support and guidance of the university supervisor. The student should also gain knowledge about the community in which they are teaching and attend all school functions and requirements alongside the cooperating teacher.

As with pre-student teaching, student teaching can be broken down into three phases. Because every placement and environment is unique, the descriptions below are provided as a general guide, not a script to be followed.

First phase of student teaching: The student becomes familiar with the cooperating teacher, the students, the curriculum and the classroom, school and community contexts and gradually begins

to build skills in curriculum planning and implementation. During this period the student assists with routine classroom management activities and supervises works of individual students and small groups of learners. It is expected that the student will be asked to take on some actual teaching duties, perhaps with a small group or presentation of a single lesson or take over responsibility for a specific content area. During this phase the amount of responsibility will vary depending on the classroom context and daily routine. Student teachers will gradually take on more and more responsibility for instruction. Because all student teachers have completed two or more clinical experiences prior to the student teaching semester, they should be ready to assume a responsible role in the classroom. However, the student teacher, cooperating teacher and university supervisor should cooperatively develop a timeline and schedule that is context specific.

Second phase of student teaching: During the second phase the student becomes more independent and the cooperating teacher assigns more responsibility to the student for regular teaching duties. The student teacher should be taking on the routine aspects of classroom management activities such as attendance and routine grading or assessments.

The student should be teaching entire lessons and planning units of study, gradually working up to partial day responsibility for the curriculum and assessment. It is important that the cooperating teacher and student teacher continually re-examine the pace at which classroom responsibilities are assumed in relation to the student teacher's demonstrated abilities. Teaching responsibility should be assumed gradually enough to allow the student teacher time to adjust, yet rapidly enough that the student faces continuing challenges.

The cooperating teacher should be providing regular feedback and advice to the student teacher on planning skills and actual classroom performance. The midterm evaluation and self-evaluation should be completed.

Third phase of student teaching/Independence: During this phase the cooperating teacher assigns responsibility to the student for all regular teaching duties. The student teaches entire lessons and units of work as the lead or primary classroom teacher and is responsible for all assessment-related tasks and reporting. It is important that the cooperating teacher continue to provide the student with feedback on planning skills and classroom performance. The final evaluation should be completed.

The pre-student teaching semesters and student teaching semester are critical in the development of preservice teachers. It is expected that the cooperating teacher, university student and university supervisor will be in regular contact throughout these semesters to support the university student along with developing partnerships between the UW-Whitewater College of Education and Professional Studies and area schools.

